

**Lesson Plan: The Impact of Cultural Diffusion on Women in China, Korea & Japan (20 points)**

**Grade/Subject:** 7<sup>th</sup>/History

Aspect of Lesson	Teacher directive	Student performance
<p><b>Part I &amp; II: Opening Sequence &amp; KWL Chart</b> Introduction/Pre-Assessment (10 minutes)</p>	<p>The teacher will build upon Lesson 1 and the G.R.A.P.E.S. 3-tiered exercise. The teacher will ask students to reflect on their recent G.R.A.P.E.S. exercise by specifically relating and/or attributing any of their findings regarding China, Korea and Japan with respect to their geography, religion, achievements, politics, economics and social structures.</p> <p>The teacher will distribute KWL Charts to the students.</p> <p>The students will chart what they know about the concept of <i>cultural diffusion</i> in the first column of the chart under the “What I Know” category.</p>	<p><b>Reflection:</b> Students will be asked to reflect upon their G.R.A.P.E.S. exercise, specifically regarding any “influences” they may have or may not have noted about how the Chinese, Korean and Japanese civilizations may have been influenced by outside civilizations/cultures.</p> <p><b>Prior Knowledge:</b> Students will complete the first phase of the KWL Chart and input their prior knowledge regarding the concept of <i>cultural diffusion</i>.</p>
<p><b>10 points</b></p>		

<p><b>Part III: Informal Assessment</b></p> <p>Direct Instruction/Class Discussion/Turn and Talk</p> <p>(34 minutes)</p>	<p>Students will refer to their homework readings – a series of excerpts from <i>Lessons For Women</i> by Ban Zhao.</p> <p>The teacher will direct the students to turn to their A/B partners and discuss how women’s roles were affected by cultural diffusion as it specifically relates to religion (Confucianism), politics and social structures as they existed in medieval China, Korea &amp; Japan.</p> <p>Having established a clear one-sentence definition for <i>cultural diffusion</i>, the teacher will have the various A/B pairs brainstorm the 4 principle ways in which <i>cultural diffusion</i> takes place.</p> <p>The teacher will distribute Venn Diagrams to the students.</p> <p>The teacher will instruct the A/B pairs to complete their Venn Diagrams by adding more specific examples of the 4 principle ways <i>cultural diffusion</i> occurs by having students note any additional information discussed on the inside portion of their Venn Diagrams.</p> <p>The teacher will move about the room to ensure everyone is on-task and understands the lesson expectation.</p> <p>Should students and/or specific A/B pairs need further assistance, they will move to the U-Conference Table for a more one-on-one interaction with the teacher.</p>	<p>Students will take out their Ban Zhao, <i>Lessons For Women</i>, excerpts from the homework reading.</p> <p>Students will participate in a two-part series of class discussions and A/B partner “turn and talk” exercise and discuss how women’s roles were affected by cultural diffusion as it specifically relates to religion (Confucianism), politics and social structures as they existed in medieval China, Korea &amp; Japan.</p> <p><b>Prior Knowledge:</b> Students will discuss any and all prior knowledge with their A/B partners. They will then work to formulate a one-sentence definition of <i>cultural diffusion</i> along with specific references to their readings that can support their claims.</p> <p>Students will listen to the teacher’s direct instruction and participate in a class discussion until a consensus in the class is reached on the definition for <i>cultural diffusion</i> and how the readings of Ban Zhao reveal how gender was in</p> <p>Student A/B pairs will “turn and talk” and choose 4 specific principle ways <i>cultural diffusion</i> might take place in past and present civilizations as it specifically relates to gender.</p> <p>The A/B pairs will share some of their findings with the class.</p> <p>The teacher will write the findings on the board.</p>
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	<p>The teacher will collect the informal assessments prior to the end of class.</p>	<p>Student A/B pairs will return to completing their Venn Diagrams using the lecture/class discussion notes on the whiteboard for guidance.</p> <p>Students and/or A/B pairs are encouraged to approach the U-Conference Table for extra help.</p> <p>Students will submit their completed Venn Diagrams in the Classwork Tray at the front of the classroom for evaluation.</p>
<p><b>10 points</b></p>		

<p><b>Title</b></p>	
<p><b>Common Core State Standards (CCSS)</b></p>	<p>CCSS.ELA.LITERACY.RH.6-8.4 <i>Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</i></p> <p>CCSS.ELA.LITERACY.RH.6-8.9 <i>Integrate visual information (e.g., charts, graphs, photographs, videos or maps) with other information in print and digital texts</i></p>
<p><b>History-Social Science Content Standards for California Public Schools</b></p>	<p>7.4: <i>Students analyze the geographic, political, economic, religious, and social structures of China, Korea and Japan.</i></p>

<p><b>English-Language Arts Content Standards for California Public Schools</b></p>	<p><b>Interdisciplinary (ELA):</b></p> <p>ELA.1.0: <i>Students write clear, coherent and focused essays. The writing exhibits students’ awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students’ progress through the stages of the writing process as needed.</i></p> <p>ELA.1.1: <i>Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.</i></p>
<p><b>Central Focus</b></p>	<p>Students will form a consensus on the definition of <i>cultural diffusion</i> and discuss how women’s roles were affected by cultural diffusion as it specifically relates to religion (Confucianism), politics and social structures as they existed in medieval China, Korea &amp; Japan.</p>
<p><b>Curricula Objective</b></p>	<p>Students will complete a KWL Chart on the topic of <i>cultural diffusion</i> and its pertinence to China, Korea and Japan during the Middle Ages. Students will use critical thinking skills to further develop the concept of <i>cultural diffusion</i> by specifically citing the ways it takes place in past and present civilizations by discussing how women’s roles were affected by cultural diffusion as it specifically related to religion (Confucianism), politics and social structures as they existed in medieval China, Korea &amp; Japan.</p>
<p><b>Learning Target (LT)</b></p>	<p>LT1: I can define the term <i>cultural diffusion</i> in my own words. LT2: I can analyze and categorize the ways <i>cultural diffusion</i> affected the role of women. LT3: I can offer examples of how <i>cultural diffusion</i> has occurred in the United States and its impact on gender.</p>
<p><b>Academic Language</b></p>	<p><b>Purpose:</b> Define, Analyze, Compare/Contrast, Elevate</p> <p><b>Skills:</b> Read, Write, Discuss, Notetaking</p> <p><b>Vocabulary:</b> New term(s) discussed and defined during Direct Instruction.</p>

	<b>Support:</b> Graphic Organizers (i.e. KWL Charts & Venn Diagrams), Manipulatives (i.e. Caravan artifacts/statues), U-Conference Table (front of classroom) for one-on-one mini-conferencing with groups/individual students
<b>Materials</b>	Excerpts from Ban Zhao's <i>Lessons For Women</i> , KWL Charts, Venn Diagram, Whiteboard
<b>Technology</b>	N/A
<b>ELL, IEP &amp; 504-plan Considerations</b>	<b>Differentiated Instruction:</b> U-Conference Table (one-on-one instruction), Manipulatives, Zone of Proximal Development (student partnering)
<b>Length of Lesson</b>	<b>44 minutes</b>