NCTA

National Consortium for Teaching about Asia

Professional Development Seminar
2007-2008

A professional development seminar sponsored by the Freeman Foundation. Presented by the Institute for Asian Studies in collaboration with the College of Education at Florida International University.

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AY 2007-2008
Sponsored by the National Consortium for Teaching about Asia (NCTA)
A program funded by the Freeman Foundation

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Texts:
Rhoads Murphey, East Asia: A New History (Longman; 3rd edition 2003)
Takuan Soho, The Unfettered Mind (Kodansha International 1986)
Robert E. Fisher, Buddhist Art and Architecture (Thames and Hudson 1993)
Steven Heine, The Zen Poetry of Dogen (Dharma Communication 2005)

Description:
This seminar is designed to give Florida middle and high-school teachers a relatively sophisticated introduction to the history and contemporary issues and problems of East Asia, a region whose dynamism and vibrancy is sure to make it an even larger part of the state of Florida and our children’s future.

Goals:
- Reach an understanding of the history of the countries of East Asia, their situation vis a vis each other and the large civilizations of the world.
- Identify the main issues and problems in the incorporation of Asia into the modern world-system.
- Apply this knowledge about Asia to specific and original lesson plans for incorporation into the curriculum.

Requirements:
Participants are required to do a substantial amount of reading prior to each seminar, to participate actively in seminar discussion, and to develop and present an original lesson plan that connects seminar material to state-mandated teaching requirements. There will be a follow-up session summer 2008. The seminars will consist of the following components:

1. News Discussion Piece
2. Monthly Readings
3. One Presentation
4. Final Lesson Plan
Syllabus 2007-2008

SESSION 1: September 8
9:30   Administration/Welcome
10:30  Orientation and General Overview of Asia
12:00  Lunch
12:30-2:00  Guest Lecture: Keiko Gibson – Traditional Literature and Worldview
Readings:  East Asia, Chapter 1

SESSION 2: October 13
9:30   Administration
9:45   Discussion of Current Asia Affairs
10:30  Topic: Ancient History
12:00  Lunch
12:30-2:00  Guest Lecture: Hilary Landorf – Pedagogy and Lesson Planning
Readings  East Asia, Chapters 2-4

SESSION 3: November 10
9:30   Administration
9:45   Discussion of Current Asia Affairs
10:30  Topic: Classical History
12:00  Lunch
12:30-2:00  Guest Lecture: Wendy Lo – Culture of China and Japan
Readings:  East Asia, Chapters 5, 9, 11

SESSION 4: December 15
9:30   Administration
9:45   Discussion of Current Asia Affairs
10:30  Topic: Buddhist Art
12:00  Lunch
12:30-2:00  Guest Lecture: Min Mossman – Art of China and Japan
Readings:  Buddhist Art and Architecture, Chapters 1-4

SESSION 5: January 12
9:30   Administration
9:45   Discussion of Current Asia Affairs
10:30  Topic: Medieval Literature and Culture
12:00  Lunch
12:30-2:00  Guest Lecture: Ethan Segal - Medieval History
Readings:  East Asia, Chapters 6, 7, 8, 12

SESSION 6: February 9
9:30   Administration
9:45   Discussion of Current Asia Affairs
10:30  Topic: Early Modern Society
12:00  Lunch
12:30-2:00  Guest Lecture: Laura Nenzi – Early Modern Period
Readings:  East Asia, Chapters 14, 15
         The Zen Poetry of Dogen
SESSION 7: March 1
Southern Japan Seminar
Guest Lecture: Lucien Ellington – Education System of Asia

SESSION 8: April 12
9:30  Administration
9:45  Discussion of Current Asia Affairs
10:30  Topic: Swordmaster Text (Takuan Soho)
12:00  Lunch
12:30-2:00 Guest Lecture: Hilary Landorf – Pedagogy and Lesson Planning
Readings: The Unfettered Mind

SESSION 9 (Follow-up): June 7
9:30  Administration
9:45  Lesson Plan Presentations
12:00  Lunch
12:30  Lesson Plan Presentations
1:45 – 2:00 Wrap-up
Guidelines for Creating Your Lesson Plan

This page is designed to help you with the format of your lesson plan. The list will assist you in creating your best lesson plans because they are the details that often are easily overlooked.

- Make the topic clear and establish a connection to Asia
- Follow the outline format
- List all of your sources and include one to two sentences explaining about each source
- Include titles of your sources; books, articles, webpages, etc. Even if a webpage has moved, it can often still be found by using a search engine with the title as the item to search for.

Don’t forget to ask for help if you need it.

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Lesson Plan Outline

<table>
<thead>
<tr>
<th>I. Subject</th>
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<tbody>
<tr>
<td>Topic</td>
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<tr>
<td>Grade</td>
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<td>Time</td>
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| II. Goal      |  |

| III. Instructional Objectives |  |

| IV. Content Outline |  |

| V. Instructional Strategies |  |
| Set                        |  |
| Activities                 |  |
| Closure                    |  |

| VI. Assessment |  |

| VII. Materials |  |

| VIII. ESL Strategies |  |

| XI. Home Learning Extension |  |

| X. Sunshine State Standards/ CBC Standards |  |
Lesson Plan Outline

I. **Subject:** The subject in which you are teaching this lesson  
   **Topic:** Name of the topic  
   **Grade:** Grade level  
   **Time:** The amount of time you are planning for the lesson

II. **Goal:** A goal is a learning outcome. It is expressed by a broad statement identifying the general education outcome you want students to display upon completion of the lesson. The goal is a concept, NOT just information.

III. **Instructional Objectives:** Objectives are the concrete measures by which your goal will be realized. Objectives show how students will get to the goal, and are expressed by action verbs.

IV. **Content Outline:** This is literally the content that you are going to use in the lesson. Content usually consists of facts – historical, theoretical, social, etc.

V. **Instructional Strategies:**  
   **Set:** The learning activity that serves as your “springboard to inquiry.” Examples of a set include a key question, a KWL graphic organizer, a small-group discussion, a large-group discussion, simulations, and role play.  
   **Activities:** Make sure that your activities are interactive, and that they relate to your goal and your objectives.  
   **Closure:** Consolidation of your students’ learning. Consider using Bloom’s Taxonomy as the basis of formulating questions.

VI. **Assessment:** How do you know if your goal and objectives have been achieved? Think creatively about assessment. Above all, do not give students a lower order test after you have emphasized higher order thought processes in the class. The medium is the message.

VII. **Materials:** Include here both teacher and student resources.

VIII. **Home Learning Extension:** Short and/or long term work.

IX. **Sunshine State Standards/CBC Standards:** List the standards that are most useful for you and your administration.