TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rice in Asia</td>
<td>1</td>
</tr>
<tr>
<td>Japanese Spring Festival</td>
<td>4</td>
</tr>
<tr>
<td>The Traditional Japanese View of Nature</td>
<td>6</td>
</tr>
<tr>
<td>World History of Ancient and Modern Japan</td>
<td>9</td>
</tr>
<tr>
<td>Stereotypes in Asia</td>
<td>11</td>
</tr>
<tr>
<td>Japanese Fish Art</td>
<td>12</td>
</tr>
<tr>
<td>Exploring Children’s Stories with Settings in Japan</td>
<td>15</td>
</tr>
<tr>
<td>Life in a Small Town</td>
<td>17</td>
</tr>
<tr>
<td>Ancient China</td>
<td>18</td>
</tr>
<tr>
<td>The Effects of War: South Korea and Latin America</td>
<td>20</td>
</tr>
<tr>
<td>Chinese New Year</td>
<td>22</td>
</tr>
<tr>
<td>Shodo: Japanese Calligraphy</td>
<td>25</td>
</tr>
<tr>
<td>Determining if Lack of Academic Progress is Due to Second Language Acquisition</td>
<td>27</td>
</tr>
<tr>
<td>Fun with Origami</td>
<td>29</td>
</tr>
<tr>
<td>Plate Tectonics</td>
<td>31</td>
</tr>
<tr>
<td>World War II Pacific Theater</td>
<td>34</td>
</tr>
<tr>
<td>How Censorship Affected the Film and Music Industries in Japan</td>
<td>36</td>
</tr>
<tr>
<td>and the United States from the 1940’s–1990’s</td>
<td></td>
</tr>
</tbody>
</table>
Rice in Asia

I. Goals: To introduce the students to:
   - Rice as the seed of a plant
   - The origin of rice cultivation in Asia
   - The conditions needed for rice cultivation
   - Some of the different varieties of rice from Asia
   - Some traditions in Asia associated with rice
   - Some other traditional uses of rice in Asia (other than as food).

II. Instructional Objectives:
   - Students will be able to identify a rice plant (from picture or live plant).
   - Students will be able to identify the regions of the world where rice cultivation most likely started (Asia).
   - Students will be able to explain what conditions are necessary for rice cultivation.
   - Students will be able to name and identify some different varieties of rice from Asia.
   - Students will become familiar with how rice appears in some traditions in Asian countries.
   - Students will name some traditional uses of rice in Asia, other than as food.
   - Students will learn the steps to make Japanese rice glue (home activity).

IV. Content Outline:
   1. The rice plant
   2. Asia - the region of the world where rice was first cultivated
   3. The conditions needed for rice cultivation
   4. Some of the different varieties of rice from Asia
   5. Rice as part of some Asian traditions
   6. Traditional uses of rice in Asia (other than as food)
   7. How to make Japanese rice glue

III. Instructional Strategies:
   1. The teacher introduces the topic by asking the students what are the basic foods that are cooked at their homes, and how many of them eat rice at least once a week.
   2. The teacher asks the students to answer the question: What is rice? The students provide answers based on previous knowledge.
   3. The students will complete the first two portions of a KWL.
   4. The teacher introduces the students to the nature of rice as the seed of a plant.
   5. The teacher introduces the students to the origins of rice cultivation.
6. The students identify on a map the area of the world where rice was first cultivated in Asia
7. The teacher explains the conditions needed for rice cultivation
8. The teacher asks the students to name some different varieties of rice
9. The teacher introduces the class to some of the different varieties of rice from Asia
10. The teacher introduces the students to some traditions in Asian cultures that rice is a part of.
11. The class learns about some traditional uses of rice in Asia, other than as food.
12. The class reviews the steps to follow in making Japanese style rice glue
13. The students answer written questions on the topic of the lesson (see attached)
14. The students complete the remaining portion of the KWL

**Activities:**
1. After teacher engaging the students in a discussion on the topic of rice, the class completes the first portion of a KWL chart on the subject of rice.
2. The students identify different varieties of rice from Asia from pictures presented on a screen from an electronic projector, overhead projector, or from pictures.
3. The students identify on a map the part of the world where rice was first cultivated.
4. The students answer written questions on the topic of the lesson (see attached)
5. The students complete the remaining portion of the KWL chart.
6. The students make at home about one ounce of Japanese glue rice to use in school projects.

**Closure:**
The students state, in oral form, what they have learned from the lesson.

**IV. Assessment:**
- The students identify on a map (by coloring) China as the part of the world where rice was first grown (see form attached)
- The students answer written questions on the topic of the lesson (see attached)
- The students complete the remaining portion of the KWL chart (What I Have Learned).

**V. Materials:**
1. Electronic projector for Power Point Presentation on Rice in Asia
2. Laptop computer for Power Point Presentation
3. If electronic projector is not available, overhead projector for use with physical copies of pictures
4. Pictures (physical or virtual) of six different varieties of rice from Asia that can be available in supermarkets or Asian stores.
5. Facts sheet with information on six different varieties of rice from Asia that can be available in US supermarkets.
VI. **Home Learning Extension:** Students will make one ounce of Japanese rice glue following instructions found on the webpage:
http://www.wikihow.com/Make-Rice-Glue

IX. **Sunshine State Standards/CBC Standards:**
- **Sunshine State Standards:**
  SS.912.G.2.1, SS.912.G.2.3, SS.912.G.2.5
- **CBC Standards:**
  I B 8, I B 10, I C 2, II A 5, IV I B, IV A 5, V A 2
Japanese Spring Festival

I. Goals

- To develop competence in the Japanese language
- To gain knowledge and understanding of another on “its own terms”
- To connect with other disciplines and acquire knowledge in the school’s core curriculum
- To develop insights into the nature of language and culture in relation to each other and oneself
- To participate in multilingual communities at home and around the world

I. Content Outline:
1. Japanese Halberd
2. Japanese Fencing
3. The Shoringi Martial Art
4. Dancing Japanese Elements
5. Robot Sumo Battle
6. Chopsticks Game
7. Ninja
8. Five in a Row
9. Abacus
10. Origami Flowers
11. Paper planes
12. Tea ceremony
13. Origami
14. Kimono
15. Karaoke
16. E Hip-hop dance
17. Kiosk
18. Ring Toss
19. Japanese massage
20. Japanese drums
21. 3-stringed Japanese “banjo”
22. Fundraising for Japan
23. Kanji cupcakes
24. Rock, Paper, Scissors,
25. Fried Noodles
26. Mochi Pounding
27. Number Counting Game
28. Curry and Rice
29. Jeopardy
30. Rice Balls
31. Message Board for Japan
32. Calligraphy
33. Hiragana Game
34. Photo Booth
35. Picture-Story Show
36. Snow Cone
37. Quiz game
38. Bon Folk Dance
39. Rock Arranged Folk Dance
40. Awa Folk Dance

II. **Instructional Strategies**

*Set:*
- What do I already know about Japanese language and culture?
- What would I like to learn?
- What new things did I learn today?

*Activities:*
There are more than 40 booths set up with interactive activities, simulations, role plays, discussions, presentations, etc. related to Japanese language and culture

*Closure:* Students who choose to do so will consolidate their learning experience by writing a 5-paragraph essay on three aspects of Japanese language and/or culture that surprised, inspired, or informed them or caused them to reflect or research further.

III. **Assessment**

A panel of community members reads student essays and holistically rates the writing. Thoughtful writing that shows evidence of meeting the instructional objectives is rewarded with any of the following:
- A “no homework” coupon
- A “no quiz” coupon
- A gift redeemable with a coupon

Students are also asked to indicate if they would like to participate in the following year’s Spring Festival as a volunteer and in what capacity they would like to participate.

IV. **Materials**

Vary according to the booth and the activity being showcased at the booth or station.

V. **Home Learning Extension**

Individual teachers can assign required extension assignments for credit (e.g., research projects, presentations, small discussions, etc.)

*Standards:* 5 C’s: Communication, Cultures, Connections, Comparisons, and Communities.
The Traditional Japanese View of Nature

I. Goals: To introduce the students to:
   ● The traditional Japanese view nature
   ● The Japanese folk tradition of the *tanuki* or Japanese raccoon dog as a magical being
   ● A comparison and contrast of the Japanese traditional view of nature and present-day Western views of nature
   ● Developing their own view of the proper balance between civilization and nature

II. Instructional Objectives:
   ● Students will become familiar with the Japanese traditional and the modern views of nature and the Environment through a lecture and the viewing a Japanese film
   ● Students will engage in a comparison of the traditional Japanese views of the human/nature relationship with modern/Western views on the same subject through critical thinking and active discussion
   ● Students will develop and express their own personal views on the subject through critical thinking and active discussion

III. Content Outline:
   1. The traditional Japanese views of nature
   2. The view of the *tanuki* or Japanese raccoon-dog as a magical being in Japanese folklore
   3. The Japanese traditional view of nature compared to present-day Western views
   4. The challenge presented by the adoption of the Western view of nature in the modern in present day Japan
   5. The relationship between human beings and nature

IV. Instructional Strategies:
   Set:
   1. **Day 1:** The teacher introduces the topic by asking the students to give examples of cases in which human activities have a negative impact on the natural environment (urban development, mining, wood harvesting).
   2. The teacher engages the students in an active large group discussion by asking questions to be answered orally (see Activities section)
   3. The students will complete the first two portions of a KWL
   4. The teacher introduces the students to the traditional Japanese view of nature by lecture and use of a comparison chart.
   5. The teacher introduces the students to the traditional Japanese view of the *tanuki* or Japanese raccoon-dog as a magical being in Japanese folklore.
   6. The class views the first 30 minutes of the Japanese animation film “Pom Poko”
   7. For the next three days, the class views the rest of the film “Pom Poko”
8. The students give their opinion of the film and its message, and on the human/nature relationship by answering questions in written form (see Activities section):

9. The students complete the remaining portion of the KWL Activities:

**Day 1:**
The teacher engages the students in an active large group discussion by asking the following questions to be answered orally:

- When we cause damage to the natural environment, are we, in turn, affected? How?
- How does our view of nature affect our relationship with it?
- What is the view of nature most prevalent in the present day in our part of the world?
- Are there any other different views of nature? (Students may answer variedly: Native American view, traditional Asian, Eco-friendly, etc.) Can we learn anything from them?
- In your opinion, how should we relate to nature? Is nature something to be used and exploited for our benefit without any serious regard for its creatures? Is it possible to live in harmony with nature while continuing to enjoy the comforts and advances of civilization? Or should we give up these comforts and technological advances and go “back to nature” to a way of life less invasive and more in harmony with the natural environment?

1. The students will complete the first two portions of a KWL chart stating what they may know about the Japanese (or the Asian) view of nature, and what they want to learn about it.

2. The teacher introduces the students to the traditional Japanese view of nature by use of a comparison chart.

3. The teacher introduces the students to the traditional Japanese view of the *tanuki* or Japanese raccoon-dog as a magical being in Japanese folklore.

4. The class views the first 30 minutes of the Japanese animation film “Pom Poko”

**Day 2:** The class views the next 40 minutes of the Japanese animation film “Pom Poko”

**Day 3:** The class views the next 40 minutes of the Japanese animation film “Pom Poko”

**Day 4:** The class views the last section of the film.

**Closure:**
The students give their individual opinion of the film and its message in oral form.

**V. Assessment:**

- The students answer questions in written form (see form attached)
• The students complete the remaining portion of the KWL chart (What I Have Learned) on the Japanese Traditional View of Nature.

VI. **Materials:**
• KWL chart on the Japanese traditional view of nature
• Projector (overhead or electronic)
• Comparison Chart of the Japanese traditional view of nature and the Western/modern view of nature
• Facts sheet on the Japanese raccoon-dog or *tanuki*. (transparency or Power Point presentation depending on projector available)
• DVD copy of the Japanese animation film *Pom Poko* by director Isao Takahata, Studio Ghibli, 1994 (Disney Edition)
• Webpage: *Nature - Japanese Culture*  
  (http://www.uwosh.edu/facstaff/barnhill/244-intro/nature-japan)
• Webpage: *Major Conceptions of Nature in China and Japan*  
  (http://www.uwosh.edu/facstaff/barnhill/244-intro/eastasian)
• Webpage: *Finding the Voice of Japanese Wilderness* by Aya Hayashi  
  (www.wilderness.net/library/documents/Hayashi1.pdf)
• Webpage: *Japanese view of the natural world* by David Cyranoski  
  (http://www.nature.com/nature/journal/v466/n7310/full/4661046a.html)
• Webpage: *Tanuki in Japanese Artwork*  
  (http://www.onmarkproductions.com/html/tanuki.shtml)

VII. **Home Learning Extension:** Students will choose one of the following articles to read online:
• *Finding the Voice of Japanese Wilderness* by Aya Hayashi  
  (www.wilderness.net/library/documents/Hayashi1.pdf)
• *Japanese view of the natural world* by David Cyranoski  
  (http://www.nature.com/nature/journal/v466/n7310/full/4661046a.html)
• *Japanese Perception of Wildlife:*  

IX. **Sunshine State Standards/CBC Standards:**
**Sunshine State Standards:**
SS.912.G.5.1, SS.912.G.5.3, SS.912.G.5.4, SS.912.G.5.6  
**CBC Standards:**
I B 8, I B 10, I C 2, II A 5, IV 1 B, IV A 5, V A 2, V A 3, VI A 1, VI A 3, VI A 5,  
VI B 9
World History of Ancient and Modern Japan

I. **Goal:** Students will understand and emulate the value of respect traditionally ingrained in Japanese Culture both past and present. Students will make a difference in the lives of Japanese citizens surviving the recent disaster.

II. **Instructional Objectives:** Students will recognize the positive character traits that dictate Japan’s culture. Students will also be able to identify examples of Japan’s unique ability to honor tradition while modernizing. Lastly, students will analyze cause and effect relationships in the areas of Japan’s physical geography and reactions to its recent disaster.

III. **Content Outline:**
Classroom content on Japan included the following topics:
- Warring kingdoms (Daimyo), Feudalism in Japan—textbook study
- Samurai—3 D presentations
- Filial piety—identification and roots—teacher lecture and textbook
- Effects of Tsunami and Earthquake
- PowerPoint of Modern/Traditional Japan

IV. **Instructional Strategies:**
Learning activities include:
- A study on Japanese respect and loyalty
- Students to devise a three-dimensional Samurai listing character traits and physical armor
- Students to receive lecture on physical characteristics of Japan (plates, tsunami, earthquake, etc.)
- Teacher developed multi-media PowerPoint of photographs including topics ranging including business, arts, education, faith systems and politics set to Bette Middler’s song “From A Distance”
- Teacher to coordinate a donut sale fundraiser to benefit victims of recent disaster ($426 sent to Red Cross)

V. **Assessment**
- Three dimensional Samurai listing at least 15 character traits
- Reflection essay paper on multi-media PowerPoint

VI. **Materials**
- Journey Across Time textbook
- Hagakure: The Book of the Samurai
- PowerPoint presentation including primary source photographs
- Construction paper
- Cereal boxes
- Scissors
• Markers/colored pencils

VII. Home Learning Extension
Sales of donuts to family and friends to benefit the people of Japan

VIII. Sunshine State Standards
• L.A.A.2.2.1 – cause/effect,
• SS.6.G.1.1. use longitude and latitude to understand the relationship between the U.S. and Japan
• SS.6.G.2.1 explain how major physical characteristics have influenced settlement, interactions and economies of Japan
• SS.6.G.3.2 analyze the impact of human populations on ecosystems
• SS.6.G.4.1 Explain how family relationships influence culture
• SS.6.G.4.4 Analyze the impact of the spread of various belief systems
• SS.6.G.5.3 use geographic tools and terms to analyze how disaster plagues Japan
• SS.6.G.W.1.3 interpret primary and secondary source
• SS.6.G.W.4.4. explain the teachings of Buddha
Stereotypes in Asia

I. **Goals:** Students will:
   - Reduce stereotyping
   - Gain respect for diversity in cultures
   - Compare and contrast U.S. cultures
   - Realize that populations of countries are diverse

II. **Instructional Objectives:**
    Using a variety of activities, students will examine the meaning and examples of stereotypes, prejudice and discrimination. Students will begin to understand how these factors impact our human interactions as they relate to direct service learning relationships.

III. **Materials:**
    Photos of people from different cultures.
    (Vocabulary: stereotype, culture, diversity)
    Movie a Japanese Story

IV. **Brainstorming/Discussion**
    **Questions:** Teacher will show photos of people from different cultures and ask students about their assumptions and knowledge of the cultures.

    **Class discussion**

    **Closing:**
    Teacher will model a Venn diagram (following) with three sections headed “Japanese” and “American” with an intersecting “Both” section. Students will participate in creating a list of differences (between the two cultures). Students will use information that they have learned.
Japanese Fish Art

I. Goals
Students increase their understanding of Japanese culture by studying an unusual artistic tradition: gyotaku (fish printing). Students learn about the history and significance of gyotaku through online or library research. Students compare Japanese gyotaku to printing methods in their own culture, gaining a better understanding of printmaking’s cultural significance.

II. Instructional Objectives
Students will:
- conduct Internet or library research to learn about the history and significance of gyotaku in Japanese culture
- identify key design elements that differentiate types of gyotaku print making
- understand that, in Japan, fishermen would make gyotaku to preserve records of their catches
- learn that there are two different techniques for making gyotaku: the indirect method and the direct method
- identify the different physical structures of fish that help them live in their environment (fins, gills, scales)
- know that fish are a category of animal that use gills instead of lungs to breathe in their environments
- be able to identify the parts of the fish
- make a print of their fish and compare them to the prints of their classmates

III. Content Outline
- Ask students to share images and ideas that come to mind when they think of Japan and Japanese art
- Then, ask them to describe what Japanese people eat. Record and briefly discuss their responses.
- Continue discussion about the types of art they think is part of Japanese culture. Record and briefly discuss answers.
- Ask questions about American culture and compare with Japanese culture.

Art Content Standard: Social, Cultural, Historical
Taking the Japanese historical technique of measuring and recording fish and using it as an art form in modern times. Understanding and applying the technique of printmaking.

Science Content: the anatomy, structure and cells, and habitat of fish.

IV. Instructional Strategies
1. Students will explore categories of animals and discuss the differences of mammals, fish, insects, amphibians, birds, and reptiles.
2. Students will review vocabulary.
3. Students will review the diagram of the fish.
4. The students will rub alcohol on a frozen fish to prepare it for paint.
5. The students will carefully print the fish onto paper.
6. Students will measure and possibly label one of their prints.
7. Finally students will display and compare their print to the other student work

**Background/Key Ideas:**
- *Gyotaku* was developed by fishermen (early 1800’s) in order to record their catch. The technique came from individuals not scientists out of need.
- Everyday people can use science to find a means to their problems.
- The prints of fish were brought home and hung on the wall as conversation pieces and to express the stories of their catch.

**Closure**

V. **Assessment**
Have students complete a self-assessment or engage in a group discussion regarding the process of *Gyotaku*. Use elements of art and principles of design to describe their work.

VI. **Materials**
- Computer with Internet access
- Materials: Diagram of a fish
- Textbook
- Frozen fish
- Rubbing alcohol
- Rubber gloves
- Newspaper
- Paint brushes
- Printer’s paint

VII. **ESL Strategies:** Pair ESL students with appropriate group for adequate cooperation

VIII. **Home Learning Extension:** view *Gyotaku* at home prior to lesson have students list key design elements

IX. **National Standards**
1. National Council for Social Studies
   - Culture People Places and Environment
   - Individual Development and Identity
2. National Arts Standards
   - NA-VA.K-4.1 Standard #1: Understanding and applying media, techniques, and processes
   - NA-VA.K-4.3 Standard #3: Choosing and evaluating a range of subject matter, symbols, and ideas
• NA-VA.K-4.4 Standard #4: Understanding the visual arts in relation to history and cultures

3. National Science Education Standards

• Characteristics of organisms
• Organisms and environments
Exploring Children’s Stories with Settings in Japan

I. Goals:
Key Ideas and Details
- RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Integration of Knowledge and Ideas
- RL.3.7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- RL.3.9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

II. Activities:
Day 1
The Media Specialist will display three books: How My Parents Learned to Eat; Grandfather’s Journey; and The Paper Crane.
- The Media Specialist will explain that the three books all have a setting in Japan.
- A discussion will be initiated about what students know about Japan.
- Students will locate Japan on a globe and a map.
- On paper, students will write a list of ten words they associate with the country of Japan.
- Following class discussion, a class list will be created.
- Students will view Reading Rainbow Broadcast: “The Paper Crane.”
- Media Specialist will moderate discussion about video, new facts learned, and guide students in comparison of word lists to books.

Day 2
- Media Specialist will read the Book: How My Parents Learned to Eat.
- Students will discuss similarities and differences between two stories.
- Students will create Venn Diagram to compare and contrast the two stories.

III. Assessment:
Students will demonstrate understanding of Objectives through the creation of the Venn Diagram.

IV. Scoring Rubric:
Five or more words/phrases in each section = A
Four or more words/phrases in each section = B
Three or more words/phrases in each section = C
Two or more words/phrases in each section = D
Less than two words/phrases in each section = F
Life in a Small Town

I. **Goal:** Student will learn in a small town people know and respect each other, and extended family is valued.

II. **Instructional Objectives:**
   - Activate prior knowledge
   - Brainstorm about how people get along in the area where students live
   - Do a picture walk
   - Read the book to the class

III. **Content Outline:**
Social: Big city life is different from small town life. The story illustrates life in a small Japanese community in which all the neighbors and shopkeepers know each other.

IV. **Instructional Strategies:**
Set: Complete a Venn Diagram comparing your neighborhood to the neighborhood in the story.

V. **Assessment:** Students will write a composition comparing and contrasting the two neighborhood.

VI. **Materials:** *Grandpa’s Town* By Takaaki Nomura.

VII. **Home Learning Extension:** Write a paragraph about how the boy’s feelings change from the beginning of the story to the end of the story.

VIII. **Sunshine State Standards/CBC Standards:** LACC.2.RL.1.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
Ancient China

I. **Goal**: The concept that will be learned at the end of the lesson is how the inventions and ideas from ancient China changed our world today.

II. **Instructional Objectives**
   - Students will be able to identify inventions and ideas that came from China with 70% accuracy.
   - Students will be able to describe how ancient China was like with 70% accuracy.

III. **Content Outline**
The content I will use in this lesson consists of historical information about Ancient China. Students will learn about how it was like and they will also learn the many important inventions that came from ancient China. Such as gunpowder, compass, matches, noodles, and the wheelbarrow.

IV. **Instructional Strategies**
**Set**: I will begin by asking my students of any ideas and inventions they have learned that came from China. After the discussion, we will quickly review the vocabulary words that will be mentioned on the Ancient China video from Brainpop Jr. We will then continue by watching the video.

**Activities**: After the video, will discuss the inventions and ideas mentioned and their importance. Since dragons were the symbols of power from ancient China, students will also make their very own dragon.

**Closure**: At the end of the lesson, the students will answer 3 comprehension questions. The questions are as follows:
   - What was ancient China like?
   - What else came from ancient China and why are they important today?
   - What important ideas came from ancient China?

V. **Assessment**
Students will complete a chart. They will explain the importance of the inventions listed on a Brainpop Jr. Handout.

VI. **Materials**
**Students**:
   - Crayons
   - Scissors
   - Tape pencils
   - Brainpop Jr. Handouts

**Teacher**:
   - www.brainpopjr.com
   - Brainpop Jr. Video and Handouts (Chart, Dragon Pictures, Ancient China Word wall, and Writing Prompt Handout.)
VII. ESL Strategies
- Simplified Direction - In using English with ESL students, the teacher will also listen carefully to his/her own language use and try to adapt it to meet the students’ level of understanding of English.
- Dialogue Journal - Students write on topics of their choice and the teacher responds with advice, comments or observations.

VIII. Home Learning Extension
- Students will complete a prompt. We will further discuss Confucius, a philosopher and teacher from ancient China. Students will discuss what ideas they have in order to make the world a better place.

IX. Sunshine State Standards
- LA.2.5.2.1: The student will interpret information presented and seek clarification when needed.
The Effect of War: South Korea and Latin America

I. Goal:
Students will be introduced to the issue of wars and to its effects on Latin America through the model country of Korea.

II. Instructional Objectives:
Students will analyze different types of wars. They will consider the effects of war on the families and countries. They will do further research on Latin countries to understand the effects of war.

III. Content Outline:
1. Begin with a discussion of the meaning of the word “war” and its origins.
2. Next, ask students if they can list Latin countries that have been at war.
3. The teacher will discuss disadvantages of wars.
4. Korea will be presented as a country where war affected families to the point that two brothers will be fighting against each other.
5. Students will be introduced to the film: The Brotherhood of War (Taegukgi) and will be asked what they know about this country.
6. A comparison will be drawn with other countries in Latin America.

IV. Instructional Strategies:
Set:
1. Brainstorming: On the board write the word WW II, students will add ideas about their perception of Korea during the WWII. Discuss the perceptions.
2. A KWL chart on what students know about Korea.
3. Students will view internet sites for wars in Latin America countries.
4. Students will make a chart of disadvantages and effects of wars.

Activities:
1. Students will watch the film Brotherhood of War in class and at they will answer the following questions at home: This film is set in South Korea in 1950 and the story of Jin-tae Lee and his 18 year old student brother, Jin-seok Lee.
   - What is the name of the characters of this film?
   - How is the relationship between the brothers in the film?
   - What is the language talked in the film?
   - What is the historical period where the action takes place?
   - How were the concepts of brotherhood presented in this film?

Closure:
1. Students will return to the KWL Chart and fill what was learned.
2. Working in groups, students will develop a poster showing a time line of important dates in Wars in Latin America after WW II. The class will be divided in four groups and each one will do research on one of the following countries: El Salvador, Nicaragua, Argentina and Chile.
3. Students will write an essay about the effects of wars.
   - Students will be evaluated on their research and time line presentation.
   - Each student will also be evaluated on the essay about effects of wars.
   - Observation of class discussion participation.

V. Materials:
   - KWL Chart
   - Poster with timeline
   - Film (Taegukgi)
   - Power Point presented by teacher

VI. ESOL Strategies:
   - Writing
   - Listening/Speaking
   - Assessment
   - Connect lessons with student’s cultures and experiences

VII. Home Learning Extension:
   - Additional research on their assigned country.

VIII. Sunshine State Foreign Language Standards:
   - Communication: Fl.A.1-A.3.4.2
   - Culture: Fl.B.1,1.4.3,1.4.4
   - Connections: Fl.C.1-C.2.4.5
   - Comparisons: Fl.D.1.4.2, D.2,D.2.4.2,D.2.4.4
   - Experiences: Fl.E.1-Fl.E.1.4.2
Chinese New Year

I. **Goals:** The student, after reading and listening to stories, and watching videos about the Chinese New Year Holiday will define custom/tradition of Chinese New Year and the impact of Chinese culture in San Francisco, California.

II. **Teaching Strategies:**

- Communication: The teacher recognizes the need for effective communication in the classroom and is in the process of acquiring techniques, which she/he will use in the classroom. Indicator 2.2: Establishes positive interactions between the teacher and students that are focused upon learning.

TESOL

- Standard 15: Evaluate, select, and employ appropriate instructional materials, media, and technology for ESOL at the elementary level. Indicator 2: Demonstrate the ability to evaluate and select appropriate instructional materials for specific ESOL proficiency levels.

ESOL

- Vocabulary words written on the board: tradition & culture
- Word Search worksheet showing a picture of each Chinese Horoscope animal with the name of each animal.
- Visual: Videos and nonfiction books/literature
- Use of manipulatives – Art project

ESE

- Vocabulary written on board
- Examples of animals from Chinese Horoscope
- Visuals: Videos and nonfiction books/literature
- Use of manipulatives – Art project
- Extra time to complete assignments

III. **Materials:**

- *Gung Hay Fat Choy*, by June Behrens
- *Holidays & Festivals/New Year*, by Alan Blackwood
- *Chinese New Year: A Time for Parades, Family & Friends*, by Fay Robinson
- Using Discovery Education website: Videos: “Postcards from Buster: Buster’s Lucky Year from San Francisco,” “California” (27:49 minutes) and “The Chinese New Year” (09:27 minutes)
- Reading Comprehension Story: *Xiu Mei’s Dragon* by Kathleen W. Redman
- Assessment: Chinese New Year Quiz
- Chinese Horoscope Information worksheet
- Chinese New Year Word Search – Vocabulary Words
- Chinese New Year Handwriting practice
Art: Coloring Year of the Dragon worksheet

Set:

- To introduce this lesson, I will have students watch the video titled “Postcards from Buster: Buster’s Lucky Year and Chinese New Year.” After the video is finished, I will introduce the vocabulary word “culture” = the behaviors and beliefs characteristics of a particular social, ethnic group. For instance, the Chinese culture.
- Students will also learn the vocabulary word: “tradition” = the handing down of statements, beliefs, customs, information from generation to generation, especially by word of mouth or by practice.

Activities:

- I will begin by telling the class to write on a piece of paper what they learned about Chinese tradition and culture from watching the video “Postcards from Buster.”
- I will have each student share their writing with the class and we will do a web of ideas on the board of facts they learned about Chinese tradition and culture regarding the Chinese New Year.
- I will tell them Chinese New Year is the most important of the traditional Chinese holidays. In China, it is known as “Spring Festival.” It marks the end of the winter season.
- Then, I will read aloud the nonfiction story “Holidays & Festivals/New Year” – By: Alan Blackwood. I will ask students if they would like to be part of a Chinese New Year festival and parade. Why or why not?
- I will then have each student read together with me the “Xiu Mei’s Dragon” reading comprehension story. We will discuss the information read and answer comprehension questions found at the end of the story.
- Together, we will read the words of the animals that represent the Chinese Horoscope. I will explain to the students that is Chinese custom to name each year after an animal. Then, we will find the year they were born.
- Students will practice their handwriting by completing the Chinese Horoscope animals handwriting worksheet.
- As they complete the handwriting practice, they color the coloring page of the Dragon art activity to display in the classroom. They learn that 2012 is the year of the dragon.
- The next day, the students watch another video “The Chinese New Year” to refresh their prior knowledge about what they learned the previous day regarding Chinese New Year tradition and customs.
- Then they will listen to the read aloud Gung Hay Fat Choy by: June Behrens. We discuss important traditions about Chinese New Year. All students learn to say
“Gung Hay Fat Choy” and the meaning of this Chinese saying “Wishing you good fortune and wealth.”

- As a class, we will review out loud important facts they have learned by watching the videos and listening to the nonfiction books regarding Chinese New Year. Each student will write down things they learned about Chinese New Year and if they would have the opportunity to name a Chinese New Year what name would they give it.
- As a closing activity, the class will color, cut and put together a dragon and write their New Year’s wish.
- Each student will eat a Chinese fortune cookie as a treat.

**Closure**: To close, I will ask the students to tell each other “Gung Hay Fat Choy” and one Chinese New Year tradition they now know.

**IV. Assessment**: Students will complete a Chinese New Year Quiz.

**V. Home Learning Extension**: Students will take home and complete a Chinese New Year Word Search.

**VI. Sunshine State Standards**:
- Next Generation SSS - Competency-Based Curriculum Objective(s)
- VA1 - Develop an awareness of similarities and differences among people.
- VA2 - Recognize contributions of various cultural groups.
- VIA2 - Define custom/tradition.
- VIA3 - Describe representative customs and traditions in selected countries
- FEAP
**Shodo: Japanese Calligraphy**

I. **Goal:** This lesson serves as an introduction to *Shodo*, the art of writing.

II. **Instructional Objectives:** Students will learn about one of the three Japanese writing systems – Kanji; study the Bushido code; and construct a Banner of Victory.

III. **Content Outline:**
- **Shodo:** Japanese Calligraphy
  - Demonstration
- **Kanji:** Strokes (Horizontal, Diagonal, Vertical, Hook, Loop, Dot, Tick, Zig-zag)
- **Bushido Code:** *(Chu/Loyalty, Gi/Integrity, Makoto/Honesty, Rei/Respect, - Jin/Compassion, Yu/Courage, Meiyo/Honor)*
- **Banners of Victory**
  - Construction

IV. **Instructional Strategies**
- **Set:** KWL
- **Activities:** Banners of Victory
- **Closure:** If you could rewrite the bushido code what would you change and why?

V. **Assessment:** Self-Assessment

VI. **Materials:**
- Rice Paper
- Bamboo Brushes
- Ink Stick
- Paper Weight
- Bamboo Sticks
- *Memoirs of a Geisha*
- Brush Holder
- Ink Stone
- Felt
- Red Paste
- Paper
- *The Last Samurai*

VII. **ESL Strategies:** Role Playing

VIII. **Home Learning:** Write a *haiku* about a trait you admire or aspire.

IX. **Next Generation Sunshine State Standards:**
- Skills, Techniques, and Processes VA.68.S.2.1 Organize the structural elements of art to achieve artistic goals when producing personal works of art.
- Organizational Structure VA.68.O.1.4 The student creates artworks that demonstrate skilled use of media to convey personal vision.
• Historical and Global Connections VA.68.H.1.3 The student analyzes and describes the significance of artwork from a selected group or culture to explain its importance to the population.

• Critical Thinking and Reflection VA.68.C.3.1 The student incorporates accurate art vocabulary during analysis process to describe the structural elements of art and organizational principles of design.

• Innovation, Technology, and Future VA.68.F.3.3 The student collaborates with peers to complete an art task and develops leadership skills.
Determining if Lack of Academic Progress is Due to Second Language Acquisition

I. **Goal:** Student will demonstrate oral language and academic skills possessed in both languages.

II. **Instructional Objectives:** Tests results will demonstrate the extent of oral language skills, listening skills, comprehensions, and analytical reasoning the student has mastered or acquired.

III. **Content Outline:** structured narrative, high frequency word lists, passage comprehension, picture vocabulary, oral vocabulary, and verbal analogies

IV. **Instructional Strategies:**
   
   **Set:** Explaining to student that the evaluation will first be conducted in English then it will be conducted in Chinese.  
   **Activities:**
   1. Examiner reads a level five picture book to the student and has the student retell the story verbally and in scripted form.
   2. Present lists of grade level high frequency words for student to read out loud.
   3. Give student grade level passages to read silently, and have the pupil answer reading comprehension questions.
   4. Student listens to a brief grade level passage and then verbally answers listening comprehension questions.
   5. Repeat the four steps in Chinese if the student is literate in Chinese; otherwise administer step one and four.

   **Administering the Bilingual Verbal Ability Test**
   - Picture vocabulary
   - Student identifies pictures in English
   - Oral vocabulary
   - Student provides synonyms for a list of words and antonyms for another list of words
   - Verbal Analogies
   - Student supplies the missing word to complete a sentence
   - Re-administer questions student missed in Chinese

   **Scoring:** Input information in the software to get an academic profile of the student

   **Analysis of Data:** Look at the test results and decide if the student’s academic difficulties are due to the process of second language acquisition.

V. **Materials:**
   - Level 5 picture book
   - Brigance Comprehensive Inventory of Basic Skills–Revised (CIBS-R) Binder
   - Brigance recording protocol booklet
   - Bilingual Verbal Ability Test
Easel

Bilingual Verbal Ability Test recording protocol sheet, structured oral narrative response sheet, Reading Comprehension subtest student answer sheet, classroom & behavioral observation sheet, picture book narration sheet, lined writing paper, pencil, eraser, blue, red pen, laptop loaded with Microsoft Office, Riverside Publishing software (BVAT, Woodcock Johnson III, etc.).

- Summarize information in report format to send to school
  1. Student Information
  2. Background Information
  3. Behavioral Observations
  4. Test Results
  5. Test Summary
  6. Conclusion
  7. Recommendations
    a) Procedural/Programmatic
    b) Behavioral & Academic

VI. **Sunshine State Standards**: Presentation of Knowledge and Ideas

- SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
Fun with Origami

I. Brief Description:
Students complete hands-on activities that teach about origami, an Asian paper-folding art form.

II. Goals: Students will:
- Define the word origami
- Learn about the history of origami
- Follow directions to complete origami projects

Keywords to Learn: Asia, art, Asian American, origami, paper folding, Japan

III. Materials:
- Teacher-selected library sources about origami or printouts from the sites listed in the lesson
- One sheet of square paper per student
- Computers with Internet access (optional)

IV. Instructional Strategies:
Discuss the meaning of the word origami. Explain information about origami from teacher-selected sources or from the following sites.
- History of Origami
- The Art of Japan: Origami: History
- How to Make an Origami Crane
- Origami for Beginners: The Swan
- How to Fold an Origami Swan [video]

1. Have students view examples of origami at Things to Fold, or make printouts from this site.
2. Distribute the paper. Tell students that they are going to make a paper crane, a classic origami design. Help students follow the step-by-step directions at any of the following sites, or make printouts for the class.

V. ESL Strategies:
- Simplified Direction - In using English with ELL students, the teacher will also listen carefully to his/her own language use and try to adapt it to meet the students’ level of understanding of English.
- Promotes independence and student responsibility by allowing students to learn through self-discovery.
- Grouping students to accomplish learning a task or activity.

VI. Home Learning Extension:
- Have students make other origami projects using the directions from the sites mentioned above or the following sites:
  - Tammy Yee’s Origami Page
  - How to Fold a Cup from a Sheet of Paper
VII. **Assessment:** Evaluate students’ completed projects.

VIII. **Additional Sites:**
- Kirigami: The Ancient Art of Paper Cutting
- Kids Design Own Homework
- Sites to See: General Fine Arts
- Site Reviews: Teaching Mathematical Thinking Through Origami
- Get the School Year Off to a Good Start
Plate Tectonics

I. **Goal:** To understand the causes & effects of Plate Tectonics

II. **Instructional Objectives:** Learn the theory of plate tectonics. Understand why tectonic plates move. Interpret the forms of plate movement. Determine the effects of tectonics.

The Plate Tectonics Gizmo™ illustrates four types of plate boundaries: transform, collisional, convergent, and divergent. Students can watch an animation of plate movements at each boundary, and see where these boundaries are located on a world map.

The Student Exploration sheet contains four activities:

- **Activity A** – Students describe and locate transform plate boundaries.
- **Activity B** – Students describe and locate collisional plate boundaries.
- **Activity C** – Students describe and locate convergent plate boundaries.
- **Activity D** – Students describe and locate divergent plate boundaries.

**Description:**

The theory of plate tectonics states that Earth’s crust and lithosphere are divided up into rigid, slowly moving pieces called tectonic plates. There are eight major plates (Eurasian, Pacific, North American, South American, African, Indian, Australian, and Antarctic) and many minor plates (Nazca, Cocos, Philippine, Arabian, Caribbean, and others).

Plates meet at plate boundaries. At transform boundaries, the two plates slide past each other horizontally. Transform boundaries are associated with faults and earthquakes. At convergent boundaries, dense oceanic crust moves under, or is subducted, below less-dense crust. Convergent boundaries are associated with island chains, ocean trenches, earthquakes, mountain ranges, and volcanoes. Collisional boundaries occur where two plates bearing continental crust are colliding. Collisional boundaries, such as the boundary between India and Eurasia, are associated with large mountains and earthquakes. Divergent boundaries are places where plates move apart and new crust is formed. Most divergent boundaries occur along mid-ocean ridges. Many mid-ocean ridges are home to communities of unique organisms that use the heat of deep-sea vents as a source of energy rather than sunlight.

**Common Student Misconceptions:**

- Earth’s plates move by floating on a layer of melted rock (AAAS Project 2061, n.d.).
- Continents are on top of plates but are not part of plates (AAAS Project 2061, n.d.).
- Earth’s plates are not in contact with each other (AAAS Project 2061, n.d.).
- Continents are not part of earth’s plates (Ford and Taylor, 2006; AAAS Project 2061, n.d.).
• Continents only move inches over hundreds of years, not feet or miles (AAAS Project 2061, n.d.).

**Tips:**
Thousands of layers of sedimentary rock confirm the long history of the changing surface of the earth and the changing life forms whose remains are found in successive layers. The youngest layers are not always found on top, because of folding, breaking, and uplift of layers. 4C/M5 (ID: SMS-BMK-0023) (source: http://strandmaps.nsdol.org)

• Think of ways to remember how Earth’s crust is shaped as plates move (example: 
diverge = divides or moves apart = volcano or valley; convergent sounds like merge – come together – can form volcano or mountain – always more land)

### III. Content Outline:
Volcanoes, earthquakes, mountains, and other features of Earth’s surface owe their origin to the movements of plates: enormous, slowly-moving sections of Earth’s crust. At plate boundaries, plates collide, move apart, move under or over each other, or slide past one another. The theory of plate tectonics describes how the plates move, interact, and change the physical landscape.

• Delve into Alfred Wegener’s Theory of Pangaea and Continental Drift.
  Reasons why Wegener’s Theory was rejected in 1915.
  Evidence supporting Continental drift; (1. Land Features, 2. Fossils, 3. Climate).
  **Set:** Prior knowledge questions:
  1. Volcanoes are openings in Earth’s crust where lava, gas, and ash can erupt.
  Where are active volcanoes located?
  2. An earthquake is a violent shaking of Earth’s surface. Where are earthquakes common?
    a. Activities: Plate Tectonics Gizmo:

### IV. Assessment:
High DOK multiple choice questions

### V. Materials:
Computer Lab

### VI. Home Learning Extension:
Research an area of high tectonic activity anywhere on Earth. Describe the plates involved, type of plate movement, and its effects.

• Web resources: Image of Pangaea:
  http://www.ucmp.berkeley.edu/tectonics/pangaeabig.gif

• World Ocean Floor map:

• Paleomap project (maps of Earth’s surface over time): http://www.scotese.com/

• Drift and plate tectonics:
  http://pubs.usgs.gov/gip/dynamic/dynamic.html#anchor19565394

• Continental drift debate:
VII. **Sunshine State Standards**: Benchmark

- SC.7.E.6.4 Explain and give examples of how physical evidence supports scientific theories that Earth has evolved over geologic time due to natural processes. (Also assesses SC.7.E.6.3.)

- SC.7.E.6.5 Explore the scientific theory of plate tectonics by describing how the movement of Earth’s crustal plates causes both slow and rapid changes in Earth’s surface, including volcanic eruptions, earthquakes, and mountain building. (Also assesses SC.7.E.6.1 and SC.7.E.6.7.)
World War II Pacific Theatre

I. **Goal:** The goal of this lesson is for students to gain an appreciation and an understanding of the Japanese perspective during the World War II period. It is also important to help students realize the sensitivity for this issue among the Japanese people.

II. **Instructional Objective:** The student will be able to:

- Identify the countries of the Pacific Rim that were engaged in World War II
- Define key terms and individuals pertinent to the Pacific Theatre in World War II
- Summarize key events/battles that occurred in the Pacific Theatre
- Discuss the Japanese perspective or sentiment with respect to their culture as it relates to the war effort
- Interpret primary sources for perspective and content and be able to discuss major themes as they relate to the Japanese culture
- Analyze propaganda items from both the United States and Japan for message, stereotype, and intent.

III. **Content Outline**

- Students will define terms
- Students will map countries, land masses, bodies of water of Pacific Rim
- Review major events, battles, and declarations of World War II as it relates to the Pacific Theatre
- Watch movie *The Yamato*; students will discuss new elements of perspective that arise from viewing.
- Critically read various poems from 1940s era Japanese authors about their reaction and feelings about World War II.
- Compare and contrast the message(s) portrayed in Japanese and American propaganda

IV. **Instructional Strategies:**

**Set:** Review events of World War II in Europe and refer students to events transpiring concurrently in the Pacific.

**Activities:** Through various activities outlined above, students will engage in lecture and discussion about the events that transpired in 1941-1945 in the Pacific. Students will spend time watching a movie, reading Japanese poetry/literature from the period as well as viewing a PowerPoint presentation about different types of propaganda from both Japan and the United States with respect to this time period and region.

**Closure:** Discuss the themes that are similar and different between the United States and Japan and what they both suffered during and after World War II and how culture may also be a component of those issues.

V. **Assessment:** Benchmark Assessment from Examview Test generator (standard assessment test), map and vocabulary quiz, student participation in discussions (informal assessment), student journal writing about poetry and propaganda
VI. **Materials:** map handouts, colored pencils, list of terms, movie *The Yamato*, DVD player, handouts of poetry, PowerPoint presentation of propaganda

VII. **Home Learning Extension:** Instruct students to compose a short personal reflection that expresses any connection they can make between their personal, family or historical experience and World War II. Some connections students may make include discussing relatives with military and home front experiences, stories or films they have seen about World War II, or more recent U.S. military engagements. Encourage students to explore their own personal emotional connections to the concepts of war and peace.

VIII. **NGSSS/Pacing Guide:**
- NGSSS-SS.912.H.1.1 Relate works in the arts (architecture, dance, music, theatre and visual arts) of varying styles and genre according to the periods in which they were created.
- NGSSS-SS.912.H.1.3 Relate works in the arts to various cultures.
- NGSSS-SS.912.H.1.5 Examine the artistic response to social issues and new ideas in various cultures.
- NGSSS-SS.912.A.1.2 Utilize a variety of primary and secondary sources to identify author, historical significance, audience and authenticity to understand a historical period.
- NGSSS-SS.912.A.1.4 Analyze how images, symbols, objects, cartoon, graphs, charts, maps and artwork may be used to interpret the significance of time periods and events from the past.
How Censorship Affected the Film and Music Industries in Japan and the United States from the 1940’s–1990’s

I. Goal: The student will be able to identify how the governments of Japan and the United States limit constitutional democratic principles of freedom of speech and expression.

II. Instructional Objectives:
- Students will identify, define, and discuss unfamiliar key vocabulary as it relates to censorship and free speech and/or expression.
- Students will identify countries (ancient and/or modern times) by using a map and labeling each country that have or currently restrict democratic principles of free speech and/or expression.
- Students will apply investigative method through the use of articles, books and online resources to analyze multiple perspectives.

III. Content Outline
- Students will read excerpts regarding the timeline of censorship in Japan and the United States.
- Students will debate if censorship in Japan was affected by Western law.
- Students will participate in a mock trial on the Florida Supreme Court Case Luke Records versus Navarro, a censorship case regarding obscenity.

IV. Instructional Strategies
Set: The learning activities that serves as your “springboard to inquiry are:"
- Key question: In what cases do democratic governments have the right to limit basic freedoms?
- Venn Diagram (graphic organizer to compare and contrast two countries that restrict basic freedoms)
- Whole-group discussion on Japanese and American constitutions
- Small group discuss one article of book that discusses censorship
- Mock Trial

Activities:
- Journal Writing, students will write to explain in what cases do democratic governments have the right to limit basic freedoms?
- Create a map the outline a region or global highlight of countries that had or currently restrict democratic principles of free speech and/or expression. Then choose two of the listed countries to compare and contrast [Venn Diagram] the type of government, law, geographic location, etc…
- Define at least unfamiliar vocabulary words found in the laws, article or book.
- Students independently read excerpts of both the Japanese and U.S. Constitution.
- Teacher model read excerpts of both the Japanese and U.S. Constitution.
- In small groups, assign students a court censorship topic to research and have them to give a summary of their finds.
- Choose a censorship court case to conduct a mock trial.
Closure: Have students reflect on is there an importance on restricting freedom of speech and expression? How does the law limiting these basic freedom benefits or have a negative effect on the common good of the community?

V. Assessment
Students will be assessed by a reading, writing and oral rubrics for each activity.

VI. Materials
- Computer, LCD and with internet
- Copies of the Japanese and American Constitutions that applies to this lesson excerpts
- Composition book for journal writing
- Maps for students to reference

VII. ESL Strategies
- Paired partner with a bilingual students speaking his or her native language;
- Google translations

VIII. Home Learning Extension
Interview parents (guardians) about the opinion in reference to do they support or oppose government restricting democratic principles of free speech and/or expression. Have the parents (guardian) state their own knowledge and/or experience on the topic.

IX. Next Generation Sunshine State Standards
HUMANITIES GRADES 9-12
- SS.912.C.4
Demonstrate an understanding of contemporary issues in world affairs, and evaluate the role and impact of United States foreign policy.
- SS.912.C.4.2
Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
- SS.912.H.1.1
Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.
- SS.912.H.1.2
Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens.

WORLD HISTORY GRADES 9-12
- SS.912.W.1.1
Use timelines to establish cause-and-effect relationships of historical events.
- SS.912.W.1.3
Interpret and evaluate primary and secondary sources.