

Implementation Guide

Teaching Situation:

Currently I am teaching 6th grade social studies and my main focus is on European/South American History. I touch on Japan with the discussion of WWII.

Plan For the Next Few Years:

I plan to teach the 7th grade curriculum in the next couple of years where I can use the knowledge I gained from this seminar to help my students get a better understanding of East Asian cultures. The lesson I submitted was only one of many that I would plan to use in the unit to study about China. My plan to teach China would include all the “highways of history” (geography, economics, social, government, and technology). The unit on China would last between 2 and 2 1/2 weeks. In this unit, I would use the primary sources, the PowerPoints, the hands-on activities (calligraphy, using chop-sticks, etc.) and videos I received from the NCTAN seminar. The sample lesson included is on the three belief systems of China.

Dissemination of Knowledge:

Since I am currently Social Studies Chair for my school, I would share the knowledge I learned from NCTAN seminar on East Asian Studies with the rest of my peers. The primary sources, PowerPoints, hands-on activities, and the priceless information would all be utilized to enhance the understanding of East Asian studies.

Standards, Goals, and Objectives:

(see lesson attachment)

Learning From NCTAN:

NCTAN seminar has addressed the different learning styles that we as teachers have in our classes. There is a little bit of everything for everyone. I was not bored with lectures and I find the after noon sessions to be the most rewarding because of the hands-on approach to teaching the cultures of East Asia. Making sushi, brush-painting, Tai Chi and beating on drums are all the things I would want to incorporate in my lessons on East Asia.

Topic Chosen for Lesson:

The topic I chose to submit a lesson on was the topic of China’s philosophical beliefs. In the lesson the students will discover how Confucianism, Buddhism, and Taoism all play a role in shaping China’s culture.

Whole Unit or Part of it?

The lesson I submitted is part of a unit on China. This unit is broken up into the 5 “highways of history” (geography, social, technology, economy, and government). The belief systems of China would fall under the social category. Each objective would relate to the other highways of history.

Geography: Identify the main physical features of China.

Technology: Identify the contributions made by the Chinese.

Economy: Identify the significance of the Silk Road.

Government: Identify the dynasties of China.

Objectives, Procedures, Activities and Assessment:

(see submitted lesson)

Handouts, Worksheets, Resources:

(see submitted lesson)

Technology:

The readings are done on websites. Links can be accessed through those websites listed on the lesson that is submitted. Links are also included in the submitted lessons to help students complete assessment.

Community Involvement:

Guest Speakers (Buddhist Monk from Wat Carolina in Bolivia, panel of students from various East Asian countries)

Demonstrations (Tai Chi, Taiko Drums, Brush Painting)

Encourage students to visit Wat Carolina in Bolivia

The lesson submitted can be used in conjunction with Language Arts as well.