



Park Hill School District

Building Successful Futures • Each Student • Every Day

High School Asia and Asian American Studies Curriculum

Course Description: This course explores the history and culture of Asia from its earliest beginnings to the modern era. The examination of Asia will focus on the geography, institutions, traditions, belief systems, and contemporary issues that have shaped and continue to shape East, Southeast, South, and Southwest Asia (the Middle East). The course traces historical relationships among Asian nations and regions involving cultural diffusion, trade, conquest, and colonialism and how these have impacted Asia. It also will explore the experience of Asian Americans in today's society and how their experience has changed throughout the years. Furthermore, this course will consider how globalization has affected Asia's relationship with the rest of the world.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
3 Weeks	China	Topic 1: Ancient and Classical China Topic 2: Golden Age China Topic 3: Challenges to China Topic 4: Modern China
3 Weeks	Japan and Korea	Topic 1: Ancient Japan and Korea Topic 2: Classical/Medieval Japan Topic 3: Classical/Medieval Korea Topic 4: Modern Japan and Korea
3 Weeks	South Asia	Topic 1: Ancient South Asia Topic 2: Classical India Topic 3: Post-Classical India Topic 4: Modern South Asia

3 Weeks	Southeast Asia	Topic 1: Early Southeast Asia Topic 2: SE Asia Under Western Influence Topic 3: Modern Southeast Asia Topic 4: Modern South Asia
4 Weeks	Middle East and Central Asia	Topic 1: Ancient Middle East Topic 2: Rise of the Islamic World Topic 3: Division of the Islamic World Topic 4: Modern Middle East and Central Asia
2 Weeks	Asian-American Experience	Topic 1: History of Asian Immigration Topic 2: The Asian-American Experience in Modern U.S.

Curriculum Revision Tracking

Spring, 2018

All Units:

- Updated ISTE Standards
- Updated Missouri Learning Standards
- Updated Teaching Tolerance Standards

Unit 1: China

Subject: Asia and Asian American Studies

Grade: 10-12

Name of Unit: China

Length of Unit: 3 Weeks

Overview of Unit: In this unit, students will study the history of the oldest, continuous civilization in the world, from its beginnings in the Xia and Shang Dynasties to the modern issues of the People's Republic of China. Students will also focus on belief systems, customs, and traditions throughout Chinese history as well as examine the impact China has had on other nations during different time periods. Unit activities will also focus on landscape painting, calligraphy, music, current events, social issues, political structures, and economic changes.

Priority Standards for unit:

- SS.9-12.WH.1.CC.E Analyze the causes and consequences of a specific problem in world history post c. 1450 as well as the challenges and opportunities faced by those trying to address the problem
- SS.9-12.WH.1.GS.A Analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society in World history prior to c.1450
- SS.9-12.WH.1.CC.A Create and use tools to analyze a chronological sequence of related events in world history
- SS.9-12.WH.1.G.C Locate major cities of the world and key world nations; the world's continents, and oceans; and major topographical features of the world
- SS.9-12.WH.1.PC.B Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples
- SS.9-12.WH.2.CC.A Explain the causes and effects of the expansion of societies in Western Africa, Byzantine Empire, Gupta India, Chinese Dynasties, and Muslim Empires
- SS.9-12.WH.3.PC.A Analyze the exchange of people, goods and ideas to determine their impact on global interdependence and conflict
- SS.9-12.WH.5.CC.A Analyze world-wide imperialism in the late nineteenth and twentieth centuries to determine its causes and consequences

Supporting Standards for unit:

- SS.9-12.WH.2.CC.B Compare the dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa, the Americas and Middle East in ancient and medieval times
- SS.9-12.WH.3.CC.C Explain the challenges and benefits of large land empires including those found in Russia, China, and the Middle East

- SS.9-12.WH.4.CC.C Analyze political revolutions and reform movements in order to determine their enduring effects worldwide on the political expectations for self-government and individual liberty
- SS.9-12.WH.3.GS.A Describe how governments and institutions of the Eastern and Western Hemispheres changed to deal with the challenges and opportunities of an interconnected world
- SS.9-12.WH.5.G.C Evaluate the relationship between technological and scientific advancements and increasing global interaction
- SS.9-12.WH.4.PC.D Analyze political, social, cultural, artistic and economic revolutions to determine how they impacted concepts of class, race, tribe, slavery, and caste affiliation
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- TT.AB.I.3: Students will recognize that peoples' multiple identities interact and create unique and complex individuals.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
- TT.AB.J.13: Students will analyze the harmful impact of bias and injustice on the world, historically and today.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
the causes and consequences of a specific problem in world history post c. 1450 as well as the challenges and opportunities faced by those trying to address the problem	Analyze	Analyze	3
laws, policies and processes to determine how governmental systems affect individuals and groups in society in World history prior to c.1450	Analyze	Analyze	3
a chronological sequence of related events in world history	analyze	analyze	3
major cities of the world and key world nations; the world's continents, and oceans; and major topographical features of the world	Locate	Remember	1

the origins and impact of social structures and stratification on societies and relationships between peoples	examine	Analyze	3
the causes and effects of the expansion of societies in Western Africa, Byzantine Empire, Gupta India, Chinese Dynasties, and Muslim Empires	explain	Understand	3
the exchange of people, goods and ideas to determine their impact on global interdependence and conflict	Analyze	Analyze	3
world-wide imperialism in the late nineteenth and twentieth centuries to determine its causes and consequences	Analyze	Analyze	3

Essential Questions:

1. Why was there a great deal of continuity in the government structures of China throughout its history?
2. How was China able to become a center for trade and cultural exchange throughout history?
3. How has China changed since the Chinese Revolution?

Enduring Understanding/Big Ideas:

1. For most of the history of China, the Han Chinese people maintained control over the government. They relied on a complex government bureaucracy that emphasized tradition and connections to Chinese philosophy to maintain the status quo.
2. The Chinese traded goods that were in great demand for many other areas of the world, especially Europe. Goods such as silk, porcelain, and tea, along with advanced navigational knowledge, paper, gunpowder technology, etc. assured China's position as a center of economic and intellectual exchange.
3. Modern China has broken with many traditions of the past, becoming a Communist country that has experienced a backlash against the governmental system, Confucian values, and social hierarchy of the dynastic period. However, China is still an economic center of the world, and both the people and the government stress the importance of history and culture in daily affairs.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
<ul style="list-style-type: none"> • Mythology • Great Wall 	<ul style="list-style-type: none"> • Ancestor Veneration • Guomindang

<ul style="list-style-type: none"> ● Patriarchy ● Manchurians ● Legalism ● Exploration ● Imperialism ● World Wars ● Buddhism ● Confucianism ● Daoism ● Communism ● Mao Zedong ● Silk Road ● Mongols 	<ul style="list-style-type: none"> ● Chinese Communist Party ● Sun Yatsen ● Chiang Kai-Shek ● Feng Shui ● Tai Chi ● Forbidden City ● Terra Cotta Warriors ● Shang ● Zhou ● Qin ● Han ● Sui ● Tang ● Song ● Yuan ● Ming ● Qing ● Han Chinese ● Calligraphy
--	--

Resources for Vocabulary Development: Quality Tools

Topic 1: Ancient and Classical China

Engaging Experience 1

Title: Chinese Philosophical Traditions

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- SS.9-12.WH.1.GS.A Analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society in World history prior to c.1450
- SS.9-12.WH.1.CC.A Create and use tools to analyze a chronological sequence of related events in world history
- SS.9-12.WH.1.G.C Locate major cities of the world and key world nations; the world's continents, and oceans; and major topographical features of the world

Supporting:

- SS.9-12.WH.2.CC.B Compare the dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa, the Americas and Middle East in ancient and medieval times
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: Students will first create a chart over the history and beliefs of the three main philosophies of China: Confucianism, Daoism, and Legalism. They will research using the internet and reading selections provided. They will then participate in a class discussion activity where various statements are projected on the screen and students have to identify which philosophy or philosophies would support the viewpoints. Topics of statements relate to social hierarchy, gender relationships, government systems, individual vs. group priorities, and human nature. At the end of the activity, students will complete a writing assignment in which they argue which philosophy they agree with most and why, using factual information as support.

Bloom's Levels: Understand, Analyze, Evaluate

Webb's DOK: 2, 3, 4

Topic 2: Golden Age China

Engaging Experience 1

Title: Mapping the Expansion of China

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- SS.9-12.WH.1.G.C Locate major cities of the world and key world nations; the world's continents, and oceans; and major topographical features of the world

Supporting:

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Detailed Description/Instructions: Students will create two maps, one for China in the Tang dynasty and one for China in the Song dynasty, using classroom atlases and online resources. For each map, they will label important cities, the capital, physical features, regions, trade routes (Silk Road) and neighboring kingdoms. At the end of this activity, students will compare the two maps and look for major changes between the two dynasties. On the back of the Song dynasty map, they will write questions about specific changes on the maps that we will try to answer through our study of the history of the dynasties (questions like “Why do the geographic boundaries of China shrink in the Song dynasty?”)

Bloom's Levels: Remember, Analyze

Webb's DOK: 1, 3

Topic 3: Challenges to China

Engaging Experience 1

Title: China Confronts the West

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- SS.9-12.WH.5.CC.A Analyze world-wide imperialism in the late nineteenth and twentieth centuries to determine its causes and consequences
- SS.9-12.WH.3.PC.A Analyze the exchange of people, goods and ideas to determine their impact on global interdependence and conflict

Detailed Description/Instructions: After learning about the trade relationships China had with the West at this time and learning about Great Britain's Macartney Mission to open up more trade with China, students will read Emperor Qianlong's letter to English King George III regarding trade and the intrusion of Western culture into China. Students will write a response to the reading that analyzes Qianlong's opinions of Chinese culture vs. those of the West. Students will also write what this reveals about the power of the Emperor and Chinese values at this time. In class discussion, we will talk about how Chinese attitudes compare with the attitudes of Western governments and merchants during this time period.

Bloom's Levels: Understand, Apply, Analyze

Webb's DOK: 2, 3

Rubric: Class Discussion

Topic 4: Modern China

Engaging Experience 1

Title: Propaganda of the Cultural Revolution

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- SS.9-12.WH.1.CC.E Analyze the causes and consequences of a specific problem in world history post c. 1450 as well as the challenges and opportunities faced by those trying to address the problem

Supporting:

- SS.9-12.WH.4.CC.C Analyze political revolutions and reform movements in order to determine their enduring effects worldwide on the political expectations for self-government and individual liberty
- SS.9-12.WH.4.PC.D Analyze political, social, cultural, artistic and economic revolutions to determine how they impacted concepts of class, race, tribe, slavery, and caste affiliation

Detailed Description/Instructions: After studying the events of the Chinese Revolution and the Cultural Revolution, students will examine propaganda posters created by Mao and the Chinese Communist Party in the 1960s and 1970s. Students will discuss in small groups and then as a class the messages being presented in the posters. They will also connect how these messages relate to the goals of the Cultural Revolution and how they contrast with the ideas of China prior to the Chinese Revolution (in particular, students will examine ideas of social organization, industrial output, farming, and governmental structure). As homework, students will create a “propaganda poster” of their own that uses art to symbolize their views of what a perfect United States should look like.

Bloom’s Levels: Understand, Analyze, Create

Webb’s DOK: 2, 3, 4

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will create a skit of the history of China in three minutes (“The Abridged History of China”). China is the oldest, continuous civilization on earth, so to create a “summary” of this huge civilization is a challenge. For this skit, they will work in small groups of 3-5 people. They will need to address all of the dynasties of China as well as the Republic of China and People’s Republic of China time periods. They will need to act out distinguishing features of these time periods that make them unique from the other time periods in China. Their material also needs to include elements that relate to the major themes of history: political, social, economic, cultural, and interaction with other societies. All of the students in the group will need to participate in the performance which can be done live in class or can be recorded and shown on the day it is due. The audience will be the teacher and other class members.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Ancient and Classical China	Chinese Philosophical Traditions	Students will first create a chart over the history and beliefs of the three main philosophies of China: Confucianism, Daoism, and Legalism. They will research using the internet and reading selections provided. They will then participate in a class discussion activity where various statements are projected on the screen and students have to identify which philosophy or philosophies would support the viewpoints. Topics of statements relate to social hierarchy, gender relationships, government systems, individual vs. group priorities, and human nature. At the end of the activity, students will complete a writing assignment in which they argue which philosophy they agree with most and why, using factual information as support.	2 Days
Golden Age China	Mapping the Expansion of China	Students will create two maps, one for China in the Tang dynasty and one for China in the Song dynasty, using classroom atlases and online resources. For each map, they will label important cities, the capital, physical features, regions, trade routes (Silk Road) and neighboring kingdoms. At the end of this activity, students will compare the two maps and look for major changes between the two dynasties. On the back of the Song dynasty map, they will write questions about specific changes on the maps that we will try to answer through our study of the history of the dynasties (questions like “Why do the geographic boundaries of China shrink in the Song dynasty?”)	1 Day

Golden Age China	China Confronts the West	After learning about the trade relationships China had with the West at this time and learning about Great Britain's Macartney Mission to open up more trade with China, students will read Emperor Qianlong's letter to English King George III regarding trade and the intrusion of Western culture into China. Students will write a response to the reading that analyzes Qianlong's opinions of Chinese culture vs. those of the West. Students will also write what this reveals about the power of the Emperor and Chinese values at this time. In class discussion, we will talk about how Chinese attitudes compare with the attitudes of Western governments and merchants during this time period.	
Challenges to China	Propaganda of the Cultural Revolution	After studying the events of the Chinese Revolution and the Cultural Revolution, students will examine propaganda posters created by Mao and the Chinese Communist Party in the 1960s and 1970s. Students will discuss in small groups and then as a class the messages being presented in the posters. They will also connect how these messages relate to the goals of the Cultural Revolution and how they contrast with the ideas of China prior to the Chinese Revolution (in particular, students will examine ideas of social organization, industrial output, farming, and governmental structure). As homework, students will create a "propaganda poster" of their own that uses art to symbolize their views of what a perfect United States should look like.	1 Day

Unit 2: Japan and Korea

Subject: Asia and Asian American Studies

Grade: 10-12

Name of Unit: Japan and Korea

Length of Unit: 3 Weeks

Overview of Unit: In this unit, students will study and compare the development of the nations of Japan and Korea, starting with ancient times and culminating with the roles of modern Japan and Korea in the world today. Special emphasis will be placed on the social and political structure of medieval Japan and Korea, the age of Imperialism, events of World War II, and the economic and cultural influences of Japan and Korea in the 21st century. Students will participate in activities introducing the traditions and customs of both regions such as tea ceremony, theater performances, language lessons, and taiko exercises.

Priority Standards for unit:

- SS.9-12.WH.2.CC.B Compare the dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa, the Americas and Middle East in ancient and medieval times
- SS.9-12.WH.1.CC.E Analyze the causes and consequences of a specific problem in world history post c. 1450 as well as the challenges and opportunities faced by those trying to address the problem
- SS.9-12.WH.1.GS.A Analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society in World history prior to c.1450
- SS.9-12.WH.1.CC.A Create and use tools to analyze a chronological sequence of related events in world history
- SS.9-12.WH.1.G.C Locate major cities of the world and key world nations; the world's continents, and oceans; and major topographical features of the world
- SS.9-12.WH.1.PC.B Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples
- SS.9-12.WH.3.PC.A Analyze the exchange of people, goods and ideas to determine their impact on global interdependence and conflict
- SS.9-12.WH.5.CC.A Analyze world-wide imperialism in the late nineteenth and twentieth centuries to determine its causes and consequences

Supporting Standards for unit:

- SS.9-12.WH.4.CC.C Analyze political revolutions and reform movements in order to determine their enduring effects worldwide on the political expectations for self-government and individual liberty

- SS.9-12.WH.3.GS.A Describe how governments and institutions of the Eastern and Western Hemispheres changed to deal with the challenges and opportunities of an interconnected world
- SS.9-12.WH.5.G.C Evaluate the relationship between technological and scientific advancements and increasing global interaction
- SS.9-12.WH.4.PC.D Analyze political, social, cultural, artistic and economic revolutions to determine how they impacted concepts of class, race, tribe, slavery, and caste affiliation
- FL 2.1 Students demonstrate an understanding of the practices and perspectives of the cultures studied
 - Use appropriate patterns of behavior (for the people of the target culture) in familiar situations such as greetings.
- FL 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied
 - Identify objects and symbols commonly used to represent the culture studied.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- TT.AB.I.3: Students will recognize that peoples’ multiple identities interact and create unique and complex individuals.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
- TT.AB.J.13: Students will analyze the harmful impact of bias and injustice on the world, historically and today.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom’s Taxonomy Levels	Webb’s DOK
Compare the dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa, the Americas and Middle East in ancient and medieval times	Compare	Understand	3

the causes and consequences of a specific problem in world history post c. 1450 as well as the challenges and opportunities faced by those trying to address the problem	Analyze	Analyze	3
laws, policies and processes to determine how governmental systems affect individuals and groups in society in World history prior to c.1450	Analyze	Analyze	3
a chronological sequence of related events in world history	analyze	analyze	3
major cities of the world and key world nations; the world's continents, and oceans; and major topographical features of the world	Locate	Remember	1
the origins and impact of social structures and stratification on societies and relationships between peoples	examine	Analyze	3
the exchange of people, goods and ideas to determine their impact on global interdependence and conflict	Analyze	Analyze	3
world-wide imperialism in the late nineteenth and twentieth centuries to determine its causes and consequences	Analyze	Analyze	3

Essential Questions:

1. How have Japan and Korea been influenced by other nations?
2. How was Japan able to become one of the most powerful countries on earth by the beginning of the 20th century?
3. Why are the economies of Japan and South Korea so strong today?

Enduring Understanding/Big Ideas:

1. Historically, Japan and Korea have been influenced most by China, adopting ideas related to their languages, governmental structures, religion, customs, and trade networks. However, Japan and Korea have also had a lasting influence on each other and have been impacted by their interactions with Western nations such as the United States.
2. Japan underwent a drastic movement of modernization and Westernization during the Meiji Restoration that not only strengthened their country, but also allowed them to join in the global movement of imperialism, taking over surrounding nations.
3. First Japan, then South Korea, modernized their economic systems beginning in the mid-20th century. Both countries began to focus on electronics and everyday consumer technology, making Japan and Korea the center for advanced manufacturing in Asia. T

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
<ul style="list-style-type: none">● Korean War● Imperialism● World Wars● Hiroshima/Nagasaki● Feudalism● Mythology● Confucianism● Buddhism● Patriarchy● Immigration	<ul style="list-style-type: none">● Nara● Heian● Yi● Koryo● De-Militarized Zone● Geisha● Samurai/Bushido● Mahayana Buddhism● Zen Buddhism● Shinto● Meiji Restoration● Tea Ceremony● Silla

Topic 1: Ancient Japan and Korea

Engaging Experience 1

Title: Symbolism of Shinto

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- SS.9-12.WH.2.CC.B Compare the dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa, the Americas and Middle East in ancient and medieval times

Supporting:

- FL 2.1 Students demonstrate an understanding of the practices and perspectives of the cultures studied
 - Use appropriate patterns of behavior (for the people of the target culture) in familiar situations such as greetings.
- FL 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied
 - Identify objects and symbols commonly used to represent the culture studied.

Detailed Description/Instructions: Students will first learn the basic ideas of the religion of Shinto. As a class, we will analyze elements of Shinto temples and Torii gates to determine what they symbolize in the religious ideology. In particular, we will focus on elements of nature, gateways, protective animals, lightening, and areas of offering. After the class discussion, students will complete a writing where they compare these elements to ideas of Buddhism (previously learned while studying China) and Western religious philosophies.

Bloom's Levels: Understand, Analyze

Webb's DOK: 2, 3

Topic 2: Classical/Medieval Japan

Engaging Experience 1

Title: The Way of the Samurai

Suggested Length of Time: 1-2 Days

Standards Addressed

Priority:

- SS.9-12.WH.1.GS.A Analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society in World history prior to c.1450
- SS.9-12.WH.1.PC.B Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples

Supporting:

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: Students will first create a chart of the various levels of the Japanese Feudal System, describing each level of their roles in society. In a class discussion, students will compare and contrast these levels with the levels of the European Feudal System. Students will also discuss how the Japanese feudal system is the organization for the Japanese government, economic system, and social class structure at this time. Students will then read an excerpt over the ideas and duties of “bushido”, the code of conduct for the samurai. In a class discussion, students will compare this with the European idea of “chivalry”. Students will then watch a video clip discussing the ideas of bushido and, in particular, the practice of “seppuku” (ritualistic suicide to regain honor). After watching the video, students will research using the internet the idea of seppuku and why the samurai used it as a way to regain honor. Students will then watch a clip of the Saturday Night Live skit “Samurai Delicatessen” and will analyze what elements of Samurai life and bushido are being used for humor in this skit. As an assignment, students will read the story of the “47 Ronin” and will write down examples of actions in the story that illustrate the ideals of bushido. They will then write a one-paragraph response on their opinions of the ideas of honor and the Japanese emphasis of bushido.

Bloom’s Levels: Understand, Apply, Analyze, Evaluate

Webb’s DOK: 2, 3, 4

Topic 3: Classical/Medieval Korea

Engaging Experience 1

Title: Korean Language and Culture

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- SS.9-12.WH.2.CC.B Compare the dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa, the Americas and Middle East in ancient and medieval times
- SS.9-12.WH.3.PC.A Analyze the exchange of people, goods and ideas to determine their impact on global interdependence and conflict

Supporting:

- SS.9-12.WH.5.G.C Evaluate the relationship between technological and scientific advancements and increasing global interaction
- FL 2.1 Students demonstrate an understanding of the practices and perspectives of the cultures studied
 - Use appropriate patterns of behavior (for the people of the target culture) in familiar situations such as greetings.
- FL 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied
 - Identify objects and symbols commonly used to represent the culture studied.

Detailed Description/Instructions: Students will first learn about the history of written language in Korea (especially about the influences of China). Students will then research the circumstances surrounding the creation of the Korean written language (Hangul) using a reading excerpt and the internet. In small groups, students will study the different phonetic characters of the language and will write their names and other important words (such as greetings) using the script. In a whole-class activity, students will try and figure out Korean words (written in Hangul) that are borrowed from English. As an assignment, students will write a response about how the creation of a separate written language (and the elimination of the use of Chinese characters) might have impacted the culture of Korea in the future.

Bloom's Levels: Understand, Apply, Analyze

Webb's DOK: 1, 2, 3

Topic 4: Modern Japan and Korea

Engaging Experience 1

Title: Japanese Imperialism

Suggested Length of Time: 1-2 Days

Standards Addressed:

Priority:

- SS.9-12.WH.5.CC.A Analyze world-wide imperialism in the late nineteenth and twentieth centuries to determine its causes and consequences

Supporting:

- SS.9-12.WH.3.GS.A Describe how governments and institutions of the Eastern and Western Hemispheres changed to deal with the challenges and opportunities of an interconnected world
- FL 2.1 Students demonstrate an understanding of the practices and perspectives of the cultures studied
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: Students will first create a timeline of events in the development of Japan as an imperial power, beginning with the opening of Japan by the US (Commodore Perry) and ending with their victory in the Russo-Japanese War. They will work in small groups and will use specific internet sites to help them create their timelines. For a class discussion, students will analyze the biggest influences on Japan's development as an imperial power. Students will also compare the methods used by Japan with those of Western powers. Next, students will analyze two maps of Japan's empire prior to World War I and at their height in World War II, looking at the growth of the empire and why it would have occurred during this time. A class discussion of the causes of expansion will follow. Students will then watch a video about Japanese expansion into Korea, and the impact they had on the culture, government, and societal structure. Students will then participate in a class discussion of the impacts of Japanese imperialism on Korea. For their final assignment, students will read an excerpt from the book *Lost Names* about life in occupied Korea. They will write a response comparing what their personal reactions would be living in an occupied country to those expressed by Koreans in the reading.

Bloom's Levels: Understand, Analyze, Evaluate; **Webb's DOK:** 2, 3, 4

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will participate in a traditional Japanese tea ceremony. Prior to this activity, students have already learned about the principles of Zen Buddhism, the importance of nature, the ceremonies and customs of Japanese society, foods and tea of Japan, and traditional arts such as calligraphy and flower arranging. At first, the class will go over together the elements of tea ceremony by watching a video that illustrates the process. They will then read a selection that discusses the symbolism of each part of the tradition and defines important terms. As a class, students will go through the process step-by-step and discuss its connection to Japanese traditions. Students will then undergo a rehearsal tea ceremony, where they can ask questions and practice the different steps in the process. During this time, they will also decide what roles they will each play in the ceremony (selecting the proper scroll and flowers, preparing the tea, serving the tea, preparing the food, serving the food). They will also invite other members of the staff to join us for the activity and decide on a “guest of honor”. Finally, on performance day, students will go through the process step-by-step in a formal way, beginning with their entrance into the tearoom and ending with saying farewell to their guests.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Ancient Japan and Korea	Symbolism of Shinto	Students will first learn the basic ideas of the religion of Shinto. As a class, we will analyze elements of Shinto temples and Torii gates to determine what they symbolize in the religious ideology. In particular, we will focus on elements of nature, gateways, protective animals, lightening, and areas of offering. After the class discussion, students will complete a writing where they compare these elements to ideas of Buddhism (previously learned while studying China) and Western religious philosophies.	1 Day
Classical/ Medieval Japan	The Way of the Samurai	Students will first create a chart of the various levels of the Japanese Feudal System, describing each level of their roles in society. In a class discussion, students will compare and contrast these levels with the levels of the European Feudal System. Students will also discuss how the Japanese feudal system is the organization for the Japanese government, economic system, and social class structure at this time. Students will then read an excerpt over the ideas and duties of “bushido”, the code of conduct for the samurai. In a class discussion, students will compare this with the European idea of “chivalry”. Students will then watch a video clip discussing the ideas of bushido and, in particular, the practice of “seppuku” (ritualistic suicide to regain honor). After watching the video, students will research using the internet the idea of seppuku and why the samurai used it as a way to regain honor. Students will then watch a clip of the Saturday Night Live skit “Samurai Delicatessen” and will analyze what elements of	1-2 Days

		Samurai life and bushido are being used for humor in this skit. As an assignment, students will read the story of the “47 Ronin” and will write down examples of actions in the story that illustrate the ideals of bushido. They will then write a one-paragraph response on their opinions of the ideas of honor and the Japanese emphasis of bushido.	
Classical/ Medieval Korea	Korean Language and Culture	Students will first learn about the history of written language in Korea (especially about the influences of China). Students will then research the circumstances surrounding the creation of the Korean written language (Hangul) using a reading excerpt and the internet. In small groups, students will study the different phonetic characters of the language and will write their names and other important words (such as greetings) using the script. In a whole-class activity, students will try and figure out Korean words (written in Hangul) that are borrowed from English. As an assignment, students will write a response about how the creation of a separate written language (and the elimination of the use of Chinese characters) might have impacted the culture of Korea in the future.	1 Day
Modern Japan and Korea	Japanese Imperialism	Students will first create a timeline of events in the development of Japan as an imperial power, beginning with the opening of Japan by the US (Commodore Perry) and ending with their victory in the Russo-Japanese War. They will work in small groups and will use specific internet sites to help them create their timelines. For a class discussion, students will analyze the biggest influences on Japan’s development as an imperial power. Students will also compare the methods used by Japan with those of Western powers. Next, students will analyze two maps of Japan’s empire prior to World War I and at their height in World War II, looking at the growth of the empire and why it would have occurred during this time. A	1-2 Days

		<p>class discussion of the causes of expansion will follow. Students will then watch a video about Japanese expansion into Korea, and the impact they had on the culture, government, and societal structure. Students will then participate in a class discussion of the impacts of Japanese imperialism on Korea. For their final assignment, students will read an excerpt from the book <i>Lost Names</i> about life in occupied Korea. They will write a response comparing what their personal reactions would be living in an occupied country to those expressed by Koreans in the reading.</p>	
--	--	---	--

Unit 3: South Asia

Subject: Asia and Asian American Studies

Grade: 10-12

Name of Unit: South Asia

Length of Unit: 3 Weeks

Overview of Unit: In this unit, students will examine the history of South Asia, focusing primarily on the significant events and development of India. Special attention will be paid to the various religions that originated in the area as well as their impact on the development of social institutions in South Asia. Students will also examine the Indian Independence Movement and its impact on modern South Asia and the world. Various other activities will focus on the traditions, customs, media, economic dominance, and political structures of the region.

Priority Standards for unit:

- SS.9-12.WH.1.CC.E Analyze the causes and consequences of a specific problem in world history post c. 1450 as well as the challenges and opportunities faced by those trying to address the problem
- SS.9-12.WH.1.GS.A Analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society in World history prior to c.1450
- SS.9-12.WH.1.CC.A Create and use tools to analyze a chronological sequence of related events in world history
- SS.9-12.WH.1.G.C Locate major cities of the world and key world nations; the world's continents, and oceans; and major topographical features of the world
- SS.9-12.WH.1.PC.B Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples
- SS.9-12.WH.2.CC.A Explain the causes and effects of the expansion of societies in Western Africa, Byzantine Empire, Gupta India, Chinese Dynasties, and Muslim Empires
- SS.9-12.WH.3.PC.A Analyze the exchange of people, goods and ideas to determine their impact on global interdependence and conflict
- SS.9-12.WH.2.CC.B Compare the dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa, the Americas and Middle East in ancient and medieval times

Supporting Standards for unit:

- SS.9-12.WH.4.CC.C Analyze political revolutions and reform movements in order to determine their enduring effects worldwide on the political expectations for self-government and individual liberty
- SS.9-12.WH.5.CC.A Analyze world-wide imperialism in the late nineteenth and twentieth centuries to determine its causes and consequences

- SS.9-12.WH.3.GS.A Describe how governments and institutions of the Eastern and Western Hemispheres changed to deal with the challenges and opportunities of an interconnected world
- SS.9-12.WH.5.G.C Evaluate the relationship between technological and scientific advancements and increasing global interaction
- SS.9-12.WH.4.PC.D Analyze political, social, cultural, artistic and economic revolutions to determine how they impacted concepts of class, race, tribe, slavery, and caste affiliation
- FL 2.1 Students demonstrate an understanding of the practices and perspectives of the cultures studied
- FL 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied
 - Identify objects and symbols commonly used to represent the culture studied.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE - COMPUTATIONAL THINKER.5: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
- TT.AB.I.3: Students will recognize that peoples' multiple identities interact and create unique and complex individuals.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
- TT.AB.J.13: Students will analyze the harmful impact of bias and injustice on the world, historically and today.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
the causes and consequences of a specific problem in world history post c. 1450 as well as the challenges and opportunities faced by those trying to address the problem	Analyze	Analyze	3
laws, policies and processes to determine how governmental systems affect individuals and groups in society in World history prior to c.1450	Analyze	Analyze	3
a chronological sequence of related events in world history	analyze	analyze	3
major cities of the world and key world nations; the world's continents, and oceans; and major topographical features of the world	Locate	Remember	1
the origins and impact of social structures and stratification on societies and relationships between peoples	examine	Analyze	3
the causes and effects of the expansion of societies in Western Africa, Byzantine Empire, Gupta India, Chinese Dynasties, and Muslim Empires	explain	Understand	3
the exchange of people, goods and ideas to determine their impact on global interdependence and conflict	Analyze	Analyze	3
the dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa, the Americas and Middle East in ancient and medieval times	Compare	Analyze	3

Essential Questions:

1. Why has the caste system persisted for so long in Indian history and had such an impact on the everyday lives of people living in India?
2. Why did India become a center for trade and cultural exchange throughout history?
3. How has India influenced the political movements and climate of the 20th and 21st centuries?

Enduring Understanding/Big Ideas:

1. The caste system is tied directly to the beliefs of Hinduism, India's majority religion. This social hierarchy has historically also been linked to professions, customs, and living

arrangements in India, making it difficult to disregard, even with the changes of modern Indian society.

2. India was the birthplace for major religions such as Hinduism, Buddhism, and Sikhism as well as intellectual achievements such as Hindu-Arabic numerals. India was also a destination for traders who sought goods such as cotton, sugar, gemstones, dyes, and spices.
3. The Indian Independence Movement, using the ideas of Mahatma Gandhi, influenced many colonies to break away from their European mother-countries. In addition, the partitioning of India and the modern-day tension between neighboring countries India and Pakistan has shaped the foreign policy of other countries in the region and around the world.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
<ul style="list-style-type: none"> ● Hinduism ● Buddhism ● Islam ● Sikhism ● Patriarchy ● Partition ● Mahatma Gandhi ● Caste System 	<ul style="list-style-type: none"> ● British Raj ● Harappans ● Aryans ● Maurya Dynasty ● Gupta Dynasty ● Jainism ● Mughal Dynasty ● Dowry Deaths ● Taj Mahal ● Kashmir ● Nepal ● Bhutan ● Sri Lanka ● Bangladesh ● India ● Pakistan ● BJP Party ● INC Party

Resources for Vocabulary Development: Quality Tools

Topic 1: Ancient South Asia

Engaging Experience 1

Title: Mapping Ancient South Asia

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- SS.9-12.WH.1.G.C Locate major cities of the world and key world nations; the world's continents, and oceans; and major topographical features of the world

Supporting:

- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: Students will create two maps of Ancient India, one of the Harappan Civilization and one of the Aryan/Indo-European kingdoms of India. They will use their textbooks and online resources to complete this activity with partners. As a class, students will analyze the impact geography has on the development of civilization in this area (especially the impact of natural barriers). Students will then analyze how the Aryans were able to migrate and settle in this region at a later time. As an assignment, they will predict how the geography of India will affect its future cultural development and its interaction with other states around the world.

Bloom's Levels: Remember, Analyze, Evaluate

Webb's DOK: 1, 3, 4

Topic 2: Classical India

Engaging Experience 1

Title: Comparing Hinduism and Buddhism

Suggested Length of Time: 1-2 Days

Standards Addressed

Priority:

- SS.9-12.WH.2.CC.B Compare the dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa, the Americas and Middle East in ancient and medieval times

Supporting:

- FL 2.1 Students demonstrate an understanding of the practices and perspectives of the cultures studied
- FL 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied
 - Identify objects and symbols commonly used to represent the culture studied.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: Students will first research the religions of Hinduism and Buddhism (they should already have some background knowledge of Buddhism from the China unit), on their own paper, they will research the origins of the religions, major beliefs and practices, important writings, and modern regions where practiced. They will use a reading packet and specific internet sites as sources for their research. After completing their research, they will create a Venn diagram giving three similarities and three differences between the religions. Finally, as an assignment, individually they will turn these diagrams into a four-paragraph compare/contrast essay.

Bloom's Levels: Understand, Analyze

Webb's DOK: 2, 3

Topic 3: Post-Classical India

Engaging Experience 1

Title: Taj Mahal: Symbol of the Mughals

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- SS.9-12.WH.1.PC.B Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples
- SS.9-12.WH.2.CC.A Explain the causes and effects of the expansion of societies in Western Africa, Byzantine Empire, Gupta India, Chinese Dynasties, and Muslim Empires

Supporting:

- FL 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied
 - Identify objects and symbols commonly used to represent the culture studied.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - INNOVATIVE DESIGNER.4.A - Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE - COMPUTATIONAL THINKER.5: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

Detailed Description/Instructions: Students will first research the Islamic takeover of India using specific internet sites and a provided reading packet. They will create a timeline of the events of the takeover and the reigns of important rulers of the Mughal Dynasty (Zahir al-Din Muhammad (Babur), Akbar, Shah Jahan, and Aurengzeb). In a class discussion, students will analyze the changes (especially cultural and political) that occur in India as a result of a Muslim takeover. Students will then watch a video over the creation of the Taj Mahal. During the video, students will identify both Islamic and traditional Indian symbolism that is used in the architecture and layout of the structure. After the video, students will write a response over how the Taj Mahal was a synthesis of Islamic and Indian ideas and traditions.

Bloom's Levels: Remember, Understand, Analyze

Webb's DOK: 1, 2, 3

Topic 4: Modern South Asia

Engaging Experience 1

Title: The Indian Independence Movement

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- SS.9-12.WH.1.CC.E Analyze the causes and consequences of a specific problem in world history post c. 1450 as well as the challenges and opportunities faced by those trying to address the problem
- SS.9-12.WH.1.GS.A Analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society in World history prior to c.1450
- SS.9-12.WH.1.CC.A Create and use tools to analyze a chronological sequence of related events in world history

Supporting:

- SS.9-12.WH.4.PC.D Analyze political, social, cultural, artistic and economic revolutions to determine how they impacted concepts of class, race, tribe, slavery, and caste affiliation
- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions Students will create Pikochart flyers (infographic) over the major themes and people of the Indian Independence Movement. They will each have a different topic. They will use specific internet sites to help them in their research. After completing the infographic, students will each share theirs with the class and “peer teach” the concepts of the flyer. After flyer activity, students will watch two different clips from the movie *Gandhi*. They will then participate in a class discussion of Gandhi’s non-violent ideology and how it was used against British occupation. As an assignment, students will write a response as to the impact of Gandhi’s ideology on the Indian Independence Movement and the influence it had on other countries in the future.

Bloom’s Levels: Understand, Apply, Analyze

Webb’s DOK: 2, 3, 4

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will choose one of the six countries of South Asia today and create a snapshot presentation (like Powerpoint) that highlights the country and its development. They will need to cover how they became a modern country, their government structure, economics (currency, GDP, etc.), ethnic groups, major religions, languages, basic geography, and current issues/challenges. They also need to include photographs and maps. Once finished with the project, which will take several days to prepare, the students present to the class. The other students act as the audience and are required to ask at least one question to one of the presenters.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Ancient South Asia	Mapping Ancient South Asia	Students will create two maps of Ancient India, one of the Harappan Civilization and one of the Aryan/Indo-European kingdoms of India. They will use their textbooks and online resources to complete this activity with partners. As a class, students will analyze the impact geography has on the development of civilization in this area (especially the impact of natural barriers). Students will then analyze how the Aryans were able to migrate and settle in this region at a later time. As an assignment, they will predict how the geography of India will affect its future cultural development and its interaction with other states around the world.	1 Day
Classical India	Comparing Hinduism and Buddhism	Students will first research the religions of Hinduism and Buddhism (they should already have some background knowledge of Buddhism from the China unit), on their own paper, they will research the origins of the religions, major beliefs and practices, important writings, and modern regions where practiced. They will use a reading packet and specific internet sites as sources for their research. After completing their research, they will create a Venn diagram giving three similarities and three differences between the religions. Finally, as an assignment, individually they will turn these diagrams into a four-paragraph compare/contrast essay.	1-2 Days
Post-Classical India	Taj Mahal: Symbol of the Mughals	Students will first research the Islamic takeover of India using specific internet sites and a provided reading packet. They will create a timeline of the events of the takeover and the reigns of important	1 Day

		<p>rulers of the Mughal Dynasty (Zahir al-Din Muhammad (Babur), Akbar, Shah Jahan, and Aurengzeb). In a class discussion, students will analyze the changes (especially cultural and political) that occur in India as a result of a Muslim takeover. Students will then watch a video over the creation of the Taj Mahal. During the video, students will identify both Islamic and traditional Indian symbolism that is used in the architecture and layout of the structure. After the video, students will write a response over how the Taj Mahal was a synthesis of Islamic and Indian ideas and traditions.</p>	
Modern South Asia	The Indian Independence Movement	<p>Students will create Pikochart flyers (infographic) over the major themes and people of the Indian Independence Movement. They will each have a different topic. They will use specific internet sites to help them in their research. After completing the infographic, students will each share theirs with the class and “peer teach” the concepts of the flyer. After flyer activity, students will watch two different clips from the movie <i>Gandhi</i>. They will then participate in a class discussion of Gandhi’s non-violent ideology and how it was used against British occupation. As an assignment, students will write a response as to the impact of Gandhi’s ideology on the Indian Independence Movement and the influence it had on other countries in the future.</p>	1 Day

Unit 4: Southeast Asia

Subject: Asia and Asian American Studies

Grade: 10-12

Name of Unit: Southeast Asia

Length of Unit: 3 Weeks

Overview of Unit: In this unit, students will study the development of countries in SE Asia and analyze the influences of China and India on this region. Emphasis will be placed on the impacts of European Imperialism and the conflicts of the 20th century on the development of modern SE Asia. Students will also examine various cultural, social, and political structures of SE Asia throughout history and analyze changes and continuities.

Priority Standards for unit:

- SS.9-12.WH.1.CC.E Analyze the causes and consequences of a specific problem in world history post c. 1450 as well as the challenges and opportunities faced by those trying to address the problem
- SS.9-12.WH.1.GS.A Analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society in World history prior to c.1450
- SS.9-12.WH.1.CC.A Create and use tools to analyze a chronological sequence of related events in world history
- SS.9-12.WH.4.CC.C Analyze political revolutions and reform movements in order to determine their enduring effects worldwide on the political expectations for self-government and individual liberty
- SS.9-12.WH.1.G.C Locate major cities of the world and key world nations; the world's continents, and oceans; and major topographical features of the world
- SS.9-12.WH.5.CC.A Analyze world-wide imperialism in the late nineteenth and twentieth centuries to determine its causes and consequences
- SS.9-12.WH.1.PC.B Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples
- SS.9-12.WH.2.CC.A Explain the causes and effects of the expansion of societies in Western Africa, Byzantine Empire, Gupta India, Chinese Dynasties, and Muslim Empires
- SS.9-12.WH.3.PC.A Analyze the exchange of people, goods and ideas to determine their impact on global interdependence and conflict

Supporting Standards for unit:

- SS.9-12.WH.2.CC.B Compare the dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa, the Americas and Middle East in ancient and medieval times

- SS.9-12.WH.3.GS.A Describe how governments and institutions of the Eastern and Western Hemispheres changed to deal with the challenges and opportunities of an interconnected world
- SS.9-12.WH.5.G.C Evaluate the relationship between technological and scientific advancements and increasing global interaction
- SS.9-12.WH.4.PC.D Analyze political, social, cultural, artistic and economic revolutions to determine how they impacted concepts of class, race, tribe, slavery, and caste affiliation
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- TT.AB.I.3: Students will recognize that peoples' multiple identities interact and create unique and complex individuals.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
- TT.AB.J.13: Students will analyze the harmful impact of bias and injustice on the world, historically and today.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
laws, policies and processes to determine how governmental systems affect individuals and groups in society in World history prior to c.1450	Analyze	Analyze	3
a chronological sequence of related events in world history	analyze	analyze	3
major cities of the world and key world nations; the world's continents, and oceans; and major topographical features of the world	Locate	Remember	1
the causes and consequences of a specific problem in world history post c. 1450 as well as the challenges and opportunities faced by those trying to address the problem	Analyze	Analyze	3

the origins and impact of social structures and stratification on societies and relationships between peoples	examine	Analyze	3
world-wide imperialism in the late nineteenth and twentieth centuries to determine its causes and consequences	Analyze	Analyze	3
the causes and effects of the expansion of societies in Western Africa, Byzantine Empire, Gupta India, Chinese Dynasties, and Muslim Empires	explain	Understand	3
the exchange of people, goods and ideas to determine their impact on global interdependence and conflict	Analyze	Analyze	3
political revolutions and reform movements in order to determine their enduring effects worldwide on the political expectations for self-government and individual liberty	Analyze	Analyze	3

Essential Questions:

1. How have the nations of Southeast Asia been influenced by the India and China?
2. How has European Imperialism impacted Southeast Asia?

Enduring Understanding/Big Ideas:

1. Because of Southeast Asia's location between India and China, a great deal of cultural diffusion has taken place through trade over the years that has shaped the culture of this region. Religion, governmental systems, language, social structures, trade goods, and customs have all been influenced by ideas that originated in India and/or China.
2. Colonization by Europeans shaped the modern cultures of Southeast Asia, having a large impact on their government structures and economic systems. Involvement of Western powers, including the United States, also served as the catalyst for various uprisings and conflicts in the region, such as the Philippine Rebellion, the Vietnam War, rise of the Khmer Rouge, and the "New Order" of Suharto in Indonesia.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
<ul style="list-style-type: none"> ● Trade Systems ● Imperialism ● Buddhism ● Hinduism 	<ul style="list-style-type: none"> ● Khmer ● Khmer Rouge ● Viet and Champa ● Burma/Myanmar

<ul style="list-style-type: none"> ● Islam ● Vietnam War ● Patriarchy ● Indian Ocean 	<ul style="list-style-type: none"> ● Angkor Wat/Thom ● Wayang Puppets ● Laos ● Tsunamis ● Monsoons ● Siam ● Funan ● Melaka ● Thailand ● Cambodia ● Vietnam ● Singapore ● Indonesia ● Philippines
--	--

Resources for Vocabulary Development: Quality Tools

Topic 1: Early Southeast Asia

Engaging Experience 1

Title: Map of the Indian Ocean Trade Routes

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- SS.9-12.WH.1.G.C Locate major cities of the world and key world nations; the world's continents, and oceans; and major topographical features of the world

Supporting:

- Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS.ELA-WRITING.11-12.9)
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: Students will create a map of the Indian Ocean Trade routes. Using specific internet sites and the textbook, they will draw the path of trade and label various regions, cities, and physical features. They will also label the regions with the types of export goods that were produced there. After completing the map, students will participate in a class discussion about the position of SE Asia in this trade route and how that might have affected the development of kingdoms, population centers, and culture that arose there. Students will attempt to predict how SE Asia would be impacted from this trade in the long run.

Bloom's Levels: Understand, Analyze, Create

Webb's DOK: 2, 3, and 4

Rubric: Class Discussion

Topic 2: SE Asia Under Western Influence

Engaging Experience 1

Title: Imperialism in SE Asia

Suggested Length of Time: 1 Day

Standards Addressed:

Priority:

- SS.9-12.WH.5.CC.A Analyze world-wide imperialism in the late nineteenth and twentieth centuries to determine its causes and consequences

Supporting:

- SS.9-12.WH.3.GS.A Describe how governments and institutions of the Eastern and Western Hemispheres changed to deal with the challenges and opportunities of an interconnected world
- SS.9-12.WH.5.G.C Evaluate the relationship between technological and scientific advancements and increasing global interaction

Detailed Description/Instructions: Students will study a map showing the imperial takeover of SE Asia by European powers. They will then participate in a class discussion analyzing why Siam was not colonized by Westerners. Students will then be assigned a Document Based Question (DBQ) essay over the various viewpoints of European Imperialism in the region. For this assignment, they will be reading various primary source documents, analyzing their points of view, and organizing them into groups based on the opinions presented in the documents. Finally, as part of a class discussion, students will share their opinions on the following prompt: Did SE Asia benefit from Imperialism?

Bloom's Levels: Analyze, Evaluate

Webb's DOK: 2, 3

Topic 3: Modern Southeast Asia

Engaging Experience 1

Title: The Khmer Rouge

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- SS.9-12.WH.4.CC.C Analyze political revolutions and reform movements in order to determine their enduring effects worldwide on the political expectations for self-government and individual liberty

Supporting:

- SS.9-12.WH.4.PC.D Analyze political, social, cultural, artistic and economic revolutions to determine how they impacted concepts of class, race, tribe, slavery, and caste affiliation

Detailed Description/Instructions: Students will first create a lotus chart that breaks down the main events and/or themes of the rule of the Khmer Rouge (Pol Pot) in Cambodia. Their chart needs to include causes and effects. They will use selected internet sites and a reading packet to conduct their research. After creating the charts, students will participate in a class discussion about the major events of the Khmer Rouge regime. Students will then watch a short video over Pol Pot and a clip from the film *The Killing Fields*. For their assignment, students will read over an excerpt entitled “A Spirit of Survival” and will compare the tactics used by Pol Pot to those used by Hitler during the Holocaust.

Bloom’s Levels: Understand, Analyze, Create

Webb’s DOK: 2, 3, 4

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

In groups of three to five people, students will create a traditional Wayang Puppet show (a form of shadow puppetry that is native to SE Asia). Students will first learn about Wayang Puppets by watching a short video. Students will then read over a handout that explains the main traditional elements of the entertainment, including the types of characters, types of stories, musical accompaniment, etc. Next, students will create their own puppet show that centers around an event in the history of SE Asia. They will need to create characters that relate to both the event and the four main types of characters used in these puppet shows. They will also need to select music that is traditional for the place and time period being presented. All students will participate in groups, creating the puppets in the traditional style and operating them for the performance (which will last from 5-7 minutes). The rest of the class will be the audience as groups present.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Early Southeast Asia	Map of the Indian Ocean Trade Routes	Students will create a map of the Indian Ocean Trade routes. Using specific internet sites and the textbook, they will draw the path of trade and label various regions, cities, and physical features. They will also label the regions with the types of export goods that were produced there. After completing the map, students will participate in a class discussion about the position of SE Asia in this trade route and how that might have affected the development of kingdoms, population centers, and culture that arose there. Students will attempt to predict how SE Asia would be impacted from this trade in the long run.	1 Day
SE Asia Under Western Influence	Imperialism in SE Asia	Students will study a map showing the imperial takeover of SE Asia by European powers. They will then participate in a class discussion analyzing why Siam was not colonized by Westerners. Students will then be assigned a Document Based Question (DBQ) essay over the various viewpoints of European Imperialism in the region. For this assignment, they will be reading various primary source documents, analyzing their points of view, and organizing them into groups based on the opinions presented in the documents. Finally, as part of a class discussion, students will share their opinions on the following prompt: Did SE Asia benefit from Imperialism?	1 Day
Modern Southeast Asia	The Khmer Rouge	Students will first create a lotus chart that breaks down the main events and/or themes of the rule of the Khmer Rouge (Pol Pot) in Cambodia. Their chart needs to include causes and effects. They will	1 Day

		<p>use selected internet sites and a reading packet to conduct their research. After creating the charts, students will participate in a class discussion about the major events of the Khmer Rouge regime. Students will then watch a short video over Pol Pot and a clip from the film <i>The Killing Fields</i>. For their assignment, students will read over an excerpt entitled “A Spirit of Survival” and will compare the tactics used by Pol Pot to those used by Hitler during the Holocaust.</p>	
--	--	---	--

Unit 5: Middle East and Central Asia

Subject: Asia and Asian American Studies

Grade: 10-12

Name of Unit: Middle East and Central Asia

Length of Unit: 4 Weeks

Overview of Unit: In this unit, students will examine the history of the Middle East and Central Asia and analyze what events in the past have influenced the development of the countries in these regions today. Students will focus on the development of Judaism, Christianity, and Islam, and analyze the impacts of these religions on the history of the Middle East and the rest of the world. Emphasis will also be placed on the contrast of pastoral and settled civilizations, the important role these regions played in trade routes throughout history, and the political and social institutions of modern times. Students will also research the impact of 20th and 21st century conflicts on the area.

Priority Standards for unit:

- SS.9-12.WH.1.CC.E Analyze the causes and consequences of a specific problem in world history post c. 1450 as well as the challenges and opportunities faced by those trying to address the problem
- SS.9-12.WH.1.CC.A Create and use tools to analyze a chronological sequence of related events in world history
- SS.9-12.WH.1.G.C Locate major cities of the world and key world nations; the world's continents, and oceans; and major topographical features of the world
- SS.9-12.WH.1.PC.B Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples
- SS.9-12.WH.2.CC.A Explain the causes and effects of the expansion of societies in Western Africa, Byzantine Empire, Gupta India, Chinese Dynasties, and Muslim Empires
- SS.9-12.WH.3.PC.A Analyze the exchange of people, goods and ideas to determine their impact on global interdependence and conflict

Supporting Standards for unit:

- SS.9-12.WH.1.GS.A Analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society in World history prior to c.1450
- SS.9-12.WH.2.CC.B Compare the dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa, the Americas and Middle East in ancient and medieval times
- SS.9-12.WH.4.CC.C Analyze political revolutions and reform movements in order to determine their enduring effects worldwide on the political expectations for self-government and individual liberty

- SS.9-12.WH.5.CC.A Analyze world-wide imperialism in the late nineteenth and twentieth centuries to determine its causes and consequences
- SS.9-12.WH.3.GS.A Describe how governments and institutions of the Eastern and Western Hemispheres changed to deal with the challenges and opportunities of an interconnected world
- SS.9-12.WH.5.G.C Evaluate the relationship between technological and scientific advancements and increasing global interaction
- SS.9-12.WH.4.PC.D Analyze political, social, cultural, artistic and economic revolutions to determine how they impacted concepts of class, race, tribe, slavery, and caste affiliation
- FL 2.1 Students demonstrate an understanding of the practices and perspectives of the cultures studied
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE - COMPUTATIONAL THINKER.5: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- TT.AB.I.3: Students will recognize that peoples' multiple identities interact and create unique and complex individuals.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
- TT.AB.J.13: Students will analyze the harmful impact of bias and injustice on the world, historically and today.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
the causes and consequences of a specific problem in world history post c. 1450 as well as the challenges and opportunities faced by those trying to address the problem	Analyze	Analyze	3
a chronological sequence of related events in world history	analyze	analyze	3
major cities of the world and key world nations; the world's continents, and oceans; and major topographical features of the world	Locate	Remember	1
the origins and impact of social structures and stratification on societies and relationships between peoples	examine	Analyze	3
the causes and effects of the expansion of societies in Western Africa, Byzantine Empire, Gupta India, Chinese Dynasties, and Muslim Empires	explain	Understand	3
the exchange of people, goods and ideas to determine their impact on global interdependence and conflict	Analyze	Analyze	3

Essential Questions:

1. Why is the Middle East considered to be the “cradle” of civilization?
2. How did the Islamic Empire and subsequent smaller empires influence this region and the world?
3. How has division shaped the modern-day Middle East?
4. How has “Islamism” impacted the Middle East and the world?

Enduring Understanding/Big Ideas:

1. Egypt and the Fertile Crescent are the oldest regions of complex, sustained civilization in history. Both of these areas created ideology and technology that influenced the world for thousands of years after.
2. The advent of Islam created one of the biggest empires in world history, spreading common political, social, and cultural institutions throughout the Middle East. The Islamic Empire was also considered to be the “middleman” of Afro-Eurasian trade networks, passing on goods, advanced knowledge, and technological achievements that greatly impacted distant nations.

3. Although somewhat united through the concepts of Islam and Arab nationalism, much of the Middle East has found itself divided in the modern world. Since the creation of Mandate States after World War I, increasing divisions and sometimes conflict have been playing out between Sunni and Shia, traditionalism and modernism, national identities, and Western powers in the region.
4. “Islamism”, also known as Political Islam, has caused various modern protests and conflicts as supporters move to create a more conservative social and political structure linked to the ideas of Islam. This movement has also been linked to the rise of Islamic terrorist organizations, the Wahabi movement, Arab Spring revolts, the rise of ISIS, and the backlash against Western interference in the region.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
<ul style="list-style-type: none"> ● Christianity ● Islam ● Judaism ● Fertile Crescent ● Egypt ● Persia ● Turks ● Nomads (Pastoral) ● Patriarchy ● Imperialism ● Iraq War ● Afghan War (s) ● World War I ● ISIS / Syrian War ● Sunni ● Shia 	<ul style="list-style-type: none"> ● Zoroastrianism ● Arabesque ● Marco Polo / Ibn Battuta ● Fatimids ● Ottoman ● Safavid ● Indo-European ● Semitic ● Islamism ● Mandate System ● Arab Nationalism ● Kurds ● Arab Spring ● Iranian Revolution

Resources for Vocabulary Development: Quality Tools

Topic 1: Ancient Middle East

Engaging Experience 1

Title: Map of the Ancient Middle East

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- SS.9-12.WH.1.G.C Locate major cities of the world and key world nations; the world's continents, and oceans; and major topographical features of the world

Supporting:

- SS.9-12.WH.2.CC.A Explain the causes and effects of the expansion of societies in Western Africa, Byzantine Empire, Gupta India, Chinese Dynasties, and Muslim Empires
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Detailed Description/Instructions: Students will create a map of the ancient Middle East (Egypt and the Fertile Crescent). They will use their textbook and selected internet sites to complete their map. Students will then participate in a class discussion analyzing how the geography of these regions impacted them differently (especially with migration, cultural diffusion, and religious beliefs). Finally, the class will discuss the various goods that were traded between these geographic areas.

Bloom's Levels: Understand, Analyze

Webb's DOK: 2, 3

Rubric: Class Discussion

Topic 2: Rise of the Islamic World

Engaging Experience 1

Title: Golden Age

Suggested Length of Time: 1-2 Days

Standards Addressed

Priority:

- SS.9-12.WH.2.CC.A Explain the causes and effects of the expansion of societies in Western Africa, Byzantine Empire, Gupta India, Chinese Dynasties, and Muslim Empires

Supporting:

- SS.9-12.WH.1.GS.A Analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society in World history prior to c.1450
- SS.9-12.WH.2.CC.B Compare the dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa, the Americas and Middle East in ancient and medieval times

Detailed Description/Instructions: Students will be creating posters highlighting the achievements of the Golden Age of the Abbasid Caliphate. Each student will choose a different invention, innovation, or achievement of this time period and create a persuasive poster that argues that their achievement was the most important of the time period. Each poster will have the name of the invention/achievement, a description, an illustration of some sort, and an argument as to its influence/impact globally. Students will use selected internet sites to complete their research. After creating the posters, students will post them around the room and then individually rank them in the order of importance. They will then write a paragraph arguing why they ranked them in the order that they did.

Bloom's Levels: Understand, Analyze, Create

Webb's DOK: 2, 3, 4

Topic 3: Division of the Islamic World

Engaging Experience 1

Title: Sunni and Shia Islam

Suggested Length of Time: 1-2 Days

Standards Addressed

Priority:

- SS.9-12.WH.3.PC.A Analyze the exchange of people, goods and ideas to determine their impact on global interdependence and conflict

Supporting:

- SS.9-12.WH.4.PC.D Analyze political, social, cultural, artistic and economic revolutions to determine how they impacted concepts of class, race, tribe, slavery, and caste affiliation
- FL 2.1 Students demonstrate an understanding of the practices and perspectives of the cultures studied
- FL 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied
 - Identify objects and symbols commonly used to represent the culture studied.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: Students will create a Venn Diagram comparing and contrasting the ideas of Shia and Sunni Islam. They will use a reading packet and selected internet sites to research information. After completing the diagram, students will participate in a class discussion sharing their ideas and will make a whole-class Venn Diagram. Students will then label a map of the Middle East with percentages of Sunni/Shia in each country. After completing the maps, students will participate in a class discussion analyzing how these percentages could impact the relations between countries and groups within countries. For the final assignment, students will research a current event (within the last two years) that relates to the conflict between Sunni and Shia in the Middle East. They will write a summary of the event and connect it to some of the ideas of the different branches.

Bloom's Levels: Apply, Analyze

Webb's DOK: 2 3

Topic 4: Modern Middle East and Central Asia

Engaging Experience 1

Title: Wars in Iraq and Afghanistan

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- SS.9-12.WH.1.CC.E Analyze the causes and consequences of a specific problem in world history post c. 1450 as well as the challenges and opportunities faced by those trying to address the problem

Supporting:

- SS.9-12.WH.3.GS.A Describe how governments and institutions of the Eastern and Western Hemispheres changed to deal with the challenges and opportunities of an interconnected world
- FL 2.1 Students demonstrate an understanding of the practices and perspectives of the cultures studied
- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals

Detailed Description/Instructions: Students will choose either the modern Iraq War or the US war in Afghanistan to research. They will examine a timeline of the events of the wars and will write down the main causes and effects of the conflicts. They will then create a political cartoon (using symbolism) that expresses their opinion of the conflict. After creating the cartoon, students will present it to the class and the class will try to guess its meaning and opinion based on what is illustrated.

Bloom's Levels: Apply, Analyze

Webb's DOK: 2 3

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will choose one of the following modern events or movements in the Middle East and research it, examining its causes and relationship to other events that have happened in the past. Students can choose from Arab Spring, the Syrian War, or ISIS. They must create some sort of presentation (dramatic interpretation, poster, song/rap, or Multimedia) that answers the 5 W-Questions (Who, What, When, Where, Why) and also relates the event to at least three other events that have occurred in the history of the Middle East. Once finished, the students will be presenting these to the class with the rest of the class acting as an audience.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Ancient Middle East	Map of the Ancient Middle East	Students will create a map of the ancient Middle East (Egypt and the Fertile Crescent). They will use their textbook and selected internet sites to complete their map. Students will then participate in a class discussion analyzing how the geography of these regions impacted them differently (especially with migration, cultural diffusion, and religious beliefs). Finally, the class will discuss the various goods that were traded between these geographic areas.	1 Day
Rise of the Islamic World	Golden Age	Students will be creating posters highlighting the achievements of the Golden Age of the Abbasid Caliphate. Each student will choose a different invention, innovation, or achievement of this time period and create a persuasive poster that argues that their achievement was the most important of the time period. Each poster will have the name of the invention/achievement, a description, an illustration of some sort, and an argument as to its influence/impact globally. Students will use selected internet sites to complete their research. After creating the posters, students will post them around the room and then individually rank them in the order of importance. They will then write a paragraph arguing why they ranked them in the order that they did.	1-2 Days
Division of the Islamic World	Sunni and Shia Islam	Students will create a Venn Diagram comparing and contrasting the ideas of Shia and Sunni Islam. They will use a reading packet and selected internet sites to research information. After completing the diagram, students will participate in	1-2 Days

		<p>a class discussion sharing their ideas and will make a whole-class Venn Diagram. Students will then label a map of the Middle East with percentages of Sunni/Shia in each country. After completing the maps, students will participate in a class discussion analyzing how these percentages could impact the relations between countries and groups within countries. For the final assignment, students will research a current event (within the last two years) that relates to the conflict between Sunni and Shia in the Middle East. They will write a summary of the event and connect it to some of the ideas of the different branches.</p>	
Modern Middle East and Central Asia	Wars in Iraq and Afghanistan	<p>Students will choose either the modern Iraq War or the US war in Afghanistan to research. They will examine a timeline of the events of the wars and will write down the main causes and effects of the conflicts. They will then create a political cartoon (using symbolism) that expresses their opinion of the conflict. After creating the cartoon, students will present it to the class and the class will try to guess its meaning and opinion based on what is illustrated.</p>	1 Day

Unit 6: Asian-American Experience

Subject: Asia and Asian American Studies

Grade: 10-12

Name of Unit: Asian-American Experience

Length of Unit: 2 Weeks

Overview of Unit: In this unit, students will learn about the history of Asian immigration to the United States and the obstacles these immigrants faced in their new country. Students will also examine the role Asian-Americans have played in the US, focusing on achievements, settlement, demographics, and cultural contributions. Attention will also be paid to the struggles and socio-cultural issues of Asian-Americans in the US today.

Priority Standards for unit:

- SS.9-12.AH.2.PC.E Trace the changing motivations for, nationalities of, and responses to immigration and to immigrants coming to the United States
- SS.9-12.AH.4.PC.C Evaluate the effects of the Great Depression and World War II on women, families, and minorities
- SS.9-12.AH.6.PC.A Analyze scientific, technological, artistic, intellectual, economic, political, and cultural changes to determine their effect on individuals, groups, and society

Supporting Standards for unit:

- SS.9-12.AH.3.PC.B Analyze the changing relationship between individuals and their place in society including women, minorities, and children
- SS.9-12.AH.4.CC.B Evaluate the responses of United States' leaders to the challenges of the Great Depression and World War II
- SS.9-12.AH.2.PC.A Analyze patterns of immigration to determine their efforts on economic, cultural, and political developments
- FL 2.1 Students demonstrate an understanding of the practices and perspectives of the cultures studied
- FL 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied
 - Identify objects and symbols commonly used to represent the culture studied.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- TT.AB.I.3: Students will recognize that peoples' multiple identities interact and create unique and complex individuals.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

- TT.AB.J.13: Students will analyze the harmful impact of bias and injustice on the world, historically and today.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
the changing motivations for, nationalities of, and responses to immigration and to immigrants coming to the United States	Trace	Understand	3
the effects of the Great Depression and World War II on women, families, and minorities	Evaluate	Evaluate	4
scientific, technological, artistic, intellectual, economic, political, and cultural changes to determine their effect on individuals, groups, and society	Analyze	Analyze	3

Essential Questions:

1. Why did many Asians immigrate to the United States and how were they treated after their arrival?
2. How is the Asian-American experience unique in American culture today?

Enduring Understanding/Big Ideas:

1. Many Asians immigrated to the United States to find social and cultural freedom as well as new economic opportunities. They were often segregated from other parts of society, an extreme case being the internment camps of World War II, and allowed only certain professions, such as working on the railroads.
2. Asian-Americans have contributed greatly to the achievements of the United States in all fields but are still the subject of discrimination and stereotyping based on their heritage, even after living in the United States for generations.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
<ul style="list-style-type: none"> ● Immigration ● Segregation ● Internment Camps ● First and Second Generations ● Stereotyping ● Globalization 	

Resources for Vocabulary Development: Quality Tools

Topic 1: History of Asian Immigration

Engaging Experience 1

Title: Japanese Americans during World War II

Suggested Length of Time: 1-2 Days

Standards Addressed

Priority:

- SS.9-12.AH.2.PC.E Trace the changing motivations for, nationalities of, and responses to immigration and to immigrants coming to the United States
- SS.9-12.AH.4.PC.C Evaluate the effects of the Great Depression and World War II on women, families, and minorities

Supporting:

- SS.9-12.AH.3.PC.B Analyze the changing relationship between individuals and their place in society including women, minorities, and children
- SS.9-12.AH.4.CC.B Evaluate the responses of United States' leaders to the challenges of the Great Depression and World War II
- FL 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied
 - Identify objects and symbols commonly used to represent the culture studied.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: Students will first watch a video clip over Japanese Internment Camps of World War II. Using information from the video and from a reading packet, students will discuss as a class the causes for the creation of internment camps and give their opinions as to the justification for the creation of these camps. Students will then research the story of one individual who lived in an internment camp using internet sources. They will create a report on that individual, giving a brief summary of their experience and describing the camp involved. As a class activity, students will share some of the most interesting or surprising things they learned in their research.

Bloom's Levels: Apply, Analyze

Webb's DOK: 2, 3

Topic 2: The Asian-American Experience in Modern U.S.

Engaging Experience 1

Title: Prominent Asian-Americans

Suggested Length of Time: 1-2 Days

Standards Addressed

Priority:

- SS.9-12.AH.2.PC.E Trace the changing motivations for, nationalities of, and responses to immigration and to immigrants coming to the United States
- SS.9-12.AH.6.PC.A Analyze scientific, technological, artistic, intellectual, economic, political, and cultural changes to determine their effect on individuals, groups, and society

Supporting:

- SS.9-12.AH.3.PC.B Analyze the changing relationship between individuals and their place in society including women, minorities, and children
- SS.9-12.AH.2.PC.A Analyze patterns of immigration to determine their effects on economic, cultural, and political developments
- FL 2.1 Students demonstrate an understanding of the practices and perspectives of the cultures studied
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: In small groups, students will research the percentages of Asian-Americans living in the US in each decade (census data from 1970, 1980, 1990, 2000, and 2010). Still in small groups, students will choose an institution or field in the US--corporate world, government, science, music, art, literature, TV/movies, education, etc. They will then research (using internet sources) to find out the names of prominent Asian-Americans in those fields and descriptions of their accomplishments. In a class discussion, students will analyze the correlation between population changes in the US and increasingly prominent Asian-Americans in each field--do they correspond? Why or why not?

Bloom's Levels: Apply, Analyze

Webb's DOK: 2, 3

Rubric: Class participation

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will participate in a stereotyping activity. Students will brainstorm stereotypes that exist for Asian-Americans in the US today. They will then break up the topics and research in groups the history of that stereotype--is it based on anything that has happened in the past? Does it relate to Western ideas of racism or Social Darwinism? Is it connected to historical events such as internment camps, segregation of profession, etc.? Is the stereotype positive or negative? Students will create a presentation using Powerpoint or a poster and then present their findings to the class.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
The Asian-American Experience in Modern U.S.	Japanese Americans during World War II	Students will first watch a video clip over Japanese Internment Camps of World War II. Using information from the video and from a reading packet, students will discuss as a class the causes for the creation of internment camps and give their opinions as to the justification for the creation of these camps. Students will then research the story of one individual who lived in an internment camp using internet sources. They will create a report on that individual, giving a brief summary of their experience and describing the camp involved. As a class activity, students will share some of the most interesting or surprising things they learned in their research.	1-2 Days
The Asian-American Experience in Modern U.S.	Prominent Asian-Americans	In small groups, students will research the percentages of Asian-Americans living in the US in each decade (census data from 1970, 1980, 1990, 2000, and 2010). Still in small groups, students will choose an institution or field in the US--corporate world, government, science, music, art, literature, TV/movies, education, etc. They will then research (using internet sources) to find out the names of prominent Asian-Americans in those fields and descriptions of their accomplishments. In a class discussion, students will analyze the correlation between population changes in the US and increasingly prominent Asian-Americans in each field--do they correspond? Why or why not?	1-2 Days

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.