
University of Tennessee at Chattanooga
Asia Program

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University of Tennessee at Chattanooga Asia Program
National Consortium for Teaching Asia (NCTA) Faculty Fellows Bios and Special Acknowledgments for Modules
Editor's Message

This digital publication, available for no charge, and intended for middle, secondary school, and (in some cases) beginning college and university survey instructors and students, owes its existence to the Freeman Foundation-funded National Consortium for Teaching About Asia initiative (NCTA). NCTA is almost certainly the most effective Asian studies educational outreach program in the nation. Readers who are unfamiliar with NCTA, now twenty years old, are advised to visit http://www.nctasia.org to learn more about this national collaboration of more than 263 universities, school districts, museums, and other organizations that has, as of 2017–2018, offered 918 seminars and 838 other programs for 36,079 teachers throughout the nation, as well as 118 study tours for 2,025 teachers. The University of Tennessee at Chattanooga (UTC) Asia Program is extremely fortunate to have been an NCTA affiliate site since 1998.

The UTC Asia Program is also fortunate to have collaborated in the modules project with the Tennessee Geographic Alliance (TGA). This collaboration marks the sixth time we’ve partnered with TGA, who has consistently been a strong supporter of our NCTA programs.

In 2017–2018 rather than conduct an annual seminar, the UTC Asia Program sought and received permission to utilize NCTA funding to select a small group of Tennessee teachers who are in every sense of term “master teachers” to develop digital teaching modules primarily intended for middle and high school social studies classes. The seven teachers, now formally designated as UTC Asia Program NCTA Faculty Fellows, were selected through a competitive process and obligated to not simply develop teaching materials but field test modules and, in many cases, solicit student responses to modules. Each module went through three revisions based upon not only editorial feedback, but teacher and student perceptions of what worked best in the classroom.

The seven authors of The University of Tennessee at Chattanooga Asia Program 2018 NCTA Teaching Modules were also required to design the instructional materials they developed to support the new Tennessee State Social Studies Standards that will be implemented beginning in 2019–2020.

However, before this project was even approved, our intention was to create modules for teachers and students throughout the nation. Part of the reason for this decision, is that the Tennessee standards include an impressive number of content-rich topics that should appeal to history and social science teachers interested in integrating Asia into their courses.

Most recently (2017) the highly respected publication Education Next ranked Tennessee standards 11th nationally for academic rigor and coherence. The forthcoming Tennessee Social Studies Standards should do nothing to tarnish this reputation.

By now, readers have seen the table of contents of the publication, but because of the “high expectations” content and the creative and effective ways, part or all of each module can be used in classrooms, interested educators should make a point of not simply examining the modules based upon whether middle or high school teachers developed them, but see what might be
useful for their particular classrooms. Significant portions of every module are potentially helpful for teachers and students regardless of the level of the courses they teach.

Thanks are in order to a number of people including academics, students, and other educators who played valuable roles in contributing to these instructional materials. The Faculty Fellows justly deserve the most credit for their hard work in every phase of this project. Brief profiles of these exceptional teachers are available at the conclusion of this publication.

Cordially,

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Where Have All the Children Gone? The Consequences of Low Fertility Rates in South Korea, Singapore, and Japan

Michael Robinson
Houston High School
Germantown, Tennessee


This module was developed for Tennessee high school world history and geography standard 78 —“Explain the challenges of rapid population growth on developing countries and of population decline in developed countries and give examples of policies implemented to both slow and increase population growth.”

The content of the module can easily be adapted for high school courses everywhere that incorporate the content of aging populations and population policies in East and Southeast Asia, specifically Japan, South Korea, and Singapore.

**Estimated module length:** Five fifty-minute class periods (two days for South Korea, two days for Singapore, and one day for Japan)

**Overview**
This module’s focus in upon the section of the standard dealing with the challenges of population decline and policies being implanted to increase population growth.

South Korea, Singapore, and Japan have some of the highest average life expectancies in the world (Japan is No. 1 at 83.7, Singapore is No. 3 at 83.1, and South Korea is No. 11 at 82.3), as well as
some of the lowest fertility rates (number of live births per 1,000 women between the ages of
fifteen and forty-four years) in the world (South Korea and Singapore at 1.2 and Japan at 1.5). The
combination of low fertility rates and high life expectancies has created unique problems among
these three highly developed countries; especially the threat to future economic growth and job
growth.

The populations of both Singapore and South Korea continue to grow very slowly. However, it is
the sharp decline in fertility rates that have both countries extremely concerned about future
population growth and each nation has developed policies to encourage its population to have
more children. The lessons on South Korea focus on the causes and the immediate and long-term
effects of the low fertility rate. The Singapore lessons also concentrate upon government policies,
with specific attention given to Singapore’s immigration policies to maintain a stable population.

Unlike South Korea and Singapore, Japan’s population already peaked at 127 million in 2010 and
is currently at 125 million. The lesson on Japan addresses the specific issue of how the Japanese
are dealing with a rural population that has disproportionate high percentage of elderly people.
Most young people who grow up in rural towns move to large urban areas that provide better
economic opportunities. The impact on these rural towns and villages is nationally significant and
problematic for Japan.

**Objectives**

Students will:

List and explain reasons for South Korea’s and Singapore’s low fertility rates.

Create and explain population pyramids for both South Korea and Singapore.

Explain and discuss solutions to South Korea’s and Singapore’s low fertility rates.

Describe rural life in Japan and discuss the issues facing the elderly population who live
in Japan’s rural areas.

**Prerequisite knowledge**

Assumptions are that students are already able to locate Japan and the Korean peninsula on a map
of Asia. It is also assumed students understand the difference between the governments of North
Korea (Democratic People’s Republic of Korea) and South Korea (Republic of Korea). This
module focuses on South Korea.

It is assumed students have little knowledge on Singapore. Students may or may not be aware that
Singapore is an independent country that is often called a city-state due to its relatively small size
and the fact that all of Singapore is urban. The module will include some basic information on
Singapore’s location, population, and culture.
Module introduction

The PowerPoint, worksheets, articles, and other materials for this module appear in both the module narrative and at the end of the module for the convenience of teachers wishing to use all or part of these digital materials.

Click the following links to download the PowerPoint necessary for this module along with an appendix guide to all of the PowerPoint slides.

(Please read the PowerPoint guide below before downloading the PowerPoint) PowerPoint.

Appendix of PowerPoint Slides

The module relies upon two primary websites:

Population Pyramids of the World from 1950 to 2100 is a free website showing the age and sex distribution by cohort (age groups) for the world's countries. The website also has additional visualizations on a variety of demographic and economic information, (e.g. carbon emissions, population density, migration, etc.)

Interactive Infographic on Population is a website from the Prime Minister's Office of Singapore's National Population and Talent Division, Strategy Group, and it focuses on Singapore's population concerns, population pyramids, and immigration statistics, and allows students to discover solutions to Singapore's population problems.

PowerPoint guide

This module includes a comprehensive (169 slides) PowerPoint (Appendix I) that features handouts, visual images of the websites, videos, student readings, and answer keys. Any reader who would like to see useful graphics related to this module is encouraged to utilize the PowerPoint.

Class No. 1

Estimated time: fifty minutes, excluding the two enrichment activities

Have students create and explain three population pyramid graphs for South Korea. The first graph is 1958, because this is the last year in South Korea when the 0–4 cohort (age group) was the highest among all other cohorts. The second graph's date is 2018 to show the current population distribution in South Korea. The last date for the third graph is 2045, because this is the first year South Korea's 0–4 cohort is predicted to be below 2.0 percent. After students complete and discuss the graphs, they will view a video on the consequences of South Korea's shrinking working population.

There is no prework for the lesson. The lesson begins with pictures taken in a rural fishing village located on the southern coast of South Korea.
**Bell work activity**

Use slide Nos. 2, 3, and 4 from the PowerPoint to introduce students to Sanyang, a small fishing village in South Korea. The small village and surrounding area has approximately 1,500 residents. Discuss slide No. 5 with your students, then have students write down how many students they think attend the local school. By having all students write down a number, teachers ensure everyone in the class is participating and thinking about a potential response. Have students share their guesses of how many students attend Sanyang Elementary School.

Slide No. 6 from PowerPoint: View of Sanyang Elementary School from the main street.

Next, have students view slide No. 6, a typical classroom in the elementary school, and have them guess again how many students are in the school. They will want to guess again because the typical classroom only has two desks.
Slide No. 6 from PowerPoint: Typical classroom at Sanyang Elementary School.

After students have provided their final guesses, show them slide No. 7 with the answer to how many students attend the school.

Slide No. 7 from PowerPoint: School sign with photo of all students and teachers.

Use slide Nos. 8–15 to show students additional photos of the school. Details for each slide are in Appendix I.

Ask students why they think the school only has nine students. Discuss with them the quote below, found on slide No. 16:
“Villages around here have no more children to send,” the school’s only teacher, Lee Sung-kyun, said recently, looking over an empty, weed-filled playground surrounded by old cherry trees. “Young people have all gone to cities to find work and get married there.”

This excerpt is by Cloe Sang-Hun from her New York Times article “As South Korean Villages Empty, More Primary Schools Face Closings,” and it details the reality for many of the small towns and villages across South Korea.

It remains to be seen how long the small elementary school with the nine students can survive. For many people in South Korea, there is little appealing about a quiet life in an isolated village populated by mostly elderly people. The odds are high these nine students will move to larger, more populated urban areas like Busan (Pusan) and Seoul when they finish their schooling.

In some Korean communities, there are already too few students for a school. The former Daehak Elementary School is shown in slide No. 17, and it closed less than ten years ago. Show students slide Nos. 17–19 to see what might possibly happen to Sanyang Elementary School if it closes. Slide No. 19 shows that the parking area in front of the closed school is now used as a campground for tourists traveling through the area.
eleven (the oldest students), there are thirteen total classes; in grade ten, there are twelve total classes; and in grade nine (the youngest students in the school), there are only eleven total classes. Each year, there are fewer and fewer students. Unlike the previous elementary schools discussed, Youngmoon High School is not in danger of closing anytime soon, but the alarm bells should still be sounding, because the demographic issues plaguing rural South Korea are also alive and well in urban areas.

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<th>Grade 9</th>
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<th>Grade 11</th>
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<td>11 total classes</td>
<td>12 total classes</td>
<td>13 total classes</td>
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Slide No. 21 from PowerPoint: Principal's office at Yongmoon High School, Seoul.

Depending on how much time allocated for the lesson, teachers may be able to include these additional photos from slide Nos. 21–25 from Yongmoon High School.

Looking into the classrooms at Yongmoon High School during a time when students have a short break, it is not surprising to see many students sleeping (slide Nos. 22 and 23). After learning about the typical day of a student (slide No. 24), it is easy to understand that Korean students are frequently exhausted, overworked, and overstressed. Their job is to study in order to pass their exams so that they can ensure entrance into a good university.

The excerpt on slide No. 24 is from the BBC article “South Korea’s Schools: Long Days, High Results” by journalist Reeta Chakrabarti. The article documents the day in the life of a teenager in one of Seoul’s affluent neighborhoods of Gangnam:

Hye-Min Park is 16 and lives in the affluent Seoul district of Gangnam, made famous by the pop star Psy. Her day is typical of that of the majority of South Korean teenagers.

She rises at 6.30am, is at school by 8am, finishes at 4pm, (or 5pm if she has a club), then pops back home to eat.

She then takes a bus to her second school shift of the day, at a private crammer or hagwon, where she has lessons from 6pm until 9pm.

She spends another two hours in what she calls self-study back at school, before arriving home after 11pm. She goes to bed at 2am, and rises in the morning at 6:30am to do it all over again.
Instruction for Class No. 1

After the bell work is discussed, the main part of the lesson is to show how South Korea's population has changed over time and illustrate additional consequences and challenges for this population dilemma.

Use slide Nos. 26–33 to review population pyramids with students. This may not be necessary if students are already familiar with population pyramids. If students have a good understanding of population pyramids, you may want to start with slide No. 33 as a short review of what population pyramids can tell us about the history of a country. In this example, students view Japan's 1995 population pyramid.

Next, pass out the handout on South Korea’s population pyramids in 1958, 2018, and 2045. This is slide No. 34 from the PowerPoint. Use slide No. 35 to review how to construct the population pyramids. If possible, have students color their graphs with one color representing males and another color representing females (in the example, blue is for males and pink/red is for females).

|------|-----|-----|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|      |
| 1958 | Male | 7.4% | 7.2% | 6.0% | 6.5% | 4.3% | 3.3% | 2.7% | 2.0% | 2.4% | 2.2% | 1.5% | 1.3% | 1.0% | 0.7% | 0.5% | 0.2% | —     | —     | —     | —     | —     |
|      | Female| 7.1% | 6.9% | 5.4% | 4.0% | 3.9% | 3.3% | 2.9% | 2.4% | 2.1% | 1.7% | 1.4% | 1.2% | 0.9% | 0.6% | 0.3% | 0.2% | —     | —     | —     | —     | —     |
| 2018 | Male | 2.3% | 2.5% | 2.4% | 3.5% | 3.5% | 3.5% | 3.5% | 3.5% | 3.5% | 3.5% | 3.5% | 3.5% | 3.5% | 3.5% | 3.5% | 3.5% | 3.5% | 3.5% | 3.5% | 3.5% |
|      | Female| 2.2% | 2.3% | 2.3% | 3.3% | 3.4% | 3.4% | 3.4% | 3.4% | 3.4% | 3.4% | 3.4% | 3.4% | 3.4% | 3.4% | 3.4% | 3.4% | 3.4% | 3.4% | 3.4% | 3.4% |
| 2045 | Male | 1.0% | 1.0% | 2.1% | 2.2% | 2.3% | 2.2% | 2.3% | 2.2% | 2.3% | 2.2% | 2.3% | 2.2% | 2.3% | 2.2% | 2.3% | 2.2% | 2.3% | 2.2% | 2.3% | 2.2% |
|      | Female| 1.0% | 1.0% | 2.1% | 2.2% | 2.3% | 2.2% | 2.3% | 2.2% | 2.3% | 2.2% | 2.3% | 2.2% | 2.3% | 2.2% | 2.3% | 2.2% | 2.3% | 2.2% | 2.3% | 2.2% |

Describe how South Korea’s population pyramid in 1958 is different from the population pyramid in 2018.

Explain how the population pyramid is projected to look by 2045.

After students have sufficient time to construct the three graphs and answer the questions below the graphs, have them view slide No. 36, which shows the completed three graphs and provides prompts for the two discussion questions. To discuss each graph individually, use slide Nos. 37–39.
Describe how South Korea’s population pyramid in 1958 is different from the population pyramid in 2018.

- **0-24 cohorts and 50+ cohorts**

Explain how the population pyramid is projected to look by 2045.
- **declining youth population and increasing elderly population**

Slide No. 36 from PowerPoint: Answers to student handout on South Korea’s population pyramids in 1958, 2018, and 2045.

*Final activity for Class No. 1*

Have students view the video “Korea’s Working Population Shrinking Fast” (two minutes, three seconds). As students view the video, have them answer the questions below. Complete Class No 1’s lesson by reviewing the answers to each of the questions below with your students.

How does South Korea’s fertility rate compare to other countries in the world?
What is happening to South Korea’s working-class population?

Describe how South Korea’s demographics are projected to change between 2017 and 2037 for twenty- to fifty-year-olds and those over sixty.

What are the consequences of a declining working-class population?
Explain how the term “demographic time bomb” relates to South Korea.

Enrichment activity
If time allows for a more thorough discussion on declining fertility rates in South Korea, you can use the following resources on slide Nos. 43 and 44 to have a discussion on the impact of high youth unemployment on South Korea’s declining fertility rates.

Have students read and briefly discuss the writing prompt below, and then view “South Korea Grapples with Record High Youth Unemployment” (two minutes, forty-three seconds) and listen to “South Korean Youth Struggle to Find Jobs After Years of Studying for Tests” (three minutes, fifty-five seconds). Once they have completed both, have them complete the writing prompt below.

One issue that contributes to the low fertility rate is the recent problem of high youth unemployment. Many college graduates are unable to find employment in the large conglomerates in South Korea, and as a result of their not being able to find their “dream jobs,” many delay marriage and having a family due to not being financially stable. Discuss possible solutions to this issue in South Korea.

Class No. 2
Estimated time: fifty minutes

Have students examine photos, read an article, and view two videos on the causes and solutions for South Korea’s low fertility rates. Students then discuss the validity of selected solutions, and create a population poster promoting higher fertility rates in South Korea.
Class No. 2 builds upon the first lesson, with students learning specific examples of what the South Korean government is doing to promote higher fertility rates among its citizens.

Bell work activity
Begin the lesson by showing students the question on slide No. 47. Before having students answer, show them the photos on slide Nos. 48–51. The answer to the question is rice.

What is the agricultural crop shown in the photo, and how is it harvested?

Slide No. 47 from PowerPoint: Rice field in South Korea.
From the bell work during Class No. 1, students learned that the population of rural towns in South Korea was in decline and predominantly elderly. Ask students what concerns the South Korean government might have regarding the relationship of rice farming to declining fertility rates. A clue to the answer is in the bell work question—"harvested." (Answer: In the near future, there may not be enough farmers to grow and harvest rice.) Next, show students slide No. 52 of a GPS automated tractor. Ask students what is unusual about the tractor. They will notice a camera where the farmer should be sitting. It is a prototype of an unmanned tractor that potentially could be used in the future on South Korean farms. This is one example of a potential solution if South Korea cannot increase its fertility rate to ensure there will be enough agricultural workers in the future.

Slide No. 52 from PowerPoint: Prototype for a GPS automated tractor.

*Instruction for Class No. 2*
Students next complete a brainstorming activity with the following prompt: "Write down as many solutions you can think of that South Korea’s government might implement to help increase its
low fertility rates.” Once students have two to three minutes to write down their responses, they can share their ideas in groups of four. After each group has three minutes to discuss all responses, have a class discussion where each group shares its top ideas.

After the brainstorming activity, ask students to explain how slide Nos. 54–60 can help contribute to making South Korea a friendlier country for women who are pregnant.

Answer: In South Korea, there are subtle details one sees when traveling through the country, including reserved seating for pregnant women on the subway, bathrooms for pregnant women only, and the best parking spaces are sometimes reserved for pregnant women. Additional details for slide Nos. 54–60 are found in Appendix I.

The next activity is to have students watch the short (five minutes, forty-eight seconds) video from YouTube called “Korea’s Ultra-Low Birth Rate: Causes and Solutions” and answer the questions below (also in the PowerPoint).

What is a “demographic cliff”?

What has happened to South Korea’s fertility rate? How does it compare to other countries around the world? Developed countries?

What were the three parts of the master plan to increase fertility?

What are the criticisms of the government policies to increase fertility rates?

Why did the mother return to work after the birth of her child?

Discuss how work life in South Korea negatively impacts the fertility rate.

What can be done to improve a work–life balance?

How does job security impact fertility rates in South Korea?

Why is improving the low fertility rate important to South Korea's economy?

From the video, what do you believe is the best solution to help increase the low fertility rate?

Additional article and video (for classes longer than fifty minutes)

After discussing answers to the questions from “Korea’s Ultra-Low Birth Rate: Cause and Solutions,” have students read the article “Korea Prepares Emergency Measures to Bolster Birthrate” and watch the video “South Korea’s Declining Birth Rate” (three minutes, thirty-eight seconds), and answer the questions that follow.

What are state subsidies? List an example.
What has happened to the number of newborns in South Korea?
Describe paternity leave measures.

What are the benefits for couples who have three or more children?

What can business leaders do to help encourage couples to have children?

"South Korea's Declining Birth Rate” questions
What concerns do many women have about having children?

What is South Korea’s “birth strike”? Why is it occurring?

List three obstacles facing South Korean women that contribute to not having children.

How do some “traditionalists” react to many women’s reluctance to have children?

How much money has the South Korean government spent over the past ten years to boost the fertility rate?

What reason does Yoon Kim give as to why women are not having children?

How is making “men part of the solution” a good move by the South Korean government?

Why was the Adeulbawi Rock (Son Rock) used as an example in the video?

*Final discussion and activity for Class No. 2*
In the final class discussion and activity on solutions to South Korea's declining fertility rates, students complete the first part of the handout on potential solutions to low fertility rates. Have students work in groups of four to complete the handout. Once students have completed the first part, including the two questions at the bottom of the page, discuss their answers in class.
Author's notes on students' reactions
There will probably not be one answer the majority of students agree on as the most important. The most common answers students cited in my class were: (f) flexible working hours, (g) employers install and operate child care facilities, and (h) expanded income tax deductions for families with children. During class discussion, students debated the need for young parents to have more time and/or more money. One student's comment was, “Women are career-driven, and having child care near their work would definitely make life easier.” Another student commented, “Kids are expensive, and that is why both my parents are working. It is the same in Korea with needing dual incomes.” The solution that had the least support among students was clearly (e) a ninety-day paid leave for men. Most students felt that it was important, but they also felt that all the other solutions would be more helpful. A second response that was near the bottom of most students' lists was (a) support for pregnancy and childbirth, including support to in vitro. The main comment from students was that this was important, but they felt that it was limited in how many people it would actually support. This led to a discussion about the age women in South Korea typically start a family (thirty years old), and since it is later than in many other countries, students understood why this solution may be more relevant than they initially thought.
The homework for Class No. 2’s lesson is for students to complete the second part of the handout on potential solutions to low fertility rates. Students will follow the criteria listed to create a population poster promoting higher fertility rates in South Korea or in additional Asian countries with dangerously low fertility rates.

Criteria for population poster
The poster should reflect the current population concerns for one of the following: Japan, Singapore, South Korea, or Taiwan.

The poster should have a minimum of one photo and text explaining the photo.

The poster should be a pro-natal poster, meaning it is promoting an increase in the total number of births.

The poster should include text large enough to read and limited in amount, as to not overwhelm the reader. (See examples to better explain.)

Provide sources and your name on the back of the poster.

Show students the three student examples from slide No. 72. Discuss whether these examples follow the criteria outlined. (All three student examples have too much text for the poster, and in the first two examples, the text is too small to read.) Then, show students the example on slide No. 74, which does fit all the criteria.
Author’s notes on students’ reactions
When I introduce the poster, I ask students to tell me what they think makes an effective poster. We then discuss the examples in the PowerPoint and how much text should or should not be on the poster. I stress to students that the main purpose of the poster is to persuade someone to read the poster and believe what they read on the poster. I do not show many examples because I have learned if I show six to eight examples, several students will create similar posters. I want students to be creative and thoughtful when developing their poster, and I do not want them to copy someone else’s ideas. Students enjoy creating the poster and sharing it with the class. I have them share their posters in small groups and pick at least one in each group to share with the entire class. I also will put the best posters on my wall in my classroom.
Slide No. 74 from PowerPoint: Student example of an acceptable population poster for South Korea.

Class No. 3
Estimated time: fifty minutes, not including optional activity

Class No. 3 provides background information on Singapore's location, population, and culture with photos and a related article. This information can be optional if students are already knowledgeable of Singapore. Students view two videos on incentives to increase Singapore's fertility rate. Students use a population interactive website to answer questions about Singapore’s population issues and potential solutions.

Class Nos. 3 and 4 are not dependent on information learned in Class Nos. 1 and 2. The lessons for Class Nos. 3 and 4 focus on Singapore's efforts to increase its fertility rates and maintain a stable working population.
Bell work activity
Show students slide No. 76 with the question, “After viewing the following slides, how would you describe life in Singapore: culture, housing, religion, food, and language?” Then, go through slide Nos. 77–90. These slides provide students with examples of Singapore's culture, housing, religion, food, and language. Details for each slide are included in Appendix I. After viewing all the slides, go over the examples on slide No. 91.

After viewing the following slides how would you describe life in Singapore: Culture, Housing, Religion, Food, and Language?

Side No. 76 from PowerPoint: Bell work question for Class No. 3.

After viewing the following slides how would you describe life in Singapore: Culture, Housing, Religion, Food, and Language?

Culture - Chinese and Malaysian Influences
Housing - High-rise Apartments
Religion - Christianity, Islam, Hinduism, Buddhism
Food - Food Courts, Fast Food, Spicy
Language - English

Slide No. 91 from PowerPoint: Possible answers for examples of life in Singapore.
Optional article activity for Singapore
If you want students to know more about Singapore, have them complete the summary notes for the Education About Asia article “Top Ten Things to Know about Singapore in the Twenty-First Century.”

Write two- to three-sentence summaries for each of the ten things to know about Singapore:

Many names of Singapore
Britain’s crown colony to “unsinkable” fortress
Internal independence, the Malay Federation, and national independence
From mudflats to metropolis
Third world to first
Total defense
Regardless of race, language, or religion
Confucian meritocracy
An ideology of pragmatism
Odd honest kid on the block

Instruction for Class No. 3
Have students view two Singapore commercials on encouraging couples to have more children. After viewing both videos from YouTube, have students discuss the purpose for each commercial and the effectiveness of each commercial.

The commercials are “When You Came Along” and “Times May Have Changed But the Joy of Parenthood Remains.”

After discussing the two commercials, have students watch and answer the questions for “Singapore’s Population Growth Incentives” (three minutes, forty-five seconds). The video provides students details on what efforts Singapore has gone through to increase its low fertility rates.

When did Singapore last achieve its fertility replacement level of 2.1?
What are the effects of low population growth for Singapore?
What has the government done to try to increase the birthrate? List four examples.
Have these government policies been effective?

What impact does work have on the low birthrates?

What is one way that Singaporeans might achieve a work–life balance?

The final video for students to view and answer questions is “On How Singapore Is Increasing Its Birth Rate” (three minutes, eight seconds) This short YouTube video is an interview in which Singapore's prime minister discusses the importance of immigration in helping solve Singapore’s population concerns.

What does Prime Minister Lee Hsien Loong say about Singapore's birthrate?

According to the prime minister, what are some things Singapore can do to improve its birthrate?

How does the prime minister describe the populations of cities?

What does the prime minister say about “outside talent”?

What is the “balance” to which the prime minister is referring at the end of the video?

The last activity for Class No. 3 is to have students complete the “Our Population, Our Future” handout.

Students can work independently or in pairs to complete the handout. The accompanying PowerPoint has screenshots from the website to use when going over the answers to the handout. The main difference between the previous lessons on South Korea is the significant emphasis Singapore has placed on immigration. On slide Nos.125 and 126, students are able to determine what needs to happen in Singapore for it to have a stable population. Slide No. 126 shows the ideal TFR (total fertility rate) and immigration rate that are required to keep Singapore's population stable.
Class No. 4
Estimated time: fifty minutes

Class No. 4: Students use www.populationpyramid.net to sketch six population pyramids for Singapore. The graphs are in twenty-year intervals before and after 2018 in order for students to see how the population has changed over time. Students complete a writing assignment describing and explaining changes in Singapore's population pyramids and then read an article on immigration policies in Singapore and discuss how immigration can be part of the solution to Singapore's population concerns. Class No. 4 is a continuation of what students learned in Class No. 3. It may not be possible for students to complete all the “Our Population, Our Future” handout and review all the answers. Begin Class No. 4 by completing this activity from Class No. 3.

Author's notes on students' reactions
Once students have been given the website address, they find it easy to answer the questions. This activity does not require a great deal of instructions. I show students the website and then briefly go over each part. Students are usually quiet when working on the assignment because they find the website interesting and easy to navigate. When I asked students to tell me what they thought of the website after they had completed the questions, the most common words were “cool” and “fun.” Students like that the website is interactive and engaging.
Bell work activity
Begin Class No. 4 by showing students the three advertisements on slide No. 128. Ask students to explain the purpose of each poster. Ask the following question, “Was the purpose of the posters for Singapore to encourage its citizens to lower its fertility rates or increase them?” The simple answer is that Singapore’s fertility rate was higher prior to 1990, and the government wanted couples to have fewer children.

“The second can wait,” “Put some years between us,” and “One, two and that’s ideal” posters are all three designed to keep Singapore couples from having more than two children. Also, if couples were to have more than one child, the government wanted the couple to wait several years before having the second child.

Have students compare and contrast these advertisements to the commercials from Class No. 3 that were produced after 2010 encouraging couples to have a second child.

Slide No. 128 from PowerPoint: Advertisement posters prior to 1990.
Instruction for Class No. 4 (not including the optional activity)

Optional activity
If you want students to construct population pyramids similar to the ones in Class No. 1’s lesson, have them access the website Population Pyramid to find the percentages for each cohort in order to construct the graphs on the Singapore’s changing population pyramids, 1958–2058 handout. The directions for constructing the population pyramids are on slide Nos. 129–133, and the handout is found on slide No. 134.

<table>
<thead>
<tr>
<th>Singapore’s Changing Population Pyramids, 1956-2058</th>
<th>Student Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directions: Using the website <a href="http://www.populationpyramid.net/singapore">www.populationpyramid.net/singapore</a> sketch out the population pyramid for each of the six years listed below. It is not necessary to be 100% exact with your sketches. The purpose is to show how Singapore’s population pyramids have changed over the course of 100 years.</td>
<td></td>
</tr>
</tbody>
</table>

Slide No. 134 from PowerPoint: Singapore’s changing population pyramids, 1958–2058 handout.

If you do not want to have students construct the population pyramids, start the lesson with slide No. 136, which contains the answers to the handout. Have students view the six population pyramids, and then have them answer the questions on slide No. 136: How has Singapore’s population changed from 1958 to 2018? Why have these changes occurred? How is Singapore’s population projected to change from 2018 to 2058? Discuss the consequences for these changes.

After discussing with students how Singapore’s population has changed, have them read the winter 2017 Education About Asia article “Singapore: Immigration and Changing Public Policies.” The article will require students a minimum of twenty-five minutes to complete. Have students
answer the questions below as they read the article. Once students have had time to complete the questions, review their answers at the end of class or at the beginning of the following class.

What is Singapore's history as it relates to immigration?

Describe the ethnic diversity found in Singapore.

Compare immigration in Singapore to countries like the United States, Canada, or Australia. How has it been different?

Since the 1990s, what type of immigrants has Singapore encouraged?

Describe the immigrants who are the “foreign talents.”

What was the catalyst for the Foreign Talent Policy?

How did Singapore go about attracting foreign talents?

Describe the immigrants who are the “foreign workers.”

What are the social and economic impacts of having a high number of foreign worker immigrants?

Describe five types of work done by the foreign workers.

Discuss how the foreign talents are treated differently than the foreign workers.

What are the attitudes toward immigrants in Singapore?

Explain what is meant by “Singapore for Singaporeans.”

Why did Prime Minister Lee Hsien Loong single out national identity as a factor in slowing the inflow of immigrants?

What has been the lasting impact of the communal riots in 1969?

How important are immigrants to Singapore's economic success?

Explain the last sentence of the article.

Explain the title of the article. What are the changing public policies?
Class No. 5
Estimated time: fifty minutes

Class No. 5: Students read a short article and watch a video developed and produced by the University of Vienna, Austria. The documentary is not the typical video teachers usually show since it is in German and Japanese with English subtitles. The film showcases the lives of two elderly Japanese citizens living in a rural Japanese town. Students will be made aware of the difficulties they face with shopping, transportation, farming, and staying healthy.

Bell work activity
Have students view the photo on slide No. 146 with the question, “What are the people doing in the photo?” (Answer: Learning to play the harmonica.) Ask students the next question, “What do the people have in common?” (Answer: They are all elderly.) Ask students the final question, “Why are elderly people learning to play the harmonica?” (Answer: Classes like the one in the photo are common in Japan as a way to keep the elderly active.)
Instruction for Class No. 5 (not including optional article)
Have students view the YouTube video “Being Old in Rural Japan” (thirty-five minutes, eight seconds) and answer the questions from the handout. The video will take longer than thirty-five minutes to view because it is in German with English subtitles.

Students will not be able to answer the questions and view the video at the same time. It is recommended that instructors stop the video and allow students time to answer the questions after each of the twelve divided time sections from the video on the handout. There is at least one question for each of the twelve sections for students to answer.

Viewing warning: Students have limited experience watching subtitled videos, and it may be necessary to stop more frequently.

Part 1 (0:00–4:00): Introduction
Why are there few young people in the rural villages? Describe who lives in the villages.
Part 2 (4:01–8:47): Kikuchi Genichi, 93
Describe his poetry.

Part 3 (8:48–11:13): Nishizawa Shimako, 84
What did the three women discuss?

What is “active aging”?

How does he describe his life?

Explain the importance of the bus. Why is its future threatened? In what ways do the villagers purchase food?

Part 7 (15:41–17:37): Driving (Kikuchi Genichi)
What do the elderly have to do to obtain a license to drive? How do others know the driver is over seventy-five? When Kikuchi Genichi is driving around the village, what information does he give about the village?

Part 8 (17:38–19:07): Agriculture
Describe what is grown in the village. Describe the type of farming done by more of the elderly.

When do some of the children of the elderly come to visit? Describe Nishizawa Shimako’s farming.

How has shopping changed in the villages?
Describe gateball. How important is it to some of the villagers? List four examples of activities the elderly do in their leisure time.

Part 12 (30:19–33:24): Municipality/community center
Describe three activities supported by the municipality and conducted at the community center.

Summary questions
How would you describe elderly life in rural Japan? What are the future concerns for the elderly living in rural Japan?

Author's notes on students' reactions
Showing a subtitled video requires prepping students for what they need to do while watching the video. I tell them their only job is to watch the video and read the subtitles. They do not need to be writing anything down while the video is playing, because they do not speak Japanese or German (or at least none of my students do). I tell them the only time they need to be writing on the handout is when I stop the video to discuss the different sections on the handout. This particular video is relatively easy for students to keep up with the subtitles. Students did find the first part of the video, when the gentleman is talking about poetry, to be somewhat boring. However, they were very much interested when he started driving through the town and going shopping. Another highlight for students was seeing men and women play gateball. Gateball is a game similar to and inspired by croquet. The reactions from students after watching the video were wide-ranging. The most common negative response from students was that they didn't like having to read the subtitles. However, most students were positive toward the video because it showed them a way of life they had never seen before. Some students compared it to visiting their grandparents in rural Tennessee and Mississippi.

Optional article:

If time allows, teachers can have students read the article that accompanies the photo in slide No. 146: “Japan to Accept More Foreigners as Caregivers for the Elderly.” When they read the article, students can answer the questions below.

Why is the Japanese Ministry of Health, Labor, and Welfare preparing to increase the number of foreign caregivers? Where will the caregivers come from?

What is the future outlook for the number of laborers in this sector?

Discuss issues with how some of the foreign workers have been treated.

References and resources


https://www.koreaexpose.com/the-end-of-south-koreas-rural-schools/: This is a link to Karl Schutz, “The End of South Korea’s Rural Schools,” *Korea Expose*, March 27, 2015.


http://www.maphill.com/singapore/location-maps/political-map/: This site provides a political location map of Singapore.


https://www.populationpyramid.net: This site has population pyramids of the world from 1950 to 2100.

https://www.population.sg/portals/0/infographics/index.html#.WqAED2a-KHq: This site contains an “our population, our future” infographic by the Prime Minister’s Office of Singapore’s National Population and Talent Division, Strategy Group.

https://www.youtube.com/watch?v=32GTZ6-bUZM: This is the link to “South Korea’s Declining Birth Rate” by the *Canadian Broadcasting Corporation (CBC)* on YouTube.

https://www.youtube.com/watch?v=4yfbzFyqt_8: This is the link to “When You Came Along” by “Hey Baby,” a parenthood initiative by the government of Singapore on YouTube.

https://www.youtube.com/watch?v=6vCthCecq-0: This is the link to “[4 Angles] Korea’s Ultra-Low Birth Rate: Causes and Solutions” by *Arirang Issue*, February 19, 2018, YouTube.

https://www.youtube.com/watch?v=GDyPwiVObzg: “65+ Being Old in Rural Japan” is an Austrian documentary by Pia Kieninger and Isabelle Prochaska-Meyer. It was posted by user “henroboke,” June 17, 2016, YouTube.

https://www.youtube.com/watch?v=joSuXGzg8c0: This is a link to “Korea’s Working Population Shrinking Fast” by *Arirang News*, January 2, 2018, YouTube.
https://www.youtube.com/watch?v=NRhg-0Dbz18: This is a link to “Singapore’s Population Growth Incentives” by Inconvenient Questions, March 23, 2016, YouTube.

https://www.youtube.com/watch?v=pGWp8dFxNSQ: This is a link to “On How Singapore Is Increasing Its Birth Rate (LKY Prize Award Ceremony)” by the Prime Minister’s Office, Singapore, July 11, 2016, YouTube.

https://www.youtube.com/watch?v=tMlBMjaijdE: This is a link to “Times May Have Changed But the Joy of Parenthood Remains” by I Love Children, a Singaporean organization promoting childbirth and well-being.


https://www.npr.org/sections/parallels/2017/05/28/530153288/south-korean-youth-struggle-to-find-jobs-after-years-of-studying-for-tests: This is a link to “South Korean Youth Struggle to Find Jobs After Years of Studying for Tests,” from National Public Radio (NPR).
Digital Materials for the Module “Where Have All the Children Gone? The Consequences of Low Fertility Rates in South Korea, Singapore, and Japan”

PowerPoint

https://www.utc.edu/asia-program/docs/modules2/robinson/utcpopulationlesson.pptx

Appendix of PowerPoint slides

https://www.utc.edu/asia-program/docs/modules2/robinson/appendix1.docx

“Being Old in Rural Japan” video

https://www.utc.edu/asia-program/pdfs/modules2/robinson/beingoldinruraljapanvideo.pdf

“Our Population, Our Future”

https://www.utc.edu/asia-program/pdfs/modules2/robinson/ourpopulationourfuture.pdf

Korea Birth Rate Article

https://www.utc.edu/asia-program/pdfs/modules2/robinson/koreabirthratearticle.pdf

“Potential Solutions to Fertility Rates”

https://www.utc.edu/asia-program/pdfs/modules2/robinson/potentialsolutionstofertilityrates.pdf

“Singapore's Changing Population Pyramids, 1958–2058”

https://www.utc.edu/asia-program/pdfs/modules2/robinson/singaporechangingpopulationpyramids.pdf

“South Korea’s Population Pyramids in 1958, 2018, and 2045”

https://www.utc.edu/asia-program/pdfs/modules2/robinson/southkoreapopulationpyramids.pdf

Top Ten Things To Know About Singapore

https://www.utc.edu/asia-program/pdfs/modules2/robinson/toptenthingstoknowaboutsingapore.pdf

This module was designed for a sixth-grade global cultures class, although it could be implemented in history or culture classes ranging from sixth to ninth grade. It is designed to teach Tennessee state social studies standards 6.34—"Identify the political and cultural problems prevalent in the time of Confucius and how the philosophy of Confucianism and *The Analects* emphasized the concepts of kinship, order, and hierarchy to address these problems,” and 6.36 —"Explain how the implementation of the philosophy of Confucianism led to the political success and longevity of the Han dynasty.” The module also aligns with Tennessee social studies practices standards.

The content and pedagogical strategies for the module are applicable for teachers in middle schools throughout the nation whose curricula include Confucius and early Chinese history. The module may be applicable for high school teachers as well.

**Estimated module length:** Approximately three to five forty-five-minute class periods. If students have not completed background reading, it could be assigned as homework on the evening before Class No.1 or between Class Nos.1 and 2.
Overview
Confucius (551–479 BCE), a scholar and teacher, lived in a chaotic and violent time in China. He wished to see peace and harmony restored and a return to order. Confucius's objective of social and political harmony for China rested on three major foundations: self-cultivation, respect for rituals and traditions, and the importance of human relationships. His teachings, *Analects*, collected and recorded by adherents after his death, were foundational for traditional Chinese formal and informal education, and continue to influence contemporary Chinese and East Asian cultures. Traditional Confucianism stressed the importance of five human relationships in particular: parent–child, husband–wife, older sibling–younger sibling, friend–friend, and ruler–subject. Confucius viewed almost all human relationships as hierarchical and reciprocal. Educational attainment was particularly valued. Shihuangdi (259–210 BCE), the first emperor of China's initial dynasty, the Qin, and his legalist advisers targeted Confucian scholars and books in an effort to crush opposition. Several hundred years after his death, Confucius's teachings rose to prominence under Emperor Wudi during the Han dynasty (206 BCE–220 CE). Confucianism laid the groundwork for a central government civil service and, though not the only Chinese belief system, profoundly emphasized Chinese perceptions of ethical and unethical behavior.

Objectives
Students will:

Identify how culture and prominent actors in a given culture shape societal beliefs and laws.

Describe the ways in which Confucian ideas were used during the Han dynasty (206 BCE–220 CE) to help create order and guide individual behavior.

Understand how Confucianism spread to and influenced other East Asian cultures.

Recognize Confucian influences on young Chinese and other East Asians in the twenty-first century.

Prerequisite knowledge
This module was developed for incorporation into a broader instructional segment where students learn about the geography and culture of Asia, both past and present. The assumption is that students will have no prior knowledge of Confucius or his historical and contemporary impact. It is assumed that students can define the term “culture” and identify examples of cultural beliefs or practices found in texts, images, and primary sources (a term it is assumed they can also define). Students will also already know the five themes of geography (location, place, region, movement, and human–environment interaction).

Module introduction
The handout for this module appears in both the module narrative at the end of the module for the convenience of teachers wishing to use all or part of these digital materials.
Class No. 1
Estimated time: ten to thirty minutes

Depending of the number of prompts chosen and the size of your class, the chalk talk time should be ten to thirty minutes.

First, create a context for learning about Confucius through employing a chalk talk. A chalk talk is a silent way for students to engage in thoughtful discussion at any point of a learning experience. Typically, a question, statement, or visual is posted either on chart paper or on a digital collaborative space such as Padlet or Google Docs. Have students examine the prompt and write down what they are thinking or wondering about, circle interesting ideas, write questions, add a comment to someone else's comment, and draw lines connecting similar ideas. Without mentioning Confucius or Confucianism, have students consider some or all of the following Confucian-inspired prompts:

Children have an obligation to support and care for their parents.

How can you measure success?

Moral integrity is more important than fame, power, and wealth.

Ancient teachings influence contemporary beliefs and behaviors.

Can a belief system help a society? Why or why not?

Education and life-long learning are important to the welfare of individuals and society as a whole.

It is critical that the ruler of a country possess virtue and compassion.

Order and harmony are essential.

The past is a reservoir of truth.

There is beauty in precision.

Music has the power to transform and improve an individual.

If people want to live in peace and prosperity today, they must look far back into the past for inspiration.

Author's notes on student reactions
Students needed some framing or teacher participation in the chalk talk to think deeply and avoid repetition and/or impulsive and superficial comments. For example, in response to “Education and life-long learning are important to the welfare of individuals and society as a whole,” students initially focused on the idea that education leads to a “good job,” which is needed to “support your
family.” With some guidance, they were able to add “Yes, we need a foundation” and “Curiosity and life-long learning lead to being productive problem-solvers.” All students agreed that “Integrity is more important than fame, power, and wealth” and claimed they “would rather be trusted and respected than famous and stuff” and noted that “You can be famous and wealthy but have no common sense or integrity.” The timing of the chalk talk had an impact on the response to “Children have an obligation to support and care for their parents.” Having just finished a novel about an eleven-year-old Iranian immigrant to the United States in 1979, *It Ain’t So Awful, Falafel* by Firoozeh Dumas—who had to translate for both her parents, explain American humor to them, and learn about norms and traditions on her own—they were focused on the idea that “Parents need to take care of children, not the other way around” and “Yes, but that's not their top priority” or “In some ways, but they need to be kids too.” After I added a comment about adult children and elderly parents to the list, there were some softer and supportive comments added.

The “see, think, wonder” routine is flexible in that it can be completed as a whole-class exercise with the image projected and the teacher facilitating discussion, or it can be completed individually.

See, think, wonder is a thinking routine designed to help students make careful observations and develop their own ideas and interpretations based on what they see, and help stimulate curiosity about a topic. Have students look at a projected or printed photograph of the pediment over the east entrance to the Supreme Court of the United States the center of the exterior frieze featuring from left to right, Confucius, Moses, and Solon. Students will make note of what they see, what they think about what they see, and what they now wonder after seeing this photograph. The teacher can guide them to notice small details, to address all individuals in the façade, and look for connections between the three. It is likely at this point students will have far more “sees” and “wonders” than “thinks.”

Introduction to Confucius and his early life


View the BBC program “Genius of the Ancient World, Episode 3: Confucius” to eleven minutes, thirty seconds. In this segment, the narrator explains her goals in traveling through Asia to investigate the ideas of Buddha, Socrates, and Confucius. These eleven and a half minutes describe the family situation and early life of Kong Fuzi, or (English translation) Confucius, as well as background about the time period of Chinese history into which he was born.

Close by distributing the handout Confucian Teachings, The Law, and Education. With partners, students will read short excerpts to identify and discuss the influence of cultural values based on Confucian teachings. Have them start by completing the warmup and listing their own family rules or norms for the behavior of children, and the relationship between parent and child.

Author’s notes on student reactions
Many students asked for more space to write about the rules in their family in regards to interactions between children and adults. There was a wide variety of responses to that question, including “We learned not to talk back to adults or be rude to them” and “Say yes, ma’am and no, ma’am. I was taught directly about these things because I am the oldest child.” Other students wrote about unspoken rules: “I should be polite. I am allowed to disagree and give my opinion too.” The majority of them had never thought about the way their parents interact with their grandparents and, upon reflection, observed, “My parents don’t seem to follow any rules when interacting with elderly family members” and “They are nice but always speak their mind” and “Hmm. Sometimes my mom yells at my grandfather, but I am not allowed to yell at her.” Family expectations related to education included “Do your best,” “School comes first,” “Be proud if you tried your hardest,” “Have a good attitude about it,” and “Get good grades and do your homework.”
Class No. 2: Continue Confucian teachings and law and education
Estimated time: ten to thirty minutes

Having completed the warmup in the previous class period, students begin the second class by reading short excerpts to look for and discuss the influence of cultural values based on Confucian teachings.

As they read, they will complete a 4As protocol using the chart in the handout. This protocol engages students with the text as they identify assumptions the author of the text holds, aspects of the text with which they agree, parts they want to argue with, and parts that are aspirational. There is also an opportunity for an extension activity or a homework assignment for students to interview their parents or examine the rules or handbook of their school.

Author’s note on student reactions
When students worked with the Three Character Classic, they made connections to the novel Ties That Bind Ties That Break, a young adult novel about a girl in pre-World War II China who rebels against foot-binding, which they had just finished reading in language arts class. Although the practice of foot-binding did not become popular until almost 1,500 years after the death of Confucius and scholars debate whether neo-Confucians supported the practice, our girls’ school environment likely shaped their reactions to the advice in the Three Character Classic as well. They agreed with the statements about the importance of learning but had strong objections to the fact that “Everything is he” and that women were not included. Some identified “Men at their birth are naturally good” as an assumption or something they would argue with. They found little to aspire to, again because of the use of “he” and “men.”

In retrospect, when I teach the module again, it is likely that I’ll get similar reactions, teaching in a girls’ school, but will view them as an opportunity to introduce students to a critical component of historical literacy, avoiding one of the biggest impediments to historical literacy: presentism.

Extension activity No. 1: Minimizing presentism
British novelist L. P. Hartley in the opening line of his novel The Go-Between asserted, “The past is a foreign country: They do things differently there.” This memorable line is true to an extensive but not complete extent when history instructors try to teach critical historical thinking to students. Cultural values and events in any given era profoundly affect the people who live in them. However, human nature that leads to both morally good and evil actions has evidentially remained unchanged since the beginning of recorded history. Keeping these two contradictory but true ideas constantly in mind is difficult but a necessity for anyone who wants to better understand the past. The task is hard enough for historians but particularly difficult for young people.

Consider this quotation by Hunter College education professor and historian Terrie Epstein: Researchers consistently have found that young people possess a limited understanding of historical actors' and groups' motivations and actions. When asked to explain why historical actors or groups believed or behaved as they did, students describe people in the past as less intelligent than people today, or even "stupid." Young people also rely on presentism, that is, they project themselves into a historical period, recognizing that circumstances were different than they are now, but responding to
a specific situation from a contemporary standpoint. Students also tend to be very judgmental of historical actors, critically asking, for example, why enslaved people "didn’t just run away" or how people "voted for a crook like Nixon."

Revisit the question of Confucius and dominant attitudes toward women in ancient and medieval China. It is imperative for history teachers to help young people not simply apply their present values to the past. This does not mean that past values we consider “racist” or “sexist” today should be condoned, but careful consideration of the totality of contributions of Confucius, Aristotle, or Thomas Jefferson to human progress must be evaluated through a more comprehensive manner than simply what is considered acceptable and unacceptable in the present. Engaging in this kind of exercise when studying Confucius, or any number of historical actors, with students will often lead to profound classroom discussions.

View the BBC program “Genius of the Ancient World, Episode 3: Confucius.” Start at twenty-eight minutes, forty-three seconds and view until thirty-seven minutes, twelve seconds. This segment describes Confucius's observations of families, their organization, and the ways authority, obedience, and morality in a family could be applied to a different context.

Tracking our thinking
Estimated time: Ongoing, five minutes or less each time

Students will start a connect–extend–challenge thinking routine to keep track of their thinking. Depending on your classroom space and student access to materials, this could be completed in a student notebook, on chart paper using sticky notes, or via an editable Google form. How are the ideas and information presented CONNECTED to what you already knew? What new ideas did you get that EXTENDED or pushed your thinking in new directions? What is still CHALLENGING or confusing for you to get your mind around? What questions, wonderings, or puzzles do you now have?

Begin viewing the BBC program “Genius of the Ancient World, Episode 3: Confucius.” Start at forty-one minutes, forty-seconds and stop at fifty-four minutes, forty-four seconds. In this segment, students will learn about the goals and efforts of Confucius and his students, the challenges they faced, and the end of his life. The segment continues to discuss the first Han emperor, incorporating Confucian ideas, challenges in the twentieth century, and a resurgence of Confucian teachings.

Students should add to their connect–extend–challenge notes before moving to the next activity.

Illustrating social structure and relationships
Estimated time: ninety minutes [more if students share their work]

Individually or in partners, students will first decide whether they would prefer to focus on the five relationships Confucius described or the social structure of Chinese society under the Han dynasty. Students will use the information from the BBC program and their text or another teacher-provided resource to read about, summarize, and illustrate their findings in an infographic or using sketch notes.
Closing
Revisit the see, think, wonder; the chalk talk; and the connect–extend–challenge.

Ask students, knowing what they now know, why Confucius might have been carved into the façade of the Supreme Court and what message it was intended to convey.

Revisit the standards in a discussion or assessment of your choice.

Identify the political and cultural problems prevalent in the time of Confucius and how the philosophy of Confucianism and The Analects emphasized the concepts of kinship, order, and hierarchy to address these problems.

Explain how the implementation of the philosophy of Confucianism led to the political success and longevity of the Han dynasty.

Extension activity No. 2: “Fighting the Stereotype: China Is a Confucian County”
Historically, Confucianism exerted a significant (perhaps the most significant) influence on Chinese culture, but other belief systems, notably Legalism, had enormous influence in Chinese society.

Legalism in ancient China was a philosophical belief that human beings are more inclined to do wrong than right because they are motivated entirely by self-interest. It was developed by the philosopher Han Feizi (c. 280–233 BCE)

From Ancient History Encyclopedia (2016):

The first Qin Emperor applied Legalist concepts to reward subjects for complying with government mandates and often harshly punish dissenters. Legalism to one extent or the other has influenced Chinese governments throughout history. Mainland Chinese central governments have never been democratic, although at the local and provincial (similar to U.S. states) levels today there is some allowance for political freedom, and since contemporary China has a significant amount of privately owned businesses and companies, economic freedom has greatly expanded. The Chinese national government though is ruled by one political party over which ordinary voters have little power.
Daoism

Dao (Tao) in Chinese means “the path or way.” Some of the ideas that became part of Daoism are probably even older than those of Confucius. Daoists fundamentally criticize Confucius for trying and thinking too hard about human affairs.

The basic idea of the Daoists was to enable people to realize that, since human life is really only a small part of a larger process of nature, the only human actions which ultimately make sense are those which are in accord with the flow of Nature — the Dao or the Way. Their sensitivity to the way of Nature prompted them to reject human ideas or standards which might lead to an overly assertive mode of behavior or too strong a commitment to the achievement of worldly goals. For Daoists, such unnatural assertiveness was the root cause of violence and aggression. While Confucians found moral reasons to counsel against violence and to urge rulers to govern by virtue rather than by force, many Daoists went even further and denounced violence as reflecting the ultimate ignorance of the Way of Nature.

Excerpt from Asia for Educators: Introduction to Daoism

Historically, Confucianism and Daoism both offered opposing views of the world and complemented each other, with Confucianism symbolizing the more masculine-influenced yang behaviors and Daoism symbolizing more feminine-influenced behaviors and perspectives. Chinese scholars/leaders were often influenced by Confucianism in their occupations and Daoism in their leisure time. Daoism exerted major influence on poetry, visual arts, and on the major historical import to China from India—Buddhism.
Teachers can have students compare and contrast Confucianism and Daoism by accessing Daoist primary sources at Asia for Educators.

Contemporary China is also increasingly influenced by Christianity, particularly Protestantism. Christianity first appeared in China in the late sixteenth century, but the number of converts has soared since the 1976 death of Mao Zedong. Christians constitute approximately 5–6 percent of China's population of 1.379 billion (2016). However, having students determine the actual number of Christians in China today will probably surprise them. Teachers who teach current events might want to assign the article at The Council on Foreign Relations on Christianity’s rapid rise in China.

References and resources

https://youtu.be/AYQ1hcpUedU: NDTV’s “Discovering China—Confucius” is a shorter option than the BBC video if pressed for time.


https://www.supremecourt.gov/about/buildingfeatures.aspx: This is a description of the façade of the Supreme Court.

https://www.supremecourt.gov/about/eastpediment.pdf: This link is an information sheet on the east pediment from the Office of the Curator of the Supreme Court of the United States.

https://www.nsrharmony.org/system/files/protocols/chalk_talk_0.pdf: This National School Reform faculty chalk talk is modified for classroom use.


http://www.pz.harvard.edu/sites/default/files/AT_See%20Think%20Wonder.pdf: This site provides information on Harvard Graduate School of Education's see, think, wonder exercise.
http://www.mandarininstitute.org/node/120: This is a link to Phebe Xu Gray of the Mandarin Institute's "Initiate a Fascinating Journey of Learning Chinese with the Three Character Classic."

http://www.camcc.org/reading-group/adhoc/08022014: Cambridge Chinese Classics's “The Three Character Classic” is available at this link.

“China and Its Neighbors” and “Confucianism and Imperial Law” in Pearson My World Geography (2010) are the texts used by my students.


https://www.historians.org/publications-and-directories/perspectives-on-history/may-2012/preparing-history-teachers-to-develop-young-peoples-historical-thinking: This article by Terrie Epstein is from Perspectives on History, “Preparing History Teachers to Develop Young People's Historic Thinking.”

https://www.ancient.eu/Legalism
https://www.ancient.eu/China
https://www.ancient.eu/Han
These three pages are entries on Legalism, China, and Han from the Ancient History Encyclopedia.

http://afe.easia.columbia.edu/special/china_1000bce_daoism.htm: This is an introduction to Daoism from Asia for Educators.
http://afe.easia.columbia.edu/ps/cup/laozi_daodejing.pdf: These are Daoist primary sources from Asia for Educators.

https://www.cfr.org/backgrounder/christianity-china: This is an article called “Christianity in China,” from the Council on Foreign Relations, March 9, 2018.
Digital Materials for the Module “Confucius: His Life, Times, and Legacy”

“Confucian Teachings, the Law, and Education”

https://www.utc.edu/asia-program/docs/modules1/king/confuciusteachings.docx
Chinese Influences on Japan

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Prince Shōtoku with his two sons, Prince Eguri (left) and Prince Yamashiro (right). Source: Wikipedia at https://tinyurl.com/ycg7k95m.

This module was developed for a seventh-grade world history and geography class, specifically to address Tennessee standard 7.09—“Explain how Japanese culture changed through Chinese and Korean influences (including Buddhism and Confucianism) as shown in the Constitution of Prince Shōtoku and the adoption of the Chinese writing system.”

However, part or all of the module is applicable to middle school world history and/or geography classes elsewhere if early Japanese history is part of the curriculum.
Estimated module length: Two ninety-minute class periods

Overview
China was the first Northeast Asian culture to develop a written language, which was transmitted, along with Chinese cultural practices, to the peninsula we know today as Korea. The country that became Japan was the last large regional polity to acquire written Chinese and other aspects of Chinese culture. Although Chinese records indicated that a government mission visited what is today Japan approximately fifty-seven years before the Common Era, evidence of the Chinese writing system appearing on the Japanese archipelago dates back to sometime between the second and third centuries CE. The purpose of this module is to introduce students to significant early Chinese influences on Japan.

Objectives
Students will:

- Identify aspects of Japanese culture such as government, language, and religion that were influenced by contact with Korea and China.
- Explain how and why the Japanese assimilated aspects of Chinese culture.
- Explain how Japanese written language (kanji, hiragana, katakana) evolved from Chinese.
- Analyze the Constitution of Prince Shōtoku to identify Buddhist and Confucian influences and explain the constitution's significance.

Prerequisite knowledge
Students will need to know the basic principles of Buddhism and Confucianism. They will also need to understand the meaning of the concept “imperial bureaucracy” in China. Finally, a familiarity with the Sui and Tang (T’ang) dynasties will help students identify Chinese influences on Japanese culture.

Introductory activity
*The worksheets and other materials for this module appear in both the module narrative and at the end of the module for the convenience of teachers wishing to use all or part of these digital materials.*

Estimated time: ten minutes

Students will be asked to generate a list of words they believe are Japanese in origin, and then the class will determine the connections between the words. Example: Sushi and hibachi are both related to food. The Fluent U Japanese language and culture blog post, linked here, has a list of words that would be familiar to most students.

Ask students to consider how the Japanese words from the list came to be used in United States. Explain to students that trade, cultural exchange, and military encounters are often avenues through which language is shared.
Show students a map of East Asia. Have them hypothesize which countries would likely share language or other aspects of culture with Japan.

Author's note on class discussion
Students were able to generate a list of twenty Japanese words, including *samurai*, *katana*, *tsunami*, *sushi*, and *haiku*. Students immediately thought of five words but needed a few minutes of wait time to think of additional words, including *Shintō*, *sumo*, *anime*, and *karaoke*. Students were quickly able to name trade and entertainment as reasons for Japanese words to enter American English. Students needed some gentle prompting to remind them about the presence of U.S. military personnel in Japan since World War II. I found it useful to personalize this part of the lesson with anecdotes about my aunt, who worked for a Japanese company in the early 1980s, and a friend who served in the Navy and was stationed in Japan for a few months. Students were then able to make their own connections with the words and share their own anecdotes.

Class No. 1
Activity No. 1: Development of the Japanese written language
Estimated time, thirty-five minutes

Show the *Asia For Educators* (AFE) videos “Four Elements Borrowed from China” (forty-nine seconds) and “Japanese Use of the Chinese Writing System” (four minutes, twenty-five seconds). After viewing both videos, discuss the following key points with students:

- Chinese was the first and only written language known in Japan.
- At first, all Japanese government documents and histories were written solely in Chinese.
- In the late ninth and early tenth centuries, syllabaries called *kana* were adapted from Chinese characters that allow Japanese words and foreign loanwords to be written.

As spoken languages, Japanese and Chinese are very different, so using Chinese characters to write a number of Japanese words was not a practical choice.

Next, have students read the AFE essay “The Written Language.” After students read, have them generate a list of key ideas about Japan's writing systems. The list should include the key points above, as well as additional information:

Japanese has three separate sets of symbols for writing: kanji, hiragana, and katakana.

Kanji: Thousands of characters borrowed from China, each with a different meaning

Hiragana: Forty-six "smooth"-style phonetic symbols used for inflected endings, grammatical particles, and other Japanese words

Katakana: Forty-six "block"-style phonetic symbols used for writing foreign loanwords, foreign names, and for emphasis

Students must learn 881 kanji in elementary school and a total of 1,850 by the time they graduate from high school.

Having symbols that indicate both sound and meaning gives the language flexibility.
Author’s note on class discussion
After viewing the videos and reading the essay, students were able to articulate most of the main points noted above. They were shocked to learn that elementary students are required to master 881 kanji. Students spent some time discussing the merits of having twenty-six letters in English versus thousands of characters in Japanese. Most students thought English was much easier. One student pointed out that English has many blends that have to be represented by more than one sound, as well as letters that are silent and spelling rules with multiple exceptions. Following her comment, the class consensus was that both languages have their own unique challenges for learners. One student quipped that he was going to stop complaining to his English teacher. Students also noted that Japanese may be written vertically or horizontally, which they found very unique.

Rest of page intentionally left blank.
Activity No. 2: Writing kanji
Estimated time: forty-five minutes

Print out copies of the kanji exercise found here. If students have access to tablets or laptops, teachers might want to provide them with the link to the exercise. This will allow students to zoom in on the symbols, which can be very helpful. Have students complete as many of the classroom exercises as time allows. Teachers might want to give students unlined paper for their practice exercises.

This activity can be completed in the classroom using markers or just ordinary pencils on paper. However, if you can arrange for students to use calligraphy brushes, ink and calligraphy paper, it will add a great deal to student understanding and enjoyment of the lesson. Brushes, ink and paper can be purchased economically from a number of sources. You do not necessarily need a brush for each student. You may want to set up five or six stations with brushes, ink and paper. Have students practice the exercises at their desks using pencils. You can monitor their progress and send students to the ink stations in groups. This procedure will take slightly longer but will allow you to closely monitor the use of ink. Remember to tell students to wear old clothes for this lesson, or provide them with aprons or smocks to protect their clothing.

Images of the kanji activity in class.
Source: Photos courtesy of the author.
Class No. 2
Activity No. 1: Japan timeline
Estimated time: fifteen minutes

Divide students into teams of two or three. Give each team an event from the timeline. Have students determine what, if any, Chinese influence is evident in the event. Have students organize themselves chronologically, read the event, and then share the Chinese influence on the event.

Note: All the events reflect a direct or indirect influence of Chinese culture in terms of language, government, arts, or religion—specifically Buddhism.

Author's note
A great way to connect the timeline activity to the reading in Activity No. 2 is to compare Japan's relationship to China to that of siblings. I asked my students how many of them had younger siblings. (About half the class raised their hands.) Next, I asked if their younger siblings ever tried to copy their behavior. Several students shared responses, including trying to play basketball, copying their hairstyles, and borrowing clothing without permission. I told students that their younger siblings copied them because they admired their older brothers and sisters, and that Japanese copied or borrowed aspects of Chinese culture for the same reason.

Activity No. 2: Japanese missions to the Chinese court
Estimated time: fifteen minutes

Students will read the Japan Society article “Japanese Missions to China,” adapted from an essay by Doug Fuqua. After reading the article, students should discuss the following questions:

Why did Japan begin the missions to China?
What aspects of Chinese culture did the Japanese assimilate?
Why did Japan stop the trade missions?

Author's note on class discussion
Students were able to generate answers to all three questions in small groups and report to the class. I had students list the assimilated aspects of culture on the whiteboard to create a master class list. The student-generated list included Buddhism, architecture, tax system, written language, and ideas about governance.

Activity No. 3: Buddhism and Confucianism review
Estimated time: twenty minutes

Before analyzing Prince Shōtoku’s Constitution, students should review key aspects of Buddhism and Confucianism.

You may wish to show the short videos “The Evolution of Buddhism in Japan” (three minutes and seven seconds) from PBS Learning Media and “Discovering China—Confucius” (four minutes
and twenty seven seconds) from NTD TV on YouTube before reviewing the key aspects of Buddhism and Confucianism listed below.

Screen capture from “The Evolution of Buddhism.” Source: PBS Learning Media at https://tinyurl.com/ybme5tl.r.

Key aspects of Buddhism

Life is suffering; suffering comes from desiring what one does not have.

Liberation from suffering allows one to exit the cycle of rebirth.

Buddhism encourages wisdom, ethical conduct, and mental discipline.

Key aspects of Confucianism

Confucianism emphasizes the need for an orderly society.

Rulers should be virtuous.

Filial piety, or respect for one’s parents, elders, and ancestors, is a key virtue.

Filial piety also requires subjects to respect their rulers.

Confucius emphasized education.

The civil service exam developed of in part because of the Confucian idea of the need for educated and virtuous leadership.
Activity No. 4: Prince Shōtoku’s Constitution
Estimated time: twenty minutes

Distribute copies of the Prince Shōtoku’s Constitution handout to students. You may wish to have students read and discuss each of the points before they begin to answer the questions. This can be assigned individually but works best as a small group activity. An answer key is included.

Activity No. 5: Assessment
Estimated time: twenty minutes

Have students write a short response (two to three paragraphs) to the following prompt: How did Japanese culture change as a result of Chinese influences? Students should include specific examples from both lessons. The rubric below may be used as a scoring guide.

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student provides specific examples of the assimilation of written language, Buddhism, and Confucianism by the Japanese, as well as how the culture exchange occurred.</td>
<td>Student provides specific examples of the assimilation of written language, Buddhism, and Confucianism by the Japanese.</td>
<td>Student provides specific examples of the assimilation of two of the following: written language, Buddhism, or Confucianism by the Japanese.</td>
<td>Student provides specific examples of the assimilation of one of the following: written language, Buddhism, or Confucianism by the Japanese.</td>
</tr>
</tbody>
</table>

References and resources
https://www.fluentu.com/blog/japanese/japanese-loanwords-in-english/: This is a link to Poppy Reid’s “32 Cool Japanese Loanwords We All Use in English” from Fluent U.

http://afe.easia.columbia.edu/at/cl_japan/cj03.html: This is a link to Robert Oxnam’s “Four Elements Borrowed from China” from “Asian Topics” at Asia for Educators, Columbia University.

http://afe.easia.columbia.edu/at/cl_japan/cj09.html: This is a link to Robert Oxnam's “Japanese Use of Chinese Writing System” from “Asian Topics” at Asia for Educators, Columbia University.

http://afe.easia.columbia.edu/special/japan_200ce_language.htm#written: This link takes you to Dr. Amy Vladeck Heinrich’s “The Written Language” from Asia for Educators.

http://afe.easia.columbia.edu/special/japan_200ce_kanji.htm: This is a link to “Chinese Characters: Kanji” from Asia for Educators.
https://www.metmuseum.org/toah/ht/06/eaj.html: This is the “Heilbrunn Timeline of Art History, Japan 500–1000 A.D.” from the Metropolitan Museum of Art.

http://aboutjapan.japansociety.org/content.cfm/the_japanese_missions_to_tang_china_7th-9th_centuries#sthash.gl42EVYedpbs: This is the link for Doug Fuqua’s “The Japanese Missions to Tang China, 7th–9th Centuries” from the Japan Society.


https://www.youtube.com/watch?v=AYQ1hcpUedU: This is a link to Discovering China’s “Discovering China—Confucius” from YouTube.

Digital Materials for the Module “Chinese Influences on Japan”

The Constitution of Prince Shōtoku
https://www.utc.edu/asia-program/docs/modules2/byrd/theconstitutionofprinceshotuku.docx

The Constitution of Prince Shōtoku (Answer Key)
https://www.utc.edu/asia-program/docs/modules2/byrd/shotokuanswerkey.docx

The Japanese Missions to Tang China
https://www.utc.edu/asia-program/docs/modules2/byrd/thejapanesemissionstotangchina.docx

The Written Language
https://www.utc.edu/asia-program/docs/modules2/byrd/thewrittenlanguage.docx

Timeline of Events in Japan 500-1000 AD
https://www.utc.edu/asia-program/docs/modules2/byrd/timelineofeventsinjapan500to1000ad.docx
China (Ninth through Seventeenth Centuries): Commerce, Technology, and Intercultural Contacts

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Overview
This module was developed and utilized in a seventh-grade world history and geography course. It is designed to address nearly all China-related Tennessee state world history and geography standards that focus upon (roughly) the seventh to mid-seventeenth centuries. Major topics include East Asia geographical features, Song developments and technology, Mongol rule of China, the Silk Road, Zheng He's Ming dynasty voyages, and Marco Polo's influence on trade. However, the module should easily be adapted for use in other states for middle school or possibly high school world history, world geography, or world cultures courses. Rather than attempt to encyclopedically teach over, 1,000 years of Chinese history the focus of the module is on key events and themes arranged chronologically. East Asian and Eurasian land and maritime trade routes, often beginning or ending in China, played a pivotal role in facilitating the development and dissemination of Chinese technology and goods to areas far beyond imperial China. The rise of the Mongol Empire and Mongol Rule in
China, along with later Ming contributions, further stimulated the spread of commerce and technology. An infusion of jigsaw and reciprocal teaching methods, along with complementary teacher-centered instruction in this module, will allow for more student-driven learning of content.

**Estimated module length:** Approximately six or seven fifty-minute class periods, depending on familiarity with jigsaw and reciprocal teaching methods and the incorporation of extensions provided.

**Objectives**
Students will:

- Identify and locate geographical features of East Asia relevant to technology and trade.

- Understand how Chinese technology and trade, especially in the Song dynasty influenced the empire and eventually much of the world.

- Learn about and evaluate the effects of Mongol expansion and Marco Polo influences on the spread of Chinese technology along trade routes, specifically the Silk Road.

- Identify the significance of Zheng He's voyages during the Ming dynasty.

- Compare and contrast trade routes from the past, specifically the Silk Road and maritime routes plotted by Zheng He, and linking past to present, familiarize students with China's newly proposed Silk Road.

- Create a digital advertisement detailing a chosen Chinese development or technological advancement and its significance. (See Project extension: Chinese technological and commercial innovations during Class No. 3)

- Assess the significance and legacy of Chinese developments and technological advancements in the contemporary world.

- Evaluate the importance of Chinese developments and technological advancements on the rest of the world.

**Prerequisite knowledge**
The assumption is that students will have gained prior knowledge of several East Asia geographical features, the Silk Road, and ancient Chinese developments and technologies in preceding grade levels and should be somewhat familiar with them. Prior to module employment, students are not required to know exact locations of East Asia geographical features, specific Song dynasty developments and advanced technologies, Silk Road trade route locations, Mongol expansion, or Zheng He sea routes and voyage details. Depending on educator preference, this module may either be used to introduce or provide a more in-depth learning experience regarding these topics if extensions are utilized.
Module introduction

The worksheets and other materials for this module appear in both the module narrative and at the end of the module for the convenience of teachers wishing to use all or part of these digital materials.

Class No. 1
Estimated time: fifty minutes (total)

Class No. 1 will serve as an introduction to East Asia geographical locations and resources. Maps are provided for students. Students will identify and locate geographical features of East Asia relevant to technology and trade. They will also be introduced to the Tang and Song dynasties and their roles in trade.

Warmup: Asia physical map
Estimated time: ten minutes

Provide students with the Asia physical map and allow them several minutes to label the listed geographical features using only prior knowledge (the answers are available here). After several minutes, have them gauge their work with a partner’s. Review landform locations as a whole group to ensure accuracy. (Ensure the inclusion of these in the labeling: China, Gobi Desert, Himalayan Mountains, Japan, Korean peninsula, Pacific Ocean, Plateau of Tibet, Sea of Japan (East Sea), Yangtze River, and Yellow River.)

Part 1: Landforms pros and cons worksheet
Estimated time: ten minutes

Provide students with the East Asia landforms pros and cons worksheet, which includes an East Asia resource map. Share with students that landforms play a key role in the development of civilizations and trade. Remind students that the very first civilizations, including Mesopotamia and Egypt, developed along water sources. Instruct students to brainstorm with a “shoulder partner” and write down pros and cons on the provided worksheet of each East Asia landform depicted, considering how each could affect people, agriculture, technology, and trade. Allow students to share their findings with the rest of the class. Instruct students to fill in beneficial information on their worksheets that theirs may be lacking as other students share their findings.

Part 2: Tang dynasty PowerPoint
Estimated time: twenty minutes

Cue the Tang dynasty PowerPoint provided. Share with students that the establishment of the Tang dynasty following a civil war provided stability and allowed for commerce, technological developments, and intercultural contacts as available resources were utilized and trade route usage was revitalized.
Part 3: Song dynasty video clip  
Estimated time: ten minutes

Inform students that following the collapse of the Tang dynasty, (and an interval of 53 years) the Song dynasty was established. Provide students with the video note-taking worksheet, and share that today’s viewing of the six-minute and twenty-second video “Discovering China—The Song Dynasty” by NTDonChina on YouTube will serve as an introduction to the Song dynasty. Instruct them to complete the viewing guide, and after the viewing, allow students to share.

Source: Screen capture from “Discovering China—The Song Dynasty” on YouTube at https://tinyurl.com/y9xjzl5j.

Closing
Inform students that Class Nos. 2 and 3 will provide a more in-depth look at the Song dynasty’s agricultural, commercial, and technological contributions to China’s legacy. Additionally, and if desired, provide students with an exit ticket of choice. (See exit ticket options in the appendix.)

Extension
For teachers wanting to cover the Tang dynasty and Buddhism more in-depth, related YouTube links are provided in the resources section.

Class No. 2
Estimated time: fifty minutes (total)

Class No. 2 (and Class No. 3) will serve as an introduction to the agricultural, commercial, and technological developments of the Song dynasty. The reciprocal teaching method will be utilized. Students will begin to understand how Chinese technology and trade influenced the empire and much of the ninth- through seventeenth-century world through both “chunking” and role-playing, and will continue to develop an understanding through succeeding technology-integrated lessons in this module.
Warmup
Estimated time: ten minutes

Students should already be placed into groups of five prior to the lesson’s start. Today’s warmup will be a time for teacher explanation of the five roles students will be given throughout the module and for distributing role index cards and Chromebooks/similar device or printouts of web page sections (“chunks”). Have students label each chunk on the card to keep it organized. If familiar with the reciprocal teaching method, teachers may dive straight into the lesson after distributing role index cards and digital or physical versions of the sections (chunks). (See reciprocal teaching resource.)

Part 1
Estimated time: ten minutes

Access (teacher and students) "The Song Dynasty in China" from Asia for Educators provided and using the following path: “Economic Revolution” to “Population Boom” (link). Provide an introduction to students by reading this short chunk to them. After the reading, instruct students to begin their first chunk reading and role-playing following this path: “Economic Revolution” to “Commercialization” (link). They will only read “Commercialization and Transport,” identified in green under the subtab. (The teacher may use this chunk to model the reciprocal teaching method if desired.) Groups may read aloud or quietly to themselves. After five minutes, instruct students to complete their roles within a three-minute time frame. The remaining two minutes will be utilized to share differing roles as a small group or whole class.

Part 2
Estimated time: ten minutes

Instruct students to rotate role cards one place to the left and direct them to chunk 2 following this path: “Economic Revolution” to “Paper Money” (link). Students will only read “From Copper Coins to Paper Notes,” identified in green under the subtab. Groups may read aloud or quietly to themselves. After five minutes, instruct students to complete their roles within a three-minute time frame. The remaining two minutes will be utilized to share differing roles as a small group or whole class.

Part 3
Estimated time: ten minutes

Instruct students to rotate role cards one place to the left and direct them to chunk 3 following this path: “Economic Revolution” to “Iron & Steel” (link). Students will only read “Iron and Steel” and “From Charcoal to Coal,” identified in green under the subtab. Groups may read aloud or quietly to themselves. After five minutes, instruct students to complete their roles within a three-minute time frame. The remaining two minutes will be utilized to share differing roles as a small group or whole class.
Part 4
Estimated time: ten minutes

Instruct students to rotate role cards one place to the left and direct them to chunk 4 following this path: “Economic Revolution” to “Textiles & Silk” (link) AND “Economic Revolution” to “Ceramics” (link). Students will read “Textiles & Silk” and “Ceramics,” identified in green under each subtab. Groups may read aloud or quietly to themselves. After five minutes, instruct students to complete their roles within a three-minute time frame. The remaining two minutes will be utilized to share differing roles as a small group or whole class.

Closing
As students pass their role cards in, informally assess their learning by asking students to share one new fact they learned during the day’s lesson.

Materials needed
Five large index cards per group
Chromebook/similar device per student or printouts of web pages

Class No. 3
Estimated time: fifty minutes (total)

Class No. 3 will serve as an in-depth look at the Song dynasty’s technological developments. Students will understand how Chinese technology and trade influenced the empire and much of the ninth- through seventeenth-century world. The jigsaw method described by AdLit will be utilized. See the Song Dynasty handout for resource and technology needs. (Note: This handout contains several resources and readings that are referenced and linked to for Class No. 3 activities. You will only need to download this resource once to receive all materials for the day’s activities).

Warmup
Estimated time: ten minutes

Students should already be placed into groups of four or more, which will serve as home groups during the jigsaw lesson, prior to the lesson’s start, and stations should already be assembled for the needs of each expert group. Today’s warmup will be for the teacher to explain jigsaw home and expert groups. Students will be assigned an expert group during this time. If familiar with the jigsaw method, teachers may dive straight into the lesson after assigning groups and distributing the Song dynasty technology handout. An additional, optional warmup/activating activity is provided on the correlating handout.

Part 1
Estimated time: fifteen minutes

Students will utilize resources provided to answer their expert group section. Once students have completed their section individually, allow time for expert groups to discuss answers among members and return to their home groups.
Part 2
Estimated time: fifteen minutes

Students from each expert group will “teach” their home groups what they learned. Students will complete the rest of the worksheet by filling in information provided by each expert group member.

Closing/group review
Estimated time: ten minutes

The teacher will initiate and lead a whole-class discussion on each expert group’s findings to gauge assignment accuracy and assess student learning, and Song dynasty technology handouts may be collected by the teacher for grading purposes if desired.

Assessment/reflection additional options
This assessment may be given as homework or serve as an extended day’s activity in this module if writing skill practice is needed for standardized testing preparation. Two options are provided for students. Students will evaluate the importance of Chinese developments and technological advancements on the rest of the world and assess the significance and legacy of Chinese developments and technological advancements in the contemporary world using the writing prompt on the Song dynasty technology handout. Students may be required to write a three- to five-paragraph essay, or lower-level modifications may be made.

Writing prompt option 1: How have Chinese developments and technological advancements changed the world?

Writing prompt option 2: Evaluate the importance of Chinese developments and technological advancements, and assess their significance and legacy in the contemporary world.

A primary source excerpt—Francis Bacon on the “Significance of Three Chinese Inventions: Printing, Gunpowder, and the Compass”—and related writing prompt in the Song dynasty handout.

Author’s notes on lesson progression and students’ reactions
Students were familiar with more traditional teaching methods (lecture followed by an activity) prior to this lesson. Due to this, role explanation took additional time; however, once students moved to their expert groups, they were fully engaged and worked diligently. When time was called, they moved back to their home groups and “taught” their home groups. A few students were a bit shy in their “teaching,” but all information was covered. Overall, students seemed to enjoy the change of pace from traditional lecture to a more interactive method of learning. Time constraints due to additional time spent on role explanation at the beginning of the lesson only allowed for a short review of the content covered and did not allow time in class for the assessment/reflection additional options suggested above. A writing prompt from Nos. 1 or 2 could have been assigned for homework, but an additional day in class spent, if possible, on this lesson would be beneficial, as writing skills development is imperative—and due to the reality that homework completion rates are low and continue to drop at some schools. Option No. 2 includes
a short primary document reading and writing prompt, and this assignment could be given the following day as a means of primary document practice as well.

*Project extension: Chinese technological and commercial innovations*

As a project extension option that may be carried out through the module, students may create a digital advertisement detailing a chosen Chinese development or technological advancement and its significance.

Two possible digital options are:

**Spreaker**—Spreaker allows students to record audio and add sound effects and music into the background for a more realistic recording experience ([Spreaker example for teacher](#)).

**Paper slide videos** (two minutes and twenty-two seconds)—Creating paper slide videos allows students to draw images on paper, then record video of the images with student explanation using iPads, cellphones, or other recording devices. Students may add effects to their videos by uploading them into Windows Movie Maker or iMovie.

To create a personalized rubric for your choice of extension project, sign up for a free Rubistar account and easily create a rubric tailored to your specifications.

Additional projects may be found on pages 23 and 24 of “World Civilizations and Cultures, Grades 5-8” online at Google Books.

All other resources are listed on Song dynasty technology handout.

*Class No. 4*

Estimated time: fifty minutes (total)

Class No. 4 will serve as a means of introducing students to the Mongol Empire and its various influences. Students will learn about and evaluate the effects of Mongol expansion and Marco Polo influences on the spread of Chinese technology along trade routes, specifically the Silk Road, and will continue to do so in the succeeding lesson.

**Warmup**

Estimated time: ten minutes

Inform students that beginning just before the twelfth century and subsequently for almost two-hundred years, Mongolians from Central Asia conquered much of Asia and Europe. The most famous Mongol ruler in world history, Genghis Khan (1162-1227), established the Mongol empire. To spark interest, print five to ten questions on individual slips of paper to distribute to random students as they enter the classroom, and begin the lesson by reading the short excerpt on the Mongols. Allow the students with questions to read their question and answer choices aloud to the class, and allow the class to guess. Using the provided answers located in the e-book (*Amazing Facts in World History, Grades 5–8* [“Mongols”]), read the correct answer and background information to students.
Part 1: Genghis Khan
Estimated time: ten minutes

Inform students that the founder of the Mongol Empire was Genghis Khan. Prior to the viewing, distribute the Mongols and the Silk Road graphic organizer, and instruct students to write down information detailing Genghis Khan's role in establishing the Mongol Empire and tactics of doing so based on the reading used in the warmup. As a whole class, view History’s “Genghis Khan” video clip (four minutes). Scroll down from a somewhat-misleading title “Kublai Khan Videos” to access the “Genghis Khan” clip.

Via a whole-class discussion after the viewing, question students about what information they included on their graphic organizer, and allow them time to fill in additional information gathered during the discussion. Briefly share with students that forty-four years after Genghis Khan's death, years when the Mongols continued to conquer vast amounts of territory, his grandson, Kublai Khan, (pictured on the next page) controlled the Yuan dynasty (1271-1368) and non-Chinese ruled over China for almost 100 years.
Part 2: Kublai Khan Facebook  
Estimated time: twenty minutes

Provide students with the Kublai Khan Facebook handout, as well as a device for accessing Kublai Khan's biography from Ducksters. Instruct students to visit the site and complete their Facebook profiles of Kublai Khan, filling in key information in each section and even testing their creativity by sketching a profile picture of Kublai Khan. After an allotted amount of time, review their work as a whole class to gauge accuracy and knowledge gained. It is essential to make sure students take note of this particular “Interesting Facts about Kublai Khan,” located near the bottom of the website, as it leads into Part 3 regarding the Silk Road: “Trade along the Silk Road reached its peak during the Yuan dynasty as Kublai encouraged foreign trade and the Mongols protected merchants along the trade route.”

**Part 3: BrainPop’s “Silk Road” video**

Estimated time: ten minutes

Cue BrainPop’s “Silk Road” video (link—five minutes and nineteen seconds) for students to view as a whole class. (If you do not have a subscription, you may easily sign up for a free trial and will be given access to this episode and related resources.) Instruct students to fill in key information about the Silk Road on their Mongols and the Silk Road chart during the viewing. After the viewing, have students take the related quiz as a whole group or individually. There is a review option and a graded option from which to choose. Answers may simply be covered in class or reviewed later by the teacher for grading purposes.

Additional resources for this episode are available as well if there is a desired use. Inform students that focus will be placed more on the Silk Road the following day.

**Closing**

(See resources for exit ticket options.)

**Author's note on class discussion and student interests:**

Students were highly interested in the Amazing Facts in World History questions on the Mongols. One particular question (No. 3) stumped students, leading to a discussion on reasons why nomadic people would have only eaten certain foods during that time frame. One student asked, “Why was there no reference to the Mongols eating vegetables?” Students concluded that because they were nomadic, they may not have had time to plant crops. They also reasoned that the terrain may not have been suitable in some locations. Question No. 2 regarding bathing led to a discussion on sanitation and the spread of germs and disease. Students were engaged the remainder of the lesson gas the warmup questions piqued their interest in the Mongols.

**Class No. 5**

Estimated time: fifty minutes (total)

Class No. 5 will serve as a focus lesson on the Silk Road itself, tying in Marco Polo and Zheng He's routes with their influence (especially Marco Polo) and significance in spreading Chinese technologies. Students will continue to learn about and evaluate the effects of Mongol expansion and Marco Polo influences on the spread of Chinese technology along trade routes, specifically the Silk Road, and they will identify the significance of Zheng He's voyages during the Ming dynasty. Please make note that Marco Polo was in Asia from 1271 to 1295 and in China for seventeen of those years. Zheng He made his famous voyages from 1405 to 1433. While their time frames vary, both historical figures were highly influential in spreading trade and technology, specifically military technology through Chinese maritime exhibition in Zheng He's case.

In a closing activity, students will also compare and contrast trade routes from the past, specifically the Silk Road and maritime routes plotted by Zheng He, to China's newly proposed Silk Road initiative (One Belt, One Road) as a means of connecting the past with the present.
Warmup
Estimated time: six to seven minutes

Open the lesson with a viewing of “The Silk Road: Connecting the Ancient World through Trade” by TED-Ed on YouTube (five minutes and nineteen seconds) to review Silk Road background information already covered and allow students to begin making connections to contemporary times. After the viewing, explain that today’s lesson will focus on two figures who significantly influenced trade along the Silk Road: Marco Polo and Zheng He.


Part 1: Marco Polo (1254–1324)
Estimated time: thirteen to fifteen minutes

Distribute the Marco Polo and Zheng He Venn diagram. Instruct students to add information on Marco Polo into the area designated for him. Cue the BrainPop “Marco Polo” episode (link)—six minutes and thirty-three seconds) for students to view as a whole class. (If you do not have a
subscription, you may easily sign up for a free trial and will be given access to this episode and related resources.) After the viewing, have students take the related quiz as a whole group or individually. There is a review option and a graded option from which to choose. Answers may simply be covered in class or reviewed later by the teacher for grading purposes.

Additional resources for this episode are available as well if there is a desired use. In a whole-class discussion, ask students these questions: What pieces of information did you include in your Venn diagram? Do you think Marco Polo's travels resulted in later international Silk Road trade or other international trade or later trade? Why? Why not? After the Mongols lost control of China and Silk Road trade contracted. What means did Europeans turn to in order to keep trade with the East alive? Based on what you learned earlier about the Song dynasty, do you think any of those technologies or at least the knowledge of them could have been spread along the Silk Road by Marco Polo's travels and/or stories?

Reiterate to students that trade along the Silk Road did not consist solely of goods; customs, beliefs, and a wide range of practical knowledge—on subjects ranging from medicine to the functions of gunpowder—were also traded or shared along the way. Marco Polo's stories, whether outlandish in nature or not, sparked further interest in Asia and what it had to offer.

Part 2: Zheng He
Estimated time: thirteen to fifteen minutes

Explain to students that Zheng He was a Ming dynasty admiral who the emperor tasked to make a series of seven voyages from 1405 to 1433 to various places, including, most notably, most of Southeast Asia, and that his maritime routes were both influential in spreading Chinese technologies and perhaps increasing maritime trade that China and other countries had already been conducting for hundreds of years. Instruct students to add important information into their Venn diagrams for Zheng He as they access "The Ages of Exploration: Zheng He," from Mariner's Museum taking special note of goods traded and Zheng He's legacy. If individual devices are unavailable, copies may be printed from the site for student use. Once complete, review information students have listed as a class. Point out to students that the increase in trade with China was important for Southeast Asian countries but not nearly as much for the Chinese, who already had a sophisticated economy for the time.

The most important reason the Ming emperor commissioned the voyages was to demonstrate Chinese military and political power. In fact, a faction of Ming officials considered these voyages too expensive and the Chinese government reduced international contacts after the voyages were suddenly stopped.

Part 3: WorldMap interactive Silk Road
Estimated time: ten minutes

Allow students time to explore the layers of the interactive map, Harvard University and then have students identify which East Asia geographical features were crossed by Marco Polo's routes and Zheng He's maritime routes to help with more East Asia geographical features identification.
If individual devices are unavailable, this may simply be completed as a whole class, viewing the map from the whiteboard/interactive Smartboard.

For an additional interactive map of Marco Polo’s journey, see “Marco Polo’s Journey” by EduPlace.

Closing: Silk Road compare and contrast
Estimated time: five minutes

Explain to students that China has proposed a new Silk Road, which will involve land and maritime routes. Share with students the link to the One Belt, One Road map of China’s New Silk Road from We Forum. If individual devices are unavailable, this may simply be completed as a whole class, viewing the map from the whiteboard/interactive Smartboard.

Individual device option: Allow students time to compare and contrast the interactive Silk Road map from Part 3 to the One Belt, One Road map. Students may informally jot down their findings on their own paper and submit it as an exit ticket for the day, or a whole-class discussion may be utilized to share findings.

Whole-class option: Changing between maps, allow students time to compare and contrast the interactive Silk Road map from Part 3 to the One Belt, One Road map. Students may informally jot down their findings on their own paper and submit it as an exit ticket for the day, or a whole-class discussion may be utilized to share findings.

Author’s note on class discussion and student interests
Students took particular interest in exploring the layers of the WorldMap interactive Silk Road in Part 3. Students made mention of the time it must have taken to trade goods compared to today.

Extension
If time permits, allow students to listen to and view the song written about Marco Polo on History.

References and resources
https://www.brainpop.com/socialstudies/famoushistoricalfigures/marcopolo/: This is a video on Marco Polo by BrainPop.

http://worldmap.harvard.edu/maps/SilkRoad: WorldMap has an interactive Silk Road, created by Harvard University.

https://www.youtube.com/watch?v=vn3e37VWc0k: This is a link to the video “The Silk Road: Connecting the Ancient World through Trade” by TED Education on YouTube.

http://www.history.com/topics/exploration/marco-polo: This is a fun Marco Polo song, created by History.com.

http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g2_u5/index.html: These maps by Eduplace lay out Marco Polo’s journey.
http://exploration.marinersmuseum.org/subject/zheng-he/: This is a link to the entry on Zheng He from “The Age of Exploration” on The Mariners’ Museum website.

https://www.weforum.org/agenda/2017/06/china-new-silk-road-explainer/: This page is an explanation of China’s One Belt, One Road initiative with a map by the World Economic Forum.

https://www.youtube.com/watch?v=QO7NHZJ-eE4: This is a link to the video “Discovering China—The Song Dynasty” by NTDonChina on YouTube.

http://www.cte.iup.edu/preinduction/HO_Video%20Note%20Taking%20Worksheet.pdf: This is a printable video note-taking worksheet.

https://www.youtube.com/watch?v=nsN7NLs-0jI: This is a link to the video “The Life of the Buddha” animation, which was posted by username “lathrios” on YouTube.

https://www.youtube.com/watch?v=yguW_CsC4Qo: This video, “The Fall of the Golden Age—The Tang Dynasty/History of China,” was posted by username “It’s History” on YouTube.

http://statteacher.blogspot.com/2016/08/ring-o-prompts.html?m=1: This site contains exit ticket options.

http://afe.easia.columbia.edu/songdynasty-module/index.html: This is a link to “The Song Dynasty” entry on the Asia for Educators site.

http://www.adlit.org/strategies/22371/: This site contains jigsaw classroom strategies by AdLit.org.

http://rubistar.4teachers.org/index.php: This Rubistar tool helps you create rubrics for your learning activities.


http://www.history.com/topics/kublai-khan/videos/genghis-khan: This is a video on Genghis Khan from History.com.

http://www.ducksters.com/biography/world_leaders/kublai_khan.php: This is an entry on Kublai Khan by the Ducksters Education Site.

https://www.brainpop.com/socialstudies/worldhistory/silkroad/: This is a video on the Silk Road by BrainPop.
Digital Materials for the Module “China (Ninth through Seventeenth Centuries): Commerce, Technology, and Intercultural Contacts”

Asia Physical Map Handout
https://www.utc.edu/asia-program/pdfs/modules1/wilkinson/asiaphysicalmaphandout.pdf

Asia Physical Map Handout Answer Key
https://www.utc.edu/asia-program/pdfs/modules1/wilkinson/asiaphysicalmaphandoutanswers.pdf

“Kublai Khan Facebook”
https://www.utc.edu/asia-program/docs/modules1/wilkinson/kublaikhanfacebook.docx

Landforms Pros and Cons
https://www.utc.edu/asia-program/pdfs/modules1/wilkinson/landformsprosandcons.pdf

Marco Polo, Zheng He Venn Diagram
https://www.utc.edu/asia-program/pdfs/modules1/wilkinson/marcopolozhenghevenndiagram.pdf

Reciprocal Teaching
https://www.utc.edu/asia-program/docs/modules1/wilkinson/module1reciprocalteaching.docx

“Amazing Facts in World History: The Mongols”
https://www.utc.edu/asia-program/pdfs/modules1/wilkinson/mongols.pdf

Song Dynasty Technology Handout
https://www.utc.edu/asia-program/docs/modules1/wilkinson/songdynastytechnology.docx

The Mongols and the Silk Road
https://www.utc.edu/asia-program/pdfs/modules1/wilkinson/themongolsthesilkroad.pdf

Tang Dynasty PowerPoint
https://www.utc.edu/asia-program/docs/modules1/wilkinson/tangdynasty.pptx
The Song Dynasty: Technology, Commerce, and Prosperity

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This module was developed and utilized for a seventh-grade world history and geography class. It is designed to teach the Tennessee state social studies standard 7.03—"Summarize agricultural, commercial, and technological developments during the Song dynasties, and describe the role of Confucianism during the Song.” However, the module is suitable elsewhere for a variety of social studies classes (grades sixth through ninth) that include Chinese history.

**Estimated module length:** Approximately three fifty-five-minute classes

**Overview**

The reorganization of China under the Song dynasty (960–1279 CE) set the stage for economic growth that propelled Song China into becoming the richest country in the world during the early part of the eleventh century. Despite the fact that the dynasty lost northern China to non-Chinese invaders, prosperity continued during the Southern Song dynasty (1127–1279 CE). Technological advancements were significant and helped change China and the world. Just a few of these advancements included improvements in agriculture, development of moveable type, uses for gunpowder, invention of a mechanical clock, superior shipbuilding, the use of paper money, compass navigation, and porcelain production. Technological advancements, domestic and international trade, and effective government influenced and advanced Chinese society, resulting in a population explosion during the Song dynasty.
This module is designed to be implemented during the teaching of an imperial China or East Asia unit.

**Objectives**
Students will:

Develop contextual understanding of the Song dynasty through contrasting the Song with the Tang, another earlier great earlier dynasty.

Demonstrate an understanding of the influences of Song dynasty technologies, commerce, and trade on Chinese and world history in the tenth through thirteenth centuries.

Investigate individual technological innovations during the Song dynasty.

Design and present multimedia presentations describing the influence and importance of technologies created during the Song dynasty.

Interpret and explain the cumulative effects and influences Song dynasty advancements made on China and the world we live in today.

**Prerequisite knowledge**
Before beginning this module, students should be able to locate China on a map and know the two major rivers (the Yellow River in northern China and the Yangtze in the south), along with the location of the Grand Canal. They should be able to define the following terms: emperor, dynasty, technology, and commerce. Because Confucius’s ideas were particularly important in Song government, an understanding of some of Confucius’s ideas would be helpful, but are not required.

**Module introduction**
The worksheets and other materials for this module appear in both the module narrative and at the end of the module for the convenience of teachers wishing to use all or part of these digital materials.

Lesson strategies
Introduction: Song dynasty technologies

Emperor Taizu (Zhao Kuangyin) was a military general who conquered numerous Chinese territories, in effect reunifying China. This resulted in ending the unstable Five Dynasties and Ten Kingdoms periods, bringing about the Song dynasty. The Song dynasty’s land area was significantly smaller than the previous Tang dynasty due to outside influences, such as the Manchurians and Liao. The Song military was weak compared to other dynasties, thus their focus became securing areas of central China. Leaders decided to establish Kaifeng as their capital rather than Chang’an. This decision was a reflection of the dynasty’s circumstances and goals. The Grand Canal made Kaifeng and later Hangzhou as northern, and later southern, Song capitals the perfect match for these goals. The Song’s focus was building wealth and social solidarity. Whereas
Buddhism was a religious focus during the Tang and early Song dynasties, a resurgence of Confucian ideas in the form of neo-Confucianism occurred during the Song dynasty.

The first reading in this module reviews the power and influence the Tang dynasty had during its existence. Students are asked to make connections with the Tang dynasty's legacy and the Song dynasty's goals. The warmup reading may be given as a homework assignment prior to Class No. 1.


*Class No. 1*

*Estimated time: fifty minutes*

*Warmup*

Students should read or should have already read as a homework assignment the following short reading. This reading (also below), based upon a longer article by University of Wisconsin Professor Craig Lockard, has been abridged and modified for middle school students. Tang civilization and the Chinese centuries

Recently, a few nations have been nicknamed superpowers because the countries' governments, militaries, and economic powers affect not just the lives of people who live in the superpower, but many people in other parts of the world. Often, artists, authors, and performers in superpowers also touch the lives of many people throughout the world. Today, the U.S. is a superpower, and China is considered a rising superpower. Even though the nickname is new, powerful empires early in world history could have been named superpowers. China was the world's leading superpower well over 1,000 years ago. Although there were periods of time where civil war weakened China, from approximately 600 to 1500 CE, China was the largest, strongest, and most
populated country in Europe or Asia. China’s success during the Tang dynasty (618–907) was particularly impressive. In fact, many historians regard the Tang as the most famous time in China’s long history. The years of the Tang dynasty contained China’s greatest successes and helped create a pattern that China would continue throughout the Song and Ming dynasties, and into early modern times. During the Tang period, several cultures, especially Korea and Japan, learned from the more advanced Tang dynasty. During Tang rule, China had its greatest influence on eastern Asia and carried out active trade with cultures of Europe and Asia. For more than 100 years, the Tang Empire stretched deep into Central Asia, and many parts of Chinese culture spread to Korea and Japan. Buddhism grew, linking China to an increasing religious community. Tang China was open and welcoming to people and ideas from many cultures.

Teachers might also want to use this BBC website selection with students who find the level of the first short reading too difficult or who want to learn more about the Tang dynasty: http://china.mrdonn.org/tang.html.

After students read the modified article introduction, pose the question: How did the Tang dynasty set the stage for advancements made during the Song dynasties? (estimated time, ten minutes)

Next, show students the following six minute, twenty second long NTD-produced video, “Discovering China: The Song Dynasty.” Make sure your students understand the following vocabulary and historical terms that appear in the video: prosperity, commercial, Jin dynasty, agricultural, influential.

While students view the video, tell them to list any technological advancements made during the dynasty and discussed in the video. After viewing the video, list the discussed advancements on the board. (estimated time, ten minutes)
A map of Song dynasty China, showing the approximate borders of the Northern Song in 1100 and indicating the area lost to the non-Han Jin dynasty in 1127. Source: University of Washington’s “A Visual Sourcebook of Chinese Civilization” project at https://tinyurl.com/y7jb5t9b.

This activity will lead the class discussion into the next step of introducing the research media project that is the capstone activity of the module. Students will be responsible for researching and making multimedia presentations on significant Song dynasty technological and commercial innovations:

Pass out project parameters and rubric worksheets. Discuss and explain project instructions and expectations. Answer student questions and then assign or allow random choosing of project topics. It might be beneficial to have students work in pairs. (estimated time, fifteen minutes)

At this point, students should review and begin research on their project topics. The remainder of the class time should be used for research. Student pairs should divide up jobs needed to complete the project. For example, one student might conduct topic research while the other student reviews websites for usable photos and maps. Please refer to the topic research links to find possible websites for information on topics. These are suggested resource links, but research should not be limited to only these suggested sites. A minimum of two resources should be used in student research and must be noted in the slide presentation at the end. (estimated time, thirty minutes)
Suggested research topics:

Government printing of paper money
Agriculture improvements and advancements
Gunpowder uses
International land and maritime trade
Moveable type printing
Civil service exam use
Compass use for ship navigation
Mechanical clock
Porcelain production
Architectural advancements
Technical considerations for students

The individual student’s knowledge and experience using the slide presentation program plays a large role in the student’s ability to create a proper slide presentation. It also influences the amount of time needed for completion of the activity. Because of the technical nature of the assignment, it might be a good idea to review and discuss proper use of the chosen slide program. It also helps to show a slide example so students can mentally formulate an idea of what is expected. In the field test, a Google Classroom page was set up for students to add to their Google accounts. It was a very efficient way for students to receive the assignment information and forms. It was also a very efficient way for students to turn in their slide presentations, and for the teacher to view and grade the assignments.

If computers are not available, the project can be modified to a nontechnical method such as a poster display presentation rather than a computer slide presentation.

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Class No. 2
Estimated time: fifty-five minutes

Begin the second day of research and slide creation by reviewing the main objectives of the project. Discuss expectations and any questions or concerns students may have at this point in the research and slide preparation. Give students the option to use a graphic organizer to prep research information into slides on a written format. Sometimes, it helps to transfer research information prior to typing and preparing the slides for presentation. (estimated time, five minutes).

All of Class No. 2 should be utilized by students for continued research and project preparation. Slide projects should be completed by the end of Class No. 2. Student groups that finish their projects early should be encouraged to review and proof their presentations. If time allows, they may begin practicing their group presentations. If needed, students may continue work at home if they have access to the internet. (estimated time, fifty minutes).
Class No. 3
Estimated time: twenty minutes plus five minute presentations for all students
Project presentation day: Student pairs should present their projects to the class. Presentations should be limited to around five minutes each. As students present their projects, other class members should take notes on each topic.

Extension activity
Students will take notes during their classmates’ presentations and then prepare an expository written response to the following prompt: In what way did technological advancements made during the Song dynasty influence today’s society?

Culminating activity
Introduce the following quote from the PowerPoint slide through language similar to this: Technological developments can make some people poorer. For example, many blacksmiths lost their jobs when automobiles became widely available, and many travel agencies reduced their staffs or went out of business when computers made it cheaper for individuals to book their own airplane flights. However, thus far in world history, most people in societies that rapidly improve technology are much wealthier than societies where this does not happen.

Then, have the entire class read the following quotation from Philip D. Curtin, a historian on the Song dynasty:

“A Period of Unprecedented Growth”
Between ... 960 and ... 1127, China passed through a phase of economic growth that was unprecedented in earlier Chinese history, perhaps in world history up to this time. It depended on a combination of commercialization, urbanization, and industrialization that has led some authorities to compare this period in Chinese history with the development of early modern Europe six centuries later.

Have students explain the meaning of commercialization, urbanization, and industrialization. Then, ask for a volunteer or volunteers to use part of the last sentence to identify and explain in their own words the evidence in this short quotation that supports the argument that Song China was the richest society in the world.

References and resources
http://ccnmtl.columbia.edu/services/dropoff/china_civ_temp/week06/pdfs/tangci.pdf: Craig Lockard, professor of history at the University of Wisconsin, provides this article, titled “Tang Civilization and the Chinese Centuries.” Teachers are encouraged to read this longer version of the first handout.
http://www.indiana.edu/~e232/15-Song.pdf: This is a link to a research paper written by R. Eno from Indiana University’s East Asian Languages and Cultures Department, titled “Song Dynasty Culture: Political Crisis and the Great Turn.”

http://education.asianart.org/explore-resources/background-information/neu-confucianism-tang-618%E2%80%93906-and-song-960%E2%80%931279-dynasties: This is a link to an educational page from the education section of the Asian Art Museum found in San Francisco,
California. It discusses the neo-Confucian views from the Tang and Song dynasties. The educational section of this museum website has excellent potential resource information.

https://www.youtube.com/watch?v=QO7NHZJ-eE4: “Discovering China—The Song Dynasty” is a six-minute, twenty-second-long video by New Tang Dynasty (NTD) TV on YouTube. Students view this video during Class No. 1 of the module to introduce and summarize the Song dynasty and some of the dynasty’s technological advancements.

http://www.pbs.org/wgbh/nova/ancient/song-dynasty.html: The Public Broadcasting Service (PBS) website section on the Song dynasty is an excellent site for researching all aspects of the dynasty. It is an excellent site for students to use while researching Song technologies. 
http://afe.easia.columbia.edu/songdynasty-module/index.html: This site is the best overall resource for students and teachers, as it covers all aspects of the Song dynasty.

https://www.bcps.org/offices/lis/models/chinahist/song.html: This web page from the Baltimore County Public School System in Maryland is a resource page with an organized number of links to other websites, including information specifically about just the Song dynasty.

http://afe.easia.columbia.edu/songdynasty-module/cities-new.html: This is a GIF that shows maps of both the Northern and Southern Song dynasties, along with the grand canal and major cities. It is an excellent visual comparison.

Digital Materials for the Module “The Song Dynasty: Technology, Commerce, and Prosperity”

Slide Presentation Graphic Organizer

https://www.utc.edu/asia-program/docs/modules1/hill/slidepresentationgraphicorganizer.docx

Song Dynasty Technological & Economic Advancements—Media Presentation Project

https://www.utc.edu/asia-program/docs/modules1/hill/songdynastyproject.docx

Tang Civilization and the Chinese Centuries

https://www.utc.edu/asia-program/docs/modules1/hill/tangcivilizationandthechinesecenturies.docx

Technology List with Resource Information Links

https://www.utc.edu/asia-program/docs/modules1/hill/technologylistwithresourceinformationlinks.docx
Marco Polo’s World

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This module was developed for a seventh-grade world history and geography course in Tennessee. It is particularly applicable to Tennessee standard 7:06—“Summarize the effects of the Mongolian empires on the Silk Roads, including the importance of Marco Polo’s travels on the spread of Chinese technology and Eurasian trade”—and to other Tennessee state seventh-grade history and geography standards as well.

However, the content and pedagogical activities in the module are applicable to middle school teachers throughout the nation who are responsible for instructional activities encompassing thirteenth-century China, the Mongols, and Eurasian and global trade. The module is “high expectations” and may also be applicable to high school instructors and students.

**Estimated module length:** two hours and forty minutes

**Overview**
Global connections during the thirteenth-century featured both continuity and significant changes. Marco Polo’s world intersected with several cultures during the Middle Ages. In the
1200s, the Mongol presence was dominant on the Eurasian continent. The fall of Baghdad, considered the academic center of the Muslim world, came at the hands of Mongols and is often viewed as the start of the decline of the Golden Age of Islam. In western Africa, Sundiata Kieta formed the Malian Empire in 1235 and eventually brought the rule of Mansa Musa. Several Christian crusades to reclaim Jerusalem took place prior to and during the time of the Mongol Khans. During this time, Europeans’ increased contacts with other cultures resulted in increased demand for East Asian goods and technology. Marco Polo’s travels, and especially his time in China, are a vivid individual illustration of the cross-cultural contacts that helped spread information and change world history.

Instructors should keep in mind that Marco Polo’s story is a versatile one that can be inserted at different points in the study of history and geography during the school year. For example, it can be incorporated in the following units of study:

China: Marco Polo can be used as a means to teach the achievements of the Yuan dynasty and the Mongols’ impact on world history.

The Crusades: Marco Polo’s routes were altered due to cities and regions being controlled by Muslims. He interacts with Muslims a multitude of times.

Medieval Europe: Marco Polo’s story takes place within the late Medieval period, when the merchant class expanded and Asian goods were becoming more in demand.

Age of Exploration: Europeans longed for East Asian goods and had to seek new routes and improvements in shipbuilding and cartography to obtain them.

This document-based approach to teaching the story of Marco Polo is also versatile. Although a teacher could assign this Document Based Question (DBQ) module in its entirety, it can be divided into parts, each with its own focus in classrooms that utilize learning centers. Each part features related primary source excerpts and questions. The level of direct teaching involved with these parts will depend upon the characteristics of your particular students.

**Objectives:**

Students will:

Learn about Marco Polo’s life, travels, and adventures through biography.

Understand the role and impact of Venetian and other Italian city-states in international trade and intercultural contacts, particularly with non-Western regions.

Analyze the impact of physical geography, existing trade routes, and intercultural interactions on Marco Polo’s trade routes.

Realize the significance of the Mongols in Chinese history and world commerce through learning about Polo’s relations with the great Kublai Khan and his travels on the Silk Roads.
Prerequisite knowledge
Students should be able to identify and locate various locations and physical features in Europe, Southwest Asia, and East Asia that are pertinent to this topic, specifically the Arabian Peninsula, Arabian Sea, Baghdad, Black Sea, Caspian Sea, China, Constantinople, Gobi Desert, Himalayan Mountains, Italy, Jerusalem, Mediterranean Sea, Pacific Ocean, Persian Gulf, and Venice. Many (but not all) of these locations and physical features are embedded in sixth-grade standards in Tennessee. Additionally, students should already know about Eurasian connections regarding trade on the Silk Road.

What follows is a set of activities involving DBQs, video, and geography work that can be used as a self-contained unit or separately. Instructors considering utilizing these digital materials can first review student activities and then, review teacher notes (accessible here) I developed that provides links to digital resources that should be downloaded or accessed online when teaching all or components of this module, possible student answers to questions, and other useful information.

Module introduction
The teachers’ notes for this module also appear at the end of the module for the convenience of teachers wishing to use all or part of these digital materials.

Class No. 1: Italy and a changing Europe
Estimated time: thirty minutes

Have students working individually or in small groups place Marco Polo and his family within the framework of European history by reading and thinking about what follows:

Because of the Crusades, the Middle Ages saw a rapid expansion of trade and commerce in Europe. Due to its relative position in the Mediterranean Sea, Italian city-states featured prominently in leading this new capitalistic venture, producing a rising merchant class. The Polo family members are prime examples of Venetian merchants.

Excerpt 1: Although not attributed to Marco Polo, this note (provided by historian John Masefield) describes Venice's merchant class at the time:

*The prosperity, riches, and political importance of the state of Venice having arisen entirely from its commerce, the profession of a merchant was there held in the highest degree of estimation, and its nobles.* (11)

How does the emergence of the merchant class change the traditional feudal model?

Excerpt 2: Marco Polo described the importance of the port city Laiassus (the contemporary site located in southern Turkey, near Syria).

*On the sea-coast there is a city named Laiassus, a place of considerable traffic. Its port is frequented by merchants from Venice, Genoa, and many other places, who trade in spiceries and drugs of different sorts, manufactures of silk and of wool, and other rich commodities.* (31)
How does this excerpt highlight the importance of Italian city-states during the late Middle Ages?

Students should then examine Figure 1: The Venetian–Genoese trade routes map provided from Wikipedia

**Figure 1: Venetian–Genoese trade routes**

The city-states of Venice and Genoa fought during the thirteenth and fourteenth centuries for control of lucrative trade routes, located in the Mediterranean Sea, to distant lands. This map highlights the nature of their rivalry.

Student question: Provide reasons that demonstrate why Venice and Genoa would fight wars over these routes. If one of the city-states controlled both the blue and red routes, what continents, countries, and major cities could they reach?

By the thirteenth century, international contacts were dramatically increasing for a variety of reasons. We will learn much more about these events through the eyes of one man, Marco Polo, who has gone down in history as a merchant, traveler, and particularly as a European who
aroused widespread interest in China among people on that continent—interest that would change the course of history. The story begins in the city of Venice on the peninsula we know today as Italy.

Class No. 2: Influence of geography and culture on Marco Polo’s journey
Estimated time: one hour, forty minutes for Parts 2, 3, and 4

Note to teachers: Please show the five-minute and twenty-three second long PBS Learning Media video on Marco Polo.

Excerpt 3: In these excerpts, Marco Polo described the port city of Ormus (present-day Hormuz):

At length you reach the border of the ocean, where, upon an island, at no great distance from the shore, stands a city named Ormus, whose port is frequented by traders from all parts of India who bring spices and drugs, precious stones, pearls, gold tissues, elephants teeth, and various other articles of merchandize. (63–64)

The vessels built at Ormus are of the worst kind, and dangerous for navigation, exposing the merchants and others who make use of them to great hazards. (67)

What would make Marco Polo want to go to Ormus?

How was his journey changed by what he found there (reference Figure 3)?

Excerpt 4: Marco Polo described how geopolitical events influenced his return trip from China in the late thirteenth century:

An Abyssinian prince desired to visit the Holy Sepulcher of Christ (the locale of a church built on the site of Christ’s crucifixion and burial) in Jerusalem as was the custom of many of his subjects. However, he was discouraged by his government officers; having been informed of the dangers to which he would expose himself in passing through so many places belonging to the Saracens [Muslims], his enemies. (400, abridged)

What event would have caused the change of Jerusalem’s control?

Using the silk and spice routes map and the route of Marco Polo map, do you think Marco Polo created a new route or depended upon existing trade routes? Use evidence to support your claim.

Excerpt 5: Marco Polo described how geopolitical events influenced his route:

Samarcan (contemporary Samarkand) is a noble city, adorned with beautiful gardens, and surrounded by a plain, in which are produced all the fruits that man can desire. The inhabitants, who are partly Christians and partly Mahometans [Muslims] … there is perpetual strife and frequent wars between them. (93–94)
Using the silk and spice routes map (Figure 2) and the route of Marco Polo map (Figure 3), you will notice that Marco Polo avoided Samarkand (Samarcan). Please provide an explanation that would justify his route choice.

**Figure 2: The silk and spice routes**

Excerpt 6:

For twelve days, the course is along this elevated plain [Pamir] . . . So great is the height of the mountains, that no birds are to be seen near their summits; and however extraordinary it may be thought, it was affirmed, that from the keenness of the air, fires when lighted do not give the same heat as in lower situations, nor produce the same effect in dressing victuals [cooking food]. After having performed this journey of twelve days, you have still forty days to travel in the same direction, over mountains, and through valleys, in perpetual succession, passing many rivers and desert tracts,
without seeing any habitations . . . Every article of provision must therefore be carried along with you. (91–92)

Excerpt 7:

During these thirty days the journey is invariably over either sandy plains or barren mountains; but at the end of each day’s march you stop at a place where water is procurable; not in deed in sufficient quantity for large numbers, but enough to supply a hundred persons, together with their beasts of burthen. At three or four of these halting-places, the water is salt and bitter, but at the others, amounting to about twenty, it is sweet and good . . . this desert [Gobi] is the abode of many evil spirits, which amuse travelers to their destruction with most extraordinary illusions. If . . . they are led away by it [the evil spirits] from the direct road, and not knowing in what direction to advance, are left to perish. (100–101)

Draw and label the following physical features on the route of Marco Polo map (Figure 3) provided. Links with images and information on these physical features are hyperlinked below from World Book Online and Wikipedia:

Fertile Crescent
Himalayas
Gobi Desert
Plateau of Tibet
Taklamakan Desert

How did physical features affect Marco Polo’s route? Use evidence to support your claim.

Class No. 3: Kublai Khan

Have students read the short introduction below to the most famous part of Marco Polo’s life (his time in China).

Background information on Kublai Khan and Marco Polo
From Helen Hundley, Key Issues in Asian Studies: The Mongol Empire in World History (Ann Arbor, Michigan: Association for Asian Studies): 71–76:

Kublai Khan (1215–1294) was the grandson of Genghis Khan who had founded the Mongol dynasty. Kublai Khan was the founder of the Yuan dynasty (1279–1368), the first foreign dynasty in Chinese history. Kublai established his capital in Dadu (now Beijing) in 1264. Eight years after Kublai Khan created the Yuan dynasty, his forces conquered China’s southern Song dynasty and ruled all of China. For the first time in history, foreign invaders had conquered all of China. Under Kublai’s rule, art and science flourished, trade expanded, and cultural relations were established with countries throughout the world.
In the 13th century, Marco Polo set out with his father and uncle on a great adventure to China. Following the Silk Roads and other known overland trade routes, they traveled east and became the first Europeans to visit the Chinese capital (modern Beijing). Marco impressed Kublai Khan enough to be appointed to the imperial court.

The Polo family finally returned to home; using the water routes that pass through Indonesia, around the subcontinent of India, back to Hormuz, and then using overland routes back to Venice. “Marco later wrote a book about his experiences, which inspired new generations of explorers to travel to the exotic lands of the East.”

From The Travels of Marco Polo:

Marco was held in high estimation and respect by all belonging to the court. He learnt in a short time and adopted the manners of the Tartars, and acquired a proficiency in four different languages, which he became qualified to read and write. Finding him thus accomplished, his master was desirous of putting his talents for business to the proof . . . [test] (21).

. . . during seventeen years that he [Marco Polo] continued in his [Kublai Khan's] service, he rendered himself so useful, that he was employed on confidential missions to every part of the empire and its dependencies; and sometimes also he travelled on his own private account, but always with the consent, and sanctioned by the authority, of the grand khan. (22)

At varying times, Marco Polo described the treatment of foreign religions under the reign of Kublai Khan.

In the following excerpts, he describes the founder of a religion. Tenets (beliefs and practices) of the religion then follow.

Excerpt 8:

He was the son of a king ... who devoted himself to an ascetic life, refusing to accept of kingdoms or any other worldly possessions, although his father endeavored ... to divert him from the resolution he had adopted ... the young man fled privately to this lofty mountain, where, in the observance of celibacy and strict abstinence, he at length terminated his mortal career. (373)

Excerpt 9:

They shave their heads and beards like the others, and wear hempen garments of a black or dull color; but even if the material were silk, the color would be the same. They sleep upon coarse mats, and suffer greater hardships in their mode of living than any people in the world. (151)
Excerpt 10:

*They believe the soul to be immortal, in this sense, that immediately upon the death of a man, it enters into another body, and that accordingly as he has acted virtuously or wickedly during his life, his future state will become, progressively, better or worse.* (220)

Excerpt 11:

*[They] do not deprive any creature of life, nor shed blood, and if they are inclined, to eat flesh-meat.* (89)

What religion did Marco Polo describe?

Provide three details to support your claim.

In the following excerpt, Marco Polo provides an example of Kublai Khan's religious tolerance. Although Mongols had a deserved reputation for extraordinary brutality in military actions, they were in general exceptionally tolerant of other religions.

Excerpt 12:

Marco Polo described the people of Tangut (in northwestern China):

*The people are worshippers of idols [Buddhists] … with a few Nestorian Christians and Mahometans [Muslims] …. They are not a commercial, but an agricultural people, having much wheat. There are in this country a number of monasteries and abbeys, which are filled with idols of various descriptions.* (103)

Excerpt 13:

Marco Polo described part of Kublai Khan's birthday celebration:

*Upon this day likewise all the Christians, idolaters [Buddhists], and Saracens [Muslims], together with every other description of people, offer up devout prayers to their respective gods and idols, that they may bless and preserve the sovereign, and bestow upon him long life, health, and prosperity.* (187–188)

Excerpt 14:

Marco Polo described how Kublai Khan celebrated Easter in 1287 after a major victory against his uncle Nayan (Navan), a Nestorian Christian who had rebelled against Kublai:

*Being aware that this was one of our principal solemnities, he commanded all the Christians to attend him, and to bring with them their Book, which contains the four Gospels of the Evangelists. After causing it to be repeatedly perfumed with incense, in a ceremonious manner, he devoutly kissed it, and directed that the same should be done by all his nobles who were present. This was his usual*
practice upon each of the principal Christian festivals, such as Easter and Christmas; and he observed the same at the festivals of the Saracens [Muslims], Jews, and idolaters. Upon being asked his motive for this conduct, he said:

There are four great Prophets who are reverenced and worshipped by the different classes of mankind. The Christians regard Jesus Christ as their divinity; the Saracens [Muslims], Mahomet [Mohammad]; the Jews, Moses; and the idolaters, Sogomombar-kan [Buddha], the most eminent amongst their idols. I do honor and show respect to all the four, and invoke to my aid whichever amongst them is in truth supreme in heaven. (158)

How do these excerpts demonstrate Kublai Khan's openness to outsiders?

How did the khan treat those of differing religious backgrounds?

What is a misconception that the khan had about non-Christians?

Class No. 4: Marco Polo on missions for the khan

Marco Polo traveled within the empire, at times on his own accord and, at other times, on behalf of Kublai himself—usually to report on the potential for commercial opportunities. Prior to reading the following excerpts, draw and label the following physical features on the route of Marco Polo map (Figure 3) provided:

Yangtze River

Yellow River

Plateau of Tibet

What do the Yangtze and Yellow rivers have in common? For possible hints, click here.

Excerpt 15:

They subsist by trade and manufactures, and have provisions in abundance . . . a city named Tudin-fu [between Beijing and Nanjing] is rendered a delightful residence by the gardens which surround it, stored as they are with handsome shrubs and excellent fruits. Silk is produced here in wonderfully large quantities. It has under its jurisdiction eleven cities and considerable towns of the empire, all places of great trade, and having abundance of silk. (269)

What do Beijing and Nanjing have in common? For possible hints, click here.

What resource is in abundance?

Excerpt 16:

Some of these rivers [in Manzi-Southern China] are half a mile in width, others are two hundred paces, and very deep, over which [are] built several large and handsome stone bridges, eight paces in breadth, their length being greater or less according to the size of the stream. From one extremity to
the other there is a row of marble pillars on each side, which support the roof; for here the bridges have very handsome roofs, constructed of wood, ornamented with paintings of a red cooler, and covered with tiles. Throughout the whole length also there are neat apartments and shops, where all sorts of trades are carried on. One of the buildings, larger than the rest, is occupied by the officers who collect the duties upon provisions and merchandise, and a toll from persons who pass the bridge. In this way, it is said, his majesty receives daily the sum of a hundred besants [coins] of gold. These rivers, uniting their streams below the city, contribute to form the mighty river called the Kian [Yangtze River], whose course, before it discharges itself into the ocean, is equal to a hundred days journey. (235)

What conclusion can you make regarding the Yangtze River's influence on the economy?

Excerpt 17:

Having crossed this river [Yellow] and travelled three days journey, you arrive at a city named Kachan-fu whose inhabitants are idolaters. They carry on a considerable traffic, and work at a variety of manufactures. The country produces in great abundance, silk, ginger, galangal [root similar to ginger; but with a citrus flavor], spikenard [the oil from this flower can be used for perfume], and many drugs that are nearly unknown in our part of the world. Here they weave gold tissues, as well as every other kind of silken cloth. (231)

Editor's note: The exact modern location of this western Chinese city cannot be identified. What conclusion can you make regarding the Yellow River's influence on the economy?

Excerpt 18:

On Thebeth [Tibet] these people use no coined money, nor even the paper money of the grand khan, but for their currency employ coral . . . Its rivers, lakes, and mountains are numerous. In the rivers gold dust is found in very large quantities. Not only is the coral used for money, but the women also wear it about their necks, and with it ornament their idols. There are manufactures of camlet [cloth woven from camel hair] and of gold cloth, and many drugs are produced in the country that have not been brought to ours. (239)

The money of salt has equal currency. Their profits are considerable, because these country people consume the salt with their food, and regard it as an indispensable necessary; whereas the inhabitants of the cities use for the same purpose only the broken fragments of the cakes, putting the whole cakes into circulation as money. (242)

What was used for currency in Tibet?

Excerpt 19:

(Thai-gin; a prominent fortress) … travelling about twenty miles, you come to a river called the Kara-moran [Yellow River], which is of such magnitude, both in respect to width and depth, that no solid bridge can be erected upon it… On its banks are many cities and castles, in which a number of trading people reside, who carry on an extensive commerce. The country bordering upon it produces
ginger, and silk in large quantities. Of birds the multitude is incredible, especially of pheasants, which are sold at the rate of three for the value of a Venetian groat [silver coins]. Here likewise grows a species of large cane, in infinite abundance .... (230)

**Editor’s note:** The exact location of Thai-gin is lost to history and translation; however, it is believed that Polo is traveling along the Yellow River at a western point closer to the Plateau of Tibet and heading toward eastern China.

If you were the grand khan, would you consider Tibet valuable? Explain.

Polo’s last mission was to escort a Mongolian princess to India for marriage prior to returning to Venice. Kublai Khan requested (and expected) the Polo family to return in the future. Alas, they did not, and the grand khan died soon after their departure. Regardless, they were sent out in style:

Excerpt 20:

… preparations were made for the equipment of fourteen ships, each having four masts, and capable of being navigated with nine sails … Among these vessels there were at least four or five that had crews of two hundred and fifty or two hundred and sixty men … when they had first taken their leave of the grand khan, who presented them with many rubies and other handsome jewels of great value. He also gave directions that the ships should be furnished with stores and provisions for two years. (26–27)

What conclusion can you make regarding the status of the grand khan’s navy?

**Class No. 5: On the Indian Ocean**

Estimated time: thirty minutes

Using Marco Polo’s life to teach world history and geography presents an important opportunity to introduce students to the Indian Ocean, a body of water about which most Americans are ignorant but that has historically played important global economic and geopolitical roles. With contemporary globalization, the Indian Ocean, the third-largest in the world and whose waters border Asia, Africa, and Australia, and extends to the Southern or Antarctic Ocean, is more important than ever. Historically, Marco Polo’s account of what he experienced in the Indian Ocean directly affects European demand and lays the groundwork for the Age of Exploration.

At varying times, Marco Polo described several places in the Indian Ocean:

Excerpt 21: On Java

*The country abounds with rich commodities. Pepper, nutmegs, spikenard, galangal [a type of ginger], cubebs [a type of pepper], cloves, and all the other valuable spices and drugs, are the produce of the island; which occasion it to be visited by many ships laden with merchandise that yields to the owners considerable profit. The quantity of gold collected there exceeds all calculation and belief.* (334)
Excerpt 22: On Nocueran (an island in present-day Indonesia)

*Their woods abound with the noblest and most valuable trees, such as the white and the red sandal [this aromatic wood can retain its fragrance for years], those which bear the Indian (coco)nuts, cloves, and sappan [has medicinal properties and can produce red dye]; besides which they have a variety of drugs.* (347)

Excerpt 23: On Zeitan (Ceylon, now Sri Lanka)

*The island produces more beautiful and valuable rubies than are found in any other part of the world, and likewise sapphires, topazes, amethysts, garnets, and many other precious and costly stones.* (349)

Excerpt 24: On Maabar (southern India)

*In this operation, they persevere during the whole of the day, and by their exertions accumulate (in the course of the season) a quantity of oysters sufficient to supply the demands of all countries. The greater proportion of the pearls obtained from the fisheries in this gulf, are round, and of a good luster.* (352)

Excerpt 25: On Malabar (West India)

*In this kingdom there is vast abundance of pepper, ginger, cubebs, and Indian nuts; and the finest and most beautiful cottons are manufactured that can be found in any part of the world. The ships from Manji [southern China] bring copper as ballast; and besides this, gold brocades, silks, gauzes, gold and silver bullion, together with many kinds of drugs not produced in Malabar; and these they barter for the commodities of the province.*

How did the discovery of these goods motivate Europeans to increase trade with Asia?

How did the development of these trade routes expand the role of merchants?

How did strained relationships in southwestern Asia, ultimately ending with the fall of Constantinople in 1453, influence Europeans to seek new routes to southern and eastern Asia?

What would Europeans need to make worldwide exploration a reality?

**References and resources**

https://www.pbslearningmedia.org/resource/ff32837d-b085-40d4-8d60-ac9a676cb857/marco-polo-pbs-world-explorers/: This video, available through PBS LearningMedia, provides an overview on Marco Polo.

http://exploration.marinersmuseum.org/resources/: These are educational resources on the Age of Exploration, found on The Mariners’ Museum website.
http://afe.easia.columbia.edu/special/marco_polo.htm
http://afe.easia.columbia.edu/mongols/figures/figu_polo.htm: These are links to Asia for Educators' numerous excerpts in which Marco Polo details Kublai Khan's court, wealth, and the splendor of the larger cities.

http://www.history.com/topics/exploration/marco-polo
http://www.history.com/topics/kublai-khan: These are History web entries on Marco Polo and Kublai Khan.

https://archive.org/details/marcopolo00polouoft: This is a link to a scanned book version of The Travels of Marco Polo: The Venetian where excerpts are used in this module.
Digital Materials for the Module “Marco Polo’s World”

Teacher’s Notes

https://www.utc.edu/asia-program/docs/modules1/smith/teachersnotes.docx
Identity and the Rise of Nationalism in Prewar Japan

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Estimated module length: Three hours

Overview

This module is designed for an AP world history course, although it could also be used in a standard high school world history course. It primarily addresses Advanced Placement world history standard 6.2.IV.B—“The sources of global conflict in the first half of the century varied and included imperialist expansion by European powers and Japan, competition for resources, the economic crisis engendered by the Great Depression, and the rise of fascist and totalitarian regimes to positions of power.” This module also aligns with the new Tennessee high school world history and geography standards that will be fully operational in fall 2019, particularly standards W.26—“Analyze Japan’s abandonment of isolationism, its embrace of technological and political changes, and its consequent rise as an imperial power in the late 19th century,” W.43—“Analyze the role of geographic features and natural resources in increasing tensions prior to and during World War II.” and W.44—“Compare the Italian, German, and Japanese efforts to expand their
empires in the 1930s, including: the invasion of Ethiopia, German militarism, and atrocities in China.”

However, the content and pedagogical strategies for the module are applicable for any high school teachers whose curricula include the development of East Asian states in the pre-World War II era or the development of extreme nationalism and the rise of authoritarian regimes.

Japan’s selective embrace of Westernization during and following the Meiji Restoration set the stage for its emergence as the great independent power in East Asia during the late nineteenth and early twentieth centuries. This module traces this transformation from its origins in the Meiji reforms to Japan’s invasion of China in 1937. Japanese national identity amid the rapid economic and social changes of the Meiji period was frequently torn between traditional Japanese and East Asian ideas and those of the Western powers. Despite Japan’s adoption of many Western concepts, its attempts to find a place among equals with the Western powers were occasionally rewarded, but repeatedly frustrated. The product of this dynamic was a nationalism that emphasized Japanese exceptionalism among the peoples of Asia and a desire among many to build an empire in East Asia along the lines of the Western powers’ empires elsewhere in Asia, Africa, and the Mideast. Late nineteenth- and early twentieth-century victories in the Ryūkyūs and other islands, along with the acquisition of Formosa (now Taiwan) in the Sino–Japanese War and Korea in the Russo–Japanese War, shaped the public’s willingness to embrace Japan’s growing militarism. The treaties ending both these wars, as well as World War I, left many Japanese frustrated and angry, as they saw many of the spoils of war taken from them by the Western powers. Once the economic difficulties of the Great Depression struck, uncertainty and insecurity on the home front were destabilizing. The civilian government’s inability to offer meaningful solutions mirrored the difficulties faced by civilian governments in the Western democracies as well. The stage was set for the turn to authoritarianism, and the military, particularly the army, was in the best position to offer security and hope. The invasion of Manchuria and associated campaigns emboldened the leadership and provided the resources necessary to move the nation in what appeared to be a positive direction to a hopeful public.

**Objectives**

Students will:

- Evaluate the attitude of Fukuzawa Yukichi and other Meiji reformers toward Western imperial powers and methods, and ascertain the place they envisioned for Japan among world powers at the conclusion of the nineteenth century.

- Understand the reasons for Japanese resentment against Western powers that increased following World War I.

- Analyze the concept of *Kokutai*, or “national essence,” and characterize the state of Japanese national identity on the eve of World War II.

- Summarize the characteristics of Japanese nationalism in the late nineteenth and early twentieth centuries, and the events that contributed to the development of this national identity.
Prerequisite knowledge
Students should be contextually familiar with various Western interventions in Asia during the early and mid-nineteenth century, particularly the British and Chinese relationship surrounding the Opium Wars and the “American ‘opening’” of Japan during the latter Tokugawa period. The events that led to the downfall of the Tokugawa, the success of the Meiji Restoration, and the moves toward Westernization presented by the Meiji reformers (eg, the Iwakura Mission) set the stage for this module. Familiarity with the process of industrialization and the urbanization and modernization that accompany it will help students understand the context of the rise of militarism in Japan. Familiarity with the features of imperialism of the Western powers and their similarity to Japanese imperialism in this period, particularly the occupation of and abuses in Korea, contextualizes the Japanese development of national character.


Module introduction
The readings for this module appear in both the module narrative and at the end of the module for the convenience of teachers wishing to use all or part of these digital materials.

Westernization and Japanese identity: “On Leaving Asia”
Estimated time: fifty minutes

The contrast between “Western” civilization and non-Western civilization is a focus in most world history courses, particularly following coverage of the Industrial Revolution and imperialism. Unlike China and its other East Asian neighbors, Japan embraced Western-style industrialization and governmental reforms. Nonetheless, the Meiji government took steps to further the development of a distinct Japanese nationalism that rejected elements of both Chinese and Western culture. Give a brief review of the Meiji Restoration period. Emphasize the experience of
China in the Opium Wars and Japanese reactions to the unequal treaty demands of the United States and Europeans in the period leading up to the Meiji Restoration.

Hand out the primary source reading, “On Leaving Asia (Datsu-A Ron)” by Fukuzawa Yukichi, and hand out or display the focus task and questions in the next paragraph. Ask students to read the piece and answer the questions. Pause during the reading and ask students to share a few of the earliest criteria they have found for either Western or Asian nations. Walk them through the textual reference to support these criteria to model the process for the rest of the exercise.

Have students, in small reading groups or as individuals, create a chart with “Western nations” as a header on one side and “Asian nations” on the other. As students read the primary source, have them list at least five qualities of each that the author describes. The students should support each quality listed with a specific reference to the text that supports the criterion. After completing their lists, have students answer these summary questions: (1) Why does the author believe that Japan must embark on a program of de-Asianization? (2) How does the author feel about Westernization and the Western powers? and (3) What place in East Asia and the world does the author propose for a reformed Japan?

Lead students in a brief discussion of their narrative responses. Try to draw out student conclusions about Fukuzawa Yukichi’s perspective on the Western nations, and the place that he and other Meiji reformers saw Japan occupying in East Asia and the world stage at the conclusion of the century.

Author’s notes on students’ responses
Perhaps the most interesting part of the discussion centered on the description of the Chinese and Korean peoples by Yukichi. The notion of “bad” friends (notably translated as “evil” in another English translation) and what distinguishes the Japanese from the Chinese and Koreans prompted a debate among my students. Some students observed that Yukichi believed that there are racial differences among East Asians. They suggested that he believed the Japanese are more successful because they are genetically superior. One student questioned to what extent social Darwinism influenced Yukichi. Other students were not sure that the racial superiority was explicit, but instead suggested that Yukichi is showing that the Japanese have to face the same choice as their neighbors. They noted that he regarded Western peoples as no different from their ancestors and attributed their success to transportation technology.

Japanese resentment toward the West and its imperial ambitions
Estimated time: fifty minutes

Despite its embrace of Westernization during the Meiji Restoration, the relationship between Japan and the Western powers was periodically strained and only occasionally resulted in Japan’s treatment as an equal among nations. In both Europe and the United States, Japanese and other East Asian migrants faced significant discrimination. Resentment grew in Japan as the Western nations limited its participation in the imperial process in East Asia.

This lesson presupposes that students are familiar with imperialism and the various abuses and atrocities that Japan committed during the period as an imperial invader, particularly in Korea.
For a quick primer on the Japanese occupation of Korea, read the first section on Japan's colonization of Korea in this [2017 Foreign Policy Research Institute essay](https://www.fpri.org/articles/2017/06/toward-an-integrated-korean-historiography) by Lucien Ellington and Tawni Hunt Ferraini for teachers:

Even though the western nations' double standards of participating in their own imperial ventures while frustrating Japanese efforts had significant impacts on both the Japanese government and populace, this does not justify Japan's actions nor does it link Japan's mistreatment by the West to its participation in later atrocities such as The Rape of Nanjing. The concept of the Greater East Asian Co-Prosperity Sphere (colloquially “Asia for Asians”) is one that both justified Japanese imperialism to many and simultaneously drew supporters that genuinely sought cooperation among East Asian nations in the face of western domination.

1935 poster of Manchukuo promoting harmony between Japanese, Chinese, and Manchu. The caption, written from right to left, says: "With the help of Japan, China, and Manchukuo, the world can be in peace.” Source: [Wikipedia](https://en.wikipedia.org/wiki/Manchukuo) at [https://tinyurl.com/y4s3q3lo](https://tinyurl.com/y4s3q3lo).

Cover or review the treatment of Japanese military successes in the late nineteenth and early twentieth centuries with students. The modernized Japanese military proved itself capable on many occasions, but these military successes failed to earn Japan the respect many of its people sought from the West. Japan took the Liaodong Peninsula during the Sino–Japanese War (1894–1895), but it was pressured by Russia, France, and Germany (and later Great Britain) to give it up. Although the Japanese received some financial compensation, the West largely excluded them from the process of caving up of spheres of influence in China. During the Russo–Japanese War (1904-1905), Japan defeated the Russians and in the Treaty of Portsmouth was granted Korea, Port Arthur, the Kwantung Peninsula, and control of railroads in Manchuria. Despite these gains,
riots broke out (most notably the three-day-long Hibiya Riot in Tokyo) when Russia was not forced to pay reparations to Japan.

Although Japan’s participation in World War I was limited, it was among the victors. The pattern of humiliation at the hands of the Western powers continued in the terms of the Treaty of Versailles and the founding of the League of Nations.

Have students read the short piece from the nonprofit organization Facing History and Ourselves “Exclusion and Humiliation” from their 2014 publication The Nanjing Atrocities: Crimes of War.

Ask students to answer the following questions:

How does Makino Nobuaki support the Japanese argument for the inclusion of a racial equality clause?

Why is the equality clause denied even though it passed a vote? Can you think of reasons in addition to those cited that would explain the Western nations’ opposition?

What might be the motives behind the Japanese delegation’s desire for the racial equality clause?

To what extent have Japan’s actions supported the idea of racial equality in international affairs?

Author’s notes on students’ responses
A few of the students’ responses to the second question mentioned the difficulties of the Western powers when breaking up the Austro–Hungarian and Ottoman empires in separate treaties at the end of World War I (which we had recently covered in a separate lesson). One student astutely recalled the situation in Palestine in particular, and we discussed the conflicting commitments of Great Britain in that region (Sykes–Picot Agreement, Balfour Declaration, and commitments to Arab insurgents). The students cited the hypocrisy of the Western powers and the difficulties of giving up their empires.

Although the reading produced empathy for the Japanese delegation, the last question elicited some strong responses from students regarding the Japanese annexation of Korea. One student specifically noted that the Japanese “tried to completely wipe out Korean culture by teaching only Japanese in Korean schools.” Another noted, “Koreans were treated as inferior and made scapegoats; [the Japanese] were just as racist as the West.” Although we had not extensively covered the Japanese occupation of Korea, this was an excellent opportunity to address it. The reading went quickly, and there was time to explore this topic during the discussion as a result.
Kokutai: Japanese national identity on the eve of World War II
Estimated time: fifty minutes

The national identity of Japan and the Japanese people during the Meiji, Taisho, and Showa periods was in a state of flux. With the selective embrace of Westernization, new economic and cultural ideas clashed with traditional Japanese and East Asian norms. During the years leading up to the 1937 invasion of China and a broader entry into World War II, the Japanese government sought to crystallize a concept of Kokutai, translated to English alternately as “national polity” and “national essence.” The nationalism of the period generated a rejection of many of the same liberal democratic values the totalitarian and authoritarian regimes of Europe spurned. Japanese exceptionalism became a key component of nationalism and justified the military expansion of the empire against its Asian neighbors and engagement with the broader world in World War II.

To establish a framework for understanding the concept of a national character, explore the question of nationality with students. Present the following questions and ask students to discuss their responses briefly in small groups:

What truly defines you as an American?
Can others that are defined differently still be Americans?

After students have a chance to discuss with their groups, gather the class as a whole and solicit some key takeaways from each question. The discussion is likely to generate a wide variety of responses, but highlight certain non-negotiables that arise in both questions (rule of law, egalitarianism, freedom, etc.). Transition and ask students if other nations can define themselves as they have just attempted to do for the United States. Steer the discussion toward nations that may have a much longer history than the U.S. and have more homogenous cultural, ethnic, and religious traditions, including Japan.

Author's notes on students' responses
Most students identified shared values that reflected the ideals enshrined in our founding documents. Students made multiple references to “freedom,” “liberty,” “equality,” “the American dream,” and “the Constitution,” and, with some prompting, connected these concepts to many of the Founding Fathers' Enlightenment principles. Although a few mentioned cultural elements that are often associated with American identity (e.g., the Christian faith, European cultural legacies), students mostly said that these are not as necessary to be an American as is the case with the founding principles they identified. When I asked students to look at other nations, elements of national character came quickly, and I had to be cautious, as some were offensive stereotypes. Nonetheless, students noticed the same problems they had defining an American character. Fortunately, the notion of an ethnic state arose quickly when a student referenced Germany—both in dealing with the current immigration issues in Europe and concepts of German identity pushed by the Nazi regime. The transition to Japan produced a similar discussion (a student referenced the state of Korean minorities within Japan) and a natural transition to the primary source reading.

Have students read excerpts (pages 3–5) from the 1937 Kokutai no hongi (Fundamentals of Our National Policy) by Asia for Educators at Columbia University. As they read, answer the same three questions from the introductory discussion, but for Japan in 1937 according to the document. Students should cite specific textual evidence from the piece to support each of their answers.

What defines the Japanese, according to the document?

Does the document allow for a wide or malleable definition when it comes to this identity?

How does the document characterize a common Japanese identity?

Author's notes on students' responses
Most students were unfamiliar with the terms “Occident” and “Occidental,” and asked about these terms. The notion of the Japanese as a historical people and the contrast with the Western and American concept of individualism arose quickly. Students noticed that the criticism of individualism and Enlightenment ideals was squarely a criticism of how they defined essential American characteristics in the opening discussion. Students highlighted the symbol of the emperor, a Confucian-like approach to social cooperation and harmony, and dedication to the
good of the nation rather than one's own ego as key to Japanese identity. Many students drew comparisons to both Fascist Italy and Germany regarding the sacrifice of the individual for the good of the state. As for the inclusion of non-Japanese elements adopted by Japan, students emphasized that ideas from China and India had many centuries to be adapted to the Japanese character, rather than mere decades.

*Culminating activity: Japanese nationalism and prewar identity*

*Estimated time: twenty-five minutes*

The three preceding readings detailed key factors leading to Japanese nationalism and the definition of Japanese national identity prior to World War II. Students should have access to the documents and their earlier work for this activity. Divide students into working groups (four or five individuals) and have each group create a chart to summarize their findings. Ask the groups to create:

- A list of the five most important features of Japanese national identity as expressed by the authors of these documents
- Textual references to the sources that best support and define each of these five identified features
- An analysis statement that answers this question: How did nationalism and identity as defined in your summary contribute to Japanese militarism and aggression?

Once the groups have completed their individual charts, gather as a full class and compile a list together that represents the common contributions of the group. Have each group read their analysis statement and create a common statement for the full group. Responses will likely address Japanese willingness to adapt to new cultures and concepts, dedication to the emperor and other national symbols, a shared and proud history, a history of military success and expansion, and importance of community and nation over individualism. As you discuss the summary statements, students will likely draw parallels to the militarist aggression of Fascist Italy and Germany. While these are essential, also challenge them to think more broadly about nationalism and generalize these concepts to other instances of militarism. European imperialism and jingoism, as well as American westward expansion, are contemporary democratic counterpoints to the authoritarian examples, although students may address other examples from earlier periods.

*References and resources (digital materials for module)*

**http://tinyurl.com/hbpb4wh:** This is the link to Fukuzawa Yukichi (popularly attributed), “On Leaving Asia (Datsu-A Ron),” *Jiji shinpō*, March 16, 1885. This document is provided by Kazumi Hasegawa, lecturer in the Department of History at the University of Washington.


http://afe.easia.columbia.edu/ps/japan/kokutai.pdf: This is a link to selections from the *Kokutai no Hongi (Fundamentals of Our National Polity)*, 1937, Asia for Educators.
East Asia: Twenty-first Century Educational Practices and STEM Education

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Slide 6 from the “East Asia: Twenty-first Century Educational Practices and STEM Education”
Sources available on slide and in PowerPoint.

East Asian countries such as China, South Korea, Japan, Taiwan, and Singapore have excelled in the fields of science and math education. Technological advancements developed and produced in these countries have positioned them to be highly competitive in the global economy. These nations are highly interested in STEM education and systematically examine the strengths and weaknesses of their programs in a seemingly never-ending quest for global competitiveness. It addresses East Asian educational practices and curriculum—with special attention to STEM subjects—that have and may continue to produce high test scores, technologically advanced societies, economic development, and effectively address future 21st century skills demands. A major goal of the module is to stimulate discussions concerning the applicability (or lack thereof) and possible modification of East Asian STEM educational practices to American educational institutions.

The major instructional component is a thirty-seven minute, thirty-second audiovisual PowerPoint presentation. It was first developed and field tested to serve as a resource for STEM educators and related stakeholders such as school administrators, board members, and parents. However, the module is also an excellent pedagogical resource for high school and even college-level instructors and students in a variety of courses. The module can be utilized in American
high school STEM classes to provide students with an international context illustrating the importance of the mathematics, science, and technical subjects they are studying. Because of a focus upon human capital development and economic development, the module is applicable to high school economics courses or any course that includes content on contemporary East Asia including AP Human Geography, World History, and Comparative Politics.

“At its core, it’s about aligning education to the needs of the future economy. That’s always what education has been about…preparing people for the world they are in.”

-James Brown, Executive Director of the STEM Education Coalition

Estimated module length: Approximately one and half to three hours (including preparatory reading, presentation, and discussion).

Objectives:
Identify the relationship between Post World War II East Asian economic growth and educational policies and practices.

Understand East Asian STEM educational practices policies including teacher development, supplemental education, curricula, and testing and assessment tools.

Compare and contrast East Asian Science and Mathematics educational policies and practices with those of the U.S

Investigate policy alternatives that might include adoption or modification of East Asian STEM educational practices and policies that might improve STEM education in U.S. schools.
Prerequisite knowledge:

Although prior knowledge about East Asia and in particular, Confucian traditional and contemporary impact on education is helpful, the module can be utilized for educators or students who do not have this background knowledge.

Module: Introductory Activity
Estimated time: including discussion, forty-five minutes to one hour

Either assign this interview with Michael Lowry as a preparatory reading for a workshop or class and have participants spend twenty to thirty minutes discussing the implications of the interview for US, STEM education, and economic and technological development.

Although workshop leaders or teachers can design alternative questions, the following is a suggested general question that is certain to stimulate discussion:

Singapore consistently ranks number one in the world in mathematics, science, and literacy in international testing. In the 2015 OECD’s Program For International Student Assessment (PISA), perhaps the most prestigious of all international assessments, globally, U.S. students ranked 40th, 25th, and 24th respectively, in these three categories. What portions of the interview with Michael Lowry appear to substantiate Singapore's high level performance? What portions of the interview possibly lead to questions about the accuracy of the above data?
The remainder of the module is a PowerPoint presentation. Readers may also watch the PowerPoint below as video presentation with narration by the author of this module. The complete materials for this module are also compiled at the end.

The PowerPoint is accessible here.

Estimated time: thirty-seven minutes, thirty-seconds.

PowerPoint Module Outline:

East Asia: Educational Practices and STEM Education in the 21st Century

- World Leaders
  - Economies and Technological Advancements
    - China, Japan, South Korea, Taiwan, Hong Kong, and Singapore
  - Education
    - Science and Math rankings
    - China, Japan, South Korea, Taiwan, Hong Kong, and Singapore

- Educational Approach
  - East Asia
    - Cultural view
    - Cram programs
    - Teacher education levels
    - Pedagogical practices (Science and Math)
      - Singapore, Japan, China, South Korea

- Future Skills Needed
  - 21st Century Skills
- STEM Education
  - Educational Models/Perspectives
- U.S. Educational Models of the Future
- Review
- Discussion Questions
- References

A video presentation of this module with the PowerPoint slides and narration by the author.

Please see below to skip to specific slides of the module:

**Slide 1: Introduction**

**Slide 2: Outline**

**Slide 3: Quote by James Brown, Executive Director of the STEM Coalition**

**Slide 4: 2017 World Economies**

**Slide 5: Notable Asian Economies**

**Slide 6: “The Four Industrial Revolutions”**
Slide 7: “Asian Industry: Types”

Slide 8: “Quote by Dave Breitenstein, Audience/Metrics Analyst”

Slide 9: “Education Rankings (Specifically in Science and Math According to 2015 PISA Scores)”

Slide 10: “Education Rankings (Specifically in Science and Math according to the Trends in International Mathematics and Science Study 2015)”

Slide 11: Educational Approach: Cultural View

Slide 12: Educational Approach: Cram Schools

Slide 13: Educational Approach: Teacher Education Levels

Slide 14: Educational Approach: Pedagogical Practices (Singapore)

Slide 15: Educational Approach: Pedagogical Practices (Japan)

Slide 16: Educational Approach: Pedagogical Practices (China)

Slide 17: Educational Approach: Pedagogical Practices (South Korea)

Slide 18: Future Skills Needed (1/3)

Slide 19: Future Skills Needed (2/3)

Slide 20: Future Skills Needed (3/3)

Slide 21: What is STEM Education?

Slide 22: STEM: Single-Discipline Reference and STEM as a Reference for Science and Math

Slide 23: STEM: Separate Science Disciplines That Incorporate Other Disciplines and STEM: Separate Disciplines

Slide 24: STEM: Science and Math Connected by Technology or Engineering Program and STEM: Coordination Across Disciplines

Slide 25: STEM: Combining Two or Three Disciplines and STEM: Integrated Disciplines

Slide 26: STEM as a Transdisciplinary Course or Program

Slide 27: U.S. Educational Models of the Future
Slide 28: Review

Slide 29–34: Discussion Questions

Slide 35–39: References

References and resources


http://www.newworldencyclopedia.org/entry/Cram_school: Entry on Cram schools by New World Encyclopedia.

https://ptolemy.berkeley.edu/projects/cps/: “Cyber-Physical Systems” from the University of California at Berkeley Ptolemy Project


The latest ranking of top countries in math, reading, and science is out - and the US didn’t crack the top 10” from Business Insider by Abby Jackson and Andy Kiersz from December 6, 2016.


“List of countries by projected GDP” from Statistics Times from May 6, 2018.

“Interview with Michael Lowry” from June 30, 2018.


“Teaching quality, not lesson quantity, may be key to Japan’s top math marks” by The Japan Times by J.J. O’Donoghue from November 23, 2014.

“The Science Education in Japan Its Strengths and Weaknesses” by Yasushi Ogura from Saitama University at the GSEE/Kyoto Summit: Initiatives that Can Change Science Education” in Kyoto, October 21, 2013

“Top 10 largest Japanese companies in the world” by Pi Paticha from the Freshtrax blog on October 18, 2017.


“Teacher, Leave Those Kids Alone” by Amanda Ripley from TIME Magazine from September 25, 2011.

“What are the 21st-century skills every student needs?” by Jenny Soffel from We Forum from March 10, 2016.

“South Korean teens top in maths and science, but lack interest – report” from Study International News from April 14, 2017.


“Exam cram” by Stripes Japan Takahiro Takiguchi from February 17, 2015.

Trends in International Mathematics and Science Study 2015

“The world’s top 10 semiconductor companies” by Justin Walton from Investopedia from December 11, 2017.

“Science education in South Korea: Towards a holistic understanding of science and society” by S. T. Wichmanowski from The Fulbright Teacher Exchange in 2015.

“South Korea’s top 10 major export companies” by Worlds Top Exports from Daniel Workman from May 3, 2018.

“Science education in China: international experience and localization” by Qidi Wu from The Academy of Sciences, Malaysia from May 23, 2015.
Digital Materials for the Module “East Asia: Twenty-first Century Educational Practices and STEM Education”

Interview with Michael Lowry

https://www.utc.edu/asia-program/docs/modules2/wilkinson/lowryinterview.docx

PowerPoint

https://www.utc.edu/asia-program/docs/modules2/wilkinson/wilkinsonm2powerpoint.pptx

Video Presentation of “East Asia: Twenty-first Century Educational Practices and STEM Education”

https://youtu.be/diml8Tl57nk
The Legacy of Zheng He and the Ming Dynasty Sea Voyages

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This module was developed and utilized for a seventh-grade world history and geography class. It is designed to teach the Tennessee state social studies standard 7.07—“Analyze the achievements of the Ming Dynasty and reasons for its isolationism, including building projects (e.g., the Forbidden City and reconstruction of the Great Wall) and Zheng He's sea voyages.” The module is suitable for a variety of social studies classes (grades six through nine) that include early Chinese history.

Estimated module length: Approximately three fifty-five-minute classes

Overview
During the early years of the Ming dynasty, a young Chinese Muslim boy by the name of Ma He (1371–1433) was captured by the Chinese army, along with other children. At the young age of thirteen, Ma was castrated and made a servant to one of the emperor's sons. Ma grew into a strong warrior and favorite officer of the prince. With the help of Ma, Prince Zhu Di, fought and took the throne from his nephew to become the new emperor in 1402. Zhu Di who assumed the title of Chengzu and became the third Ming emperor (reign name Yongle), rewarded his faithful servant by giving him the new surname Zheng. It was alleged in official records that Zheng He
was an imposing figure, standing seven feet tall. As was the case with many eunuchs, he served the emperor in numerous high-ranking positions in his government. His most famous role would be as commander/admiral of China's treasure ship fleet. The primary role of the Ming dynasty's treasure fleet was to display the power and majesty of the dynasty while collecting tributes. Zheng He organized and supervised seven sea voyages (1405-1433) where Zheng He and the fleet traveled through the South China Sea, Indian Ocean, the Arabian Sea, The Red Sea, and the East coast of Africa. During this famous period in China's maritime history, many scholars think the larger expeditions included at least 200-300 and 28,000-30,000 ships. The treasure ships, which were alleged to be 400 feet in length (this is a disputed estimation but the ships were enormous), were the pride of the fleet.

Students will be asked to investigate and report (as if they were journalists) on the life and legacy of Admiral Zheng He and his seven sea voyages. They will also be asked to analyze the reasoning behind the Ming dynasty's ending of the sea voyages and the policies that resulted in their retreat into a period of isolationism. They will also reflect on how these isolationistic policies influenced future world events.

This module is designed to be implemented during the teaching of an imperial China or East Asia unit.

**Objectives**

Students will:

Investigate China's great sea voyages made by the Ming dynasty during the fifteenth century.

Research and investigate the life of Zheng He and his role in the Ming dynasty's treasure fleet sea voyages.

Design and create short film productions reporting on the events and influences the seven treasure fleet sea voyages had on China and the countries to which they sailed.

Interpret and explain the events that led to China's government ending the famous Ming voyages.

Analyze how China entering into a period of isolationism influenced and potentially changed world history events.

**Prerequisite knowledge**

Before the beginning of this module, students should be able to locate China on a map and know where the general location of the South China Sea and Indian Ocean, along with Southeast Asia, the Indian subcontinent, and Africa. They should be able to define the following terms: emperor, dynasty, eunuch, tribute, fleet, voyage, and isolationism. Because Confucian-trained bureaucrats influenced changes in Ming government policies, an understanding of some of Confucian's ideas would be helpful but is not required.
Module Introduction

The worksheets and other materials for this module appear in both the module narrative and at the end of the module for the convenience of teachers wishing to use all or part of these digital materials.

Class No. 1

Warmup:

Students should be provided a short reading titled “The Emperor and His Ambitions” prior to the first class. The reading is based on Professor Sue Gronewald's Asia for Educators secondary student reading “The Ming Voyages” and is abridged and modified for middle school students. All teachers are highly encouraged to read Professor Gronewald's complete but succinct reading, and the link to the complete reading appears first in the Asia for Educators entry in the references and resources section of the module.

“The Emperor and His Ambitions” can be assigned as homework prior to Class No. 1. Students should review the reading at the beginning of class, and teachers should pose the question, “In what ways did the early Ming emperors plan to maintain control of China and display its power?”

“The Emperor and His Ambitions”

The Ming dynasty (1368-1644) represented a return to power of Chinese rulers after the conclusion of the Mongol emperors who ruled China in the Yuan Dynasty (1279-1468.) In order to demonstrate Ming power, the first emperors started battles to defeat any threat. The third emperor of the Ming Dynasty, Chengzu, also referred to by his reign name, the Yongle Emperor, was aggressive and led major battles against Mongolian tribes to the north and west. He also wanted other countries to be aware of China's power and see it as the strong country he believed it had been in the past. He emphasized the traditional tribute system. In the tribute system countries on China's borders agreed to recognize China as their superior and its emperor as lord of “all under Heaven”. These countries gave gifts of tribute in exchange for certain benefits like military posts and trade treaties. In this system the benefit of peace and trade was guaranteed. The emperor realized the major threats to China were from the north (the Mongols) so he personally led those military battles. He sent his most trusted generals to deal with the Manchurians, Koreans, Japanese, and Vietnamese threats. For the ocean expeditions to the south and west he decided that China should make use of its advanced technology and all of the riches the state had to offer. Lavish expeditions should be organized in order to overwhelm foreign peoples and convince them of the Ming dynasty’s power. For this special purpose, he chose one of his most trusted military leaders, Zheng He.

Warm-up Question
In what ways did the early Ming emperors plan to maintain control of China and display its power?

Students should take note of the discussion of the Ming emperors initiating campaigns against their perceived enemies in order to ward off potential threats. They should also make note of the return of the traditional tribute system. Discuss with students how this system was seen as a highly regulated and ritualistic series of exchanges between China's imperial court and other countries' leaders for the purpose of commercial and political diplomacy.

Zheng He video (estimated time, ten minutes)

Next, show students the four minute and thirty-four second PBS video on the life of Zheng He. While students view the video, they should answer the questions posed on the video worksheet. Upon completion of the video, discuss the answers to the video questions.
Explain to students that they are to imagine they are reporters tasked with the job of researching and then reporting on the sea voyages made by Zheng He during the time of the Ming dynasty. They must research several aspects of the voyages, compile the gathered information into organized notecards, and finally create a video report on their findings. It is recommended that the teacher encourage students to consider utilizing visual props in the videos, such as printed maps of the sea voyage routes, pictures of Zheng He, and pictures of the ships that sailed on the voyages. These are some of the suggested questions you may pose to students in order to begin their research:

Who was Zheng He? What was the purpose of the voyages? How many trips were made? Where were the ships built and who built them? Where were the destinations of the trips? How many ships sailed on each voyage? What supplies and people went on the trips? What items and people returned to China on the voyages?

Discuss these sample questions with students. These questions are only suggestions and teachers can create additional questions. The videos should be timed to last a minimum of three minutes and a maximum of five minutes. Students must have a focus of their research and report in order to fulfill the requirements of the assignment. The purpose of creating student videos is so students may place their own unique spins on the reporting of the sea voyages and Zheng He. It might be suggested that teachers have students write their own questions they would like answered in the videos. Teachers should review and have final approval of the student questions; that way, teachers can make sure students cover a variety of information in the video reports.
The remainder of Class No. 1 time should be used for students writing report questions, and once approved by the teacher, they may begin their research.

**Technical considerations and suggestions:**
There are several ways students may create video reports. One suggestion is a website called [Flipgrid](https://flipgrid.com). It is very popular with educators and a convenient way for students to record, post, and view student videos. It is also safe because once a teacher creates a Flipgrid page, only people whom the teacher gives the access code to can view the videos. Teachers must create an account in order to use the app, and it is free to use.

Another video option is to use [Google Slide](https://docs.google.com/slide). Students may record videos by use of a Chrome book video app and then download the video into a Google Slide presentation. Another option is to allow students to utilize their own smartphones and record their video reports on their phones. Splice is an example of a phone app that allows students to record and edit their videos on their phones or iPads. There are numerous video apps students may choose to create their videos. The recorded videos may then be sent by text or email and then loaded into Google Slide.

The creation of a [Google Classroom](https://classroom.google.com) page assignment would be an excellent way for the teacher to keep up with all the videos if they are sent using Google Slide.

A nontechnical option for this assignment could be the research and writing of a standard report or essay, as if written by a newspaper reporter for a news article.

**Student research resource link suggestions**
Although there are some historical discrepancies about the voyages including the actual size of the treasure ships, suitable student research links are provided below (see References and Resources section for extended descriptions) as possible suggestions for students to use as resources for their research. Although, student research need not be limited to just these suggestions, teachers should attempt to evaluate the credibility of other links students might offer.

- “Facts about Asia: Two Significant Maritime Achievements”
- “Zheng He”
- “The Seven Voyages of the Treasure Fleet”
- “Biography of Explorer Cheng Ho” (“Zheng He” spelled “Cheng Ho” here)
- “Ancient Chinese Explorers”

**Class No. 2**
Students should begin the class period with the teacher reviewing the project parameters and focus. Discuss expectations and any questions or concerns students may have at this point in the projects.
Students should spend the bulk of Class No. 2 completing their research on Zheng He and the Ming sea voyages, organizing their information for their video report onto notecards, and then recording and editing their videos.

Author’s note
During the field-testing of this module, some students were very reluctant for their faces to appear on video. It is assumed the shyness and fear exhibited by the students were due to the adolescent age of the participants (eleven and twelve years old). The use of props such as maps and pictures were suggestions offered to these reluctant students, which helped alleviate some of their fears.

Videos should be completed and turned in by the end of Class No. 2.

Class No. 3
Begin Class No. 3 of the module by having students read the following excerpt from an inscription that Zheng He commissioned and placed in 1431 placed on a tablet outside the Tianfei Temple in Changle harbor in Fujian before the last voyage set sail.

The Imperial Ming Dynasty unifying seas and continents, surpassing the three dynasties even goes beyond the Han and Tang dynasties. The countries beyond the horizon and from the ends of the earth have all become subjects and to the most western of the western or the most northern of the northern countries, however far they may be, the distance and the routes may be calculated. Thus, the barbarians from beyond the seas, though their countries are truly distant, "with double translation" have come to audience bearing precious objects and presents.
—Stone inscription Tianfei Temple, Changle, 1431

After students read the inscription, ask them what they think it is saying about China’s relationship with other countries and how China sees itself in comparison to other countries

Video viewing and discussion
How the teacher chose to have students record their video reports will determine how students are able to view and comment on fellow student videos. If Flipgrid, an online classroom video discussion platform, was used, students may log into the Flipgrid page set up by the teacher and view fellow student videos. The program allows fellow students to also comment on viewed videos, engaging in a fluid class discussion about the information in the videos. The Flipgrid app allows the teacher to view and monitor student comments.

If the teacher chose to utilize Google Slide as a source for sending in video reports, the teacher can randomly choose videos to show to the class. An excellent discussion strategy is to have students do a timed “turn and talk” after viewing each video. A final class discussion and question session may best serve to wrap up the video viewing.

Culminating activity
Students should be presented with a copy of the culminating activity handout (also below). Have students silently read the primary source excerpts that focus upon aspects of the voyages:

Source No. 1:
Due to so many unexplained difficulties and bad omens, the Majesty is humbled and concerned … To alleviate the situation, all policies that cause the public inconvenience, if not urgent, should be stopped … policies temporarily stopped include the voyages to foreign countries, horse trading with the remote western and northern areas.
—Excerpt from a speech by Emperor Yong Le explaining the decision to stop the voyages of Zheng He: 1433 (Source: Asia for Educators at https://tinyurl.com/kw52z43).

Source No. 2:
Riches and honors are what men desire. If it cannot be obtained in the proper way, they should not be held … The superior man understands what is right; the inferior man understands what will sell … The superior man is aware of righteousness, the inferior man is aware of advantage … The virtuous man is driven by responsibility, the non-virtuous man is driven by profit …
—Excerpts from chapters 2 and 4 of Analects (approximate publication dates (400–100 BCE)

Source No. 3:
… deceitful exaggerations of bizarre things far removed from the testimony of people’s eyes and ears… the expeditions of San Bao [meaning “Three Jewels,” as Zheng He was called] to the West Ocean wasted tens of myriads of money and grain and moreover the people who met their deaths may be counted in the myriads. Although he returned with wonderful precious things, what benefit was it to the state?
—Excerpt from a discussion between the Ministry of War to emperor of China in 1477, response to attempts by eunuch factions to begin more voyages (Source: Asia for Educators at https://tinyurl.com/kw52z43).

Directions: Read and answer the following three questions for each source.

What is the author’s point of view?
What claim does the author make about the sea voyages? (Confucius obviously made no claim but it is important that students think about how the greatest sage in Chinese history might have reacted to the Ming voyages had he lived at the time they occurred.)

What words or phrases are used to convince the reader of their argument?

After students read and answer the three questions as they apply to each of the three excerpts, discuss how the ideas expressed in each excerpt might have contributed to the Ming dynasty's decision to end China's sea voyages.

Ask students if, in their research for their video reports, they found any other events or factors that may have influenced the decision to end the sea voyages. Make a list on the board as students discuss the factors. After a list of possible factors that contributed to the end of the Ming sea voyages is written on the board or overhead, ask students to rank the listed factors on their own paper from the most influential factor to the least influential factor. Discuss the results, and, as a class, decide what factors were the most influential in ending the sea voyages.

Extension activity
We know the Ming dynasty stopped sending out their magnificent treasure fleet and retreated into a period of isolationism, but what if they had not? How do you think world history might have turned out differently if Ming emperors had not turned to a policy of isolationism and had instead pursued a vigorous colonialization policy?

The teacher should make sure students understand that not too long after Ming China ended the sea voyages and retreated into a period of isolationism, Europe moved forward with their exploration and colonialization of the “New World.”

The above question can be posed to students in one of several ways. Students love to blog! Pose this question as a blog question for students to read and respond to in the blog. Check with one of your school’s language arts teachers and ask if they have a student blog. If not, you can easily and safely set up your own blog page for students on a website called Kidblog.org. Check with other teachers at your school; they may have experience with this or other sites. On educational blog sites, students may write, read, and respond, interacting with fellow students in a way that can be monitored by the teacher during the activity.

Author’s note on students’ reactions
It is interesting that some students referred back to our study of the fall of the Roman Empire in an attempt to answer the extension question. Several students discussed the concept of overexpansion and eventual invasion by foreign powers as a possible result if China had attempted to compete as a colonizing power instead of retreating into isolationism. It was a struggle for many of the middle school-age students to envision possible changes to current world events and cultures. The depth of the question appears to be a challenge to students with limited worldviews.

The other nontechnical option to complete this extension question is to have students do a free write on their own papers and then pass their papers, writing comments and responses onto
papers as they are passed in a timed round robin activity. There is no talking during the activity. Papers eventually end up back with the original student, and then the teacher leads a whole-class discussion on possible answers to the question to end the activity.

References and resources
http://afe.easia.columbia.edu/special/china_1000ce_mingvoyages.htm
http://www.learn.columbia.edu/nanxuntu/html/economy/ming.pdf: “The Ming Voyages” by Sue Gronewald on Asia for Educators summarizes Zheng He and the Ming sea voyages, along with providing alternative classroom activities. It is also the resource for the modified warmup reading. The second link is for a PDF version of “The Ming Voyages”

https://www.youtube.com/watch?v=_DJkE3zh6RE: This is a YouTube video by CCTV9 that introduces the Ming dynasty, discussing in detail the construction of the royal treasure fleet.

https://www.sciencedirect.com/science/article/pii/S2212682116300099#:b0095: This is a link to Li-sheng Huang, “The Issues of Islands Governing in Early Ming Dynasty,” Journal of Marine and Island Cultures 5, no. 1 (2016): 5–10. This is an article on sea travel and trade during the early Ming dynasty.


http://www.digitalhistory.uh.edu/active_learning/explorations/1492/1492_zhenghe.cfm: This is an entry on Zheng He by the University of Houston's Digital History website. This site is a basic short summary and comparison of Zheng He and Columbus's ships.

http://vc.bridgew.edu/cgi/viewcontent.cgi?article=1093&context=undergrad_rev: This is a link to Mark Dwinnells, “Lost Leviathans: The Technology of Zheng He's Voyages,” Undergraduate Review 4 (2008): 127–131. This is an excellent article for the teacher to better understand the political and military strategies under consideration during Ming rule, as well as the superior shipbuilding techniques needed to build such grand sailing vessels.

http://omniatlas.com/blogs/cause_and_effect/2011/countries-beyond-horizon/: This is a link to Rick Westera, “Why China Didn't Discover America,” OmniAtlas, last modified October 14, 2011. This is the source of Class No. 3’s warmup quote.

http://factsanddetails.com/china/cat2/sub4/entry-5603.html: This is the entry on the Yongle emperor of the Ming dynasty by the website Facts and Details.

Jakub J Grygiel, “The Geostrategy of Ming China,” Great Powers and Geopolitical Change (Baltimore: Johns Hopkins University Press, 2006), 123–163: This resource text is an excellent source for reading and understanding the influence and effect of Asia's geography on political decisions, and its influence on social and cultural changes.
Stewart Gordon, “Treasure and Treaty,” *When Asia Was the World* (Philadelphia: Da Capo Press, 2008), 117–136: This resource text shares excerpts and personal perspectives from the diary of a member of the crew (Ma Huan), who sailed on three of Zheng He’s voyages.

Below are suggested resources for student research:


http://staff.imsa.edu/~esmith/treasurefleettreasurefleetzheng_he.htm: Illinois Mathematics and Science Academy entry on Zheng He


Digital Materials for the Module: “The Legacy of Zheng He and the Ming Dynasty Sea Voyages”

The Emperor and his Ambitions
https://www.utc.edu/asia-program/docs/modules2/hill/theemperorandhisambitions.docx

Zheng He PBS video questions worksheet
https://www.utc.edu/asia-program/docs/modules2/hill/zhenghevideoworksheet.docx

Culminating Activity Handout
https://www.utc.edu/asia-program/docs/modules2/hill/culminatingactivityhandout.docx
The Economic and Cultural Emergence of South Korea

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Seoul's Myeongdong District. Source: Photo courtesy of the author.

This module was developed for the Tennessee high school world history and geography standard No. 85—“Analyze the causes and effects of an increased role of South and East Asian countries in the global economy.”

The content of the module can easily be adapted for high school courses everywhere that incorporate content on post-World War II economic and cultural developments in South Korea, and was field-tested in an AP human geography class of ninth- and tenth-graders.

Estimated module length: Three to five fifty-minute class periods

Overview
South Korea (the Republic of Korea/ROK) is currently (2018) the seventh-largest export economy and the eleventh-largest economy overall among all the world's countries. South Korea's amazing
economic success was anything but certain when it was recovering from a brutal war with North Korea in the early 1950s, and its economic success is widely described as a “miracle.”

This module explores how the ROK has moved from a country dependent on foreign aid and low profit exports to a global leader with exports reaching most parts of the world. Along with its economic success, South Korea has in the last two decades benefited from the increasing popularity of its cultural exports: music, movies, television, and most recently beauty products. South Korea is now an economic power and exerts cultural influence not only in Asia, but in Europe, North America, and elsewhere. As South Korea continues to grow in influence around the world, both economically and culturally, it is essential that students understand the impact South Korea’s success has on the rest of the world, including the United States.

**Objectives**

Students will:

Explain and discuss how the economy of South Korea has changed since the late twentieth century and explain how South Korea was able to become the world’s eleventh-largest economy.

Discuss and describe how South Korea’s exports changed from 1962 to 2016 and explain how these exports have impacted the United States.

Define, describe, and explain the Korean Wave, its global impact, and its specific influence in the United States.

**Prerequisite knowledge**

Assumptions are that students are already able to locate the Korean peninsula on a map of Asia and understand that two nations now exist on the peninsula. It is also assumed that students understand the difference between the governments of North Korea and South Korea. This module focuses exclusively on South Korea.

**Module introduction**

The PowerPoint, worksheets, articles, and other materials for this module appear in both the module narrative and at the end of the module for the convenience of teachers wishing to use all or part of these digital materials.

Click the following links to download the PowerPoint necessary for this guide along with an appendix of all PowerPoint slides.

- [PowerPoint](#)
- [Appendix of PowerPoint Slides](#)

The module is based on four key websites: [ZeeMaps](#), [MIT’s The Observatory of Economic Complexity](#), [MIT’s Pantheon Mapping Historical Cultural Production](#), and [Gapminder Tools](#). See References and Resources at the end of the module for more information on these sites.
First, students examine how South Korea’s exports have changed over time by using *The Observatory of Economic Complexity* website. The statistics students work with begin in 1962. This activity enables students to learn what the ROK exported nine years after the Korean War (1950–1953) and compare and contrast 1962 exports with subsequent South Korean exports, included in fifteen-year intervals (1980, 1995, 2010, and 2016).

Students then focus upon South Korean exports to the United States by researching three separate dates. The first date, 1963, was selected because in that year, for the first time, South Korea’s leading exports were textiles (a secondary/ manufacturing activity). Previously, lower-valued fishing and seafood exports (primary activity) constituted the leading South Korean export to the U.S. The second date, 1985, is significant because, for the first time, Air Jordan Nike shoes (see the bell work example that follows) were manufactured. In the late 1980s, South Korea’s leading exports were shifting from textiles to electronics. The final, most current date for which data is available (2016) illustrates how drastically South Korea’s exports have changed since the 1960s and 1980s.

The final student activity in the module is an examination of the Korean Wave and the global impact of popular Korean culture. Students will learn about these topics using MIT’s *Pantheon* website to research famous Koreans who are now known throughout the world. Students will also watch related videos and complete a reading about the Korean Wave and the global significant interest in popular Korean culture.

**PowerPoint guide**

This module includes a comprehensive (104 slides) PowerPoint that contains handouts, visual images of the websites, videos, student readings, and answer keys. Any reader who would like to see useful graphics related to this module is encouraged to utilize the PowerPoint. A guide for the PowerPoint is included in Appendix I at the end of this module, and activity instructions are included in the PowerPoint itself.

**Class No.1**

Estimated time: fifty minutes, excluding the optional/enrichment assignments and videos

Prior to class, give students a short homework assignment asking them to locate five clothing items and identify where they were manufactured. The clothing items can include athletic wear, tennis shoes, and t-shirts. It is permissible to have more than one item that comes from the same country. The expectation is that the majority of the clothing items will be produced in Asian and Central American countries (eg, China, Việt Nam, Thailand, Bangladesh, Cambodia, Malaysia, Indonesia, El Salvador, Nicaragua, Honduras, and Mexico).

**Optional first assignment**

Because many schools provide students with their own digital devices, it might be possible for students to use a ZeeMap to upload their five examples.

If this is the case, teachers can provide students with the URL of the ZeeMap. Students can go to the URL and, following the directions in the PowerPoint, add to the map the name of their five items and where their five items were made/manufactured.
Bell work activity
First, ask students to name their clothing items and where they were made/manufactured. List the countries on a whiteboard or chalkboard, or if instructors have a world map on the wall, they can place a small Post-it Note on each country students identify. Depending on the size of the class, it might be possible to have students provide additional examples.

If instructors had students create the ZeeMap, display the ZeeMap on the screen or television for the class to see. It is also possible to have students bring in their list of five items and add their five items to the ZeeMap during class. It takes approximately ten to fifteen minutes for students to compete this task.

Looking at the list of countries either on the board or map, ask students why their clothing items are being manufactured in these countries. Discuss with students the various costs that go into manufacturing clothing: labor, materials, transportation, and factory/infrastructure. Ask students why most of the countries listed are in Asia and Central America, not in Europe, Africa, or South America. Ask students why few of the clothing items come from Japan, South Korea, and Singapore. These are all Asian countries that either border or are nearby many of the countries the students will list. However, unlike the countries the students are most likely to list, these are some of the wealthiest countries in Asia—as well as in the world.

In the second bell work activity, have students answer the following question:

One of the school’s homecoming dress-up days is 1980s-themed. You decide to wear a pair of Air Jordans. In which country were these shoes made? The five choices are China, Japan, North Korea, South Korea, and Việt Nam.

Source: PowerPoint slide by author. (See module PowerPoint for complete sources.)
The correct answer is South Korea. It is possible that no student had a current clothing item from South Korea, but if this were 1985, many of them would have had clothing items from South Korea. Ask students why they think South Korea no longer produces very many clothing items and why those clothing items are now being produced in other Asian countries. They will learn as they continue with the module that South Korea transitioned from textiles and garments to higher-valued exports such as semiconductors, automobiles, and electronics.

Optional activity to extend the bell work
To help students better understand why clothing companies like Nike no longer use countries like South Korea, Japan, and Taiwan for their manufacturing plants, have students watch the five minute, forty-two seconds long video clip of a speech given by Nike's founder, Phil Knight. The link for the C-SPAN video clip. After students have watched the clip, have them discuss why Nike first moved its factories to South Korea, but then in the 1990s moved their factories to other Asian countries. This short video provides students with the concise reason why Nike does not produce many of its products in the United States: labor and production costs. Knight says in the video that if Nike were to have produced Nike Air Jordans in the United States during the late 1980s, company research findings indicated the shoes would have cost American consumers an additional $100. He also mentions in the video clip what would have to occur for Nike to move factories back to the United States. If time permits, I highly recommend showing students the video clip.

Optional enrichment activity
Nike's website provides specific details about all its manufacturing factories around the world. In this activity, students match the country with the correct factory statistics. This activity is on the accompanying PowerPoint.

When going over answers to the activity, review the following items with students: Japan, the U.S., and South Korea will have the fewest factories because they are the most developed countries. China is in a transitional period; it is becoming increasingly cheaper to produce clothing items in other countries such as Việt Nam and Indonesia. The average age of workers is much younger in countries that are not as developed as these four nations (eg, Việt Nam and Indonesia).

Further instruction
After discussing the bell work with students, the next step is for students to understand how South Korea's exports have changed over time. To gain some background information on South Korea's economy, students will read one short article and watch at least one short video. These two sources will help provide students with some critical information on South Korea and a brief explanation of how South Korea's economy has been able to prosper since the end of the Korean War. There are discussion questions for students once they have completed the article and video.

Background article and video
Students will read and answer the discussion questions for the article “The Miracle on the Hangang River” from Korea.net and view the short video “How Powerful Is South Korea?” by NowThisWorld on YouTube.
Discussion questions for “The Miracle on the Hangang River”

Explain the title of the article.

What does the South Korean Constitution guarantee for the people of South Korea?

Create a timeline of the main events that led up to the “miracle.”

Describe South Korea’s economy in 2010.

Screen capture from “How Powerful Is South Korea?” Source: NowThisWorld on YouTube at https://www.youtube.com/watch?v=67zjH6bV8wo.

Discussion questions for “How Powerful Is South Korea?” (three minutes, twenty-six seconds long)

Explain the title of the video.

How does South Korea match up with other countries around the world?

Why does the narrator say that South Korea is “super-powerful”?
Optional background videos

There are two longer videos that will provide a more in-depth explanation of how South Korea's economy was able to grow to one of the largest in the world.

The two videos are linked below:

- **Behind Korea's Economic Success** by the Korea Foundation on YouTube (twenty-four minutes, thirty-one seconds)

- **Korea's Economic Miracle** from The Korean Culture Series on YouTube (thirty-one minutes, thirty-one seconds)

Teaching tip: One way to keep students engaged while viewing the videos is to instruct students to write down one fact for each minute of the video. For example, for the first video, students would write down twenty-four facts. When viewing a video of this length, it may also be a good idea to stop the video two or three times and have a few students report to the class the facts they have written down. The longer videos will not be appealing to some students. Thus, it becomes important to keep students engaged so they understand the important concepts from the video clips.

After students have a better understanding of South Korea's economic growth over time, have them complete the following activities, which will allow them to explore specific changes in South Korea's exports since 1962. The MIT Economic Complexity website is a rare resource that can be used in discussing not only South Korea, but in analyzing almost all the world's countries.
Activity No. 1: Using the MIT Economic Complexity website

The purpose of the first activity is to illustrate how South Korea’s exports have changed since 1962. Students will access the MIT website on economic complexity, and follow the directions in the PowerPoint on how to access the export information for South Korea. Then they will complete the chart titled “Selected Exports for South Korea 1962–2016.” The detailed illustrated directions and handout are in the accompanying PowerPoint.

As students complete the first part of the selected exports for South Korea handout, they will need six colors, one for each of the selected economic exports. This answer key is in the accompanying PowerPoint.

Students should notice that the primary activities, fishing and mining, declined drastically over the years that manufacturing activities, machinery and electronics, increased drastically. Students should also notice that for a period between the 1970s and the 1990s, the garment and textile industries were extremely important, but just like the primary activities, their importance has drastically declined since the end of the 1990s. The main point to understand is that South Korea has moved to high-value exports.

Class No. 2
Estimated time: fifty minutes, including discussion of Activity No. 1 from Class No. 1.

It may not be possible to complete Activity No. 1 during the first day (especially if you have classes that are less than fifty minutes). Therefore, it may be necessary to start Class No. 2 with having the students complete Activity No. 1. If each student has his/her own digital device, it may
be possible to have them complete Activity No. 1 for homework and start Class No. 2 with reviewing their answers.

Activity No. 2: Using the MIT Economic Complexity website
In the second activity, students gain a greater specific understanding of South Korean exports.

Students will follow the directions in the PowerPoint. The students will need to click on the depth of “SITC4” to see a more specific list of the exports for each of the main categories. Students will then fill out the information on the second part of the selected exports for South Korea handout.

Discussion for Activity Nos. 1 and 2
Once students have had enough time to complete the two handouts (approximately twenty-five to thirty minutes), lead a class discussion on what the graph illustrates in the way of additional details to what the students read and viewed in the background information. Ask students to explain how the exports have changed and ask them to discuss reasons for these changes.

Short videos on South Korea's current economic growth
To aid in your class discussion, have students watch two short videos that provide additional detailed information on South Korea’s most important companies. Have the students answer the following discussion questions after viewing the two videos:

Discussion questions for Six Industries Driving Korean Exports, as Other Industries Stagnate by Arirang News on YouTube (one minute, forty-four seconds)
What are the six export industries that “power the country’s economy”?

Why are these industries crucial to the economy?

Discussion questions for South Korea’s Biggest Company Produces Ships and Military Hardware by CNN on YouTube (two minutes, seventeen seconds)
How widespread is Samsung’s influence in South Korea? Give specific examples.

How is Samsung influencing Korean popular culture?

What is the “Korean dream”?

Activity No. 3: Using the MIT Economic Complexity website
By now, students should have a good understanding of how South Korea’s economy was able to grow into one of the world’s largest. Students should be able to explain with specific details how South Korea’s exports changed from 1962 to 2016.

The third and final activity has students examine what South Korea specifically imported and exported to the United States during the years 1963, 1985, and 2016. Students complete the USA and South Korean trade handout on how exports to the United States changed over time. This activity should take students fifteen to twenty minutes.
Once students have completed the handout, have a class discussion in which students share their answers to the short essay question on how South Korea’s exports to the United States have changed. Also have students discuss how United States imports to South Korea have changed.

Class No. 3
Estimated time: fifty minutes, excluding the optional video


Activity No. 4: The Korean Wave
The final activity of the module focuses on South Korea’s cultural exports of music, television, movies, and most recently beauty products. This is commonly referred to as the Korean Wave, or Hallyu.

To introduce the spread of South Korean culture, have students examine a slide from the accompanying PowerPoint where they are asked to identify the eight Koreans in the photo.
Who are these famous Koreans?

Source: PowerPoint slide made by author. (See module PowerPoint for complete sources.)

The answers are:
1. Psy: K-pop musician
2. Daniel Dae Kim: Actor
3. Yuna Kim: Ice skater
4. Hyun-jin Ryu: National league baseball player
5. John Cho: Actor (the new Star Trek movies)

Students will likely recognize a few of these famous Koreans from television, movies, or sports, and, hopefully, realize at a basic level the growing influence South Koreans are having in the United States.

Next, have students complete the discussion questions below on a background article and two-minute and fifty-eight second video on the Korean Wave. The video and article will give examples of the growing popularity of Korean cultural exports around Asia and also the United States.

Background Korean Wave video and article
Discussion questions for On the Road: South Korea Popular Culture by CNN on YouTube (two minutes, fifty-eight seconds)
What is meant by South Korea’s “soft power”?

What is the K-Wave?

Why are Korean dramas popular around the world?

Discussion questions for Korean Wave Makes a Splash Worldwide from Financial Times
Explain the title of the article.

How has the Korean Wave impacted the United States?

Who are the K-pop fans in the United States?

What is the future of the Korean Wave?

Activity: MIT Pantheon website
To provide students with a more thorough and historical account of South Koreans’ impact on world history, students will use the MIT Pantheon website. Students will research the most “globally known” South Koreans and complete the handout on the globally known people born in present-day South Korea by writing descriptions for five famous South Koreans. The directions and handout are in the accompanying PowerPoint.

Once students have completed the research and filled out the handout, have them share their examples in small groups of three or four students. This will help introduce students to some of the most famous South Koreans throughout history.

Optional video for more detailed information on the Korean Wave
Use this video if you want a more detailed look at all aspects of the Korean Wave: K-drama, K-pop, and K-movies. The video is eighteen minutes and could easily be viewed and discussed during one class period.

Discussion questions for Korean Culture Series: Korean Wave, Hallyu from the Korean Culture Series on YouTube (eighteen minutes, thirty-five seconds)
Explain the title of the article. What is the meaning and history of Hallyu?
What are the three different genres of entertainment that make up Hallyu?

What are impacts of Hallyu around the world? List up to six examples.

Class No. 4
Estimated time: fifty minutes, including the optional assignments

Some students who take a world history or geography course may have an opportunity the following school year to take the AP human geography course. One component of the AP human geography exam, as well as other AP courses, requires students to complete free response questions. These are essay-style questions that students answer in complete sentences. This final activity is designed in the format of an AP free response question, and it also acts as a summative assessment for the module.

The free response questions
Discuss three ways South Korea’s exports have changed from just after the Korean War to the present time.
List and discuss three reasons South Korea was able to transition from being one of the world’s poorest countries in the 1960s to one of the wealthiest in 2017.

Discuss two ways South Korea’s imports and exports to and from the United States have changed since the end of the Korean War.

Define the Korean Wave and give two examples of its global influence.

**Answers to the free response questions**
The following are some key items that should be included in the free response questions’ answers. The list below contains not the only answers students can have, but they are the most common answers students should give.

1950s foreign aid recipient, 1960s exporter of raw materials/primary activities such as fishing and mining, 1970s and ’80s exporter of textiles and garments, 1990s to present exporter of manufactured goods and electronics, such as televisions (Samsung), automobiles (Kia), and appliances (LG)

Government strategies, stable government, educated/motivated workforce (human capital), export-driven industries, government and large corporations. One helpful online presentation is at https://tinyurl.com/y9gvg8ud by Tae-shin Kwon of the Korea Economic Research Institute. The answers for this section would mainly come from the articles and videos on South Korea’s economy.

In 1963, imports were cereals, vegetable oils, cotton, rice, and soybeans. In 1985, imports were more diverse, such as food items, electronics, machinery, and energy sources. In 2016, imports were mainly machinery, chemicals, and health-related products.

The Korean Wave is the spread of South Korean cultural items: music, television, movies, and beauty products. The impact of the wave is the spread of the South Korean culture, language, and popular culture around the world.

**Additional activities for the module**

There are two short optional closing activities. These slides and the answers are in the accompanying PowerPoint.

These activities could also be used earlier in the module. Specifically, the first activity could be used with the video on South Korea’s six most important industries, and the second activity could be used when discussing USA and South Korean trade.

The first activity has students view a slide of company names and logos to determine which of the companies are South Korean.
In the second activity, students examine the following list of twelve countries and are asked to select the five countries that are South Korea's largest export partners.

Australia, Brazil, China, Hong Kong, India, Japan, North Korea, Philippines, Saudi Arabia, United Kingdom, United States, Việt Nam

Answer: China, United States, Hong Kong, Việt Nam, Japan

Optional activity
As a way to transition from the module on South Korea to instruction about other countries, eg, North Korea, Japan, and China, have students use the Gapminder website and complete the life expectancy and income per person for selected countries handout comparing the selected country’s income and life expectancy. The selected countries are China, Japan, North Korea, South Korea, and the United States. The handout and the answers are on the accompanying PowerPoint.

References and resources
https://www.c-span.org/video/?c4712687/nike-korea: This is the link to the bell work video clip “Why Is Nike in Korea?” from C-SPAN.

http://www.korea.net/AboutKorea/Economy/The-Miracle-on-The-Hangang
http://www.korea.net/AboutKorea/Culture-and-the-Arts/Hallyu: These are articles on “The Miracle on the Hangang River, Hallyu” from the Korean Culture and Information Service.
This is an entry on South Korea from the Observatory of Economic Complexity from the Massachusetts Institute of Technology. MIT’s Observatory of Economic Complexity is a website that is used extensively in the module. It allows students to access a tremendous amount of information on a country’s specific exports and imports. Students are able to see the historical change in a county’s exports and imports, as well as see with whom the country trades.

MIT's Pantheon Mapping Historical Cultural Production is a website that allows students to see who the “globally known people” are from most of the world’s countries. It shows some of the most famous and important people in a wide range of countries from 4000 BCE to 2010. The main categories are politicians, athletes, performers, scientists, and activists.

This online map from Nike details where their products are made worldwide.

This site contains data on the world’s largest economies from CNN.

Gapminder is a website that takes country statistics from a wide range of topics and creates an interactive graph that allows students to see how a country has changed over time. Statistics are available on the following categories: economy, education, energy, environment, health, infrastructure, population, society, and work. This website is for an optional activity.

Zeemaps is a website that allows teachers to create a map that students can access and to which they can simultaneously add information. It is a free website, easily accessible, and easy for students to use. All that is needed is access to the internet. The students can access the shared map by going to its web address.

This link contains presentation slides by Tae-shin Kwon of the Korea Economic Research Institute, titled “Miracle on the Han River and Beyond: Overview of Korea’s Rapid Industrial Development and the Future,” for a 2016 Vanderbilt University talk.

“How Powerful Is South Korea?” video by NowThisWorld on YouTube.

“Six Industries Driving Korean Exports, as Other Industries Stagnate” video on YouTube.

“South Korea’s Biggest Company Produces Ships and Military Hardware” video on YouTube.

“On the Road: South Korea Popular Culture” video by CNN on YouTube.


Digital Materials for the Module “The Economic and Cultural Emergence of South Korea”

PowerPoint

https://www.utc.edu/asia-program/docs/modules1/robinson/korealessonplanfinal.pptx

Appendix I of PowerPoint slides

https://www.utc.edu/asia-program/docs/modules1/robinson/appendix1.docx

Selected exports for South Korea 1962–2016

https://www.utc.edu/asia-program/pdfs/modules1/robinson/selectedexports.pdf

USA and South Korea trade

https://www.utc.edu/asia-program/pdfs/modules1/robinson/usasouthkoretrade.pdf

Who are the globally known people born in present-day South Korea?

https://www.utc.edu/asia-program/pdfs/modules1/robinson/globallyknownsouthkoreans.pdf

Life Expectancy and Income Per Person for Selected Countries Student

https://www.utc.edu/asia-program/pdfs/modules1/robinson//lifeexpectancy.pdf
Post-War Development of the Two Koreas

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This module is designed for a standard high school world history course, although it could also be used in an AP world history, contemporary issues, or economics course. It primarily addresses Tennessee state social studies standard W.85—"Analyze the causes and effects of an increased role of South and East Asian countries in the global economy.” This module also aligns with several other Tennessee standards and advanced placement world history standards. However, the content and pedagogical strategies for the module are applicable for any high school teachers whose curricula include the development of East Asian states in the post-World War II era.
**Estimated module length:** Approximately three fifty-minute or two ninety-minute classes.

**Overview**
South Korea (The Republic of Korea) and North Korea (The Democratic People’s Republic of Korea) provide the clearest and most compelling example for students to understand the stark contrasts between a largely free market economy and democratic nation, and that of a command economy dominated by Communists. Japan’s colonial occupation of the Korean peninsula for nearly four decades laid the foundation for industrialization, but it also failed to produce meaningful economic or political gains for the Korean people. Foreign rivalries also fueled the war that divided the peninsula and established two different ideologies for North and South. South Korea experienced widespread government corruption and limited growth from the end of the 1950–1953 Korean Conflict until the early 1960s, despite massive U.S. aid. The South then experienced a military coup and decades of political suppression but increasing economic freedom before it became the success story of recent decades. North Korea had numerous economic advantages over the South in the early postwar days. Its embrace of Communism and a strict command economy, however, produced an unsustainable model. In 2017, South Korea’s GDP (adjusted for purchasing power parity) ranked fourteenth in the world. North Korea’s regime leaves the majority of its people in poverty and darkness.

**Objectives**
Students will:

- Recognize the conditions and events leading to the split and war between North Korea and South Korea.
- Analyze economic and demographic data to illustrate the contrasting Korean economies over time.
- Compare the political and economic systems of South Korea, differentiating among the Rhee regime, the Park regime, and subsequent governments.
- Explain the rationales behind North Korea’s policies of self-reliance (*Juche*) and militarization, as well as the resulting standard of living.
- Create a summary document illustrating the political and economic contrasts between North Korea and South Korea.

**Prerequisite knowledge**
Students should have a basic understanding of the contrasts between democratic and Communist political systems, as well as the contrasts between market and command economies. Basic background knowledge about the U.S.–USSR Cold War rivalry, especially in Asia, and the concepts of containment and proxy wars is also helpful. Students are not expected to have basic knowledge of the Korean peninsula’s history.
Module introduction

The diagnostic and readings for this module appear in both the module narrative and at the end of the module for the convenience of teachers wishing to use all or part of these digital materials.

Perceptions of Korea and an overview of Korea’s modern history
Estimated time: thirty minutes

Although most students will have a limited background in Korean history, both North Korea and South Korea play many roles in the popular American consciousness. To establish the relevance of the topic, lead a brainstorming activity and a short diagnostic assessment with the students, situating Korea in East Asian geography and history, as well as drawing out popular concepts of Korea that are sharply contrasting between North and South.

Write “Korea” in the middle of the board or display workspace. Ask students to volunteer the first things that come to their minds when they think of Korea. Record the responses around the board in a randomized pattern. After gathering a good list with, I hope, at least some items representing both Koreas, ask students to categorize the items into those that fit with South Korea and those that fit with North Korea. Briefly discuss why the students mentioned these concepts and why they associate these with each of the Koreas.

Students’ responses on South Korea will often include consumer product brands like Samsung, LG, Hyundai, Kia, popular culture references (such as professional video gaming leagues and the K-pop music genre), the 2018 Winter Olympics, and high-technology references like high internet speed. Typically, students have less knowledge of North Korea, although recent events could include nuclear weapons, Kim Jong-un, references to escalating tensions with President Donald Trump and the United States, Communism, famine, poverty, and lack of political freedom.

Author’s comments on student reactions
The students, after a short warmup, were enthusiastic and helped fill the board with items for both North and South Korea. There was nothing too far out of the expected range of responses, and the students did well at explaining why their perceptions fit either North, South, or both. My one surprise was that students did not mention any major South Korean consumer product companies (after some prompting, I was able to elicit “Samsung” from a German exchange student in the second section). Despite the students’ familiarity with major companies, the general assumption was that the electronics and automobile manufactures were Japanese rather than South Korean when I asked them. The students had clearly discussed the oppressive regime in North Korea in a previous government course, but they indicated they had little to no formal coverage of South Korea.
Display a blank map of East Asia. Have students place the following nations on the map and draw the borders of each nation on the blank map:

China  
Japan  
North Korea  
South Korea  
Việt Nam


Then, have students finish this short diagnostic test.
Asia diagnostic test
For the following questions, please choose from the following countries and write your answer(s) in the space provided:

China
Japan
North Korea
South Korea
Việt Nam

Which of these nations has the largest standing army? (China)

Which of these nations has the second-largest standing army? (North Korea)
Which of these nations has the largest gross domestic product (GDP) per capita? (Japan)

Which of these nations has the second-highest GDP per capita? (South Korea)

Which of these nations has the largest population? (China)

Which of these nations has the second-largest population? (Japan)

Which of these nations has the most land area? (China)

Which of these nations has the second-most land area? (Japan)

Which two of these nations have multiparty democratic governments? (Japan and South Korea)

Which three of these nations have single-party Communist governments? (China, North Korea, and Việt Nam)

Show a political map of East Asia and have students compare their maps to the real map. Reveal the answers to the questions and briefly discuss students’ successes and misconceptions.
Display the below nighttime satellite image of the Korean peninsula from *National Geographic*. Ask students about the contrast between North and South Korea. How does this image confirm or change the students’ preconceptions about the two Koreas discussed at the beginning of the lesson?

Political map key of East Asia. Source: *D-Maps* at: https://tinyurl.com/y7v7rgkf.
North and South Korea at night. Source: National Geographic at https://tinyurl.com/y7p8j8f5.

Present a basic historical background for students using this three minute, forty-eight second long video clip from The Daily Conversation: “The Modern History of North Korea.”

Debrief students on the video by questioning and recapping key historic developments: Japanese occupation, World War II liberation, Cold War division and ideologies, combatants and course of the Korean War, Kim regime’s cult of personality, North Korean military-first policy, isolation following fall of Soviet Union, and North Korea’s current relationship with China.

Data analysis: Comparing the Koreas’ demographics and economies over time
Estimated time: thirty minutes

The development of the postwar Koreas is highly divergent. Although initially the North had some developmental advantages, the South Korean economy grew tremendously starting in the 1960s. Show students this comparison of the two Koreas’ income per person from 1900 to the present day from Gapminder.

Based on the background from the introductory video, ask students why the nations’ incomes fluctuate at various points on the timeline. Key events include industrial development in 1910-1945 when Korea was a colony of the Japanese empire, suffering during liberation after World War II, setbacks during the Korean War, stagnation in the South during the First Republic,
growth during the Park regime (addressed in the next activity), and famine and poverty in the North following the fall of the USSR.

If students have access to computing resources and attendant skills, ask them to graph some other demographic criteria comparing the two Koreas over time using Gapminder.org (an outstanding tool for exploring and drawing conclusions in a history or geography course). Demonstrate how to use the title area of the graph linked above to explore other categories of data. Based on their own explorations, ask students to share which other criteria reveal important contrasts between the two Koreas. Although you may wish to warn students that many categories lack reliable or complete data on North Korea, many demographic categories demonstrate the contrasting histories of the two. If students do not discover it on their own, the categories for energy usage are particularly relevant given the nighttime satellite image of the peninsula shown earlier.

As a summary, or if computing resources are not readily available, show students The Guardian’s “Datablog” summarizing key demographic contrasts between the Koreas as of 2013:

Rest of page left blank intentionally
Although South Korea is an economic powerhouse with a democratic government today, postwar South Korea went through difficult changes in both its economic and political systems. To characterize some of these changes, have groups of students become “experts” on different periods of South Korean history and share their results with the class. This jigsaw-style activity allows the summation of a great deal of content while still exposing students to in-depth secondary historical texts and asking them for analysis.

Break students into four groups. Each group will read excerpts from articles on Korean history and create a list of annotated events. It may be helpful to display the graph from Gapminder.org demonstrating the GDP per capita of the two Koreas while students are reading to reinforce the text with the data they explored in the previous section.


**The Sixth Republic and Economic Crisis, 1987–1997: Excerpts from Joel R. Campbell’s “Tigers, Hard Workers, and Online Gamers”**
Contemporary South Korea, 1997–Present: Excerpts from Joel R. Campbell's “Tigers, Hard Workers, and Online Gamers”

Have each group make a list addressing the five most important events of the era. Each event should include an annotation explaining one of two questions: How did the policies of the South Korean government change during your period? How did these changes affect the South Korean economy? Have students cite specific supporting text for each point. You may wish to illustrate an appropriate annotation using the Korean War as a starting point. When the groups have completed their work, bring the lists together on the board or display and have representatives from each group present their sections.

North Korea's militarism, nuclear ambitions, and foreign relations
Estimated time: forty-five minutes

After the fall of the Soviet Union and the loss of its support, North Korea has come to rely more on its own resources and military strength. While China does still provide support to the North Korean regime, North Korea's extreme militarism and nuclear weapon ambitions have increased its isolation. With the inauguration of President Donald Trump, the relationship between North Korea and the United States, its traditional enemy, has seemingly improved, though tensions remain high.

In order to understand more about North Korea’s militarism and nuclear ambitions, show students the six minute, forty-eight second long video “The Growing North Korean Nuclear Threat, Explained” from Vox Media:

Have students answer the following questions:
Although North Korea has had nuclear weapons since 2006, why did their development of a working ICBM in 2017 change the strategic situation?

Why does the Hwasong-14 ICBM test not necessarily place the United States in danger of a North Korean nuclear attack?

What caused North Korea to accelerate its nuclear weapons development in the early 1990s?

Why did the North Korean regime believe that this was necessary?
If North Korea develops the ability to strike the United States with nuclear weapons, what does the author of the video believe could happen to South Korea and Japan? Why?

Why does President Trump see negotiations with China as key to addressing the North Korean nuclear issue?

How does the North Korean regime maintain such strong military spending while the standard of living for its citizens remains so low? Does the cult of personality surrounding its leaders and propaganda play a central role in this process?

Debrief students and discuss their responses.
Have students analyze the pieces of North Korean propaganda in this gallery from The Guardian and more recent posters portraying President Trump from Reuters. Answer the accompanying questions. You may wish to utilize smaller groups to help generate more participation and have them share their conclusions with the full class.

How is the United States portrayed in these images?

What images are used to express North Korean strength?

Why do these images portray President Trump as a dog? What do the texts accompanying these images imply about President Trump?

How do these images appeal to the North Korean people? Why might they embrace the messages conveyed in these pieces?

Discuss student answers with the entire class and follow up with two more general questions:

To what extent does the North Korean regime's propaganda require that open access to media be restricted?

Can propaganda be effective in open societies?

References and resources

www.d-maps.com: D-Maps features a series of excellent maps of Asia that are used in this module.

https://news.nationalgeographic.com/news/2014/02/140226-north-korea-satellite-photos-darkness-energy/: These satellite images from a National Geographic article show both North and South Korea at night.

https://www.youtube.com/watch?v=v70-fi6PPU0: This is a link to “The History of North Korea” video from The Daily Conversation on YouTube.

https://www.gapminder.org/tools/#_state_time_startOrigin=1900&delay:100;&entities_show_geo_$in@=prk&=kor;;;&marker_axis/_x_zoomedMin=1900;;;&chart-type=linechart: This graph compares the GDP per capita of North and South Korea from 1900 through 2018.

https://www.theguardian.com/world/datablog/2013/apr/08/south-korea-v-north-korea-compared: This chart from The Guardian depicts various statistical differences between North and South Korea.


https://www.youtube.com/watch?v=NwbYpdGpx8U: This is a link to “The Growing North Korean Nuclear Threat, Explained” video by Vox on YouTube.

Digital Materials for the Module “Post-War Development of the Two Koreas”

East Asia Diagnostic

https://www.utc.edu/asia-program/docs/modules1/pickering/eastasiadiagnostic.docx


https://www.utc.edu/asia-program/docs/modules1/pickering/group1rheeregimeseth.docx


https://www.utc.edu/asia-program/docs/modules1/pickering/group2parkregimeandfifthellingtonferrarini.docx

The Sixth Republic and Economic Crisis, 1987-1997: excerpts from Joel R. Campbell's “Tigers, Hard Workers, and Online Gamers” from Education About Asia 18, no. 3 (2013)

https://www.utc.edu/asia-program/docs/modules1/pickering/group3sixthrepublictocrisiscampbell.docx

Contemporary South Korea, 1997-Present: excerpts from Joel R. Campbell's “Tigers, Hard Workers, and Online Gamers” from Education About Asia 18, no, 3 (2013)

https://www.utc.edu/asia-program/docs/modules1/pickering/group4contemporarycampbell.docx
Religion and Aesthetics in Japan

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This module was developed and utilized for a seventh-grade world history and geography class. It is designed to teach the Tennessee state social studies standards 7.08—"Describe the origins and central features of Shintōism," and 7.10—"Describe how the Heian aristocracy contributed to the development of a Japanese national culture.” However, the module could easily be adapted for use in other states in middle school or possibly high school world history, world geography, or world cultures courses.

Estimated module length: Two ninety-minute class periods

Overview
This module is designed to introduce students to Shintō (“The Way of the Kami or Gods”), Japan’s only major indigenous belief system, and to the Shintō- and especially Buddhist-influenced aesthetic concepts of mono no aware and wabi-sabi. Most students have little, if any, exposure to Shintō prior to seventh grade. Additionally, students often have difficulty understanding Shintō because it is vastly different from other religious traditions they have
studied. Shintō is an integral part of the geography of Japan because numerous Shintō shrines of varying sizes constitute sacred spaces throughout the nation. Because many shrines were intentionally constructed in beautiful places, studying Shintō offers students an opportunity to understand the relationship between the physical and human characteristics of a place. Studying the aesthetic concepts of mono no aware and wabi-sabi will also help students grasp the profound influence that not only Shintō but Buddhist thought had on Japanese society, particularly in the Heian period (794-1185 CE) poetic form of waka. It is impossible to appreciate much of Japanese traditional visual arts and poetry without an understanding of mono no aware and wabi-sabi.

**Objectives**

Students will:

- Explore the basic beliefs and practices of Shintō, including the connection between Shintō beliefs and practices and the locations of major shrines.
- Define the concepts of mono no aware and wabi-sabi, and explore their connection to Buddhist thought.
- Create a poem using the waka form that demonstrates understanding of the concepts of mono no aware and wabi-sabi.

**Prerequisite knowledge**

Knowledge of Shintō and familiarity with Japanese culture will be helpful for students but is not required. Students will need knowledge of the basic beliefs of Buddhism, including the Four Noble Truths and the Eightfold Path. Familiarity with other forms of syllable-based poetry such as haiku is useful, but not required.

**Module introduction**

*The reading and sample student work for this module appear in both the module narrative and at the end of the module for the convenience of teachers wishing to use all or part of these digital materials.*

**Class No. 1**

**Activity 1**

Estimated time: five minutes

Display an image of a Torii gate such as the one shown [here](#). Ask students to describe what they see. Allow them to share their observations and encourage them to make connections or inferences about the gate's meaning based on prior knowledge. Conclude the activity by explaining to students that the Torii gate is a feature of Shintō, one of Japan's main religious traditions and the only religious tradition that primarily or entirely originated in what is now Japan.
Activity 2
Estimated time: five to ten minutes

Play the three-minute and forty-second video “Shintō” from Asian Art Museum of San Francisco. Ask students to consider the following questions as they watch the video: What are some key Shintō practices? What role does Shintō play in everyday life in Japan? Allow them to share their observations with the class. Explain that they will be working in groups to further explore the beliefs and practices of Shintō during this lesson.

Shintō lesson worksheet. Source: Photo courtesy of the author. Completed example student worksheets are available at https://tinyurl.com/y9tkgsne.

Activity 3
Estimated time: thirty-five to forty-five minutes

Divide students into groups of four or five. Give each group a piece of chart paper and marker. Explain to students that they will be researching several aspects of Shintō, including key deities, sacred texts, basic beliefs, and basic practices. Explain to students that the Merriam-Webster Dictionary definition of “deity” is “divine or sacred god or goddess, or an entity that is divine or sacred.” Review the difference between “beliefs” (unprovable ideas) and “practices” (actions based on beliefs) before students begin their research. Ask students to share examples of beliefs and practices from other religious traditions to check for understanding before continuing. You may want to provide students with an example to help them organize the information on their poster, similar to the one shown above. Students should use the BBC Religions page on “Shintō”
to conduct their research. Although the page is not currently being updated, it is an excellent basic introduction to the belief system that most middle school students can utilize. You may allow students to explore the page on their own or specifically assign them to look at the following sections: “At a Glance,” “Beliefs” subpage, “Kami,” “Is Shintō a Religion?,” “Purity in Shintō,” “Beliefs about the Universe,” “Rites and Rituals” subpage, “Shintō Worship,” “Ethics” subpage, “Ethics in Shintō,” and “Texts” subpage on “Shintō Holy Books.” Student groups will record their findings on their poster.

Activity 4
Estimated time: ten to fifteen minutes

Students should display their posters in the classroom or in a hallway. Students should be given ten minutes to fifteen minutes to view all the posters and revise their posters as necessary.

Activity 5
Estimated time: fifteen minutes

Allow each group to share key concepts from their posters with the class. Encourage each group to share something not shared by a previous group. Discussion should progress naturally, but the key concepts listed below should be covered by the completion of the discussion.

Shintō beliefs center on kami—spirit beings that can influence the outcome of events in humans’ lives.

Kami are often associated with forces or features of nature such as mountains, springs, rocks, impressive forest groves, waterfalls, and other natural phenomena. Kami can also be mythological deities and deceased people. Many large Shintō shrines are located in rural areas of Japan near sacred natural places that were long ago deemed as kami.

Shintō focuses on understanding how to live in harmony in nature.

Because kami are associated with specific shrines, Shintō is not widely practiced outside of Japan, and Shintō believers do not attempt to convert other people to the religion. Shintō encourages individuals to develop excellence in a skill or art form as a kind of offering to the kami.

Worship can be an individual or group affair and can be conducted at a small home shrine or by visiting one of many thousands of shrines throughout Japan. It is not uncommon at famous shrines to see Japanese tour buses carrying schoolchildren or senior citizens’ organizations to visit and worship as a group at the shrine.

Shintō emphasizes the inherent goodness of humans. Evil actions are considered the work of evil spirits.

Purity, both physical and spiritual, is another important Shintō concept that permeates Japanese culture.
Rituals associated with Shintō worship include purification (washing hands and rinsing the mouth), praying for the kami to intervene in specific aspects of the worshipper's life (e.g., students asking for success on exams), and making offerings. Shintō has no specific founder.

Shintō texts use myths to express key concepts. For example, the imperial family is thought to be directly descended from the sun goddess Amaterasu.

Shintō can be practiced in addition to other religious traditions, such as Buddhism. Beginning in the eighth century, Shintō and Buddhism began a long process of syncretism, or blending together. For example, kami were originally thought to be beings of pure spirit with no physical form, but in the eighth century, kami began to be depicted in human form because of the influence of Buddhist art. Today, most Japanese practice a mix of Shintō and Buddhist rituals. For example, weddings and baby christenings are often celebrated at Shintō shrines, while funerals are generally held at Buddhist temples since, traditionally, Shintō beliefs consider death unclean.

Extension activity

When compared to religions that are familiar to most Americans, one of the most important differences in Japanese religious practice (as well as several other cultures, including China, Taiwan, Việt Nam, and South Korea) is syncretism. The term syncretism means that unlike believers in monotheistic faiths such as Christianity, Judaism, and Islam, East Asians mix together aspects of several belief systems in their religious practices and beliefs. This Japan Times (English-language) newspaper article focuses on the relationship between Shintō and Buddhism, and features impressive supporting images as well.

Author's note on class discussion

During class discussion, students drew some interesting parallels between kami and Greek and Roman gods. Students noted that, like kami, Greek and Roman gods could help humans but could also be mischievous and cause problems for humans. Students were very intrigued by the concept of spiritual purity. They had some practical questions such as “How do they prevent the spread of disease if everyone is drinking from the same water dippers?” Students noted that important moments such as New Year’s and weddings are celebrated at shrines. One student wanted to know what Shintō funerals were like. I explained that corpses are considered impure in Shintō, so most Japanese have Buddhist funerals. This led to a great discussion on the blending of Shintō and Buddhism. Finally, students were interested to know if they would be allowed to participate in a Shintō ritual if they were in Japan. This allowed us to discuss the differences between proselytizing faiths such as Christianity and Islam and Shintō. Overall, the discussion allowed students to expand on and clarify their understanding of Shintō, as well as make connections to prior learning about other religious traditions.

If time allows, have students watch the Asian Art Museum “Shintō” video again. Students will be able to make new observations and connections based on their research and class discussion. The poetry activity to be conducted during Class No. 2 works best if students have a concrete object to base their poems upon. You may want to assign students to bring objects such as a fall leaf or weathered rock. Alternatively, you could provide students with objects or photos such as
a flower past its prime, cherry trees before and after blossoming, or a household item such as a cup or textile that shows signs of wear and age.

![Grand Shrine of Izumo](https://tinyurl.com/ya9xrwsh)


Class No. 2: Aesthetics in Japan

Activity 1: Shintō review

Estimated time: five to ten minutes

Project an image of the Izumo Shrine, such as the one shown here. Ask students to explain aspects of the image in terms of the beliefs and practices of Shintō. Remind students that Shintō was deeply influenced by Buddhist thought. Explain that in this lesson they will be exploring how Buddhist thought contributed to the development of Japanese ideas on aesthetics or the nature of and appreciation of beauty.

Activity 2: Mono no aware

Estimated time: ten to fifteen minutes

Read and discuss the adapted and modified version of Tim Lomas's original blog post. “Untranslatable Words: Mono No Aware, and the Aesthetics of Impermanence” also includes content from Volumes 1 and 2 of *Sources of East Asian Tradition* and *The Stanford Encyclopedia of Philosophy*. Have students write a definition of mono no aware based on the article. Post definition in the classroom for reference later.
Activity 3: Wabi-Sabi
Estimated time: ten to fifteen minutes

Show the eight-minute and forty-two second video from the School of Life on wabi-sabi. Discuss the concept of wabi-sabi with students and have students write a definition of wabi-sabi based on the video. Post the definition in the classroom for reference later. Although the terms are sometimes combined with a hyphen, they are also separate concepts that are yet related. A concise definition of “wabi” is an appreciation of the beauty in simple, austere things or natural phenomena such as one flower or a partially clouded evening moon. A similar definition of “sabi” is appreciation for something that has aged well, perhaps an old oak tree or an older man or woman who looks distinguished in part because of their age.

Teachers should also be aware that contrary to what is asserted in this excellent introductory video, the reasons that the fifteenth-century ruling warlord Toyotomi Hideyoshi forced the most famous tea master in Japanese history, Sen Rikyū, (Sen no Rikyū) to commit suicide are disputed by historians.

Activity 4: What is waka poetry?
Estimated time: ten to fifteen minutes

Read the article “What Is a Waka?” from Asia for Educators with students. Discuss the key elements of waka poetry (five lines and thirty-one syllables), and its similarities and differences from the Western poetry with which they are familiar. Note that the waka by Ono no Komachi provides an excellent example of mono no aware.

Activity 5: Writing waka poetry
Estimated time: twenty-five to thirty-five minutes

Students should write a waka based on the objects they brought to class or that you provided to them for the activity. During the Heian period of Japanese history (794–1185 CE), not only the words of a waka but also the paper it was written on and the style and grace of the calligraphy were all considered important. Have students write a rough draft of their waka and then create a final version in their best handwriting. You may want to provide students with construction or scrapbook paper, markers, paint, and other supplies to utilize in creating their final product. If possible, include the object or a photograph of the object near the waka.

Activity 6: Reflection
Estimated time: five to ten minutes

Allow student volunteers to share their waka with the class and explain how it reflects the concepts of mono no aware and wabi- sabi.

Guiding questions
Traditionally, waka were written about some aspect of nature. How does this connect with your understanding of Shintō from the previous lesson?
Waka were very popular during the Heian period. The poetry and literature of this period, including The Tale of Genji, reflect the Buddhist understanding of the world as transient or temporary. How does the concept of mono no aware reflect the basic beliefs of Buddhism? The aesthetic concept of wabi-sabi asks us to embrace the beauty of imperfection and age. How does this concept relate to Shintō’s focus on nature? How does wabi-sabi relate to the Buddhist concept of impermanence?

Module assessment
The Shintō poster and waka poem serve as formative assessments for this module. There are a number of options for summative assessment if desired. Students could be instructed to write an essay on Shintō based on their group research. Another option is to provide students with an object and ask them to write a paragraph explaining how the object reflects the concepts of mono no aware and wabi-sabi.

References and resources
https://www.youtube.com/watch?v=RgQ4eCc38dM&amp=&t=3s: This is a video on Shintō by the Asian Art Museum from YouTube.

http://www.bbc.co.uk/religion/religions/shinto/: Another video on Shinto by the British Broadcasting Corporation (BBC).


https://plato.stanford.edu/entries/japanese-aesthetics/: This is an entry on Japanese aesthetics from the Stanford Encyclopedia of Philosophy by editor Edward N. Zalta.


https://www.youtube.com/watch?v=QmHLYhxYYjA: This link is to “History of Ideas—Wabi-sabi” by The School of Life from YouTube.

http://afe.easia.columbia.edu/special/japan_600ce_waka.htm: This link is to “What Is a Waka?” by Amy Vladeck Heinrich from Columbia University's Asia for Educators.
Digital Materials for the Module “Religion and Aesthetics in Japan”

Untranslatable Words: Mono No Aware, and the Aesthetics of Impermanence

https://www.utc.edu/asia-program/docs/modules1/byrd/mononoaware.docx

Link to sample student Shinto work

https://tinyurl.com/y9tkgsne
Kamakura: The Home of the Samurai

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This module is designed for a seventh-grade Tennessee world history and geography course. It is particularly applicable to Tennessee standard 7.11—“Analyze the rise of a military society in the late twelfth century and the role of the shogun and samurai in Japanese society.”

The content and pedagogical activities in the module can be utilized in any middle school social studies class that includes history and geography content on medieval Japan.

**Estimated module length:** Two hours, fifty-five minutes, plus homework.
Overview
By the beginning of the Kamakura period (1185–1333), Japan had established a military government controlled by the shogun and supported by the samurai class. The samurai were warriors whose education required them to “master the bow and the horse, as well as the brush and the word.” The creation of a military-controlled government located in Kamakura was both a geographic and cultural shift from the aristocratic rule and court life that were prevalent during the Heian period.

Objectives
Students will:

- Analyze the rise of a military society during the Kamakura period.
- Comprehend the role of the shogun and samurai during the Kamakura period.

Prerequisite knowledge
This module most is most effective after students learn prior information about East Asia, including introductory knowledge of China and its influence on Japan (written characters, Confucianism, and Buddhism) during the Heian period. Students should be able to identify and locate various locations and physical features related to Japan. Students should have already been taught the basic tenets of Shintoism. Students should also be familiar with traditional social hierarchy structures prevalent in the ancient and medieval worlds.

Module introduction
The readings and other materials for this module appear in both the module narrative and at the end of the module for the convenience of teachers wishing to use all or part of these digital materials.

Class No. 1: Kamakura and the samurai
Estimated time: twenty-five minutes

Engage students with the following questions to assess their knowledge of samurai culture. The class can construct a know–want to learn–learned (KWL) chart. Use these questions to begin the module:

- What do you know about the samurai?
- How do you know it?
- What are your sources?
- Who created the source?
- When was the source created?
- Why was the source created?
How did you learn about it?

What questions do you have?

Japan’s changing social hierarchy: Provide a brief didactic overview describing changes from the Heian social structure. Make sure students know that while the emperor remained in the imperial capital of Kyoto, Yoritomo, the first shogun chose not to live in the imperial capital and governed the country from the seaside town of Kamakura. Use the graphic on Japan’s feudal society to help students have a better understanding of social structure in the age of the shogun.

Japan’s feudal society: Source: The Core Knowledge Foundation This work and activities are based on an original work of the Core Knowledge ® Foundation made available through licensing under a Creative Commons Attribution-Noncommercial-ShareAlike 4.0 International License. This does not in any way imply that the Core Knowledge Foundation endorses this work. (Citation Required per Usage Agreement)
Editor's note: Unlike Chinese emperors, Japanese emperors reigned but did not have substantial political power.

Watch one or both of the following short videos that pertain to Kamakura's geography and history:

“Kamakura: Home of the Samurai Culture” from Web Japan (approximately five minutes) is a nice introduction to the history and contemporary life of the town where the first shogun established his headquarters.

This video, “Kamakura” produced by NHK, Japan’s only public broadcasting network (approximately six minutes), also is a good, engaging overview of Kamakura’s geography and cultural history; however, instructors might wish to show only the 0:34–3:40 time segment of the video because the talking heads interview format might not be engaging to students. After students watch the videos, conduct a short class discussion focusing on the geography and culture of Kamakura. First, briefly review basic points about Japan's geography. Then, discuss the following questions with students:

What made Kamakura a good choice for the shogun’s military government?

What were some interesting cultural or historic features about Kamakura?

Author's notes on students' responses

Below are two examples of student responses after watching the videos and discussion

“I did not realize that samurai used bows and arrows”; “Horses! I didn’t realize that Japan had horses.”

Students had the following observations about the physical and human geography of Kamakura:

“It’s cool to have a city where you did not have to build a wall; the mountains are like a natural fort; it is weird that there are no samurai monuments or war memorials . . . In most of Washington, D.C., there are war memorials.”

Class No. 2: Kamakura period Google Map

Estimated time: fifty minutes

Next, provide the link to a Kamakura period Google Map and handout of Kamakura Google Map questions. This map is based on the “Kamakura Period of Japan Timeline,” provided by the city of Kamakura on their website. Here is the handout and the correct answers.

Author's notes on students' reactions

Using the map appealed to some students more than reading about Kamakura.
Class No. 3: Using the samurai to teach critical thinking
Estimated time: fifty minutes

Teachers might have the class watch the video the night before as homework. The Asian Art Museum video (approximately eight minutes), is based on The Tale of the Heike, a classic war epic that is often compared to Homer’s Iliad. The video is a succinct summation of the literary work based upon the Genpei War (1180–1185) between the Taira and Minamoto clans that helped begin what is known today as the Kamakura era.

Source: Screen capture of the Asian Art Museum’s video on The Tale of the Heike at https://tinyurl.com/y9or75e5.

Instructors first should familiarize themselves with the Asian Art Museum of San Francisco’s lesson “Samurai Warrior Codes: Comparing Perspectives from the Kamakura, Muromachi, and Edo Periods,” which includes a lesson description, PowerPoint, and student handouts. Once students have learned more about the samurai, provide the museum’s handout for students.

If instructors feel that students will need more guidance on using artwork, I strongly suggest including “Battles at Ichi-no-tani Mountain and Yashima, from Tale of the Heike.” This separate three-page document features online art with short accompanying narratives and questions that richly augment the illustration on page 4 of “portraying the ideal warrior” in the abridged lesson below.
Class No. 3: Code of conduct for the samurai
Estimated time: fifty minutes

The Asian Art Museum and the University of California at Berkley have provided a “Samurai in Medieval Japan” lesson. I developed a modified abridged version of this lesson that only includes the primary source excerpts. Instructors might wish to examine the complete lesson. My handout directly addresses Tennessee standards, but it is probably useful for many instructors in other locales who do not have time to use the much longer lesson.

First, distribute the four-page document titled “Hōjō Sōun's Twenty-One Articles (Code of Conduct for Samurai)” to the class, also available here.

The first page of the handout provides brief biographical information on the samurai author Hōjō Sōun (1432–1519 CE). The next two short paragraphs on page 1 clearly define the two most critical components of the education of a samurai: bun encompasses literary arts and culture; bu focuses upon warrior skills, especially skilled use of the sword.

Page 2 includes the same excerpts, along with an accompanying chart where, working with a partner, students are asked to paraphrase each excerpt and also note any questions or conclusions they have about the excerpt.

Page 3 is where students demonstrate what they know and have learned about the samurai.

Although student responses will vary, instructors will want to make sure students understand the most essential bun and bu behaviors samurai were expected to exhibit. Handout 3, which appears on page 4 of this document, is a teacher key with examples of correct student responses and conclusions.

Possible extension or homework
Estimated time: determined by the teacher

Instructors might prefer to have students create a “foldable” (or other) that demonstrates the changes in Japanese society and highlights life of a samurai. Make sure to address whether or not the samurai life as identified earlier matches the description provided in the text. Students should consider addressing the differences between the “real” and “imagined” life of a samurai.

Extension activities
For extension on the samurai, you should consider using “The Age of the Samurai: 1185–1868” (Asia for Educators). This annotated timeline describes the various characteristics of Kamakura, Ashikaga, and Tokugawa warrior governments.

The Tale of the Heike recounts the struggle for power between the Taira (or Heike) and Minamoto (or Genji) houses in the late twelfth century. With the Taira’s defeat in 1185 and the establishment of a new warrior government by the victorious Minamoto, the medieval age began. From this war tale, we can learn much about life in Japan during this transitional period and about warrior
culture. Use excerpted passages from the famous tale. Teachers should make copies of this to provide to students for reading and discussion (Asia for Educators).

References and resources

http://web-japan.org/jvt/en/streaming/mp4/jvt_12-13_no2_1_en_256k_mp4.html: This is a link to the “Kamakura—Home of Samurai Culture” video by Web Japan.

https://www.youtube.com/embed/NImB4S_Y3J0?rel=0: Here is a video on Kamakura by the NHK, posted on YouTube.

https://www.google.com/maps/d/u/1/viewer?mid=1lg0CJeOZq67oSAuUdnI68pRJH5JlrCFB&ll=35.319055911232525%2C139.5359267500004&z=13: This is a link to the Google Map of the Kamakura period, which contains markers for various temples and other points of interest.

http://www.city.kamakura.kanagawa.jp/sekaiisan/documents/jh_booklet_e02.pdf: This booklet on the Kamakura period by the city of Kamakura is posted on their official website.

https://www.youtube.com/embed/YE1MwI69ooU?rel=0: This is a video on The Tale of the Heike by the Asian Art Museum on YouTube.

http://education.asianart.org/explore-resources/lesson-or-activity/samurai-warrior-codes-comparing-perspectives-from-kamakura: This is a middle school lesson on the Asian Art Museum’s “Education” website called “Samurai Warrior Codes: Comparing Perspectives from the Kamakura, Muromachi, and Edo Periods.”

http://education.asianart.org/sites/asianart.org/files/resource-downloads/Medieval_Japan_Lesson.pdf: This is a link to the student lesson “Medieval Japan, Samurai: Real and Imagined” on the Asian Art Museum’s “Education” website.

http://education.asianart.org/sites/asianart.org/files/resource-downloads/Battles at Ichi-no-tani and Yashima.pdf: This is a link to artwork of the Battles at Ichi-no-tani Mountain and Yashima, from Tale of the Heike on the Asian Art Museum’s “Education” website.

http://ucbhssp.berkeley.edu/sites/default/files/hssplessons/Samurai in Medieval Japan_middle school.docx: Here is a link to a medieval Japan seventh-grade lesson plan from the Asian Art Museum and UC Berkeley’s “History–Social Science Project.”

http://afe.easia.columbia.edu/special/japan_1000ce_samurai.htm: This is a link to the Asia for Educators “Guide to Samurai Governments, 1185–1868.”

http://afe.easia.columbia.edu/special/japan_1000ce_heike.htm: This is a link to the Asia for Educators excerpts from The Tale of the Heike.

https://www.youtube.com/embed/h_rhvsV9Z7E?rel=0: This presentation is called “Using Samurai to Teach Critical Thinking” by Ethan Segal, from the University of Colorado program of the National Consortium for Teaching about Asia.

Bushido and the Samurai: http://www.japanpitt.pitt.edu/essays-and-articles/history/bushid%C5%8D-and-samurai: Martha Chaiklin’s “Bushido and the Samurai” from Japan: Places, Images, Times & Transformations by the University of Pittsburgh is available here.

https://learninglab.si.edu/collections/bushido-bun-and-bu-life-as-a-samurai/FFRP0MAp1BdoPjiL: Kate Harris’s “Bushido, Bun, and Bu: Life as a Samurai” on the Smithsonian Institute website is available here.

https://www.colorado.edu/ptea-curriculum/sites/default/files/attached-files/medieval-handout-m2.pdf: This is a link to the handout on samurai life in medieval Japan by the University of Colorado.

http://afe.easia.columbia.edu/tps/1000ce_jp.htm#kama: This link contains numerous resources on Japan from Asia for Educators.

http://education.asianart.org/explore-resources/samurai: This link contains numerous resources from the Asian Art Museum’s “Education” website.

https://www.coreknowledge.org/free-resource/ckhg-unit-08-feudal-japan/: For students with lower reading levels, check out the Core Knowledge resources on Japanese feudalism.
Digital Materials for the Module “Kamakura: The Home of the Samurai”

Code of Conduct

www.utc.edu/asia-program/pdfs/modules2/smith/codeofconduct.pdf

Kamakura Map Questions

https://www.utc.edu/asia-program/docs/modules2/smith/kamakuramapquestions.docx

Kamakura Map Answers

https://www.utc.edu/asia-program/docs/modules2/smith/kamakuramapanswers.docx

Medieval Japan Lesson

https://www.utc.edu/asia-program/pdfs/modules2/smith/medievaljapanlesson.pdf
How Might We Compare and Contrast Three Early Civilizations?

Trish King
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Estimated module length: four to six class periods of approximately an hour each

Overview
This module was designed for a sixth grade Global Cultures class although it could be implemented in classes ranging from sixth through ninth grade studying history, geography, and culture. The module is utilized in a private school, but also includes content that address relevant Tennessee middle school state World History and Geography Standards. Examples include 6.32—“Analyze the influence of geographic features on the origins of ancient Chinese civilization in the Yellow River Valley, and explain how China’s geography helped create a unique yet diverse cultural identity that was isolated from the rest of the world,” 6.35—“Explain the significance of the unification of ancient China into the first Chinese empire by Qin Shi Huangdi, beginning the Qin Dynasty,” 6.25—“Identify and locate geographical features of ancient India including the Ganges river, Himalayan mountains, Indian ocean, indus river, monsoon winds, and the subcontinent of India,” 6.26—“Explain the emergence of the Harappan civilization in the Indus River Valley as an early agricultural civilization, and describe its achievements including architecture built with bricks, arranging roads into a series of grid systems, and sanitation and sewer systems,” 6.55—“Describe the characteristics of Julius Caesar’s rule including: leadership in
the military, popularity among plebians, role as dictator for life, and assassination,” and 6.56—“Analyze the influence of Augustus Caesar, including the establishment of the Roman Empire and its political, geographic, and economic expansion during the Pax Romana.”

**Historical context**
Rather than studying each civilization in isolation, this module enables students to evaluate civilizations comparatively in their own times and in terms of their legacy. In “Teaching Early China and Ancient Rome Comparatively,” Berea College China specialist Jeffrey Richey (in reference to studying Ancient China and Rome) argues that to study these cultures is to examine how human beings in widely separated geographical areas coped with similar challenges and circumstances.” This module will provide an opportunity to compare geography, writing systems, government, infrastructure, defense, as well as innovations and contributions.

**Objectives**
Students will be able to:

Locate, label, and describe the physical features of the early empires in China and India, as well as the Roman Empire.

Identify and describe the impact of significant accomplishments, developments and innovations from India, China, and Rome.

Consider the type of conclusions that can be drawn and the questions that arise when one examines ancient artifacts.

Examine historical maps from different times and places to compare them to modern maps and analyze the differences between them and the possible reasons for such differences.

Compare and contrast early civilizations using maps, primary sources, and a mini-research assignment.

This module can be used to implement a thematic approach to teaching India, Rome, and China, with the teacher augmenting inquiry-oriented activities with teacher-centered instruction and other strategies to provide varied content coverage. The module could also be split into parts, with the brainstorming and geography activities used before teachers introduce the student to each civilization. With this approach, the comparative research component occurs at the end of the module and both assists students in more broadly understanding civilizational similarities and differences and potentially can serve as a teacher assessment tool.

**Prerequisite knowledge:**
Students should have experience in using maps, an atlas, and websites to label and add features to maps. They should be familiar with key vocabulary: civilization, legacy, innovation, and empire. It would be helpful if students are experienced with reading and interpreting primary source documents, though it is not assumed that they will be.
Module introduction
The additional worksheets and other materials for this module appear in both the module narrative and are listed at the end of the module for the convenience of teachers wishing to use all or part of these digital materials.

Class Nos. 1 and 2
Estimated time: Approximately two hours total for both days

Brainstorm
(five to fifteen minutes, this can be completed individually in notebooks or as a whole class in discussion, depending on time constraints and whether or not you would like students to have a written record of their thoughts)

What makes a civilization or an empire “great?”

How might we learn more about ancient civilizations?

How can you measure the impact of an invention or other accomplishment?

How might we compare and contrast civilizations to better understand their history and legacy?

How did these civilizations interact and how did they view each other?

Video Trailers
Estimated time: eight to ten minutes

Show some or all of these quick clips to give students a quick look at what they will learn about in this module.
“Indus River Valley Civilization” Two minutes, forty seconds long clip from PBS FIRST CIVILIZATIONS

“The Discovery of the First Chinese Writing” Two minutes, thirty-nine seconds long clip from PBS STORY OF CHINA
Two minutes, twenty-three seconds long trailer from The Roman Empire In The First Century | PBS America clip
Screen Capture from Indus River Civilization by PBS. Source: https://tinyurl.com/yd38hb25.

Setting the Stage with Maps

**Activity 1: Comparing Historical Maps**

Use Handout 1, *Comparing Historical Maps*. The handout contains questions for students, content on the relationship between cartography and culture, and three early maps: one of the world, one of Rome, and one of China. Students will describe what they see, look for similarities and differences and evidence of different world views and priorities. Students will also record their questions or “wonderings” for use later in the module.

**Activity 2: Labeling and Captioning Maps**

Students start by thinking about their own home town to describe the ways in which geography might shape a place and determine how people live. They will use Handout 2, *Setting the Stage with Maps*, for better understanding of the relationship between geography and culture.

Students will then start working on early empire maps *China Early Empires*, *India Early Empires*, and *Roman Empire 500 AD* from the website PHSchool by labeling the cities, bodies of water, mountains deserts, provinces, countries, and continents provided in a list on the student handout. They will then write captions for the *italicized* items that describe their significance and impact on the early empires.

On the *fourth and last map of the world*, students will create a key and lightly shade the territories of the empires on one map to see them in relation to each other.

After the labeling, coloring, and captioning is complete, students will revisit the initial brainstorm questions and connect this work to the first map activity.

Author's notes on student reactions
Students needed prompting to think specifically about the ancient world given our class is rooted more in the present, however they were much better prepared to think about geography and its impact. They noted location could determine weather and the likelihood of natural disasters like earthquakes, physical features can encourage or limit interactions with other people, it will shape the economy, it relates to safety, it determines architecture, clothing, as well as health and diet.

Class No.3 How might we learn more about these civilizations?
Estimated time: Approximately fifty minutes to one hour

Activity 1: What can we learn from artifacts?

First distribute Handout 3 entitled Analyzing Historical Artifacts to the class.
Have the class view the seventeen-minute long TED Talk by Rajesh Rao “A Rosetta Stone for a Lost Language,” where the author, a computer science professor tells the story of his work to decipher the Indus River Valley written script. Before viewing, students should complete two questions, while viewing, they complete several others, and when finished, they use the Creative Questions Visible Thinking routine to examine objects from each of the three civilizations. This activity will provide students with an opportunity to use three museum webpages to look for answers to their questions and to complete an activity where they will choose a question to imaginatively explore by playing out its possibilities by writing a story or essay, drawing a picture, creating a play or dialogue, inventing a scenario, or conducting an imaginary interview

Class Nos. 4 and 5: How might we compare the contributions of these civilizations?
Estimated time: Approximately two hours.

In the final comparative civilizations work, students conduct further research on early China, India, and the Roman empire.

Introductory Activity
Estimated time: fifteen to twenty minutes in partners, up to a whole class period if the options are projected and the two activities are completed with group participation and explanation of reasons behind proposed rankings.

Using Handout 4, Student Research Handout, students will work in pairs to read and discuss a list of innovations and developments so they will be able to rank them in order of their importance to the world.

It would be helpful for students to start by accessing the timeline feature in the Ancient History Encyclopedia. Here students can search by category, by civilization, or by keyword. The timeline results include short passages that should provide students with some context to further research the items they have chosen. Similarly, the Directory of the Smith College Museum of Ancient Inventions can provide students with a brief description, time periods, and associated empires for the artifacts that appear in the museum collection (which include several from the list of choices.) The context in these sources will allow students to choose suitable next sources from the Student Sources for Research Activity list provided on page 8.

Research
If available, students will open this Google Doc template to work collaboratively. When they click the link, they will be prompted to make a copy, which they should rename with student names. The student who saved the document will then share it with their partner so that they may add to it simultaneously. If it is preferable to complete this activity without access to a device or Google Apps, the template is also provided in a Word Document. Using the template, students will research the items they have chosen and will take notes, in their own words. (Template provided in both Google Doc and Word Document)

Sharing findings
Instructors should help students choose one innovation to share with the class so that a wide range of contributions will be covered.
To prepare, students will complete the “I used to think, Now I know, But I still Wonder” protocol to reflect upon their prior ideas and how they changed.

Presentations should cover their initial thoughts about the importance, when they thought it had been developed, which group or groups they believed to have been responsible for it, and the new information they uncovered in their research.

Reflection
Each student will look at their initial rankings and decide which changes they would make to their original thoughts, if any. Additionally, students should look back on their “wonderings” throughout the module to see which of their questions have been addressed and which have not.

Optional Homework
Choose questions from remaining “wonderings” to research and record findings.

Author's notes on student reactions
Students needed much more time than expected to rank the items and there were almost no patterns in their responses. Teachers may wish to limit their list to fewer items that are most relevant to specific objectives or essential questions. In terms of the impact of an event or accomplishment, the majority of students responded that the accomplishment was best measured by the number of people who used it historically and continue to use or need it now. Only one student suggested evaluating any changes or shift the invention may have triggered. Students were consistently surprised by the contributions of the Harappan Civilization, partly because they had never heard of it and partly because of how early the civilization flourished.

References and resources:
Jeffrey L. Richey, “Teaching Early China and Ancient Rome Comparatively” Education About Asia 13, no. 2 (Fall 2008).


Richard H. Davis, Global India circa 100 Ce: South Asia in Early World History (Ann Arbor: Association for Asian Studies, Inc., 2009).

https://www.pbs.org/video/indus-valley-civilization-ufdsp9/: A video on the “Indus River Valley Civilization” from PBS

https://www.pbs.org/video/discovery-first-chinese-writing-0nuw50/: Video on “The Discovery of the First Chinese Writing” from PBS.

https://www.youtube.com/watch?v=jUTjhvgW-zM: “The Roman Empire In The First Century” video from PBS America on YouTube.
https://www.youtube.com/watch?v=P0zrLZrlyko: “Chandragupta, Ashoka and the Maurya Empire” video by the Khan Academy on YouTube.

https://www.youtube.com/watch?v=EZWy71FBCEQ: “Gupta Dynasty” video from Khan Academy on YouTube. An overview of accomplishments in India’s golden age.

http://avalon.law.yale.edu/ancient/twelve_tables.asp: “The Twelve Tables” entry from Yale University’s Avalon Project.

http://www.cs.colostate.edu/~malaiya/ashoka.html: “King Ashoka: His Edicts and His Times” from the Colorado State University website.


http://www.phschool.com/curriculum_support/map_bank/pdfs/Roman_Empire_500AD_A.pdf: Map of the Roman Empire to 500 AD from PH School.
http://www.phschool.com/curriculum_support/map_bank/pdfs/the_world_reliefA.pdf: World Map from *PH School*


http://afe.easia.columbia.edu/china/geog/maps.htm#1a: Chinese Geography Readings and Maps by *Asia for Educators*.


http://www.gutenberg.org/files/2124/2124-h/2124-h.htm: The Project Gutenberg EBook of Record of Buddhistic Kingdoms, by Fa-Hsien Translator: James Legge


https://www.metmuseum.org/toah/ht/02/ssa.html: Timeline of Art History by the Metropolitan Museum of Art.


http://afe.easia.columbia.edu/china/geog/M_Wall.htm: Map Grand Canal and Great Wall by *Asia for Educators*. 
http://afe.easia.columbia.edu/china/geog/maps.htm#2f: Descriptions for Captions of China Map from Asia for Educators


http://www.pbs.org/wgbh/nova/ancient/roman-aqueducts.html: “NOVA Watering Ancient Rome” article by PBS.


Digital Materials for the Module “How Might We Compare and Contrast Three Early Civilizations?”

Handout 1: Comparing Historical Maps

https://www.utc.edu/asia-program/docs/modules2/king/comparinghistoricalmaps.docx

Handout 2: Setting the Stage with Maps

https://www.utc.edu/asia-program/docs/modules2/king/settingthestagewithmaps.docx

Handout 3: Analyzing Historical Artifacts

https://www.utc.edu/asia-program/docs/modules2/king/analyzinghistoricalartifacts.docx

Handout 4: Student Research Handout

https://www.utc.edu/asia-program/docs/modules2/king/studentresearchhandout.docx
University of Tennessee at Chattanooga Asia Program
National Consortium for Teaching Asia (NCTA) Faculty Fellows

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**Jane Hill** is a Social Studies Department Chair, a team leader, and teaches 7th grade World History at Ooltewah Middle School. Previously, she has taught science and reading at East Ridge Middle School, Girl’s Preparatory School, and Hixson Middle School. She holds a B.S. in Education and Sports Medicine from East Tennessee State University and an M.Ed. from the University of Tennessee at Chattanooga. Prior to receiving her master’s degree in education, she was a graduate assistant at Temple University in Philadelphia, Pennsylvania, at Temple University Hospital. Before beginning her teaching career, she worked as a part-time instructor at East Tennessee State University and was the Coordinator for Sports Medicine at the Center for Sports Medicine & Orthopedics. She has 19 years of experience as an educator. Most recently, she created 7th grade world history lesson plans for the Tennessee Geographical Association, NCTA, and the UTC Asia Program professional development program in 2017.

**Patricia King** is a middle school teacher at the Girls Preparatory School in the History and Social Sciences Department, having previously taught in international schools in Latin and South America. She holds a B.A. in History and an M.A.T., both from Simmons College in Boston. At GPS, she teaches the sixth grade Global Cultures course and has developed a cross-disciplinary extension to her curriculum that merges Global Cultures with 6th grade science to form a series of “Global Science” activities across the year. She also teaches 7th grade Ancient History. In addition to her teaching role, King is also the coordinator of the school’s Partnerships in the Community program. She tweets @trishking6
Aaron Pickering has been a member of the Social Studies Department at Oak Ridge High School in Oak Ridge, Tennessee for 17 years. Pickering teaches Combined Studies AP World History, World History and Geography, AP European History, and Economics. He sponsors the Philosophy Club and Ethics Bowl team and serves on the faculty council of The National Honor Society. Mr. Pickering received his B.A. from Berry College and M.S. and Ed.S. from The University of Tennessee, Knoxville. Mr. Pickering is a world travel enthusiast and participated in a foreign study program at The University of Wales, Swansea. In addition to personal travel and leading student educational tours, he has been a Fulbright Memorial Fund Scholar in Japan, an Atlantik-Brücke Foundation Fellow in Germany, and a Korea Foundation visiting scholar at Yonsei University in Seoul, South Korea.

Michael Robinson is Social Studies Department Chair at Houston High School in Germantown, Tennessee where he teaches AP Human Geography, AP Research, and Honors “Facing History and Ourselves.” He holds a B.A. in Geography and an M.S. in Curriculum and Instruction: Social Studies, from the University of Tennessee at Knoxville. Michael was the 2010 National Council for the Social Studies High School Teacher of the Year. He was the 2018 recipient of the Brunn Creativity Award for Outstanding Teaching of Geography from the National Council for Geographic Education. The Department of Theory and Practice in Teacher Education at the University of Tennessee, Knoxville, selected Michael to receive the 2018 TPTE Outstanding Alumnus Award, an award given to alumni who have made outstanding contributions to the field of education. Michael was selected as the 2018-19 Tennessee Teacher of the Year for the Shelby/Municipal Core Region and then as Tennessee Teacher of the Year for the West Grand Division.

Brian Smith is a 7th grade social studies teacher at Jefferson Middle School in Oak Ridge where he teaches World History and Geography. He holds a B.A. in Social Studies Education from Purdue University, a M.S. in Social Studies Education from the University of Tennessee-Knoxville, and is a National Geographic Geo-Inquiry Ambassador. He has led numerous professional development workshops for the Tennessee Geographic Alliance (TGA) and Oak Ridge Schools on recent changes in the social studies standards and practices. Most recently, Brian received a Qatar Foundation International Teacher Professional Development Grant to study the Art of Islamic Pattern in Granada, Spain. Additionally, this trip connects with a Humanities Tennessee Partnership for Public Humanities (PPH) Grant Award for creating The Golden Age of Islam: a Geography &
Geometry teacher workshop that will be coordinated with the TGA. Brian also led the Google Geo Teacher Institute Professional Development held at Oak Ridge Associated University and Esri ConnectED workshops to teach an Introduction to using ArcGIS Online.

Maranda Wilkinson is a former middle school Social Studies teacher and Curriculum and Instruction Coach and now serves as the Franklin County Tennessee's School District's STEM Curriculum Specialist. She holds a B.S. in Social Science from Athens State University and a M.S. in Instructional Media from Wilkes University. She was selected as a Russian/American Educators’ Exchange Program participant in 2015, An NCTA participant in 2017, a 2017-2018 Tennessee STEM Innovation Network Innovative Leaders Institute participant, a 2017-2018 Tennessee STEM Innovation Network Rural STEM Collaborative participant, a Korean War Legacy Foundation UN Peace Camp participant in 2018, and a Korean War Legacy Foundation Fellow in 2018. In addition, she currently serves as a board member at her local Hands-On Science Center and is an affiliated consultant for EF Education First, co-facilitating training sessions for educators planning to travel abroad on study tours with their students.

Special Acknowledgements
It would have been impossible to develop this digital publication without the substantial contributions of three people. Jeffrey Melnik, Assistant Director of the UTC Asia Program, spent an enormous amount of time designing and formatting the publication as well as communicating on a regular basis with module authors. Former graduate assistant, Megan Hayes, and our current graduate assistant, Danielle Hawkins, both spent extensive time assisting with several phases of the production process including copyediting, formatting, and checking links. All of these tasks are unheralded, but essential in creating a high-quality publication.