

## East Asia Lesson Plan One

**Lesson:** Imperialism/Censorship

**Classroom:** World History & Geography

**Essential Unit Question:**

1. Is it right for a government to expand its empire to places that will have to force countries/people to live under foreign rule?

**Goals and Objectives:**

1. Learners will be able to understand why a government would censor writers.
2. Learners will be able to make connections to other people and places that have faced censorship from their government.

**Time:**

One Class Period-60 minutes

**Text and Resources:**

1. PH World History 2009
2. Primary Source: Fang Bao's "Random Notes from Prison"

**World History Standards and Benchmarks:**

1. 6.3.2 East Asia – Analyze the political, economic, and social transformations in East Asia
2. 6.2.4: Analyze the political, economic, and social causes and consequences of imperialism.
3. 7.3.3 Asia – Analyze the political, economic, and social transformations that occurred in this era.

**Step by Step Procedure:**

1. Start with a quick write on the following question: "Where have we seen harsh imperial censorship or censorship in general?" (5 minutes)
2. Discuss the quick write. (5 min)
3. After the quick write we will discuss what they remember about the lecture on Qing China the previous day and I will fill in any parts that I feel need to be re-explained (5 minutes)
4. After the discussion I will distribute the reading from Fang Bao and we will read the primary source together. (5 minutes)
5. After we have finished with the reading I will have them share with a partner what they thought of the reading. (2 minutes)
6. I will randomly call on students to share what they discussed. (3 minutes)

7. After the discussion I will have them fill out the SOAPS document analysis to further dissect the meaning of the primary source. (10 minutes)
8. Once again I will have them pair up and share/discuss what they filled out on their SOAPS document followed by a wrap up discussion on censorship. (15-20 minutes)

**Formative and Summative Assessment:**

For assessment, the students will be asked to complete my standard exit slip, plus the question of whether or not a government should have the write to censor what its citizens write, why or why not?

I will be looking for students to have the understanding of why a government would censor writers and looking for connections to other places that have been censored.

**Lesson Reflection:**

# Primary Source Research Template

World History 9<sup>th</sup> Grade Unit

NAME: \_\_\_\_\_ CLASS PERIOD \_\_\_\_\_

Name of conflict: \_\_\_\_\_

Name of Source: \_\_\_\_\_

Type of primary source:

Map      Painting      Photo      Poster      Speech      Document      Cartoon

Letter      Journal/diary

Other: \_\_\_\_\_

SOAPS Analysis				
<b>Subject</b> What is this document about?	<b>Occasion</b> When/under what circumstances was this document made?	<b>Audience</b> Who is the document made for?	<b>Purpose</b> Why was this document made? <ul style="list-style-type: none"> <li><input type="radio"/> To inform</li> <li><input type="radio"/> To explain</li> <li><input type="radio"/> To persuade</li> <li><input type="radio"/> A call to action</li> </ul>	<b>Speaker's message</b> What is the message of this document?

**Check those that apply**

<input type="checkbox"/> Geographic	<input type="checkbox"/> Cultural
<input type="checkbox"/> Political	<input type="checkbox"/> Sociological

**MLA Citation**

\_\_\_\_\_

**Describe** what you see (who, what, when, where)

\_\_\_\_\_

**Explain** how the source helps you understand the CAUSES of the conflict. Use relevant facts from the document in your explanation.

**Evaluate:** To what extent can this document help you in completing your CBA?

4 very helpful      3 somewhat helpful      2 not very helpful      1 not helpful at all