

Learning Segment Title: Women in East Asia

PLANNING FOR THE LESSON

Key Content Standard(s)- content & ELD: List the complete text of only the relevant parts of each standard.

CCSS.ELA-LITERACY.RH.9-10.1

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.RH.9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Lesson Objective: What do you want students to know and be able to do at the end of this learning segment?

This learning segment is embedded within a unit on feminism in world history. By the end of this learning segment, students should have a general understanding of 5 women in East Asian history, ranging from scholars to communist revolutionaries. Students should have in depth knowledge of one of these women, and a less in depth understanding of the role of the other women. Students should also understand that gender is a social construct, and that women, while often left out of historical writing, are always present in history. Students should also know and understand how women have gained power or fought for equality. Students should be able to research online, and understand how to find reliable sources. Students will already have an understanding of bias and primary and secondary sources.

Essential Questions:

Who has power and who does not? How do those in power get and maintain their power? Who has the power to change this? How do they change this?

Assessments- Formal and Informal: How will you assess if and what students are learning?

Written response to essential questions

Graphic organizer checks

Modifications, Accommodations, Scaffolding- How will you adjust your instruction and assessments to meet the diverse needs of students (esp. language learners and/or special needs)?

- primary and secondary sources copied for students to reduce the amount of research
- instructions and documents available in Spanish
- Help desk with TA for students who would like to work in a small group
- Graphic organizers with step by step instructions and places to input websites, quotes, and summaries
- Graphic organizers to organize information found into a presentation

Prerequisite Skills and Knowledge and Experiential Backgrounds.

How will you access and activate students' prior knowledge and connect to students' lived experiences?

Students will access material through reliving the experiences of colonization in a simulation activity

Academic Language

Vocabulary:

Feminism	East Asia	
Gender	Non-binary	
commonism	communism	

Time	Day 1
5	Opening Routine: Warm up question – What is gender?
20	Discussion of gender and who defines it How is the definition of gender changing in the US today? Discussion of non-binary and trans identity – share images of celebrities who do not fit into our traditional gender norms in the US, transition to kpop and male beauty standards in Asia

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20	<p>Lecture on gender in East Asia</p> <ul style="list-style-type: none"> - begin with the essential question: Who has power and who does not? How do those in power get and maintain their power? Who has the power to change this? How do they change this? - review Confucianism and what role women play in Chinese society - introduce and review the topics for their research project (see below) in the lecture - option to allow students to pick a different woman in East Asian history
	<ol style="list-style-type: none"> 1. Ban Zhao(45-116 CE) female scholar 2. Sin Saimdang (1504-1555) the mother of Yulgok Yi I (1536-1584) a leading Confucian scholar 3. Queen Sondok of Silla r. 632-647 was a queen (one of only 3) in her own right 4. Qiu Jin [Chinese female revolutionary martyr 5. He Zhen radical feminist
5	Closing Routine: homework – select one of the 5 women for your project
Day 2	
5	Opening Routine: Warm up question – Who did you select for your research project? Why?
10	<p>Instructions on the research project:</p> <p>Introduce students to the project by showing them examples of student summaries and answers to the same EQ from a different topic</p> <ul style="list-style-type: none"> - Students will incorporate this research into their unit assessment project on women in world history
5	<p>Rubric:</p> <p>Go over the 4 point rubric so that students understand that they will be graded on their research steps as well as the final project</p>
10	<p>Graphic organizers:</p> <p>Pass out packets of graphic organizers and instructions for each step with daily due dates</p> <p>Go over the first assignment, and encourage students to work ahead if they can</p> <p>Remind students to attend tutoring or finish as home if they fall behind the deadlines</p>
20	<p>Research:</p> <p>Students use the laptops to begin their research with their first graphic organizer (G.O.) focusing on sourcing. Students must find a variety of sources to use for this project. Goal = find 2 reliable sources by the end of the period (If possible, bring in library books for students to use in class)</p> <p>Have printed documents available for students who fall behind</p> <p>Shorten assignments for some students</p>
5	Closing Routine: turn in work and clean up
Day 3	
10	<p>Opening Routine: Warm up question + stamp yesterday's work if students found 2 sources</p> <p>Did you find useful sources yesterday? What helped you find reliable sources? Groups share in a round robin and then quick class discussion on advice for researching</p>
	Students continue research and complete G.O. #1 - Sourcing
5	Closing Routine: turn in work and clean up
Day 4	
5	Opening Routine: Warm up question
	<p>Students use their sources from GO #1 to complete their packets and fill out</p> <ul style="list-style-type: none"> - quotes - summaries - questions on who/what/where/when/why
5	Closing Routine: turn in work and clean up
Day 5-6	

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5	Opening Routine: Warm up question
	Students apply what they have learned to answer the essential questions using their historical figure as an example: Who has power and who does not? How do those in power get and maintain their power? Who has the power to change this? How do they change this? Use G.O. to organize ideas, evidence, and analysis – put this together in paragraph form and submit
5	Closing Routine: turn in work and clean up