

The Asian International School
Unit Backward Design
History, Pre-Intermediate, 2017-2018
Chapter 1: Overview 1750-1918, Timeline

| Stage 1 – Desired Outcome | |
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| <p>Established Goals:</p> <ul style="list-style-type: none"> ● To explain what history is and its importance in our lives and to understand where we are now. ● To identify the important developments or discoveries that happened in the industrial revolution that eventually led to the development of industrial society. ● To see the time line to sequence and visualize the events or changes occurred during the industrial history. | |
| <p>Understandings: <i>Student will understand that...</i></p> <ul style="list-style-type: none"> ● In order to understand the present we have to look back and study the past (History). ● We are in the modern era, but before this period a lot of changes and discoveries and invention happened in the past. And to understand these changes they need to learn or step back the industrial era. ● Analyzing the time line (chronology of events) will give them a background knowledge of what important events occurred and shaped the Industrial world. | <p>Essential Questions:</p> <ul style="list-style-type: none"> ● What is history? ● Why we are where we are? ● What is a time line? ● What is chronological order? ● What are the important development and discoveries that took place in the industrial history? ● When and where these changes occurred? |
| <p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> ● What history is ● Timeline of the industrial history ● The developments or discoveries in industrial history and where these changes took place ● Technological developments ● Social Developments ● Definition of terms such as Industrial, Industrial Revolution | <p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Explain what history is and its importance in our lives and to understand where we are now. ● Identify the important developments or discoveries that happened in the industrial revolution that actually lead to the development of industrial society. ● Using the time line to sequence and visualize the events or changes occurred during the industrial history. |
| Stage 2 - Assessment Evidence | |

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| <p>Performance Tasks:</p> <ul style="list-style-type: none">• Develop a Timeline• Answer a Quiz or Questionnaire about the timeline. <p>Forms of assessment:</p> <ul style="list-style-type: none">• Teacher’s observation as students work on the tasks.• Assessment of students’ work.• Read Essential Questions and call on several students to randomly to ask for their interpretations. Ask for any misunderstandings.• Assess students in class through conversations and questioning. | <p>Other Evidence:</p> <p>Make a crossword puzzle based on the information in the timeline.</p> |
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Stage 3 - Learning Plan

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| <p>Day 1</p> <ul style="list-style-type: none">• Use K-W-L to assess the students background of what history is and its importance in our daily lives.• Ask the students what period of history we are in now.• Teach concept of chronological order. <p>Day 2</p> <ul style="list-style-type: none">• Review the timeline.• Give students a 10-item Quiz.• Make a crossword puzzle based on the information in the timeline. |
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Unit 1: Introduction

| Stage 1 – Desired Outcome | |
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| <p>Established Goals:</p> <p>The nature and significance of the Industrial Revolution and how it affected living and working conditions, including within Australia:</p> <ul style="list-style-type: none"> ● To compare the usefulness of artworks depicting life in the period with the first photographs. ● To investigate the changing nature of the sources that provides a record of life in this period, such as paintings, travelers’ journals and the development of photography and film by 1918. ● To examine developments of significance in the modern era, including the ideas that inspired them and their far-reaching consequences. ● To examine topics regarding development or turning point that has helped to define the modern world. | |
| <p>Understandings: <i>Student will understand that...</i></p> <ul style="list-style-type: none"> ● The nature and significance of the Industrial Revolution and how it affected living and working conditions, including within Australia. ● The time of vast changes. ● New Ideas that were emerging. ● Great movements of people that were occurring during this period. ● The nature of sources that was changing too. | <p>Essential Questions:</p> <ul style="list-style-type: none"> ● What was the Industrial Revolution? ● What was the movement of people around the world? ● What are the key changes? ● Is photoshop a modern invention or an industrial one? |
| <p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> ● The differences between eras. ● Photographs don’t always tell the truth. | <p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● How to tell the difference and similarities between images ● Compare the usefulness of artworks depicting life in the period with the first photographs. ● Investigate the changing nature of sources that provide a record of life in this period, such as paintings, travelers’ journals and the development of photography and film by 1918, ● Use historical terms and concepts in appropriate contexts to demonstrate historical knowledge and understanding. <p style="text-align: center;">Identify links between events to understand the nature and significance of</p> |

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causation, change and continuity over time.

Stage 2 - Assessment Evidence

Performance Tasks:

Worksheet Completion:

Pair-work Activity:

1. The Development of Photography

Book-based Book Activity:

Analysis and Use of Sources:

1. Examine the two images in each source carefully. (Page 9) For each image:
 - a. Write sentences describing what each is showing. List as many things as you can identify from each image.
 - b. Compare each pair of images. List as many differences that you can see.
 - c. Think carefully about the changes or new inventions that had to happen to create those differences. Write down as many as you can think of.
 - d. Some of the images are drawings or paintings and others are photographs. Which type of image do you think gives us more accurate view of life during this time?

Forms of assessment:

- Teacher’s observation as students work on the tasks.
- Assessment of students’ work.
- Read Essential Questions and call on several students to randomly to ask for their interpretations. Ask for any misunderstandings.
- Assess students in class through conversations and questioning.

Other Evidence:

Group of Three activity:

1. Accomplish a worksheet: Mind map
What changed during the Industrial Revolution.
2. Group Presentation/Sharing

Stage 3 - Learning Plan

Day 1

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- Use K-W-L to assess the students' comprehension and understanding on the previous topic.
- Teach vocabulary
- Discuss the topic via powerpoint presentation

Worksheet Completion:

Pair-work Activity:

1. The Development of Photography

Day 2

Book-based Group Activity: Students will answer the questions from page 9.

Analysis and Use of Sources:

1. Examine the two images in each source carefully. (Page 9) For each image:
 - a. Write sentences describing what each is showing. List as many things as you can identify from each image.
 - b. Compare each pair of images. List as many differences that you can see.
 - c. Think carefully about the changes or new inventions that had to happen to create those differences. Write down as many as you can think of.
 - d. Some of the images are drawings or paintings and others are photographs. Which type of image do you think gives us more accurate view of life during this time?

Day 3

Group of Three activity:

1. Accomplish a worksheet: Mind map
What changed during the Industrial Revolution.
2. Group Presentation/Sharing

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Unit 2 The Nature and Significance of the Industrial Revolution

| Stage 1 – Desired Outcome | |
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| <p>Established Goals:</p> <ul style="list-style-type: none"> ● To examine developments of significance in the modern era, including the ideas that inspired them and their far-reaching consequences. ● To examine topics regarding development or turning point that has helped to define the modern world. ● To know the technological innovations that led to the Industrial Revolution, and other conditions that influenced the industrialization of Britain. ● To identify the spread of innovations such as steam power, iron and steel production, and transport in Europe. ● To describe the benefits created by the Industrial revolution and the negative side of it as well. | |
| <p>Understandings: <i>Student will understand that...</i></p> <ul style="list-style-type: none"> ● The Industrial Revolution brought major changes first to Britain and then to the World. ● The lives of two industrialists were very interesting. ● There were major changes to the economic system. ● Living and working conditions were affected by the industrial revolution. | <p>Essential Questions:</p> <ul style="list-style-type: none"> ● What was the industrial revolution? ● What is mass production? ● What is the difference between artisans and mass producers? ● Who is Richard Trevithick? ● Who is Henry Ford? ● What was the new economic system like? ● What were living and working conditions like? |
| <p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> ● About two famous industrialists: Richard Trevithick and Henry Ford. ● About a new economic system. ● A timeline of inventions. ● About mass production. | <p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Draw a timeline of the Industrial Revolution. ● Outline the main events in the development of railways. ● Know about Henry Ford and Richard Trevithick and learn from their successes. ● Describe the benefits created by the Industrial Revolution. ● Enumerate some of the negative consequences of the Industrial Revolution. |

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Stage 2 - Assessment Evidence

Performance Tasks:

Worksheet Completion:

Pair-work Activity:

1. Timeline of the Industrial Revolution

Book-based Pair Activity:

Chronology, terms and concepts:

1. Outline the main events in the development of railways.
2. Could the Industrial Revolution have happened without the invention of railways? Give reasons.
3. What does the term "Industrial Revolution" mean?
4. List the changes caused by the Industrial Revolution.
5. Describe the benefits created by the Industrial Revolution.
6. Describe some of the negative consequences of the Industrial Revolution.

Book-based Group Activity:

1. Perspectives and Interpretations
 - a. What information about the railways does this source give you?
 - b. Why do you think people opposed railways?
 - c. Imagine you are Richard Trevithick. Write a letter to the local newspaper that responds to the points raised in the poster.

Forms of assessment:

- Teacher's observation as students work on the tasks.
- Assessment of students' work.
- Read Essential Questions and call on several students to randomly to ask for their interpretations. Ask for any misunderstandings.
- Assess students in class through conversations and questioning.

Other Evidence:

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Stage 3 - Learning Plan

Day 1

- Use K-W-L to assess the students' background of the changes made during the industrial revolution and the impact in our lives today
- Teach new vocabulary:
 - a. Textiles
 - b. Assembly lines
 - c. Mass production
 - d. Laborious
 - e. Railways

Worksheet Completion:

Pair-work Activity:

1. Timeline of the Industrial Revolution

Day 2

Book-based Pair Activity:

Chronology, terms and concepts:

1. Outline the main events in the development of railways.
2. Could the Industrial Revolution have happened without the invention of railways? Give reasons.
3. What does the term "Industrial Revolution" mean?
4. List the changes caused by the Industrial Revolution.
5. Describe the benefits created by the Industrial Revolution.
6. Describe some of the negative consequences of the Industrial Revolution.

Day 3

Book-based Group Activity:

Perspectives and Interpretations

- a. What information about the railways does this source give you?
- b. Why do you think people opposed railways?
- c. Imagine you are Richard Trevithick. Write a letter to the local newspaper that responds to the points raised in the poster.

Video Analysis: Lives of Henry Ford and Richard Trevithick

Seatwork:

Students will write 30 to 50 words for this question: What three values did you learn from these two industrialists?

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Unit 3 The Movement of People

| Stage 1 – Desired Outcome | |
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| <p>Established Goals:</p> <ul style="list-style-type: none"> ● To learn about the population movements and changing settlement patterns during this period. ● To describe the experiences of men, women and children during the Industrial Revolution, and their changing way of life. ● To investigate the changes to the cities and landscape in European countries and Australia as the Industrial Revolution continued to develop. ● To create a diagram that outlines the most important features of the transatlantic slave trade. | |
| <p>Understandings: <i>Student will understand that...</i></p> <ul style="list-style-type: none"> ● During the Industrial Revolution, there were push and pull factors for migration. ● Slavery and transportation were a major part of involuntary migration. ● Voluntary migration sometimes occurred for dark reasons. | <p>Essential Questions:</p> <ul style="list-style-type: none"> ● What is migration? ● What is slavery? ● What is transportation? ● Where were people migrating from and to where? |
| <p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> ● About the Bloody Code ● About slavery ● About Transportation ● About Voluntary migration | <p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Tell a short story imagining that they were a slave, convict or settler migrating in the 19th century. |
| Stage 2 - Assessment Evidence | |
| <p>Performance Tasks:</p> <p>Worksheet Completion: Individual Work:</p> <ol style="list-style-type: none"> 1. The Movement of people <p>Analysis and use of sources:</p> <ol style="list-style-type: none"> 1. Examine source 3A. <ol style="list-style-type: none"> a. From which countries did most people leave? b. Where did most people go? 2. What does source 3B show you about the | <p>Other Evidence:</p> <p>Pair Activity Role Play: Tell a short story imagining that they were a slave, convict or settler migrating in the 19th century.</p> |

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| <p>lives of slaves? List at least three things in the source that support your answer.</p> <p>Chronology, terms, and concepts:</p> <p>Pair Work:</p> <ol style="list-style-type: none">3. Create a diagram that outlines the most important features of the transatlantic slave trade.4. How many people were sent from Africa as slaves?5. Explain the reasons why the British Government decided to send convicts to the new colony of the New South Wales. <p>Research:</p> <ol style="list-style-type: none">1. When did transportation end in the state in which you live? <p>Explanation and communication:</p> <ol style="list-style-type: none">1. List the reasons why people chose to leave their homes to migrate to other countries.2. Examine source 3C. Imagine that you are one of the people in the photograph. Use the sources and the information in this unit to write a diary entry for your last day on the ship. Describe your reasons for coming to the United States and what you hope the benefits of migration will be. <p>Forms of assessment:</p> <ul style="list-style-type: none">• Teacher’s observation as students work on the tasks.• Assessment of students’ work.• Read Essential Questions and call on several students to randomly to ask for their interpretations. Ask for any misunderstandings.• Assess students in class through conversations and questioning. | |
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Stage 3 - Learning Plan

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| <p>Day 1</p> <ul style="list-style-type: none">• Use K-W-L to assess the students background of migration in the 19th Century and the impact on our lives today.• Teach Vocabulary | |
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- a. Migration
- b. Transportation
- c. Petty crime
- d. Bloody Code
- e. Push Factor
- f. Pull Factor

Worksheet Completion:

Individual Work:

1. The Movement of people

Book-based activity:

Analysis and use of sources:

2. Examine source 3A.
 - a. From which countries did most people leave?
 - b. Where did most people go?
 - c. What does source 3B show you about the lives of slaves?
3. List at least three things in the source that support your answer.

Chronology, terms, and concepts:

Pair Work:

1. Create a diagram that outlines the most important features of the transatlantic slave trade.
2. How many people were sent from Africa as slaves?
3. Explain the reasons why the British Government decided to send convicts to the new colony of the New South Wales.

Homework Research

When did transportation end in the state in which you live?

Day 2

Explanation and communication:

1. List the reasons why people chose to leave their homes to migrate to other countries.
2. Examine source 3C. Imagine that you are one of the people in the photograph. Use the sources and the information in this unit to write a diary entry for your last day on the ship. Describe your reasons for coming to the United States and what you hope the benefits of migration will be.

Day 3

Pair Activity Role Play:

Tell a short story/dialogue imagining that they were a slave, convict or settler migrating in the 19th century. What hardships did they encounter? How did they overcome all the challenges along the way?

Two students will present their work in class by doing a role-play.

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Unit 4 European Imperial Expansion

Stage 1 – Desired Outcome

Established Goals:

- To recognize how Asian societies responded to European imperialism, the extent to which they were changed and the influence they exercised on the rest of the world.
- To identify Asian societies that were colonized by the Europeans (such as Indonesia by the Dutch), and those that remained independent.
- To examine developments of significance in the modern era, including the ideas that inspired them and their far-reaching consequences.

Understandings:

Student will understand that...

- European powers waxed and wained in the 19th Century
- Each power had a combination of three reasons for colonizing
- Europeans thought that they were superior to their colonies
- Colonization affected different Asian (including Australia) nations in different ways.

Essential Questions:

- What is imperialism?
- What is colonization?
- What is a colony?
- Who were the colonizing countries?
- Why were colonies set up?
- Which Asian countries were colonies or colonizers?
- How did it affect them?
- Which country in Africa was not colonized by a European country?

Knowledge:

Students will know...

- What a colony is.
- Why colonies were set up.
- What European powers attitudes to colonies were.
- How colonialism affected Asia.

Skills:

Students will be able to...

- Glean facts from color coded maps
- Compare and contrast color coded maps
- Enumerate the three reasons why colonies were set up.

Stage 2 - Assessment Evidence

Performance Tasks:

Forms of assessment:

- Teacher’s observation as students work on the tasks.
- Assessment of students’ work.

Other Evidence:

- Take notes on countries affected by colonialism in Asia
- Worksheet on colonialism in Asia
- Compare maps

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| <ul style="list-style-type: none">• Read Essential Questions and call on several students to randomly to ask for their interpretations. Ask for any misunderstandings.• Assess students in class through conversations and questioning. | |
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Stage 3 - Learning Plan

Day 1

- Use K-W-L to assess the students background of French Colonialism in Vietnam and its impact on their lives today.
- Pre Teach Vocabulary and concepts
- Read main Text only
- Ask Comprehension Questions

Day 2

- Compare and contrast 4A and 4B
- Analyze map p 22-23
- Do Worksheet on Colonialism.

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Unit 5 Social, Political and Economic Ideas

Stage 1 – Desired Outcome

Established Goals:

- To examine developments of significance in the modern era, including the ideas that inspired them and their far-reaching consequences.
- To examine topics regarding development or turning point that has helped to define the modern world.
- To understand key developments that have helped define the modern world, their causes, the different experiences of individuals and groups, and their short and long term consequences.
- To understand the ideas that both inspired and emerged from these key developments and their significance for the contemporary world.

Understandings:

Student will understand that...

- There were some great ideas that emerged with the industrial revolution
- There were some revolutions too.
- Those revolutions brought about more revolutions and counter revolutions or reforms
- Voting rights became more important to more people
- Universal Education became available

Essential Questions:

- What were the great ideas of the Industrial Revolution?
- Where were the revolutions of the Industrial Revolution?
- Why did they occur?
- What did they result in?
- Who was demanding the vote?
- Why did they succeed?
- What is universal education?

Knowledge:

Students will know...

- The great ideas of the industrial revolution
- The revolutions that occurred during that epoch.
- About the demand for the right to vote.
- About universal education.

Skills:

Students will be able to...

- Take notes and glean key facts from the text.
- Make timelines on different topics

Stage 2 - Assessment Evidence

Performance Tasks:

- Define key concepts

Other Evidence:

Make timelines on the topics of:

- Democracy

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Forms of assessment:

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| <ul style="list-style-type: none">• Teacher's observation as students work on the tasks.• Assessment of students' work.• Read Essential Questions and call on several students to randomly to ask for their interpretations. Ask for any misunderstandings.• Assess students in class through conversations and questioning. | <ul style="list-style-type: none">• Revolutions• Revolts• Voting• Universal Education |
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Stage 3 - Learning Plan

Day 1

- Pre Teach New vocabulary and concepts
- Read Text
- Answer comprehension Questions

Day 2

Students will make timelines on the following topics:

1. Democracy
2. Revolutions
3. Revolts
4. Voting
5. Universal Education

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Chapter 5 China and the World

| Stage 1 – Desired Outcome | |
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| <p>Established Goals:</p> <ul style="list-style-type: none"> ● To investigate how people lived in the ancient world through an examination of the evidence of the social, political and economic institutions and structures of societies. ● To study significant features of society and how it relates to the institutions and structures studied. ● To make connections between the social, economic and political elements of the society and the specific feature they study. In this unit there is a focus on analytical skills, which require identification and evaluation of a variety of ancient and modern sources for the society. ● To understand the political, social, economic and other significant features of ancient societies and the relationship between them ● To use historical skills to investigate the key features of ancient societies; and use a range of evidence to support and communicate a historical explanation or argument. | |
| <p>Understandings: <i>Student will understand that...</i></p> <ul style="list-style-type: none"> ● The empire of the Qing ● Social structure of China ● Chinese political structure. ● Timeline of the Qing Emperors ● Systems of belief: Confucianism and Daoism ● Women in the Confucian society | <p>Essential Questions:</p> <ul style="list-style-type: none"> ● Who was the Qing? ● Which emperor ruled for the longest period? ● Which emperor ruled for the shortest period? ● What were those important Chinese systems of beliefs? ● What was the role of women in the Chinese society? ● What were some of the major hardships that peasants faced? ● Who was Qiu Jin? |
| <p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> ● Qing Dynasty and its key social, cultural, economic and political features. ● Geographical extent of the Qing Empire as well as the role and influence of the emperor. ● Cultural beliefs such as Confucianism and Daoism. ● How China came into conflict with the outside world in the 18th and 19th centuries. | <p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Develop their skills in sequencing events ● Use historical terms and concepts. ● Describe the roles of different people in the social structure of China. ● Outline the social structure in a chronological manner. ● Remember and discuss the duties of Chinese women. ● Compare the difference between Confucianism and Daoism. |

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| | <ul style="list-style-type: none"> • Research about family and ancestral worship in China. • Identify links between events to understand the nature and significance of causation, change and continuity over time. |
| Stage 2 - Assessment Evidence | |
| <p>Performance Tasks:</p> <ol style="list-style-type: none"> 1. Group Task: Worksheet (Table from Nelsonnet) completion: <ul style="list-style-type: none"> • Explain the key ideas of Confucianism and Daoism and how they influenced Chinese society. 2. Individual Task: <ul style="list-style-type: none"> • Create a concept map or diagram explaining the power structure in China. Include the roles and responsibilities of each of the social groups in the Chinese society. 3. Individual Task: <ul style="list-style-type: none"> • List down Qiu Jin’s complaints about the traditional role of women in Chinese society and answer this question in 4 to 5 sentences: What do we learn from her extract about how she thinks women should be treated? • Give examples from the text to support your answer. <p>Forms of assessment:</p> <ul style="list-style-type: none"> • Teacher’s observation as students work on the tasks. • Assessment of students’ work. • Read Essential Questions and call on several students to randomly to ask for their interpretations. Ask for any misunderstandings. • Assess students in class through conversations and questioning. | <p>Other Evidence:</p> |
| Stage 3 - Learning Plan | |

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Day 1

- Use K-W-L to assess the students background of China.
- Introduce the topic about China's key social and political features.
- Teach concept of chronological order by letting the students create a hierarchy of Chinese society. Inside each area of society, students can add illustrations to demonstrate representations of that class. For example, at the base with merchants and farmers, students can be creative and draw a farmer and a merchant working. Put the labels on the outside of triangle in case illustrations are not clear.
- Students learn more vocabulary words by letting them write a sentence using the words below:
 - a. Qing
 - b. Manchu
 - c. Queue
 - d. Pinyin
 - e. Shenshi

Day 2

Individual Task:

- List down Qiu Jin's complaints about the traditional role of women in Chinese society and answer this question in 4 to 5 sentences: What do we learn from her extract about how she thinks women should be treated?
- Give examples from the text to support your answer.

Video Analysis:

Video No1: Role of Women in China in the past

- Write down at least 3 roles of Chinese women in the past.

Video No. 2: The Last Generation of Foot-Bound Women in China

- Answer the question: What do you think of Foot Binding in China?
- Write at least 40 to 60 words to discuss and summarize what you have learned.

Day 3

- Introduce the two Chinese beliefs: Confucianism and Daoism.
- Show students two videos and let them write 40 to 60 words to summarize what they understood from each of the videos.

Extra homework:

1. Read and analyze the text about: Confucian Examination System
2. Answer the following comprehension questions.
 - a. Why is it important to pass the Confucian examination system?
 - b. What was being assessed in this kind of exam?
 - c. How many levels of examinations were there?
 - d. What was the focus of the exam?
 - e. Was the exam difficult?
 - f. What was the chance of passing?

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Unit 2: Chinese Culture

| Stage 1 – Desired Outcome | |
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| <p>Established Goals:</p> <ul style="list-style-type: none"> • To investigate how people lived in the ancient world through an examination of the evidence of the social, political and economic institutions and structures of societies. • To study significant features of society and how it relates to the institutions and structures studied. • To understand the political, social, economic and other significant features of ancient societies and the relationship between them. • To understand that interpretations of the past change over time and are dependent on the perspective and context of the source. | |
| <p>Understandings: <i>Student will understand that...</i></p> <ul style="list-style-type: none"> • Qianlong’s period of rule in China is known as the “golden era.” • During this time, China was confirmed as the richest nation on Earth. It was also this period of artistic development as Qianlong was a great patron of the arts, as well as a poet himself. • The focus of this unit is on the nature of literature, art and architecture at the time of the Qing dynasty. | <p>Essential Questions:</p> <ul style="list-style-type: none"> • Who was Emperor Qianlong? • What were the major artistic achievements of the Qing Dynasty. • What were the significant cultures of China that were still present today? • When did the Qing dynasty collapse? |
| <p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> • That Emperor Qianlong was the fourth Qing emperor. He was born in 1711 and became emperor when he was 25 years old. He was a great scholar and a poet, as well as a keen patron of the arts, which flourished during his reign. • That paintings were created to record great events, such as weddings or tours of the kingdom. • That Chinese produced fine pottery known as pottery and during the Qing dynasty, artisans further developed the technique and skills of producing porcelain. They | <p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Develop their skills of historical questions, and research, analysis and use of sources, perspectives and interpretations, as well as explanation and communication. |

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| <p>invented a glazing technique using enamel to create detailed and colorful pieces.</p> <ul style="list-style-type: none"> • That Qing emperors lived in the Forbidden City which the previous Ming Dynasty established as the residence of the emperor in the 1400s. Most of the buildings in the Forbidden City are in the traditional wood style, with ceramic tiles. | |
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Stage 2 - Assessment Evidence

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| <p>Performance Tasks:</p> <p>Individual Task:</p> <ol style="list-style-type: none"> 1. How to Interpret a Chinese Painting Worksheet A traditional Qing Dynasty vertical painting skill sheet will be discussed and a new painting will be evaluated. Students will write their evaluations in a given worksheet. 2. Complete the worksheet to answer this question: What were some of the major artistic achievements of the Qing Dynasty? <p style="padding-left: 40px;">Students can provide their answers in dot points.</p> <p>Analysis and Use of sources: Worksheets are provided for this activity.</p> <p>Group Task</p> <ol style="list-style-type: none"> 3. Examine source 2B. <ul style="list-style-type: none"> • Identify as many different groups of people as you can. • What kinds of activities are people involved in? • What does this picture tell us about life under Qianlong’s rule? <p>Forms of assessment:</p> <ul style="list-style-type: none"> • Teacher’s observation as students work on the tasks. • Assessment of students’ work. • Read Essential Questions and call on several students to randomly to ask for their | <p>Other Evidence:</p> <p>Research and Communication</p> <ol style="list-style-type: none"> 4. Choose one area of the arts during the Qing Dynasty such as porcelain, painting, literature, calligraphy, architecture or the performing arts to research further. Find examples of your chosen artistic style and explain the important developments or improvements that were made. What are some of the key symbols or styles that are particular to China? What do they mean? <ul style="list-style-type: none"> • Create a poster or Glog (a digital poster) to present to the class as a group activity explaining those findings. <p>Extra Activities:</p> <ol style="list-style-type: none"> 1. Research about Chinese calligraphy and then try to create eight characters of your own calligraphy. 2. Find out more about the symbolism and meaning of the Beijing Opera masks. Create your own masks, |
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interpretations. Ask for any misunderstandings.

- Assess students in class through conversations and questioning.

Stage 3 - Learning Plan

Day 1

- Use K-W-L to assess the students' background's about Emperor Qianlong and his biography.
- Pre teach new vocabulary
- Discuss Emperor Qianlong's Biography
- Summarize each of the cultures via powerpoint presentation.

Day 2

Individual Task

1. Complete the worksheet to answer this question: What were some of the major artistic achievements of the Qing Dynasty?
Students can provide their answers in dot points.
2. How to Interpret a Chinese Painting Worksheet
A traditional Qing Dynasty vertical painting skill sheet will be discussed and a new painting will be evaluated. Students will write their evaluations in a given worksheet.
3. Video Analysis: The Forbidden City

Day 3

Group Task

1. Examine source 2B.
 - Identify as many different groups of people as you can.
 - What kinds of activities are people involved in?
 - What does this picture tell us about life under Qianlong's rule?
2. Each group has to present their findings in class.

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Unit 3 The Beginnings of European Contact

| Stage 1 – Desired Outcome | |
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| <p>Established Goals:</p> <ul style="list-style-type: none"> To investigate how people lived in the ancient world through an examination of the evidence of the social, political and economic institutions and structures of societies. To study significant features of society and how it relates to the institutions and structures studied. To understand the political, social, economic and other significant features of ancient societies and the relationship between them. To understand that interpretations of the past change over time and are dependent on the perspective and context of the source. | |
| <p>Understandings: <i>Student will understand that...</i></p> <ul style="list-style-type: none"> The name China is a western name and its Chinese name was Zhongguo or Middle Kingdom. In the past, the Chinese believed that they were the superior culture and civilization. Chinese developed a system of foreign relations based on the Confucian beliefs and that system was called Tribute system. Canton system was introduced by the Qing emperors to limit the trading to a specific coastal area of Canton and Cohong, special merchant families were the only authorized Chinese to manage all negotiations with foreign traders. Lord Macartney’s mission to China was to gain better diplomatic relations and equal trading rights with the Chinese. | <p>Essential Questions:</p> <ul style="list-style-type: none"> What did the Chinese call China and why did they use this term? What reasons can you give as to why Westerners did not use this term? What were some of the restrictions that existed in the Canton System? Were these fair or unfair to the foreign traders? Why? Were these fair or unfair to the Chinese? |
| <p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> The beginnings of European contact The Tribute system The Canton system and its significance in the trading industry About Lord Macartney’s mission | <p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> Explore different perspectives that the Chinese and the British had of each other. Examine the Chinese and British sense of superiority and misunderstandings of each other’s culture and to conclude how this laid the foundation for later conflict. Develop their skills of historical questions, |

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| | and research, analysis and use of sources, perspectives and interpretations, as well as explanation and communication. |
| Stage 2 - Assessment Evidence | |
| <p>Performance Tasks:</p> <ol style="list-style-type: none">1. Group Task: Students will be grouped into 4. Each group has to answer questions 1, 2, 3, 4, 5 found on page 196.2. Pair Task: Perspectives and Interpretations<ol style="list-style-type: none">a. Students will examine source 3B and list all the countries that were part of the British Empire.b. Using Source 3C Analytical skills: This Chinese fan could be used to discuss the foreign factories in Canton. It would be beneficial for students to identify the seven flags in the image and to draw conclusions based on the following questions:<ul style="list-style-type: none">○ Why are there so many different flags? What does this tell us about foreign interest in China?○ What scene does the fan show? Why has the artist chosen to draw this subject?○ Do you think the artist is Western or Chinese? Why?○ What can you learn about China's contact with the outside world from this source? <p>Forms of assessment:</p> <ul style="list-style-type: none">● Teacher's observation as students work on the tasks.● Assessment of students' work.● Read Essential Questions and call on several students to randomly to ask for their interpretations. Ask for any misunderstandings.● Assess students in class through conversations and questioning. | <p>Other Evidence:</p> |

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Stage 3 - Learning Plan

Day 1

- Use K-W-L to assess the students background of early European contact in China.
- Teach vocabulary
- Discuss the topic via powerpoint presentation

Group Task:

Students will be grouped into 4. Each group has to answer questions 1,2,3,4,5 found on page 196.

Day 2

Pair Task: Perspectives and Interpretations

- a. Students will examine source 3B and list all the countries that were part of the British Empire.
- c. Using Source 3C

Analytical skills: This Chinese fan could be used to discuss the foreign factories in Canton. It would be beneficial for students to identify the seven flags in the image and to draw conclusions based on the following questions:

- Why are there so many different flags? What does this tell us about foreign interest in China?
- What scene does the fan show? Why has the artist chosen to draw this subject?
- Do you think the artist is Western or Chinese? Why?
- What can you learn about China's contact with the outside world from this source?

Day 3

Role-play Activity for 4 groups

Read the text on page 194 about LORD MACARTNEY'S MISSION TO CHINA. Summarize by making a script about the visit. Choose the roles to portray and the characters who will act out.

Students are given 15 minutes to make the script. 10 minutes to practice and 20 minutes to perform (an allocation of 5 minutes for each group.) Best performers will be awarded the following meeting.

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Unit 4 Opium Wars and the Treaty System

| Stage 1 – Desired Outcome | |
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| <p>Established Goals:</p> <ul style="list-style-type: none"> To investigate how people lived in the ancient world through an examination of the evidence of the social, political and economic institutions and structures of societies. To study significant features of society and how it relates to the institutions and structures studied. To understand the political, social, economic and other significant features of ancient societies and the relationship between them. To understand that interpretations of the past change over time and are dependent on the perspective and context of the source | |
| <p>Understandings: <i>Student will understand that...</i></p> <ul style="list-style-type: none"> Opium had a devastating impact on Chinese society. It created wars and treaty systems. | <p>Essential Questions:</p> <ul style="list-style-type: none"> What is an opium? Why did the British use opium as a trading commodity with China? What impact opium had on Chinese society? What reasons does Commissioner Lin Zexu give Queen Victoria for helping China with the opium problem? What does Commissioner Lin Zexu want Queen Victoria to do to stop the opium trade? |
| <p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> About opium. Opium wars and the treaty system. About the impact of opium on society. About the First Opium War, 1839 - 1842 About the Treaty of Nanjing, 29 August 1842 About the Second Opium War, 1856-1858 and 1858 – 1860. About the Treaty of Tianjin, 1858 and Treaty of Beijing, 1860 | <p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> Learn about the dominance of foreign powers in China, and the devastating impact of the opium trade on the fabric of Chinese society. To develop the history skills of analysis and use of sources, perspectives and interpretation, as well explanation and communication. |
| Stage 2 - Assessment Evidence | |

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| <p>Performance Tasks:</p> <p>Individual Task:</p> <ol style="list-style-type: none">1. Worksheet Completion: Match The Date2. Answer items No. 1, and 2 on page 202. <p>Pair Work:</p> <p>Perspectives and Interpretations:</p> <ol style="list-style-type: none">a. Read Commissioner Lin Zexu’s letter to Queen Victoria (source 4F) Page 2013 <p>Answer the following questions:</p> <ol style="list-style-type: none">1. What reasons does Commissioner Lin Zexu give Queen Victoria for helping China with the opium problem?2. What does Commissioner Lin Zexu want Queen Victoria to do to stop the opium trade? <ol style="list-style-type: none">b. One of the pair will discuss his findings in class. Students will be called randomly. <p>Forms of assessment:</p> <ul style="list-style-type: none">• Teacher’s observation as students work on the tasks.• Assessment of students’ work.• Read Essential Questions and call on several students to randomly to ask for their interpretations. Ask for any misunderstandings.• Assess students in class through conversations and questioning. | <p>Other Evidence:</p> |
| Stage 3 - Learning Plan | |
| <p>Day 1</p> <ul style="list-style-type: none">• Use K-W-L to assess the students background about opium and its impact on Chinese society.• Teach Vocabulary and concepts• Discuss the topic via powerpoint presentation <p>Individual Task:</p> <ol style="list-style-type: none">1. Worksheet Completion: Match The Date <p>Answer items No. 1, and 2 on page 202.</p> <p>Day 2</p> <p>Pair Work:</p> | |

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Perspectives and Interpretations:

- c. Read Commissioner Lin Zexu's letter to Queen Victoria (source 4F) Page 2013

Answer the following questions:

3. What reasons does Commissioner Lin Zexu give Queen Victoria for helping China with the opium problem?
 4. What does Commissioner Lin Zexu want Queen Victoria to do to stop the opium trade?
- d. One of the pair will discuss his findings in class. Students will be called randomly.

Video Analysis: Opium Wars Documentary

Assessment: Ask the students to write in a small piece of paper 3 to 4 sentences about their understanding of the video. Students will be asked to share their thoughts randomly.

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Unit 5 Significant Individual: DOWAGER EXPRESS CIXI

| Stage 1 – Desired Outcome | |
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| <p>Established Goals:</p> <ul style="list-style-type: none"> To investigate how people lived in the ancient world through an examination of the evidence of the social, political and economic institutions and structures of societies. To study significant features of society and how it relates to the institutions and structures studied. To understand the political, social, economic and other significant features of ancient societies and the relationship between them | |
| <p>Understandings: <i>Student will understand that...</i></p> <ul style="list-style-type: none"> Dowager Empress Cixi provided an interesting example of how female leaders have been represented in society. Dowager Empress Cixi played an important role in the imperial court of the Qing dynasty. | <p>Essential Questions:</p> <ul style="list-style-type: none"> Who was Dowager Empress Cixi? What were some of the terrible stories about the actions of Dowager Empress Cixi? Who wrote negative views about her? What was Dowager’s most damaging decision? Was she the cause or the symptom of the problems existing in China in the second half of the 19th century? Was she to blame for the collapse of the Qing Dynasty? |
| <p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> About Dowager Empress Cixi and her dealings in the past | <p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> Develop students’ understanding of the concept of contestability. Highlight the story of Dowager Empress Cixi and her historical portrayal of a strong female leader. Get students to compare and discuss how current politicians to try to control their public image and their portrayal in the media. |
| Stage 2 - Assessment Evidence | |
| <p>Performance Tasks:</p> <p>Group Task:</p> <ol style="list-style-type: none"> Group members initiate a group discussion | <p>Other Evidence:</p> <p>Research:</p> <p>Pair Work:</p> |

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| <p>exploring whether they think it is fair to blame the Dowager for the collapse of the Qing Dynasty.</p> <p>2. Share their thoughts before the class. Group leader/members will be called randomly for this activity and will be graded accordingly.</p> <p>Forms of assessment:</p> <ul style="list-style-type: none">• Teacher’s observation as students work on the tasks.• Assessment of students’ work.• Read Essential Questions and call on several students to randomly to ask for their interpretations. Ask for any misunderstandings.• Assess students in class through conversations and questioning. | <p>Both of you are Vietnamese journalists who visited China in 1902. Write a newspaper article or a short story about the Dowager and your findings about her personality/achievements.</p> |
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Stage 3 - Learning Plan

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| <p>Day 1</p> <ul style="list-style-type: none">• Teach Vocabulary and concepts• Discuss the topic: <i>Dowager Empress Cixi</i> via powerpoint presentation <p>Group Task:</p> <ol style="list-style-type: none">1. Group members initiate a group discussion exploring whether they think it is fair to blame the Dowager for the collapse of the Qing Dynasty.2. Share their thoughts before the class. Group leader/members will be called randomly for this activity. <p>Day 2</p> <p>Research:</p> <p>Pair Work:</p> <p>Both of you are Vietnamese journalists who visited China in 1902. Write a newspaper article or a short story about the Dowager and your findings about her personality/achievements.</p> | |
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Chapter 6 Unit 1 Key Social and Political Features of Japan

| Stage 1 – Desired Outcome | |
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| <p>Established Goals:</p> <ul style="list-style-type: none"> ● To investigate how people lived in the ancient world through an examination of the evidence of the social, political and economic institutions and structures of societies. ● To study significant features of society and how it relates to the institutions and structures studied. ● To understand the political, social, economic and other significant features of ancient societies and the relationship between them ● To understand that interpretations of the past change over time and are dependent on the perspective and context of the source ● To apply key concepts as part of a historical inquiry including evidence, reliability and usefulness of sources, significance, perspectives and interpretations ● To use historical skills to investigate the key features of ancient societies; and use a range of evidence to support and communicate a historical explanation or argument. | |
| <p>Understandings: <i>Student will understand that...</i></p> <ul style="list-style-type: none"> ● The feudal society in Japan. ● Social structure of Japan. ● Their beliefs. ● The duties of Japanese women. ● This significant person: Tokugawa Ieyasu | <p>Essential Questions:</p> <ul style="list-style-type: none"> ● What is a feudal society? ● When did the Tokugawa shogunate begin? ● What was a han? ● Who were the shoguns? ● Who were the daimyo? ● What were the roles of the samurai during the Tokugawa Period? ● What were those important Japanese beliefs? ● Who was Tokugawa Ieyasu? ● What were the parts of a Japanese castle? |
| <p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> ● Japan was ruled by the Tokugawa Shogunate in 1750. ● Japanese emperor called a Mikado, was only a symbolic leader, with no real power. ● Under the Mikado was the shogun, leader of the Tokugawa family and the most powerful person in Japan. ● The Daimyo were feudal lords who ruled | <p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Describe the roles of different people in the social structure of Japan. ● Outline the social structure in a chronological manner. ● Remember and discuss the duties of Japanese women. ● Compare the difference between Shinto and Buddhism. |

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| <p>the hans or provinces of Japan. They gave land to their followers, the samurai in return for serving the daimyo as warriors.</p> <ul style="list-style-type: none"> ● Under the samurai were the peasants, or farmers who made up of the majority of the population. They produced the nation's food. Under the peasants in the social structure were the chonin – craftspeople or the artisans. ● The lowest level in Japanese society was that of merchants. They had less status because they made profits from the work of other people, rather than creating anything of value themselves. ● There were two major religions in Japan. These were Shinto and Buddhism. | <ul style="list-style-type: none"> ● Summarize and explain the significance of Mikado and the Shogun during the Edo period. ● Research about Japanese castles and use the information to build a model or draw up a plan of a typical Japanese castle. ● Write a conversation or dialogue between one of the peasants and a merchant and the topic of their conversation is: “Your life is better than mine.” ● Create a short manga or set of comic book illustrations of the main events in the life of Tokugawa Ieyasu. |
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Stage 2 - Assessment Evidence

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| <p>Performance Tasks:</p> <p>Chronology, terms and concepts:</p> <ul style="list-style-type: none"> ● For each term, write a sentence that gives its meaning. <ol style="list-style-type: none"> 1. Bakufu 2. Feudal 3. Shogun 4. Daimyo 5. Samurai 6. Chonin 7. Eta ● Write down two pieces of evidence in this unit that show the influence of other countries on Japan. <p>Historical Questions and Research</p> <ul style="list-style-type: none"> ● Find out about Japanese castles. Use the information to build a model or draw up a plan of a typical Japanese castle. <p>Forms of assessment:</p> <ul style="list-style-type: none"> ● Teacher's observation as students work on the tasks. ● Assessment of students' work. ● Read Essential Questions and call on several students to randomly to ask for their interpretations. Ask for any | <p>Other Evidence:</p> <ul style="list-style-type: none"> ● Write a conversation or dialogue between one of the peasants and a merchant and the topic of their conversation is: “Your life is better than mine.” Each person is trying to convince the other that their opinion is correct (that the other person is better off in Japanese society.), so use examples to support each person's opinions. ● Create a short manga or set of comic book illustrations of the main events in the life of Tokugawa Ieyasu. The purpose of the manga or comic is to highlight the importance to Japanese history. |
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| <p>misunderstandings.</p> <ul style="list-style-type: none">• Assess students in class through conversations and questioning. <p>Analysis and Use of Sources</p> <ul style="list-style-type: none">• Look at source 1A. What do you think this painting is trying to show its audience about the Emperor?• Examine sources 1B and 1D. According to these sources, which group in Japanese society was wealthier? List the information that each source gives you about the differences in wealth between the peasants and the chonin | |
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Stage 3 - Learning Plan

Day 1

- Use K-W-L to assess the students background of Japan.
- Introduce the topic about Japan's key social and political features.
- Teach concept of Chronological order by letting the students create a hierarchy of Japanese society. Inside each area of society, students can add illustrations to demonstrate representations of that class. For example, at the base with merchants and farmers, students can be creative and draw a farmer and a merchant working. Put the labels on the outside of triangle in case illustrations are not clear.
- Students learn more vocabulary words by letting them write a sentence using the words below:
 - a. Bakufu
 - b. Feudal
 - c. Shogun
 - d. Daimyo
 - e. Samurai
 - f. Chonin
 - g. Eta

Day 2

- Students will write a conversation or dialogue between one of the peasants and a merchant and the topic of their conversation is: "Your life is better than mine." Each person is trying to convince the other that their opinion is correct (that the other person is better off in Japanese society.), so use examples to support each person's opinions.
- They will act out by pairing with another student and use the dialogue they wrote. Five pairs will be called to perform in front of the class.
- Allocate 15 minutes to introduce Japanese castles. Show them a virtual tour of an Edo castle from 1790. Various areas of the castle will be visited and there are explanations about who is there and what their role is in society.
- Areas to investigate:

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- a. Position of the castle
- b. Parts of the castle – walls and moats, gates, castle towers
- c. Defence structures
- d. Castle lay out
- e. Interior and exterior design gardens

Day 3

- Introduce the three Japanese beliefs: Shinto, Buddhism, and Confucianism.
- Show students two videos and let them write 40 to 60 words to summarize what they understood from each of the videos.
 - a. What is a Japanese Shinto religion?
 - b. Visiting a Shinto shrine.

Extra homework:

3. Research about Tokugawa Ieyasu and write his autobiography in the students' History notebook.

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Unit 2: Why Was Japan Isolated?

| Stage 1 – Desired Outcome | |
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| <p>Established Goals:</p> <ul style="list-style-type: none"> To investigate how people lived in the ancient world through an examination of the evidence of the social, political and economic institutions and structures of societies. To study significant features of society and how it relates to the institutions and structures studied. To understand the political, social, economic and other significant features of ancient societies and the relationship between them To understand that interpretations of the past change over time and are dependent on the perspective and context of the source | |
| <p>Understandings: <i>Student will understand that...</i></p> <ul style="list-style-type: none"> Japan was isolated from the rest of the world for more than 100 years. Japan's first contact with the West was because of the Portuguese traders who began to travel to this Asian country in the 1500s. They brought muskets and cannons (early types of firearm) European Christian missionaries arrived in Japan and since then, many Japanese converted into Christianity. | <p>Essential Questions:</p> <ul style="list-style-type: none"> Why was Japan isolated? Why would the Portuguese travel so far to Japan? What were the benefits of trading with Japan? Who benefited the most out of this trade? What were the benefits and disadvantages of Japan becoming isolated from foreigners? Who was Tokugawa Iemitsu? Why did he declare a series of laws or edicts that closed Japan to foreigners? Where was Dejima? What was its significance in the trading history between Japan and the West? |
| <p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> The reasons why Japan was isolated for over 100 years. The benefits and disadvantages of Japan becoming isolated from foreigners. How life was in Dejima for foreign traders | <p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> Complete a SWOT analysis to assess: Strengths – what are the strengths of Japan trading with Westerners and gaining new materials? Weaknesses – what are the weaknesses of this arrangement and what impact did those weaknesses have on Japan and its people? Opportunities – hypothesize about what benefits could arise out of this arrangement in the future. Threats – hypothesize about the possible |

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| | <p>negative impacts for the future because of this arrangement.</p> <ul style="list-style-type: none"> • Stand in someone else’s shoes by considering the impacts on Japan’s citizens when Tokugawa Iemitsu tightened restrictions on foreigners. |
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Stage 2 - Assessment Evidence

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| <p>Performance Tasks:</p> <p>Individual Task:</p> <ol style="list-style-type: none"> 1. Using a blank world map, and a world atlas, students can plot the following: <ul style="list-style-type: none"> • Japan, China, Russia, Korea, Portugal and Spain 2. In a red pen, plot the trade route that the Portuguese took in order to reach Port Nagasaki and Port Hirado. 3. In a green pen, plot the spread of the Christian missionaries throughout Japan – Edo, Kyoto and Sakai. 4. Answer this question in 3 to 4 sentences: Why would foreigners generally travel by ship to get around Japan? <p>Pair Work:</p> <p>Create a timeline of the most important events leading up to the decision of Tokugawa Iemitsu to ban contact with foreigners</p> <p>Group Task:</p> <ol style="list-style-type: none"> 1. SWOT analysis: after reading page 232 and source 2A, students in groups will complete a SWOT analysis on the arrival of Westerners to Japan, from a Japanese perspective. <p>Assess:</p> <p>Strengths – what are the strengths of Japan trading with Westerners and gaining new materials?</p> <p>Weaknesses – what are the weaknesses of this arrangement and what impact did those weaknesses have on Japan and its people?</p> <p>Opportunities – hypothesize about what benefits could arise out of this arrangement</p> | <p>Other Evidence:</p> |
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in the future.

Threats – hypothesize about the possible negative impacts for the future because of this arrangement.

Pair Work:

- Stand in someone else’s shoes by considering the impacts on Japan’s citizens when Tokugawa Iemitsu tightened restrictions on foreigners.

Forms of assessment:

- Teacher’s observation as students work on the tasks.
- Assessment of students’ work using rubric (if needed).
- Read Essential Questions and call on several students to randomly to ask for their interpretations. Ask for any misunderstandings.
- Assess students in class through conversations and questioning.

Stage 3 - Learning Plan

Day 1

- Teach new vocabulary
- Discuss the topic with powerpoint materials

Individual Task:

Using a blank world map, and a world atlas, students can plot the following:

- Japan, China, Russia, Korea, Portugal and Spain

In a red pen, plot the trade route that the Portuguese took in order to reach Port Nagasaki and Port Hirado.

In a green pen, plot the spread of the Christian missionaries throughout Japan – Edo, Kyoto and Sakai.

Answer this question in 3 to 4 sentences: Why would foreigners generally travel by ship to get around Japan?

Day 2

Pair Work:

1. Create a timeline of the most important events leading up to the decision of Tokugawa Iemitsu to ban

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contact with foreigners.

2. Think about the events on your timeline. Which event do you think was the most important in making Tokugawa Iemitsu decide to close Japan to foreigners? Give specific reasons for your answer.

Day 3

Group Task:

1. **SWOT analysis:** after reading page 232 and source 2A, students in groups will complete a SWOT analysis on the arrival of Westerners to Japan, from a Japanese perspective.

Assess:

Strengths – what are the strengths of Japan trading with Westerners and gaining new materials?

Weaknesses – what are the weaknesses of this arrangement and what impact did those weaknesses have on Japan and its people?

Opportunities – hypothesize about what benefits could arise out of this arrangement in the future.

Threats – hypothesize about the possible negative impacts for the future because of this arrangement.

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Unit 3 Isolation and Change

| Stage 1 – Desired Outcome | |
|---|--|
| <p>Established Goals:</p> <ul style="list-style-type: none"> To investigate how people lived in the ancient world through an examination of the evidence of the social, political and economic institutions and structures of societies. To study significant features of society and how it relates to the institutions and structures studied. To understand the political, social, economic and other significant features of ancient societies and the relationship between them. | |
| <p>Understandings: <i>Student will understand that...</i></p> <ul style="list-style-type: none"> Japan had been isolated from the rest of the world for over 100 years and during this time, this country undergone a lot of cultural changes. | <p>Essential Questions:</p> <ul style="list-style-type: none"> What were the significant changes that happened in Japan? What were the new roles of the samurai? What was Kabuki? Who is a Geisha? What were the foreign influences that still existed in Japan after it was isolated? |
| <p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> About Japan’s changing economy. About the country’s changing culture. That the most significant change was the introduction and encouragement of education. That Rangaku was encouraged, to extend knowledge in the fields of science, technology and medicine. During the 1800s, the role of the samurai changed significantly from warrior to administrative workers who participated in tea ceremonies and entertained officials. | <p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> Tell a short story imagining that they were samurai who had to change roles because of the changing system in the government. What did they feel after being told that their service defending daimyos was to be discontinued? Did they enjoy being educated and moved up in society by becoming political advisors? |
| Stage 2 - Assessment Evidence | |
| <p>Performance Tasks:</p> <p>Group Task:</p> <ol style="list-style-type: none"> List the foreign influences that still existed in Japan after it was isolated. | <p>Other Evidence:</p> <p>Pair Work: Tell a short story imagining that they were samurai who had to change roles because of the changing</p> |

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| | |
|--|---|
| <p>2. Define the following terms:</p> <ul style="list-style-type: none"> • Shoen • Nengu • Ryoshu • Kabuki • Shuinsen • Terakoya • Ukiyo • Ukiyo-e <p>3. List the changes that were taking place in Japan at this time. What change do you think was the most significant? Give reasons for your answer.</p> <p>Forms of assessment:</p> <ul style="list-style-type: none"> • Teacher’s observation as students work on the tasks. • Assessment of students’ work. • Read Essential Questions and call on several students to randomly to ask for their interpretations. Ask for any misunderstandings. • Assess students in class through conversations and questioning. | <p>system in the government. What did they feel after being told that their service defending daimyos was to be discontinued? Did they enjoy being educated and moved up in society by becoming political advisors?</p> |
|--|---|

Stage 3 - Learning Plan

| | |
|---|--|
| <p>Day 1</p> <ul style="list-style-type: none"> • Teach new vocabulary • Discuss the topic with powerpoint materials <p>Group Task:</p> <ol style="list-style-type: none"> 1. List the foreign influences that still existed in Japan after it was isolated. 2. Define the following terms: <ul style="list-style-type: none"> • Shoen • Nengu • Ryoshu • Kabuki • Shuinsen • Terakoya • Ukiyo • Ukiyo-e 3. List the changes that were taking place in Japan at this time. What change do you think was the most significant? Give reasons for your answer. | |
|---|--|

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Day 2

Pair Work:

Tell a short story imagining that they were samurai who had to change roles because of the changing system in the government. What did they feel after being told that their service defending daimyos was to be discontinued? Did they enjoy being educated and moved up in society by becoming political advisors?

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Unit 4 The End of Isolation

Stage 1 – Desired Outcome

Established Goals:

- To investigate how people lived in the ancient world through an examination of the evidence of the social, political and economic institutions and structures of societies.
- To study significant features of society and how it relates to the institutions and structures studied.
- To understand the political, social, economic and other significant features of ancient societies and the relationship between them.

Understandings:
Student will understand that...

- The United States Government was determined to take the lead in bringing Japan’s two-century-old policy to a close.

Essential Questions:

- What were the reasons why the United States wanted to end Japan’s isolation?
- Who was Commodore Matthew Perry?
- What was his mission?
- What was the name of the Treaty that was signed on 31 March 1854?
- Why did Japan agree to the unequal treaties?

Knowledge:
Students will know...

- About the major changes that began in 1853 when Commodore Perry led the fleet on a mission to open trade relations between the US and Japan.
- About the unequal treaties.

Skills:
Students will be able to...

- Create a timeline of the contact between the US and Japan before 1853.
- Write an obituary about Commodore Perry in a very detailed manner.
- Write a persuasive letter to implore a friend to join the sonnoji movement.

Stage 2 - Assessment Evidence

Performance Tasks:

1. Create a timeline of the contact between the US and Japan before 1853.
2. List the reasons why the US wanted to end Japan’s isolation.
3. Why did Japan agree to the unequal treaties?

Other Evidence:

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Historical Questions and Research

- Find out more about Commodore Perry. Use the information that you have found to write an obituary. An obituary is an article that describes the qualities and achievements of a person after they have died.

Perspectives and evidences

- Imagine that you are a young samurai who has joined the sonnojoi movement. Write a letter to a friend. The aim of your letter is to explain why you have joined the movement and also to convince your friend that they must join.

Forms of assessment:

- Teacher's observation as students work on the tasks.
- Assessment of students' work.
- Read Essential Questions and call on several students to randomly to ask for their interpretations. Ask for any misunderstandings.
- Assess students in class through conversations and questioning.

Stage 3 - Learning Plan

Day 1

1. Teach new vocabulary
2. Discuss the topic with powerpoint materials

Group Task:

- Create a timeline of the contact between the US and Japan before 1853.
- List the reasons why the US wanted to end Japan's isolation.
- Why did Japan agree to the unequal treaties?

HOMEWORK:

Research: Find out more about Commodore Perry and write findings in a notebook.

Day 2

1. Find out more about Commodore Perry. Use the information that you have found to write an obituary. *An obituary is an article that describes the qualities and achievements of a person after they have died.*

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The following elements must be included:

- Date and place of birth and place of origin
 - Names of Perry's parents and siblings – the people who miss him if they are alive
 - Comment on good childhood memories or significant stories with school friends
 - Hobbies, sports, interests, activities, and other recreational pursuits.
 - His education: school, college, university and other and its impact on his life.
 - Designations, awards and other recognition
 - Places of residence throughout his life
 - His political role and influences, and other affiliations or positions held
 - Achievements or disappointments throughout his life.
2. Imagine that you are a young samurai who has joined the sonnojoi movement. Write a letter to a friend. The aim of your letter is to explain why you have joined the movement and also to convince your friend that they must join.
- Your letter should be stated out in the following format:
 - Date: remember to use an appropriate date
 - Address: choose a residence in Japan that is close to or affected by the action
 - Salutation: Dear (person's name...)

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History, Pre-Intermediate, 2017-2018
Unit 5 Changes

| Stage 1 – Desired Outcome | |
|---|--|
| <p>Established Goals:</p> <ul style="list-style-type: none"> To investigate how people lived in the ancient world through an examination of the evidence of the social, political and economic institutions and structures of societies. To study significant features of society and how it relates to the institutions and structures studied. To understand the political, social, economic and other significant features of ancient societies and the relationship between them. | |
| <p>Understandings: <i>Student will understand that...</i></p> <ul style="list-style-type: none"> The Meiji Restoration changed Japan socially, politically and industrially. Emperor Meiji became the emperor of the new government in 1889. The force behind Japan’s modernization was the group of young and ambitious samurai from Satsuma, Choshu, Hizen and Tosa who had fought to create a new government. This group of samurai worked behind the scenes to set up the government and society that would help Japan to be strong enough to stand as an equal to the foreigners. The Iwakura mission was consisting of a group of Japanese leaders and 50 students, officials and advisers who left Japan for a two-year journey to the United States, Britain and Europe. | <p>Essential Questions:</p> <ul style="list-style-type: none"> What does Meiji mean? Who were involved in the Iwakura mission? What were the reasons why Japan decided to modernize? Did everyone in Japan benefit from modernization? |
| <p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> About the Meiji Restoration About Emperor Meiji About the Iwakura Mission About Satsuma Rebellion | <p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> Understand why someone would want to join the Satsuma Rebellion and why someone would want to support the Meiji Restoration. Write a persuasive speech for each side. Explain the specific reasons why Japan decided to modernize. |

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Stage 2 - Assessment Evidence

Performance Tasks:

Individual Task:

Design and create a diagram that outlines the ways in which Japan changed from 1868.

Historical questions and research

1. Find out more about the modernization of Japan.
Focus only in one part of society. For example, one could focus on the military, government, transport, industry, fashion, education or any other area that changed.

Explanation and Communication

1. Write an interview between a journalist and Iwakura Tomomi. The interview is taking place just after Iwakura has returned from his mission. The purpose of the interview is to find out what the mission discovered in the West and what Iwakura thinks need to happen in Japan.

Forms of assessment:

- Teacher's observation as students work on the tasks.
- Assessment of students' work.
- Read Essential Questions and call on several students to randomly to ask for their interpretations. Ask for any misunderstandings.
- Assess students in class through conversations and questioning.

Other Evidence:

Stage 3 - Learning Plan

Day 1

1. Teach new vocabulary
2. Discuss the topic with powerpoint materials

Individual Task:

1. Design and create a diagram that outlines the ways in which Japan changed from 1868.
2. Video Analysis: Iwakura Mission

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3. Write 40 to 50 words about your own understanding of the video.

Homework: Historical questions and research

Find out more about the modernization of Japan.

Focus only in one part of society. For example, one could focus on the military, government, transport, industry, fashion, education or any other area that changed.

Day 2

1. Report the research findings in class.
2. Write an interview between a journalist and Iwakura Tomomi. The interview is taking place just after Iwakura has returned from his mission. The purpose of the interview is to find out what the mission discovered in the West and what Iwakura thinks need to happen in Japan.

Day 3

Role-play activity: Iwakura and 3 of his colleague will be interviewed by a journalist from the US in a talk show.

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Chapter 7 Making A Nation
Unit 1: The Extension of Australian Colonial Settlements

| Stage 1 – Desired Outcome | |
|---|---|
| <p>Established Goals:</p> <ul style="list-style-type: none"> • To examine topics about development or turning point that has helped to define the modern world. • To understand key developments that have helped define the modern world, their causes, the different experiences of individuals and groups, and their short and long term consequences. • To understand the ideas that both inspired and emerged from these key developments and their significance for the contemporary world. | |
| <p>Understandings: <i>Student will understand that...</i></p> <ul style="list-style-type: none"> • The reasons why Britain colonized Australia. • The extensions of Australian colonial settlements • Colonization of Eastern Australia • Colonization of Western Australia • The Gold boom in New South Wales and Victoria • The Gold boom in Western Australia | <p>Essential Questions:</p> <ul style="list-style-type: none"> • What were the factors that influenced Britain to colonize the eastern part of Australia? • Why were the interests of the Aboriginal people not considered when the British colonists cultivated land in Australia? • What were the changes to the land brought by the introduction of livestock and cultivation for wheat and barley as described in source 1B? • What were the major forms of land use in the colonies during the 19th century? • How might this land use have affected the livelihood of Aboriginal people in the colonies? |
| <p>Knowledge: <i>Students will know about...</i></p> <ul style="list-style-type: none"> • Great Britain being the wealthiest industrial power in the world during the 18th century and to maintain a reliable supply of resources for factories, cheap labor, markets and ports for merchants and naval vessels, it extended its empire during the 18th and 19th centuries. • Terra Australis – the decision to colonize the eastern side of Australia. • The many factors that influence the decision to colonize Australia’s eastern part. • 18th-Century Symbolism | <p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Develop their skills in sequencing events • Use historical terms and concepts. • Enhance critical and creative thinking and develop intercultural understanding skills. • Investigate the reasons why Britain colonized Australia. |

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Stage 2 - Assessment Evidence

Performance Tasks:

1. Worksheet Completion:

- Write the meanings of Latin words:
 1. Terra Australis
 2. Terra Nullius
- Write the 4 factors that influenced the colonization of Britain in the eastern part of Australia.

Group Task:

Perspectives and Interpretations

1. Why were the interests of the aboriginal people not considered when the British colonists cultivated Australia?
What were the major forms of land use in the colonies during the 19th century? How might this land use have affected the livelihood of Aboriginal people in the colonies?

Analysis and Use of Sources

- Study source 1F. Describe and explain the reasons for the rapid population growth in Western Australia from 1891 to 1901.
- Study source 1D. Write a paragraph describing all the features of the settlement shown in source 1D. Read your answers in groups and discuss some of the difficulties you might experience living in Melbourne during the 1840s.

Forms of assessment:

- Teacher's observation as students work on the tasks.
- Assessment of students' work.
- Read Essential Questions and call on several students to randomly to ask for their interpretations. Ask for any misunderstandings.
- Assess students in class through conversations and questioning.

Other Evidence:

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Stage 3 - Learning Plan

Day 1

- Teach Vocabulary and concepts
- Discuss the topic via powerpoint presentation

Worksheet Completion:

- Write the meanings of Latin words:
 - (1) Terra Australis
 - (2) Terra Nullius
- Write the 4 factors that influenced the colonization of Britain in the eastern part of Australia.

Day 2

Group Task:

Perspectives and Interpretations

- Why were the interests of the aboriginal people not considered when the British colonists cultivated Australia?
- What were the major forms of land use in the colonies during the 19th century? How might this land use have affected the livelihood of Aboriginal people in the colonies?

Analysis and Use of Sources

- Study source 1F. Describe and explain the reasons for the rapid population growth in Western Australia from 1891 to 1901.

Study source 1D. Write a paragraph describing all the features of the settlement shown in source 1D. Read your answers in groups and discuss some of the difficulties you might experience living in Melbourne during the 1840s.

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History, Pre-Intermediate, 2017-2018
Unit 2: Contact Between European and Indigenous Australians

| Stage 1 – Desired Outcome | |
|--|---|
| <p>Established Goals:</p> <ul style="list-style-type: none"> ● To examine topics about development or turning point that has helped to define the modern world. ● To understand key developments that have helped define the modern world, their causes, the different experiences of individuals and groups, and their short and long term consequences. ● To understand the ideas that both inspired and emerged from these key developments and their significance for the contemporary world. | |
| <p>Understandings: <i>Student will understand that...</i></p> <ul style="list-style-type: none"> ● There are two distinct points of view, or perspectives, on the colonization and the extension of settlement in Australia: <ol style="list-style-type: none"> a. The European perspective: Australia was settled peacefully, the land was explored and occupied, farms were developed, towns were established, people accumulated wealth and progress was made. b. The indigenous perspective: Australia was invaded, resistance was met with violence, land was stolen. Aboriginal people were dispossessed from their country (a term used by Aboriginal people to describe a physical and spiritual location which has significance for their lives), were killed by disease and their culture was disregarded. <p><i>Note: Text taken from Page 279</i></p> | <p>Essential Questions:</p> <ul style="list-style-type: none"> ● What was the European perspective on the colonization and extension of settlement in Australia? ● What was the indigenous perspective on the colonization and extension of settlement in Australia? ● What were the three aspects of the British way of life that caused the “seeds of conflict” between the European and the Noongar peoples? ● What was the impact of disease in the Aboriginal community? ● What were some examples of cooperation between European and Indigenous people in the early years of the colony? ● Who was Captain James Cook? ● What is Social Darwinism? |
| <p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> ● About the two different cultures that came in contact in Australia. ● About the perspectives on the colonization in Australia. ● About the impact of disease at that time. ● About the cooperation and friendship | <p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Develop literacy, intercultural understanding, critical and creative, thinking, ethical behavior. ● Explain the effects of contact and categorizing these effects as either |

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| | |
|--|---|
| <p>between European and Indigenous people.</p> | <p>intended or unintended.</p> <ul style="list-style-type: none"> • Conduct research on the following aspects of life for both Europeans and Aboriginal people: religion, family relationships, education, material possessions, clothing and footwear, transport and housing. |
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| Stage 2 - Assessment Evidence |
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| | |
|---|-------------------------------|
| <p>Performance Tasks:</p> <ul style="list-style-type: none"> • Worksheet Completion: Find the meaning of the terms below: <ol style="list-style-type: none"> a. Crown Land b. Noongar people c. Frontier d. Martial Law e. Terra Incognita f. Aboriginal country • Analysis and Use of Sources: <ol style="list-style-type: none"> a. Using sources 2B to 2E, describe the forms of cooperation that existed between Aboriginal and European people in the early days of the colonies. b. Write out words from sources 2M and 2N that indicate the point of view of the people who wrote the inscriptions. <p>Worksheet Completion:</p> <p>First Topic: Cultures Collide:</p> <ul style="list-style-type: none"> • This worksheet focuses on the key concept of “perspectives.” Students complete research and writing tasks in order to consider both European and Aboriginal experiences of early colonialism. • Students are first required to research the following aspects of life for both Europeans and Aboriginal people: religion, family relationships, education, material possessions, clothing and footwear, transport and housing. • For Aboriginal religion: students should search “dreaming spirituality” and for | <p>Other Evidence:</p> |
|---|-------------------------------|

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Aboriginal education, they should look for information on initiation ceremonies.

Second Topic: Differences Between Two Cultures

- The second activity on the worksheet asks students to write about the differences between the two cultures from each perspective. The instructions ask them to write from the British perspective first. Provide some guidance on how students should write their ideas.

For example: diary entries or a letter to someone still living in Europe would be appropriate. Finally, students are required to consider the same issues from an Aboriginal perspective. Different appropriate forms could be suggested for this: for example: a conversation between two Aboriginal people.

Forms of assessment:

- Teacher's observation as students work on the tasks.
- Assessment of students' work.
- Read Essential Questions and call on several students to randomly to ask for their interpretations. Ask for any misunderstandings.
- Assess students in class through conversations and questioning.

Stage 3 - Learning Plan

Day 1

- Teach Vocabulary and concepts
- Discuss the topic via powerpoint presentation

Worksheet Completion:

- Find the meaning of the terms below:
 - a. Crown Land
 - b. Noongar people
 - c. Frontier
 - d. Martial Law
 - e. Terra Incognita
 - f. Aboriginal country

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- Analysis and Use of Sources:
 - a. Using sources 2B to 2E, describe the forms of cooperation that existed between Aboriginal and European people in the early days of the colonies.

Homework:

- *Students are required to research the following aspects of life for both Europeans and Aboriginal people: religion, family relationships, education, material possessions, clothing and footwear, transport and housing.*
- *For Aboriginal religion: students should search “dreaming spirituality” and for Aboriginal education, they should look for information on initiation ceremonies.*

Day 2

Worksheet Completion:

First Topic: Cultures Collide:

- This worksheet focuses on the key concept of “perspectives.” Students complete research and writing tasks in order to consider both European and Aboriginal experiences of early colonialism.
- Students are first required to research the following aspects of life for both Europeans and Aboriginal people: religion, family relationships, education, material possessions, clothing and footwear, transport and housing.
- For Aboriginal religion: students should search “dreaming spirituality” and for Aboriginal education, they should look for information on initiation ceremonies.

Second Topic: Differences Between Two Cultures

- The second activity on the worksheet asks students to write about the differences between the two cultures from each perspective. The instructions ask them to write from the British perspective first. Provide some guidance on how students should write their ideas.
- For example: diary entries or a letter to someone still living in Europe would be appropriate. Finally, students are required to consider the same issues from an Aboriginal perspective. Different appropriate forms could be suggested for this: for example: a conversation between two Aboriginal people.

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Unit 4 Living and Working Conditions in Australia around 1900

| Stage 1 – Desired Outcome | |
|---|--|
| <p>Established Goals:</p> <ul style="list-style-type: none"> To examine topics about development or turning point that has helped to define the modern world. To understand key developments that have helped define the modern world, their causes, the different experiences of individuals and groups, and their short and long term consequences. To understand the ideas that both inspired and emerged from these key developments and their significance for the contemporary world. | |
| <p>Understandings: <i>Student will understand that...</i></p> <ul style="list-style-type: none"> British imperialism developed differently in Australia because of the influence of isolation, the environment, indigenous Australians. <p><i>Text taken from page 270.</i></p> | <p>Essential Questions:</p> <ul style="list-style-type: none"> Which state had the highest percentage of the population living in the capital city in 1901? Which state had the lowest percentage of the population living in the capital? What were the deadly diseases in 1900 that were linked to dirt, poor-water supplies? What were the deadly facts about living in Australia? What were the reasons for the difference in state populations? |
| <p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> The living and working conditions in Australia around 1900. About the deadly facts about living in Australia in 1900. | <p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> Identify the main features of housing, sanitation, transport, education and industry that influenced living and working conditions in Australia. Improve literacy, critical and creative thinking skills. Develop students' historical analysis skills. |
| Stage 2 - Assessment Evidence | |
| <p>Performance Tasks:</p> <p>Worksheet Completion: Pair work: Topic: Working Conditions in Australia c. 1900</p> | <p>Other Evidence:</p> |

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This worksheet is designed to develop students' historical analysis skills.

There is a series of questions accompanying six sources, but students should look carefully at the sources before considering the questions; this may be best done as a whole class activity.

Encourage students to look for specific details in the sources, including the captions and names.

Students are asked to provide evidence to support their answers. Ensure students know this means including a quote for written sources and reference to specific details for visual sources.

Group Task:

Analysis and Use of Sources:

1. According to the table on page 292:
 - a. Which state has the highest percentage of the population living in the capital city in 1901?
 - b. Which state has the lowest percentage of the population living in the capital?
2. Carefully study sources 4F and 4G and describe in detail the types of transport, condition of the roads and types of buildings you can observe. Imagine the conditions of the roads in winter and the smells and sounds you would encounter.

Historical Questions and Research

1. Research one of the diseases that contributed to the high death rate in Australia around 1900. Investigate the features of the disease, the reasons for its spread and how and why the disease has been controlled or eradicated.

Forms of assessment:

- Teacher's observation as students work on the tasks.

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- Assessment of students' work.
- Read Essential Questions and call on several students to randomly to ask for their interpretations. Ask for any misunderstandings.
- Assess students in class through conversations and questioning.

Stage 3 - Learning Plan

Day 1

- Teach Vocabulary and concepts
- Discuss the topic via powerpoint presentation

Pair work:

Analysis and Use of Sources:

1. According to the table on page 292:
 - a. Which state has the highest percentage of the population living in the capital city in 1901?
 - b. Which state has the lowest percentage of the population living in the capital?
2. Carefully study sources 4F and 4G and describe in detail the types of transport, condition of the roads and types of buildings you can observe. Imagine the conditions of the roads in winter and the smells and sounds you would encounter.

Homework:

1. *Research one of the diseases that contributed to the high death rate in Australia around 1900. Investigate the features of the disease, the reasons for its spread and how and why the disease has been controlled or eradicated.*

Day 2

Group Task

- **Worksheet Completion:**
Topic: Working Conditions in Australia c. 1900

This worksheet is designed to develop students' historical analysis skills.

There is a series of questions accompanying six sources, but students should look carefully at the sources before considering the questions; this may be best done as a whole class activity.

Encourage students to look for specific details in the sources, including the captions and names.

Students are asked to provide evidence to support their answers. Ensure students know this means including a quote for written sources and reference to specific details for visual sources.

- **Group Presentation:**
Present one of the diseases that contributed to the high death rate in Australia around 1900,

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the reasons for its spread and how and why the disease has been controlled or eradicated.

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Unit 5 Key events and ideas in Australian self-government and democracy

| Stage 1 – Desired Outcome | |
|---|---|
| <p>Established Goals:</p> <ul style="list-style-type: none"> • To examine topics about development or turning point that has helped to define the modern world. • To understand key developments that have helped define the modern world, their causes, the different experiences of individuals and groups, and their short and long term consequences. • To understand the ideas that both inspired and emerged from these key developments and their significance for the contemporary world. | |
| <p>Understandings: <i>Student will understand that...</i></p> <ul style="list-style-type: none"> • Voting rights were granted for adult Australian men as well as women. | <p>Essential Questions:</p> <ul style="list-style-type: none"> • What is a constitution? • What is a responsible government? • What is a universal suffrage? • Who is a suffragette? |
| <p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> • About the key events and ideas in Australian self-government and democracy. | <p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Develop literacy, personal and social competence, critical and creative thinking skills and ethical behavior. • Explain the factors that contributed to the development of democracy in Australia. |
| Stage 2 - Assessment Evidence | |
| <p>Performance Tasks:</p> <p>Pair Work:</p> <ol style="list-style-type: none"> 1. Use the information from the unit to construct a timeline from 1850 to 1910 to clearly show the following democratic reforms that occurred in Australia: <ul style="list-style-type: none"> ○ when each colony achieved self-government ○ When each colony gave the vote to most adult males ○ when each colony gave the vote to most women 2. Use the following terms included in this unit to complete the paragraph in the book. Go | <p>Other Evidence:</p> |

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| <p>to page 301 and answer directly from the book.</p> <ol style="list-style-type: none">a. Democraticb. Secret Ballotc. Universal Suffraged. People's Charter <p>Forms of assessment:</p> <ul style="list-style-type: none">• Teacher's observation as students work on the tasks.• Assessment of students' work.• Read Essential Questions and call on several students to randomly to ask for their interpretations. Ask for any misunderstandings.• Assess students in class through conversations and questioning. | |
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Stage 3 - Learning Plan

Day 1

1. Teach Vocabulary and concepts
 - What is a constitution?
 - What is a responsible government?
 - What is a universal suffrage?
 - Who is a suffragette?
2. Discuss the topic via powerpoint presentation

Pair work:

3. Use the information from the unit to construct a timeline from 1850 to 1910 to clearly show the following democratic reforms that occurred in Australia:
 - when each colony achieved self-government
 - When each colony gave the vote to most adult males
 - when each colony gave the vote to most women
4. Use the following terms included in this unit to complete the paragraph in the book. Go to page 301 and answer directly from the book.
5. Democratic
6. Secret Ballot
7. Universal Suffrage
8. People's Charter