

7th Grade SS SE Asia History Learning Pathway Unit 3

You will conference with the teacher after you have completed your Pretest Analysis form and begin working on your choice board.

Graduation History: Evaluate a variety of sources to apply knowledge of major eras, enduring themes, turning points and historical influences to analyze the forces of continuity and change in the community, the state, the United States and the world.

SE Asia History Pre-test score:	Teacher initials:	Highlight below what DOK you begin with
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Performance Indicator	DOK 1 (START HERE if you made below an 80 on Pretest)	DOK 2 (START HERE if you made ABOVE an 80 on Pretest)	DOK 3	DOK 4
<p>A. Evaluate effectiveness and impact of historical events and developments as examples of change and/or continuity.</p> <p>B. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.</p>	<p><u>Learning Target: I can...</u> K9. I can define nationalism. K10. I can identify European colonization of India and Vietnam. K11. I can identify Mohandas Gandhi K12. I can identify Ho Chi Minh</p> <p><u>Activities:</u> MUST COMPLETE ALL 1. Complete the notes on India & Vietnam 2. Complete Venn Diagram comparing/contrasting independence in both India and Vietnam</p> <p><u>Teacher Initials when complete:</u> <input style="width: 50px; height: 25px;" type="text"/></p>	<p><u>Learning Target: I can...</u> R6. I can explain how nationalism led to independence in India and Vietnam. R7. I can explain the influence of Mohandas Gandhi and his role in India's independence R8. I can explain the role of Ho Chi Minh in Vietnam's independence</p> <p><u>Activities:</u> ALL – watch Gandhi video</p> <p>Complete 1 activity 1. Case study of Mohandas Gandhi 2. Case study of Ho Chi Minh</p> <p><u>Teacher Initials when complete:</u> <input style="width: 50px; height: 25px;" type="text"/></p>	<p><u>Learning Target: I can...</u> I am able to evaluate a variety of sources to apply knowledge of major eras, enduring themes, turning points and historical influences to analyze the forces of continuity and change in the community, the state, the United States and the world</p> <p><u>ONGOING ACTIVITY: DUE MAY 2nd!</u> Create your own country project</p>	
<p>C. Analyze multiple factors that influenced the perspectives of people during different historical eras.</p> <p>D. Describe how people's perspectives shaped the historical sources they created.</p>	<p><u>Learning Target: I can...</u> K13. I can define communism. K14. I can identify Mao Zedong K15. I can identify the event of Tiananmen Square.</p> <p><u>Activities:</u> MUST COMPLETE ALL 1. Complete the notes on Communism in China 2. Reading & questions over Rise of Communism in China</p> <p><u>Teacher Initials when complete:</u> <input style="width: 50px; height: 25px;" type="text"/></p>	<p><u>Learning Target: I can...</u> R9. I can explain the role of Mao Zedong in establishing China as a communist country. R10. I can explain the events and impact of Tiananmen Square</p> <p><u>Activities:</u> MUST COMPLETE ALL 1. Watch Tank Man video and complete analysis 2. Create Biographical Flipbook</p> <p>Teacher Initials when complete: <input style="width: 50px; height: 25px;" type="text"/></p> <p><u>Unit Posttest:</u> <input style="width: 50px; height: 25px;" type="text"/></p>	<p>1. Create a historical timeline about the development of the Middle East, Africa, or Asia. Explain how CONFLICT in the region has created change!</p>	

****SEE YOUR TEACHER FOR RUBRICS and DETAILED EXPLANATION OF DOK 2 and 3 tasks****