

7th Grade Modern World Studies Frameworks for the Georgia Standards of Excellence in Social Studies

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the 7th Grade Modern World Studies Social Studies Course.

7th grade-Unit 7- Historical Background for Southern and Eastern Asia	
Elaborated Unit Focus	Historical events in Southern and Eastern Asia have shaped the governments, nations, economies, and culture. The student will understand how conflict and changes such as colonialism, nationalism, and independence movements influenced many nations in the region. Students will also examine the rebuilding of Japan after WWII. Students will evaluate the critical role of Mohandas Gandhi’s non-violent protests and development of a sense of nationalism in gaining India’s independence. Students will also evaluate the role of Mao Zedong and his influence on several aspects relating to China’s economics, politics, government, and citizen rights and freedoms. The students will examine how the containment of communism, and fear of the Domino Theory, strongly influenced the U.S. involvement in Korea and Vietnam.
Connection to Connecting Theme/Enduring Understandings	Conflict and Change Time, Change, Continuity Culture
GSE for Social Studies (standards and elements)	<ul style="list-style-type: none"> • SS7H3 Analyze continuity and change in Southern and Eastern Asia. <ol style="list-style-type: none"> a. Describe how nationalism led to independence in India. b. Describe the impact of Mohandas Gandhi’s belief in non-violent protest. c. Explain the role of the United States in the rebuilding of Japan after WWII. d. Describe the impact of communism in China in terms of Mao Zedong, the Great Leap Forward, the Cultural Revolution, and Tiananmen Square. e. Explain the reasons for foreign involvement in Korea and Vietnam in terms of containment of communism.
Connection to Literacy Standards for Social Studies	<p>Reading: L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts</p> <p>Writing:</p>

<p>(reading and/or writing)</p>	<p>L6-8WHST1: Write arguments focused on discipline-specific content.</p> <p>L6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>L6-8WHST7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration</p> <p>L6-8WHST8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>L6-8WHST9: Draw evidence from informational texts to support analysis reflection, and research</p>
<p>Connection to Social Studies Matrices (information processing and/or map and globe skills)</p>	<p>Information Processing Skills:</p> <ol style="list-style-type: none"> 1. compare similarities and differences 2. organize items chronologically 5. identify main idea, detail, sequence of events, and cause and effect in a social studies context 8. identify social studies reference resources to use for a specific purpose 10. analyze artifacts 11. draw conclusions and make generalizations 12. analyze graphs and diagrams 14. formulate appropriate research questions 15. determine adequacy and/or relevancy of information 16. check for consistency of information 17. interpret political cartoons

Essential Questions and Related Supporting/Guiding Questions	
Enduring Understanding 1 Conflict and Change	<ol style="list-style-type: none"> 1. How can conflict cause change? <ul style="list-style-type: none"> • How can conflict be good? • How can conflict be bad? • How can something good be bad?
Enduring Understanding 2 Time, Change, Continuity	<ol style="list-style-type: none"> 1. How can change be good and bad? <ul style="list-style-type: none"> • How can something be good for one and bad for another? • How can something change but remain the same? • Who do some things remain the same when society is always changing?
Enduring Understanding 3 Culture	<ol style="list-style-type: none"> 1. How can culture shape society? <ul style="list-style-type: none"> • How does society impact government? • How do one's beliefs shape a society? • How do traditions shape a society?



Sample Instructional Activities/Assessments

Nationalism in India and Vietnam

Description:

Nationalism led to independence in India and Vietnam.

1. Students will complete the graphic organizer below which compares nationalism in Vietnam and India and how each nation arrived at independence.
2. Student will need the following resources to complete the activity:

Vietnam: <http://www.history.com/this-day-in-history/vietnam-independence-proclaimed>

India: <https://quatr.us/history/gandhi-india-independence.htm>

GSE Standards and Elements

- **SS7H3 Analyze continuity and change in Southern and Eastern Asia**
 - a. Describe how nationalism led to independence in India.
 - b. Describe the impact of Mohandas Gandhi’s belief in non-violent protest.
 - e. Explain the reasons for foreign involvement in Korea and Vietnam in terms of containment of communism.

**Literacy Standards
Social Studies Matrices
Enduring Understanding(s)**

Literacy Standard:

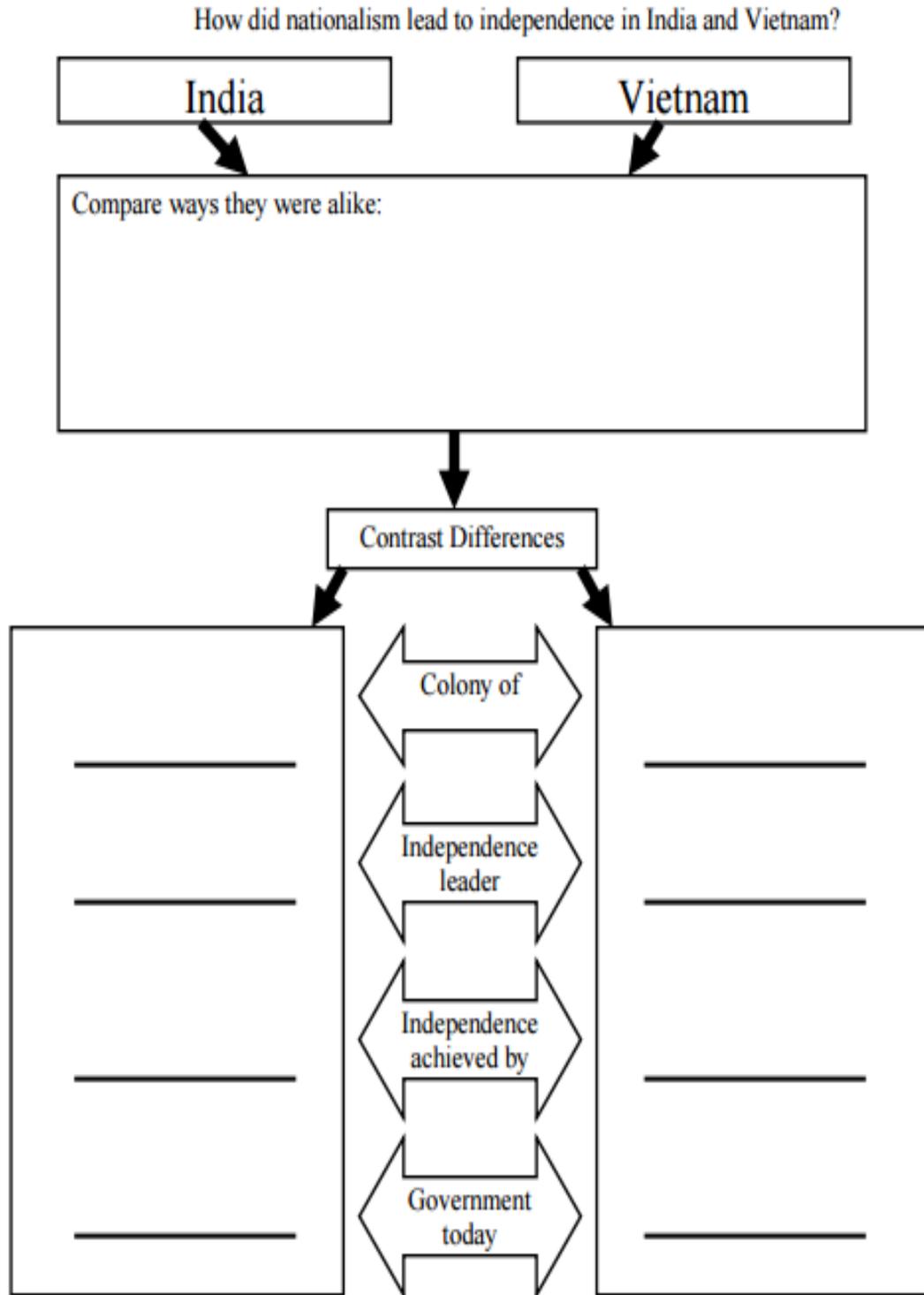
L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

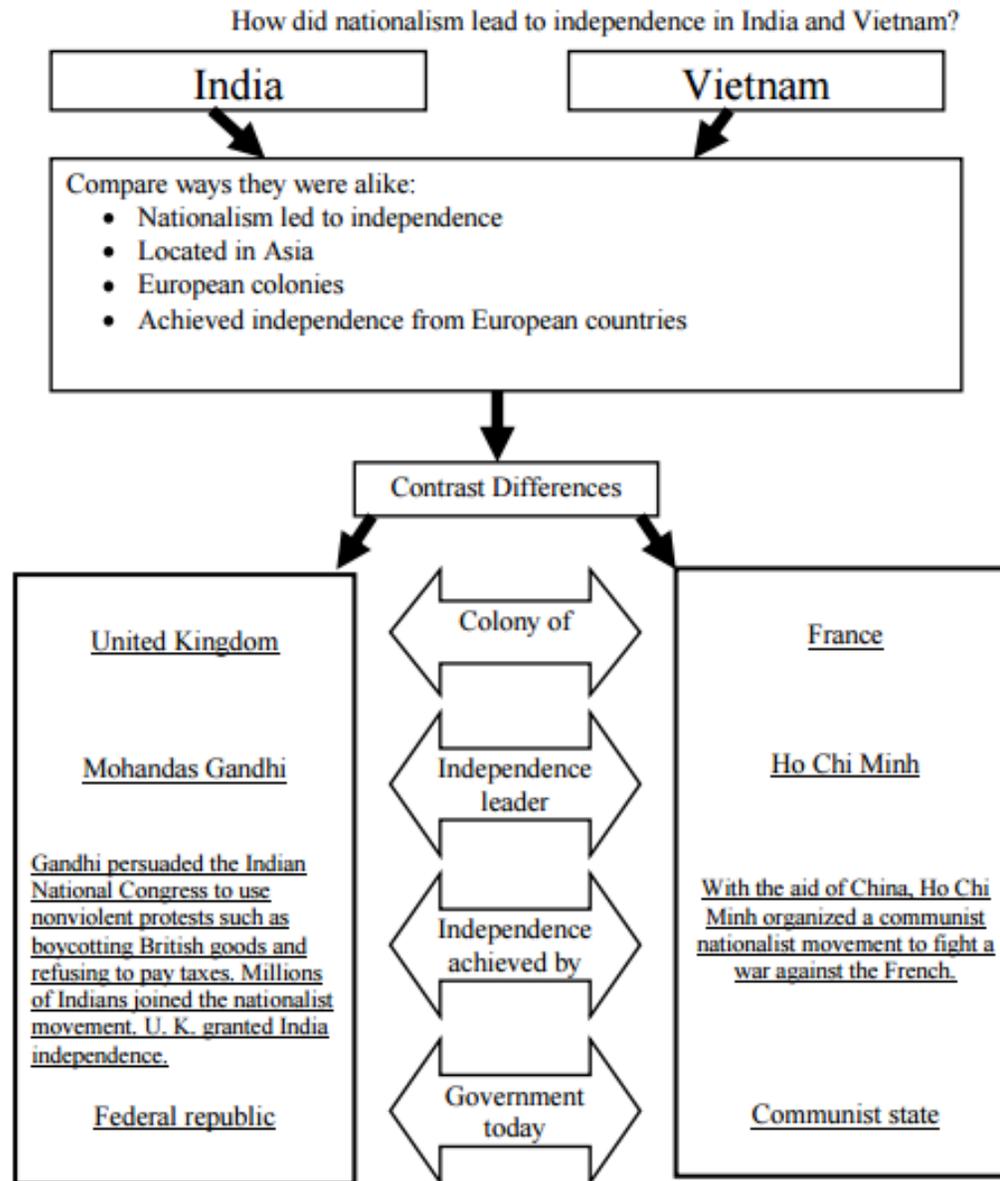
Information Processing Skills:

1. compare similarities and differences
2. organize items chronologically
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context
12. analyze graphs and diagrams

Enduring Understanding:

Conflict and Change; Culture





The Life & Times of Mahatma Paper Bag Puppet

Description	
<ol style="list-style-type: none"> 1. Use the resource provided here for students to complete the attached assignment below. 2. The following link may be used as a resource. It includes: short videos, images, speeches, and articles: http://www.history.com/topics/mahatma-gandhi 	
GSE Standards and Elements	<ul style="list-style-type: none"> • SS7H3 Analyze continuity and change in Southern and Eastern Asia <ol style="list-style-type: none"> b. Describe the impact of Mohandas Gandhi’s belief in non-violent protest.
Literacy Standards Social Studies Matrices Enduring Understanding(s)	<p>Literacy Standards:</p> <p>L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>L6-8WHST7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>L6-8WHST8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>L6-8WHST9: Draw evidence from informational texts to support analysis reflection, and research.</p> <p>Information Processing Skills:</p> <ol style="list-style-type: none"> 2. organize items chronologically 5. identify main idea, detail, sequence of events, and cause and effect in a social studies context <p>Enduring Understanding:</p> <p>Conflict and Change; Culture</p>

Paper Bag Puppet-Gandhi

Your Job: Write a 2 paragraph biography of Gandhi along with a list of 10 statements he might say. Then create a puppet of that represents Gandhi, following the directions below.

Instructions:

1. Research Gandhi using the articles provided by your teacher.
2. Write a 2 paragraph biography of Gandhi which includes:
 - a. His lifestyle
 - b. Where he lived
 - c. Why he is important historically.
3. Write 10 statements Gandhi would have said. These can be taken directly from speeches he gave or can be invented based on what you have learned about him.
4. Create the historical figure's face (either drawn or in layers of cut out of construction paper) and attach to the top flap of the paper lunch sack.
5. Create clothing (that fits the time period) and attach to the front of the paper bag.

+++Your puppet must **clearly** represent Gandhi+++

Mao Acrostic Poem	
<p>Description:</p> <ol style="list-style-type: none"> Students will create an Acrostic Poem regarding Mao Zedong’s initiatives for China, including the initial desired outcome and ultimate result of each. Students may use additional resources such as the videos listed below as well as their notes Mao Zedong: http://real.doe.k12.ga.us/vod/gso/social-studies/Video-Dictionary/Mao-Zedong.wmv The Great Leap Forward: http://real.doe.k12.ga.us/vod/gso/social-studies/Video-Dictionary/The-Great-Leap-Forward.wmv The Cultural Revolution: http://real.doe.k12.ga.us/vod/gso/social-studies/Video-Dictionary/Cultural-Revolution.wmv Using the graphic organizer below, students must create the Acrostic Poem using Mao Zedong to show their understanding of the communism in China. 	
GSE Standards and Elements	<ul style="list-style-type: none"> SS7H3 Analyze continuity and change in Southern and Eastern Asia. <ol style="list-style-type: none"> Describe the impact of communism in China in terms of Mao Zedong, the Great Leap Forward, the Cultural Revolution, and Tiananmen Square
Literacy Standards Social Studies Matrices Enduring Understanding(s)	<p>Literacy Standards:</p> <p>L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>L6-8WHST7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>Information Processing Skills:</p> <ol style="list-style-type: none"> organize items chronologically identify main idea, detail, sequence of events, and cause and effect in a social studies context draw conclusions and make generalizations <p>Enduring Understanding:</p> <p>Conflict and Change; Time, Change, Continuity</p>

MAO Acrostic Poem

What is an Acrostic Poem? An Acrostic Poem is a poem where the first letter of each line spells a word and each line gives details and helps explain the chosen word.

Your Job: Use your notes to create an acrostic poem to represent who MAO ZEDONG was and what he stood for.

1. Write the MAO ZEDONG vertically along the side of your paper.
2. On each line give details and facts that help explain who Mao Zedong was and his significance to China. Be sure to start each sentence with the proper letter.
3. You may continue your sentences onto the next line when appropriate (see example below.)

Example:

How do we learn about what happened in the past?

Investigating ancient ruins is one way.

Studying artifacts,

Translating foreign languages,

Observing human behavior, and

Readng primary sources, are other ways we can do this since we can't time travel...

Yet.

Domino Theory -fact or fiction

Description:

1. Analyze the quote and the political cartoon below. You can also find this document on the following website:
http://lh5.ggpht.com/_5XvBYfxU_dM/S7wZDJJEjBI/AAAAAAAAAI_Y/qTotugoFgtM/Domino%20Theory%5B11%5D.png?imgmax=800
2. Explain the reasons for foreign involvement in Korea and Vietnam in terms of containment of communism. Use the information learned in class, or utilize additional resources (such as the ones listed below). Then complete the graphic organizer below.
 - Cold War:** <http://www.ushistory.org/us/52a.asp>
 - Korean War:** <http://www.ushistory.org/us/52e.asp>
 - Vietnam War:** <http://www.ushistory.org/us/55.asp>

GSE Standards and Elements	<ul style="list-style-type: none"> • SS7H3 Analyze continuity and change in Southern and Eastern Asia. <ul style="list-style-type: none"> c. Explain the role of the United States in the rebuilding of Japan after WWII e. Explain the reasons for foreign involvement in Korea and Vietnam in terms of containment of communism.
Literacy Standards Social Studies Matrices Enduring Understanding(s)	<p>Literacy Standards:</p> <p>L6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>L6-8WHST7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration</p> <p>Information Processing Skills:</p> <ol style="list-style-type: none"> 5. identify main idea, detail, sequence of events, and cause and effect in a social studies context 14. formulate appropriate research questions 15. determine adequacy and/or relevancy of information 17. interpret political cartoons <p>Enduring Understanding: Conflict and Change</p>



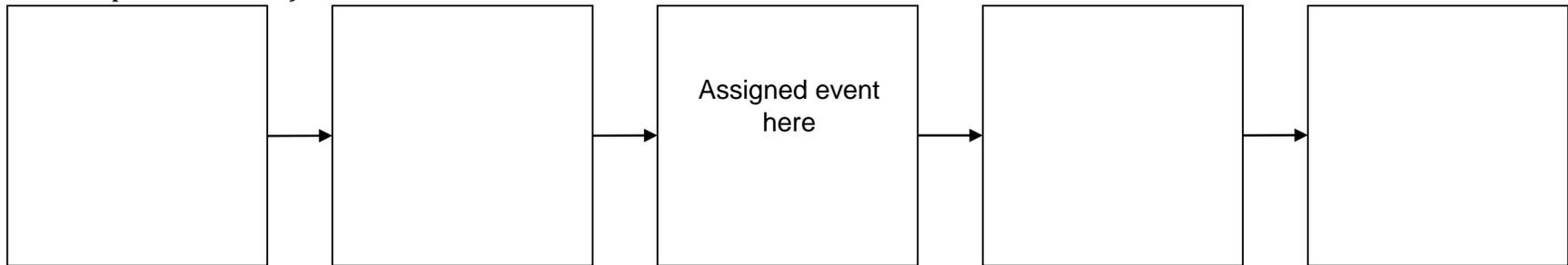
"You have a row of dominoes set up," said President Eisenhower, "you knock over the first one, and what will happen to the last one is the certainty that it will go over very quickly. "

Communism and Containment Cause and Effect Chain

Your job: Copy and complete the following chart to explain the cause and effect of communism and containment.

Instructions:

1. Copy the chart below onto your own paper.
2. Write the assigned event (Korea or Vietnam) in the middle box [box 3].
3. In box 2 write an event that caused the event in box 3. Include a short explanation (at least one complete sentence) about the event.
4. In box 1 write an event that caused the event in box 2. Include a short explanation (at least one complete sentence) about the event.
5. In box 4 write an event that was an effect of (was caused by) the event in box 3. Include a short explanation (at least one complete sentence) about the event.
6. In box 5 write an event that was an effect of (was caused by) the event in box 4. Include a short explanation (at least one complete sentence) about the event.



7. Look over the chart you just made. When you consider the causes and effects of the event in the center does it make you think that event was very important in history or not? Write an ARE statement explaining your answer.

- A: _____ is / is not a very important event in history
- R: because _____
- E: This is proven by _____ which shows _____

Sequencing-Time to Rebuild Japan

Description:

Explain the role of the United States in the rebuilding of Japan after WWII.

1. Students will cut/paste historical facts to create a chronological chart of significant events during the rebuilding of Japan.
2. Then, they will WRITE a story frame summary, as though giving a Newscast, using the flow chart data (See below). Students may also research images to include with their story frame summary.
3. EXTENSION: Students may create an actual newscast to include the images and story frame summary.

GSE Standards and Elements

- **SS7H3 Analyze continuity and change in Southern and Eastern Asia.**
c. Explain the role of the United States in the rebuilding of Japan after WWII.

**Literacy Standards
Social Studies
Matrices
Enduring Understanding(s)**

Literacy Standards:

L6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes

L6-8WHST7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration

Information Processing Skills:

5. identify main idea, detail, sequence of events, and cause and effect in a social studies context
14. formulate appropriate research questions
15. determine adequacy and/or relevancy of information

Enduring Understanding: Conflict and Change; Time, Change and Continuity

**From Dust to Dominance
Sequence Chart**

Directions: The United States played an important role in the rebuilding of Japan after WWII. Cut out the following events and paste in chronological order on the sequence chart. You will use your sequence map to complete a story frame summary.

1945 After WWII, Japan was placed under international control of the Allies through the Supreme Commander, Gen. Douglas MacArthur

Political, economic, and social reforms were introduced, such as a freely elected Japanese Diet (legislature) and universal adult suffrage. 1947 – Japan establishes a constitutional monarchy

The U. S. occupies Japan until 1952

In 1957, Japan is granted membership into the United Nations

1955 – 1961 U. S. financial support, along with the Japanese values of hard work lead to a period of great economic growth for Japan

_____ (date)
U. S. drops atomic bombs on Japan

Today Japan has one of the most powerful industrialized economies in the world. Like the U. S. Japan encourages a market economy which motivates people to develop new ideas and expand businesses

_____ (date)
Japan declares war on the U. S. by bombing the naval base at Pearl Harbor, Hawaii

STORY FRAME SUMMARY
From Dust to Dominance-- Japan: An Economic Miracle

Name: _____

Title of story _____

In this story, the problem begins when _____

After this, _____

Next, _____

Then, _____

The problem is finally solved when _____

The story ends _____

Mahatma Gandhi & Martin Luther King, Jr.-Peaceful Protests

Description

- 1) Have students analyze the photograph below and speculate about its significance.
<https://othersociologist.files.wordpress.com/2013/12/martin-luther-king-before-gandhi-portrait.jpg>
- 2) Watch the following video: <https://gpb.pbslearningmedia.org/resource/fr11.soc.civil.tactics.frgandhi/freedom-riders-the-inspiration/#.Wf-rtoxSw2w>
- 3) Once students have analyzed the two resources found in #1 and #2, students shall complete the Bio Poem demonstrating their understanding of Gandhi’s belief in non-violent protest. The graphic organizer is attached below.

GSE Standards and Elements

- **SS7H3 Analyze continuity and change in Southern and Eastern Asia.**
 b. Describe the impact of Mohandas Gandhi’s belief in non-violent protest.

Literacy Standards Social Studies Matrices Enduring Understanding(s)

Literacy Standard:

L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Information Processing Skills:

1. compare similarities and differences
8. identify social studies reference resources to use for a specific purpose
10. analyze artifacts
11. draw conclusions and make generalizations

Enduring Understanding:

Conflict and Change

Gandhi's Bio-Poem

Your Job: After you have viewed the video and analyzed the picture, use what you have learned to complete the activity. Each answer should be a line in your poem.

- Line 1 - Name:**
- Line 2 - Three traits:**
- Line 3 - He / she is from:**
- Line 4 - He / she cares deeply about...**
- Line 5 - He / she feels...**
- Line 6 - Three more traits**
- Line 7 - He / she gives...**
- Line 8 - He / she fears...**
- Line 9 - He / she would like to see...**
- Line 10 - Name, Years of life:**

Tiananmen Square “Tank Man”

Description - (note: the instructor should always review material prior to the lesson to determine if it is appropriate for your students)

1. Using the photograph below, students should complete the photograph analysis of “Tank Man” using the document analysis found on the following website:
https://www.archives.gov/files/education/lessons/worksheets/photo_analysis_worksheet_novice.pdf
2. The image as well as other information about this historic event can be found by going to the following website: Have students analyze the photograph of “Tank Man” using the document analysis found on the following website:
https://www.archives.gov/files/education/lessons/worksheets/photo_analysis_worksheet_novice.pdf
3. After analyzing the image, allow students a chance to share out what would they be willing to stand up for, or what would they be willing to put their lives on the line for.

Entire documentary (90mins) **The Tank Man - documentary discusses the Tiananmen Square demonstrations, the Tank Man, China's economy and the disparity between Chinese cities and countryside, and censorship. It is 90 minutes but EXCELLENT!**

GSE Standards and Elements

- **SS7H3 Analyze continuity and change in Southern and Eastern Asia**
 d. Describe the impact of communism in China in terms of Mao Zedong, the Great Leap Forward, the Cultural Revolution, and Tiananmen Square

**Literacy Standards
 Social Studies Matrices
 Enduring Understanding(s)**

Literacy Standards:
 L6-8WHST7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
 L6-8WHST8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
 L6-8WHST9: Draw evidence from informational texts to support analysis reflection, and research

Information Processing Skills:
 5. identify main idea, detail, sequence of events, and cause and effect in a social studies context
 10. analyze artifacts
 11. draw conclusions and make generalizations

Enduring Understanding: Conflict and Change



A Chinese man stands alone to block a line of tanks heading east on Beijing's Cangan Blvd. in Tiananmen Square on June 5, 1989. The man, calling for an end to the recent violence and bloodshed against pro-democracy demonstrators, was pulled away by bystanders, and the tanks continued on their way. / **AP PHOTO/JEFF WIDENER**

<http://www.cbsnews.com/news/tank-man-the-picture-that-almost-wasnt/>

(PLEASE NOTE: This is not the full article, please select the link to see the full text)

United States role in the Rebuilding of Japan

Description

- 1) Students will need access to the following website article to complete this activity:
<https://history.state.gov/milestones/1945-1952/japan-reconstruction>
- 2) Once student have read the article found on the website above, students will complete the attached activity below to demonstrate their understanding of the role the U.S. had in helping Japan rebuild after WWII.

GSE Standards and Elements

- **SS7H3 Analyze continuity and change in Southern and Eastern Asia.**
 c. Explain the role of the United States in the rebuilding of Japan after WWII.

**Literacy Standards
 Social Studies Matrices
 Enduring Understanding(s)**

Literacy Standard:
 L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Information Processing Skills:

1. compare similarities and differences
8. identify social studies reference resources to use for a specific purpose
10. analyze artifacts
11. draw conclusions and make generalizations

Enduring Understanding: Conflict and Change

Rebuilding Japan *In N' Out*

Your job: Copy and complete the graphic organizer below which highlights the events and people that helped Japan rebuild after World War II.

Directions:

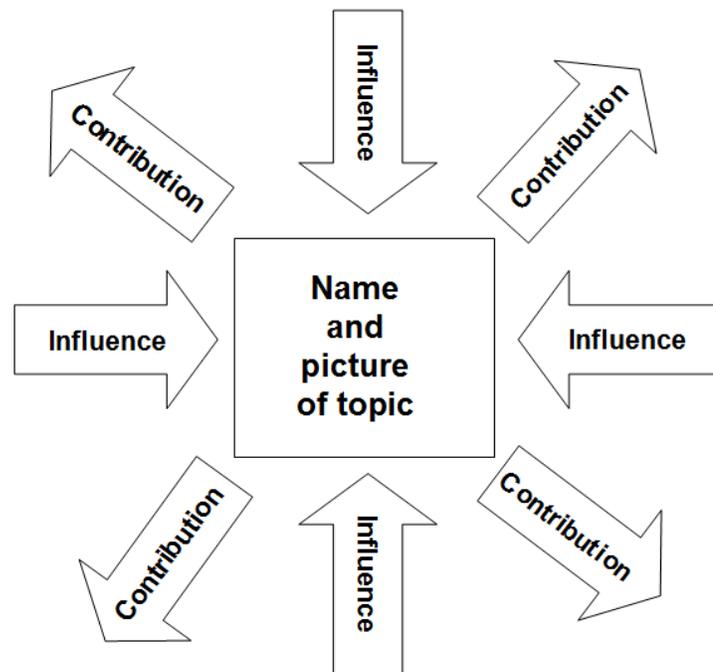
1. Do not write the words in the example below, they are simply showing what goes in each arrow.
2. In the center box write the Japan and draw an image that would represent what this nation looked like at the end of World War II.
3. In the arrows labeled “Influence”

-write something that influenced (helped, encouraged, inspired, etc.) the rebuilding of Japan. This should be something related to the influence the United States had on the rebuilding of Japan after WWII.

4. In the arrows labeled “Contribution”

-write something that contributed (gave, taught, shared) to help rebuild Japan after WWII. This should be something related to the contributions that the United States had on the rebuilding of Japan after WWII.

5. At the bottom or on the back of your chart explain your thoughts as to how much help the United States really was/was not to the rebuilding of Japan after World War II.



Reasons for Involvement in Korea/Vietnam Illustrated Timeline

Description:

- 1) Students will need the websites below to conduct research in order to complete this activity:
 - a. <https://history.libraries.wsu.edu/fall2014/2014/08/30/russian-conflicts-the-spread-of-communism-and-containment-policies/>
 - b. <https://www.archives.gov/education/lessons/korean-conflict>
 - c. <http://www.history.com/topics/cold-war/domino-theory>
 - d. <http://www.presidency.ucsb.edu/ws/?pid=2303>
- 2) Students will complete the activity attached below to show their understanding of the reasons for involvement in Korea or Vietnam.

GSE Standards and Elements

- **SS7H3 Analyze continuity and change in Southern and Eastern Asia.**
 - e. Explain the reasons for foreign involvement in Korea and Vietnam in terms of containment of communism.

**Literacy Standards
Social Studies
Matrices
Enduring Understanding(s)**

- Literacy Standard:**
L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- Information Processing Skills:**
1. compare similarities and differences
 8. identify social studies reference resources to use for a specific purpose
 10. analyze artifacts
 11. draw conclusions and make generalizations
- Enduring Understanding:**
Conflict and Change

Reasons for Involvement in Korea/Vietnam Illustrated Timeline.

Directions: Create a timeline demonstrating the reason for foreign involvement in either Korea or Vietnam. It should include illustrations and captions highlighting key information. The final product should be neat and colorful.

Your map must include:

1. The basic timeline that shows your understanding of the reasons for foreign involvement in either Korea or Vietnam.
2. Choose a minimum of 12 specific events that you want to represent on your timeline.
3. A 2-3 sentence caption for each event along with the correct date when it occurred.
4. A picture for at least 6 of the events.

Mahatma Gandhi & Mao Zedong-Character Clash Activity

Description:

- 1) Once students have researched both Mao and Gandhi from this unit, have them complete the attached activity to show their understanding of both men.
- 2) The activity is attached below with directions for the student.

<p>GSE Standards and Elements</p>	<ul style="list-style-type: none"> • SS7H3 Analyze continuity and change in Southern and Eastern Asia. <ol style="list-style-type: none"> b. Describe the impact of Mohandas Gandhi’s belief in non-violent protest. d. Describe the impact of communism in China in terms of Mao Zedong, the Great Leap Forward, the Cultural Revolution, and Tiananmen Square.
<p>Literacy Standards Social Studies Matrices Enduring Understanding(s)</p>	<p>Literacy Standard: L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>Information Processing Skills:</p> <ol style="list-style-type: none"> 1. compare similarities and differences 8. identify social studies reference resources to use for a specific purpose 10. analyze artifacts 11. draw conclusions and make generalizations <p>Enduring Understanding: Conflict and Change</p>

Gandhi & Mao- Character Clash

Directions: Complete the following sentences to show your understanding of Gandhi and Mao (You will be making more than one poem). When writing these poems pay special attention to the different points of view held by each person.

Mao	Gandhi
I am...	I am...
I believe...	I believe...
I wonder...	I wonder...
I see...	I see...
I hear...	I hear...
I feel...	I feel...
I touch...	I touch...
I am...	I am...
I worry about...	I worry about...
I cry because...	I cry because...
I understand...	I understand...
I say...	I say...
I dream...	I dream...
I hope...	I hope...
I am...	I am...

Culminating Unit Performance Task

Debate: Is Non-violent, Civil Disobedience a Powerful Weapon? Does ‘Change’ lead to ‘Conflict’, or Vice-versa?

Description - (note: the instructor should always review material prior to the lesson to determine if it is appropriate for your students)

DEBATE: In this task, students examine key historical events, movements, and people within the unit. They are to defend their stance as it pertains to ONE of the following:

1. To what extent do you agree or disagree with the following statements spoken by Gandhi and Martin Luther King, Jr:

“Nonviolence is a weapon of the strong.” -Mahatma Gandhi

“Nonviolence is a powerful and just weapon. Which cuts without wounding and ennobles the man who wields it. It is a sword that heals.” Martin Luther King, Jr.

OR

2. Which is true- Does “conflict lead to change” OR does “change lead to conflict?”

Develop your position and then utilize some of the following significant historical events, people, places, and movements to support your stance: Independence in India (Gandhi, nationalism, salt march, Amritsar Square), Independence in Vietnam (Ho Chi Minh, nationalism), Communism in China (Mao Zedong, Cultural Revolution, Red Guards, Tiananmen Square), U.S. Involvement in Vietnam and Korea (Domino Theory and the Containment of Communism), rebuilding Japan.

-The students may be divided on teams according to the choice, view, or teacher assigned position.

DEBATE FORMAT IDEA:

-3 students per debate team; 2 opposing teams

-First student will state their position (intro), and 3 supporting pieces of evidence (sit) (3-4 minutes)

-Opposing team has 2 minutes to plan a rebuttal and 1 minute to give it

<p>-First students will have 1 minute to plan to refute the rebuttal and incorporate it into their conclusion</p> <p>-First student will conclude (2 min)</p> <p>(Repeat for each student on that team. Then Rotate to opposing team to do the same)</p> <p><i>Challenge the peers to keep “score” based on what they perceived as a strong/valid point that is well supported NOT necessarily what supports their personal views. Explain how to make constructive feedback (ie. something specific that was done well, and an area for improvement) You may want to give students a template as shown below to keep track.</i></p>	
<p>GSE Standards and Elements</p>	<ul style="list-style-type: none"> • SS7H3 Analyze continuity and change in Southern and Eastern Asia. <ol style="list-style-type: none"> a. Describe how nationalism led to independence in India. b. Describe the impact of Mohandas Gandhi’s belief in non-violent protest. c. Explain the role of the United States in the rebuilding of Japan after WWII. d. Describe the impact of communism in China in terms of Mao Zedong, the Great Leap Forward, the Cultural Revolution, and Tiananmen Square. e. Explain the reasons for foreign involvement in Korea and Vietnam in terms of containment of communism.
<p>Literacy Standards Social Studies Matrices Enduring Understanding(s)</p>	<p>Literacy Standards:</p> <p>L6-8WHST1: Write arguments focused on discipline-specific content.</p> <p>L6-8WHST7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>Information Processing Skills:</p> <ol style="list-style-type: none"> 1. compare similarities and differences 5. identify main idea, detail, sequence of events, and cause and effect in a social studies context 11. draw conclusions and make generalizations 14. formulate appropriate research questions 15. determine adequacy and/or relevancy of information 16. check for consistency of information <p>Enduring Understanding: Conflict and Change; Time, Change, Continuity; Culture</p>

7th Grade Modern World Studies Frameworks for the Georgia Standards of Excellence in Social Studies

Team Total Score: _____	Team Total Score: _____
Pros	Cons
Student 1 (name) : _____ Point 1: Point 2: Point 3: Strong Rebuttal/Response? (circle) yes or no Strong Conclusion? (circle): yes or no <div style="text-align: right;">Score: /5</div>	Student 1 (name) : _____ Point 1: Point 2: Point 3: Strong Rebuttal/Response? (circle) yes or no Strong Conclusion? (circle): yes or no <div style="text-align: right;">Score: /5</div>
Student 2 (name) : _____ Point 1: Point 2: Point 3: Strong Rebuttal/Response? (circle) yes or no Strong Conclusion? (circle): yes or no <div style="text-align: right;">Score: /5</div>	Student 2 (name) : _____ Point 1: Point 2: Point 3: Strong Rebuttal/Response? (circle) yes or no Strong Conclusion? (circle): yes or no <div style="text-align: right;">Score: /5</div>
Student 3 (name) : _____ Point 1: Point 2: Point 3: Strong Rebuttal/Response? (circle) yes or no Strong Conclusion? (circle): yes or no <div style="text-align: right;">Score: /5</div>	Student 3 (name) : _____ Point 1: Point 2: Point 3: Strong Rebuttal/Response? (circle) yes or no Strong Conclusion? (circle): yes or no <div style="text-align: right;">Score: /5</div>