7th SS Southern & Eastern Asia History

Unit Information

CRCT Domain/Weight: History 20%

Purpose/Goal(s):

The history domain focuses primarily on significant events in the past century. The intent of this standard is to provide the student with the historical background that led to conflict and change in Southern and Eastern Asia today. It is not a complete history of the region. Historical events in Southern and Eastern Asia have shaped the governments, nations, economies and culture through conflict and change. The students will understand how nationalist and independence movements influenced the continent politically and socially. Students will also examine the development of Japan after WWII and the rise of containment of communism in the region.

Content Map: [Southern & Eastern Asia Content Map](#) (includes all domains)

**Southern & Eastern Asia Study/Resource Guide**

**Southern & Eastern Asia’s History Teacher Notes**

Prerequisites: No elementary standards align to Southern & Eastern Asia’s Economics

Unit Length: Approximately 12 days

**Southern & Eastern Asia Study Guide** [all concepts] | [Study Guide KEY](#)

Click on the links below for resources by Essential Question:

**EQ 8:** How did nationalism lead to independence in India and Vietnam?

**EQ 9:** What was the role of the United States in the rebuilding of Japan after WWII?

**EQ 10:** How did communism influence China?

**EQ 11:** What were the reasons for foreign involvement in Korea and Vietnam?

Activities that cover the entire unit:

**Southern & Eastern Asia RAFT** (from state frameworks) | [Which One Doesn’t Belong](#)

**History in Pictures**
**Essential Question and Standard(s)**

8. How did nationalism lead to independence in India and Vietnam?

**Standard(s):**

SS7H3a. **[Standard Breakdown]**
Describe how nationalism led to independence in India and Vietnam.

SS7H3b. **[Standard Breakdown]**
Describe the impact of Mohandas Gandhi’s belief in non-violent protest.

**Vocabulary**

- **Essential**
  - India
  - Vietnam
  - Nationalism
  - Mohandas Gandhi
  - Non-violent protest

- **Supplemental**
  - British colony
  - French Indochina
  - Ho Chi Minh
  - Guerrilla army

**Essential Vocabulary listed in the Standards**

**Supplemental Vocabulary listed in the state frameworks and/or other state document**

**Resources [Back to Top]**

The Enduring Understanding for the lesson: **Conflict & Change** - The student will understand that when there is conflict between or within societies, change is the result

- **Independence in India & Vietnam Activator** – Put students in groups of 3-4. Give each group the activator sheet with images. Groups should look at the images and come up with the concept being illustrated and a definition for the concept. Do not give groups more than 5-7 minutes to complete the entire activator. Suggestion: print out the sheets in color and place them in a sheet protector or have them laminated for use in all classes.

- **India and Vietnam Independence ppt**

- **Independence of India and Vietnam Graphic Organizer | Compare Indian & Vietnamese Independence Organizer**

- **Mohandas Gandhi Quotes | Gandhi Body Biography | Gandhi Flipbook** (from state frameworks)

- **Independence of India and Vietnam Summarizer**

- **Differentiation Examples** – Use the summarizer to identify two groups of students
  - Level 1 group for reinforcement: Use their graphic organizer to create a simple timeline of the independence movements of India and Vietnam
  - Level 2 groups for extension: Read and summarize an article on the split of India after independence between Hindus and Muslims. Then describe how Gandhi would have felt about the situation.
  - Extension: Primary Source Document with Questions (DBQs) on **PROCLAMATION OF INDEPENDENCE OF THE DEMOCRATIC REPUBLIC OF VIETNAM (SEPTEMBER 2, 1945)** | Gandhi and MLK

- **Videos** – do not show all of the videos select one of the videos summarizing Gandhi’s positions and then possibly his interview
  - [https://www.youtube.com/watch?v=ZvnSI0tQ8hc](https://www.youtube.com/watch?v=ZvnSI0tQ8hc) [9:35 linked in ppt]
  - [https://www.youtube.com/watch?v=dpjBWw5w444](https://www.youtube.com/watch?v=dpjBWw5w444) [Gandhi’s first TV interview]

**Assessment**

- SS7H3a. Sample Assessment Items
- SS7H3b. Sample Assessment Items
- SS7H3b. GOFAR CR Gandhi
- SS7H3b. GOFAR CR Gandhi 2
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<td>9. What was the role of the United States in the rebuilding of Japan after WWII?</td>
<td>Essential*&lt;br&gt;Japan&lt;br&gt;United States&lt;br&gt;World War II&lt;br&gt;Constitutional monarchy</td>
<td>The Enduring Understanding for the lesson: <strong>Conflict &amp; Change</strong> - The student will understand that when there is conflict between or within societies, change is the result&lt;br&gt;Activating Strategy: <a href="#">World War II History Frame</a> – In groups of 2-3, students will complete a History Frame to brainstorm what information they can recall about World War II. The class will then watch a short video clip summarizing events of WWII.</td>
<td><strong>SS7H3c. Sample Assessment Items</strong>&lt;br&gt;<strong>SS7H3c. GOFAR CR U.S. &amp; Japan</strong></td>
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<tr>
<td>Standard: SS7H3c. <a href="#">Standard Breakdown</a> Explain the role of the United States in the rebuilding of Japan after WWII.</td>
<td>Supplemental:&lt;br&gt;Pearl Harbor&lt;br&gt;General MacArthur</td>
<td><strong>Rebuilding of Japan After WWII ppt</strong>&lt;br&gt;<strong>Rebuilding of Japan After WWII Organizer</strong>&lt;br&gt;<strong>Constitutions of Japan Analysis</strong> – this task is difficult, but the Georgia Milestones will require students to read two passages and make comparisons. Additionally, these passages will be longer and more difficult. Therefore, we must push students in this direction. You may need to scaffold the activity or strategically place students in groups to better facilitate the activity.&lt;br&gt;<strong>The U.S. Involvement in the Rebuilding of Japan Sequence Chart and Story Frame</strong> (from frameworks)</td>
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<td><em>Essential Vocabulary listed in the Standards</em>*&lt;br&gt;<strong>Supplemental Vocabulary listed in the state frameworks and/or other state document</strong></td>
<td><strong>Quizlet Review questions:</strong>&lt;br&gt;<a href="https://quizlet.com/85668151/unit-7-test-review-flash-cards/">https://quizlet.com/85668151/unit-7-test-review-flash-cards/</a>&lt;br&gt;<strong>Videos</strong>&lt;br&gt;o <a href="#">https://www.youtube.com/watch?v=_O4Lf9qyuFo</a> [5:19 Summary of WW2 linked in ppt; this video is also part of the resources for 6th grade SS, but can still be used as a good overview of the events of the war]&lt;br&gt;o Clip on Pearl Harbor (What led the United States to enter WWII and eventually use the atomic bomb)&lt;br&gt;<a href="http://www.history.com/topics/world-war-ii/pearl-harbor">http://www.history.com/topics/world-war-ii/pearl-harbor</a></td>
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### Essential Question and Standard(s)

10. How did communism influence China?

**Standard:**

SS7H3d. [Standard Breakdown]

Describe the impact of Communism in China in terms of Mao Zedong, the Great Leap Forward, the Cultural Revolution, and Tiananmen Square

### Vocabulary

- **Essential***
  - China
  - Communism
  - Mao Zedong
  - Great Leap Forward
  - Cultural Revolution
  - Tiananmen Square

- **Supplemental:**
  - Commune
  - Propaganda
  - Collective Farm
  - Red Guards

*Essential Vocabulary listed in the Standards

**Supplemental Vocabulary listed in the state frameworks and/or other state document

### Resources [Back to Top]

The Enduring Understanding for the lesson: **Conflict & Change** - The student will understand that when there is conflict between or within societies, change is the result.

*Note: In years past, many teachers have read or used Red Scarf Girl during this part of the unit. Please get with your ELA teachers because they should be reading it in ELA classes. Coordinate any activities or applications with them; however, do not just read it without their knowledge or collaboration.

- **Communism in China Activator** – Students watch a video clip [7:58 China and the rise of Mao] and answer questions. You may want students to work with a partner to answer the questions to take less time. Tell students to read the questions before starting the video.
  - **Communism in China ppt**
  - **Communism in China Graphic Organizer**
  - **Communism in China Summarizer**
- **Differentiation**
  - Extension – Excerpts of five different accounts during the Cultural Revolution
    - **Origins of the Cultural Revolution**
    - **The Cult of Mao**
    - **Destroy the Four Olds**
    - **The Attack on the Arts**
    - **The Rustication of Urban Youths**
  - Extension – **Speeches and Quotes of Mao Zedong** – Have students describe how the speeches reflect Mao’s beliefs of communism
- **Additional Resources**
  - **Tiananmen Square Massacre Reading/Summarizer Review** - Asks students to read excerpts about Tiananmen Square and then summarize the events in a timeline format.
  - **China Web Quest**
  - **Communism in China Frame Game**
  - **History Crossword Review**

### Assessment

- **SS7H3d. Sample Assessment Items**
- **SS7H3d. Mao Zedong & Cultural Revolution**
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<td>o Asian Conflicts Study Guide Review</td>
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<td>o Frayer Graphic Organizers: Cultural Revolution</td>
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<td>o Great Leap Forward</td>
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<td>o Tiananmen Square</td>
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<td><strong>Videos:</strong></td>
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<td>o China and the Rise of Mao Zedong [7:58 linked in ppt as activator]</td>
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<td>o <a href="https://www.youtube.com/watch?v=VhOKiwX2uU">https://www.youtube.com/watch?v=VhOKiwX2uU</a> [10:00 describes some of the positive reforms; linked in ppt]</td>
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<td>o Great Leap Forward Summary [6:04; linked in ppt]</td>
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<td>o Cultural revolution summary [7:26; linked in ppt]</td>
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<td>o Rise of Mao Zedong [8:31]</td>
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## Essential Question and Standard(s)

11. What were the reasons for foreign involvement in Korea and Vietnam?

Standard: SS7H3e. [Standard Breakdown]
Explain the reasons for foreign involvement in Korea and Vietnam in terms of containment of Communism

## Vocabulary

- Essential*
  - Korea
  - Vietnam
  - Communism
  - Containment

- Supplemental:
  - Cold War
  - North Vietnam
  - South Vietnam
  - North Korea
  - South Korea

*Essential Vocabulary listed in the Standards

**Supplemental Vocabulary listed in the state frameworks and/or other state document

## Resources [Back to Top]

- The Enduring Understanding for the lesson: **Conflict & Change** - The student will understand that when there is conflict between or within societies, change is the result:
  - U.S. Involvement in Korea and Vietnam Activity – primary source document analysis
  - Eisenhower Vietnam War audio clip
  - Foreign Involvement in Korea & Vietnam Causes & Consequences
  - Vietnam War PPT (from Paulding Co)
  - Containment Mini-reading about Korea

## Assessment

- SS7H3e. Sample Assessment Items
- SS7H3e. GOFAR CR Containment
SS7H3: The student will analyze continuity and change in Southern and Eastern Asia leading to the 21st century.

### a. Describe how nationalism led to independence in India and Vietnam.

<table>
<thead>
<tr>
<th>Know:</th>
<th>Understand:</th>
<th>Do:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Gandhi is the important historical figure who helped India gain its independence from Britain</td>
<td>• The influence Gandhi and Ho Chi Minh had on their countries as they fought for independence</td>
<td>• Describe the role nationalism played in the development of India and Vietnam as independent countries (DOK 1)</td>
</tr>
<tr>
<td>• Ho Chi Minh is the important historical figure who helped Vietnam gain its independence from Britain</td>
<td>• Gandhi and Ho Chi Minh’s approaches to nationalism were vastly different (Gandhi was nonviolent, while Ho Chi Minh used guerilla warfare)</td>
<td>• Explain the development of nationalism in India, and Gandhi’s role in its development (DOK 2)</td>
</tr>
<tr>
<td>• Both Gandhi and Ho Chi Minh used the method of nationalism to lead their countries to independence</td>
<td>• The reasons why India and Vietnam desired independence</td>
<td>• Explain the development of nationalism in Vietnam, and Ho Chi Minh’s role in its development (DOK 2)</td>
</tr>
<tr>
<td>• Nationalism is a love for one’s country</td>
<td>• When there is conflict within societies or members of a country, change is the result</td>
<td>• Explain Gandhi’s idea of “non-violent” protest, and how that form of protest contributed to India’s independence movement (DOK 2)</td>
</tr>
</tbody>
</table>

### b. Describe the impact of Mohandas Gandhi’s belief in non-violent protest.

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<tr>
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<tbody>
<tr>
<td>• Non-violent protests are peaceful practices introduced and used by Gandhi to help India gain its independence from Britain</td>
<td>• Throughout history, acts of goodness can produce positive reactions while violence may produce negative responses</td>
<td>• Explain Gandhi’s idea of “non-violent” protest, and how that form of protest contributed to India’s independence movement (DOK 2)</td>
</tr>
<tr>
<td>• When there is conflict between or within societies, change is the result</td>
<td>• Explain Gandhi’s role in the development of India and Vietnam as independent countries (DOK 1)</td>
<td>• Describe the impact of Mohandas Gandhi’s belief in non-violent protest (DOK 1)</td>
</tr>
</tbody>
</table>

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

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<thead>
<tr>
<th>Know:</th>
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<th>Do:</th>
</tr>
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<tbody>
<tr>
<td>• The United States played a crucial role in the rebuilding of Japan after WWII</td>
<td>• The U.S. was concerned about the emergence of a Communist-controlled China taking over Japan following WWII</td>
<td>• Explain the reasons for the U.S. decision to rebuild Japan following WWII (DOK 1)</td>
</tr>
<tr>
<td>• Japan bombed the United States at Pearl Harbor</td>
<td>• The U.S. wanted to maintain a relationship with Japan following WWII in order to keep them as an ally</td>
<td>• Explain the role of the U.S. as an occupying power in Japan, and the transition of power back to the Japanese government (DOK 1)</td>
</tr>
<tr>
<td>• The United States entered WWII and retaliated by dropping the Atomic Bomb on Hiroshima and Nagasaki</td>
<td>• The U.S. helped set up a constitutional monarchy which helped Japan set up a stable democratic government</td>
<td></td>
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SS7H3: The student will analyze continuity and change in Southern and Eastern Asia leading to the 21st century.
d. Describe the impact of Communism in China in terms of Mao Zedong, the Great Leap Forward, the Cultural Revolution, and Tiananmen Square.

<table>
<thead>
<tr>
<th>Know:</th>
<th>Understand:</th>
<th>Do:</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Mao Zedong brought Communism to China in 1949</td>
<td>▪ The Great Leap Forward and Cultural Revolution failed and led to a strong distrust of the Chinese government</td>
<td></td>
</tr>
<tr>
<td>▪ The Great Leap Forward’s purpose was to boost China’s economy</td>
<td>▪ Mao Zedong’s ultimate goal was to improve China but failed</td>
<td></td>
</tr>
<tr>
<td>▪ The Cultural Revolution’s purpose was to stop all opposition to Communism</td>
<td>▪ The Tiananmen Square massacre caught the attention of the international community and put pressure on the Chinese government to reform its rights of citizens</td>
<td></td>
</tr>
<tr>
<td>▪ Tiananmen Square was a massacre in which Chinese protestors were attacked by the Chinese government</td>
<td>▪ Describe the role of Mao Zedong in China (DOK 1)</td>
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<td></td>
<td>▪ Explain the sequence in which The Great Leap Forward, The Cultural Revolution, and Tiananmen Square occurred and their impact on the development of modern China (DOK 2)</td>
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<td></td>
<td>▪ Explain each event and its significance particularly in the area of individual rights (Drawing conclusions) (DOK 3)</td>
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</table>

SS7H3: The student will analyze continuity and change in Southern and Eastern Asia leading to the 21st century.
e. Explain the reasons for foreign involvement in Korea and Vietnam in terms of containment of Communism.

<table>
<thead>
<tr>
<th>Know:</th>
<th>Understand:</th>
<th>Do:</th>
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<tbody>
<tr>
<td>▪ The U.S. policy of containment was designed to keep Communism from spreading throughout Southern &amp; Eastern Asia</td>
<td>▪ The U.S. wanted to stop the spread of communism to ensure equal rights of citizens throughout the world and protect democracy</td>
<td></td>
</tr>
<tr>
<td>▪ Korea and Vietnam were both threatened by the spread of communism (North was communist, south was a democracy)</td>
<td>▪ The U.S. involved itself in the Korean and Vietnam wars to stop the spread of communism</td>
<td></td>
</tr>
<tr>
<td>▪ Korea remains split with a Communist North and Democratic South</td>
<td>▪ Explain the U.S. policy of containment of Communism, including the concerns U.S. leaders had about the spread of Communism in Southern &amp; Eastern Asia (DOK 1)</td>
<td></td>
</tr>
<tr>
<td>▪ Vietnam created an entirely Communist country</td>
<td>▪ Identify and explain how U.S. actions in Korea and Vietnam were related to the policy of containment (DOK 2)</td>
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<td></td>
<td>▪ Generalize from given facts (DOK 3)</td>
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