

Day 2 East Asia UNIT

Teacher: Chong, Angela		Course: Ethnic Studies		Date: Spring 2020	
Topic: Domate Culture superiority		Essential Question: Is Racial/Ethnic superiority unique to the United States?		SAY, MEAN, MATTER	
Chunk of Lesson	Learning Goal	Strategy/Steps	Alignment to 4Cs/WICOR	Success Criteria/ Assessment	
Hook/ Bell Ringer:	Share personal examples of modern versus old ways from their own family.	THINK Students will think about their own family, with an example of something they do in a modern way as opposed to the old way of doing it by someone else in their family. PAIR Students will discuss their examples with a student near them SHARE A few students will share their example with the whole class	<ul style="list-style-type: none"> ○ Communicator ○ Collaborator (Collaboration) 	Students discuss their examples of modern ways, versus old ways...a few share with the whole class.	
Chunk #1	Students get background information related to modernization of Japan. and Read Fukuzawa Yukichi's "Leaving Asia (from the PDF document CH 20 Meiji Transformation)	Teacher tell students: from 1868-1900 Japan went through a modernization and made significant changes in their culture, government, and even what they ate. I'll read the introduction on the PDF pg. 369-361, and I'll call on volunteers to continue reading. -after reading give several minutes for students to answer: <ol style="list-style-type: none"> 1. What does it say? (quotes-2 to 3) 	<ul style="list-style-type: none"> ○ Communicator (Writing) 	Students read and write down what "Leaving Asia" Says	
Chunk #2:	Students write what "Leaving Asia means.	Teacher leads discussion of main ideas of "Leaving Asia"- Students will write: <ol style="list-style-type: none"> 2. What does it mean? 	<ul style="list-style-type: none"> ○ Communicator (Writing) ○ Collaborator (Collaboration) ○ Critical Thinker (Organization & Reading) 	Students discuss main ideas and write what "Leaving Asia" means	

Chunk #3	Students write and discuss why “Leaving Asia” matters.	<p>Students: Write and respond to 3. Why does it matter?</p> <p>Students share why it matters</p> <p>PAIRs of students discuss why it matters, adding to their own</p>	<ul style="list-style-type: none"> ○ Communicator (Writing) ○ Collaborator (Collaboration) ○ Critical Thinker (Organization & Reading) 	Students write why “Leaving Asia” matters and pair up to discuss why it matters.
Reflection/ Exit Slip/ Assessment	½ page response from someone who is Korean or Chinese to Yukichi’s comments in “Leaving Asia”	<p>Students will put themselves in the shoes of someone Korean or Chinese who has read “Leaving Asia,” and will now write a ½ page response. Find specific things from “Leaving Asia” and write back your</p>	<ul style="list-style-type: none"> ○ Communicator (Writing) ○ Creator (Inquiry) ○ Critical Thinker (Organization & Reading) 	½ page response from a Korean or Chinese individual at the time “Leaving Asia” was written.

Notes:
 SpEd-only 1 quote for What does it Say? Instead of ½ page response, a ¼ of a page or whatever appropriate. Also guide student in choosing Korea or China.
 Extension Activity-Research responses from China or Korea, to “Leaving Asia” or something similar during the same time period. Complete a Say-Mean-Matter for that document.