

The Henry M. Jackson School of International Studies and Newspapers In Education present

GLOBAL ASIA:

TURNING POINTS IN MODERN ASIAN HISTORY

by Tina Y. Gourd, Ph.D.



TEACHER'S GUIDE



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GLOBAL ASIA: TURNING POINTS IN MODERN ASIAN HISTORY

ABOUT “GLOBAL ASIA: TURNING POINTS IN MODERN ASIAN HISTORY”

“Global Asia: Turning Points in Modern Asian History” 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 six-article series, a curriculum guide and a series workshop for secondary teachers. Designed with high school readers in mind, each article in the online newspaper series focuses on turning points in modern Asian history for four regions: East Asia, Southeast Asia, South Asia and Central Asia.

The purpose of the curriculum guide is to provide teachers with curricular ideas for a secondary classroom, using the series articles as a foundation on which to develop discipline-specific thinking skills, content area reading skills, and content knowledge of modern Asian history. While the lessons in the guide have been designed to build on one another and to address a variety of different learning objectives, lessons were also designed to stand on their own if that is desired.

The guide begins with an introductory activity that seeks to develop student understanding of the significance of *turning points* in comprehending the history of a region. This foundational work intends not only to develop students’ disciplinary understanding of the concept of turning points, but also to support students in the development of a schema that can be used to increase comprehension of the six articles in the series.

Two lessons accompany each article of the series and focus on learning objectives unique to the strengths of the particular article. “Turning Points in East Asia, 1900-2016” provides students with an opportunity to closely consider cause and effect. “Turning Points in Southeast Asia, 1900-2016,” with its intriguing introductory paragraphs, invites students to explore their curiosity about rapid and significant change in a region and to develop their disciplinary research skills. “Turning Points in South Asia, 1900-2016” focuses on significant individuals, creating an opportunity to examine the significance of individuals in the shaping of history. “Turning Points in Central Asia, 1900-2016” is unique in its emphasis on geopolitical interdependence, allowing students to consider the reverberation of certain events across the globe. The series’ concluding article highlights five critical trends in modern Asia and can be used to launch students on an exploration of international governance.

For the purposes of this guide, world regions have been defined in this way:

EAST ASIA	SOUTHEAST ASIA	SOUTH ASIA	CENTRAL ASIA
China	Brunei	Afghanistan	Kazakhstan
Hong Kong	Burma (Myanmar)	Bangladesh	Kyrgyzstan
Japan	Cambodia	Bhutan	Tajikistan
Macau	East Timor	India	Turkmenistan
Mongolia	Indonesia	Maldives	Uzbekistan
North Korea	Laos	Nepal	
South Korea	Malaysia	Pakistan	
Taiwan	The Philippines	Sri Lanka	
	Singapore		
	Thailand		
	Vietnam		

ABOUT THE CURRICULUM GUIDE AUTHOR

The author of the curriculum guide for “Global Asia: Turning Points in Modern Asian History” is Tina Y. Gourd, Ph.D. Tina taught middle school social studies for nine years, primarily in the Seattle School District, before returning to the University of Washington to earn her doctorate in curriculum and instruction, social studies education and teacher education. For the past seven years, Tina has been a teacher educator in the College of Education at the University of Washington, Seattle campus, and now also teaches at the University of Washington Bothell School of Educational Studies. Tina works with secondary teacher candidates in both the university classroom and in the field, teaching curriculum and instruction courses and social foundations courses, while also supervising teacher candidates through their student teaching practicums. Tina has consulted with the centers in the Henry M. Jackson School of International Studies on a variety of projects.

ACKNOWLEDGMENTS

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TURNING POINTS IN HISTORY: SERIES INTRODUCTION

Overview and Rationale

This learning segment seeks to develop students' abilities to utilize the historical-thinking skill of *identifying turning points* in history, through the identification of turning points in their own lives.

This activity, while also seeking to prepare students for the upcoming content and unit of study, should also provide opportunities for students to engage personally with the process of making history, retelling their own lives from a historical lens. This learning segment is thus designed to be a community-building activity that invites students' own histories into the classroom space, as well as being a meaning-making activity that supports the upcoming unit of study.

This introductory activity is particularly important for classrooms with a diversity of learners (including students with English as an Additional Language and students with Individualized Educational Plans), as an understanding of the significance of "turning points" will make the upcoming complex texts from *Global Asia* more accessible.

Activity: Turning Points Autobiography

Objectives

1. Students will be able to define the concept of a *turning point* in history.
2. Students will be able to identify at least four *turning points* in their own personal histories, creating a *turning points autobiography* that describes the significance of these turning points.

Focus Questions

What is a *turning point* in history?

What are *some turning points* in your own history?

Materials

"Global Asia Series Introduction"

paper, 8.5x11 or 8.5x14

Procedure (Estimated length: 50–75 minutes)

Lesson Note: This lesson does ask students to share personal history. Teachers may wish to prepare students for hearing each others' stories respectfully and let students know that they should include only aspects of their histories that they are comfortable sharing.

1. Ask students to turn to a partner and "share the history of your life." Refrain from providing additional supports or prompts, but do not let student frustration linger too long before moving to the next step.
2. Ask students what was challenging about this task of "sharing the history of your life." Gather student ideas in a visible location (document camera, board, etc.).
Expected responses include: "What should I share and what should I skip? I've lived for 15+ years... a lot has happened!"
"A lot of my life is really boring; nothing has ever happened to me!"
3. Ask students if this is a problem that historians might also face: *How do we frame the story of an event, a place, person, etc.?* Provide some quick examples for students, preferably tied to student interests and funds of knowledge.

Examples: *How would a historian tell the story of Beyoncé's life? How might a historian explain the history of Seattle?*

4. Introduce students to the term turning point, and let them know that they will be learning the meaning of this term through the upcoming reading, "Global Asia Series Introduction." As they read, they are asking these "Reading to Find Out" questions:
 - i. What is a *turning point*?
 - ii. How might a historian identify a *turning point*?
 - iii. What is challenging about identifying *turning points*?

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5. Students read "Global Asia Series Introduction."
Additional reading and annotation support: Provide highlighters or pens of three different colors, and have students annotate the text, identifying parts of the text that answers each of the "Reading to Find Out" questions, coded by color. If colors are not an option, students can circle, underline, or star text that answers each question.
6. After reading, gather student ideas in response to the three "Reading to Find Out" questions. Among other possible responses, below are some significant points that students should identify from the text. Post the definition of a *turning point*.
 - i. A *turning point* is "a notable occurrence," a time when a "pattern of behavior emerged," or a time when something "altered the path of societies."
 - ii. Turning points might be identified by considering the impact of war and state violence, identifying developments or events that have lasting impacts, or identifying the starting point of historical legacies.
 - iii. Turning points may be challenging to identify because the impact of an event may not be obvious at the time; people may not agree about the importance of an event or turning point.
7. Tell students that they will be demonstrating their understanding of turning points by selecting *turning points* in their own histories, so that they can more successfully "share the history of your life." Have students brainstorm a list of potential *turning points* from their lives (my first day of soccer, when we moved to Seattle, when my grandmother passed away, etc.).
8. After a list is generated, have students narrow the list to four or five of the most significant *turning points* of their lives. Refer them back to the definition of a turning point.

Remind students that histories are conventionally told chronologically. Students should place their turning points in chronological order.
9. Provide each student with a piece of printer paper (8.5x11 or 8.5x14), and have students fold it into a trifold.

The front panel should be a cover, and each *turning point* should have its own separate panel.
10. Each panel should be titled with the name of the *turning point*, have a small image to visually capture the *turning point*, and have an explanation for why the event constitutes a *turning point*. Students should refer back to the definition of *turning point* for their explanations. ("My grandmother dying was a notable event in my life because..." "My first day of soccer marks the start of an important pattern of behavior..." "Moving to Seattle altered the path of my life because...").

Assessment

Students can complete the *turning points* autobiography as homework and submit it for assessment of their understanding of the concept *turning points*. If there is time on the submission day, students can share their *turning points* autobiography with a partner, to demonstrate that the concept of *turning points* facilitates "sharing the history of your life."

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TURNING POINTS IN EAST ASIA, 1900–2016

Overview and Rationale

This learning segment, using the text “Turning Points in East Asia, 1900-2016,” seeks to support students in understanding the breadth of East Asian history from 1900 to 2016 through a focus on the skill of identifying the *effect* of events, while also supporting teachers in identifying potential resources and activities for more in-depth exploration of specific turning points.

The countries of East Asia are China, Hong Kong, Japan, Macau, Mongolia, North Korea, South Korea and Taiwan.

Activity #1: Visualizing Turning Points

Objectives

1. Students will be able to identify five turning points in East Asia from 1900-2016.
2. Students will demonstrate understanding of the *effects* of significant events in history through visualization.

Focus Question

What is the effect of significant events in history?

Materials

“Turning Points in East Asia, 1900–2016”

Visualization of the Effects of Turning Points graphic organizer (Handout A)

Procedure (Estimated length: 50–75 minutes)

Lesson Note: The chart in this lesson may be used for all articles in this series.

1. Review *cause and effect* with students, particularly clarifying understanding of *effect*.
2. Provide a copy of the Visualization of the Effects of Turning Points graphic organizer to students. Students could work on this individually or in pairs.
3. Explain that students will be creating an image or visualization of the *effect* of each turning point in East Asia, along with brief images of pre-1900 East Asia and East Asia in 2016. Words are acceptable in a visualization, as long as they support the visual communication of ideas.ⁱⁱ
4. Have students pause after reading the opening paragraphs of the text “Turning Points in East Asia, 1900-2016” and draw an image of East Asia pre-1900, then East Asia in 2016, in the appropriate box.
5. Continue reading, but pause after each turning point. Students should discuss the *effects* of each turning point with a partner and complete a visualization to capture their understanding of the *effects* of each turning point.
6. As students are completing this work, move among students to assess and support understanding. In addition, identify at least one visualization per turning point that you will share with the full class at the end of the activity. Select visualizations that effectively capture the *effect* of the turning point on East Asian history.
7. Facilitate sharing of visualizations, beginning with the preselected visualizations. Emphasize significant effects and clarify understanding if necessary.
8. Quick Write Assessment/Exit Ticket: Ask students to individually identify a significant event in their lifetimes (personal or geopolitical) and to describe the *effect* of that event briefly.

Assessment

Formative assessment on student understanding of *effect* and successful identification of the five turning points should be collected while students are working, with interventions provided if misconceptions emerge. The full-class sharing will provide another opportunity to assess student understanding and correct misconceptions. The final Quick Write Assessment/Exit Ticket will provide a summative assessment for the activity.

Activity #2+: Resource Lesson Links (Estimated length: variable)

Each *turning point* is rich with history to be explored, and there are many resources available. This section is organized by turning point, with powerful resources noted and one potential activity briefly described.

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THE RUSSO-JAPANESE WAR OF 1904–1905

Resource Links

1. MIT Visualizing Cultures: http://ocw.mit.edu/ans7870/21f/21f.027/home/vis_menu.html
Each unit includes an essay, visual narratives, an image gallery and lesson plans. There are three units related to the Russo-Japanese War: “Throwing Off Asia III,” “Asia Rising” and “Yellow Promise/Yellow Peril.”
2. Asia for Educators: <http://afe.easia.columbia.edu/index.html>
This website has collected many available resources for teaching about East Asia, organized impressively by time period and region. The Russo-Japanese War section has the three MIT units (above), as well as three lesson plans from other organizations, one that has *turning point* in its title.

Activity: Zoom in on “Yellow Peril”

As noted in “Turning Points in East Asia, 1900-2016,” the first defeat of a major European power by an Asian state sent shock waves across the world. This activity allows students to explore a historical image from the era to learn about the racialized metaphor of “The Yellow Peril,” a recurring racialized motif that still has significance in 2016.

Activity Description

The purpose of the “Zoom In” thinking routineⁱⁱⁱ is to help students learn history from primary source images. Students observe a portion of an image closely, hypothesizing or interpreting based on observations. Other portions of the same image are examined in a similar manner, to arrive at a deeper understanding of the image.

Probing questions for students^{iv}:

- What do you see or notice?
- What is your hypothesis or interpretation of what this might be (based on what you are seeing and prior knowledge)?

After revealing more of the image...

- What new things do you see?
- How does this new information impact your hypothesis or interpretation?

After the entire image has been revealed and discussed...

- What is your final hypothesis or interpretation of this image?
- “Yellow Peril” is the name of a racist theory that the people of Asia are a threat to the “West” (particularly Europe and the United States). Could this image be considered an example of “Yellow Peril” imagery? Explain.

Materials

“Yellow Promise/Yellow Peril” images archived at http://ocw.mit.edu/ans7870/21f/21f.027/yellow_promise_yellow_peril/yp_visnav07.html

“The Ogre of the Orient” and “Yellow Peril” with “Zoomed In” suggestions (Additional Materials B)

JAPAN’S BOMBING OF PEARL HARBOR ON DECEMBER 7, 1941

Resource Links

Asia for Educators: <http://afe.easia.columbia.edu/tps/1900.htm>

This website has collected many available resources for teaching about East Asia, organized impressively by time period and region. The Japan and World War II section has a few linked articles and document-based question (DBQ) style lessons. In addition, they provide a link to a documentary film titled *The Wings of Defeat*, which chronicles interviews of surviving kamikaze pilots. There is a free teachers guide and an educational discount, but the film is not a free resource.

THE KOREAN WAR OF 1950-1953

Resource Links

Asia for Educators: http://afe.easia.columbia.edu/tps/1950_ko.htm

This website has collected many available resources for teaching about East Asia, organized impressively by time period and region. The Korean War and the Division of Korea section has several historical articles, including one exploring the massacre at Nogun-ri. There are also three links to lesson plans by the Korea Society.

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THE ONSET OF ECONOMIC REFORM IN CHINA IN LATE 1978

Resource Links

Asia for Educators: http://afe.easia.columbia.edu/tps/1950_ko.htm

This website has collected many available resources for teaching about East Asia, organized impressively by time period and region. The section for Socialism and Democracy in China After Mao Zedong has many primary sources with DBQ lessons.

The National Consortium for Teaching about Asia (NCTA) class apps (quick courses on current topics on East Asia): <http://nctasia.org/resources/class-apps/>

These are lectures on a variety of topics in East Asia. While there are several possible lectures of interest regarding economic reform in China, "Clothes Make the Nation: China and Globalization" has some provocative imagery of the changes in Asia, as demonstrated by the changing clothing of leaders and youth in China.

TAIWAN AND SOUTH KOREA'S TRANSITIONS TO DEMOCRACY STARTING IN THE 1980S

Resource Links

BBC Taiwan Country Profile: <http://www.bbc.co.uk/news/world-asia-16164639>

Reuters: Taiwan Road to Democracy: <http://www.reuters.com/article/us-taiwan-election-timeline-idUSTRE7BC0E320111213>

NCTA class apps (quick courses on current topics on East Asia): <http://nctasia.org/resources/class-apps/>

These are lectures on a variety of topics in East Asia. One related to Taiwan is titled "Taiwan: The Other China." Discussion of Taiwanese democracy occurs starting at minute 20:30.

Other Lesson Resources

Stanford Program on International and Cross-Cultural Education (SPICE) Curricula (payment required):

http://spice.fsi.stanford.edu/catalog?field_age_range_value=All&field_spice_product_type_tid=All&topics=All®ions=7028&keyword=

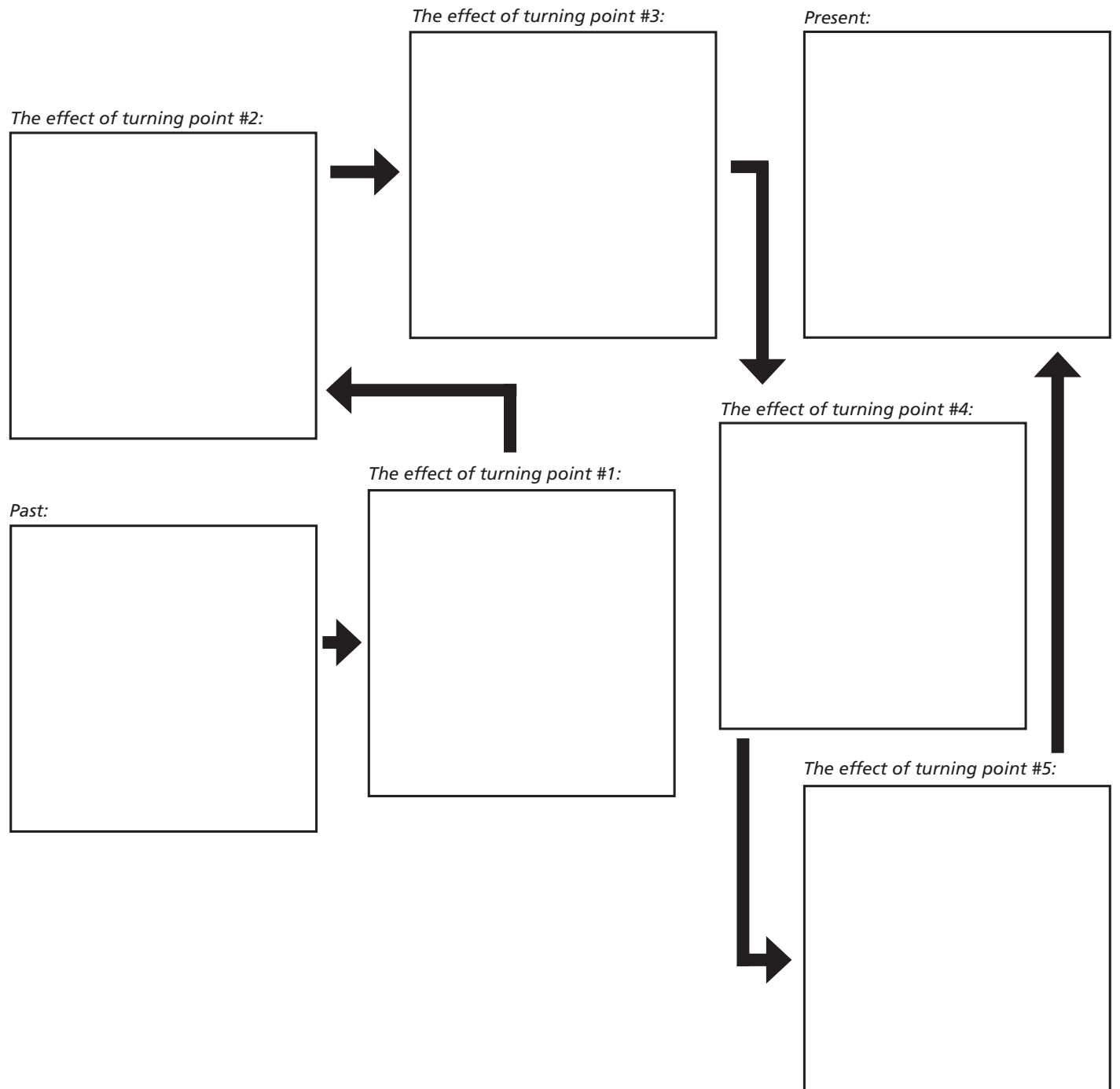
The Choices Program Curricula (payment required): <http://www.choices.edu/resources/individual.php>

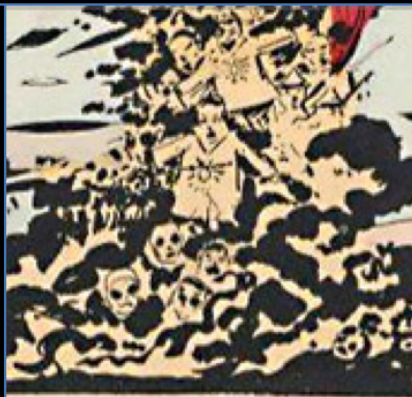
Units of interest include "China on the World Stage: Weighing the US response," "Conflict on the Korean Peninsula: North Korea and the Nuclear Threat," "Ending the War against Japan: Science, Morality, and the Atomic Bomb" and "International trade: Competition and Cooperation in a Globalized World."

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Visualization of the EFFECTS of Turning Points in _____

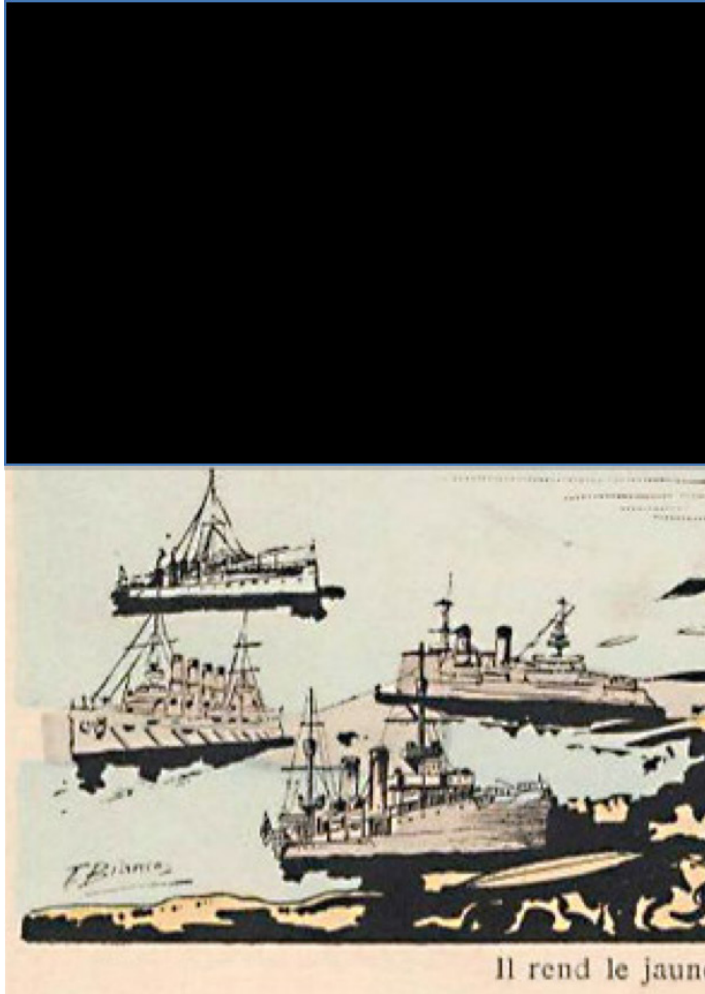
Years: _____

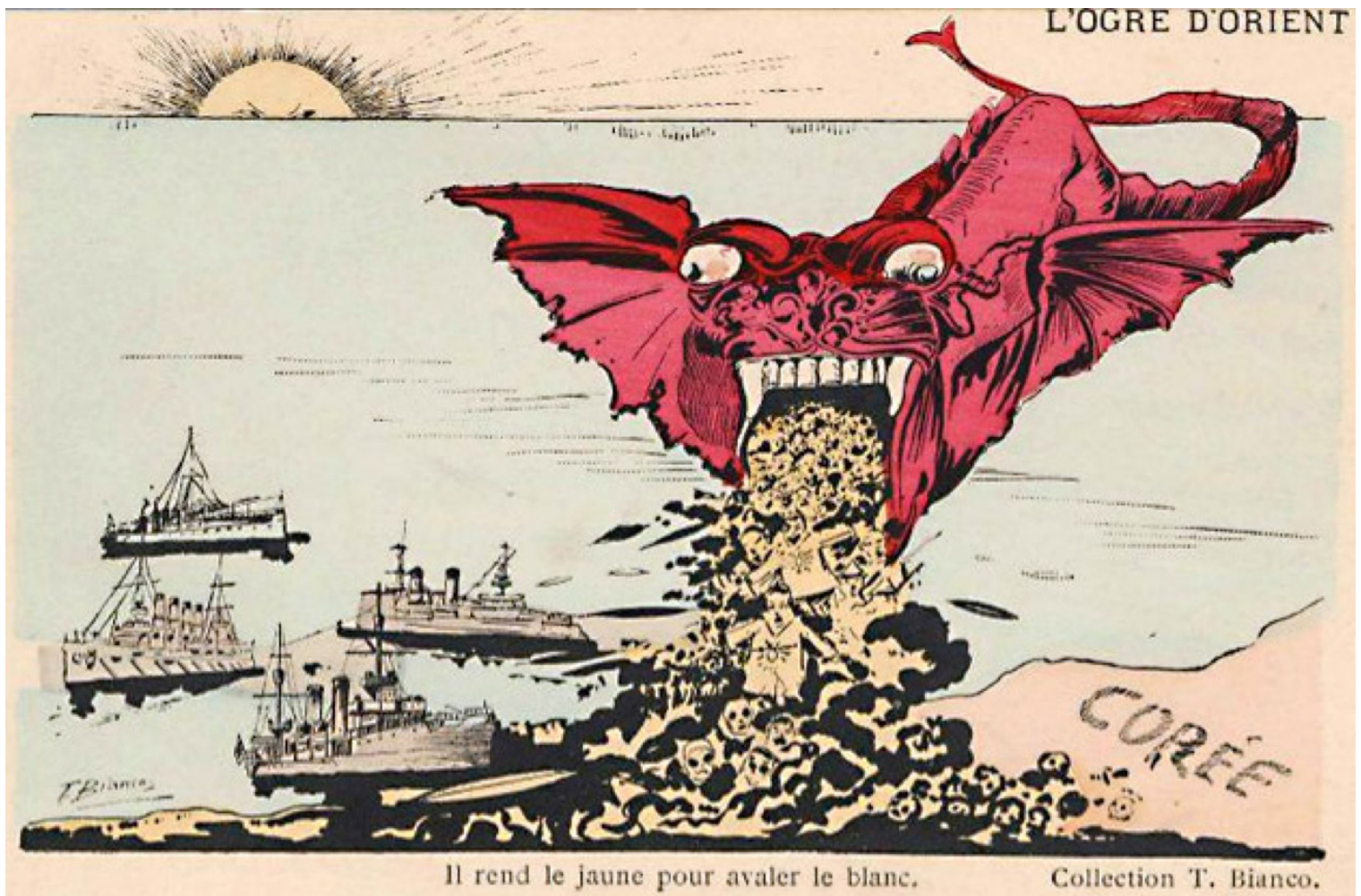




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TURNING POINTS IN SOUTHEAST ASIA, 1900–2016

Overview and Rationale

This learning segment, focused on the text “Turning Points in Southeast Asia, 1900-2016,” seeks to support students in developing the important content reading skill of engaging with and asking questions of a text, while developing their content knowledge of Southeast Asia from 1900 to 2016.

The countries of Southeast Asia are Brunei, Burma (Myanmar), Cambodia, East Timor, Indonesia, Laos, Malaysia, the Philippines, Singapore, Thailand and Vietnam.

Activity #1: Colonialism and Independence in Southeast Asia

Objectives

1. Students will develop their interest in and curiosity about the region and history of Southeast Asia and be able to articulate questions that they have or things that puzzle them about the region and its history.
2. Students will be able to analyze a text to identify information that answers their questions about Southeast Asia.
3. Students will identify the regions of Southeast Asia claimed by colonial powers in the 19th and 20th centuries and identify dates of independence.

Focus Question

What am I curious about regarding the region of Southeast Asia?

Materials

“Turning Points in Southeast Asia, 1900-2016”

Colonialism and Independence in Southeast Asia (Handout C)

Procedure (Estimated length: 100 minutes)

1. Read the opening paragraphs of “Turning Points in Southeast Asia, 1900-2016” as a full class, while projecting a map of Southeast Asia.
2. Use the “Think-Puzzle-Explore” thinking routine to allow students to connect prior knowledge and to generate engagement with the upcoming study. (*Note:* The “Explore” part of this activity will be undertaken in Activity #2.) Ask the following questions and collect student ideas in a visible location:
 - a. What do you think you know about Southeast Asia?
 - b. What questions do you have or what things puzzle you?
3. Use student prior knowledge and curiosity to transition to the activity Colonialism and Independence in Southeast Asia (see Handout C). Have students complete the activity in pairs or independently.
4. Return to the “Think-Puzzle-Explore” thinking routine brainstorm. Have students add to the questions and puzzling issues they have about Southeast Asia.
5. Return to the text “Turning Points in Southeast Asia, 1900-2016.” While reading, have students annotate their texts for answers to their questions and puzzles. (For example, students should highlight information that they feel answers a class question, then write a note explaining the highlight, such as “This tells us what happened after the Vietnam War.”)
6. Quick Write Assessment/Exit Ticket: Use the “I Used to Think ... , Now I Think ...” thinking routine to provide closure to this lesson. Ask students to complete a two-part quick write: (a) “I used to think/wonder ... [about Southeast Asia] ...” (b) “Now I know/think ... [about Southeast Asia] ...”

Assessment

Formative assessment regarding interest and curiosity can be collected throughout the lesson. Both the handout and the quick write assessment/exit ticket can be collected for assessment of the second and third objectives.

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Activity #2: Individual Research on Turning Points in Southeast Asia, 1900-2016

Objectives

1. Students will be able to articulate an inquiry or research question on a turning point of interest, generated from the text "Turning Points in Southeast Asia, 1900-2016."
2. Students will explore and conduct research on a turning point of interest, generated from the text "Turning Points in Southeast Asia, 1900-2016."

Focus Question

What questions do I have?

Where can I find answers to my questions?

Materials

"Turning Points in Southeast Asia, 1900-2016"

Internet access for online research

Procedure (Estimated Length: 100+ minutes; variable)

1. Return to the text "Turning Points in Southeast Asia, 1900-2016." Have students reread the text, this time using an adaptation of the "Red Light, Yellow Light" thinking routine.
2. Working in pairs, students should annotate their texts with *red lights* and *yellow lights*.

Red Light: Places in the text where events, concepts or ideas are referenced that are very unfamiliar to you

Yellow Light: Places in the text where events, concepts or ideas are referenced that are somewhat unfamiliar to you

3. Using their red or yellow lights as a starting point, have students identify an event, concept or idea from the text that they would like to research further. Students should frame their area of inquiry as a research question.

Examples: Which Southeast Asia nations have achieved economic success? How do you define success and what does that success look like?

How is climate change impacting the islands of Southeast Asia and the people who live there?

How has social media been used to protest the government in Thailand?

4. Optionally allowing students to continue to work in pairs, have students conduct online research, beginning with the suggested Resource Links below.
5. Students may present their learning from this research study in a variety of ways, including a formal research paper or a visual presentation (PowerPoint, Prezi or presentation board).

Assessment

Inquiry questions should be assessed formatively prior to students embarking on online research, with support provided to students who need it. The final presentation of research findings will serve as a summative assessment.

Resource Links

History

Asia for Educators: <http://afe.easia.columbia.edu/tps/1900.htm>

This website has collected many available resources for teaching about Asia, organized by time period and region. Below is one example.

"Imperialism in Southeast Asia and the Pacific": <https://mcsold1.monet.k12.ca.us/schools/TeacherWebsite/7-12/Garber.B/World%20History/CH%2010%20New%20Global%20Patterns%20318-344/Ch%2010%20Sec%202%20text%20for%20online.pdf>

Art and Culture

The Asian Art Museum (San Francisco): <http://education.asianart.org/explore-resources/no-keys/4>

This website has an effective search system and a wide variety of in-depth resources on topics such as Islam and Buddhism, the geography of Southeast Asia, wayang kulit (shadow puppetry) and key stories of Indonesia.

Education about Asia-Special Segment: Teaching Southeast Asia: <http://aas2.asian-studies.org/EAA/EAA-Archives/20/1/1344.pdf>

This resource focuses on Indonesia, Malaysia and Thailand.

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Asian Economic Crisis

"Timeline of the panic," Frontline PBS: <http://www.pbs.org/wgbh/pages/frontline/shows/crash/etc/cron.html>

Climate Change

"Climate change impacts-South East Asia," report by International Fund for Agricultural Development:
<https://www.ifad.org/documents/10180/41587621-d96e-4aed-8b22-e714bcecd58e>

"The economic impact of climate change in Southeast Asia," article by Global Risk Insights:
<http://globalriskinsights.com/2015/11/the-economic-impact-of-climate-change-in-southeast-asia/>

"Warmer world threatens livelihoods in South East Asia," article by the World Bank:
<http://www.worldbank.org/en/news/press-release/2013/06/19/warmer-world-threatens-livelihoods-in-south-east-asia>

US Energy Information Administration (EIA): <http://www.eia.gov/>

This website has good, succinct information about the energy resources of each of the world's nations, including the types of resources, production, reserves, refining, exporting and importing, and renewable resources. Students can contrast, for instance, how much oil and natural gas, geothermal energy and potential wind energy exist in Indonesia with the limited resources in Thailand.

Social Media

"Exploring Asia: Human rights," article by Seattle Times Newspapers in Education:
https://jsis.washington.edu/earc//file/nie%20v2/2011/NIE_Asia_humanrights_ch2.pdf

"Southeast Asia has among the highest social network usage in the world," article by eMarketer:
<http://www.emarketer.com/Article/Southeast-Asia-Has-Among-Highest-Social-Network-Usage-World/1013275>

"Read all about it: Social media in Southeast Asia," article by Southeast Asia Globe:
<http://sea-globe.com/social-media-southeast-asia/>

Other Resource Suggestions

Education about Asia-Special Segment: Teaching Southeast Asia:
<http://aas2.asian-studies.org/EAA/EAA-Archives/20/1/1343.pdf>
The end of this article provides a long list of potential web resources.

Other Lesson Resources

Stanford Program on International and Cross-Cultural Education (SPICE) Curricula (payment required):
http://spice.fsi.stanford.edu/catalog?field_age_range_value=All&field_spice_product_type_tid=All&topics=All®ions=7028&keyword=
Units of interest include "Legacies of the Vietnam War," "Understanding Indonesia in the 21st century," "Contagion in the East: A look at the 1997-98 Asian financial crisis," "Bangkok and the scope of water pollution" and "Megacities in the Asia/Pacific region: Focusing on their environmental impact."

The Choices Program Curricula (payment required): <http://www.choices.edu/resources/individual.php>
Units of interest include "Climate change and questions of justice" and "The limits of power: The United States in Vietnam."

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COLONIALISM AND INDEPENDENCE IN SOUTHEAST ASIA

Background

Parts of Southeast Asia were colonized by six countries: Portugal, Spain, the Netherlands, Great Britain, France, and the United States.

Task

1. Read the accompanying text describing the areas that were colonized, and their dates of independence.
2. Use the map to identify the areas described in the text. Create a key and label the map with information relevant to this area's history of colonialism and independence.
3. Create a timeline of independence for this region of the world.



May Key:

GLOBAL ASIA: TURNING POINTS IN MODERN ASIAN HISTORY

Portugal

The Portuguese had the least impact on Southeast Asia. They captured Malacca in 1511, holding it until the Dutch seized it in 1641. Otherwise, they maintained only a small piece of territory on the island of Timor, southeast of Bali.

Spain

Spain ruled the Philippines from its conquest of Cebu in 1565 and Manila in 1571 until its defeat in the Spanish-American War in 1898.

The Netherlands

Dutch colonialism falls into two periods. the first, that of the V.O.C., or Dutch East India Company, lasted from 1605 to 1799. The V.O.C. had little interest in territorial administration; its primary concern was to maximize profits through trading monopolies.

When the V.O.C. collapsed in 1799, the Dutch government took control of its assets in 1825, after the Napoleonic Wars, and began to bring the Indonesian archipelago under its administrative authority. This process was completed during the 1930s.

At the end of the Second World War, the Dutch had hoped to retain the Netherlands East Indies as a colony, but the Indonesians opposed the return of the Dutch, setting up a republic in 1945. In 1949, after four years of fighting, the Indonesians gained their independence with the assistance of the United Nations which served as a mediator between the Indonesians and the Dutch.

Great Britain

The British conquered Burma, fighting three Anglo-Burmese Wars in 1824-26, 1852, and 1885-86. Unlike other colonies which maintained their ethnic identity, Burma was a province of British India. The Burmese, therefore, had two sets of rulers, the British at the top with the Indians in the middle. In 1935 the British agreed to separate Burma from India, putting this agreement into effect in 1937. Burma was able to negotiate its independence from Great Britain in 1948.

Penang (acquired in 1786), Singapore (founded by Raffles in 1819), and Malacca (Melaka, acquired in 1824), were governed by Britain as the Straits Settlements. The Straits Settlements served as a base for British expansion into the Malay Peninsula between 1874 and 1914. When the Malay States entered into negotiations for their independence--achieved in 1957--Penang and Malacca became part of Malaysia as did Singapore in 1963. However, Singapore was asked to withdraw from the federation in 1965. Singapore has been an independent city state since that date. Sarawak and Sabah which joined Malaysia in 1963 continue to remain members of the federation.

France

France moved into Vietnam in 1858, capturing Saigon in 1859. Using the south, then called Cochinchina, as a base the French moved west and north completing the conquest of Indochina by 1907. (Indochina--the five territories under French authority: Cochinchina, Annam, Tongking, Laos, and Cambodia.) The French also wanted to retain their colony after the Second World War. The Vietnamese rejected French rule, and after defeating the French at Dien Bien Phu, obtained their independence at the Geneva Conference in 1954.

The United States

The United States moved into the Philippines as a result of the peace settlement with Spain in 1898. The Filipinos were granted a Commonwealth (internal autonomy) government in 1935, and their independence in 1946.

Thailand

Thailand continued to be independent. It was the only Southeast Asian state to remain independent during the colonial period.

(Text by Wilson, n.d., <http://www.seasite.niu.edu/crossroads/wilson/colonialism.htm>)

Timeline of Independence in Southeast Asian



GLOBAL ASIA: TURNING POINTS IN MODERN ASIAN HISTORY

TURNING POINTS IN SOUTH ASIA, 1900–2016

Overview and Rationale

This learning segment, focused on the text “Turning Points in South Asia, 1900–2016,” seeks to support students in exploring the significance of individuals in the shaping of history, while developing their content knowledge of South Asia from 1900 to 2016. In addition, the significance of nuclear weapons testing to South Asia in the last half century provides an opportunity for an exploration of perspectives on this controversial issue.

The countries of South Asia are Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan and Sri Lanka.



GLOBAL ASIA: TURNING POINTS IN MODERN ASIAN HISTORY

Activity #1: Individuals and the Making of History

Objectives

1. Students will be able to identify and briefly describe seven important individuals in South Asian history.
2. Students will be able to synthesize research on an individual in South Asian history, in order to either role-play the individual or interview the individual.

Focus Question

How do individuals shape history?

Materials

"Turning points in South Asia, 1900–2016"

Individuals in South Asian History, 1900–2016 (Handout D)

Historical Role-Play and Interviewing Preparation (Handout E)

Internet access for online research

Procedure (Estimated length: 150 minutes)

Segment One (50 minutes)

1. Begin with a quick write to access prior knowledge on the focus question: *How do individuals shape history?*
Allow for brief student sharing.
2. Pass out "Turning Points in South Asia, 1900–2016." Tell students to identify individuals who seem to have been critical figures in South Asian history as they read.
3. After the students have read and annotated, pass out Handout D, Individuals in South Asian History, 1900–2016.
Have students reread the text "Turning Points in South Asia, 1900–2016," taking brief notes as to the individual's role in South Asian history.

Segment Two (70 minutes)

4. Assign students to one of the seven individuals. Let them know that they will either be role-playing the individual or interviewing the individual.

Clarification: In a class of 28 students, 2 students would be assigned to role-play Mohandas Gandhi, and 2 students would be assigned to interview Mohandas Gandhi. In a class with an odd number of students, assign additional interviewers, as two students can interview the same "Mohandas Gandhi."

5. Students should engage in research to complete their preparation forms. Online resources are provided here:

Mohandas Gandhi

<http://www.sscnet.ucla.edu/southasia/History/Gandhi/gandhi.html>

Muhammad Ali Jinnah

<http://www.biography.com/people/muhammad-ali-jinnah-9354710#independent-pakistan>

Jawaharlal Nehru

<http://www.sscnet.ucla.edu/southasia/History/Independent/indep.html>

Indira Gandhi

<http://www.sscnet.ucla.edu/southasia/History/Independent/Indira.html>

Zulfikar Ali Bhutto

<https://www.britannica.com/biography/Zulfikar-Ali-Bhutto>

P. V. Narasimha Rao

<http://guruprasad.net/posts/p-v-narasimha-rao-the-forgotten-hero-and-architect-of-modern-india/>

<http://blogs.timesofindia.indiatimes.com/the-interviews-blog/narasimha-rao-was-magnificent-govt-now-too-clever-by-half-indians-incapable-of-objectivity-jairam-ramesh/>

Manmohan Singh

<http://www.britannica.com/biography/Manmohan-Singh>

<http://timesofindia.indiatimes.com/topic/Manmohan-Singh>

<http://nation.com.pk/politics/23-May-2011/Ties-with-Pakistan-prone-to-accidents-Manmohan-Singh>

GLOBAL ASIA: TURNING POINTS IN MODERN ASIAN HISTORY

Segment Three (30 minutes)

- When preparation is complete, students pair up to interview or be interviewed.

Assessment

The students' preparation forms can be assessed formatively. The interview serves as a performance assessment.

Activity #2: Nuclear Testing in South Asia

Objectives

- Students will be able to describe a variety of perspectives on nuclear testing.
- Students' "I am" poems will reflect understanding of the history of and controversy surrounding nuclear testing in India in 1974.

Focus Question

How can I think flexibly from a perspective not my own?

Materials

"Turning Points in South Asia, 1900–2016"

slideshow of images from India's 1974 nuclear test (Additional Materials F)

"India's Nuclear Weapons Program: Smiling Buddha, 1974" (Additional Materials G)

Procedure (Estimated Length: 50–75 minutes)^{viii}

- Begin by projecting an image of the 1974 India nuclear test site. Reread the section of "Turning points in South Asia, 1900–2016" concerning the detonation of a nuclear bomb in 1974. Let students know that they are going to be learning more about *Smiling Buddha*.
- Show the rest of the images, including the map showing the test site near Pakistan's border.
- Read "India's Nuclear Weapons Program: Smiling Buddha, 1974."
- After reading, write "Smiling Buddha" on a space where students can see collected ideas. Ask students to generate a list of viewpoints on Smiling Buddha.

Clarification: Encourage students to generate nonhuman viewpoints, including inanimate objects as well as nonhuman animals. Examples of nonhuman viewpoints: the bomb, the plutonium, the desert, the animals that live in the desert, the stranded jeep, Pakistan, etc.

- Have students choose a viewpoint to explore. Encourage a diversity of viewpoints; that is, require everyone at a table to choose a different viewpoint.
- Have students write an "I am" poem from the viewpoint they have chosen. The structure of an "I am" poem is as follows :

I am ____
I wonder ...
I hear ...
I see ...
I want ...
I am ____ (the first line of the poem repeated)

I pretend ...
I feel ...
I touch ...
I worry ...
I cry ...
I am ____ (the first line of the poem repeated)

I understand ...
I say ...
I dream ...
I try ...
I hope ...
I am ____ (the first line of the poem repeated)

GLOBAL ASIA: TURNING POINTS IN MODERN ASIAN HISTORY

7. If you choose, you may provide hesitant students with the alternate task of writing from this viewpoint based on these prompts:

What does this person/object/animal think about the event or situation?

Why do they think this?

What might this person/object/animal be puzzled or curious about?

What might this person/object/animal desire or feel?

8. Once complete, have some students share their poems. Be sure to select students who have written from a variety of perspectives.
9. Quick Write Assessment/Exit Ticket: Have students reflect on the prompt "Why is this type of thinking activity relevant?"

Assessment

Poems can be collected as a form of summative assessment. The quick write assessment/exit ticket will provide formative insight into students' ability to take a perspective different from their own.

Other Lesson Resources

The Choices Program Curricula (payment required): <http://www.choices.edu/resources/individual.php>

Units of interest include "India/Pakistan: Indian independence and the question of Partition" and "Nuclear weapons: The challenge of nuclear weapons."

On Independence: http://www.bbc.co.uk/history/british/modern/independence1947_01.shtml

Events leading up to the creation of Bangladesh: <http://www.socialismtoday.org/154/bangladesh.html>

The military conflict, which led to the independence of Bangladesh:

<http://www.globalsecurity.org/military/world/war/liberation-war.htm>

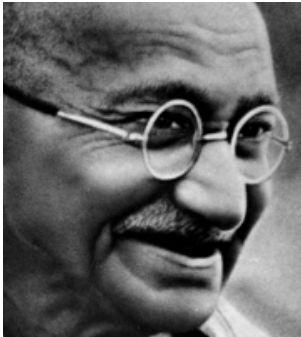
The Emergency (1975-1977):

<http://www.thehindu.com/specials/in-depth/the-emergency-imposed-by-indira-gandhi-government/article7357305.ece>

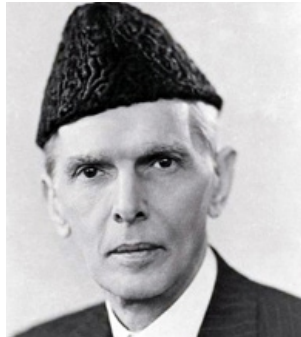
and <https://www.mtholyoke.edu/~ghosh20p/page1.html>

1991 Economic Reforms: <http://www.columbia.edu/~ap2231/Policy%20Papers/OPB2.pdf>

Individuals in South Asian History, 1900–2016



Mohandas Gandhi



Muhammad Ali Jinnah



Jawaharlal Nehru



Indira Gandhi



Zulfikar Ali Bhutto



P. V. Narasimha Rao



Manmohan Singh

HISTORICAL ROLE-PLAY PREPARATION

The individual I will be **ROLE-PLAYING** is...

This individual was alive during this time period and lived in these places...

Memorable events in this individual's life...

A defining moment in this individual's life (so far?)...

My personal favorite and least favorite qualities about this individual...

If I could change history by having this person do something different in his or her life, I would change...

When I am being interviewed, I suspect I will be asked about...

When I am being interviewed, I plan on emphasizing...

HISTORICAL INTERVIEW PREPARATION

The individual I will be **INTERVIEWING** is...

This individual was alive during this time period and lived in these places...

Memorable events in this individual's life...

A defining moment in this individual's life (so far?)...

My personal favorite and least favorite qualities about this individual...

If I could change history by having this person do something different in his or her life, I would change...

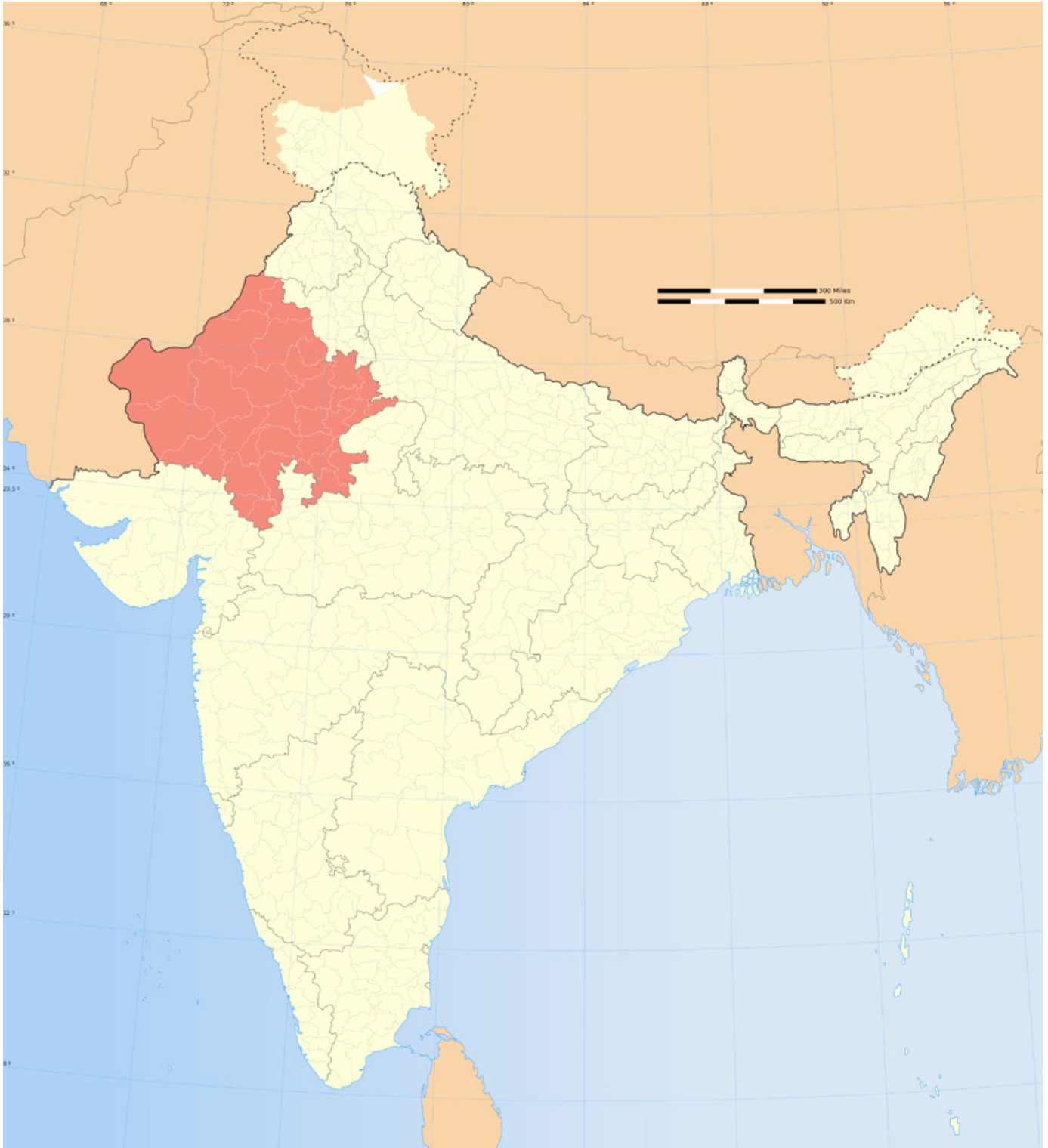
When I am interviewing this person, I plan on asking these questions...



Indira Gandhi visiting the test site of Smiling Buddha
(retrieved from: <http://nuclearweaponarchive.org/India/IndiaSmiling.html>, 06/12/2016)



Smiling Buddha Test Crater
(retrieved from: <http://nuclearweaponarchive.org/India/IndiaSmiling.html>, 06/12/2016)

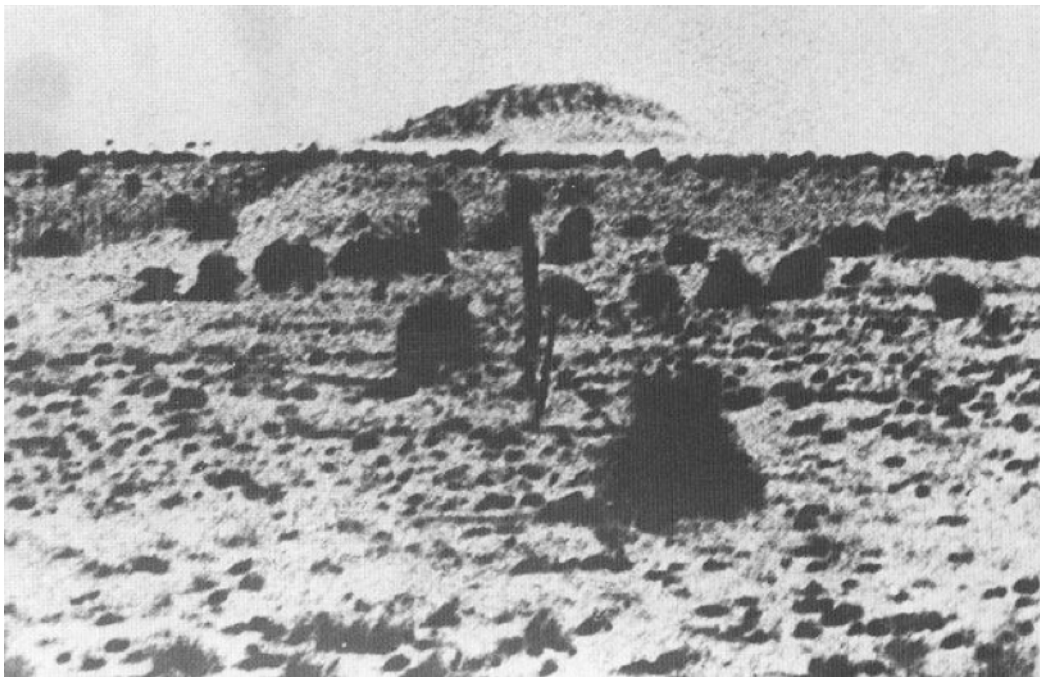


The Smiling Buddha nuclear test site in Rajasthan, India
(retrieved from https://en.wikipedia.org/wiki/Smiling_Buddha, 06/12/16)



Smiling Buddha Test Crater

(retrieved from: <http://nuclearweaponarchive.org/India/IndiaSmiling.html>, 06/12/2016)



The upheaval mound momentarily lifted up by the test explosion (Smiling Buddha).

(retrieved from: <http://nuclearweaponarchive.org/India/IndiaSmiling.html>, 06/12/2016)

INDIA'S NUCLEAR WEAPONS PROGRAM: SMILING BUDDHA, 1974

(excerpts from nuclearweaponsarchive.org)

While touring the Bhabha Atomic Research Center (BARC) on 7 September 1972 Prime Minister Indira Gandhi gave verbal authorization to the scientists there to manufacture the nuclear device they had designed and prepare it for a test. Following this okay, the practical work of engineering to implement the paper design began. Work also began on locating, surveying, and preparing a suitable test site. Throughout the development of this device, more formally dubbed the "Peaceful Nuclear Explosive" or PNE, but commonly called Smiling Buddha, very few records of any kind were kept either on the development process or the decision-making involved in its development and testing. This was intentional to help preserve secrecy, but it has resulted in the events being documented almost entirely by oral reports many years later.

In keeping with the great secrecy involved in India's efforts to develop and test its first nuclear explosive device, the project employed no more than 75 scientists and engineers working on it in the period from 1967 to 1974. Of course this does not count the thousands of individuals required to build and operate the infrastructure supporting BARC and to produce the plutonium for the device.

Outside of those actually working on the project, only about three other people in India knew of it - Prime Minister Indira Gandhi, her trusted adviser and former principal secretary P.N. Haksar, and her current principal secretary D.P. Dhar. No government ministers, including the Defense Minister, were informed.

Obtaining the plutonium for the core presented a problem. In 1970 the Phoenix plutonium plant developed a serious leak and had to be shut down. Initial estimates were that the plant could be put back into operation within a year, but by late 1972 it was clear that another year or more would be required before it could again produce separated plutonium. After construction of Purnima nuclear reactor there was little plutonium left from which to fabricate the core. So eight months after it began operation, Ramanna ordered Purnima shut down in January 1973 so that part of its fuel could be used to manufacture the nuclear device. This type of solid core device requires about 6 kg of plutonium (the Gadget and the Fat Man bomb each used 6.2 kg; but the design yield of the Indian device was smaller), and Purnima contained 18 kg. Thus in 1974 India's entire inventory of plutonium could have manufactured no more than three bombs.

The device was assembled in a hut 40 m from the shaft. Assembly began on 13 May 1974 with a team made up of Soni, Kakodkar, Iyengar, Venkatesan and Balakrishnan. During the assembly process the plutonium core was mounted in a copper disk to act as a heat sink and remove the decay heat. Nonetheless due to the extreme desert heat the core components did not fit together properly, and the assembly attempt was unsuccessful. The next day attempts were started earlier in the day and succeeded, so assembly moved on the lenses. Each of 12 lenses weighed approximately 100 kg and required 4 people to lift. Once both halves of the device were complete, each with 6 lenses, the upper half was raised with a crane to put in place. While this was going on one of the lenses slipped out of its mount and fell to the ground, becoming chipped. There was one (and only one) spare lens on hand to serve as a replacement. The assembly operation was complete after nightfall. The assembled device was hexagonal, yellow, about 1.25 m in diameter and weighed 1400 kg. The device was mounted on a hexagonal metal tripod, and transported to the shaft on rails which the army kept covered with sand.

The device was lowered into the shaft on the morning of 15 May. It was placed in a side cavity at the bottom of the L-shaped shaft. Moisture oozing from the shaft side gave concern about the integrity of the firing circuit, and Balakrishnan volunteered to go down the shaft to check it. Finally the shaft was sealed with sand and cement.

The team retired to an observation bunker 5 km away for the test on 18 May. The entire team of senior leaders and contributors to the PNE project appear to have been present. In addition to the assembly team, also present were Ramanna, Sethna, Nag Chaudhuri, Chidambaram, Sikka, Srinivasan, Dastidar, presumably Murthy and Roy who had helped deliver the nuclear components, Gen. Bewoor, and Lt. Col. Subherwal.

The test was scheduled for 8 a.m., but it was delayed for five minutes because V.S. Sethi, an engineer from TBRL, became stranded at the test site while checking the high-speed cameras when his jeep wouldn't start. Sethi hiked out in time for the test to go as scheduled, but the army's efforts to recover the jeep delayed the shot. Finally at 8:05 a.m. Dastidar pushed the firing button.

This test has been known since its public announcement as "Smiling Buddha", a name apparently given to it by Dhar, but the origin of this appellation is somewhat mysterious. The test actually had no formal code name prior to the shot (a pattern that would be repeated with the second test series 24 years later). The test was coincidentally conducted on the Buddhist festival day of Buddha Purnima, perhaps the reason that the association with the Buddha came about.

Retrieved 2 June 2016, <http://nuclearweaponarchive.org/India/IndiaSmiling.html>

GLOBAL ASIA: TURNING POINTS IN MODERN ASIAN HISTORY

TURNING POINTS IN CENTRAL ASIA, 1900–2016

Overview and Rationale

This learning segment, focused on the text “Turning Points in Central Asia, 1900-2016,” seeks to support students in making connections between events across the world, while developing their content knowledge of Central Asia from 1900 to 2016. In addition, the significance of the concept *nationhood* to Central Asia provides an opportunity for deep concept development.

The countries of Central Asia are Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan.



GLOBAL ASIA: TURNING POINTS IN MODERN ASIAN HISTORY

Activity #1: Connect-Extend-Challenge in Central Asia

Objectives

1. Students will make connections between a new text and prior study of turning points in other regions of Asia, extend their understanding, and challenge themselves to further study.
2. Students will be able to articulate the relevance of events in Russian and Soviet history to Central Asia.

Focus Questions

How are we connected?

Why do events in one part of the world impact lives across the globe?

Materials

"Turning Points in Central Asia, 1900-2016"

Connect-Extend-Challenge graphic organizer (Handout H)

Relevance Wheel (Handout I)

Procedures (Estimated length: 50–75 minutes)^{xii}

1. Remind students that this is the fourth set of turning points in Asia that they will be reading, and remind them to be prepared to connect this text to what they already know.
2. As students read "Turning Points in Central Asia, 1900-2016," have them annotate the text with connections to ideas they have already explored or considered (they do not need to contain their connections to this unit).
3. After students have done initial reading and annotation, pass out the Connect-Extend-Challenge graphic organizer, and facilitate students considering *connections*, *extensions* and *challenges* that they identified after reading the text.

Connect: How do the ideas and information in this text connect to ideas you already thought about or knew?

Extend: How has your thinking been extended, building on what you already knew through new or further or deeper directions?

Challenge: What challenges or puzzles do you have now that you have new ideas and information?

4. Have students share their thinking in pairs, providing reasons or thoughts behind their reflections.
5. Optionally, after students have shared with each other, gather a class list of challenges. Remind students to keep these challenges in mind throughout the rest of the learning activities around this text.
6. Transition students to a further exploration of the text. If this pattern has not already been identified by the students, point out that every turning point in this text concerns Russia or the Soviet Union. The next activity is designed to support students in articulating the relevance of events in Russian or Soviet history to Central Asia.
7. Pass out the Relevance Wheel handout^{xiii}. Have students label each spoke of the wheel with a turning point from the text.
8. Instruct students to consider how each event altered the lives of people of Central Asia. Students should record the impact of each event on the outside of the wheel, at the apex of each arrow. Students can complete this work in pairs.
9. After students have completed this thinking exercise, facilitate a full-class sharing and discussion of the impact of these events on the lives of people in Central Asia, being sure to clarify misconceptions or misunderstandings.

Assessment

Both handouts provide assessment opportunities to evaluate students' abilities to make connections and articulate relevance between events in Russia and Soviet history to Central Asia. The final class sharing also provides opportunities to assess student thinking and understanding.

GLOBAL ASIA: TURNING POINTS IN MODERN ASIAN HISTORY

Activity #2: Nations, Nation-Building and Nationalism

Objectives

1. Students will develop their understanding of the concept nation, as well as related concepts of *nation-building*, *nationalism* and *nationhood*.
2. Students will be able to synthesize understanding and articulate the relevance of *nationhood* to Central Asia.

Focus Question

What makes a *nation* a *nation*?

Materials

Nation-Building and Nationalism excerpts (Additional Materials J)
Large paper, enough for pairs of students: 8.5x14 or preferably 11x17

Procedures (Estimated length: 75 minutes)

1. Ask students to work with a partner to generate a list of words, ideas or aspects associated with the concept of *nation*. What makes a *nation* a *nation*?
2. Have students read the three "Nation-Building and Nationalism" excerpts for more words, ideas or aspects associated with the concept of *nation*. Instruct students to add to their list as they read.
3. Provide students with a large piece of paper, 8.5x14 or preferably 11x17. Have students sort the ideas on their lists according to how central or tangential they are, placing central ideas near the center and more peripheral ideas toward the outside.
4. Instruct students to connect their ideas by drawing lines between ideas that share a connection. Students should also briefly explain connections by writing on the line.
5. As a final step, students should pick a few central ideas and elaborate, creating subcategories that break the ideas into smaller parts.
6. Quick Write Assessment/Exit Ticket: First, have students respond to the focus question "What makes a *nation* a *nation*?" Then have them respond to the prompt "What have you learned about *nationhood* in Central Asia?"

Assessment

Concept maps should provide a wealth of formative assessment data regarding how students are connecting and sorting concepts and ideas related to the concept of *nation*. The exit ticket will provide another source of assessment data, as students are asked to synthesize their understanding.

Other Lesson Resources

Seventeen Moments in Soviet History: <http://soviethistory.msu.edu/>

The Deepening of the Russian Revolution from MIT: <http://web.mit.edu/russia1917/AboutProject.html>

Russian history chronology 1917 through 1990: <http://www.bucknell.edu/arts-and-sciences-college-of/academic-departments-and-programs/russian-studies/resources/russian-history/chronology-of-russian-history/chronology-through-1990.html>

Russian history chronology through 1917: <http://www.bucknell.edu/arts-and-sciences-college-of/academic-departments-and-programs/russian-studies/resources/russian-history/chronology-of-russian-history/chronology-through-1917.html>

Britannica on the history of Central Asia: <http://www.britannica.com/topic/history-of-Central-Asia>

Soviet nationalities policy from University of Chicago:
<http://www.lib.uchicago.edu/e/webexhibits/sovietchildrensbooks/nationalities.html>

Soviet nationalities policy from Wikipedia: <https://en.wikipedia.org/wiki/Korenizatsiya>

Nationalities policy and the collapse of the Soviet Union:
http://www.sras.org/empire_nationalities_and_the_collapse_of_the_ussr

Soviet language policy in Central Asia: <http://www.oxuscom.com/lang-policy.htm>

State Department on milestones in the fall of the Soviet Union:
<https://history.state.gov/milestones/1989-1992/collapse-soviet-union>

The Economic Collapse of the Soviet Union: <http://www.sjsu.edu/faculty/watkins/sovietcollapse.htm>

Collapse of the USSR in pictures from *The Guardian*:
<http://www.theguardian.com/world/gallery/2014/jul/14/soviet-union-collapse-in-pictures>

Connect-Extend-Challenge^{xvi}

CONNECT How do the ideas and information in this text <u>connect</u> to ideas you already thought about or knew?	EXTEND How has your thinking been <u>extended</u> in some way, building on what you already knew in new or further or deeper directions?	CHALLENGE What challenges or puzzles do you have now that you have new ideas and information?

Relevance Wheel: How are events in Russian or Soviet history relevant to Central Asia?
Strategy adapted from Himmele and Himmele (2009), *"The Language-Rich Classroom"*



GLOBAL ASIA: TURNING POINTS IN MODERN ASIAN HISTORY

SOVIET POLICY ON NATIONALITIES, 1920S–1930S

The Soviet policy on nationalities, or national minorities, was based on Lenin's belief that alongside the "bad" nationalism of predatory colonialist nations, there existed a "good" nationalism, that of oppressed nation states yearning for freedom. Lenin believed that a comprehensive state-sponsored program of "nation-building" could fulfill the nationalist aspirations of the many non-Russian peoples of the Soviet Union and thus prevent them from aspiring to any real autonomy.

The years of the "great transformation" from 1928 to 1932 saw the Soviet nation-building project peak in intensity, a process historian Yuri Slezkine has described as "the most extravagant celebration of ethnic diversity that any state had ever witnessed." [1] Although all nations were equal in theory, some were considered to be more civilized, while others were decidedly "backward." Backward nations needed special help to reach the stage of development of their "Great Russian brothers."

Nation-building consisted of assigning to each officially recognized national minority its own territory (however small), developing a unified and standardized national language whether or not one had previously existed, and rolling out extensive cultural and educational programs in that language. Children's books in the national languages of the Soviet Union were part of the program [see *Noobatchylar* (Class Monitors, Image 1) in Turkmen, and the Yiddish edition of Marshak's *Vchera i segodnia*, entitled *Nekhtn un haynt* (Yesterday and Today, Image 2)], as it was deemed essential to the success of socialism as an ideology that each child should learn its precepts in his or her own mother tongue. Not just socialists, but happy ones: "Allow [a discontented minority group] to use its native language and the discontent will pass by itself," asserted Stalin. [2]

Excerpted from University of Chicago Library Special Collections Research Center, "Adventures in the Soviet Imaginary: Children's Books and Graphic Art." Retrieved 2 June 2016 from <http://www.lib.uchicago.edu/webexhibits/sovietchildrensbooks/nationalities.html>



SOVIET LANGUAGE POLICY IN CENTRAL ASIA

By Mark Dickens

An obvious question to ask is why the Soviets were so eager and willing to promote national languages at the outset. Soviet language policy is inextricably linked with the Marxist-Leninist (and subsequently Stalinist) view of nations. The Soviet policy on nationalities is founded upon the "doctrine which traces the evolution of the human group from the clan to the nation, which is the ultimate outcome of the group" (Bennigsen and Quelquejay 1961:1). More specifically, Stalin defined a nation as "a stable and historically constituted human community founded on its community of language, territory, economic life, and spiritual makeup, the last contained in the idea of community of national culture" (cited in Bennigsen and Quelquejay 1961:2-3). Of these characteristics, "language is a nation's most obvious and important attribute. There is no such thing as a nation without a common linguistic basis" (Isayev 1977:192).

Since a nation is primarily defined by its language and (to a lesser degree) its territory, one of the first tasks of the government was to legislate geographic boundaries and develop national languages for those groups that were considered to be nations. Before the advent of the Soviet regime, Central Asians had never been subject to any sort of deliberate language policy. There was little concept of national solidarity in pre-Soviet Central Asia - on the one hand, they were all Muslims, united by a common religious, cultural, and linguistic heritage, as well as by their general dislike of the Russians. On the other hand, their primary loyalties were to their specific tribes or clans, not to any larger national grouping. In many areas, given the similarity of the Turkic languages, there were no abrupt linguistic boundaries between groups, but rather a gradual shift from one dialect to the next. Often there was a greater cultural difference between urban and rural populations of the same ethnic background than between two different groups living in the same location, especially in the towns.

Excerpt from "Soviet Language Policy in Central Asia," 1988. Retrieved on 2 June 2016 from <http://www.oxuscom.com/lang-policy.htm>

EMPIRE, NATIONALITIES, AND THE COLLAPSE OF THE SOVIET UNION

By Reza Zia-Ebrahimi

The situation in the 1980s reveals the crucial role played by nationalism, both Russian and non-Russian, in the last years of Soviet history. Increasingly, during Brezhnev's rule and later, nationalism became a catalyst of discontent. Brezhnev's era was characterized by permissiveness vis-à-vis many expressions of nationalism, and this passivity allowed the development of dissident movements under the guise of nationalism. Nationalism was also used to express dissent in Gorbachev's time,[29] especially when economic reform failed and after glasnost's revelations about Soviet repression wiped out the state's legitimacy almost overnight.[30] According to Dominic Lieven, "in the emerging re-construction of their own history, the nationalists identified the Soviet experiment as the enemy of essential, authentic, natural national aspirations,"[31] despite the fact that the Soviet policies had nurtured and even shaped some of these nations.

Excerpt from "Empire, Nationalities, and the Collapse of the Soviet Union," 2007. Retrieved on 2 June 2016 from http://www.sras.org/empire_nationalities_and_the_collapse_of_the_ussr

GLOBAL ASIA: TURNING POINTS IN MODERN ASIAN HISTORY

TURNING POINTS IN HISTORY: SERIES CONCLUSION ACTIVITY

Introduction and Rationale

This learning segment, the closing activity of the Global Asia unit, seeks to help students feel a connection and responsibility to Asia, through simulation of a senior governmental advisor role. The design of the activity also provides students with opportunities to consider how issues significant to countries across the globe can be effectively addressed and or regulated, given that a global, not national, response is necessary. Students will be expected to draw on learning throughout the unit in order to justify advising positions on issues raised in the series conclusion text, developing their skills of defending positions with evidence.

While the simulation described here is a powerful opportunity for students to synthesize learning from across multiple lessons while developing their understanding of international governance, a less time-intensive activity is also provided.

Activity #1: Visualization of Trends

Objectives

1. Students will be able to identify and describe five critical trends in modern Asia.
2. Students will be able to synthesize their understanding of these trends through the creation of a visualization.

Focus Question

What trends in modern Asian history are most likely to impact the region in the future?

Materials

"Asian Turning Points: Looking into the Future"
blank paper

Procedure (Estimated length: 50 minutes)

1. Pass out "Asian Turning Points: Looking into the Future," as well as five sheets of blank paper, to each student.
2. Have the students read the article, pausing after each section. Have students create a visualization for each section, labeled with the appropriate heading (for example, Demographic Forces, Climate Change, etc.).
3. As students complete their work on each visualization, choose 2–3 images to share to the full class, selecting visualizations based not on artistic merit but on the successful communication of concepts and ideas through a visual medium.
4. Quick Write Assessment/Exit Ticket: Have students reflect on the prompt "If you were a governmental advisor in Asia, which of these issues would you be most concerned about?" Ask them to explain their reasons.

Assessment

Student understanding can be formatively assessed throughout the lesson via the visualizations. The Quick Write Assessment/Exit Ticket is a summative task that asks students to synthesize, evaluate and defend a claim with evidence.

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Activity #2: Senior Governmental Advisors Conference Simulation

Objectives

1. Students will demonstrate knowledge of and empathy toward a variety of critical issues in Asia today and recognize that many require global or regional responses (as opposed to merely a national response).
2. Students will synthesize information from a variety of sources in order to take a position on a series of five governance questions from the perspective of a country in Asia.
3. Students will be able to defend positions with specific evidence from a variety of sources, clearly warranting evidence.

Focus Question

How should governments collaborate to address and respond to issues of global significance?

Materials

"Asian Turning Points: Looking into the Future"

"Turning Points in East Asia, 1900-2016"

"Turning Points in Southeast Asia, 1900-2016"

"Turning Points in South Asia, 1900-2016"

"Turning Points in Central Asia, 1900-2016"

Senior Advisor Conference Forms (Handout K)

Security Council and Summit Background Information (Additional Materials L)

Procedure (Estimated length: 120–150 minutes)

1. Pass out "Asian Turning Points: Looking into the Future." Read the text with students.
2. Tell students that today they are going to be taking on the role of senior advisors to heads of state, advising their country's leader as to some important decision in the coming years." should read, "Tell students that today they are going to be taking on the role of senior advisors to heads of state, advising their country's leader about some important decision in the coming years.
3. Assign a student to each country of the 32 countries of Asia. (Depending on size of your class, remove countries or have two students representing the same large country). Divide the class into groups of 3-5, based on country and region.

For example, in a class of 32, there would be two groups from East Asia, with the representatives from the eight countries of East Asia split between the two groups. Central Asia would have one group of all five countries. Southeast Asia would have three groups: two groups of four representatives and one group of three representatives.

EAST ASIA	SOUTHEAST ASIA	SOUTH ASIA	CENTRAL ASIA
China	Brunei	Afghanistan	Kazakhstan
Hong Kong	Burma (Myanmar)	Bangladesh	Kyrgyzstan
Japan	Cambodia	Bhutan	Tajikistan
Macau	East Timor	India	Turkmenistan
Mongolia	Indonesia	Maldives	Uzbekistan
North Korea	Laos	Nepal	
South Korea	Malaysia	Pakistan	
Taiwan	The Philippines	Sri Lanka	
	Singapore		
	Thailand		
	Vietnam		

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4. Provide some time for students to learn a little about their assigned country. This can be informal, simply 5–10 minutes to do a Google search on the country or go on Wikipedia.org, or more structured. The purpose of this time is for students to feel some sense of personal connection and ownership of the senior advisor role they will be simulating for their countries.
5. Let students know that as senior advisors they will be presented with five issues on which they must take a position, in order to advise their respective heads of state. For each round, they should discuss the issue with their small group, but they will need to make a decision individually, on behalf of their respective countries.
6. Begin with Round #1, and provide the United Nations Security Council Background Information handout. After reading the background information, students should engage each other in discussion within their small groups.

Students should not make snap decisions (and start writing immediately), but be encouraged to discuss and justify their thinking with their small groups first, collaboratively identifying textual support and evidence for their positions.

Only after this collaborative step should students individually frame and write their statements of position, supported by evidence.

7. Once students have made their decisions on behalf of their countries and supported their positions with evidence, ask several senior advisors to share their positions and reasoning. Alternately, do a quick poll (with data posted visible to all) of the full group.
8. Please clarify for students that within rounds #2–#5, students will be considering their positions as a region, not as a single country. Thus, while students will remain advocates for their specific countries, they will be trying to come to consensus on how their region will respond.
9. For Rounds #2–#5, there is a single background information sheet on “Summit” to support student understanding. Complete one at a time, with the same structure of collaborative discussion and preparation before writing. (Do not provide Round #3 before students have completed Round #2.)
10. After Round #5, engage the full group in a debriefing and discussion. Possible prompts for discussion might include:

Can most of these issues that you considered in this activity be dealt with by nations individually, or does there need to be a global response?

How should we as a world respond to issues of global significance? How should global governance happen?

What are some of the challenges to global governance?
11. Quick Write Assessment/Exit Ticket: After the full group discussion, choose one discussion prompt to have students reflect on individually. Alternatively, ask students to respond to the lesson focus question: *How should nations collaborate to address and respond to issues of global significance?*

Assessment

Assessment opportunities are available throughout the senior advisors simulation in small groups. Teachers should listen for students’ abilities to think from the perspective of their assigned countries, while recognizing the necessity of a global response to issues such as water scarcity and climate change. During the simulation, students will have multiple opportunities to demonstrate their ability to take a position and support it with evidence, allowing teachers to intervene as needed for students whom they identify (through formative assessment of individual position papers) as needing additional support.

The final discussion and Exit Ticket will provide opportunities to assess whether the simulation was effective in helping students learn about the challenges and opportunities of global governance.

Senior Advisor Conference, Round #1: Security Council Reform

World Region: _____ Country: _____

Question:

Should my country join (or lead) the call for the United Nations to **reform the United Nations Security Council**?

☐ Yes or ☐ No

Explain. If “Yes,” explain (with evidence) why United Nations Security Council reform matters to your country.

If “No,” explain (with evidence) why your country’s energy should be focused elsewhere.



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Senior Advisor Conference, Round #2: Earth Summit on Water

World Region: _____ Country: _____

Question Part A

Should my region join (or lead) the call for the United Nations to organize an **Earth Summit on Water**?

☐ Yes or ☐ No

Explain. If “Yes” explain (with evidence) why the water issues your region faces needs to be addressed on a *world stage*. (Why not just deal with your issues by country?)”

If “No,” explain (with evidence) why your country’s energy should be focused elsewhere.

Question Part B (if you answered “Yes” to part A):

Should our region seek to host an **Earth Summit on Water**?

☐ Yes or ☐ No

Explain (with evidence) on the back.



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Senior Advisor Conference, Round #3: Earth Summit on Climate Change

World Region: _____ Country: _____

Question Part A

Should my region join (or lead) the call for the United Nations to organize an **Earth Summit on Climate Change**?

☐ Yes or ☐ No

Explain. If “Yes,” explain (with evidence) why the climate change issues your region faces need to be addressed on a *world stage*. (Why not just deal with your issues by country?)

If “No,” explain (with evidence) why the United Nation’s energy should be focused elsewhere.

Question Part B (if you answered “Yes” to part A):

Should our region seek to host an **Earth Summit on Climate Change**?

☐ Yes or ☐ No

Explain (with evidence) on the back.



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Senior Advisor Conference, Round #4: World Summit on the Technological Future

World Region: _____ Country: _____

Question Part A

Should my region join (or lead) the call for the United Nations to organize a **World Summit on the Technological Future**?

☐ Yes or ☐ No

Explain. If “Yes” explain (with evidence) why the technology issues your region faces needs to be addressed on a *world stage*. (Why not just deal with your issues by country?)

If “No,” explain (with evidence) why the United Nation’s energy should be focused elsewhere.

Question Part B (if you answered “Yes” to part A):

Should our region seek to host a **World Summit on the Technological Future**?

☐ Yes or ☐ No

Explain (with evidence) on the back.



GLOBAL ASIA: TURNING POINTS IN MODERN ASIAN HISTORY

Senior Advisor Conference, Round #5: World Summit on Population

World Region: _____ Country: _____

Question Part A

Should my region join (or lead) the call for the United Nations to organize a **World Summit on Population**?

☐ Yes or ☐ No

Explain. If “Yes,” explain (with evidence) why the population issues your region faces need to be addressed on a *world stage*. (Why not just deal with your issues by country?)

If “No,” explain (with evidence) why the United Nation’s energy should be focused elsewhere.

Question Part B (if you answered “Yes” to part A):

Should our region seek to host a **World Summit on Population**?

☐ Yes or ☐ No

Explain (with evidence) on the back.

UNITED NATIONS SECURITY COUNCIL BACKGROUND INFORMATION

From Britannica.com

(<http://www.britannica.com/topic/United-Nations-Security-Council>)

The United Nations Security Council is the United Nations (UN) organ whose primary responsibility is the maintenance of international peace and security.

The Security Council originally consisted of 11 members—five permanent members (the Republic of China [Taiwan], France, the Soviet Union, the United Kingdom, and the United States) and six nonpermanent members elected by the UN General Assembly for two-year terms. An amendment to the UN Charter in 1965 increased council membership to 15, including the original five permanent members and 10 nonpermanent members. Among the permanent members, the People's Republic of China replaced the Republic of China in 1971, and the Russian Federation succeeded the Soviet Union in 1991. The nonpermanent members are generally chosen to achieve equitable representation among geographic regions, with five members coming from Africa or Asia, one from eastern Europe, two from Latin America and two from western Europe or other areas. Five of the 10 nonpermanent members are elected each year by the General Assembly for two-year terms, and five retire each year. The presidency is held by each member in rotation for a period of one month.

Each member has one vote. On all “procedural” matters—the definition of which is sometimes in dispute—decisions by the council are made by an affirmative vote of any nine of its members. Substantive matters, such as the investigation of a dispute or the application of sanctions, also require nine affirmative votes, including those of the five permanent members holding veto power.

Any state—even if it is not a member of the UN—may bring a dispute to which it is a party to the attention of the Security Council. When there is a complaint, the council first explores the possibility of a peaceful resolution. International peacekeeping forces may be authorized to keep warring parties apart pending further negotiations (see United Nations Peacekeeping Forces). If the council finds that there is a real threat to the peace, a breach of the peace or an act of aggression (as defined by Article 39 of the UN Charter), it may call upon UN members to apply diplomatic or economic sanctions. If these methods prove inadequate, the UN Charter allows the Security Council to take military action against the offending nation.

From Global Policy Forum

(<https://www.globalpolicy.org/security-council/security-council-reform/49885.html?itemid=1321>):

The Security Council's membership and working methods reflect a bygone era. Though geopolitics have changed drastically, the Council has changed relatively little since 1945, when wartime victors crafted a Charter in their interest and awarded “permanent” veto-wielding Council seats for themselves.

Since 1993, the UN General Assembly has hotly debated Council reform but has not been able to reach agreement. A handful of states aspire to “permanent” status for themselves, while many other countries reject such claims.

The Security Council is not representative of the geopolitical realities of the modern world. Both Africa and Latin America lack a permanent seat on the Council, while Europe is overrepresented and Asia is underrepresented. These problems are not easily addressed because the Permanent Five members (P5) of the Council do not want to see their power diminished. As a result, little progress has been made since 1993 in spite of the number of proposals that have been suggested. The central issues in Council reform are membership, transparency and working methods, and the veto.

The P5 members generally oppose any expansion of membership of the Council that would diminish their power, though they occasionally support some countries' bids. As negotiations are currently stalled over membership expansion, P5 countries have supported bids for membership by some countries. Most recently, the United States gave its support to India. France has backed Africa for a permanent seat.

Brazil, Germany, India and Japan have positioned themselves as leaders within the UN, but have failed to garner enough support — or quell the opposition — to ascend as permanent members.

"SUMMIT" BACKGROUND INFORMATION

From The Oxford Companion to American History

Summit conferences, as the term has been used since World War II, applies to the meeting of heads of government of the leading powers in an effort to reach broad measure of agreement. The first such meeting took place (July 1955) at Geneva, Switzerland. There President Eisenhower met with Prime Minister Eden of Britain, Premier Faure of France and Premier Bulganin of Russia to discuss European security, East-West differences and disarmament. No agreements were reached.

From United Nations

(<http://www.uncsd2012.org/about.html>):

What is Rio+20?

Rio+20 — the short name for the United Nations Conference on Sustainable Development that took place in Rio de Janeiro, Brazil, in June 2012 — is a historic opportunity to define pathways to a safer, more equitable, cleaner, greener and more prosperous world for all.

Twenty years after the 1992 Earth Summit in Rio, where countries adopted Agenda 21 — a blueprint to rethink economic growth, advance social equity and ensure environmental protection — the UN brought together governments, international institutions and major groups to agree on a range of smart measures that can reduce poverty while promoting decent jobs, clean energy and a more sustainable and fair use of resources.

What issues were discussed?

The official discussions focused on two main themes: how to build a green economy to achieve sustainable development and lift people out of poverty, including support for developing countries that will allow them to find a green path for development, and how to improve international coordination for sustainable development.

What happened at Rio+20?

Thousands of participants from governments, the private sector, nongovernmental organizations (NGOs) and other stakeholders gathered in Rio in 2012 for a strong push toward sustainable development.

In parallel with and between the official events, there were numerous side events, exhibitions, presentations, fairs and announcements by a wide range of partners.

From The Japan Times in November 2015

(<http://www.japantimes.co.jp/news/2015/11/24/national/politics-diplomacy/big-price-tag-security-japan-gears-next-g-7-summit/#.V1PBbmYnabl>):

Heavy anti-terrorism measures mean the overall cost to Japan for hosting the Group of Seven summit in May 2016 won't be any less than that for staging the previous summit in 2008, despite the cost-cutting effect derived from experience, a government source said Monday.

The total budget for the Ise-Shima summit in Mie Prefecture is expected to come to around ¥60 billion, including ¥34 billion for security measures, compared with the ¥60.6 billion total, with ¥33.1 billion for security, to host the 2008 Group of Eight summit in Hokkaido.

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ENDNOTES

- ⁱ Adapted from the *snapshot autobiography* method (Parker 2011; "Snapshot Autobiography | Stanford History Education Group" n.d.).
- ⁱⁱ For more information on using imagery to support learning, see Himmele and Himmele (2009), "Student and Test-Generated Images," p. 177.
- ⁱⁱⁱ The "Zoomed In" thinking routine is from Ritchhart, Church, and Morrison (2011).
- ^{iv} Questions adapted from Ritchhart et al. (2011, p. 64).
- ^v The "Think-Puzzle-Explore" thinking routine is from Ritchhart et al. (2011, p. 71).
- ^{vi} The "I used to think ... Now I think" thinking routine is from Ritchhart et al. (2011, p. 154).
- ^{vii} The "Red Light, Yellow Light" thinking routine is from Ritchhart et al. (2011, p. 185).
- ^{viii} This activity is a combination of the thinking routine "Circle of viewpoints" (Ritchhart et al. 2011, p. 171) and the content reading strategy "Content-Based 'I Am' Poem" (Himmele and Himmele 2009, p. 48).
- ^{ix} For examples of content-based "I am" poems, see Himmele and Himmele (2009, p. 49).
- ^x Historical role-play strategy adapted from Himmele and Himmele (2009, p. 57).
- ^{xi} Historical role-play strategy adapted from Himmele and Himmele (2009, p. 57).
- ^{xii} The "Connect-Extend-Challenge" thinking routine can be found in Ritchhart et al. (2011, p. 132).
- ^{xiii} The "Relevancy Wheel" strategy is adapted from Himmele and Himmele (2009).
- ^{xiv} The thinking routine "Generate-Sort-Connect-Elaborate: Concept Maps" is from Ritchhart et al. (2011).
- ^{xv} It may help students to see examples of concept maps. Examples can be found in Ritchhart, Church, and Morrison (2011, p. 130).
- ^{xvi} The "Connect-Extend-Challenge" thinking routine is from Ritchhart, Church, and Morrison (2011, p. 132).