

Non-Western History

McGovern - 202

LENGTH OF TIME: One semester, 90 minutes, every other day (roughly 37 classes).

GRADE LEVEL: 9-12

DESCRIPTION OF COURSE:

Non-Western History is an elective that focuses on 1900-present Asian, South-East Asian, Australian and African History. Utilizing class discussions, readings, projects and other activities the course is designed to give the student an awareness of the developments in history and culture in these often less studied areas of the world. To help develop historical thinking skills, students will interpret primary and secondary sources and utilize documents as they write analytical pieces.

COURSE STANDARDS Students will (Common Core):

CC.8.5.9-10.C.

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

CC.8.5.9-10.F.

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

CC.8.5.9-10.I.

Compare and contrast treatments of the same topic in several primary and secondary sources.

CC.8.6.9-10.B.

Write informative/explanatory texts, including the narration of historical events

CC.8.6.9-10.H.

Draw evidence from informational texts to support analysis, reflection, and research.

Other:

Construct reasoned judgments about specific cultural responses to persistent human issues (PA Std 8.4A, NCSS Ig)

Explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations (PA Std 8.4D, NCSS IXb)

Identify and describe significant historical periods and patterns of change within and across cultures (PA Std 8.4B, NCSS IIc)

Systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past (PA Std 8.4B, NCSS II d)

Investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment. (PA Std 8.4C, NCSS IIe)

Describe and compare how people create places that reflect culture, human needs, government policy, and current values and ideals (PA Std 8.4C, NCSS IIIg)

Analyze and evaluate social and economic effects of environmental changes and crises resulting from phenomena such as floods, storms, and drought (PA Std 8.4B, NCSS IIIj)

Examine the interactions of ethnic, national, or cultural influences in specific situations or events (PA Std 8.4C, NCSS IVe)

Analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity (PA Std 8.4D, NCSS IVf)

Apply economic concepts and reasoning when evaluating historical social developments and issues (PA Std 8.4C, NCSS VIIh)

Analyze how science & technology influence the core values, beliefs, and attitudes of society; and how core values, beliefs, and attitudes of society shape scientific and technological change (PA Std 8.4D, NCSS VIIIc)

Analyze the similarities and differences in economic systems. (PA Std 6.1.9A; NCSS VII a,b)

NATIONAL COUNCIL FOR THE SOCIAL STUDIES STANDARDS

- Culture and Cultural Diversity
- Time, Continuity, and Change
- People, Places, and Environments
- Individual Development and Identity
- Individuals, Groups, and Institutions
- Power, Authority, and Governance
- Production, Distribution, and Consumption
- Science, Technology, and Society
- Global Connections
- Civic Ideals and Practices

RELATED PA ACADEMIC STANDARDS FOR ECONOMICS

6.1 Economic Systems

- A. Similarities and Differences in Economic Systems

RELATED PA ACADEMIC STANDARDS FOR HISTORY

8.4 World History

- A. Contributions of Individuals and Groups
- B. Documents, Artifacts and Historical Places
- C. Influences of Continuity and Change
- D. Conflict and Cooperation Among Groups

PERFORMANCE ASSESSMENTS:

Students will demonstrate achievement of the standards by:

- 1) First unit test on Geography, styles of Government for each nation, Imperialism
- 2) Quiz on Philippines and Phillipine history.
- 3) Presentation on Japanese history.
- 4) Presentation on Chinese revolutions, Opium War, Civil War, or World War involvement.
- 5) Mock Trial on Involvement in Vietnam.
- 6) “Final” Presentation on any non-western nation's history.

CLASS CONTENT PERCENTAGE:

Participation: 20%

Projects: 50%

Quizzes/Test: 20%

HW/In class work: 10%

TITLES OF UNITS:

1. Introduction 2 days
 - Class Introduction
 - Geographic Location
 - Nation Geography
 - Basic Government set up

2. Introduction to World Imperialism 1 day
 - What is imperialism
 - Why practice imperialism
 - When/why does it start?
 - What countries are most involved?
 - ◆ First Test/Quiz

3. Philippines 3 days
 - Brief history of Spanish Rule/how the US acquired Philippines
 - World War Two, and gaining Independence
 - “Modern” issues and current government standing/corruption
 - ◆ Small Unit Project

4. Japan 4 days
 - History of Japan and Isolationism
 - US Involvement, World Trade, Meiji Restoration
 - WW1, Interwar, and WW2
 - Post World War Two
 - ◆ Quiz on Japan
 - ◆ Last Samurai?

5. Korea 2 days
→ Japan/Korean Relations before WW1
→ Korean in the World Wars
→ Korean War/Korea today
6. China 5 days
→ Pair Project on Chinese Revolutions/Rebellions:
 i. Opium Wars
 ii. Boxer Rebellion
 iii. Sun Yat-Sen Northern Expedition
 iv. Chinese Civil War
 v. Chinese Struggles in WWII
→ While students work on projects, teacher will present on Maoist China-present.
7. Vietnam 3 Days
→ French Rule
→ WW2/ American Intervention
→ Vietnam Today
8. Cambodia 1 Day
→ Vietnam War and the Pol-Pot Regeim/Genocide
9. Australia End of class
→ Foundation of Australia/Independence
→ WW1/WW2
→ Vietnam and other modern events
→ Australia Today
10. “Final” Project
★ Students will pair off and make presentations on a “non-western” nation of their choice.

SAMPLE INSTRUCTIONAL STRATEGIES:

1. Research assignments
2. Written and oral presentations, both individually and with partners or in small groups.
3. Lecture and discussion
4. Problem-solving simulations and role-plays
5. Cooperative learning teams
6. Use of on-line subscription services for some course materials
7. Use of audio and visual learning tools

MATERIALS:

1. Online resources
2. Various other readings and sources
3. Students will need to bring laptops/chromebooks to class everyday.
4. Projector, poster paper, and other supplies.

METHODS OF ASSISTANCE AND ENRICHMENT:

1. Use of appropriate level reading materials
2. Pairing students
3. Small Group work
4. Diagnostic work to determine level of individual's knowledge and competency
5. Adjusting level of expectations and delivery appropriately
6. Retesting and alternate methods of assessment
7. Differentiated assignments and activities
8. Peer editing
9. Conferences with teacher

METHODS OF EVALUATION:

1. Class work, homework, quizzes, and tests
2. Rubrics for presentations, simulations, role-plays, essays, oral presentations, self-evaluations, problem-solving, visual aids
3. Adherence to deadlines

INTEGRATED ACTIVITIES:

1. Critical Thinking and Reading

- Identifying main ideas and summarizing
- Identifying cause and effect/making predictions
- Drawing inferences and conclusions
- Making valid generalizations
- Distinguishing fact/opinion
- Comparing and contrasting
- Analyzing primary sources
- Recognizing bias and propaganda
- Identifying frame of reference and point of view
- Decision-making
- Problem-solving

2. Visual Analysis

- Analyzing graphic data
- Analyzing images

3. Communications

- Using reliable information
- Transferring information from one medium to another
- Synthesizing information
- Supporting a position

4. Interpersonal Skills

- Working with others to complete assignments
- Discussion skills
- Listening skills
- Assessing personal strengths and weaknesses
- Working and behaving in a responsible, respectful manner