

4. Karissa Piper

Lesson Plan Template

How Will You Cause Learning Today?

TOPIC Photographic evidence of Nanking Massacre and Deniers	SUBJECT World Studies	GRADE 9
	DATE Spring 2008	PERIOD 1 period at 45 min.

Essential Question(s):

What do the photographs of Nanking under Japanese occupation tell us about the experiences of the Chinese?

Are the photographs trustworthy?

Why do people deny this event occurred or deny that it occurred to the extent that it did?

OBJECTIVES OF THE LESSON

A statement or statements of what students will be able to do AS A RESULT of rather than AS PART OF the lesson.

SWBAT: assess the trustworthiness of photos from Nanking, determine whether or not the photos support other evidence they have encountered, and explain why evidence may be denied by some as proof of atrocities.

ASSESSMENT OF THE OBJECTIVES

Describe how you will collect evidence that individual students have indeed met the lesson objectives.

Students will answer the following questions in a short-answer response (1-2 paragraphs)

1. Which prompt did you find more evidence for, #1 or #2? Why do you think this was the case?
2. Do the photos support or refute prior learning on this topic? Explain.
3. After reading yesterday's handout, *Exposing the Rape of Nanking*, and viewing these photos, do you believe that the Japanese committed human right's abuse on the Chinese? Explain.
4. Why might people deny the Japanese did these atrocities to the Chinese?
5. What other historical atrocities have been denied by those engaging in them?

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PURPOSE SETTING	MODELING	<div>BEFORE READING, VIEWING, or LISTENING</div> <div> <div>TEACHER</div> <ul style="list-style-type: none"> focusing attention, laying groundwork, creating interest, sparking curiosity...think of it as setting the stage/setting them up for success make sure students "get" the <u>purpose</u> (not just agenda) of today; what it will result in or lead to; the "why" of what they'll be doing <div>STUDENTS</div> <ul style="list-style-type: none"> strategies to get STUDENTS thinking about what they already know cause STUDENTS to bring to mind similar ways of thinking, an analogous idea, or previously-learned content or concepts STUDENTS are caused to think about that element of today's learning that is most close to or familiar to them </div>	DISCUSSION	ORGANIZING	WRITING	VOCABULARY
X		Students will be given an Opinion-Proof Chart. On the chart, the teacher will give students two prompts to write under the Opinion Section: 1) The photographs show Japanese brutalization of the Chinese in Nanking. 2) The photographs show only a few Japanese soldiers who have done harm to some Chinese in Nanking. Students will fill in proof for each opinion, as the evidence from the pictures warrents.		X	X	
		<div>DURING READING, VIEWING, or LISTENING</div> <ul style="list-style-type: none"> strategy(ies) for active engagement with the new content that's coming what are students doing WHILE reading, viewing, or listening? 				

	<p>Students view multiple photos taken during the Japanese occupation of Nanking, starting in November 1937. Based on what they see in the photos, students will fill in their proof for each statement. Students may work with a partner.</p> <p>These photos may be selected and printed by the teacher or, if appropriate in a given school with available resources, teachers could direct students to the following websites to view photos. Images that would be appropriate for almost any high school classroom are copy-pasted at the bottom. All images come from the following two websites: http://prion.bchs.uh.edu/~zzhang/1/Nanking_Massacre/index.html http://www.cnd.org/njmassacre/page1.html</p>	X	X	X	
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T	T		S	S	S	S	S
PURPOSE SETTING	MODELING	<p>AFTER READING, VIEWING, or LISTENING</p> <ul style="list-style-type: none"> • how will students apply new knowledge in a new way? • how will students check to see if their understanding is correct? • how will students be prompted to reflect on what they learned? • how will students be prompted to reflect on how they learned it? <p><i>[Also, Please Note: The Assessment Occurs in the After Phase]</i></p>	DISCUSSION	ORGANIZING	WRITING	VOCABULARY	UNDERSTANDING
		<p>Once students have viewed all the photographs and entered proof for each prompt, students will then discuss which opinion has more proof. They are to use their Opinion-Proof sheets and discussions with one another to answer the following 5 questions. Partners may answer these questions together and turn in one set of answers.</p>	X	X	X	X	X
		<p>ASSESSMENT: Students will answer the following questions in a short-answer response (1-2 paragraphs)</p> <ol style="list-style-type: none"> 1. Which prompt did you find more evidence for, #1 or #2? Why do you think this was the case? 2. Do the photos support or refute prior learning on this topic? Explain. 3. After reading yesterday's handout, <i>Exposing the Rape of Nanking</i>, and viewing these photos, do you believe that the Japanese committed human rights abuse on the Chinese? Explain. 4. Why might people deny the Japanese did these atrocities to the Chinese? 5. What other historical atrocities have been denied by those engaging in them? 					

1. A list of resources (books, periodicals, videos, websites, etc.) you plan to use for each lesson plan.

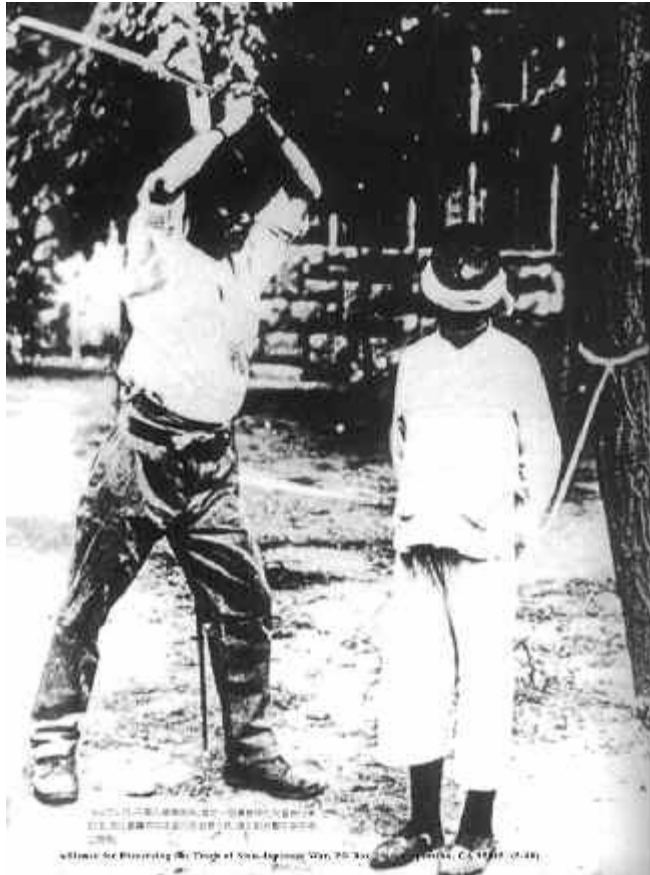
All images come from the following websites:

http://prion.bchs.uh.edu/~zzhang/1/Nanking_Massacre/index.html

<http://www.cnd.org/njmassacre/page1.html>

Lesson Plan Template: <http://www.readingquest.org/pdf/>





William Lee illustrating the Dodge of San Antonio War, 2000, San Antonio, CA 1910 (148)





Alliance for Preserving the Truth of Anti-Japanese War, P.O.Box 2066, Cupertino, CA 95015

2-5





Alliance for Preserving the Truth of Sino-Japanese War, P.O. Box 2066, Capitola, CA 95015 (10-196)



Alliance for Preserving the Truth of Sino-Japanese War, P.O. Box 2066, Capitola, CA 95015 (2-11)

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兩少尉さらに延長戦



百人斬り競争の兩將校

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