



**Unit: Leadership in Developing World: Gandhi, Mao** (Week 30, 6 Weeks) 📅 📄

**Stage 1: Desired Results**

**Standards & Benchmarks**

**Social Studies, Level IV - Grades 9-12 , Historical Understanding**

Standard 1. Understands and knows how to analyze chronological relationships and patterns

- 1.2 Evaluates the argument of historical continuity and change related to a particular theme.
- 1.4 Analyzes how states make short-term and long-term decisions based on their own economic and strategic interests.

**Social Studies, Level IV - Grades 9-12 , Historical Understanding**

Standard 2. Understands the historical perspective

- 2.1 Analyzes the extent to which individuals' have influenced history.
- 2.2 Recognizes the strengths and limitations of primary and secondary sources with regard to their origin, purpose, value, and bias; evaluates the credibility and authenticity of historical sources.
- 2.3 Explains how specific historical events could be interpreted differently based on newly uncovered records and/or information.
- 2.5 Uses historical maps to understand the relationship between historical events and geography.
- 2.7 Appraises how global political change has altered the world economy.

**Social Studies, Level IV - Grades 9-12 , Geography**

Standard 3. Understands the world in spatial terms

- 3.1 Explains the role that a country's geography has on its history and economic development.
- 3.3 Uses drawing and diagramming skills to illustrate a geographical and/or historical point.

**Social Studies, Level IV - Grades 9-12 , Geography**

Standard 4. Understands the physical and human characteristics of a place and region

- 4.3 Identifies how human and geographic influences contribute to the dynamic nature of a region. (e.g., human influences such as migration, technology, and capital investment; physical influences such as long term climate shifts and other activity).
- 4.4 Analyzes the importance of historical and current military and economic alliance systems.
- 4.6 Explains the importance of place and symbols for unifying or fragmenting a society. (e.g., sense of belonging, attachment, or rootedness; symbolic meanings of places such as Jerusalem as a holy city for Jews, Christians, and Muslims).
- 4.7 Describes how war influences the demographics and economy of a region.

**Social Studies, Level IV - Grades 9-12 , Geography**

Standard 5. Understands the interdependence between humans and their environment

- 5.2 Explains how the collapse of empires and the creation of new states in the twentieth century affected international relations
- 5.3 Identifies and evaluates the roles that different interest groups play in supporting war.
- 5.4 Appraises the effect that revolutions in one country have on other countries.

**Social Studies, Level IV - Grades 9-12 , Behavioral Studies**

Standard 6. Understands that group and cultural influences contribute to human development, identity, and behavior

- 6.1 Analyzes the extent to which cultural factors affect human behaviour.
- 6.4 Examine the role that conformity plays on the behaviour of individuals in groups.

**Social Studies, Level IV - Grades 9-12 , Behavioral Studies**

Standard 7. Understands conflict, cooperation, and interdependence among individuals, groups, and institutions

- 7.1 Identifies the origins of conflict between people and groups.
- 7.4 Recognizes and evaluates the role of minorities in maintaining stability within a country.

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> <li>-Social, political, or economic change can cause conflict within a society.</li> <li>-Within all societies there are power relationships between individuals and groups of people.</li> <li>-Decisions and events from the past impact on contemporary society and the future.</li> </ul>	<ul style="list-style-type: none"> <li>• How did the leader come to power?</li> <li>• What role did the leader play in the post-imperial development of the country?</li> <li>• What has been the legacy of the leader’s rule for the country?</li> </ul>

**Content (Knowledge & Skills)**

- Rise to Power - Imperial legacy - Conflict among different interests - Impact of the world wars - Rise to power – violence vs. non-violence • Leadership and Reform - Economic reforms - Political reforms - Social reforms • Legacy - The impact of the leader’s reign. - Unresolved challenges to the state, e.g. Deng’s economic reforms, Pakistan/Bangladesh issues - Current standing i.e. The country’s current economic and political position in the international community.

**Stage 2: Assessment Evidence**

**Assessments**





**Annotated Reading** (Students will read information packages on India, China, Gandhi & Mao and do guidance questions that go with them (BONUS opportunities with Kaplan, Jung Chang, INDIA & CHINA texts & current events articles))

**Expository Essay** (Students, for their unit final, will complete a compare/contrast essay on Gandhi vs. Mao: rise to power & legacy)













**Map** (Students will complete maps on both India & China so they have a better understanding of where events occurred or are occurring)

**Precis Writing** (Students will write a precis on a current event article on India that makes a link with a previous unit in the course (for continuity & relevancy purposes))

**Quiz** (Students will be quizzed on both India/Gandhi & China/Mao at the end of each subunit within the unit)

-  [Compare/contrast essay unit final](#)
-  [precis assignment](#)
-  [Student ie of a China map](#)
-  [Student ie of Annotated Reading](#)

### Stage 3: Learning Plan

Key Learning Activities	Resources
<p>-Students will brainstorm what they know about India and China, Gandhi &amp; Mao, and then complete an economic statistical compare/contrast of the 2 countries</p> <p>-Students will read summaries of India, Gandhi, China &amp; Mao and answer the attached Guidance questions -BONUS: students will have several bonus reading opportunities ie. Robert Kaplan's 2 chapters on India, the INDIA text Ch 6 &amp; 7, the CHINA text Ch 8 &amp; 9 -Students will screen a documentary on Gandhi &amp; clips from 3 on Mao, and fill in appropriate guidance sheets</p> <p>-Students will screen excerpts of the film GANDHI after reading a critical historical analysis of the film by Geoffrey C. Ward</p> <p>-Students will read/discuss 2 chapters from WILD SWANS: Chapter 1 on Imperial China/treatment of women, and Ch 15 on the Cult of Mao -Students will complete a take home compare/contrast essay on Gandhi vs. Mao</p> <ul style="list-style-type: none"> <li> <a href="#">China info &amp; guidance ques</a></li> <li> <a href="#">China Mao years video fill in</a></li> <li> <a href="#">China quiz study guide</a></li> <li> <a href="#">Gandhi documentary fill in sheet</a></li> <li> <a href="#">Gandhi info &amp; guidance questions</a></li> <li> <a href="#">Imperial China lecture info</a></li> <li> <a href="#">India info &amp; guidance questions</a></li> <li> <a href="#">India quiz study guide</a></li> <li> <a href="#">India/China compare introduction</a></li> <li> <a href="#">Mao biography &amp; guidance questions</a></li> <li> <a href="#">MAO video fill in sheet</a></li> <li> <a href="#">Rise of Mao 1912-49 video fil in</a></li> <li> <a href="#">Rise of Mao lecture info</a></li> </ul>	<p>READINGS: -INDIA, CHINA, GANDHI, MAO Encyclopedia Britannica summaries -INDIA Ch 6 &amp; 7 Michael Kublin -CHINA Ch 8 &amp; 9 Michael Kublin -ECONOMIST article "The Tiger in Front" March 5, 2005 (compares India &amp; China) -Robert Kaplan's THE ENDS OF THE EARTH Ch 21&amp; 22 on India today</p> <p>-Current events article comparing GANDHI film with Middle East crisis: "Gandhi film plays to Palestinians" bbb.co.uk 7.4.05</p> <p>-Jung Chang's WILD SWANS Ch 1 &amp; 14</p> <p>MAPS: -China &amp; India outlines from Marvin Scott's WORLD HISTORY MAP ACTIVITIES</p> <p>VIDEOS: -GANDHI: PILGRIM OF PEACE (Biography on A&amp;E) Noah Morowitz</p> <p>-GANDHI. Sir Richard Attenborough -CHINA IN REVOLUTION SERIES (3 volumes). Sue Williams -MOVING THE MOUNTAIN. Michael Apted</p>
Opportunities for Integration	Reflections
<p>-English 9/Science 9: writing a precis at same time with Bradley's English 9 class</p>	<p>Wish we had more time! :-)</p>

studying A MIDSUMMER NIGHT'S DREAM and Sam Holloway's Science 9 class--kids made many connections! -English 9: Bill Bradley helped to write part of the criteria for the compare-contrast essay -English 9: comparing WILD SWANS with JOY LUCK CLUB -Art 9: Students completed cultural watercolor paintings, and the Asian students work connects their culture to the unit -Central & Eastern European History 10: link the experience of India and other colonies with their involvement in WWI (1st unit of history 10)

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