

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:

Color Symbol Image

COLOR	SYMBOL	IMAGE