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| **7th Grade World Studies**  **SE Asia History**  **Diana Grafton** | | | | | | |
| **Standards/ Elements** | **SS7H3 The student will analyze continuity and change in Southern and Eastern Asia leading to the 21st century.**   1. Describe how nationalism led to independence in India and Vietnam. 2. Describe the impact of Mohandas Gandhi’s belief in non-violent protest. 3. Explain the role of the United States in the rebuilding of Japan after WWII. 4. Describe the impact of Communism in China in terms of Mao Zedong, the Great Leap Forward, the Cultural Revolution, and Tiananmen Square. 5. Explain the reasons for foreign involvement in Korea and Vietnam in terms of containment of Communism. | | | | | |
| **Essential Questions** | How did nationalism lead to independence in India and Vietnam?  What was the impact of Mohandas Gandhi’s belief in non-violent protest?  What was the role of the United States in the rebuilding of Japan after WWII?  How did communism influence China in terms of Mao Zedong, the Great Leap Forward, the Cultural Revolution, and Tiananmen Square?  What were the reasons for foreign involvement in Korea and Vietnam in terms of containment of communism? | | | | | |
| **Enduring Understandings** | Conflict and Change: The student will understand that when there is conflict between or within societies, change is the result. | | | | | |
| **Essential Vocabulary** | Nationalism  independence  Mohandas Gandhi  Non-violent protest  India  Vietnam  WWII  Communism  Mao Zedong  Great Leap Forward  Cultural Revolution  Red Guard  Tiananmen Square  U. S. policy of containment of Communism (spread of communism to U.S.)  Domino Theory  Foreign involvement | | | | | |
| **Learning Format**   * Whole Group * Cooperative Groups * Cooperative Pairs | | | **Technology Usage**   * Laptop/Computer/ Internet * Projector * Interwrite pad/Elmo | | **Assessment**   * Quiz * Ticket Out The Door * Group Discussion * Class Participation | |
|  | | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Warm-Up/Hook** | | Formative Question: daily journal | Formative Question: daily journal | Formative Question: daily journal | Formative Question: daily journal | Formative Question: daily journal |
| **Instructional Activities/ Strategies** | | History Stations  Korea and Vietnam Nationalism in India Nationalism in Vietnam  Mohandas Gandhi: Students will use a variety of resources to research the life of  Mohandas Gandhi and create a biographical “flip book” about his non-violent protests.  Rebuilding of Japan after WWI: Explain the role of the United States in the rebuilding of Japan after WWII.  Students will create a flow chart of significant dates in the rebuilding of Japan then create a story frame summary using the flow chart data.  History of China: Use Asia for Educators: Mao Zedong and the Chinese Revolution  to answer the following questions:  1. How do you think Mao’s childhood influenced his ability to shape the nation of China?  2. What tactics did Mao use that were different from other revolutionaries that helped him win the revolution?  3. Some have said that Mao was a visionary who slowly lost touch with reality as time went on. Take a position, use citations from the readings, and give examples of events from history to support  your viewpoint  Multiple texts, graphic organizers critical thinking questions | History Stations  Korea and Vietnam Nationalism in India Nationalism in Vietnam  Mohandas Gandhi: Students will use a variety of resources to research the life of  Mohandas Gandhi and create a biographical “flip book” about his non-violent protests.  Rebuilding of Japan after WWI: Explain the role of the United States in the rebuilding of Japan after WWII.  Students will create a flow chart of significant dates in the rebuilding of Japan then create a story frame summary using the flow chart data.  History of China: Use Asia for Educators: Mao Zedong and the Chinese Revolution  to answer the following questions:  1. How do you think Mao’s childhood influenced his ability to shape the nation of China?  2. 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| **Differentiation** | | \* recorded material \* anchor activities \* varying organizers \* varied texts/supplementary materials \* varied journal prompts \* student generated questions \* small-group instruction \* whole group instruction \* varied questioning strategies | \* recorded material \* anchor activities \* varying organizers \* varied texts/supplementary materials \* varied journal prompts \* student generated questions \* small-group instruction \* whole group instruction \* varied questioning strategies | \* recorded material \* anchor activities \* varying organizers \* varied texts/supplementary materials \* varied journal prompts \* student generated questions \* small-group instruction \* whole group instruction \* varied questioning strategies | \* recorded material \* anchor activities \* varying organizers \* varied texts/supplementary materials \* varied journal prompts \* student generated questions \* small-group instruction \* whole group instruction \* varied questioning strategies | \* recorded material \* anchor activities \* varying organizers \* varied texts/supplementary materials \* varied journal prompts \* student generated questions \* small-group instruction \* whole group instruction \* varied questioning strategies |
| **Accommodations** | | Verbal and written directions, individual help from teacher | Verbal and written directions, individual help from teacher | Verbal and written directions, individual help from teacher | Verbal and written directions, individual help from teacher | Verbal and written directions, individual help from teacher |