

Newspapers In Education and the University of Washington's Henry M. Jackson School of International Studies Asia and Global Outreach Centers present

GLOBAL ASIA: YESTERDAY, TODAY AND TOMORROW



TEACHER'S GUIDE



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ABOUT THE “GLOBAL ASIA: YESTERDAY, TODAY AND TOMORROW” SERIES

“Global Asia: Yesterday, Today and Tomorrow” is a collaborative project between the Newspapers in Education program of The Seattle Times and the University of Washington’s Henry M. Jackson School of International Studies Asia and Global Studies outreach centers. The project consists of a four-article series, a teaching guide and a workshop for secondary teachers. Designed with high school readers in mind, each article in the online newspaper series focuses on the changing face of empires, colonialism and modern conditions of countries in Asia.

The four-part Asia series begins with an overview of premodern empires of Asia, followed by articles focusing on the early modern empires, colonialism and imperialism, and Asia’s reemergence as a vibrant economic region. This teaching guide provides a lesson plan for each article and activities to do with students before, during and after reading the featured weekly article. Together, the articles and accompanying lessons take students on an exploration of Asia’s global impact throughout the centuries, asking them to look at the issues from multiple perspectives and to explore the opportunities and challenges this region has grappled with for the past millennia. This series includes post-series activities. If you feel that your students need more rigorous and/or additional activities than the ones suggested in the first four lessons, see Lesson Five for a variety of activities to choose from. The points of view represented in the articles and guide materials represent a sampling of perspectives on these issues.

AUTHOR OF THE TEACHING GUIDE

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ACKNOWLEDGMENTS

“Global Asia: Yesterday, Today and Tomorrow” series was created by six outreach centers in the Henry M. Jackson School of International Studies, University of Washington: the East Asia Center; the East Asia Resource Center; the Ellison Center for Russian, East European and Central Asian Studies; the Center for Global Studies; the South Asia Center; and the Southeast Asia Center. The articles were written by Dr. Anand Yang, Golub Professor of International Studies, Henry M. Jackson School of International Studies, University of Washington.

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LESSON ONE

GLOBAL ASIA: YESTERDAY, TODAY AND TOMORROW SERIES

Paired with “Premodern Empires of Asia” by Anand Yang. (The article appeared in The Seattle Times on April 30, 2015.)

INTRODUCTION

The lessons in this teaching guide, paired with four articles appearing in The Seattle Times Newspapers in Education series, introduce students to the history of Asia, including the ebb and flow of its economic, military and cultural powers in the region and around the globe. In this first lesson, students will begin to learn about the rise of empires in Asia. This historical overview will provide a foundation as the students tackle key issues and themes in Asian history for the past 2,000 years.

OBJECTIVES

- Students will build their geographic and historic knowledge of Asia through maps and timelines.
- Students will identify the author’s main idea and supporting details.
- Students will begin to think about “empire” and identify key elements.
- Students will research the political, artistic, religious, economic, technical and literary achievements of one of the premodern empires of Asia.
- Students will create and present a time line or infographic concentrating on one element, theme or statistic.

FOCUS QUESTIONS

1. Why is it important to study the history and culture of Asia? What is the historical connection to understanding place, culture and people and the contemporary world?
2. How do you define empire? What are key elements present in most empires?
3. What were some noteworthy themes or elements from some of the premodern empires of Asia?

MATERIALS

- The Seattle Times article “Premodern Empires of Asia”
- Copies of a modern political outline map of Asia for the entire class (recommended Web source: <http://0.tqn.com/d/geography/1/S/T/H/asia.jpg>)
- Time line materials (butcher or poster paper, glue, markers, etc.)
- Computer/Internet access
- Projector

ACTIVITIES

Before reading

1. Assess students' prior knowledge of Asia. Which countries are located in Asia? Ask students in pairs to write down as many Asian countries as they can. Next, hand out the political outline map of Asia and ask them to label these countries on the map (India, Pakistan, China, Japan, Singapore, South Korea, North Korea, Mongolia, Taiwan, Indonesia, Malaysia, Thailand, Vietnam, Laos, Cambodia, the Philippines, Kazakhstan, Kyrgyzstan, Uzbekistan, Tajikistan and Turkmenistan). Project the map at http://www.lib.utexas.edu/maps/middle_east_and_asia/asia_pol_2012.pdf on the board for students to complete labeling the countries.
NOTE: If basic background information would be helpful, view this website to build students' knowledge:
BBC Country Profile. Full profiles provide an instant guide to history, politics and economic background of countries and territories, as well as background on key institutions. They also include audio and video clips from BBC archives.
http://news.bbc.co.uk/2/hi/country_profiles/default.stm
2. Discuss: Which of these countries are often in the news today? Why? Is there a particular current event or country that you like to follow? Why is it important to understand the history and culture of this region?
3. Next, ask students to define "empire." According to Merriam-Webster: "an empire is a major political unit having a territory of great extent or a number of territories or peoples under a single sovereign authority." What are some empires that they have studied? What elements contributed to their rise — and fall? Project the following World History Map (from 3500 BC until the present): <http://www.timemaps.com/history/world-1453ad>. As you move forward through history, students can watch the rise and fall of empires. For more detailed history corresponding to the article, click on the orange time button until you reach 200BC and then click on South Asia and/or East Asia. Pair up your students and assign them one of the empires and/or civilizations that overlap with the time period covered in the first article (roughly 300 BCE – 1350) See above link. Ask them to physically stand at distances representing the amount of time "their" civilization has existed. Allow time for them to read the facts pertaining to their assigned civilization; ask them jot down the impact ancient history has had on modern history and/or questions that they would like to pursue further. What is the historical connection to understanding place, culture and people and the contemporary world?

During and after reading

1. Explain to students that this article discusses some examples of early Asian empires. Ask students to underline the author's main ideas and his supporting evidence (i.e. claims and evidence). Encourage them to use five different color highlighters and circle the five empires that the author discusses. Using these colors ask them to highlight the key elements of the empires and/or practices of imperial rulers. Ask one student to list these empires or states on the board (Han, Mauryan, Funan, Khmer, Mongol).
2. After students have completed the reading, ask them to form small groups of four to six students (with one person taking notes) and discuss the following: What is the author's main point or points? What are some of the facts that he discusses? What questions do

they have after reading the article? What do they want to learn more about?

3. In preparation for their final assessment exercise, ask students to share their experience with time lines and/or infographics. What type of information should you collect for making a time line or infographic? Share with them that a *time line* is a visual representation of related events or items usually displayed along a horizontal or vertical line in a chronological or sequential order. An *infographic* is also a quick way to learn about a topic with data or statistics visualizations but not necessarily in a linear manner. Next, ask them to think of examples of key topics, events, information or statistics that they could include. Ask one student to collect these ideas and list them on the board. While a time line might cover a span of five-year segments chronicling someone's life, time lines (and infographics) can also highlight *specific* activities such as inventions, the growth of a religion, expanse of military power or alliances, economic growth and trade routes, migrations, archeological discoveries and evolution of the arts (paintings, poetry, dance, novels, etc.) over short or long periods of time. To inspire them, project the following Han Empire website from the Heilbrunn Timeline of Art History from the Metropolitan Museum of Art:
<http://www.metmuseum.org/toah/ht/?period=05®ion=eac#/Overview>. Explore this site by clicking on the “Key events,” “Works of Art,” and view the slide show.

ASSESSMENT

Divide the class into five groups, assigning each group one of the empires discussed in the article (Han, Mauryan, Funan, Khmer, Mongol). If the group is made up five students, ask them to come up with five different time line or infographic ideas. For example, if they are part of the Mongol Empire group, they may consider the following five themes: Chinggis (or Genghis) Khan's conquests; policies enacted during the Mongol reign; opening of trade routes and types of trade crisscrossing the empire; growth and spread of religions; the development and spread of art. Encourage them to brainstorm ideas for this project together, explaining to them that each of them will be responsible for researching*, illustrating and presenting one time line or infographic event or item. This is an opportunity for them to be creative using photos of food, artwork, armaments, religious symbols, animals, technology and archeological artifacts, as well as poetry, song and literature excerpts. They could use butcher paper, poster board or computers (and then print out or project on the wall). Depending on time, groups can pair up with another group to present their time lines or infographics, or if time permits each group can present to the entire class.

*Below are some useful background resources:

Han Empire

AP World History: <http://apworldhistory101.com/history-of-china/han/>
Heilbrunn Timeline of Art History from the Metropolitan Museum of Art:
http://www.metmuseum.org/toah/hd/hand/hd_hand.htm

Mauryan Empire

AP World History: <http://apworldhistory101.com/history-of-india/mauryan/>
The Metropolitan Museum of Art:
http://www.metmuseum.org/toah/hd/maur/hd_maur.htm#slideshow1

Funan

About.com: <http://archaeology.about.com/od/fterms/g/funan.htm>
The Lost City (five-minute film): <https://www.youtube.com/watch?v=sqJDOvZnQrE>

Khmer (emerged after Funan)

Ancient History Encyclopedia: http://www.ancient.eu/Khmer_Empire/
National Geographic interactive: <http://ngm.nationalgeographic.com/2009/07/angkor/angkor-animation>

About.com: <http://archaeology.about.com/od/angkorwatcambodia/qt/angkor.htm>

Mongol Empire:

Columbia University/The Mongols in World History: <http://afe.easia.columbia.edu/mongols/>

Asia Society/Kublai Khan <http://asiasociety.org/countries/traditions/mongol-dynasty>

Asia Society/Silk Road: <http://asiasociety.org/countries/trade-exchange/silk-road-spreading-ideas-and-innovations>

The Metropolitan Museum of Art:

http://www.metmuseum.org/toah/hd/khan1/hd_khan1.htm

LESSON TWO

GLOBAL ASIA: YESTERDAY, TODAY AND TOMORROW

Paired with “Early Modern Empires of Asia” by Anand Yang. (The article appeared in The Seattle Times on May 7, 2015.)

INTRODUCTION

The article paired with this lesson introduces students to “large, complex and opulent empires” in Asia between the 15th and 19th centuries. Students will explore this period through imagery as well as by exploring what it would be like to physically and culturally travel back in time to Asia.

OBJECTIVES

- Students will research and find images of cultural artifacts from the early modern empires of Asia.
- Students will identify the author’s main idea and supporting details.
- Students will begin to think about how religion has shaped and was shaped by societies in Asia.
- Students will create their own Imperial Time Travel Agency by researching what a traveler-at-the-time needs to know.

FOCUS QUESTIONS

1. What are some images that we can find today that reflect Asian culture from this imperial period?
2. What religions were spread and practiced during this time? How did they intermingle? What was their impact?
3. What would it be like to travel to parts of Asia during this period? Where would you go? How would you prepare for this trip?

MATERIALS

- The Seattle Times article “Early Modern Empires of Asia”
- Computer/Internet access
- Projector

ACTIVITIES

Before reading

1. Explain to students that the Seattle Times article explores Asian history between the 15th and 19th centuries. Share with the students that the author begins his article with these words: “Large, complex and opulent empires dominated parts of Asia between the 15th and 19th centuries...” What images come to their minds when they hear these opening words? Ask them whether they have studied any of the empires that will be discussed in the article: Mughal Empire (India), Ming Empire (China) or Tokugawa Shogunate (Japan). If so, ask them to share facts (historical events, cultural activities or philosophical ideas) and/or any vivid images that come to their minds. Ask one student to list these on the board under the corresponding empire.

2. Assess students' prior knowledge of religion in Asia during this time period. Ask them to name the major religions that were shaping and being shaped by the culture and politics during this time period (Islam, Theravada and Mahayana Buddhism, Hinduism, Shintoism, Daoism, Sikhism, Catholicism). Divide up the class into small groups. Ask each group to trace the spread of one of these religions across Asia; each student could take a specific time period and create a thematic map covering the ebb and flow of the religion. Encourage them to use visuals of religious art, sculptures, temples, mosques, etc. What was their impact? Did they intermingle with other religions?
You may want to share the following resources:
General Background on Religion in Asia, see <http://www.bbc.co.uk/religion/religions/>
See the Metropolitan Museum site for numerous resources; here are a few:
Hinduism and Hindu Art
http://www.metmuseum.org/TOAH/HD/hind/hd_hind.htm
The Art of the Mughals after 1600
http://www.metmuseum.org/toah/hd/mugh_2/hd_mugh_2.htm
Daoism and Daoist Art;
http://www.metmuseum.org/toah/hd/daoi/hd_daoi.htm
Buddhism and Buddhist art
http://www.metmuseum.org/toah/hd/budd/hd_budd.htm
Asia Society: Buddhist Art and trade routes:
http://www.asiasocietymuseum.org/buddhist_trade/index.html
How Rome (Catholicism) Went to China
<http://www.loc.gov/exhibits/vatican/romechin.html#awwhrwtc>
Teachers might enjoy this Fall 2010 *Education About Asia* article: "Getting the Foundations Right When Teaching Asian Religions"
<https://www.asian-studies.org/EAA/EAA-Archives/15/2/914.pdf>

During and after reading

1. Ask students to read the article and underline the author's main ideas and his supporting evidence; they can also circle any key (significant or descriptive) words. After they have completed the article, ask them to write a short three-question quiz based on their reading. On a separate piece of paper, have them record the answers. Finally, ask them to pair up with another classmate and have each one take the other's quiz and then compare answers. If some pairs finish this task early, encourage them to compare the key words each student circled and ask them to discuss their significance.
2. Building on the above activities asking students to conjure up images from this period in history, ask them to work in small groups of two or three and find images in books and/or on the Web that reflect examples of the vibrant cultures during this time period. These can be images of emperors, shoguns and cultural artifacts (religious or palace architecture, coins, clothing, tools, armaments, musical instruments and agricultural equipment, as well as art forms such as religious paintings and icons, woodblocks, cloisonné, laquerware, calligraphy, scrolls, bronze and other metal work, ceremonial vessels, etc.)
3. Finally, ask each group to reflect on the saying "every picture tells a thousand stories." Ask them to choose one of the images that they have collected, project it on the screen, and share a few stories from this photo. You may want to start out this exercise by projecting the Taj Mahal — one of the most-photographed buildings in the world. Your students have probably seen this photo, but do they know that, according to the UNESCO World Heritage site, it is "the jewel of Muslim art in India and one of the universally admired masterpieces of the world's heritage" and that it tells a "great love story"? The Taj is a 17th-century mausoleum built in memory of the Mughal Emperor Shah Jahan's

favorite wife, Mumtaz Mahal. At this UNESCO site, you can find two (two-minute each) videos. You might want to show one or both. The first is a photomontage without commentary: <http://whc.unesco.org/en/list/252/video>

ASSESSMENT*

Divide the class into small groups of three to five students. Task each group with setting up an Imperial Time Travel Agency. Their assignment is to design a two-week tour that takes intrepid travelers to a specific time and place in a region in Asia between the 15th and 19th centuries. First, each group should choose a different area in Asia: Mughal Empire (India), Ming Empire (China), Silk Road (Central Asia), Tokugawa Shogunate (Japan) or Southeast Asia (encourage students to “organize tours” to areas such as the 15th-century booming port city of Malacca, the Indonesian archipelago and areas known today as Cambodia, Laos, Myanmar, Thailand and Vietnam).

Next, have each group design a travel brochure that includes the following:

- Travel dates and year (two-week period)
- Specific daily itinerary and background information: destinations, architectural and natural highlights, types of entertainment and meals
- What to expect: weather, transportation issues, types of accommodations and security issues
- What to pack: clothes and money
- Know before you go: food, language and cultural and religious traditions
- How to prepare: key language phrases, list of contemporary books, poetry, etc.

Encourage students to be creative by designing a trifold brochure with photos and maps.

Here are a few background resources:

Columbia University’s Asia for Educators: <http://afe.easia.columbia.edu/>

PBS Japan: Memoirs of a Secret Empire: <http://www.pbs.org/empires/japan/index.html>

BBC Mughal Empire:

http://www.bbc.co.uk/religion/religions/islam/history/mughalempire_1.shtml

Metropolitan Museum of Art: http://www.metmuseum.org/toah/hi/te_index.asp?i=Asia

From this site, see these and many other resources:

Ming Dynasty 1368-1644: http://www.metmuseum.org/toah/hd/ming/hd_ming.htm

The Art of the Mughals before 1600: http://www.metmuseum.org/toah/hd/mugh/hd_mugh.htm

The Art of the Mughals after 1600:

http://www.metmuseum.org/toah/hd/mugh_2/hd_mugh_2.htm

Art of the Edo Period (1615-1868): http://www.metmuseum.org/toah/hd/edop/hd_edop.htm

*NOTE: If you prefer to use a common assessment after each activity, you may want to assign groups to design timelines/infographics. These could be chronological additions to their original timeline created in Lesson One. Student groups can use the above resources to design timelines/infographics exploring the periods covered in this second article: Mughal Empire (India), Ming Empire (China), Silk Road (Central Asia), Tokugawa Shogunate (Japan).

LESSON THREE

GLOBAL ASIA: YESTERDAY, TODAY AND TOMORROW

Paired with “Colonialism and Imperialism in Asia” by Anand Yang. (The article appeared in The Seattle Times on May 14, 2015.)

INTRODUCTION

Lesson Three introduces students to western imperialism and colonialism in Asia. Professor Yang encourages readers to think about Asian societies during the 18th and 19th centuries and how India (for example) was subjugated *and* how it confronted the ideas, practices and institutions advanced by colonialism or imperialism. This lesson explores the impacts of imperialism and colonialism across Asia.

OBJECTIVES

- Students will identify the author’s main idea and supporting details.
- Students will expand their knowledge of western imperialism and colonialism in Asia between the 18th and 20th centuries.
- Students will explore the opportunities and challenges facing Asians from different classes and/or walks of life.
- Students will write a “diary entry” from another’s perspective and understand the importance of personal recordings for historians and anthropologists.

FOCUS QUESTIONS

1. How do you define colonialism and imperialism? What are the different impacts it had across Asia?
2. What were some of the challenges and opportunities facing rulers and residents under foreign powers?
3. What are examples of primary sources? Why would they be valuable?

MATERIALS

- The Seattle Times article “Colonialism and Imperialism in Asia”
- Computer/Internet access
- Projector

ACTIVITIES

Before reading

1. Explain to students that the Seattle Times article focuses on colonialism and imperialism in Asia. Share the author’s definition of these terms: “Colonialism and imperialism, terms often used interchangeably, refer to economic and political domination, to the process whereby a state exerts its authority and influence over another state and/or society.” Assess students’ prior knowledge of colonialism and imperialism in world history. Take a few minutes to brainstorm examples that they have studied. Ask one to student to compile this rough list on the board. Encourage students to discuss specific

- details and how they might relate or compare to Asian colonial history.
2. India has often been described as the “jewel in the British crown.” Who said this? When? Why? Discuss several possible Indian perspectives: Who might have been some of the winners and losers in India? Why?

During and after reading

1. Ask students to underline the author’s main ideas and his supporting evidence; encourage them to highlight information that is new to them as they read the article. After reading, ask students to share at least one new fact that they learned. Next, ask them to choose five important terms or words from the article and then create an annotated glossary of these terms. They can use the author’s wording and/or entries from a dictionary or encyclopedia. When they are finished, ask them to pair up and share their short glossaries.
2. The author writes: “Through a series of fortuitous circumstances, only Siam (Thailand) remained independent in the region.” What do you think he means by this?
3. Ask students to form small groups. Ask each group to choose a region and time period and create a small chart showing residents and their role in society. Students could tackle this assignment in a myriad of ways. They could chart Confucian hierarchical society in Qing China by listing scholars, farmers, artisans, and merchants, with a brief description of their role in society. Or they could narrow their focus and look at a group of four or five people from a specific period. Using China as an example again, students could look at life during the Taiping Rebellion (1851-1864) from the perspectives of a poor Taiping soldier, a powerful Taiping leader, a Hakka woman, an imperial army soldier, a peasant whose land is destroyed by this rebellion, etc. As noted, this chart should include (1) who these people are, (2) the geographic location and (3) a short description of their personal background and/or place in society. Encourage the students to re-read the article and perhaps choose a place that is unfamiliar to them, such as Malacca, or Burma (Myanmar) or Siam, and/or an occupation that they may know little about but piques their curiosity (tea trader, missionary, monk, farmer, aristocrat, soldier, samurai, musician, poet, artisan, rickshaw puller, etc.) Each small group should choose a different region of Asia.

Below are a few primary resources, photos and essays from the MIT Visualizing Culture site:

“The Colonial Philippines”:

http://ocw.mit.edu/ans7870/21f/21f.027/photography_and_power/index.html

Illustrations of China and Its People (1873-1874):

http://ocw.mit.edu/ans7870/21f/21f.027/john_thomson_china_01/index.html

Picturing the Japanese Photos (Meiji Era):

http://ocw.mit.edu/ans7870/21f/21f.027/gt_japan_people/ga1_visnav_menu.html

Essays: http://ocw.mit.edu/ans7870/21f/21f.027/gt_japan_people/ga1_essay01.html

Explore this site for more resources:

http://ocw.mit.edu/ans7870/21f/21f.027/home/vis_menu_02b.html

Case Study: Living in the British Empire – India:
<http://www.nationalarchives.gov.uk/education/empire/g2/cs4/>

100-Year-Old Photos from the British Raj Era:
<http://www.ibtimes.co.uk/rare-100-year-old-photos-india-british-338333>

The Road to Partition:
<http://www.nationalarchives.gov.uk/education/resources/the-road-to-partition/>

ASSESSMENT*

Ask students to imagine themselves living in colonial Asia. In this exercise they will be asked to “change shoes” with someone in Asia between the 18th and 20th centuries. Again, they need to choose a time period, region and one resident and write an 800-word day-in-the-life of this person. They could choose one of the people they described in the last assignment or take on another persona. They can be an emperor or a disenfranchised peasant or a rickshaw puller. This first-person essay should reflect daily life (in other words, what they do from the time they wake up in the morning to the time they go to sleep at night). Residents may want to record their physical surroundings (living and working conditions, environmental landscape, etc.) and/or feelings toward those who have more or less (power, wealth, freedom) than they do. If applicable, each person might want to discuss the challenges, obstacles, opportunities and advantages he or she experiences because of colonialism. Encourage the students to be creative. They may want to include a photograph of their chosen person. After they have finished their diary entries, they may want to read them in class or share in pairs. Finally, ask your students to reflect on how primary sources (information created at the time, such as a diary or memoir) are important resources for historians, anthropologists and global citizens.

*NOTE: If you prefer to use a common assessment after each activity, you may want to assign groups to design timelines/infographics. These could be chronological additions to their original timeline created in Lessons One and Two. Student groups can use the above resources to design timelines/infographics exploring “Colonialism and Imperialism in Asia.”

LESSON FOUR

GLOBAL ASIA: YESTERDAY, TODAY AND TOMORROW

Paired with “China/Asia Rules the World?” by Anand Yang. (The article appeared in The Seattle Times on May 21, 2015.)

INTRODUCTION

The article paired with this lesson introduces students to the changes that have taken place across Asia in recent decades. “Once again,” as the author concludes in his article, “Asia stands at the center stage of the world, its reemergence returning it to the primacy it once enjoyed for more than 1,500 years.” This lesson encourages students to explore Asia’s economic takeoff and its present and future global impact.

OBJECTIVES

- Students will examine how Asia is portrayed in the news today.
- Students will consider how Asia’s “success story” has impacted the lives of the people.
- Students will explore how economic development has physically, culturally and/or environmentally changed specific countries.

FOCUS QUESTIONS

1. Asia is in the headline news every day — what are some specific examples of this coverage? How does one decipher facts from opinions?
2. How have development and growth physically and culturally transformed different regions of Asia?
3. What are some opportunities and challenges that Chinese, Indian, Japanese and other Asian leaders and citizens face today?
4. Are there ways to globalize and develop economically and still include all segments of society?
5. Does China/Asia rule the world (if so, how and why)?

MATERIALS

- The Seattle Times article “China/Asia Rules the World?”
- Computer/Internet access
- Projector

ACTIVITIES

Before reading

1. Share with students the author’s first sentence: “ ‘China/Asia rules the world’ is a declaration heralded by many a headline today and not just in the West.” Ask students to stand up and vote with their feet. Those who agree that China/Asia rules the world should move to the front of the room, those who disagree should move to the back of the room? Conduct a brief debate calling on student to explain why they feel this way/how they see this manifesting or not.
2. Asia is in the news every day. Ask students to reflect on what they have heard about

“Asia as an emerging economic or global power.” Ask students to think about how a rising Asia is portrayed in the news, books, movies, magazines, online, in social media and in their community. Encourage them to give concrete examples of something they have recently seen or heard. Write “Asia — In the Headlines” on the board and then create two columns under this heading. At the top of one column write “Fact” (a statement that can be proven); at the top of the other column write “Opinions or Views (a belief or way of thinking about something). Ask students to discuss and choose under which column to record their examples. How does one decipher facts from opinions when reading about Asia’s reemergence on the world stage? Ask for a volunteer to record this information. Keep this information on the board.

During and after reading

1. Encourage students — as they read the article — to *underline* what is written as a fact and to *circle* any opinions or views. Ask one student to add these in the appropriate column on the board.
2. Now ask students to reread the article and underline the Asian countries noted by the author that have experienced spectacular economic growth over the past half century (India, China, Japan, Hong Kong (since 1997 it is a Special Administrative Region of China), Singapore, South Korea, Taiwan, Indonesia, Malaysia, Thailand, Vietnam, the Philippines). Ask them to highlight in yellow evidence that China/Asia rules the world; highlight in pink contrary evidence. Would they still vote the same way that they did prior to reading the article? Next, divide the class into small groups and assign one of the countries to each group. **Note:** Although the Central Asian states are not mentioned in the article (Kazakhstan, Kyrgyzstan, Uzbekistan, Tajikistan, Turkmenistan), they have gone through newsworthy economic and/or political development over recent decades. One group may be interested in looking at one or more of these “-stans.” Ask the students to brainstorm and then list on a piece of paper 15 or so examples of the massive changes that have taken place in their assigned country. These might include modern factories churning out exports, skyscrapers, shopping malls, modern agriculture methods, examples of rising middle class (private cars, expensive clothes, modern housing and amenities), environmental degradation, rising inequalities, new universities, etc. You may want to set the tone by reminding them of the author’s concluding paragraph: “Late 20th-century economic growth has transformed Asia, a region of diverse countries, cultures, economies, histories, societies and natural environments. Once again, Asia stands at the center stage of the world, its reemergence returning it to the primacy it once enjoyed for more than 1,500 years.” Task the students to collect a selection of at least 10 photos, articles or cartoons that exemplify these changes in their designated country. After each group has collected at least 10 photos, articles or cartoons, ask each student to choose one photo, article or cartoon and write a short *factual* or *personal view* summary (a few sentences) of the photo, article or cartoon. Have them tape their image and summary under the appropriate column on the board. Finally, ask them consider again the overarching question: China/Asia rules the world. Would they still plant themselves in the front or back of the room? (Note: this exercise may involve multiple class sessions and homework.)

ASSESSMENT A (Teachers can choose one of these two activities to use as a final assessment for Lesson 4)

What do you think Asia’s future might look like? How might its past impact its future? Encourage students who are interested in this topic to break it down — take one country (for example, India), one topic (education, pollution, health, rich-poor gap, etc.) and one year (for

instance, 2020) and consider exploring one of these activities: (1) Develop teams to debate specific countries and topics that they are interested in. (2) Develop mini debates where they have to determine if the boom in that nation was worth the price (the balance between the opportunities created by and the challenges that remain)? (3) Interview classmates and/or family members to record their reflections on the future of Asia in general or one country in particular. (4) Discuss who might be the future movers and shakers in Asia. Share with students this Asia Society website: <http://asiasociety.org/asia-game-changers/awardees>. They may want to find out more about these Asia game changers: *Each year, the Asia Game Changer Awards are bestowed upon individuals, organizations and movements that have inspired, enlightened and shown true leadership in areas that reflect Asia Society's core pillars of policy and business, arts and culture, and education. The following are our 2014 awardees: Shigeru Ban, Madhav Chavan, Illac Diaz, Fashion Girls for Humanity, Jack Ma, Kuntoro Mangkusubroto, Saad Mohseni, Jacqueline Novogratz, Sharmeen Obaid-Chinoy, Playing for Change, Pawan Sinha, Malala Yousafzai and Zhang Minxuan.* If there are students who are particularly interested in any of these individuals, encourage them to try to contact them directly with relevant inquiries.

ASSESSMENT B

In his article, Anand Yang points out that over the course of the last half century, there have been numerous success stories all across Asia. He is also careful to note that a continued economic surge is not guaranteed (noting Japan's past and current economic doldrums) *and* that the current megaboom is not without serious consequences: increasing inequalities between rich and poor, for example. Ask the students to brainstorm possible reasons for Asia's economic boom over the past decades. Ask one student to record these varied and numerous reasons. In order to illustrate that this is a complex topic and that there is no one answer, share with students Asia Society's China Boom Project: <http://chinaboom.asiasociety.org/>. This multimedia oral-history project taps into the insights of 100 China watchers from both sides of the Pacific by asking one question: Why did China boom? Project this on the screen and explore this site with your students. Click on a few of the 100 short live interviews. Divide the class into groups of five students and tell them they will create their own "Boom Project." For this assignment, each group will need to do the following:

1. Choose one of the Asian countries (India, Japan, South Korea, Taiwan, Indonesia, Malaysia, Thailand, Vietnam, the Philippines).
2. Research their country's economic development and corresponding themes — education and health initiative, urban/ or rural development, trade relationships/ and globalization. You might want to suggest they start by Googling their country's national government/ and press sites as well as these websites: World Bank, Asia Development Bank, ASEAN, BBC News, BBC Country Profiles, and Asia Wall Street Journal.
3. Based on this research (and using the China Boom Project model), the students will decide on five themes and/or time periods in order to present the different insights to their country's boom. Each theme should include at least five perspectives regarding "Why did --- boom?"
4. As they work on this project, ask them students to reflect on these questions: How have development and growth physically and culturally transformed their country of study? What are some opportunities and challenges that its leaders and citizens face today? Are there ways for this country to globalize and develop economically and still include all segments of society?
5. Finally, the students will create a PowerPoint presentation of their Boom Project. Encourage the students to be creative in their presentation. They can use maps, photos, quotes from articles, or graphs. Live interviews are not required, but they may want to embed one or two pulled from a website or newscast. Last, each group will present their Boom Project to the class.

LESSON FIVE

EXPLORING ASIA: ASIAN CITIES — GROWTH AND CHANGE CONCLUDING ACTIVITY

This is a post-series activity.

INTRODUCTION

In this final lesson, students will choose from different activities to expand their knowledge of Asia's rise and fall and rise as an economic and cultural giant on the world stage. They will explore new books, documentaries and online resources. They will be encouraged to share their activities and knowledge throughout their school and community.

OBJECTIVES

- Students will create a thematic map based on their personal interests.
- Students will invite an emperor or contemporary president to dinner — and prepare dinner and table talk!
- Students will expand their own knowledge and help build class and/or community awareness regarding Asia's reemergence as a vibrant economic region.

FOCUS QUESTIONS

1. How can we better understand Asia's present by studying its past?
2. How can we explore Asia's past and present by focusing on one theme or historical thread?
3. What can we learn from Asia's leaders of the past? Who are some of Asia's current movers and shakers?
4. What are some current and accessible documentaries and/or books describing the opportunities and challenges of urban migrants today?

MATERIALS

- Computer/Internet access
- Books/documentaries for a book club

ACTIVITIES

Choose from a variety of activities listed below to help extend students' study of Asia's role in the world throughout history:

1. In a few weeks, this series has attempted to cover a huge region over a long span of time — 2,000 years. In order to explore this region a little bit deeper, ask students to make a thematic map. They can work together in pairs; they will need to choose a time period, region and topic. Thematic map choices are numerous. Students can chart glaciers, rural-urban migration, growth and flow of religions, population density, energy consumption, air pollution, ancient or new trade routes, ethnolinguistic groups, archeological sites, health issues, earthquake faults, great

ivers, staple food crops, colonialism or imperialism, Silk Road trade, or nuclear, hydropower or wind power plants, etc. Encourage them to be creative using photos, graphs, colored markers, etc. They can design the map on poster board or on a computer. You may want to project a few creative ideas up on the screen:

<https://depts.washington.edu/silkroad/exhibit/trade/trade.html> (click on map)

<http://mapcollection.files.wordpress.com/2012/09/animal-map.jpg>

<http://englishosaca.files.wordpress.com/2012/01/map-wildlife.gif>

NOTE: Teachers could use this as an alternate assessment activity with earlier lessons.

2. Challenge your students to “invite an emperor or empress to dinner” — or any historical or contemporary leader from Asia. This could be King Jayavarman II (d. 834), Chinggis (or Genghis) Khan (d. 1227), Tamerlane (d. 1405), Emperor Akbar (d. 1605), Tokugawa Ieyasu (d. 1616), Raden Adjeng Kartini (d.1904), Empress Dowager Cixi (d. 1908), Mao Zedong (d. 1976), Indira Gandhi (d. 1984), Corazon Aquino (d. 2009) or any other historical leader. They could also choose someone still alive, such as President Xi Jinping (China), King Bhumibol Adulyadej (Thailand), Aung San Suu Kyi (Myanmar), President Nursultan Nazarbayev (Kazakhstan) or President Tony Tan Keng Yam (Singapore). Ask each student to write a 700-word “Invite an Emperor or Empress to Dinner” blog that includes the following four parts: (1) short background on their guest; (2) three of the top Q-and-As that were discussed at dinner; (3) short description of what the guest was wearing; (4) the dinner courses that were prepared; (5) the month and year that the dinner took place, such as September 1226. In order to do this activity, students will need to research the ruler’s life and his or her era-appropriate clothing and food. After the students have finished their blogs, ask them to post these on the walls around the room in chronological order or on a map of their guest’s homeland.

NOTE: Depending on class time/facilities students may want to turn this into a performance piece. Students could become the guests/hosts and interact with each other during a classroom dinner party.

3. Have students organize a book club or documentary club. Ask each student to come to class with an idea for a book or documentary about the challenges and opportunities facing Asia today. Encourage them to talk to the school or city librarian for ideas. This book or documentary club could take one of many forms:
 - a. The whole class could read one book or watch one documentary; one or two students could lead the book or documentary discussion with prepared questions focusing on the theme of urban growth and change.
 - b. Several small groups could read different books and/or watch different documentaries, with the discussions led by one or two students in each group; later, each group could give a small report about their book or film.
 - c. Students could organize a book or documentary club for an afterschool event that includes the whole school and/or students interested in world issues. Here are a few books and films to add to the students’ list. **Note:** View or read for age-appropriate content before distribution to students.

Book (China, nonfiction): *Eating Bitterness: Stories from the Front Lines of China’s Great Urban Migration* (Michelle Loyalka)

Book (China, nonfiction): *China Airborne* (James Fallows)

Book (Pakistan, fiction): *How to Get Filthy Rich in Rising Asia* (Mohsin Hamid)

Book (Myanmar, nonfiction): *The Lady and the Peacock: The Life of Aung San Suu Kyi*

Film (Myanmar, nonfiction): *The Lady*

Film (India, nonfiction): *Mumbai Traffic*

Film (China, nonfiction): *When China Met Africa*

Film (Japan, nonfiction): *Light Up Nippon*

E-book (Indonesia, nonfiction): *Letters of a Javanese Princess* (Raden Adjeng Kartini):

<http://www.gutenberg.org/files/34647/34647-h/34647-h.htm>

4. What do you think Asia's future might look like? How might its past impact its future?
Encourage students who are interested in this topic to break it down — take one country (for example, India), one topic (education, pollution, health, rich-poor gap, etc.) and one year (for instance, 2020) and consider exploring some of these activities: (1) Develop teams to debate specific countries and topics that they are interested in. (2) Interview classmates and/or family members to record their reflections on the future of Asia in general or one country in particular. (3) Discuss who might be the future movers and shakers in Asia.

Share with students this Asia Society website: <http://asiasociety.org/asia-game-changers/awardees>. They may want to find out more about these Asia game changers: *Each year, the Asia Game Changer Awards are bestowed upon individuals, organizations and movements that have inspired, enlightened and shown true leadership in areas that reflect Asia Society's core pillars of policy and business, arts and culture, and education. The following are our 2014 awardees: Shigeru Ban, Madhav Chavan, Illac Diaz, Fashion Girls for Humanity, Jack Ma, Kuntoro Mangkusubroto, Saad Mohseni, Jacqueline Novogratz, Sharmeen Obaid-Chinoy, Playing for Change, Pawan Sinha, Malala Yousafzai and Zhang Minxuan.* If there are students who are particularly interested in any of these individuals, encourage them to try to contact them directly with relevant inquiries.

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