



Diagramming History

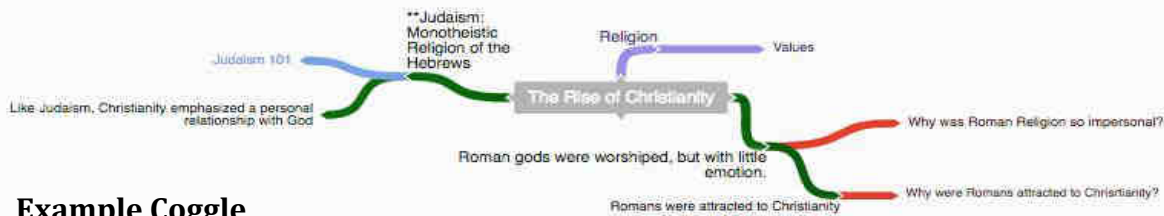
World History: Patterns of Interaction
Module 16: Expansion, Exploration and Encounters
Lesson 3: "China and Japan Reject Expansion"
(Page 617)



Instructions

Either using a pencil and poster paper or an online diagramming program like Coggle, create an interactive set of notes for this reading. Students will be divided into groups of 7 or groups of 4 with two sections each.

1. Start with the main topic of your diagram.
 - a. "The Rise of Christianity"



Example Coggle

Each Member of the group will be responsible for one part of Lesson 3. Insert these questions, along with answers where it is appropriate in your Coggle. Some of these questions require thought and are not just obvious in the reading.

1. **China Under The Powerful Ming Dynasty (Person 1)**
 - a. Why might Hongwu have become a tyrant when problems developed?
 - b. What probably would have been the effect when Zheng He sailed into a foreign port with his large fleet?
2. **Manchus Found The Ming Dynasty (Person 2)**
 - a. Why did the Manchu emperors take a Chinese name for their dynasty and uphold Chinese traditions?
 - b. Why did the British resent China's trade restrictions?
 - c. Why did the Korean attitude toward China change after the Manchu invasion?
3. **Life In Ming and Qing China (Person 3)**
 - a. How were women's responsibilities important in Chinese societies?
 - b. What was one negative effect of the emphasis on tradition in Chinese art?
4. **A New Feudalism Under Strong Japanese Leaders (Person 1)**
 - a. Why might people have opposed Nobunaga's effort to unify Japan?
 - b. How did Leyasu's "Alternate Attendance Policy" help unite Japan?
5. **Life In Tokugawa Japan (Person 2)**
 - a. Why did merchants have such low status in Tokugawa Society?
 - b. What can you infer about Japanese from the development of realistic stories and the Kabuki Theater?
6. **Contact Between Europe and Japan (Person 3)**
 - a. How did the building of castles attract merchants, artisans and others?
 - b. How did the Japanese response to missionaries differ from the Chinese Response?

2. Use the following colors to distinguish different parts of your diagram.

7. The Closed Country Policy

- | | |
|-------|---|
| Notes | a. How did the closed country policy strengthen the Tokugawa Shoguns?
b. What might have been the long term effect of Japan's closed country policy? |
|-------|---|
- Instruction:** As you read through the information, write notes – diagramming them as you see the relationship to the main topic.

Resource: [How to use Coggle Video](#)

Questions

Instruction: Answer the critical thinking questions above. As you read through the information, write questions that may develop in your mind that can be used during discussion.

Concepts

Instruction: As you read through the information, try to identify Social Studies Concepts that you feel are related to the information. Each main topic should have a Concept linked to it.

Grading

0-4 Rating

Score: 1 Needs Work	Score: 2 Average	Score: 3 Very Good	Score: 4 Elite
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When we finish the Coggle, each group will share their Coggle with another group to be evaluated. Groups will also evaluate their own work as well.

Organization: Notes are organized in a way that allows the viewer to understand relationships to other notes, chronological order or denotes the visual organization of Topics and Subtopics. Information is not in random order.

Concepts: Concepts are located with the Notes they correspond to. Remember: Concepts are broad topics that are adaptable to many topics and not specific.

Questions: are located in relation to the information they correspond with.

Links: Coggle includes links to sites that explain further the topic or subtopics. These materials were prepared by Harms LLC and have neither been developed, reviewed, nor endorsed by Houghton Mifflin Harcourt Publishing Company, publisher of the original *WORLD HISTORY: Patterns of Interaction* work on which this material is based.

