

# Starting the School Year with **Kognity**

**Topic:** 1 Japanese Expansion in East Asia (1931 - 1941)

**Lesson:** Ready for Action Lesson Plan

**Subject:** IBDP History



## What can I use this lesson plan for?

This is a great lesson plan for introducing students to both the Biology curriculum and Kognity's digital platform features in the beginning of the school year. As the year progresses, you can use these activities with different topics in the Biology digital book.

### Lesson Objectives:

Students will be able to apply Kognity's digital book features to classroom learning in History.

### Time Allotment:

Recommended time is *one hour*, however the revision activities provide opportunities for extension.

### Materials:

1.1.0 (big picture of causes of expansion), 1.1.1 (Historical Background)

## Activities with Kognity

### Hook

Ask students to go to section 1.1.0, and scroll down to the interactive map of Japanese expansion (1850 - 1942). Have the following question projected for the students, along with the interactive map. After giving students a few moments to interact with the map and ponder the question, ask them to share their thoughts with the class.

**Take a moment to interact with the map.**

**Why do you think the Japanese were able to expand so quickly between 1931-1941?**

### Introduction Activity

- Using the student view of the textbook, either project the *Move to Global War, Japanese Expansion in East Asia* overview on the board. Click into each unit (1.1, 1.2, 1.3) to show the subsections and explain how the curriculum of Case Study 1 is organised through each subsection.
- Give a brief introduction of Kognity and the useful features for students, **by explaining that:**
  - The content in each section of the book incorporates features such as **videos, external links, and source activities** to enhance students' learning.
  - Each subtopic has a series of **section questions** at the end that allow students to check their knowledge and understanding (K&U) in small increments.
  - The **practice centre** has exam style questions, strength tests and battles for all topics that allow students to check their knowledge and understanding of each topic. As they engage with the **strength test and battles**, their **strength bar** (on the overview page) will increase, allowing them to keep track of their strong content areas and areas they need to work on.
  - Teachers can assign readings and questions and can keep track of student progress.

## Group Activity

In section 1.1.0, watch the [Crash Course on Japanese nationalism](#) and discuss the following question in groups (this can be breakout rooms for zoom, or in person groups)

**Think back to previous history studies (either IB or non-IB)  
and discuss how nationalism, imperialism and industrialism are interconnected**

**Note to teachers:** This is a good way to introduce the new unit in a way that connects back to previous learning. Using the familiarity of Crash Course or making connections between Japanese imperialism and expansion and similar themes in European and/or American history will make the unit a bit more familiar for students. Some examples include: North American westward expansion (19th century) or any example of European colonialism (15th - 20th centuries).

## Independent Activity

Have students go to section 1.1.1 (Historical Background) and explain the following:

- Read the portion of section 1.1.1 on Commodore Matthew Perry and answer the first section question at the end of the reading.
- As you are reading, make sure to highlight important information and take notes using your Kognity notebook.

*As students are reading, circle around the room to answer questions or show students where the section questions are.*

- Read the next portion of section 1.1.1 on the Meiji Restoration and answer the second section question at the end of the reading.

## Revision Activities

At the end of section 1.1.1, there are several possible activities you can do with your class.

- Bring students together to review the questions and answer any outstanding questions about the reading material or Kognity features.
- Have students read the Concept box in 1.1.0 and write down preliminary responses to the questions in their Kognity notebook. They will continue to add to these answers as they finish reading 1.1.
- Explain that the independent activity was a taste of the reading assignments students will get throughout the year.
- Have students go to the **practice centre** to take the 1.1 **Strength test**, or engage in a **strength battle** with a classmate (these questions encompass all of Case Study 1).

