East Asia Lesson Plan Two

Lesson: Imperialism

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. Learner will analyze the importance of both wars and the role it played in making Japan into more of a major power not only in East Asia, but in the world.
2. Learner will analyze how difficult it would be to live under occupation of another country.

Time:

Two Class Periods-120 minutes

Text and Resources:

1. PH World History 2009
2. Lost Names by Richard Kim

Standards and Benchmarks:

WHG:

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. I will start with a quick write on the following question: “What has been Japan’s role in imperialism and what do you know about the Sino-Japanese and Russo-Japanese Wars covered yesterday?” (5 minutes)
2. After the quick write we will discuss what they know about Japan’s role in both wars and I will expand on any questions or missing parts that were not mentioned. (5 minutes)
3. After the discussion I will give the students 5 minutes to write down what they think it would be like to be governed by an outside country? Questions to consider:
   - What do you think school would be like? What would be different?
   - How would you feel about the situation?
   - What do you think would happen to your family?
   - How else do you think everyday life would change?
4. After the students have finished I will have them share with a partner what they wrote down and why. I will randomly call on students to share what their partner wrote down. (5 minutes)
5. Review the lecture of how Japan after the success of the Sino-Japanese and Russo-Japanese wars further expanded into the occupation of Korea. (10 minutes)
6. We will read the “preface” and the chapter “Lost Names” from the book Lost Names. Whatever we are unable to finish in class will be assigned as homework. (40 minutes)
7. On Day 2 of the lesson we will begin the thinking routine called CSI (Color, Symbol, Image). I will spend a few minutes reviewing how to complete the CSI activity, but it is something we have used several times. (30 minutes)

Formative and Summative Assessment:

RAFT Writing: For assessment, the students will be asked to write two letters from that time period as the following:

- A Japanese individual who is in a position of power in Korea (school, military or political position). They will have to write a letter back to a family member in Japan detailing their experiences in Korea and what they think about Koreans.
- A person in Korea who lived through the occupation of Korea by Japan. They will be writing a letter looking back to a granddaughter or grandson explaining the difficulties of living under Japanese control decades ago.

I will be looking for students to have the understanding of why Japan wanted to occupy Korea and the importance of Japanese imperialism in their letters. In their two letters I will be assessing whether or not they understand what it would be like for both sides during this time period (1932-1945).

Lesson Reflection: