

East Asia

Unit Throughlines	Learning Progression
<p>Why are certain beliefs and practices shared by cultures across East Asia?</p> <p>How does the art created by a society reveal its values?</p> <p>EU 1. The early societies of East Asia included some of the best historically documented cultures in the world, thanks to the early development and preservation of writing, as well as troves of art and artifacts discovered through archaeology.</p> <p>EU 2. A common foundation of culture developed across the region that included ancestor worship; orderly and detailed notions about the cosmos and afterlife; written languages initially based on characters; a non-exclusive mix of Confucian, Daoist, Buddhist and indigenous beliefs; and centralized imperial bureaucracies with legal codes modeled on those of China.</p> <p>EU 3. The art forms of East Asia were shaped by indigenous ideas and external influences. Individual artworks offer insight into the concerns and values of people in ancient times. Some works also</p>	<p>East Asian Geography 4 Lessons</p> <p>How do maps and images reveal information about human geography and development? What are some possible limits of these sources?</p> <ul style="list-style-type: none"> L 1. Explain what “East Asia” means, and identify its key geographic and cultural features. L 2. After analyzing two maps, argue a conclusion about human geography and the development of societies in early China. L 3. Make inferences about particular ways that humans and the environment interacted in East Asia based on information from maps and images. L 4. Evaluate particular ways that humans and the environment interacted in East Asia based on information from images, maps and short texts. <p>Bronze Age China 5 Lessons</p> <p>What do artifacts and texts tell us about people’s lives in early China?</p> <ul style="list-style-type: none"> L 5. Organize information from multiple primary and secondary sources to gain a picture of Shang religious beliefs, practices, and concerns. L 6. Interpret the contents of Bronze Age tombs to discern their occupants’ beliefs and practices and consider how their art reveals their values. L 7. Interpret the contents of Bronze Age tombs to discern their occupants’ beliefs and practices and consider how their art reveals their values. L 8. Analyze ancient poetry to discover the perspectives and lifeways of common people during the late Bronze Age. L 9. Explain the evolution and methods of Chinese writing, and analyze its importance to Chinese civilization. <p>Early China: Ideas about Governing 5 Lessons</p> <p>What kind of government did the Chinese feel would best keep order and harmony?</p>

provide evidence of cultural diffusion and syncretism.

EU 4. East Asian societies became adept at cultural borrowing and adaptation, with China as the admired standard-bearer of the region in ancient times. However, all East Asian societies exerted cultural and intellectual influence on the others. This occurred through trade and tribute systems, diplomatic or religious missions, warfare, and other forms of contact with neighboring regions and more distant regions.

Key Practice Standards

PS 3. Organize information and data from multiple primary and secondary sources.

PS 5. Evaluate the credibility, accuracy, and relevance of each source.

Key Literacy Standards

RCA-H.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate.

RCA-H.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RCA-H.6-8.7. Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

SLCA.6-8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse

- L 10. Classify and compare the approaches of ancient China's three major political philosophies to creating ordered governance.
- L 11. Gather and organize evidence about Qin Shi Huangdi's projects to centralize power in a unified Chinese state.
- L 12. Evaluate the merits and costs of Qin Shi Huangdi's projects to centralize power in a unified Chinese state.
- L 13. Select a particular government policy and construct a persuasive argument for its benefits to Qin Shi Huangdi.
- L 14. Deliver a persuasive argument in favor of a policy to Qin Shi Huangdi.

Early China: Foundational Belief Systems and Innovations | 7 Lessons

What were the foundational belief systems and innovations of China, and why did they spread across the region?

- L 15. Describe and illustrate the core beliefs and practices of Confucianism and its influence on Chinese society.
- L 16. Analyze the purpose of two primary sources and their point of view on the role of women, and contrast their portrayal with those of modern film interpretations.
- L 17. Define religious syncretism and analyze how works of art illustrate this concept.
- L 18. Explain the role of indigenous, nature-related religious beliefs in Chinese culture and beyond.
- L 19. Identify causes of the spread of Buddhism in East Asia by organizing information from multiple sources.
- L 20. Select and organize relevant information about the Tang Dynasty's model of governance and culture to create a summarizing poster.
- L 21. Present a poster summarizing key findings about the Tang Dynasty's model of governance and culture.

Early Korea: Three Kingdoms to Koryo | 3 Lessons

How was Korean identity shaped by developments within Korea and encounters with neighbors?

- L 22. Identify and classify influences on the formation of a distinctive Korean identity as either internal or external by analyzing geography, myth, and history.
- L 23. Draw evidence from informational texts and research a fitting image for an organized, sequenced set of slides interpreting the key features of one of Korea's Three Kingdoms.
- L 24. In a class presentation, describe and analyze key features of Korea's Three Kingdoms.

Early Korea Supplemental Lessons: A Single Shard | 3 Lessons

partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.

SLCA.6-8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation.

SLCA.6-8.5. Integrate multimedia components and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

WCA.6-8.1. Write arguments focused on discipline-specific content.

WCA.6-8.9. Draw evidence from informational texts to support analysis, interpretation, reflection, and research.

How was Korean identity shaped by developments within Korea and encounters with neighbors?

- L 25. Through reading and discussion of a narrative text, identify historical and cultural features of 12th century Korea and assess how narrative elements of the text support understanding and engagement.
- L 26. Through reading and discussion of a narrative text, identify historical and cultural features of 12th century Korea and assess how narrative elements of the text support understanding and engagement.
- L 27. Through reading and discussion of a narrative text, identify historical and cultural features of 12th century Korea and assess how narrative elements of the text support understanding and engagement.

Power in Classical and Early Medieval Japan | 4 Lessons

How did different groups compete for power in early Japan?

- L 28. Explain the role of Shinto in Japanese culture, and how Japanese people conceived of their relationship to the natural and divine world.
- L 29. Identify the tools that Japanese groups used to centralize power and rate the degree of centralization at different turning points in the balance of power.
- L 30. Synthesize sources that illuminate power struggles in classical and early medieval Japan in order to construct meaning about how and why centralized power gave way to decentralized power.
- L 31. Analyze multiple texts to recognize and discuss the changing power relations of the early medieval period in Japan.

Art in Classical and Early Medieval Japan | 2 Lessons

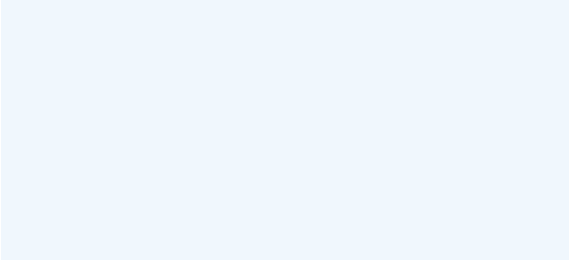
How did Japanese art reflect Japanese values and influence the wider world?

- L 32. Identify the aesthetic principles guiding the design of Japanese gardens and apply this understanding in creating a garden plan
- L 33. Construct responses to the East Asia unit's Essential Questions and review core concepts over the shared regional practice of tea-drinking.

Summative Assessment | 2 Days

This assessment is designed to be completed in two class periods. On Day 1, students will complete Task 1, which is designed to allow them to show what they have learned about East Asia and consider what makes particular sources credible.

On Day 2 of the assessment students will complete Task 2 which will address students' content knowledge as well as their ability to:

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- Organize information and data from multiple primary and secondary sources by sequencing, prioritizing based on a given criterion, categorizing, and synthesizing to construct meaning
 - Identify and group sources of relevance to a question, citing evidence; compare and contrast credibility and relevance of sources
 - Draw evidence from informational texts to support analysis, interpretation, reflection, and research.