

Wallingford Public Schools - HIGH SCHOOL COURSE OUTLINE

Course Title: China and Japan	Course Number: A 3353
Department: Social Studies	Grade(s): 11-12
Level(s): Academic	Credit: 1/2
Course Description This course will examine China and Japan, two countries in one of the most dynamic regions of the world today. Topics to be studied include geography, history, and the political, economic, social, and religious institutions that define these two fascinating societies. Emphasis will be on modern Japanese and Chinese cultures. The relationships of these countries with the United States will also be explored.	
Required Instructional Materials <ul style="list-style-type: none"> • <i>Through Chinese Eyes</i>, Peter J. Seybolt, Learning Research Institute International, 1988 • <i>Through Japanese Eyes</i>, Richard H. Minear, Center for International Training & Education, 1994 • Maps 	Completion/Revision Date Approved by Curriculum Council on May 25, 2004 Adopted by the Board of Education on June 14, 2004

Mission Statement of the Curriculum Management Team

The mission of the Social Studies Curriculum Management Team is to provide students with the opportunity to gain fundamental understanding of history, civics, economics, cultures, geography, and the social sciences so that they develop into responsible citizens who use analytical reasoning and historical thinking to make informed decisions about the issues that face our nation and world today.

Enduring Understandings for the Course

- Geography influences a person's needs, culture, opportunities, choices, interests, and skills.
- Knowledge of the past helps one understand the present and make decisions about the future.
- Culture is both a unifying and divisive force in human relations.
- People are affected by environmental, economic, social, cultural, and civic concerns.
- People respond to and resolve conflicts by choosing among responses that have immediate and long-term outcomes.
- Decisions concerning the allocation and use of resources impacts individuals and groups.
- Change over time reveals political, social, and economic patterns.
- Progress is defined by cultural interpretation.
- The study of Chinese culture reveals the ideals, beliefs, values, and institutions of its people.
- Analytical questioning creates a purpose for research.
- Information can be found in multiple locations and with various people.
- The research process requires the use of a variety of resources to ensure validity.

• Interpreting and analyzing research results will answer a variety of questions.
• Writers have a purpose for writing.
• Recognizing a diversity of viewpoints benefits all.
• Examining social and civic issues helps to expand ones understanding of the world, its people, and themselves.
• Technology is a tool that can be used for collecting, organizing, and presenting information.

LEARNING STRAND

1.0 Critical Thinking and Communication Skills

NOTE: This learning strand should be taught through the integration of the other learning strands included in this course. It is not meant to be taught in isolation as a separate unit.

ENDURING UNDERSTANDING(S)

- Analytical questioning creates a purpose for research.
- Information can be found in multiple locations and with various people.
- The research process requires the use of a variety of resources to ensure validity.
- Interpreting and analyzing research results will answer a variety of questions.
- Writers have a purpose for writing.
- Recognizing a diversity of viewpoints benefits all.
- Examining social and civic issues helps to expand ones understanding of the world, its people, and themselves.
- Technology is a tool that can be used for collecting, organizing, and presenting information.

ESSENTIAL QUESTION(S)

- What do I do when my immediate resources are not adequate?
- What are the benefits of using multiple media to locate information?
- How do I know my information is reliable (accurate, unbiased, current, and appropriate)?
- What is the purpose of using both primary and secondary sources?
- Why do we need to evaluate what we read?
- How does time and place in history influence language?
- How does the audience influence the format of your writing?
- How does the consideration of different viewpoints influence how I think and act?
- What are the benefits and limitations of using technology?

LEARNING OBJECTIVES *The student will:*

- 1.1 Generate research questions to be investigated.
- 1.2 Select information from a variety of sources.
- 1.3 Evaluate the validity of information, testing its credibility and identifying bias.
- 1.4 Interpret information from primary and secondary source documents.
- 1.5 Debate divergent points of view.
- 1.6 Compose a variety of text forms for different audiences using standard forms of English grammar and mechanics.
- 1.7 Analyze the various political, economic, social, and cultural interests that affect the development of human interaction.
- 1.8 Develop proposals regarding solutions to significant international, political, economic, demographic or environmental issues.
- 1.9 Justify personal beliefs, feelings and convictions.
- 1.10 Recognize the personal responsibilities of citizens for responsible social change.
- 1.11 Assess the need for social and political reform.

INSTRUCTIONAL SUPPORT MATERIALS

- See other learning strands

SUGGESTED INSTRUCTIONAL STRATEGIES

- Reflective journal writing
- Web-based research and/or WebQuests
- Debate
- Speakers on Chinese and/or Japanese issues
- Role plays and/or simulations
- Current events
- Political cartoon analysis
- Projects

SUGGESTED ASSESSMENT METHODS

- Student presentations (oral, multimedia etc.)
- Projects
- Participation
- Writing pieces/journals
- Debate/critiques
- Authentic assessments
- Portfolios

<u>LEARNING STRAND</u>	
2.0 Geography and Culture of China	
<u>ENDURING UNDERSTANDING(S)</u>	<u>ESSENTIAL QUESTION(S)</u>
<ul style="list-style-type: none"> • Geography influences a person’s needs, culture, opportunities, choices, interests, and skills. • The study of Chinese culture reveals the ideals, beliefs, values, and institutions of its people. 	<ul style="list-style-type: none"> • To what extent does China’s geography contribute to significant regional and cultural differences? • How does geography influence lifestyle and point of view? • Why should we study other cultures?
<u>LEARNING OBJECTIVES</u> <i>The student will:</i>	<u>INSTRUCTIONAL SUPPORT MATERIALS</u>
<ul style="list-style-type: none"> 2.1 Identify the major geographical features of China. 2.2 Describe the factors that influence China’s climate. 2.3 Analyze the interaction between the people and their environment. 2.4 Interpret Chinese values based on examination of cultural artifacts such as proverbs, folktales, and art. 2.5 Compare how Chinese values are similar to and different from western values. 2.6 Examine in what ways Chinese traditions can be found in American culture. 	<ul style="list-style-type: none"> • <i>Everything You Need to Teach Asia</i>, InspirED Educators, Inc. • www.worldclimate.com • www.lonelyplanet.com • http://www.yale.edu/ycias/pier/resourcecenter.htm • www.icons.umd.edu/pls/reslib/reslib • www.techtrekers.com • <i>The New York Times</i> • <i>Time</i> magazine • <i>Newsweek</i> • Travel brochures • <i>China: World of Difference</i>, Video Visits • WebQuest: <i>Three Gorges Dam</i> • WebQuest: <i>Searching for China</i>: www.kn.pacbell.com/wired/China/ChinaQuest.html
	<u>SUGGESTED INSTRUCTIONAL STRATEGIES</u>
	<ul style="list-style-type: none"> • Maps and atlases: locate and label various physical features on a map of China. • Web-based research • Speakers on Chinese culture & issues • Explore Chinese folktales and/or proverbs • PowerPoint presentation (Three Gorges Dam) • Write a one page analysis on how the geography of China has had an impact on its culture
	<u>SUGGESTED ASSESSMENT METHODS</u>
	<ul style="list-style-type: none"> • Map assessments • Climograph • Writing assignments • Student created folktales and/or proverbs • PowerPoint presentation

<u>LEARNING STRAND</u>	
3.0 Dynasty, Revolution, and Communism	
<u>ENDURING UNDERSTANDING(S)</u>	<u>ESSENTIAL QUESTION(S)</u>
<ul style="list-style-type: none"> • Knowledge of the past helps one understand the present and make decisions about the future. • Change over time reveals political, social, and economic patterns. • People respond to and resolve conflicts by choosing among various responses that have immediate and long-term outcomes. 	<ul style="list-style-type: none"> • What happens when cultures collide? • What should we do when primary and secondary sources disagree? • How can knowledge of the past help me understand the present and affect the future?
<u>LEARNING OBJECTIVES</u> <i>The student will:</i>	<u>INSTRUCTIONAL SUPPORT MATERIALS</u>
<ul style="list-style-type: none"> 3.1 Explain the factors that led to the fall of the dynasties. 3.2 Compare and contrast Mao and Chiang Kai Shek's vision for China. 3.3 Assess the reasons why Communism and Mao ultimately prevailed in China's civil war. 3.4 Analyze Communist rule in modern China. 	<ul style="list-style-type: none"> • <i>Everything You Need to Teach Asia</i>, InspirED Educators, Inc. • <i>History Alive! Communist China and Modern Japan</i>, Teacher's Curriculum Institute • <i>Asia: Global Perspectives through Editorial Cartoons</i>, MindSparks • www.yale.edu/ycias/pier/resourcecenter.htm • WebQuest: <i>China: Roots of Revolution</i>: http://projects.edtech.sandi.net/kearny/roots/ • <i>Red Scarf Girl</i>, Ji-li Jiang (novel)
	<u>SUGGESTED INSTRUCTIONAL STRATEGIES</u>
	<ul style="list-style-type: none"> • Flowchart of key events in Chinese history. • Interactive slide show (History Alive!) • Dialogue between noteworthy figures in Chinese history • Political cartoon analysis • Role-play key events from Chinese history. • Creative journal writing • Analytical essay on the effects of Communist rule • Presentation of the factors that led to the downfall of the dynasties • Simulated dialogue between Mao and Chiang Kai Shek
	<u>SUGGESTED ASSESSMENT METHODS</u>
	<ul style="list-style-type: none"> • Student presentations/performances • Writing assignments • Critiques • Projects • Authentic assessments

<u>LEARNING STRAND</u>	
4.0 Chinese Culture Under Communism	
<u>ENDURING UNDERSTANDING(S)</u>	<u>ESSENTIAL QUESTION(S)</u>
<ul style="list-style-type: none"> • People are increasingly affected by environmental, economic, social, cultural, and civic concerns. • Culture is both a unifying and divisive force in human relations. • Progress is defined by cultural interpretation. 	<ul style="list-style-type: none"> • What does it mean to be civilized? • What are the significant symbols and icons of civilizations/cultures? • Do the arts reflect or shape culture? • Why should we study other cultures? • What does it mean to be Chinese? • How does who you are help determine your perception of progress?
<u>LEARNING OBJECTIVES</u> <i>The student will:</i>	<u>INSTRUCTIONAL SUPPORT MATERIALS</u>
<p>4.1 Compare and contrast dynastic and communist artwork as it reflects continuity and change in Chinese society.</p> <p>4.2 Analyze the effects of Communism on the Chinese people.</p> <p>4.3 Identify how Market-Leninism has changed Chinese society.</p> <p>4.4 Determine the factors that define the collective identity of the Chinese people.</p> <p>4.5 Assess the extent to which China's population poses a problem to effective governance in China today.</p> <p>4.6 Analyze how the educational system reflects the political, economic, and social goals of modern China.</p> <p>4.7 Explore the status of women in Chinese society.</p>	<ul style="list-style-type: none"> • <i>History Alive: Communist China and Modern Japan</i>, Teacher's Curriculum Institute • <i>Everything You Need to Teach Asia</i>, InspirED Educators, Inc. • www.yale.edu/ycias/pier/resourcecenter.htm
	<u>SUGGESTED INSTRUCTIONAL STRATEGIES</u>
	<ul style="list-style-type: none"> • Inquiry into key issues relating to communist China • Comparative study of noteworthy people from China • Simulate key people and events connected to communist China • Creative writing on village life • Write a memo outlining ways to address the population crisis in China. • Student reenactment of a Chinese classroom • Analytical writing exploring what it means to be Chinese • Debate: can the communist party remain in power while pursuing a contradictory policy of Market-Leninism?
	<u>SUGGESTED ASSESSMENT METHODS</u>
	<ul style="list-style-type: none"> • Debate • Authentic assessments • Student presentations/performances • Writing assignments • Research rubric • Student participation • Self-evaluation • Projects

LEARNING STRAND

5.0 Chinese Relations With the United States

ENDURING UNDERSTANDING(S)

- People resolve conflicts by choosing among responses that have immediate and long-term outcomes.
- Culture is both a unifying and divisive force in human relations.

ESSENTIAL QUESTION(S)

- What is the nature of the relationship between the United States and Japan?
- What factors determine the nature of the relationship between Japan and the United States?

LEARNING OBJECTIVES *The student will:*

- 5.1 Identify continuity and change in China-U.S. relations.
- 5.2 Analyze the issues that frame the current debate on U.S. policy toward China.
- 5.3 Articulate recommendations for U.S. policy toward China based on personally held values and historical understanding.
- 5.4 Explore Chinese influences in American culture.

INSTRUCTIONAL SUPPORT MATERIALS

- *History Alive! Communist China and Modern Japan*, Teacher’s Curriculum Institute
- *Everything you need to Teach Asia*, InspirED Educators, Inc.
- *China on the World Stage: Weighing the U.S. Response: Choices For The 21st Century*
- Universal Declaration of Human Rights: Adopted by the United Nations General Assembly on December 10, 1948
- *The New York Times*
- *Time* magazine
- *Newsweek*
- <http://travel.state.gov/china.html>

SUGGESTED INSTRUCTIONAL STRATEGIES

- Analysis of primary source documents.
- Graphic organizer: analyze the viewpoint of the U.S. on issues with China
- Cooperative groups: create U.S. State Department Policies toward China
- Speech to United Nations General Assembly on Human Rights in China
- Debate U.S. policy toward China
- Museum panel exhibit on China-U.S. relations

SUGGESTED ASSESSMENT METHODS

- Creative and persuasive writing pieces
- Research rubric
- Student participation
- Student presentations/performances
- Debate
- Projects
- Authentic assessments
- Self-evaluation

<u>LEARNING STRAND</u>	
6.0 Geography of Japan	
<u>ENDURING UNDERSTANDING(S)</u>	<u>ESSENTIAL QUESTION(S)</u>
<ul style="list-style-type: none"> • Geography influences a person's needs, culture, opportunities, choices, interests, and skills. 	<ul style="list-style-type: none"> • To what extent does Japan's geography contribute to regional and cultural differences? • How does geography influence lifestyle and point of view?
<u>LEARNING OBJECTIVES</u> <i>The student will:</i>	<u>INSTRUCTIONAL SUPPORT MATERIALS</u>
6.1 Identify the major geographical features of Japan. 6.2 Describe the factors that influence Japan's climate. 6.3 Analyze the interaction between the Japanese people and their environment.	<ul style="list-style-type: none"> • <i>Everything you need to Teach Asia</i>, InspirED Educators, Inc. • www.worldclimate.com • www.lonelyplanet.com • www.icons.umd.edu/pls/reslib/reslib, ICONS Country Research Library • www.techtrekers.com • www.pbs.org/teachersource/ • http://www.yale.edu/ycias/pier/resourcecenter.htm • <i>The New York Times</i> • <i>Time</i> magazine • <i>Japan</i>, Video Visits Series, VHS • Newsweek • Travel brochures
	<u>SUGGESTED INSTRUCTIONAL STRATEGIES</u>
	<ul style="list-style-type: none"> • Maps and atlases: locate and label various physical features on a map of Japan • Web-based research • WebQuests • Speakers on Japanese culture & issues • Explore Japanese folktales and/or proverbs • Climograph • Analytical writing: How does Japan's geography shape and/or define its culture?
	<u>SUGGESTED ASSESSMENT METHODS</u>
	<ul style="list-style-type: none"> • Map assessments • Creative & persuasive writing pieces • Authentic assessments • Research rubric • Student participation • Student created folktales and/or proverbs • PowerPoint presentation

LEARNING STRAND

7.0 The Rise of Modern Japan

ENDURING UNDERSTANDING(S)

- Decisions concerning the allocation and use of resources impacts individuals and groups.
- Knowledge of the past helps one understand the present and make decisions about the future.

ESSENTIAL QUESTION(S)

- What happens when cultures collide?
- What should we do when primary and secondary sources disagree?
- How can knowledge of the past help me understand the present and affect the future?

LEARNING OBJECTIVES *The student will:*

- 7.1 Explore major events in the rise of modern Japan.
- 7.2 Explain the significance behind Japan's imperialist policies.
- 7.3 Interpret Japan's political and military actions from Pearl Harbor to Hiroshima.
- 7.4 Analyze the factors that contributed to Japan's recovery and economic success after WWII.

INSTRUCTIONAL SUPPORT MATERIALS

- *Everything You Need to Teach Asia*, InspirED Educators, Inc.
- *History Alive! Communist China and Modern Japan*, Teacher's Curriculum Institute.
- www.yale.edu/ycias/pier/resourcecenter.htm
- www.icons.umd.edu/pls/reslib/reslib, ICONS Country Research Library
- www.pbs.org/teachersource/
- www.lonelyplanet.com
- www.techtrekers.com

SUGGESTED INSTRUCTIONAL STRATEGIES

- Interactive slide show (History Alive!)
- Utilize primary source documents
- Collaborative groups create comic strips for each period in Japanese history
- Reflective journal writing
- Comic book tracing Japanese history from Meiji era to post World War II
- Analytical journal writing: explain how Japanese actions from 1895-1945 were a reflection of the principle of self-interest
- Dramatizations
- Debate whether Japan should be allowed to rearm in the 21st century.

SUGGESTED ASSESSMENT METHODS

- Research rubric
- Comic book and other projects
- Writing assignments
- Student presentations/performances
- Debate
- Student participation
- Authentic assessments
- Self-evaluation

<u>LEARNING STRAND</u>	
8.0 Japanese Culture	
<u>ENDURING UNDERSTANDING(S)</u>	<u>ESSENTIAL QUESTION(S)</u>
<ul style="list-style-type: none"> • People are increasingly affected by environmental, economic, social, cultural, and civic concerns. • Culture is both a unifying and divisive force in human relations. • Progress is defined by cultural interpretation. 	<ul style="list-style-type: none"> • What does it mean to be civilized? • What are the significant symbols and icons of civilizations/cultures? • Do the arts reflect or shape culture? • Why should we study other cultures? • How does who you are help determine your perception of progress?
<u>LEARNING OBJECTIVES</u> <i>The student will:</i>	<u>INSTRUCTIONAL SUPPORT MATERIALS</u>
<p>8.1 Evaluate how education, sports, religion, the arts, and language reflect Japanese values.</p> <p>8.2 Compare and contrast Japanese and American cultures.</p> <p>8.3 Examine Japan’s “economic miracle” and how it is interwoven with Japanese values.</p> <p>8.4 Analyze the status of women in Japanese society.</p>	<ul style="list-style-type: none"> • <i>History Alive! Communist China and Modern Japan</i>, Teacher’s Curriculum Institute • <i>Everything You Need to Teach Asia</i>, InspirED Educators, Inc. • <i>Asia: Global Perspectives through Editorial Cartoons</i>, MindSparks • www.icons.umd.edu/pls/reslib/reslib • www.techtrekers.com • www.lonelyplanet.com • http://www.edgateteam.net/WL/WLLanguage/wl_languages_japan.htm • http://www.uni.edu/becker/japanese2.html • <i>Japanese Pop Culture</i>, WebQuest
	<u>SUGGESTED INSTRUCTIONAL STRATEGIES</u>
	<ul style="list-style-type: none"> • Interactive slide show (<i>History Alive!</i>) • Projects comparing American and Japanese cultures • Simulate key parts of Japanese culture • Explore Japanese folktales and/or proverbs • Cultural collage on Japanese values • Newspaper article on Japan’s “Economic Miracle” • A writing piece or journal entry comparing Japanese & American cultures • Analytical writing: Are Japan and the United States more similar or different?
	<u>SUGGESTED ASSESSMENT METHODS</u>
	<ul style="list-style-type: none"> • Student presentations/performances • Research rubric • Authentic assessments • Writing assignments

LEARNING STRAND

9.0 Japanese and United States Relations

ENDURING UNDERSTANDING(S)

- Culture is both a unifying and divisive force in human relations.
- People resolve conflicts by choosing among responses that have immediate and long-term outcomes.

ESSENTIAL QUESTION(S)

- What is the nature of the relationship between the United States and Japan?
- What factors determine the nature of the relationship between Japan and the United States?

LEARNING OBJECTIVES *The student will:*

- 9.1 Identify changes in Japanese-U.S. relations.
- 9.2 Analyze the issues that frame the current debate on U.S. policy toward Japan.
- 9.3 Recommend a U.S. policy toward Japan based on American held values and historical understanding.
- 9.4 Assess the extent to which misperceptions have affected how the Japanese and American people view one another.

INSTRUCTIONAL SUPPORT MATERIALS

- *History Alive! Communist China and Modern Japan*, Teacher's Curriculum Institute
- *Everything You Need to Teach Asia*, InspirED Educators, Inc.
- <http://travel.state.gov/japan.html>
- *Newsweek*
- *The New York Times*
- *Time* magazine

SUGGESTED INSTRUCTIONAL STRATEGIES

- Analysis of primary source documents.
- Graphic organizer analyzing the viewpoint of the U.S. on issues with Japan
- In cooperative groups create U.S. State Department policies toward Japan
- Debate U.S. policy toward Japan
- Museum panel exhibit on Japanese-U.S. relations
- Analytical journal writing exploring the misconceptions involved in how the Japanese and Americans view one another

SUGGESTED ASSESSMENT METHODS

- Research rubric
- Debate
- Student presentations/performances
- Writing assignments
- Graphic organizers
- Student participation in cooperative groups
- Authentic assessments
- Self-evaluation

