This collection of curriculum projects is the result of the authors' participation in a Fulbright summer seminar program in China. The following 16 curriculum projects are in the collection: (1) "Banpo Village: A Prehistoric Dig" (Sandra Bailey); (2) "China: Moving into the New Millennium: A Study of China's Past, Present and Future" (Shirley Bell); (3) "From the Scroll to the Book" (Mary Leland Gaynor); (4) "Chinese Farmer's Paintings: An Integrated Thematic Unit for Upper Elementary Students" (Carolyn Gramstorff); (5) "China: A Supplemental Activity Guide" (Patricia S. Hammond); (6) "The Jews in Shanghai" (Doreen Hazel); (7) "The Incorporation of Chinese Literature and Language into the Secondary English Classroom" (Lisa S. Hungness); (8) "China in Economic Transition: Exploring the Merits of Market Economies" (James L. Jurgens); (9) "Rural to Urban Migration" (Marianne Kenney); (10) "Basic Arithmetic on a Handmade Chinese Abacus" (Tony Martin); (11) "A Modern Day Marco Polo, Discovering Traditions and Change in China" (Elizabeth J. Miller); (12) "The China Connection" (Patricia J. Morris); (13) "Boxing Up Your China" (Mimi Norton); (14) "What If?" (Lani Nahleen Pang); (15) "Using and Protecting Natural Resources in Meeting Needs and Wants" (Pam Solvie); and (16) "China Connection: A Collection of Culture, Children's Literature, and Other Resources" (Brenda Vitaska). (BT)
1999 FULBRIGHT-HAYS SUMMER SEMINARS ABROAD PROGRAM

China: Tradition and Transformation

Curriculum Projects

Compiled by the National Committee on United States-China Relations on behalf of the United States Department of Education in fulfillment of Fulbright-Hays requirements.
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Banpo Village: Prehistoric Dig
A Curriculum Project for Fulbright Summer Seminar
1999

Sandra Bailey
Edmonds-Woodway High School
7600 212th St. S.W
Edmonds WA 98026
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- Group Evaluation Sheet
- Essay Rubric
- Pictures From Banpo Village
- Pictures of the Student Activity
- Edmonds School District Expository Rubric
- Edmonds School District Social Studies Content Standards
- Teacher Resources List

Bailey 1
Fulbright Unit:

Much of the material for pre history can be purchased from museums or created from pictures in books. However, the archaeological dig unit is teacher created. The information about Banpo Village cannot be found easily in the United States. I will give a brief overview of daily activities for the unit and a detailed account about creating the archaeological dig, particularly the section which relates to Banpo Village, a Neolithic site in China.

Pre History Unit Plan

Overview: The pre history unit introduces students to themes and questions which occur throughout world history including

- the uses and organization of power,
- the impact of ideas on the human spirit,
- the distribution of wealth,
- the structure of law and ethical systems,
- the evolution of human rights,
- and the growth of technology.

Each general category is connected to specific district goals or frameworks.

Because the knowledge about prehistoric societies comes from artifacts such as paintings, carvings, pottery, housing foundations, tools, needles, and grave sites, rather than written records, archaeologists and anthropologists make assumptions based on the evidence they have. Those assumptions form the basis of our current knowledge about prehistoric man. Each time period makes its own assumptions and mistakes. Students will examine evidence and then argue with Thomas Hobbes' statement that the life of a Prehistoric hunter was "solitary, poor, nasty, brutish, and short." Hobbes based his statement on the evidence of his time.

Final Assessment: Using all evidence from the unit, students write an essay which defends or refutes Thomas Hobbes statement that the life of a Prehistoric hunter was "solitary, poor, nasty, brutish, and short." The final assessment for the unit is an essay which uses all the material presented in slides or readings or discovered in the archaeological dig.

Students will
- address the issues of time, culture and bias in historical judgment
- use evidence from primary and secondary sources to prove their points
- write an essay which
  - includes a strong clear thesis statement
  - demonstrates excellent use of writing conventions
  - documents all sources properly using MLA format
  - logically organize the paper, paragraphs, and sentences
  - demonstrate a deep broad knowledge of prehistory
  - analyze and interpret historical

Course Activities: I will give a very brief list of unit activities. I will include a detailed account of the procedure and goals for the archaeological dig as well as the final assessment essay instructions. The class activities and homework include readings, discussions, lectures, slide presentations, and the archaeological dig.
<table>
<thead>
<tr>
<th>Goals</th>
<th>Connections to the Frameworks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General</strong></td>
<td>See Edmonds District Frameworks for the full text of the Content Standards</td>
</tr>
<tr>
<td>To compare the Paleolithic and the Neolithic ways of life</td>
<td>History</td>
</tr>
<tr>
<td>To state the differences between history and prehistory</td>
<td>1.1 Use thematic timelines to explain historical patterns, and sequence events into time periods</td>
</tr>
<tr>
<td><strong>Technological and Economic</strong></td>
<td>1.4 Analyze the historical development of civilizations drawn from different continents with regard to turning points, ideas, people, places and patterns of life</td>
</tr>
<tr>
<td>To distinguish between Neolithic and Paleolithic tools</td>
<td>1.8 Analyze examples illustrating cause and effect to understand past, present, and future trends in history</td>
</tr>
<tr>
<td>To identify factors that caused the agricultural revolution</td>
<td></td>
</tr>
<tr>
<td><strong>Art</strong></td>
<td></td>
</tr>
<tr>
<td>To examine the question “Why does man create?”</td>
<td>2.1 Present a research proposal based upon the selection and availability of resources</td>
</tr>
<tr>
<td>To make inferences about stone age art</td>
<td>2.3 Use note taking, organizational strategies, outlines, footnoting, and annotated bibliographies to organize and record information</td>
</tr>
<tr>
<td>To speculate about the purpose of the art</td>
<td>2.4 Analyze interpretations of issues and events by comparing historians' choices of questions, sources, perspectives, beliefs and point of view</td>
</tr>
<tr>
<td>To speculate about the purpose of paintings at Lascaux and Altamira</td>
<td>2.5 Evaluate competing interpretations of issues and events to make a reasoned judgment</td>
</tr>
<tr>
<td>To examine the designs from the Banpo village site</td>
<td>3.1 Analyze changing interpretations of an idea through several time periods or situations</td>
</tr>
<tr>
<td>To compare pictures of 20,000 year rock art with the current life of the Honey Hunters of Nepal</td>
<td>3.2 Analyze past and present trends in technology</td>
</tr>
<tr>
<td><strong>Archaeology</strong></td>
<td>Economics</td>
</tr>
<tr>
<td>To explain the ways that archaeologists date their findings</td>
<td>1.1 Analyze ways different economic forces have influenced production, distribution, consumption</td>
</tr>
<tr>
<td>To state why ages and eras do not have definite dates</td>
<td><strong>Geography</strong></td>
</tr>
<tr>
<td>To cite the steps in the process of an archaeological dig</td>
<td>2.1 Analyze how regional characteristics define a place</td>
</tr>
<tr>
<td>To explain what can and cannot be explained from a dig's remains</td>
<td></td>
</tr>
<tr>
<td>To explain the various methods used for dating finds</td>
<td></td>
</tr>
<tr>
<td>To speculate about/ compare housing styles, grave sites, tools, pottery designs—by comparing sites found in Asia Minor, China, France, Spain and Whales</td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
</tr>
<tr>
<td>To explain Venn Diagrams</td>
<td></td>
</tr>
<tr>
<td>To use Venn diagrams to illustrate the connections of all areas of knowledge with history</td>
<td></td>
</tr>
<tr>
<td>To look at the Stonehenge plan in terms of mathematics</td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
</tr>
<tr>
<td>To introduce the analytic essay assignment</td>
<td></td>
</tr>
<tr>
<td>To review the components of an analytic essay</td>
<td></td>
</tr>
<tr>
<td>To explore connections between the time--grave sites</td>
<td></td>
</tr>
</tbody>
</table>
Unit Outline

Designed for Sophomores, this unit can be adjusted to suit the level of the group. The lessons are designed for 90 - 120 minute periods and can be split for 55 minute periods.

Day 1 Introduction

Students discuss the nature of history and its relationship to other disciplines.
Explain how Venn diagrams work.
Discuss pre history and the problems of prehistoric knowledge.
Great Inventions of prehistory-- fire and language Implications? Advantages?

Day 2 Slides of Cave art from Lascaux and Altimera

Students take notes-- small figures, large figures, humans
Which are the most real? Why? How to human and animals figures differ
What colors are used? What techniques? Implications?
Observations

Day 3 How archaeologists date findings Introduction / review expository essay writing

Discuss methods of dating --layering, comparative, dendrochronology, C14, Potassium- Argon
What are the advantages and disadvantages of each?
Introduction / review of expository essay writing
Explain the essay assignment and the corresponding rubric
Review MLA documentation style
Create an evidence chart to gather evidence for the essay

Day 4 Slides from Megalithic structures, housing, and grave sites Whales, Stonehenge, Malta and Banpo Village

Discuss the megalithic structures in Malta and Stonehenge.
Have students look for mathematical relationships on a diagram of Stonehenge-- ellipses, rhombus, inscribed and circumscribed figures
Counting sticks
Compare housing construction in Whales with housing in Banpo Village.
Compare grave sites in Banpo Village with grave sites in Iraq.
Evidence for trade in Jarmo and Catal Huyuk

Day 5 Archaeological Dig

Explain the steps in creating a dig site.
Divide the class into groups.
Each group conducts a dig, records results and compares results with other sites.

Day 6 Debriefing and Review

Results of the dig activity-- Who traded with whom? Who produced what? Evidence?
Summarize all information from the unit-- contributions, growth of technology, societies, architecture, mathematics, values, beliefs, life styles, growth of agriculture
Assumptions about Paleolithic and Neolithic man.
Evaluate Hobbes statement.

Day 7 Essay Due
Teacher Instructions:

"Dig" boxes can be created to mimic specific areas and sites around the world. In addition, imaginary sites can be created which will teach particular ideas or force students into making assumptions about evidence where there is no "right" answer. My dig activity has both sorts of sites. The possibilities are endless. I copy specific art work. I also look for items where there is no obvious function and the students, just like real anthropologists must propose theories as to function and purpose.

Materials:

dig boxes-- at least 15 inches deep, filled with potting soil Be careful. Some of mine are too heavy.
grid posts-- bamboo skewers work well and cost very little
brushes-- 1 inch cheap paint brushes work best I have used both smaller and larger.
artifacts-- pottery-- designed unfired; designed fired; fired with no design; glazed simple design; highly glazed without design, highly glazed with designs

Broken clay pots colored with markers work well to copy pottery from real sites. Broken pieces of distinctive student pottery buried in two or more sites works well for establishing trade partners. Beads of various kinds serve the same purpose. Highly glazed pieces from children's tea sets or craft tiles-- leaves, squares, circles etc.-- serve the same purpose. Sculpy and fimo can both be used to create replica pieces. I used sculpy to create Banpo village pots and house foundations.

arrowheads and spear points-- can be purchased from museums and general stores
cave paintings-- I have had students paint with acrylic paint on fired "cave walls".
food remains-- everything from clam shells to grains and seeds, fake bones from models
jewelry-- garage sales and thrift stores provide pieces which can be broken into pieces or beads

Student Instructions: In groups of 3 - 5 students

1. Grid the site.
2. Create a corresponding diagram. Label the grid. A1, A2, A3, B1, B2, B3 etc.
3. Carefully uncover the site layer by layer using paint brushes Carefully place extra dirt in the lid.
4. Record position and depth of all finds. Describe all finds. Draw pictures when necessary.
5. Visit other sites and compare their findings to yours.
6. With the group complete the group assessment.
7. Write a site report which answers the following questions.
   What were the major finds at your site? What assumptions can you make? Why?
   With whom did you trade? How do you know? Evidence?
   Who produced the item? Who traded for it? How do you know?

Sample Sites:

<table>
<thead>
<tr>
<th>Place</th>
<th>Artifacts</th>
<th>Possible assumptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Banpo Village</td>
<td>warriors, house foundations, moat, pots</td>
<td>children were important, disease may have killed many at one time, decoration was important, pots were well designed for function</td>
</tr>
<tr>
<td>France</td>
<td>arrow heads, cave paintings</td>
<td>paintings may have been used to teach, record danger, produce more animals or children, a long time in one site</td>
</tr>
<tr>
<td>Northwest Native</td>
<td>arrowheads, clam shells, beads, long house timbers</td>
<td>lived on coast, marine diet, traded for the beads, hunting and gathering, some long term living areas</td>
</tr>
<tr>
<td>American</td>
<td>pottery-- ancient archaic, geometric, black figure, red figure</td>
<td>highly sophisticated pottery techniques, quality and style evolved over time</td>
</tr>
<tr>
<td>Greece</td>
<td>white tiles--circle, square, leaf; white rectangular solids and cubes; various glass bottles</td>
<td>white had religious significance; produced and traded glass; traded for glazed pottery and white clam shells</td>
</tr>
<tr>
<td>Imaginary site #1</td>
<td>lower levels metal pieces and weapons, highly decorated glazed pottery; Upper levels arrow heads and bones</td>
<td>Earlier (older) civilization was more sophisticated than the one which replaced it on the site later. May have died of disease or natural disaster</td>
</tr>
</tbody>
</table>
Archaeological Dig Evaluation

NAME ____________________________ JOB ____________________________

NAME ____________________________ JOB ____________________________

NAME ____________________________ JOB ____________________________

NAME ____________________________ JOB ____________________________

GROUP # __________________________

How did we work together as a group? ____________________________________________

__________________________________________________________________________

__________________________________________________________________________

What went well? ______________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

What needed improvement? _____________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Did everyone contribute? _______________________________________________________

How? _________________________________________________________________________

If not, why not? ________________________________________________________________

__________________________________________________________________________

Group assessment: 

<table>
<thead>
<tr>
<th></th>
<th>quality of group report</th>
<th>on task</th>
<th>cooperation</th>
<th>in place</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Teacher Assessment: 

<table>
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<th></th>
<th>quality of group report</th>
<th>on task</th>
<th>cooperation</th>
<th>in place</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Total ______________

TOTAL ______________ / 2
Pre History Essay

In light of what you know about Paleolithic/Neolithic societies, analyze Thomas Hobbes, 1588–1679, statement, *The life of a Paleolithic Hunter was solitary, poor, nasty, brutish, and short*. Perhaps you agree with part of his description but not others. Using everything you know about writing, write a clear, logical well supported essay which defends your point of view. Use all references, art work, and archaeological dig findings as evidence in your essay. Your essay will be graded according to the following rubric. **YOUR PAPER WILL NOT BE ACCEPTED IF SINGLE SPACED!**

<table>
<thead>
<tr>
<th>FORMAT/CONVENTIONS</th>
<th>5</th>
<th>4</th>
<th>3.5</th>
<th>3</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>title page</td>
<td>exactly follows MLA format</td>
<td>a minor error in MLA format</td>
<td>two minor errors in MLA</td>
<td>little understanding of MLA</td>
<td>no title page</td>
</tr>
<tr>
<td>typed</td>
<td>double spaced</td>
<td>easily readable font</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>language</td>
<td>demonstrates excellent use of conventions</td>
<td>demonstrates control of basic conventions, little editing required</td>
<td>demonstrates some control conventions at grade level, moderate editing required to polish text</td>
<td>glaring errors dominate the paper and may detract from readability, major editing required</td>
<td>errors constantly detract from readability; too short, poor quality product</td>
</tr>
<tr>
<td>context</td>
<td>demonstrates exemplary understanding of historical context (time, place, culture)</td>
<td>demonstrates excellent understanding of historical context</td>
<td>demonstrates average understanding of historical context</td>
<td>demonstrates poor understanding of historical context</td>
<td>demonstrates minimal or no understanding context</td>
</tr>
<tr>
<td>thesis</td>
<td>clearly focused, logical and insightful development of controlling ideas of the subject</td>
<td>clearly developed, logically focused thesis</td>
<td>controlling idea clear but may lack development</td>
<td>controlling idea often unclear or incomplete</td>
<td>has a topic lacks focus</td>
</tr>
<tr>
<td>IMPACT</td>
<td>paper uses original, creative and imaginative writing; writer uses a clear strong voice</td>
<td>strong attempt to use own words and be original well developed voice</td>
<td>good effort to use own words. Some imaginative writing</td>
<td>little use of own words little imaginative writing</td>
<td></td>
</tr>
<tr>
<td>Voice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DOCUMENTATION</td>
<td>excellent use of in text citation for all specific facts; includes a document list</td>
<td>usually cites the source of specific facts; includes a document list</td>
<td>specifically documents some sources, includes a document list</td>
<td>little documentation present, includes a document list</td>
<td>little or no documentation, omits document list</td>
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</table>

<table>
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<tr>
<th>Total</th>
<th>10</th>
<th>9-8</th>
<th>7</th>
<th>6-4</th>
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10 / 60
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<tr>
<th></th>
<th>15-13</th>
<th>12-11</th>
<th>10.5-9</th>
<th>8-7</th>
<th>6-0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarity of thought /</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>organization</td>
<td>displays exemplary logic in: paper organization paragraph organization sentence structure word usage organization enhances controlling ideas/ thesis</td>
<td>displays excellent logic in: paper organization paragraph organization sentence structure word usage</td>
<td>displays good logic; the piece may ramble slightly; lead and conclusion present but one may be weak</td>
<td>simplistic and or random organization; rudimentary lead and / or conclusion</td>
<td>demonstrates poor logic; minimal organization; no lead or conclusion</td>
</tr>
<tr>
<td><strong>Depth of knowledge</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>concrete detail demonstrates deep, broad knowledge of the subject; superior in-depth research evident; uses many vivid details and examples</td>
<td>concrete detail demonstrates excellent knowledge of the subject; excellent research; uses vivid details</td>
<td>does an adequate job of using concrete detail to demonstrate average knowledge of the subject; some vivid details</td>
<td>attempts to use concrete detail; details often in the form of a list without development</td>
<td>does not demonstrate an understanding of the topic, few details</td>
</tr>
<tr>
<td><strong>Analysis /</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>synthesis</td>
<td>exemplary use of commentary throughout; effectively analyzes and interprets historical data; analyzes the influence of the topic on history; analyzes and relates the influence of the time period on the topic</td>
<td>excellent commentary used throughout, excellent analysis of historical data and the influence of the topic on history, relates the time period to the topic</td>
<td>good use of commentary throughout, good attempt to analyze the historical data and the influence of the topic on history, relates the influence of the times on the topic</td>
<td>poor use of commentary, some attempt to analyze the historical data and the influence of the topic on history, the influence of the times may be missing</td>
<td>little or no use of commentary; minimal attempt to analyze the historical data and the influence of the topic on history</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
|                                | /
| **Total**                      | /

Your raw score

\[
\text{Your raw score} \times 0.714 = \frac{\text{Your raw score}}{75}.
\]

Any point scale can be used by dividing desired points by the raw score then multiplying by the constant.

\[
\text{desired score} = \text{constant} \\
\text{constant} \times \text{the raw score} = \text{new score on new scale}
\]

The constant will be more or less than 1 depending on whether you want the assignment worth more or less than 105.
Construction of round houses at Banpo village

1. preliminary stages

2. Round house
   note vertical post holes
   roof opening for smoke

有周边呈圆脊状凸起的采光通风，屋内中央有一弧形灶坑，住面上还有陶器。
3. Round house with fire pit constructed according to archaeological finds vertical post holes and foundation remains.

4. Foundation with fire pit for later vertical wall square/rectangular house.
5. Tetrahedron house with forward fireplace  Note structural posts at an angle.

6. Later style rectangular house with central post supports  Note smoke window.
7. English informational grave sign from Banpo Village

8. Several pots in a grave site with a single skeleton.

Note the water jug which would have a rope tied to its neck. The pot would float horizontally when empty and descend to a vertical position when full.
9. Four person grave just outside the Banpo village mote.

10. Jars found in and near the houses which contain the bones of children who died before two years of age. The children were not buried with the adults.
11. Bowl from Banpo Village with distinctive design found of several bowls from the site.

12. Bowl from Banpo Village with a geometric design, makes an interesting comparison with the pottery from the Greek geometric period.
13. Students successfully use brushes at their dig "site" to discover pottery, bones and a "cave painting."

14. Dig box with part of the artifacts uncovered.
15. First step in the dig activity. Students create a grid, make a diagram for their notes, and begin to clear away the layers of dirt with paint brushes.

16. Students uncover warriors from the X'ian portion of the dig site.
17. Students uncover the square house foundation and fire pit from Banpo Village. The post holes which have filled with dirt indicate the posts were installed at an angle creating a tetrahedron.

18. Students uncover a circular house foundation which has post holes that indicate a vertical construction. They also uncover a bowl and pottery shards with the typical Banpo markings.
<table>
<thead>
<tr>
<th>Content</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title missing</strong></td>
<td><strong>Title shows little thought</strong></td>
<td><strong>Title appropriate and reflects content</strong></td>
<td><strong>Title appropriate, interesting, and reflects content</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Thesis/purpose not evident</strong></td>
<td><strong>Thesis/purpose vague and/or too broad</strong></td>
<td><strong>Thesis/purpose clear and limited</strong></td>
<td><strong>Thesis/purpose clear, insightful, and logical</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Focus not on thesis</strong></td>
<td><strong>Focus shifts from thesis</strong></td>
<td><strong>Focus generally remains on thesis</strong></td>
<td><strong>Focus generally remains on thesis</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Introduction lacks introductory technique, background, and/or contextual information</strong></td>
<td><strong>Introduction with weak introductory technique; limited background or contextual information</strong></td>
<td><strong>Introduction with introductory technique provides context and background of topic</strong></td>
<td><strong>Introduction with introductory technique engages reader, creates relevance, and sets topic in context</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Supporting examples/direct commentary missing or irrelevant; mostly summary</strong></td>
<td><strong>Conclusion fails to incorporate thesis, supporting ideas, or solutions</strong></td>
<td><strong>Supporting examples/direct commentary missing or irrelevant; mostly summary</strong></td>
<td><strong>Supporting examples/direct commentary reveal critical analysis and insight</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Conclusion disconnected to thesis, fails to summarize ideas</strong></td>
<td><strong>Quotations, if present, disconnected to thesis, fail to develop meaning of text</strong></td>
<td><strong>Conclusion fails to incorporate thesis, supporting ideas, or solutions</strong></td>
<td><strong>Conclusion expresses an insightful generalization or provides creative solution</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Quotations, if present, disconnected to thesis, fail to develop meaning of text</strong></td>
<td><strong>No understanding of subject/text/material evident</strong></td>
<td><strong>Quotations, if present, disconnected to thesis, fail to develop meaning of text</strong></td>
<td><strong>Quotations, if present, clearly connect with and develop meaning of text; insightful understanding of subject/text/material evident</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Visuals/graphics, if present, detract from or do not not support thesis/text</strong></td>
<td><strong>Minimal understanding of subject/text/material evident</strong></td>
<td><strong>Visuals/graphics, if present, detract from or do not support thesis/text</strong></td>
<td><strong>Visuals/graphics, if present, develop thesis or illustrate significant points</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td><strong>Organization</strong></td>
<td><strong>Organization</strong></td>
<td><strong>Organization</strong></td>
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</tr>
<tr>
<td><strong>Paper only one or two paragraphs</strong></td>
<td><strong>Multi-paragraph paper, but missing one or more parts</strong></td>
<td><strong>Multi-paragraph paper organized with sequential introduction, body, and concluding paragraphs</strong></td>
<td><strong>Multi-paragraph paper organized with sequential introduction, body, and concluding paragraphs</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Title missing</strong></td>
<td><strong>Thesis improperly placed</strong></td>
<td><strong>Thesis stated in introductory paragraph(s)</strong></td>
<td><strong>Thesis positioned effectively</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Paragraphs have no clear internal organization</strong></td>
<td><strong>Internal paragraph organization faulty</strong></td>
<td><strong>Body paragraph(s) use topic sentences, supporting details, commentary, and concluding sentences</strong></td>
<td><strong>Body paragraph(s) use topic sentences, supporting details, commentary, and concluding sentences</strong></td>
<td></td>
</tr>
<tr>
<td><strong>No transitions</strong></td>
<td><strong>Transitions used inconsistently or repetitively</strong></td>
<td><strong>Transitions connect main ideas and paragraphs</strong></td>
<td><strong>A variety of transitions further progression of ideas and paragraphs</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Style</strong></td>
<td><strong>Vocabulary/word choice inappropriate or simple</strong></td>
<td><strong>Vocabulary/word choice limited and predictable</strong></td>
<td><strong>Vocabulary/word choice effective for the content area</strong></td>
<td></td>
</tr>
<tr>
<td><strong>1st and/or 2nd person point of view</strong></td>
<td><strong>3rd person point of view, but inconsistent</strong></td>
<td><strong>3rd person point of view consistent</strong></td>
<td><strong>3rd person point of view consistent</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Voice flat and lifeless</strong></td>
<td><strong>Voice inconsistent</strong></td>
<td><strong>Voice inconsistently consistent</strong></td>
<td><strong>Voice inconsistently consistent</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Quotations, if used, disconnected from surrounding ideas</strong></td>
<td><strong>Quotations, if used, not effectively blended</strong></td>
<td><strong>Quotations, if used, blended into text</strong></td>
<td><strong>Quotations, if used, blended into text</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Sentences simple and/or choppy</strong></td>
<td><strong>Sentences all one length and/or structure</strong></td>
<td><strong>Sentence variety creates interest</strong></td>
<td><strong>Sentence variety creates interest</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Conventions</strong></td>
<td><strong>Sentence fragments/run-ons frequent</strong></td>
<td><strong>Sentence fragments/run-ons detract</strong></td>
<td><strong>Sentence fragments/run-ons frequent, if used</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Capitalization, punctuation, spelling errors frequent</strong></td>
<td><strong>Capitalization, punctuation, spelling errors noticeable</strong></td>
<td><strong>Capitalization, punctuation, spelling errors noticeable</strong></td>
<td><strong>Capitalization, punctuation, spelling errors frequent, if used</strong></td>
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<tr>
<td><strong>Grammar errors frequent</strong></td>
<td><strong>Grammar errors noticeable</strong></td>
<td><strong>Grammar errors noticeable</strong></td>
<td><strong>Grammar errors frequent, if used</strong></td>
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<tr>
<td><strong>Tone errors frequent</strong></td>
<td><strong>Tone errors noticeable</strong></td>
<td><strong>Tone errors noticeable</strong></td>
<td><strong>Tone errors frequent, if used</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Quotation punctuation and citation errors frequent, if used</strong></td>
<td><strong>Quotation punctuation and citation errors frequent, if used</strong></td>
<td><strong>Quotation punctuation and citation errors frequent, if used</strong></td>
<td><strong>Quotation punctuation and citation errors frequent, if used</strong></td>
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<tr>
<td><strong>Word processing/visual(s) format errors frequent</strong></td>
<td><strong>Word processing/visual(s) format errors noticeable, if used</strong></td>
<td><strong>Word processing/visual(s) format errors noticeable, if used</strong></td>
<td><strong>Word processing/visual(s) format errors frequent, if used</strong></td>
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<tr>
<td><strong>Bibliography/works cited page(s) errors frequent, if used</strong></td>
<td><strong>Bibliography/works cited page(s) errors noticeable, if used</strong></td>
<td><strong>Bibliography/works cited page(s) errors noticeable, if used</strong></td>
<td><strong>Bibliography/works cited page(s) errors frequent, if used</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Complete sentences</strong></td>
<td><strong>Capitalization, punctuation, spelling correct</strong></td>
<td><strong>Capitalization, punctuation, spelling correct</strong></td>
<td><strong>Capitalization, punctuation, spelling correct</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Grammar correct</strong></td>
<td><strong>Tone consistent</strong></td>
<td><strong>Tone consistently consistent</strong></td>
<td><strong>Tone consistent</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Quotation punctuation and citations essentially correct, if used</strong></td>
<td><strong>Quotation punctuation and citations essentially correct, if used</strong></td>
<td><strong>Quotation punctuation and citations essentially correct, if used</strong></td>
<td><strong>Quotation punctuation and citations essentially correct, if used</strong></td>
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<tr>
<td><strong>Word processing/visual(s) format appropriate</strong></td>
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<td><strong>Bibliography/works cited page(s) essentially correct, if used</strong></td>
<td></td>
</tr>
</tbody>
</table>

*Use MLA/APA Style Guides or appropriate style guides*
Edmonds School District
Holistic Scoring Guide for High School Writing

**EXPOSITORY**

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
</table>
| **4**  | - Demonstrates insightful and consistent purpose; focused on thesis  
- Reveals critical analysis of topic through well-selected examples, data, and commentary  
- Is clearly and logically organized into well-developed introduction, body, and conclusion  
- Includes a variety of transitions which further ideas and paragraphs  
- Uses 3rd person point of view consistently with a unique or engaging voice  
- Chooses words purposefully and precisely to fit content area  
- Follows rules of standard written English for capitalization, punctuation, spelling, and sentence formation; complex forms risked |
| **3**  | - Maintains a clear purpose and generally remains focused on thesis  
- Has relevant and sufficient examples, data, and/or commentary; understanding of material evident; may have uneven development of some points  
- Is organized into sequential introduction, body, and concluding paragraphs  
- Provides transitions to connect main ideas and paragraphs  
- Uses 3rd person point of view consistently with an appropriate voice  
- Uses words which are clear and effective for content area  
- Follows rules of standard written English for capitalization, punctuation, spelling, and sentence formation |
| **2**  | - Has vague purpose and may stray from thesis  
- Uses irrelevant or insufficient examples, data, and/or commentary; minimal understanding of material evident  
- Shows an attempt at organization, but is missing one or more parts of the introduction, body, or conclusion  
- Provides transitions which are weak or repetitive  
- Uses 3rd person point of view inconsistently; voice inconsistent  
- May have awkward word choice  
- Contains noticeable errors in standard written English: capitalization, punctuation, spelling, and sentence formation |
| **1**  | - Has no evident purpose or thesis  
- Uses few examples, data, and/or minimal commentary; little understanding of material evident  
- Contains only one or two paragraphs  
- No transitions are evident  
- Uses 1st or 2nd person point of view (I, you); flat or lifeless voice  
- Uses words which are simple or inappropriate  
- Contains frequent errors in standard written English: capitalization, punctuation, spelling, and/or sentence formation |
| **0**  | - No paper, off-task, or acts of plagiarism |
Content Standards: Social Studies

These content standards contain the state's Essential Learning statements and corresponding grade band benchmarks included by framework writers. Please see the Supplement section to view this content on a K-12 continuum and to find connections to other framework documents.

HISTORY:

Essential Learning # 1: The student understands and examines major ideas, eras, themes, developments, turning points, chronology, and cause-and-effect-relationships in Washington State, United States, and world history.

1.1 Use thematic timelines to explain historical patterns and to sequence events and individuals into historical time periods.
1.2 Analyze the historical development of Washington State history and government including the Washington State Constitution.
1.3 Identify and analyze major issues, movements, and events in U.S. history from 1870 to the present with particular emphasis on growth and conflict.
1.4 Analyze the historical development of civilizations drawn from different continents with regard to turning points, ideas, people, places, and patterns of life.
1.5 Analyze the role of conflict, cooperation, and interdependence in global issues.
1.6 Analyze ways individuals have shaped history.
1.7 Analyze how specific political, social, and cultural forces have brought about major historical change and continue to impact present society.
1.8 Analyze examples illustrating cause and effect to understand past, present and future trends in history.

Essential Learning # 2: The student applies the methods of social science investigation to investigate, compare, and contrast interpretations of historical events.

2.1 Present a research proposal based upon the selection and availability of resources.
2.2 Develop and implement research strategies for investigating a historical topic of choice.
2.3 Use note taking, organizational strategies, outlines, footnoting, and annotated bibliographies to organize and record information.
2.4 Analyze interpretations of issues and events by comparing historians' choices of questions, sources used, perspectives, beliefs, and points of view.
2.5 Evaluate competing interpretations of issues and events to make a reasoned judgment.
2.6 alternative ways of analyzing and interpreting findings.

Essential Learning # 3: The student understands the origin and impact of ideas and technological developments on history and social change.

3.1 Analyze changing interpretations of an idea through several time periods or situations.
3.2 Analyze past and present trends in technology, predict future technological developments, and assess their impact on individuals, society, and culture.

BEST COPY AVAILABLE
ECONOMICS:

Essential Learning #1: The student understands basic economic concepts and analyzes the effect of economic systems on individuals, groups, and society.

1.1 Analyze ways different economic forces have influenced the production, distribution, and consumption of goods and services.
1.2 Analyze how key economic concepts play a role in different economic systems.
1.3 Compare and contrast major advantages and disadvantages of capitalist, socialist and communist systems.
1.4 Compare and contrast major advantages and disadvantages of the three major forms of business.
1.5 Analyze the positives and negatives of career choices in different organizational settings.
1.6 Examine the role of investment, loaning, debt, and bankruptcy in the United States.
1.7 Analyze various types of economic choices, describing how they impact other groups and individuals.
1.8 Analyze how different types of governments influence their economies.
1.9 Evaluate how the private and public sectors impact global trade.
1.10 Evaluate the Economic advantages and disadvantages of Washington state's economy as it relates to international economic regions.
Essential Learning # 1: The student understands and can explain the core values and principles of the U.S. democracy as set forth in foundational documents, including the Declaration of Independence and the Constitution.

1.1 Explain key concepts of the founding documents and evaluate their impact on the contemporary and historical political systems in the United States
1.2 Analyze examples showing how democratic ideals have changed in history and contemporary society.
1.3 Analyze ways in which civic participation can influence democratic government.

Essential Learning # 2: The student analyzes the purposes and organization of government and laws.

2.1 Analyze examples of how the checks and balances system has functioned in American history and how it functions in contemporary society
2.2 Analyze positive and negatives of the distribution of power between the branches of government, political parties, and local, state, and federal governments.
2.3 Analyze how different types of governments create, enforce, and interpret laws to meet the needs of people and maintain order.
2.4 Investigate how laws are interpreted and enforced by various levels of government, the public sector, private sector, and individual citizens.
2.5 Analyze how forms of government develop from political ideologies.

Essential Learning # 3: The student understands the purposes and organization of international relationships and how U.S. foreign policy is made.

3.1 Evaluate how U.S. foreign policy decisions affect the United States and other nations of the world.
3.2 Analyze how global issues affect U.S. public policy and international relations.
3.3 Analyze how national priorities influence international relations.

Essential Learning: The student understands the rights and responsibilities of citizenship and the principles of democratic civic involvement.

4.1 Analyze how civic responsibilities relate to decision-making at the local, state, and national levels.
4.2 Analyze why democracy requires citizens to deliberate on public problems and participate in collective decision-making.
4.3 Evaluate the positive and negative consequences of public opinion and the media on policy development.
4.4 Analyze how individual rights are balanced against the general welfare of the group.
4.5 Investigate how civic participation, through discussion and community involvement, is a vital part of citizenship and can influence public policy.
Essential Learning # 1: The student uses maps, charts, and other geographic tools to understand the spatial arrangement of people, places, resources, and environments on Earth's surface.

1.1 Analyze information about physical, political, and cultural features from a variety of geographic tools
1.2 Create thematic maps, tables, and graphs using data and symbols to explain findings from research and analysis of a topic.
1.3 Use mental map skills to discuss and describe events on a local, national, and world scale.
1.4 Evaluate how the Earth's physical features impact political and cultural features.
1.5 Evaluate how political features impact physical and cultural features.
1.6 Evaluate how cultural features impact physical and political features.

Essential Learning # 2: The student understands the complex physical and human characteristics of places and regions.

2.1 Analyze how regional characteristics define a place.
2.2 Analyze how social, cultural, economic, and geographical forces impact places and regions.
2.3 Analyze how cultural, political, and physical characteristics of the Pacific Northwest impact relations within the Pacific Rim and other nations of the world.
2.4 Analyze how cultural, political, and physical characteristics of the Pacific Rim impact relationships with other nations of the world.

Essential Learning # 3: The student observes and analyzes the interaction between people, the environment, and culture.

3.1 Analyze how cultural influences and identity affect interactions among individuals and groups.
3.2 Analyze how peoples' responses to environmental issues are shaped by cultural identity.
3.3 Analyze how different methods of communication can affect cultures.
3.4 Examine how the groups that comprise a national culture interact.

Social Studies Curriculum Framework (Grades 9-10)
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British Museum— a terrific source for activity books, art design books, women’s history (prehistoric to the present), mythology, and various periods in history at reasonable prices. The first address will gain you a list of books, games and resources for sale. The second is for helping teachers arrange tours, get materials, and take courses from the museum.

The Marketing Assistant
British Museum Press
46 Bloomsbury Street
London WC1B 3QQ

British Museum Education Service
Great Russell Street
London WC1B 3DG
Tel. 071-323-8511/8854

Some titles:
The Ancient Egyptians Activity Book
The Ancient Greeks Activity Book
The Angle-Saxons Activity Book
The Celts Activity Book
Prehistoric Britain Activity Book
The Vikings Activity Book
Arctic Hunters: Indians and Inault of Northern Canada
The British Museum Cook Book
North American Indian Designs
African Art Designs
Early Medieval Designs
Ancient Egyptian Designs
Book of the Dead

World Eagle— a great source of current charts, graphs, tables and chronologies of current events; covers both domestic and foreign problems

111 King Street
Littleton, MA 01460-1527
1-800-854-8273

Los Angeles County Art Museum— the best source I have found for slides for many periods of history, and activities to go with them. These packets often include maps, chronologies, and history. The packets always includes detailed information about each of the slides and suggestions for classroom activities.

Education Department
Los-Angeles County Museum of Art
5905 Wilshire Boulevard
Los Angeles, California 90036

Ask for a list of Evenings for Educators materials.

Dover Publications, Inc.— a wonderful source for graphics to illustrate handouts or create activities. These are often in coloring book format.

Dover Publications, Inc.
31 East 2nd Street
Mineola, New York 11501

Bellerophon Books— similar to Dover Press.

Bellerophon Books
36 Anacapa Street
Santa Barbara, CA 93101

Send a 3-stamped long envelope for the latest catalog.

Teacher Created Materials, Inc. — thematic units for a number of time periods written for primary and middle school but adaptable to high school.

Teacher Created Materials, Inc.
P.O. Box 1040
Huntington Beach, CA 92647

Explorers, Civil War, Medieval Times, Ancient Egypt, Revolutionary War, Industrial Revolution, Ancient Greece, Renaissance
Art History & Appreciation Activities Kit
Helen D. Hume
The Center for Applied Research in Education
A division of Simon and Schuster
West Nyack, NY

Art Smart: Ready-to-Use Slides and Activities
for teaching art history and appreciation
Susan Rodriguez
Prentice Hall
Englewood Cliffs, New Jersey 07632

Universal Color Slide Catalogue
an excellent source of slide sets, books, videos,
fax 1-800-487-0250
customer service 1-800-326-1367

Usborne Illustrated World History-- many units with numerous pictures and minute detail about daily life, charts, maps, who's who, chronologies

Early Civilization
The Greeks
The Romans

Usborne Publishing Ltd.
Usborne House
83-85 Saffron Hill
London ED IN 8RT, England

David Macaulay's works provide a wealth of information and detail about a particular time or times.

How Things Work
Cathedral
Pyramid
City
Castle

Journeys to the Past: Historical Documents of Washington
Office of the Secretary of State
Division of Archives

Washington State Archives-- Main Branch
12th and Washington Street
Olympia, WA 98504

After Math I, II, III and IV
Published by Dale Seymour

Physics Begins With an M . . . Mysteries, Magic, and Myth by John W. Jewett

Allyn and Bacon
A Division of Simon and Schuster, Inc.
160 Gould Street
Needham Heights, Massachusetts 02194

Universal Patterns by Rochelle Newman & Martha Boles

The Surface Plane by Martha Boles and Rochelle Newman

Pythagorean Press
Bradford, Massachusetts 01835 - 0162
This is currently available through the Universal Slide Catalogue
Curriculum Unit
Social Studies
China: Moving into the New Millinnium
A Study of China's Past, Present and Future
by
Shirley Bell
Oak Grove Middle School
Oak Grove, Missouri

Overview/Rationale: Since I, Shirley Bell, had spent one month in China as a Fulbright-Hays Scholar and explored five cities of China, I felt that the sixth graders of Oak Grove Middle School should be given an opportunity to study and be exposed to many of the experiences I had in my travels throughout China. I found that I touched the past, present and future of China and wanted to share my pictures, slides and hands-on articles, so they might taste and feel the pulse of China's geography, history, religion, arts, language, calligraphy and literature.

Goals:
The students will gain an understanding of China's geography, history, religion, culture, language, calligraphy and arts through various teaching strategies and educational activities.

Grade Level:
Sixth Grade/ Middle School

Time Allotment:
Three to Four Weeks
Day 1 Geography of China

Objective or Goal:
The students will brainstorm what they know about China.
The students will be introduced to a map of China and view the trip (on overhead) made by Mrs. Bell.
The students will identify the various geographic features of China by using textbook.
The students will use a map and develop a key locating certain geographic features.

Time Allotment:
One day

Materials Needed:
Textbook: Eastern Hemisphere, MacMillan Publishing Company
Overheads of Map of China, Mrs. Bell's trip and student's map
Student's copy of Map of China and student assignment

Procedure:
The teacher will have students brainstorm in groups or as a class what they know about China. The teacher will read and discuss pages 457-461 on Geography of China. Students will be given directions on their China map assignment.

Assessment:
Student will make a key and compass on their China map and color according to directions. They will then answer five questions concerning the map they have created.

References:
Eastern Hemisphere, MacMillian Publishing Company, New York
World Neighbor Series-China, Creative Teaching Press, Inc.
Our Global Village-China, Milliken Publishing Company, St. Louis, MO
interesting facts about China:

Population—the most people in the world, approximately 1,700,000,000

Himalayas—the highest mountain range in the world

Chinese Grand Canal—the longest canal in the world

Great Wall of China—the largest structure in the world

Plateau of Tibet—the largest plateau in the world, sometimes called Roof of the World
The Chinese Flags
Here are the flags of two Chinas!

Mainland China is a gigantic 3,700,000 square miles with a population of over a billion.

The flag of mainland China is red with yellow stars.

Taiwan is an island off the southeastern coast of Mainland China with an area of only 14,000 square miles but a population of around 25 million.

The corner of the flag is blue with a white circle and triangles. The rest of the flag is red.
Questions about the Map of China

1) What direction is the Great Wall of China found in China?

2) What part of China is Mt. Everest found?

3) What direction in China is the Gobi Desert?

4) What part (direction) is the Plateau of Tibet?

5) What intermediate direction does most of the Yangtze River flow?

Answers to Questions about the Map of China

1) North
2) South
3) North
4) South
5) Northeast
Day 2  History of China

Objectives or Goals:
The students will examine and explain the role of dynasties in China.
The students will organize a time line and discover what events have occurred in China.
The students will review the geography of China by means of coordinates.

Time Allotment:
One Day

Materials Needed:
Textbook: Eastern Hemisphere, MacMillian Publishing Company
Chinese Timeline
Important Events in Chinese History
China Coordinates

Procedure:
The teacher will review over geography assignment and collect. Then the teacher will read and discuss pages 462-463 and discuss the significance of the dynasties of China. Then students will be given a date and event in Chinese history and make a human timeline in the class. Discussion and questions may be answered as this activity is taking place. Then directions will be given to students on the Important Events in Chinese History and China Coordinates assignment.

Assessment:
Important Events in Chinese History(Review four dynasties)
China Coordinates

References:
Eastern Hemisphere, MacMillian Publishing Company, New York
Timeline-Teacher generated
<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>CA 3200 BC</td>
<td>Farming villages such as Banpo produce pottery in kilns. Women did much of the heavy labor.</td>
</tr>
<tr>
<td>6th Cent BC</td>
<td>Lao Tse teaches Taoism and Confucius teachings are accepted by the Chinese people.</td>
</tr>
<tr>
<td>CA 221-210 BC</td>
<td>China unites as an empire under Qin Shi Huangdi and he builds the Great Wall of China.</td>
</tr>
<tr>
<td>210 BC</td>
<td>At the death of the emperor a Terra Cotta Army is made to guard his tomb near modern day Xian.</td>
</tr>
<tr>
<td>200-600 AD</td>
<td>Buddhism comes from India into China.</td>
</tr>
<tr>
<td>618-906 AD</td>
<td>Tang Dynasty rules and printing was invented.</td>
</tr>
<tr>
<td>1275-1292 AD</td>
<td>Marco Polo visited China.</td>
</tr>
<tr>
<td>1279-1368 AD</td>
<td>Kublai Khan, Mongol leader rules China.</td>
</tr>
<tr>
<td>1842</td>
<td>After the Opium War, the Treaty of Nanjing gave Hong Kong to Britain and opened five Chinese ports to British trade.</td>
</tr>
<tr>
<td>1900</td>
<td>Boxer Rebellion killed Westerners and Chinese Christians.</td>
</tr>
<tr>
<td>1912</td>
<td>The Republic of China was established.</td>
</tr>
</tbody>
</table>
| 1928       | The Nationalists under Chiang Kai-Shek united China under
<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1931</td>
<td>THE JAPANESE SEIZED MANCHURIA</td>
</tr>
<tr>
<td>1934-35</td>
<td>MAO TSE-TUNG LED THE CHINESE COMMUNISTS ON THE LONG MARCH.</td>
</tr>
<tr>
<td>1937</td>
<td>WAR WITH JAPAN.</td>
</tr>
<tr>
<td>1949</td>
<td>CHINESE COMMUNISTS UNDER MAO-TSE TUNG TAKES OVER CHINA. CHIANG KAI-SHEK SETS UP THE NATIONALIST GOVERNMENT IN TAIWAN. (FORMOSA)</td>
</tr>
<tr>
<td>1958</td>
<td>THE COMMUNISTS LAUNCHED THE GREAT LEAP FORWARD WHICH WEAKENED CHINA'S ECONOMY.</td>
</tr>
<tr>
<td>1966</td>
<td>THE CULTURAL REVOLUTION BEGINS. IT DISRUPTS EDUCATION, THE GOVERNMENT, AND DAILY LIFE.</td>
</tr>
<tr>
<td>1962</td>
<td>CHINESE TROOPS FOUGHT A BORDER WAR WITH INDIA.</td>
</tr>
<tr>
<td>1971</td>
<td>U.S. PING PONG TEAM VISIT CHINA (PING PONG DIPLOMACY) CHINA WAS ADMITTED TO THE UNITED NATIONS. TAIWAN IS OUSTED FROM THE U.N.</td>
</tr>
<tr>
<td>1972</td>
<td>PRESIDENT NIXON VISITS CHINA.</td>
</tr>
<tr>
<td>1979</td>
<td>CHINA AND THE U.S. ESTABLISH DIPLOMATIC RELATIONS.</td>
</tr>
<tr>
<td>1989</td>
<td>TIANANMEN SQUARE MASSACRE OCCURS. STUDENTS DEMONSTRATE FOR A DEMOCRACY.</td>
</tr>
<tr>
<td>1997</td>
<td>CHINA RECEIVES HONG KONG BACK AFTER 99-YEAR LEASE BY THE BRITISH.</td>
</tr>
<tr>
<td>1999</td>
<td>THE FORMER BRITISH COLONY OF MACAO WILL BE RETURNED TO</td>
</tr>
</tbody>
</table>
Use the events in the box to complete the chart below. Then answer the questions that follow. For help, you can refer to pages 462–469 in your textbook.

The Forbidden City was built.
Kublai Khan became the emperor of China.
The construction of the Great Wall began.
The Grand Canal was extended to Beijing.

<table>
<thead>
<tr>
<th>Dynasty</th>
<th>Dates</th>
<th>Events Under the Dynasties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qin</td>
<td>221–206 B.C.</td>
<td></td>
</tr>
<tr>
<td>Yuan</td>
<td>A.D. 1279–1368</td>
<td></td>
</tr>
<tr>
<td>Ming</td>
<td>A.D. 1368–1644</td>
<td></td>
</tr>
</tbody>
</table>
China Coordinates

Some maps use coordinates, or a set of numbers and letters, to make it easier to locate an area. Look at the map of China. Notice that if you start at E and move your finger over to 6, you will find Hong Kong. Fill in the blanks below using the coordinates as clues.

1. Name the city located at B6.
2. Name the coordinates that help to locate Wuhan.
3. Name the sea located at B7 and B8.
4. Name the coastal city located at D7.
5. Name the country that borders China at E5.
6. Name the river that flows through D3 to D6.
7. Name the city located at E6.
8. Name the coordinates that help to locate Mt. Everest.
9. Name the coordinates that help to locate the Great Wall.
10. Name the country that borders China at B3, B4, and B5.
11. Name China’s capital located at C6.
12. Name the coordinates that help to locate Urumchi.
13. Name coordinates that help to locate North and South Korea.
14. Name the country to the east of the Formosa Strait.
15. Name the city to the east of Peking.
China Coordinates

Some maps use coordinates, or a set of numbers and letters, to make it easier to locate an area. Look at the map of China. Notice that if you start at E and move your finger over to 6, you will find Hong Kong. Fill in the blanks below using the coordinates as clues.

1. Name the city located at B6.  
   Harbin

2. Name the coordinates that help to locate Wuhan.  
   D-4

3. Name the sea located at B7 and B8.  
   Sea of Japan

4. Name the coastal city located at D7.  

5. Name the country that borders China at E5.  

6. Name the river that flows through D3 to D6.  

7. Name the city located at E6.  

8. Name the coordinates that help to locate Mt. Everest.  
   E-3

9. Name the coordinates that help to locate the Great Wall.  
   C-6 C-7

10. Name the country that borders China at B3, B4, and B5.  

11. Name China's capital located at C6.  

12. Name the coordinates that help to locate Urumch.  

13. Name coordinates that help to locate North and South Korea.  
   B-7 C-7

14. Name the country to the east of the Formosa Strait.  

15. Name the city to the east of Peking.  

Name:  

Reading a map
Day 3 Philosophy and Religions in China

Objectives or Goals:
1. The students will gain a new understanding of the three main religions in China (Confucianism, Daoism, and Buddhism).
2. The students will use a graphic organizer to compare the three religions.
3. The students will use their graphic organizer to answer questions on the three religions.

Time Allotment:
One Day

Materials Needed:
Background Information on Confucianism, Daoism and Buddhism
Graphic Organizer
Questions on Religions of China

Procedure:
The teacher will give students the background information on Confucianism, Daoism and Buddhism and the blank graphic organizer. The teacher will read aloud the background information and have students highlight important information on each of the religions. Then as a class we will fill out the blank graphic organizer as the teacher does on an overhead. Students then will be given the Questions on Religions of China assignment.

Assessment:
Graphic Organizer on Comparing Religions
Questions on Religions of China

References:
Background Information, China-Then and Now (Independent Learning Unit), A Good Apple Activity Book for grades 4-8, Susan Finney and Patricia Kindle
Graphic Organizer-teacher generated
Questions-teacher generated
Philosophy and Religion in China

Philosophy, a system for living one's life, and religion, the belief in a superhuman power whom one respects or worships, are guiding principles in human history. If we think of philosophy as a system of values to live by, as the part of religion that deals with the way you act here on earth, or as the guideline for what is right and wrong, we can understand that there are both philosophical and religious aspects to systems of thought. In China, the line between the two is often blurred, but in general, Chinese are more interested in philosophy than in religion. The main philosophies and religions of traditional China have been Confucianism, Daoism (Taoism), and Buddhism. These schools of thought often complemented one another, and even merged. In Asia, religions and philosophies do not demand exclusive adherents; rather, a person can believe in several simultaneously.

Traditional Philosophies

Confucianism

Confucius, the Latin version of the Chinese "Kong Fuzi" (Kung Fu-tzu) or Master Kong, was a teacher who lived from 551-479 B.C. This was a time of devastating civil warfare and social unrest in China, so it is understandable that Confucius' goal was to create a peaceful, stable society. His ideas formed a social philosophy that focused on the importance of how people relate to one another. Some of his basic ideas were that education overcomes ignorance and lack of harmony; that people are good, and that they live in a network of social and political relationships. The ideal ruler is an educated, moral person who guides society through the example of his own good conduct.

Confucius stressed five relationships as key to a stable, harmonious society: ruler to subject, father to son, husband to wife, older brother to younger brother, and friend to friend. The first four relationships are unequal; the first person is superior to the second. The fifth, friendship, however, is equal and should be based on love and mutual respect. If we remember the unsettled times in which he lived, Confucius' emphasis on high ethical standards and correct relationships becomes very understandable. Duty, combined with sincerity, was the path to harmony.

Confucius thought of himself as preserving the old ways which had been lost during troubled times. Yet, in fact, he introduced a whole new way of looking at society. The fundamental principle in his ideas is that only virtue gives one the right to rule, not heredity. Furthermore, what he wanted to introduce had existed up until then.
Daoism

Daoism is a philosophy rooted in the idea that the “dao” or way is the principle by which everything works, the life force of all natural things. The place of people in the universe is really insignificant. Daoists are against all organizations, including formal education. Their goal is to create a society in harmony with the world, which can be achieved if people follow the dao. Daoists believe in nonaction, not interfering in the affairs of others, both on the part of individuals and states. Because they consider ambition and desire to be the causes of social unrest, they stress simplicity, humility, quiet, plainness, and peace. To epitomize the power of the “dao,” they use the symbol of water: Water seems weak, always seeks the easiest way, always flows downhill, yet will wear away stone.

While Confucianism forms an idealistic way of thinking about governing, Daoism rejects government altogether. For Daoists, the ideal ruler is one who does not govern. Daoism became the counterbalance to Confucianism. Daoism stressed harmony with nature, while Confucianism stressed harmony between people. Throughout the millennia, the Chinese have found that something of each philosophy answered their own needs.

Buddhism

Buddhism, the most recent system to spread over China, was introduced from India in the first century B.C. Buddhism is the only major Chinese philosophy which is not concerned with governing, but rather with individual behavior. Buddhism actually controlled all aspects of daily life. A Buddhist does not eat meat, does not kill, believes in rebirth, and believes that how a person lives affects his or her future existences.

According to Buddhist teachings, there is a universal spirit of which every living thing is a part. A person experiences continuous re-birth or reincarnations, until he or she reaches a state of enlightenment—or the realization that worldly desires and attachments are an illusion causing only suffering. However, one’s fate can be controlled by human efforts. A person who practices good moral conduct, discipline, and meditation moves upward through successive existences to an ultimate reward, “nirvana,” or nonexistence, ending the chain of painful rebirths.
<table>
<thead>
<tr>
<th>Categories</th>
<th>Confucianism</th>
<th>Daoism(Taoism)</th>
<th>Buddhism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ways of looking at life</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic ideas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ideal Leader</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other important facts</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### GRAPHIC ORGANIZER: COMPARING RELIGIONS AND PHILOSOPHIES

<table>
<thead>
<tr>
<th>Categories</th>
<th>Confucianism</th>
<th>Daoism (Taoism)</th>
<th>Buddhism</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ways of looking at life</strong></td>
<td>Relationships 1) ruler to subject 2) father to son 3) husband to wife 4) elder brother to younger brother 5) friend to friend</td>
<td>Stressed harmony with nature</td>
<td>Concerned with individual behavior</td>
</tr>
<tr>
<td><strong>Basic Ideas</strong></td>
<td>Education overcomes ignorance and lack of harmony 2) people are good 3) live in a network of social</td>
<td>1) believed in non-action 2) stressed on simplicity 3) humility 4) quiet 5) peaceful</td>
<td>A person experiences continuous rebirth and reincarnation until the person reaches enlightenment One step can be controlled by human efforts</td>
</tr>
<tr>
<td><strong>Goals</strong></td>
<td>Society combined with sincerity was the path to harmony</td>
<td>Create a society in harmony with the world</td>
<td>Through good moral conduct, discipline, and meditation will achieve ultimate reward &quot;nirvana&quot; or non-existence</td>
</tr>
<tr>
<td><strong>Ideal Leader</strong></td>
<td>Educated moral person who guides by his own good conduct</td>
<td>Reject government</td>
<td>Not concerned with governing</td>
</tr>
<tr>
<td><strong>Other important facts</strong></td>
<td>Virtue gives one the right to rule motherly</td>
<td>Does wear the symbol of water</td>
<td>Began in India</td>
</tr>
</tbody>
</table>

**ERIC**
Questions on Religions of China

Name__________________________
Hour__________________________

1. Confucianism looks at life by ___________________________. (five of them)

2. Daoism uses the symbol of __________________________.

3. Buddhism is concerned with ___________________________ behavior.

4. Confucianism believes that ___________________________ overcomes ignorance and lack of harmony.

5. Which religion strives to achieve "nirvana". ___________________________

6. Which religion believes duty with sincerity was the path to harmony? ___________________________

7. Which religion believes in non-action? ___________________________

8. Daoism stresses harmony with ___________________________.

9. Buddhism came from the country of ___________________________

10. Yin and Yang is a symbol of ___________________________ religion.
Questions on Religions of China

1. Confucianism looks at life by **relationship** (five of them)

2. Daoism uses the symbol of **water**

3. Buddhism is concerned with **individual** behavior.

4. Confucianism believes that **education** overcomes ignorance and lack of harmony.

5. Which religion strives to achieve "nirvana"? **Buddhism**

6. Which religion believes duty with sincerity was the path to harmony? **Confucianism**

7. Which religion believes in non-action? **Daoism**

8. Daoism stresses harmony with **nature**

9. Buddhism came from the country of **India**

10. Yin and Yang is a symbol of **Daoism** religion.

BEST COPY AVAILABLE
Day 4  The Great Wall and Terra-Cotta Warriors
Through the Eyes of: Emperor Qin,
Archaeologist, and Mrs. Bell

Objectives and Goals:
1. The students will hear from the first person of three characters(Emperor Qin, an
archaeologist and Mrs. Bell) about The Great Wall and the Terra-Cotta Warriors.
2. The students will work in small groups to answer the questions on The Great Wall and
the Terra-Cotta Warriors.
3. The students will imagine that they are a worker constructing The Great Wall or a
sculptor carving the Terra-Cotta Warriors. They will describe what a day would be like.

Time Allotment:
One Day

Materials Needed:
Scripts for the emperor, the archaeologist and Mrs. Bell
Costumes for each
Questions

Procedure:
Teacher will tell class that we have three guests who will share information about The
Great Wall and the Terra-Cotta Warriors.(I used 2 teachers and myself, but you could use
students who are good readers). After each guest has spoken, the students will be divided
into groups to discuss and answer the questions. Then each individual student will write a
paragraph imagining that they are a worker constructing The Great Wall or a sculptor
carving the Terra-Cotta Warriors.

Assessment:
Students will read their paragraphs describing a day as a worker constructing The Great
Wall or a sculptor carving the Terra-Cotta Warrior.

References:
Script for The Great Wall and The Terra-Cotta Warriors-Teacher generated
Questions-Teacher generated
Encarta
The Great Wall
The Terra-Cotta Warriors
The Great Wall

Through the Eyes of:

Emperor:
My name is Qin She Huang Die (chin she huang de) and I am the first emperor of China. I am credited for the building The Great Wall. It was not a totally new construction. Building the Wall involved linking together and fixing many walls that already existed from earlier times. I felt that the fierce nomads from the north called Mongols needed to be kept out. Since I was unifying much of China, I felt that the Wall was a structure that could bring together my soldiers and make them realize I wanted to keep all the lands free of these barbarians. I will tell you that The Great Wall required a great deal of backbreaking work and the workers were not eager to do it. I sent my soldiers out to grab up a work force which included criminals and anyone I disliked. I even had my soldiers take one of my sons to work on the Wall to show him my power. I have heard that the workers were brutally treated and worked day and night. My soldiers told me that if any workers ran away, they were buried alive. I felt that extreme measures were needed to get my project completed. After the Wall was completed, soldiers used smoke as an alarm of enemies approaching and at night they used fire. The Wall curves across three provinces nearly 6400 kilometers from Beijing to the deserts of Inner Mongolia. To my people, The Great Wall, which curves and loops through the mountains, is liken to the dragon, a national symbol of my great empire of China.

Archaeologist:
My name is __________ and I am an archaeologist, who has studied the ruins of The Great Wall of China. The Wall is mostly located in the northeast region of China and follows the flow of the Huang River. I have examined the Wall and know that it was built and rebuilt by hand out of granite, stone, brick and earth over a period of years from round 400 B.C. to A.D.1600. I have discovered that the Wall stands up to 35 feet tall with watch towers every 100 to 200 yards and is about 4,600 miles long. It is the longest structure ever built. I have examined the Wall and found that an earthen mound was built. It had bamboo poles as a wall and the blocks were carried to the wall by using ladders or pulled up in baskets. There was
scaffolding that the stone masons used to move up the wall. Boulders were used to construct two thick walls running alongside each other. Tons of earth, lugged in heavy baskets were dumped into the space between the two barriers. It is interesting to note that the laborers then pounded the earth into a hard surface with heavy wooden mallets. I can understand how Neil Armstrong, an astronaut, felt when he saw The Great Wall from the moon. What an awesome, massive structure The Great Wall of China is!!!!

Tourist and Teacher: Shirley Bell
I am a sixth grade teacher at Oak Grove Middle School in Oak Grove, Missouri and I had the opportunity to travel to China. I can honestly say that The Great Wall of China is truly amazing and it was a highlight of my trip. I took a lift to the top of the mountain to get to the Wall. It is much bigger than I had ever imagined. It snakes far into the distance and goes up and down the mountains at an incredibly steep angle. Much to my surprise, the path along the top of the wall is not a smooth surface, but climbs in huge steps where the wall climbs the mountainside. The steps seem to have been made for giants, and it is really hard and exhausting work climbing them. I stopped at the top of the section of Mutianyu Great Wall on July 10, 1999 and the view was breathtaking. I was with two friends, Patty and Elizabeth, and we decided to walk to the yellow umbrella. Well, that was quite a distance. I was sweating and out of breath. I bought a coke and a souvenir book on The Great Wall. I was so shocked when I discovered that you could make a phone call from the Wall. I kept thinking of the ancient Chinese soldiers who manned the Wall and climbed up and down these steps every day. They must have been a truly amazing group of soldiers. The Great Wall is a great engineering marvel and I will never forget my walk on The Great Wall of China.
Terra-Cotta Warriors

Through the Eyes of:

Emperor:
I am Qin She Huang Di (chin she huang de) and I have told you about why I built The Great Wall, but now I will share with you why the Terra-cotta Warriors were built. My military conquests were in part the result of my superb master of the newest arts of war. I organized a uniform code of law and standardized currency, weights and measurements, the written language and the axle length of wagons and chariots. I built a vast network of tree lined roads. I decided to have a mausoleum built that would be a lavish construction. I chose to have a great underground army in three separate pits which showed how important my imperial army was to me. I wanted my enemies to know my military might and spirit of unifying my China. I was so proud of my orderly and disciplined terra-cotta soldiers, sturdy horses, and my excellent supply of weapons. The sculptors were able to create soldiers with different faces and even different positions of their hands. My imperial tomb is my gift to myself and shows my people what a powerful ruler I am.

Archaeologist:
My name is ___________ and I am an archaeologist, who has studied the ruins of the terra-cotta warriors. The tomb is located on Mt. Li near the city of Xian. During a particularly bad drought in March, 1974, Yang Zhifa was digging a well and his shovel struck something hard and scraped away the dirt and discovered the length of a full body. For me, this find is an archaeological treasure! My fellow archaeologists and I have uncovered more than 7,000 life size clay warriors, 600 clay horses, 100 real chariots and thousands of actual weapons. Each soldier is unique and I believe that these soldiers were modeled after real soldiers. There are three separate pits containing the terra-cotta warriors and they appear to be ready for battle. Emperor Qin's warriors tell me a great deal about ancient Chinese history and their arts. I can agree with other archaeologists that the terra-cotta warriors are definitely "The Eighth Wonder of the World."
Tourist and Teacher-Shirley Bell
My name is Shirley Bell and I teach sixth graders at Oak Grove Middle School in Oak Grove, Missouri. I had the opportunity to go to China this last July, 1999. I had only read about the terra-cotta warriors and knew that this was one of the most amazing archaeological discoveries in the 20th century. There are three buildings where the soldiers are displayed in pits. As I walked into the air-conditioned rooms, I was in awe of these warriors, because there were so many. I was amazed at the warrior's faces and expressions. They are in no way identical and though they all stand straight in an attentive manner, each soldier has his own particular features. Some have tightly closed lips and round eyes. Some are mustached soldiers who are valiant middle-aged fighters, while others look like young recruits. While walking around one pit, our guide showed us where several archaeologists were working on two soldiers that they had just discovered who had some of their paint on their faces. This was the first time paint had been found preserved on warriors. As I saw Emperor Qui's soldiers, I felt I was seeing a part of China's impressive history.
Questions: Through the Eyes of
Name____________________
Hour____________________

The Great Wall
1. Why was The Great Wall built?

2. Who built The Great Wall?

3. Give reasons why The Great Wall is such a major achievement in Chinese and world history.

4. Why was it so difficult to build The Great Wall?

5. Could such a project be carried out without strong government? Explain.

Terra-cotta Warriors
1. How were the terra-cotta warriors discovered?

2. What was the purpose of the terra-cotta warriors?

3. What is the reaction of the terra-cotta warriors to:
   Emperor Qin:
   Archaeologist:
   Mrs. Bell:

4. What has been learned from the finding of the terracotta warriors?
5. What can we tell about the sculptors who carved these warriors?

Imagine that you are a worker constructing The Great Wall or a sculptor carving the terra-cotta warriors. Describe what a day would be like for you as a worker or a sculptor. (Use five or more complete sentences)
The Great Wall
1. Why was The Great Wall built? [Text]
2. Who built The Great Wall? [Text]
3. For what reasons is the Great Wall such a major achievement in Chinese and world history? [Text]
4. Why was building the Great Wall so difficult? [Text]
5. Could such a project be carried out without strong government? [Text]

Terracotta Warriors
1. How were the terracotta warriors discovered? [Text]
2. What was the purpose of the terracotta warriors? [Text]
3. What is the reaction of the terracotta warriors to:
   - Emperor Qin: [Text]
   - Archaeologist: [Text]
   - Mrs. Bell: [Text]
4. What has been learned from the finding of the terracotta warriors? [Text]
Day 5 Chinese Numbers and Chinese Calligraphy

Objectives and Goals:
1. The students will be able to use Chinese numbers, by reading the chart to show the symbols and the pronunciation.
2. The students will learn the symbols for certain words from a practice sheet and flash cards.
3. The students will practice Chinese calligraphy.
4. The students will choose three symbols and do calligraphy on a display board for a special activity.
5. The students will share their three calligraphy symbols and tell what they learned about Chinese calligraphy.

Time Allotment:
One Day

Materials Needed:
For calligraphy activity:
Paint, brushes, small plates, paper towels, construction paper (cut 4 1/2 by 15 in. -foldered into thirds), oval white papers, cups of water.
Examples of calligraphy

Chinese Number activity

Procedure:
The teacher will discuss the Chinese Numbers and students will practice the numbers in space provided. Then students will practice solving the math problems provided.
Next, students will be given examples of Chinese Calligraphy to practice and then an example of the Calligraphy activity will be shown and have students practice the three symbols they wish to use on their tri-folded construction paper and oval white paper. Supplies will be passed out to students and it is important to tell students to take their time and to wipe off brush after they do each symbol. (My students were very proud of their Chinese Calligraphy)

Assessment:
Students shared their Chinese Calligraphy writing.

References:
Chinese Numbers-The Mailbox, The Education Center, Inc. May/June, 1989
Calligraphy Practice Sheet-Teacher generated
Flash Cards-purchased in China
Chinese Calligraphy-World Neighbor Series-China, Creative Teaching Press, Inc.
<table>
<thead>
<tr>
<th>YAMA</th>
<th>KAWA</th>
<th>KI</th>
<th>HI</th>
<th>HI</th>
<th>GETSU</th>
<th>TOMO</th>
</tr>
</thead>
<tbody>
<tr>
<td>mountain</td>
<td>river</td>
<td>tree</td>
<td>fire</td>
<td>sun</td>
<td>moon</td>
<td>f.</td>
</tr>
</tbody>
</table>

山川木火日月友

友

67
CHINESE CALLIGRAPHY

日 sun

月 moon

山 mountain

雨 rain

木 tree
Chinese Numbers

The ancient Chinese used a multiplication system to show the value of a number. There were symbols for the numbers 1 to 9 and for 10 and the powers of 10 (10, 1,000, 10,000, ...). Look at the chart below and practice writing each Chinese symbol in the blanks provided.

<table>
<thead>
<tr>
<th>Number</th>
<th>Chinese Symbol</th>
<th>Your Chinese Symbol</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>i (yee)</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>erh (ér)</td>
<td>二</td>
</tr>
<tr>
<td>3</td>
<td>san (sahn)</td>
<td>三</td>
</tr>
<tr>
<td>4</td>
<td>ssu (shu)</td>
<td>四</td>
</tr>
<tr>
<td>5</td>
<td>wu (wān)</td>
<td>五</td>
</tr>
<tr>
<td>6</td>
<td>liu (lè)</td>
<td>六</td>
</tr>
<tr>
<td>7</td>
<td>chi (chee)</td>
<td>七</td>
</tr>
<tr>
<td>8</td>
<td>ba (bā)</td>
<td>八</td>
</tr>
<tr>
<td>9</td>
<td>chi (chee)</td>
<td>九</td>
</tr>
<tr>
<td>10</td>
<td>shih (sshu)</td>
<td>十</td>
</tr>
<tr>
<td>100</td>
<td>gai</td>
<td>百</td>
</tr>
</tbody>
</table>

The Chinese avoided repeating symbols by multiplying a number by powers of 10. For example,

$$5 \times 10 = 50$$

What would these numbers be?

1. 九 + __ x ___ = ___
2. 三 + __ x ___ = ___

Larger numbers would be written this way:

$$7 + 4$$

$$(7 \times 10) + 6 = 76$$

What would these numbers be?

4. 九百七十四

$$(_\times___)+(___\times___)+____=___$$

5. 三百九十

$$(_\times___)+(___\times___)+____=___$$
Chinese Numbers

The ancient Chinese used a multiplication system to show the value of a number. There were symbols for the numbers 1 to 9 and for 10 and the powers of 10 (100, 1,000, 10,000, ...). Look at the chart below and practice writing each Chinese symbol in the blanks provided.

<table>
<thead>
<tr>
<th>Number</th>
<th>Chinese Symbol</th>
<th>Your Chinese Symbol</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>(yee)</td>
<td>三</td>
</tr>
<tr>
<td>2</td>
<td>(erh)</td>
<td>三</td>
</tr>
<tr>
<td>3</td>
<td>(sah)</td>
<td>四</td>
</tr>
<tr>
<td>4</td>
<td>(shu)</td>
<td>五</td>
</tr>
<tr>
<td>5</td>
<td>(woh)</td>
<td>六</td>
</tr>
<tr>
<td>6</td>
<td>(LVEE-oh)</td>
<td>七</td>
</tr>
<tr>
<td>7</td>
<td>(chee)</td>
<td>八</td>
</tr>
<tr>
<td>8</td>
<td>(bah)</td>
<td>九</td>
</tr>
<tr>
<td>9</td>
<td>(LVEE-oh)</td>
<td>十</td>
</tr>
<tr>
<td>10</td>
<td>(sshu)</td>
<td>百</td>
</tr>
<tr>
<td>100</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Chinese avoided repeating symbols by multiplying a number by powers of 10. For example,

\[
\frac{5 \times 10 = 50}{\text{五 十}}
\]

What would these numbers be?

1. \[
\frac{八 + 十}{八 + 十} = 1
\]

Larger numbers would be written this way:

\[
\frac{七 + 六}{(7 \times 10) + 6 = 76}
\]

What would these numbers be?

4. \[
\frac{八百七十四}{(七 \times 100) + (四 \times 10) = 740}
\]

5. \[
\frac{二百九十}{(九 \times 100) + (十 \times 10) = 900}
\]

6. \[
\frac{三 \times 11 = 33}{三 \times 十 = 30}
\]

7. \[
\frac{七十}{(七 \times 10) + (十 \times 10) = 70}
\]
Day 6 Inventions and Discoveries from China

Objectives and Goals:
1. The students will be introduced to inventions and discoveries from China from an overhead.
2. The students will discuss the affect that these inventions and discoveries have on our lives today.
3. The students will match the invention with a description for a review.
4. The students will write a paragraph on one invention concerning "How Would Life Be Different If."

Time Allotment:
One Day

Materials Needed:
Activity Sheet: Inventions and Discoveries
Worksheet: The Book of Chinese Inventions
Overhead: How Would Life Be Different If...
Various books showing inventions

Procedure:
The teacher will give the activity sheet on inventions and discoveries and discuss them. The teacher will use a variety of books showing the inventions and discuss their functions. The students will be given The Book of Chinese Inventions and given instructions on how to do the assignment. Then the students will be shown the overhead (or given a copy) of How Would Life Be Different If... Students are to write a five sentence paragraph detailing their thoughts and opinions on one category.

Assessment:
The Book of Chinese Inventions will be graded.
Students will read their paragraph on How Would Life Be Different If....

References:
How Would Life Be Different: Pofahl, Jane, China-The Time Traveler Series, Instructional Fair. TS Denison, Grand Rapids, Michigan
Inventions and Discoveries: Yuan, Juliana, Our Global Village. Milliken Publishing Company, St. Louis, MO
Inventions and Discoveries

China has made many contributions to the world in art, science, and technology.

Chinese Inventions

- silk
- the compass
- paper
- wood block printing and the first moveable type
- gunpowder
- stirrups and horse collars
- the wheelbarrow
- canal locks
- paper money
- the kite
- porcelain
- the folding umbrella

Chinese Discoveries Introduced to the West

- peaches
- apricots
- oranges
- grapefruit
- tangerines and other citrus fruits
- tea
- chrysanthemums
- peonies
- camellias
- azaleas

In Your Classroom

Discuss the various inventions and discoveries made by the Chinese. How do they affect our lives today? Which inventions are the most important and/or significant? Why?
The Book Of Chinese Inventions

The Chinese have many firsts in the invention book. Read clues in each box and identify the invention they describe. Choose from the following inventions:
compass  silk  paper  wheelbarrow  gunpowder  abacus  yo-yo  printing

1. This invention was made in the second century A.D. out of tree bark, hemp, old rags, and fishing nets. It is something you use every day in school.

2. This invention was used as a toy in China. Later it was used as a weapon in the Philippines. You need one finger and a flip of the wrist for it to work.

3. At first this device was used to help locate the best site for building a tomb. Later, in the 11th century, it was used to guide ships.

4. The Chinese learned as early as the seventh century A.D. to make "fire trees" and "flame flowers" in the sky with it on a special night. It was not until 400 years later that it was used in wars.

5. Methods for making this rich fabric were perfected in China. Hungry worms are fed fresh mulberry leaves. Glands in the worm's body make this strong fiber.

6. In the eighth century A.D., wooden blocks and ink were used to transfer patterns or characters onto another sheet.

7. This is a counting device created by the ancient Chinese. A person can add, subtract, multiply, and divide using these beads on rods.

8. A Chinese general in 200 A.D. used this one-wheeled vehicle to help carry heavy loads.

Bonus Box: Cut out each of the boxes and illustrate the invention on the opposite side. Make a Chinese Invention Booklet with these pages and a cover designed by you. Punch holes where indicated and string the pages together. Can you add other Chinese inventions?
How Would Life Be Different If...

- printing press had never been invented?

- paper did not exist?

- rudders for ships did not exist?

- fireworks had never been invented?

- porcelain for false teeth had not been invented?
Day 7  Junior  Scholastic-China: On the Move and  
The New China

Objectives and Goals:
1. The students will review the history of China from these two references.
2. The students will read the two articles from Junior Scholastic and discuss what is  
happening in China today.
3. The students will discuss what the future in the new millinium hold for China.
4. The students will compare facts concerning China and the United States.

Time Allotment:
One Day

Materials Needed:
Junior Scholastic, February 8, 1999
Junior Scholastic, September 20, 1999
China's Future sheet
Compare Facts: China and the United States

Procedure:
The teacher will let students read aloud the two articles on China. The teachers will ask  
questions over the articles and answer any questions. Students will have an opportunity to  
respond to the China's Future sheet and discuss how China might overcome some of their  
problems in the new millinium. Students will be given the compare facts sheet for  
homework.

Assessment:
The Compare Facts: China and The United States

References:

Junior Scholastic, September 20, 1999, Vol.102, No.2.

Compare Facts:China and The United States, Junior Scholastic, September 20, 1999

China's Future-From lecture notes taken from a professor in China.
**COMPARE FACTS:**

**CHINA AND THE UNITED STATES**

This table lists facts about China and the United States. Compare the information, then answer the questions below.

<table>
<thead>
<tr>
<th></th>
<th>CHINA</th>
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<tbody>
<tr>
<td><strong>Area (square miles)</strong></td>
<td>3,601,312</td>
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<tr>
<td><strong>Population</strong></td>
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<tr>
<td><strong>Government</strong></td>
<td>One-party rule</td>
<td>Presidential-legislative democracy</td>
</tr>
<tr>
<td><strong>Population annual rise</strong></td>
<td>1.0%</td>
<td>0.6%</td>
</tr>
<tr>
<td><strong>Population under 15</strong></td>
<td>26%</td>
<td>22%</td>
</tr>
<tr>
<td><strong>Literacy rate (%)</strong></td>
<td>90/71</td>
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<td>$28,600</td>
</tr>
<tr>
<td><strong>HDI</strong></td>
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---

1. **Government**: In China the Communist party controls the government and allows no political opposition. In the U.S., people elect the President and Congress from competing candidates.
2. **Literacy rate**: the first number is the rate for males, the second is for females.
3. **Life expectancy**: the first figure is the number of years for males, the second figure is years for females.
4. **Per-capita GDP**: the value of all goods and services produced within a country during a year, divided by population.
5. **Human Development Index**: this number indicates the quality of life of a country. It is based on life expectancy, adult literacy rate, and purchasing power. 1.0 is the highest possible number.

**Sources**: 1998 World Population Data Sheet (Population Reference Bureau, Inc.), and The World Factbook 1998 (CIA)

---

**QUESTIONS**

1. Which of the two countries has a slightly larger land area? ________________
2. China's population is about how many times larger than that of the U.S.? ________________
3. Which country has a lower percentage of the population under age 15? ________________
4. Which country has a higher rate of population increase? ________________
5. Per-capita GDP measures the per-person share of goods and services a country produces in one year. The per-capita GDP of the U.S. is how many times higher than that of China? ________________
6. What number is the same for Chinese females and U.S. males? ________________
7. Both the U.S. and China have a president. How do their forms of government compare? ________________
8. To compare the quality of life in China and the U.S., what index number would you use? ________________
9. The quality of life figure for the U.S. is about how many times higher than that of China? ________________
10. In which country is the literacy rate for females much lower than that of males? ________________
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**QUESTIONS**

1. Which of the two countries has a slightly larger land area? **China**
2. China's population is about how many times larger than that of the U.S.? **4, 6, 7, 8**
3. Which country has a lower percentage of the population under age 15? **United States**
4. Which country has a higher rate of population increase? **China**
5. Per-capita GDP measures the per-person share of goods and services a country produces in one year. The per-capita GDP of the U.S. is how many times higher than that of China? **7**
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7. Both the U.S. and China have a president. How do their forms of government compare? **Government**
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9. The quality of life figure for the U.S. is about how many times higher than that of China? **3, 4, 5, 6**
10. In which country is the literacy rate for females much lower than that of males? **China**
CHINA'S FUTURE

1. Population (1.3 billion) one child-one family
2. Free Market vs. Controlled Market
3. Hong Kong's Status in China
4. China and Taiwan Relations
5. Pollution (use of coal)
6. Water Shortage (300 cities)
7. United States and China Relations regarding the bombings of the Chinese Embassy and the spying situation
8. Agriculture (Can China grow enough food for its people)
9. United States Trade with China (40%)
10. Need for a Clean and Efficient Government (Political Reform)

Should Economics be put in front of Politics in China?
China
On The Move
Teens in China are the first generation to reap the rewards of economic reform. Today, their lives closely resemble those of youths in the U.S. by Huang Yong and Tim McCahill in Beijing

Ti Enlu represents China’s growing “middle class.” She and her family have benefited from the huge economic changes that have been taking place in China since 1978. These changes have brought a big rise in living standards for urban Chinese. Ti and other urban teens are the first generation to enjoy such luxuries as VCRs and cars. They also are the first young Chinese to have lives similar to those of teens in the U.S., Canada, and Europe.

A Big Change
This is the biggest change in China since the Communists seized power in 1949. The Communist government, led by Mao Zedong (mah-oh dzeh-doon), took over all farms and businesses. People were forbidden to oppose the government.

The Communists reduced hunger and improved education in China. But trade and other ties with democratic countries like the U.S. were cut off. China’s economy suffered.

After Mao died in 1976, a new leader, Deng Xiaoping (duhng shee-ow-ping), took power. In 1978, he began economic reforms that would dramatically change the way that Chinese people live.

Under Deng, China began to develop an economic system based on capitalism, instead of Communism. China’s economy was opened to foreign investment and private ownership. Today, farmers are allowed to grow their own food and sell it for profit. People can own their own businesses.

Ti Enlu’s family has benefited from these changes. Her
The New China

Top left: Ten years ago, students protested in Beijing's Tiananmen Square for more democracy. Chinese troops crushed the demonstrations. Center left: Today, cyclists ride through Tiananmen Square. Center right: Shops offer the latest styles in Beijing. Center: Employees and tourists shop for food (see story). Lower right: Many families now can afford TV sets and VCRs.
8 the past 100 years. were the floods that struck northern and central living. "Our apartment is bigger. We used to live in the improvement in her family's standard of outside world that previously did not exist. Hao's favorite is Bayilatch. Another big, change has been access to foreign TV cy," she says. "I am a member of the photogra- tionists and have been able to buy a carsomething is Hao Yun, who attends Beijing's Youanmen Ele- tants," she says. "Nowadays, students pay great attention mental protection is everybody's responsibility," says. Ti Enlu remains optimistic. "I may not be as extravagant as some and unemployment to rise. As compensation, the government gave his fam- As a result, many Chinese cities are covered in smog. But Ti Enlu remains optimistic. "Environmental protection is everybody's responsibility," says. "Nowadays, students pay great attention to this."

Looking Forward
A few rungs higher up on China's social ladder is Hao Yun, who attends Beijing's Youanmen Elementary School. Hao Yun's parents are account- and have been able to buy a car—something considered a real luxury in today's China. Hao is proud of the changes that have taken place since 1978. "I am a member of the photography group in my class," she says. "So, I'm assigned to shoot pictures that show the changes in our country, like the new high-rise buildings."

Since China opened its markets to foreigners, another big change has been access to foreign TV programs. Hao's favorite is BayWatch.

Television, along with movies and computer games, have given young people a window to the outside world that previously did not exist.

For Hao Yun, though, the greatest change has been the improvement in her family's standard of living. "Our apartment is bigger. We used to live in a one-bedroom apartment; now we live in a three-bedroom apartment."

A recent event that greatly affected Hao Yun were the floods that struck northern and central China last summer—the worst floods in China in the past 100 years.

"I donated all my pocket money [to flood vic-" she says. "My parents donated money and cloths too."

Hao Yun can tell you about the positive results of the reforms in China. But her father and grand- are quick to point out that there also are negative side effects to reform. As China's econo- my has grown, so have the problems of drug abuse, corruption, and unemployment.

Workers have lost their jobs as China shuts down older, inefficient factories and businesses. This has become a serious problem.

"These side effects are unavoidable," says her grandfather. "Production efficiency has been raised, and we don't need that many workers anymore."

One of the Victims
One victim of the economic reforms is Zhang Ping, 14, a seventh-grader at Beijing's 63 Middle School. His parents, originally peasants, farmed grain fields until the government sold the land to property developers.

As compensation, the government gave his fam- ify a two-bedroom apartment in Beijing. Zhang's father was offered a job in a factory.

His father lost that job when the factory went bankrupt and closed. His parents now suffer from one of China's greatest social problems—xia gang, or unemployment.

China's large size has made it hard to bring eco- nic reform to every part of the country. While cities like Beijing and Shanghai are quite prosper- other places have been unable to keep up with the pace of reform, forcing factories to go bankrupt and unemployment to rise.

Despite his family's situation, Zhang remains optimistic. "I may not be as extravagant as some rich kids, but our basic needs are all satisfied. And compared to the time when we were small, life is much better."

Today, many Asian countries face serious eco- nic trouble. So far, China has avoided most of these troubles. Its young people are optimistic about the future.

Your Turn
Word Match
1. capitalism a. change 2. yuan b. pay 3. minority c. free market 4. reform d. money 5. compensation e. less than half
1. What economic reforms did China make beginning in 1978?
2. How have these reforms changed China?
3. How do the lives of the kids in this article compare with those of U.S. kids?
AREA: 3,601,312 square miles (slightly larger than the U.S.).
POPULATION: 1,249,200,000, largest in the world.
GOVERNMENT: One-party Communist government led by President Jiang Zemin.

More than one in five of the world’s people live in China. Study the map and Facts to Know, then answer the following questions.

1. What is China’s capital city?
2. By the end of this year, China will take possession of what colony?
3. China gained control of what former colony in 1997?
4. China took control of what region by force in 1950?
5. Most Chinese cities and industries are found in what half of the country?
6. What city is located at 34°N, 109°E?
7. What large land feature is located north of the Great Wall?
8. What natural feature separates China from Nepal?
9. What manufacturing center is located nearest the Tropic of Cancer?
10. Why do you think that most Chinese live in the eastern half of the country?
More than 8,000 life-size clay soldiers were buried near the tomb of China's first emperor.
China's first emperor created a strong and powerful nation. Today, an army of warriors still guards his tomb.

By Amy Miller

During a particularly bad drought in March 1974, Yang Zhifa was digging a well outside the ancient Chinese city of Xi'an (shee-ahn). When Yang's shovel struck something hard, he thought he had hit a brick. "But when I scraped away the dirt," Yang recalls, "it was the length of a full body."

For centuries, farmers like Yang who lived near Xi'an had heard stories about ghosts lurking underground. Now they understood that the "ghosts" were actually thousands of terra-cotta (baked clay) warriors, all life-size. The warriors were lined up row upon row, as if to guard the tomb of China's first emperor.

A Young Warrior King

In the year 246 B.C., China's future first emperor inherited the kingdom of Qin (chin) at the age of 13. At that time, what is now known as China was made up of several kingdoms which were constantly at war. To survive, the young king became a fierce military leader.

Each soldier's face was different, reflecting the many nationalities that served in the army.
After 25 years of battles, he conquered six neighboring kingdoms. In celebration of his victories, he crowned himself China’s first emperor. He took the name of Qin Shi Huangdi (chin shih hwahng dee), which means “the first emperor.” He ruled from 221 B.C. until he died, in 210 B.C.

When Qin Shi Huangdi became emperor, his subjects were living in a feudal society. (In a feudal society, people are bound to landowners instead of to a state or country.) Qin, however, wanted a strong central government in which he, not landowners, controlled society.

Creating a New Nation
To create a strong government, Qin enacted laws everyone had to obey. He issued coins everyone had to use to buy or sell goods and services. He established a standard written language. To strengthen economic and political ties between the kingdoms, he ordered the construction of roads and canals.

Qin ruled with an iron fist and made bitter enemies. He angered scholars and writers when he ordered the burning of all books, except those about practical subjects such as medicine or agriculture. People who dared to criticize him publicly were buried alive. Even his eldest son was sent to the northwestern frontier after he questioned his father’s methods.

Today, what amazes scholars is Qin’s ability to control China’s labor force. He did this by moving wealthy feudal landowners to a new capital. At the new capital, these landowners no longer controlled the thousands of workers who had once worked their land. These workers became conscripts (people forced into service) for Qin’s empire. They worked on the construction of several public projects and defended the country against invasion.

More than 7,000 of these conscripts worked to construct the Great Wall, which was built to protect the new empire (see map p. 9). This wall connected older border walls, and would ultimately reach a distance of 1,500 miles. To guard it, Qin created the world’s first standing army, made up of thousands of conscripts.

Building a Worthy Monument

But for Qin, the most important work these laborers performed was the construction of his tomb (a chamber for the dead). For 37 years, 720,000 laborers struggled to build what a French explorer called “the most monumental of all those that exist in China.”

In ancient China, tombs were considered to be the door between the worlds of the living and the dead. To help protect their spirits in the next world, emperors were buried in an elaborate tomb with money, jewels, weapons, and storage vessels. Some emperors even buried their guards, wives, and servants with them so they could continue to serve them in the afterlife.

The tomb where Qin is buried is located on Mt. Li, near the city of Xi’an. Although it has yet to be discovered, it is believed to be extraordinary. According to The Record of the Historians, written several decades after Qin’s death, “the roof of his tomb resembles the sky, and the floor, his grand domain.” Archaeologists (scientists who study the ancient human past) believe that the arched roof is lined with pearls, which represent the stars, sun, and moon. His coffin, they say, lies atop a huge map showing the features of his empire.

A Ghostly Army

All that can be seen today is what Yang Zhifa discovered in 1974—Emperor Qin’s amazing army of terra-cotta warrior figures located just one mile east of Mt. Li. To date, archaeologists have uncovered more than 7,000 life-size clay warriors, 600 clay horses, 100 real chariots, and thousands of actual weapons.

Each soldier is unique. Some soldiers wear a fierce facial expression, while others appear almost cheerful. One archaeologist believes that each is different because the warriors were modeled after real soldiers “so they could continue to guard him [the emperor] after death.”

They were buried in three separate pits and stood ready for battle. The first and largest pit contains 1,400 warriors. Some are “riding” in chariots, each pulled by three or four terracotta horses.

The second pit is more complex and contains soldiers, horsemen, and even commanders to lead the troops.

The third pit is the smallest. It holds what looks like an elite group of 68 military commanders.

Today, Emperor Qin’s warriors tell us a great deal about ancient Chinese history and art. But many secrets are still hidden. The site “has given us a very real sense of the actual size and wealth of Qin’s empire,” says Hung Wu, an expert in ancient Chinese art and culture. “But he was able to control his empire in ways we are just beginning to understand.”

Your Turn

**Word Match**

<table>
<thead>
<tr>
<th>Word Match</th>
<th>1. terra-cotta</th>
<th>a. chamber for the dead</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. conscript</td>
<td>b. someone forced into service</td>
</tr>
<tr>
<td></td>
<td>3. tomb</td>
<td>c. baked clay</td>
</tr>
<tr>
<td></td>
<td>4. domain</td>
<td>d. scientist who studies the human past</td>
</tr>
<tr>
<td></td>
<td>5. archaeologist</td>
<td>e. empire</td>
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**Your Turn**

1. How did Emperor Qin Shi Huangdi establish a strong central government? Why did people criticize his government?
2. What was the purpose of the terra-cotta warriors?
Who was Cleopatra?
The 18-year-old ruler tried to save Egypt. A JS original play.

Fitting in: Can groups hurt kids?

the new China

88 After 50 years of Communist rule, its people hunger for peace and prosperity.
After 50 years of Communist rule, will China become a powerhouse of the new millennium?

by Peter Hessler in Beijing, China

Q uestion: What country has the largest number of students studying English? Did you answer the U.S.? Wrong! The correct answer is China. That's because every student in China learns English. This is just one sign of how China today is looking outward.

Li Huahui (lee hwah hwav) teaches English at a high school in the town of Nanchuan (non chwon). Like 70 percent of China's population, her students are from farm families. None of them have ever seen a foreigner before, and yet for the last four years they have had daily English classes.

"They know that English is very useful, especially if they want to go to college," says Li Huahui. "And our school has computers that use English, so that makes them want to learn more."

This is a remarkable change in a country whose history is full of tragic conflicts with the outside world. In the 1960s and early 1970s, China was so inward-looking that schools were forbidden to teach foreign languages. China's Communist government allowed few foreigners to visit China.

China's relations with the outside world have improved greatly in
I want to start my own restaurant, or car-repair shop... something where I can rely on myself, because I want freedom.

—Meng Fanrui, 15

as an exchange student. "It will help me do a better job when I come back to China. I want to be an English teacher."

A Turbulent Past

In the past, China was isolated by its own success. The Chinese were the first people in the world to produce paper, printed books, gunpowder, porcelain, cast iron, silk, and the magnetic compass. With such technology, China saw no reason to deal with foreign countries. Its isolation caused it to stagnate (become out-of-date).

By the 1800s, China had become too weak to defend itself. It lost a war with Britain and was forced to give Britain and other countries special trading rights and colonies.

These events taught China’s people two conflicting lessons. One was that foreign countries were aggressive and dangerous, so China should remain closed to the outside world. The other lesson was that foreign countries had new ideas, so China should open up. China has struggled to choose between these options.

Communists Take Power

In 1949, a Communist revolution took power in China (see timeline). The Communists seized total control of the government and all businesses. They were led by Mao Ze-dong (mah-oh dzeh-doong), who saw foreign countries as dangerous. He closed China to the outside world and became a dictator who could not be criticized.

Recent years. China now encourages trade and the exchange of new ideas, helping its economy grow at one of the fastest rates in the world.

“I can learn a lot if I have a chance to study overseas,” says Zhao Tong (jow toeng), 11, who dreams of going to the U.S.
Mao started a number of disastrous policies that led to the death or imprisonment of millions of Chinese. One of his worst programs was the Cultural Revolution. Begun in 1966, this movement turned China upside down for 10 years. People were told to destroy everything traditional—especially anything from the U.S. and other Western countries. Children were told to criticize their teachers instead of studying. Thousands of intellectuals were imprisoned, and many died. "At that time, we didn't study anything in school," says Zhao Tong's father. "Teachers wanted to teach, but students wouldn't listen."

China's Rebirth

The Cultural Revolution ended after Mao Zedong died in 1976. The Chinese economy was in shambles, and most of the population was uneducated. But a new generation of Chinese leaders began to open up to the outside world. Starting in the early 1980s, the country's economy grew at an amazing pace.

"I was 25 years old when I first saw a color television," says Zhao Tong's father. "My daughter saw it as soon as she was born, and now we even have a computer. There are so many changes like that."

More and more, the U.S. and other industrialized countries are setting up factories and businesses in China. The label "Made in China" can be found in the U.S. on products ranging from clothes to electronics to toys. The jobs created by that production has lifted millions of Chinese out of poverty—especially in the cities.

Zhao Tong's family is part of China's rising middle class. Ten years ago, the average city resident made only $166 a year; today, the figure has risen to $659. Many urban Chinese can buy luxury goods like computers, cellular phones, and VCRs.

Like almost all city-dwellers, the Zhao family has only one child. One of China's biggest problems is over-population. With 1.2 billion people, the country is the most populous on earth. China has one-fifth of the world's population, but only 7 percent of the world's agricultural land. As a result, the government enforces a law that limits most families to one child.

Trouble with the U.S.

Although China's foreign relations have improved greatly, there are still problems—especially with the U.S. Last May, U.S. planes attacking Yugoslavia bombed the Chinese embassy in Belgrade. The U.S. said that the bombing was an accident. But China's government—and most Chinese—saw the bombings as another example of deliberate foreign aggression.

On the other hand, the U.S. is unhappy with China's human-rights record. China is still controlled by the Communist Party, which does not allow opposition parties or a free press. Chinese people who criticize the government often end up in prison.

Most Chinese agree that further political reforms are still needed. But they believe that their country is headed in the right direction, especially now that people are free to start up their own businesses. For many, economic freedom is more important than political freedom. China's troubled past has left many people hungry for stability.

"I Want Freedom"

If you talk with a Chinese teenager, you will see that the U.S. and China have much in common. Meng Fanrui enjoys computers, electronic games, basketball, and in-line skating. Even when he speaks Chinese, Meng Fanrui uses some English expressions, like "OK" and "good-bye".

Like U.S. teenagers, Meng Fanrui longs for freedom and independence. "I want to start my own restaurant, or car-repair shop, or barbershop—any kind of business," he says, when asked about the future. "I want something where I can rely on myself, because I want freedom."

Think About It

1. Why did China close itself off to the outside world for much of its history?
2. Should the U.S. have normal trade relations with China, considering China's human-rights record?
China

Study the map and use it to answer the following questions about China.

1. What former mountain nation did China take by force in 1950? ________________

2. What manufacturing center lies on the Tropic of Cancer? ________________

3. Which two countries border China to its east? ________________

4. Which region of China is least likely to be densely populated—the north, south, east, or west? ________________

5. What colony will China take from Portugal in December? ________________

6. Many people must move because of a gigantic construction project at 31°N, 111°E. What is it? ________________

7. What city is located at approximately 30° N, 91° E? ________________

8. Anti-Communists rule what nearby island nation? ________________

9. What river flows into the East China Sea? ________________

10. What is the distance in miles between Beijing and Nanjing? ________________

Facts to Know

AREA: 3,601,312 square miles (about the size of the U.S.).

POPULATION: 1.2 billion, world's largest.

POPULATION UNDER 15: 26%

GOVERNMENT: One-party Communist government led by President Jiang Zemin.


PER-CAPITA GDP: $2,800

LIFE EXPECTANCY: 69 years, men; 73 years, women

---

*The value of all goods produced by the country in a year, divided by the population. GDP stands for gross domestic product; per capita means per person.

BEST COPY AVAILABLE
Day 8 The Chinese Zodiac

Objectives and Goals:
1. The students will use the venn diagram to describe their personality and will use the personality descriptors to help them.
2. The students will study the two Zodiac information sheets and then find their Zodiac.
3. The students will use a venn diagram to write their Zodiac personality and then compare what personality traits that the student description and the Zodiac have in common or alike.
4. The students will write a five or more neat sentences in cursive using blue or black ink describing their zodiac sign and if they agree or disagree with their zodiac and explain why.

Time Allotment:
One Day

Materials Needed:
Two Chinese Zodiac Information Sheets
Venn Diagram
Personality Descriptors
Instruction on Chinese Zodiac Paragraph
Chinese Zodiac Paragraph Scoring Guide

Procedure:
The teacher will give the venn diagram and the personality descriptors to the students and ask them to describe what their personality is on the diagram. Then the two Chinese Zodiac information sheets will be given to the students to find their Zodiac sign and then to write down on the venn diagram what personality traits are under their sign. They are then to compare which personality traits they each had in common. They are then assigned a Chinese Zodiac paragraph with directions and a scoring guide.

Assessment:
Chinese Zodiac paragraph with scoring guide

References:
Zodiac Information Sheet-Yuan, Juliana, Our Global Village-China, Milliken Publishing Company, St. Louis, Missouri
Zodiac Information Sheet-from a Chinese restaurant
Venn Diagram-Teacher generated
Directions: Chinese Zodiac Paragraph-Teacher generated
Scoring Guide for Chinese Zodiac Paragraph-Teacher generated
My Personality

Zodiac
Shirley Bell

My Personality:
- friendly
- kind
- helpful
- fun
- adventurous
- loving
- funny
- sensitive
- sociable
- giving
- talkative
- enthusiastic
- compassionate
- educated

Zodiac (Monkey):
- intelligent
- clever
- well-liked
- successful
- genius
- given to detail
- magnetic personality

Best Copy Available
The Chinese Zodiac

The Chinese have an astrological zodiac chart based on a cycle of 12 animals. Below is a diagram of the chart. Have the children locate their animal sign based on the year in which they were born. Then read the personality traits associated with that animal. Birth years provided below date from 1910, so children can look up the signs of their grandparents and parents as well as their own. Though the years labelled below end with 1993 at the sign of the Rooster, they continue in sequential order, clockwise around the chart (i.e., 1994—DOG, 1995—PIG, and so on).

MONKEY—You are very intelligent, clever, and well-liked by everyone. You will have success in any field you try.

ROOSTER—You are a hard worker and definite in your decisions. You are not afraid to speak your mind and are, therefore, sometimes boastful. You will make a good restaurant owner, publicist, or world traveler.

DOG—You are honest and faithful to those you love, but you tend to worry too much and find fault with others. You will make an excellent business person, teacher, or secret agent.
PIG—You are a good friend because you are sincere, tolerant, and honest, but by expecting the same from others, you may be terribly disappointed. You will thrive in the arts as an entertainer, or you may make a great lawyer.

RAT—You are imaginative, charming, and very generous to those you love, though you do have the tendency to be quick-tempered and overly critical. You will be happy as a writer, critic, or publicist.

BUFFALO—You are a born leader, and you inspire confidence in those around you. Be careful about being too demanding. You are also methodical and good with your hands. You will make a good surgeon, general, or hairdresser.

TIGER—You are sensitive, emotional, and capable of great love, but you tend to be stubborn about what you think is right. You will make an excellent boss, explorer, or race car driver.

RABBIT—You are affectionate, cooperative, and always pleasant, and people like to be around you. You can, however, get too sentimental and seem superficial. You will make a successful business person, lawyer, diplomat, or actor.

DRAGON—You are full of life and enthusiasm and a very popular individual with a reputation for being “funloving.” You will make a good artist, priest, or politician.

SNAKE—You are wise and charming. You are also romantic and a deep thinker, but you tend to procrastinate and be a bit stingy about money. You will make a good teacher, writer, or psychiatrist.

HORSE—You are an amazingly hard worker and very independent. Although you are intelligent and friendly, you can sometimes be a bit selfish. You will find success as an adventurer, scientist, or poet.

GOAT—You are charming, elegant, and artistic, and you like material comforts, but you also have a tendency to complain about things and worry a bit too much. You will make a good actor, gardener, or beachcomber.
The Chinese Zodiac consists of a 12 year cycle, each year of which is named after a different animal that imparts distinct characteristics to its year. It is believed that the year of a person's birth is the primary factor in determining that person's personality traits, physical and mental attributes and degree of success and happiness throughout his lifetime.
PERSONALITY DESCRIPTORS:
Some Good Words for Name Calling

adaptable  energetic  loud  questioning
accepting  enigmatic  loving  quiet
afraid  enthusiastic  mature  quick
aggressive  exciting  mean  rambunctious
alert  extravagant  mediocre  rash
ambitious  extroverted  mellow  realistic
analytical  fiery  modest  rebellious
angry  foolhardy  musical  refined
annoying  free  naive  relaxed
assertive  friendly  neat  responsible
appreciative  gentle  nurtured  respectful
apprehensive  glum  nutty  rigid
aspiring  hero  onerous  responsible
average  helpful  objective  religious
awesome  heroic  opinionated  reserved
awkward  imaginative  othertal  self-conscious
brave  immaculate  out  self-confident
bright  impetuous  clear  self-conscious
busy  impulsive  clever  self-conscious
calm  interior  confident  self-conscious
capable  conscientious  dependent  self-conscious
clever  conscientious  difficult  self-conscious
concise  confident  determined  self-conscious
confident  competitive  determined  self-conscious
crazy  competitive  determined  self-conscious
creative  competitive  determined  self-conscious
delicate  competitive  determined  self-conscious
dependable  competitive  determined  self-conscious
dependent  competitive  determined  self-conscious
determined  competitive  determined  self-conscious
domineering  competitive  determined  self-conscious
dreamy  competitive  determined  self-conscious
effervescent  competitive  determined  self-conscious
embarrassed  competitive  determined  self-conscious

101
unpredictable
unselfish
unusual
upbeat
useful
vain
vivacious
vocal
volunteer
warm
weird
willing
withdrawn
witty
worried
yeller
yielding
young
youthful
zestful
zippy
zealous
**Chinese Zodiac Paragraph**

Directions: You are to write at least a 5 sentence paragraph in correct format stating how your personality can influence you and your peers at Oak Grove Middle School. You have listed the personality traits you describe yourself with and you have compared that to the Chinese zodiac symbols. Be sure to follow the format below.

1st sentence – State what zodiac symbol you are represented by. This will be your topic sentence. For example: The Chinese symbol that represents me is the ________.

2nd – 4th sentence – These sentences need to support your topic sentence. Why are you described as this zodiac symbol? Do you agree that your personality fits this category? How is your personality like or different?

5th sentence – You now need to conclude your paragraph. You could state whether or not you agree with the Chinese zodiacs or you could explain your reasoning for disagreeing. For example: I feel that the Chinese zodiac symbol ________ is exactly/totally different from my personality.

Remember COPS !!! Proofread your paragraph when it is complete. Please write your final paragraph in ink and in cursive.
**Chinese Zodiac Paragraph**

**Scoring Guide**

<table>
<thead>
<tr>
<th>Perfect Paragraph</th>
<th>Good Paragraph</th>
<th>Needs Some Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Correct Paragraph Format</td>
<td></td>
<td>Wrong Paragraph Format</td>
</tr>
<tr>
<td>5 or more complete sentences</td>
<td>4 complete sentences</td>
<td>3 or less complete sentences</td>
</tr>
<tr>
<td>Written in cursive</td>
<td>Written in cursive and print</td>
<td>Written in print</td>
</tr>
<tr>
<td>Written in blue / black ink</td>
<td></td>
<td>Written in pencil</td>
</tr>
<tr>
<td>Well explained paragraph about your personality</td>
<td>Did you follow the questions provided?</td>
<td>What are you writing about?</td>
</tr>
<tr>
<td>Name and Hour included</td>
<td>Name or hour missing</td>
<td>No name or hour included</td>
</tr>
<tr>
<td>Extremely neat paper written</td>
<td>OK paper</td>
<td>Improvement needed in neatness</td>
</tr>
</tbody>
</table>

**TOTAL:**

**GRADE:**

**COMMENTS:**

**BEST COPY AVAILABLE**
Day 9  Art of Using Chopsticks
Art of Paper Cuts

Objectives and Goals:
1. The students will be given a pair of chopsticks and given instruction on how to use the chopsticks and pick up two candy kisses
2. The students will be shown examples of paper cuts from books and then the original paper cuts which I purchased in China and discuss why they are popular for good luck.
3. The students will choose either a rooster or a butterfly or design their own and do paper cutting with scissors.

Time Allotment:
One Day

Materials Needed:
Overheads on Using Chopsticks and Wok, Don't Run
Chopstick and candy kisses
Book on Paper Cuts
Copies of either a rooster or butterfly
Scissors
Construction Paper and Typing Paper

Procedure:
The teacher will distribute chopsticks and 2 candy kisses to students and put the overhead Using Chopsticks, so students can practice. After 5 times of picking up the kiss, they can eat the candy kiss. The teacher will read from the overhead Wok, Don't Run to discuss the types of food found in China. The teacher tells about the history of paper and paper cutting and shows students actual paper cuts purchased in China. The teachers shows pictures of other paper cuts. Students are then given a choice of a rooster or butterfly to use as a paper cut and mount on construction paper.

Assessment:
Candy Kisses reward for using chopsticks correctly
A paper cut mounted on construction paper

References:


Butterfly Paper Cut-World Neighbor Series-China, Creative Teaching Press, Inc.
Using Chopsticks

1. Hold one chopstick like a pencil.

![Chopstick held like a pencil](image)

2. Slip the other chopstick in under the first one. Lean it against your third finger.

![Chopsticks held together](image)

3. Move the second chopstick up and down to pick up food.

The easy way:

Wrap the chopsticks with a small piece of paper. Put a rubber band around the paper. Now try it!

![Chopsticks wrapped with rubber band](image)
Wok, Don’t Run

In a vast land that has known terrible floods and great famines, providing food is tremendously important. So important that 4,000 years ago cooks, or “doctors of food,” were honored more highly than medical doctors!

Unique features in China have led to its distinctive foods. The land has little in the way of fuel, so thin-sliced, small-pieced foods are cooked in the rapid stir-fry method using the slope-sided wok (a type of frying pan) and seasoned oil to conserve precious heating resources. With great areas needed to grow crops, grazing land is not available in much of China to raise beef cattle. Milk, cheese, and beef are not familiar menu items. Rivers provide fish, and rural homes raise poultry and pigs. Pork is especially popular since pigs can be fed waste food scraps.

Four types of cooking are found in different regions of China. From the south, along the coastal regions, comes the Cantonese style. Since the area is mild and rainy, rice grows well and is the basic grain. It is said that Cantonese “eat anything with four legs except tables.” Many animals have always been sold in the marketplace, ranging from dogs, snakes, camels, and foxes to peacocks, rats, and storks.

In the east, rice is important, but wheat is also used. Simple meals of fish and soups are the specialties.

From the west in Sichuan and Hunan come the spicy tastes of fiery peppers and herbs.

The north uses much garlic, onion, and other strong flavors to season barbecued meats, especially mutton.
Paper Cuts

Paper cuts are a traditional decoration for Chinese celebrations and festivals. For the new year, Chinese people hang paper cuts on their doors. The brightly colored flowers, birds, trees, and animals reflect the culture's appreciation of natural beauty. Invite students to make paper cuts to decorate the room for the Celebrate China Open House.

Materials
- black construction paper
- brightly colored construction or tissue paper
- butterfly pattern
- glue
- sharp scissors
- hole punch
- pencil

Directions
1. Fold the colored paper in half!

2. Use a pattern to trace half a butterfly, or make an outline drawing of half a tree, flower or butterfly.

3. Cut out the design.

4. Use hole punch to start cuts in areas away from the fold. Cut out inside areas.

5. Open paper carefully and glue design to black paper.
A Luck Hanging

The Chinese were the first to invent paper. Besides writing, another use for paper that is still popular today is *papercuts*. Papercuts are pictures or designs cut into paper and then hung for good luck. Below is a simple version of a papercut. It is believed that the rooster will protect the house from fires. A favorite color for papercuts is red which stands for joy and life. Make your own luck hanging to hang on a door by following the directions below.

1. Glue the circle to tagboard.
2. Cut out the hanging on the bold lines.
3. Carefully color both sides of the hanging red.
4. With your pencil point, carefully make a hole at the ×.
5. String a piece of yarn through the hole, and knot.
6. Hang from a door for good luck!

Bonus Box: List six other symbols that are considered good luck.
Day 11 to 16
China File Folder Project

Objectives and Goals:
1. The students will design a creative Chinese file folder by using research skill.
2. The students will chose two topics to research.
3. The students will use the computer lab and explore for information and pictures using the Encarta, E Library and the Internet.
4. The students will write and become experts on two topics and include a picture with their report on the inside folder.
5. The students will design a front cover following the directions given.
6. The students will create a game, puzzle or quiz over the information you have learned about China on the back of the folder.
7. The students will evaluate fellow students file folder using an evaluation form.

Time Allotment:
Six Days

Materials Needed:
Computer Lab
Reference material on China and related subjects
File Folder
Map of China
Direction Guide for China File Folder
Scoring Guide for China File Folder
Topics for China File Folder Project
China File Folder Evaluation

Procedure:
Day 11 and 12
The teacher will give the students the Direction Guide for the China File Folder and discuss the project and show an example made by the teacher. The teacher will impress upon the students that they are to become experts on two related topics on China. Students are given a topics list and I read through them and tell them to star any topics they are interested in.
Day 13
Students will continue research and finding pictures for their two topics and place them inside the folder. Students may begin designing the cover by using the China map and following the directions given.
Day 14 and 15
Students will work on the cover or begin Fun Things To Do on the back of the folder.
Day 16
Students will share their completed China File Folders by having other students use the China File Folder Evaluation and be accountable for reading three other file folders.
References:
Map of China, Direction Guide, Scoring Guide, Topics list and Student Evaluation were all teacher generated.
CHINA FOLDER ACTIVITY
DIRECTION GUIDE

You are to design a creative Chinese folder sharing your research information on geography, historical events, religion, famous sites, language and writing, arts, animals, etc.

Front Cover: You must include a title and a large map of China (provided). You need to design the cover to make it attractive and neat. On the map you must label the following:
- Great Wall
- Gobi Desert
- Mt. Everest
- 5 cities Mrs. Bell visited

Be sure to include a map key and a compass rose.

Inside Folder: Choose 2 topics on China to research. You must write an 8-10 sentence paragraph on your topic and include a picture or drawings of your topic. You will put one topic on the top of the folder and the other topic on the bottom of your folder. Be sure to include a title for each topic. Topic choices are as follows:
- Geography
- History
- Religion
- Famous Sites
- Language and Writing
- Arts
- Animals
- The teacher must approve other topics.

Back of Folder: You must create a game, puzzle, or quiz over the information you have learned about China. Examples would be crossword puzzles, word searches, True-False questions, or question-answer on facts. You must use at least 10 or more facts or information about China.

Tab of Folder: Don't forget your name and hour on the tab of the folder!!!

REMEMBER: Neatness is extremely important.
Add color:
Cover the entire folder.
Have Fun!!
# Subjects for China Folder Projects

<table>
<thead>
<tr>
<th>Categories</th>
<th>Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tea</td>
<td>Bamboo, Tea Picking, Electrical Goods, Gobi Desert, Lanterns, Rice Paddies, Sampan &amp; Junk–Types of Boats</td>
</tr>
<tr>
<td>Panda</td>
<td>Emperor Qin, Chinese Fireworks, History of Paper from China, Chinese New Year, Red Panda, Bactrian Camel, Grand Canal, Abacus, Sun Yat-sen, Mao Zedong, Chinese Art, Chinese Festivals, Chinese cooking and eating, etiquette</td>
</tr>
<tr>
<td>Forbidden City</td>
<td>Chinese Calligraphy, Chinese Art, Chinese Festivals, Chinese cooking and eating, etiquette</td>
</tr>
<tr>
<td>Tai Chi (Martial Arts)</td>
<td>Acupuncture, Yin and Yang, Taklimakan Desert, Chiang Kai Shek, Himalaya Mountains, Mongols, Tianamen Square</td>
</tr>
<tr>
<td>Beijing</td>
<td></td>
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<tr>
<td>Shanghai</td>
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<td>Hong Kong</td>
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<tr>
<td>Inventions from China</td>
<td></td>
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<tr>
<td>Pagodas</td>
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</tr>
<tr>
<td>Marco Polo</td>
<td></td>
</tr>
<tr>
<td>Great Wall</td>
<td></td>
</tr>
<tr>
<td>Silk</td>
<td></td>
</tr>
<tr>
<td>Discovery of China</td>
<td></td>
</tr>
<tr>
<td>Terra Cotta Warriors</td>
<td></td>
</tr>
<tr>
<td>Daoism</td>
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<tr>
<td>Kites</td>
<td></td>
</tr>
<tr>
<td>Rivers – Yangzi and Yellow</td>
<td></td>
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<tr>
<td>Zodiac</td>
<td></td>
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<tr>
<td>Chinese Calligraphy</td>
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<td>Dragons</td>
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<td>Confucianism</td>
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<td>Buddhism</td>
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<td>Communism</td>
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<tr>
<td>Dynasties</td>
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<tr>
<td>Kublai Khan</td>
<td></td>
</tr>
<tr>
<td>Water Buffalo</td>
<td></td>
</tr>
<tr>
<td>Silk Road</td>
<td></td>
</tr>
<tr>
<td>Paper Cuts</td>
<td></td>
</tr>
</tbody>
</table>
# Score Guide for China Folder Activity

<table>
<thead>
<tr>
<th>WOW!! What a folder!!</th>
<th>Good Folder</th>
<th>Needs Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Title on cover</td>
<td></td>
<td>No title</td>
</tr>
<tr>
<td>Map of China included on cover</td>
<td></td>
<td>No map included</td>
</tr>
<tr>
<td>Extremely attractive and neat cover</td>
<td>Average neatness of cover</td>
<td>Improvement needed on cover</td>
</tr>
<tr>
<td>All 8 items located on map</td>
<td>6-7 items located on map</td>
<td>5 or less items located on map</td>
</tr>
<tr>
<td>Map key and compass included on cover</td>
<td>Map key or compass included on cover</td>
<td>No map key or compass included on cover</td>
</tr>
<tr>
<td>Topic #1 has required 8-10 complete sentences x3</td>
<td>Topic #1 has 6-7 complete sentences x3</td>
<td>Topic #1 has 5 or less complete sentences x3</td>
</tr>
<tr>
<td>Picture or drawings on topic #1 included</td>
<td></td>
<td>No picture or drawings on topic #1 included</td>
</tr>
<tr>
<td>Extremely neat and attractive layout on Topic #1</td>
<td>Average neatness of layout on Topic #1</td>
<td>Improvement of neatness needed on Topic #1</td>
</tr>
<tr>
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<td>Topic #2 has 6-7 complete sentences x3</td>
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<tr>
<td>10 or more facts on game, puzzle, or quiz on back of folder</td>
<td>8-9 facts on game, puzzle, or quiz on back of folder</td>
<td>7 or less facts on game, puzzle, or quiz on back of folder</td>
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<tr>
<td>Extremely neat layout on games, puzzle, or quiz on back of folder</td>
<td>Average neatness on layout of games, puzzle, or quiz on back of folder</td>
<td>Improvement needed on layout of games, puzzle, or quiz on back of folder</td>
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<tr>
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<tr>
<td>Turned in original score guide</td>
<td></td>
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<tr>
<td>Project turned in on time</td>
<td></td>
<td>Project Late</td>
</tr>
</tbody>
</table>

**TOTAL:**

**GRADE:**

**COMMENTS:**

BEST COPY AVAILABLE

116
China File Folder Evaluation

Grader: __________________________

Student Being Graded: __________________________

Cover (Neatness, Requirements and originality)

<table>
<thead>
<tr>
<th></th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
</table>

Topic One (8 or more sentences, neatness, requirements)

<table>
<thead>
<tr>
<th></th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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</thead>
</table>

Topic Two (8 or more sentences, neatness, requirements)

<table>
<thead>
<tr>
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<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
</table>

Fun Things To Do (title, 10 or more words used, neatness, creative and originality)

<table>
<thead>
<tr>
<th></th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
</table>

5-Excellent, Interesting and Put a lot of work into project
4-Very Good, Interesting, and Not quite a 5
3-Average, Interesting, Could put more work into project
2-Below average, hard to read, not neat, didn’t follow requirements
1-Poor, messy, can’t find facts, missing a part of project

China File Folder Evaluation

Grader: __________________________

Student Being Graded: __________________________

Cover (Neatness, Requirements and originality)

<table>
<thead>
<tr>
<th></th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
</table>

Topic One (8 or more sentences, neatness, requirements)

<table>
<thead>
<tr>
<th></th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
</table>

Topic Two (8 or more sentences, neatness, requirements)

<table>
<thead>
<tr>
<th></th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
</table>

Fun Things To Do (title, 10 or more words used, neatness, creative and originality)

<table>
<thead>
<tr>
<th></th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
</table>

5-Excellent, Interesting and Put a lot of work into project
4-Very Good, Interesting, and Not quite a 5
3-Average, Interesting, Could put more work into project
2-Below average, hard to read, not neat, didn’t follow requirements
1-Poor, messy, can’t find facts, missing a part of project
Day 17 and 18
China Book Assessment

Objectives and Goals:
1. The students will create a book titled "What I’ve Learned About China"
2. The students will follow the direction guide for their China Book Assessment.
3. The students will write or draw pictures of their four facts on geography, history-government, religions, culture, arts and other miscellaneous information in their book.
4. The students will check their scoring guide to see if they have all requirements for the China Book Assessment.

Time Allotment:
Two Days

Materials Needed:
A booklet prepared by teacher
Books on China,
Activity sheets on China

Procedure:
The teacher will give students their booklet and the direction guide and will facilitate students as they begin working on their book. They will have two days in class and may take it home to work on. Students are encouraged to be creative and to show what knowledge they have gained during this study of China.

Assessment:
China Book-"What I've Learned About China"

References:
Books on China
Activity sheets on China
File Folder Project
DIRECTIONS FOR CHINA BOOK ASSESSMENT

COVER: You must have the following information included:
- Title - "What I've Learned About China"
- Name
- Hour
- Design: Be creative and add some color!

PAGES: All pages must be numbered at the bottom of the page. The title of each page needs to be in capital letters (GEOGRAPHY, HISTORY-GOVERNMENT, RELIGIONS, CULTURE, ARTS, MY CHINA EXPERIENCE).

Example of Cover

<table>
<thead>
<tr>
<th>What I've Learned about CHINA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
</tr>
<tr>
<td>Hour</td>
</tr>
</tbody>
</table>

Sample Pages of Inside

<table>
<thead>
<tr>
<th>GEOGRAPHY</th>
<th>HISTORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>4.</td>
</tr>
</tbody>
</table>

You must include 4 facts per page. You may illustrate your knowledge of China by writing complete sentences or by drawing pictures. Here are some ideas to help you complete your booklet.

PAGE #1 - GEOGRAPHY
Ideas: Continent located on, major mountains, important rivers, 3 main sections (you would need to name them), deserts, climate, oceans surrounding, capital cities etc...

PAGE #2 - HISTORY-GOVERNMENT
Ideas: Who were important rulers, what were the names of dynasties, who invaded China, what type of government does China have, who built the Great Wall, what do you know about the Terra Cotta Warriors, etc...

PAGE #3 - RELIGIONS
Name the religions, what are their symbols, what do they believe in, etc...

PAGE #4 - CULTURE
What foods do they eat, what are their homes like, how do they dress, important crops and industry, etc...

PAGE #5 - ARTS
What type of arts are important to the Chinese, show examples of Chinese writings, sculpting, dancing, etc...

PAGE #6 - You must write at least a 5 sentence paragraph explaining the most important information you learned about China. This page does not need a title. This is your last page. So conclude your booklet with information that is important to you and important about China. You may also include what your favorite activities were in this unit.

BEST COPY AVAILABLE
# CHINA BOOK ASSESSMENT

**"What I’ve Learned About China"**

<table>
<thead>
<tr>
<th>I Learned a lot about China</th>
<th>I Learned about China</th>
<th>I need to Learn More about China</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5</strong></td>
<td><strong>3</strong></td>
<td><strong>1</strong></td>
</tr>
<tr>
<td>Cover of book has all required information: Title, Name, Hour, Design</td>
<td>Cover has 3 out of the 4 required items.</td>
<td>Cover has 2 or less or the required items.</td>
</tr>
<tr>
<td>Page 1 has 4 or more facts about China’s geography</td>
<td>Page 1 has 3 facts about China’s geography</td>
<td>Page 1 has 2 or less facts about China’s culture.</td>
</tr>
<tr>
<td>Page 2 has 4 or more facts about China’s history/government</td>
<td>Page 2 has 3 facts about China’s history/government</td>
<td>Page 2 has 2 or less facts about China’s history/government</td>
</tr>
<tr>
<td>Page 3 has 4 or more facts about China’s religions</td>
<td>Page 3 has 3 facts about China’s religions</td>
<td>Page 3 has 2 or less facts about China’s religions</td>
</tr>
<tr>
<td>Page 4 has 4 or more facts about China’s culture</td>
<td>Page 4 has 3 facts about China’s culture</td>
<td>Page 4 has 2 or less facts about China’s culture</td>
</tr>
<tr>
<td>Page 5 has 4 or more facts about China’s arts</td>
<td>Page 5 has 3 facts about China’s arts</td>
<td>Page 5 has 2 or less facts about China’s arts</td>
</tr>
<tr>
<td>Page 6 has a correctly formatted paragraph about China</td>
<td>Page 6 has an incorrectly formatted paragraph about China</td>
<td></td>
</tr>
<tr>
<td>Page 6 paragraph has 5 or more complete sentences</td>
<td>Page 6 paragraph has 4 complete sentences</td>
<td>Page 6 has 3 or less complete sentences</td>
</tr>
<tr>
<td>All pages followed directions with capital letter titles</td>
<td>All pages had titles, but were not all capitalized</td>
<td>Pages had no titles</td>
</tr>
<tr>
<td>Book was extremely neat and colorful</td>
<td>Book was neat and had some color</td>
<td>Improvement and/or neatness needed to improve</td>
</tr>
<tr>
<td>Book completed on time</td>
<td></td>
<td>Book was late</td>
</tr>
</tbody>
</table>

**TOTAL:** 120

**GRADE:** 120

**BEST COPY AVAILABLE**
From the Scroll to the Book

the story of Chinese bookbinding

A curriculum guide

This guide to bookbinding can be adapted for use at any grade level. These ancient Chinese bookbinding forms are suitable for many different kinds of content. Chinese bookbinding evolved in response to a variety of needs, yet the materials remain fairly constant after the advent of paper. The book form is a timeless, cross-cultural means of communication that has relevance for all cultures. The ancient and enduring contributions of the Chinese to the traditions of bookbinding are particularly significant.

Chinese book forms are the basis for The Ancient Chinese Digital Book, a project undertaken by my advanced photography students. In this project each student creates a book based on one of the seven distinctively Chinese forms. Students can approach this project in a variety of ways: spatially (conceiving first of the form), verbally (beginning with an interpretation of the text), or visually (allowing the images and graphics drive the form).

After introducing students to the traditional Chinese book forms described in this guide, each student was asked to respond visually to a poem from the T'ang dynasty. Using both photographic images of their own creation and a graphic rendering of the text of the poem, the students designed a book based on a Chinese form. The design of the pages, the integration of the photographic images and the text is generated digitally. Poems from the T'ang dynasty work especially well since many of the traditional book forms were developed and refining during this period of flowering in the arts in Chinese history. These visceral and image driven poems are also highly accessible to students of all ages.

The volumes of poetry that I used for this project include:

ISBN 0-14-044157-3

ISBN 0-933180-76-4 pb 0-933180-84-5 hb


Mary Leland Gaynor, Traditional Chinese Bookbinding
Evolution of the Scroll

*Early Chinese bookbinding*

The earliest Chinese books were made from strips of wood or bamboo which were written on and bound together by string. When the scroll was unfurled, the strips containing text lay parallel to one another. These books were easily portable as they could be rolled up and secured by the binding material.

**Early scroll form made from wood**

### The advent of paper

The earliest Chinese paper, often dated to 105 AD but perhaps discovered earlier, was made from a suspension of hemp waste in water. Next the hemp was washed, soaked and beaten to a pulp with a wooden mallet. A paper mold, most likely a sieve of coarsely woven fabric stretched over a four sided bamboo frame, was used to pick up the fiber slurry from the vat and contain it for drying. Eventually, other fibers were used in addition to hemp, including tree bark, bamboo, ramie and other plant fibers.

### The Scroll

During the T'ang dynasty (618-907), the arts flourished and with advances in papermaking, Chinese books were made of sheets of paper pasted together along the edges to create one continuous sheet. Both ends of this continuous sheet wrapped around a wood or bamboo rod which not only secured the paper but served to help the reader move through the text.

#### Materials: paper
glue stick
wood rods

#### Instructions:
1. Paste sheet along one edge and attach to another sheet.
2. Attach a wood rod to each end by folding the paper over it and pasting to main body of scroll.
3. A tie closure may be attached to one of the wood rods.

**Traditional Paper Scroll**

Several sheets pasted together to make one continuous sheet

Mary Leland Gaynor, *Traditional Chinese Bookbinding*
Whirlwind Binding (Xuanfeng zhuang)

The introduction of pages into the scroll form

This form first evolved during the T'ang Dynasty and was mostly used as a form for reference works as information could be more easily located within the body of a scroll. The T'ang dynasty was a period of stability; scholarship and the writing of verse both indicated a high level of cultural refinement and was a crucial for obtaining a position in the government. Poetry flourished and rhyming dictionaries were much in demand. The whirlwind form both made information more accessible and advanced the notion of the page.

In this binding, pages of varying length are stacked so that the longest sheet is on the bottom and the shortest on top. The pages are aligned along the left edge and pasted together. A bamboo rod, split in half, is then used to sandwich the binding edge together. Holes are pierced through the bamboo and the document to be sewn together.

For storage, the document would be rolled. The bottom sheet, the longest, acted as a kind of wrapper so that when rolled, the whirlwind book was indistinguishable from the scroll.

Materials: paper, wood slats for binding edge, string for binding tie and closure, awl, scissors or mat knife, ruler.

Instructions:
1. Cut base sheet (f) to desired dimensions.
2. Cut 5 additional sheets, each one inch shorter than the previous.
3. Cut two strips of wood or bamboo to the length of your binding edge.
4. Using an awl, drill three holes along the length of the bamboo strips.
5. Sandwich sheets of paper between the binding strips and sew together.

Advanced
1. Use a heavier material for the base sheet and it will act as a sturdy cover when the book is rolled up.
2. Attach a cord to the non-binding edge of the base material as a tie for securing the scroll.

Mary Leland Gaynor, Traditional Chinese Bookbinding
The Pothi book (Fanjia zhuang)

The evolution of the page

This form came to China from India as early as 400 AD, but the Chinese did not develop their own version of this form until the T'ang Dynasty. Thus the whirlwind binding and the notion of stacking sheets of paper was probably influenced by the pothi form.

While whirlwind books generally contained reference material, Pothi books primarily contained Buddhist scripture. This form is significant in the development of Chinese book forms as it was a departure from the scroll form. Scrolls were such a widely used form that there was no relationship between the different kinds of text and the physical object. With the increased use of the pothi, it becomes clear that functionality and content were of equal importance. The development of the Pohti also meant that the book became more compact and information more easily accessible as the pages were stacked, not rolled.

The earliest Chinese Pohti books were made from thin strips of wood or bamboo. Each side of the strip contained a portion of text. The strips were bound together with strings that passed through their centers so that the text could be read from one strip to another. The pages were sandwiched between two boards which not only kept the pages together but also protected the document from damage.

Materials: glue stick, paper, heavy thread or yarn, an awl, thin card board, large eye needle.

Instructions: 1) the easiest way to make this form is to adhere the text and images to mat board first and then cut the into 2 inch segments. 2) Use awl to punch holes through each segment. 3) String segments together.

Mary Leland Gaynor, Traditional Chinese Bookbinding
**Concertina Binding** *(Jingzhe zhuang)*

*Introduction of the booklet*

Widely used during the late T'ang dynasty, the concertina binding, named *Zingzhe zhuang*, meaning folded sutra binding, was the first Chinese book to assume the external form of the booklet. Similar to the scroll, the pages inside were pasted together to create a continuous sheet of paper. The sheet was then folded into pages. In fact, many existing scrolls were folded into concertinas.

Like the pohti, Buddhism was at the heart of the concertina form. In the earliest concertina books, the folios were long and thin and text was written vertically.

The concertina form was an improvement on the pohti as the individual pages made it easier to move through without a string passing through the pages. With less wear and tear in moving through the text, concertina books generally lasted longer.

**Materials:** paper, ruler, glue stick, thin cardboard, fancy paper for cover.

**Instructions:** 1) Paste together sheets of paper along one edge with glue stick.
2) Fold sheet into pages. Use the ruler to burnish the folds so that they are crisp. Always fold toward "the mountain", this will ensure that folds are consistent.
3) See Basic Cover instructions, page 10.

*Mary Leland Gaynor, Traditional Chinese Bookbinding*
Butterfly binding (Hudie zhuang)

Introduction of the booklet

First introduced during the Song Dynasty (960-1279), the butterfly binding departed from the scroll form in favor of the folded leaf, wrapped back book with pages made from individual sheets of paper. While both the pothi and concertina forms have elements of a leaf book, their pages were derived from the continuous sheet of the scroll.

The butterfly is made by folding a sheets of paper in half, forming four pages. Paste is then be applied to the folded edge of the sheet and adhered to another sheet. The sheets, thus attached are stacked to form the spine along the folded edge. The shape of the leaves and the manner in which the book opens and closes is reminiscent of the shape of a butterfly, hence the name of the binding form.

The primary advantage of the butterfly binding was its simple, compact design which could contain more text than other forms. A butterfly book was also easier to carry around and to read than a scroll and it held up better than a pothi or a concertina. This form was especially important to Buddhists who could carry their sutras with them. The butterfly form, unlike all other forms except the scroll, did not have a strong connection between form and content. Thus butterfly books became widely used and were the first universal format to challenge the scroll.

Mary Leland Gaynor, *Traditional Chinese Bookbinding*
The emergence of the butterfly form was influenced by the advent of woodblock printing. Due to the nature of the print block, individual leaves were much easier to print on than one long continuous scroll. As each sheet in the butterfly binding was folded in half, the print block could contain two consecutive images or portions of text.

The butterfly binding with its wood block printed content was the first form that could easily be mass produced. Also, the notion of combining text and images was developed. However, it is this relationship between the woodblock and the page that was one of the major shortcomings of this form. Since the woodblock printed two consecutive images, only one side of the paper was printed on. This meant that every second spread of the book was blank. This design problem lead to the evolution of the wrapped back book during the Ming dynasty (1368-1644).

Materials: paper  
glue stick  
ruler  
scissors or mat knife

Instructions:
1) Fold sheets of paper in half so that the side containing text or images is on the inside of the folio.  
2) Using glue stick, adhere one folio to another along the folded edge.  
3) See Basic Cover instructions, page 10.
Wrapped Back Binding (Baubei zhuang)

Similar to the butterfly binding, the development of the wrapped back form was closely related to that of the printing block. The wrapped back evolved as a solution to the inherent flaw of the butterfly binding, the fact that every other page spread was blank.

In the wrapped back binding, the page is merely folded the opposite way. Each sheet of paper was still only printed on one side but, after being folded, the wood block print would appear on the 'outside' rather than the 'inside' of the folio. These folios were then piled up on top of each other so that the open ends, instead of the edges, of each folio came together to form the spine of the book. The blank side of each folio was folded onto itself and bound so that it could no longer be seen.

Instead of being pasted together like butterfly books, the folios were bound together using paper twists that passed through the spine of the book. A cover was then attached to the book, wrapping around the spine and outer pages.

Materials:  
- paper
- heavy
- thread or yarn for twists

Instructions:
1) Make folios by folding paper in half, with the content on the outside of the folio
2) Stack folios.
3) Along open edge of folios, use awl to make three holes, 1 inch in from the binding edge.
4) Twist together thread or yarn and stitch together.

Mary Leland Gaynor, Traditional Chinese Bookbinding
Threaded Bindings (Xian Zhuang)

The thread bound book actually originated out of the necessity to repair wrapped back books as the paper twists which held these books together often broke and were difficult to replace. Thread binding was also used to reinforce other book binding forms such as the concertina and the butterfly. The thread bound book encompassed a variety of stitching techniques, most notably, stitched gatherings and stab stitching.

Stitched Gatherings
Although it is not known exactly how this method of thread binding developed in China, it represented an entirely new way of binding books.

Materials: paper, heavy thread, an awl

Instructions:
1) Stack several folios (folded sheets of paper) together to create a signature.
2) Along the fold, make three evenly spaced holes with the awl.
3) Begin sewing by entering the center hole from the outside of the signature. Make a figure eight, entering each hole.
4) When finished sewing this signature, the thread should be on the outside, where you began. Use same thread to sew another signature, stacking them as you go.
5) See basic book cover

Stab Binding

Also known as Japanese stab binding, this method of binding is one of the simplest but the pages do not open flat.

Materials: paper, heavy thread, an awl

Instructions:
1) Stack pages or folios and covers together.
2) Use awl to make five holes along the binding edge. Sew together.
Basic Book Cover

This process is similar to wrapping a gift.

1) Cut two boards slightly bigger than the dimensions of the book.
2) Select a paper of fabric to cover book and cut 2 pieces, 1 inch larger all round than the board.
3) Glue back of boards and adhere in the center of the cover material.

4) Glue and fold in the long sides. 5) Cut corners 6) Glue and fold in short ends

7) Using the first and last sheets of your book to glue onto boards.

Mary Leland Gaynor, _Traditional Chinese Bookbinding_
Chinese Farmer's Paintings: An Integrated Thematic Unit for Upper Elementary Students

Created by Carolyn Gramstorff

Introduction

While in China this summer I became fascinated with Chinese Farmer’s Paintings. These brightly colored, vivid pictures capture the essence of China’s traditional culture. I bought several paintings on my first (of many) shopping trip. I was thrilled when the young clerk took the time to share the folk tale that this image represented. Indeed these paintings tell so many stories in one single image -- the life of a people in the midst of transformation, the potential of new ventures, and the struggle to honor the past and still move on to a modern future.

When I look at these works of art I also notice many similarities between them and other folk art works from a variety of both Western and African cultures - vivid colors, pastoral scenes, animated people engaged in the simple bustle of life. These Farmer’s Paintings (also called peasant and folk paintings) reminded of a project I had created a year before my trip, where I used the pictures and writing of Carmen Lomas Garza to prompt my students to reflect on their cultures and write about them. That unit was a great success and I wanted to take many of my ideas from it and apply it to Chinese Farmer’s Paintings.

The main focus of this curriculum is to build a variety of writing skills in elementary students. One of the best means of achieving this is to make their writing relevant and purposeful. I believe that this curriculum will do just that. It is filled with ample opportunities for students to relate the work of Chinese folk artists to their own lives, cultures, traditions, and imaginations! The unit culminates in the creation of a museum which features Chinese Farmer’s Paintings alongside the student’s writing and art work (thanks for the great ideas you shared Mimi Norton!).

This curriculum is dedicated to my father, Frederick W. Gramstorf. He was thrilled when I was selected as a Fulbright Fellow. It was always his dream to visit China. He relished the emails that I sent home to my friends and family. My father passed away on November 2, 1999. He was buried with his name chop that I purchased for him while abroad. I know he continues to look down on me with pride.

-Carolyn Gramstorff, January 2000
Unit Goals:

Students will:

- learn about the past history and current importance of Chinese’s Farmer’s Paintings.
- learn about aspects of traditional and rural Chinese culture through viewing, discussing, and reading about the subject matter detailed in Chinese Farmer’s Paintings.
- become familiar with the provinces of China through comparing and mapping Chinese Farmer’s Paintings from a variety of areas.
- develop descriptive, comparative, and persuasive writing skills through critiquing, comparing, contrasting, and writing about a variety of Chinese Farmer’s Paintings.
- learn about the current state of Chinese Farmer’s Paintings as a village industry.
- experience the concept, complexity, challenges, and benefits of a village industry centered around the mass production of artwork.
- read, view, compare, and contrast the work of a Mexican-American and African-American folk artist and writer with that of Chinese folk artists.
- develop descriptive narrative writing skills through relating, comparing, and contrasting the content of Chinese Farmer’s Paintings with their own lives.
- develop illustration and painting skills through creating scenes of their lives using the stylistic elements of Chinese Farmer’s Paintings.
- Develop an understanding of the importance of cultural expression through writing and the arts.

Unit Texts:

The Best in Modern Chinese Folk Painting, Edited by China Social Cultural Editing and Publishing Committee, Foreign Languages Press, Beijing, ISBN: 7-119-01136-7 (hardcover), 7-119-01137-7 (paperback)


A Modern Map of China (that includes provinces)


Tar Beach, Faith Ringgold
Part I: Introduction to Chinese Farmer's Paintings

Objectives of Part I:
Students will:

- read and analyze a text to gain an insight into the history and current status of Chinese Farmer's Paintings.
- work cooperatively in groups and as a class to share information, vocabulary, and personal observations about Chinese Farmer's Paintings.
- write personal reflections about a selection of Chinese Farmer's Paintings.
- work cooperatively in groups to define additional questions and/or learning goals for the unit.
- create a classroom resource that will be used throughout the unit.

NOTE: This may be used as one or two activities depending on time constraints.

Materials

- Foreword, The Best in Modern Chinese Folk Painting, Edited by China Social Cultural Editing and Publishing Committee, Foreign Languages Press, Beijing, ISBN: 7-119-01136-7 (hardcover), 7-119-01137-7 (paperback) NOTE: Depending on the reading level of the students, the teacher will need to adapt this selection so that it is readable.
- Highlighters
- Color copies of a variety of Chinese Farmer's Paintings with short descriptions of the scene (2 - 3 per groups)
- Chart paper
- Student journals

Method

1. In heterogeneously mixed cooperative groups students read the foreword.

2. Groups discuss the piece and work together to highlight 5 - 10 of the most important facts or ideas in the foreword.

3. As a group students look at 2 - 3 samples of Chinese Farmer's Paintings.

4. Using guiding questions such as: What are some things you notice about these pictures? How are your pictures alike? How are they different? What do they remind you of? What do you like and/or dislike about the pictures? students work individually to write a journal entry about Chinese Farmer's Paintings.

5. Groups share and write their observations on a piece of chart paper.

6. As a whole group the students discuss and fill out a K-W-V Chart (What we KNOW about Chinese Farmer’s Paintings, What we WANT to know about Chinese Farmer’s Paintings, VOCABULARY having to do with Chinese Farmer’s Paintings).

7. The chart is posted in the classroom throughout the unit. As the students learn new vocabulary, develop new questions, make new discoveries, etc. they are encouraged to add to the chart.
Part II: Studying Farmer’s Paintings Throughout China

Objectives of Part II

Students will:

• learn about aspects of traditional and rural Chinese culture through viewing, discussing, and reading about the subject matter detailed in Chinese Farmer’s Paintings.

• become familiar with the provinces of China through comparing and mapping Chinese Farmer’s Paintings from a variety of areas.

• develop descriptive, comparative, and persuasive writing skills through critiquing, comparing, contrasting, and writing about a variety of Chinese Farmer’s Paintings.

• write personal reflections about a selection of Chinese Farmer’s Paintings.

Lesson 1: Provinces of the “Homes of Paintings”

Objectives:

Students will:

• understand that China is divided into provinces, regions, counties, districts, and cities, towns, or villages.

• understand and compare the division of China to that of the United States.

• become familiar with the Chinese provinces of: Shanxi, Shanghai, Jiangxi, Liaoning, Henan, Hunan, Sichuan, Zhejiang, Hebei, Gihou, Jilin, Shandong, Guangdong, Fujian, Shangxi, Yunnan, Qinghai, Jiangsu, Liaoning, and Xinjiang Uygur Autonomous Region.

• become familiar with the provinces that are famous for Chinese Farmer’s Paintings.

Materials:

• Large laminated map of China that includes the provinces -- the names of the provinces should be covered.

• Map of United States that includes states and cities.

• Labeled cut out shapes of the provinces of China -- these should be multi-colored.

• Vocabulary chart: countries, states, counties, cities, towns, villages, provinces, autonomous region.

• Student journals.

• Follow Up Matching Worksheet.


Method

1. In a mini-lesson the teacher introduces the vocabulary.

2. Teacher relates states (in the US) to provinces (in China).

3. Teacher tells students that the purpose of the activity is to introduce them to the provinces in China that are most famous for Farmer’s Paintings. These are called “Homes of Painting”.

4. Pairs of students are given Chinese Province cut outs.
5. Pairs work cooperatively to place cut outs onto the Chinese map.

6. Students complete a journal entry about what they learned or a thinking journal such as this: "Look at where your province is located on the map of China. Think about what you know about climates in the North and South. Think about what it means to live next to the ocean or away from it. Write about what you think it would be like to visit that province. What do you think you would need to pack? What would the scenery be like? What would some of the people do for jobs?

7. Students complete a simple follow up worksheet to reinforce vocabulary. An example of questions for the worksheet is:

China and the United States are names of _____________.
The _____________ of California in the U.S. is like the _______

_________ Fujian in China.
Lesson 2: Districts, Counties, Cities, and Villages of the “Homes of Paintings”

Objectives:
Students will:
• understand that China is divided into provinces that are then further divided into regions, counties, districts, and cities, towns, or villages.
• understand and compare the division of China to that of the United States.
• become familiar with the districts, counties, cities, towns, and villages that house the “Homes of Paintings”.
• practice functional reading and visual transference from one source to another.

Materials:
• Large map of China that includes the provinces used in Lesson 1 (it should still have the cut outs of the provinces placed on it)
• Vocabulary chart: countries, states, counties, districts, cities, towns, villages, provinces, autonomous region.
• Student journals.
• Blown up and copies for each student of the Map and accompanying chart of “Homes of Painting”, back page, The Best in Modern Chinese Folk Painting, Edited by China Social Cultural Editing and Publishing Committee, Foreign Languages Press, Beijing, ISBN: 7-119-01136-7 (hardcover), 7-119-01137-7 (paperback)
• Colored dot stickers. They should be numbered to correspond with the 51 listings of “Homes of Painting” found in the back page of the book above.

Method
1. Teacher reviews the vocabulary and map from Lesson I.
2. Students are given numbered dots and photocopied map and chart.
3. Students are told to find their number on the chart, then place it in the correct province and area on the large map of the Chinese Provinces. These are the “Homes of Painting”.
4. Have students record the town, district, county, etc. that they found in their journals -- concentrating on correct spelling and capitalization.
5. In cooperative groups have the students figure out facts about the homes of paintings such as: Which provinces have the most dots? Which have the least? Where are they close together in a single province? Where are they spread apart?
6. Students debrief findings in a large group setting.
7. Journal entry: How do you think living in a town or village is the same as living in a city? How is it different? Which would you rather live in? Why?
Note: Lessons 3 - 8 may be used in any order

Lesson 3: Paintings from Shanghai Province

Objectives:
Students will:

- become familiar with the Chinese province of Shanghai and its contribution to Chinese Farmer’s Paintings.
- learn about aspects of traditional and rural Chinese culture through viewing and discussing the subject matter detailed in Chinese Farmer’s Paintings.
- become familiar with the provinces of China through comparing and mapping Chinese Farmer’s Paintings from a variety of areas.
- develop descriptive writing skills (especially using sensory words) through writing about a variety of Chinese Farmer’s Paintings.
- write personal reflections about a selection of Chinese Farmer’s Paintings.

Materials

- Photos and postcards of areas in the Shanghai Province.
- Sensory Word List - chart and individual copies for the students.
- Large map of China that includes the provinces.
- Chart paper
- Student journals

Method

1. Teacher reviews the map of China, making sure to highlight the Province of Shanghai.

2. Teacher shares photos and postcards of modern Shanghai Province with the students.

3. Teacher takes one of the Farmer’s Paintings from the Shanghai Province and shows it to the students.

4. Working with the sensory words list the teacher models the writing of a “Sensory Poem” that describes the scene using each of the senses.

   For example: Using the picture titled Sailing Boat on page 18, the teacher may write this poem:
   
   Tall striped sails stand on top of the boat. (SIGHT)
   Fish gurgle in the water below. (SOUND)
   A balmy breeze pushes the boat gently along the rippling water. (TOUCH)
   Salty water splashes on my tongue. (TASTE)
   Fragrant winds push the little boat home. (SMELL)

5. Pairs of students then browse the remaining pictures which have been set up at tables around the room. The teams select a picture to write about.

6. Students work in pairs to write sensory poems. *Students should make sure to record the title of the picture and the Region, County, Village, or Town the picture is from.
7. In a whole group students share their poems.

8. If the teacher chooses, selected poems may be reproduced and displayed in a bulletin board with the pictures.

9. Students record a journal entry: Why did you pick the picture that you did? What does it tell you about life in Shanghai Province?
Lesson 4: Zhejian Province Paintings

Objectives:
Students will:
- become familiar with the Chinese province of Zhejian and its contribution to Chinese Farmer’s Paintings.
- learn about aspects of traditional and rural Chinese culture through viewing and discussing the subject matter detailed in Chinese Farmer’s Paintings.
- become familiar with the provinces of China through comparing and mapping Chinese Farmer’s Paintings from a variety of areas.
- develop descriptive writing skills (especially using personification) through writing about a variety of Chinese Farmer’s Paintings.
- write personal reflections about a selection of Chinese Farmer’s Paintings.

Materials
- Photos and postcards of areas in the Zhejiang Province.
- Sensory Word List - chart and individual copies for the students.
- Action Verbs List - chart and individual copies for the students.
- Large map of China that includes the provinces.
- Chart paper
- Student journals

Method
1. Teacher reviews the map of China, making sure to highlight the Province of Zhejiang.
2. Teacher shares photos and postcards of modern Zhejiang Province with the students.
3. Teacher takes one of the Farmer’s Paintings from the Zhejian Province and shows it to the students.
4. Teacher takes an inanimate object in the picture and tells the students to think about what they can do that the object can not. Teacher records the list of verbs on a piece of chart paper.
5. Teacher introduces and reviews the Action Verbs List to the students.
6. Teacher introduces PERSONIFICATION to the students.
7. Teacher models personification using the action word list (as well as the sensory word list) for the students.
   For example the teacher may write:
   
   With a gentle swish the slimy boat skates across the shimmering lake.
8. Teacher elicits other personification sentences about the same object.
9. Pairs of students then browse the remaining pictures which have been set up at tables around the room. The teams select a picture to write about.
10. Students work in pairs to write a personification of an inanimate object in the picture. Students should make sure to note the county, region, town, or village that the picture is from.

11. In a whole group students share their poems.

12. If the teacher chooses, selected personifications may be reproduced and displayed in a bulletin board with the pictures.

13. Students record a journal entry: *What else is happening in the picture? Why do you like it?*
Lesson 5: Zhejiang Province Paintings

Objectives:
Students will:
- become familiar with the Chinese province of Zhejiang and its contribution to Chinese Farmer’s Paintings.
- learn a legend that is also represented in a Chinese Farmer’s Painting.
- become familiar with the provinces of China through comparing and mapping Chinese Farmer’s Paintings from a variety of areas.
- develop influential writing skills through writing about a Chinese Farmer’s Paintings.
- write personal reflections about a selection of Chinese Farmer’s Paintings.

Materials
- Color copy of the Farmer’s Painting on page 24 in the book above.
- Note - Each picture should be labeled with a different letter.
- Student journals

Method
1. Teacher reviews the map of China, making sure to highlight the Province of Zhejiang.

2. Teacher tells the students that today they must be both detectives and then lawyers:
   (a) the students must read the short legend.
   (b) the students must decide which picture from Zhejiang illustrated the legend. They are to write the letter of the picture they have selected in their journal.
   (c) the students must write a paragraph giving at least three pieces of evidence and/or proof from both the picture and the story.
   (d) the students must select a letter of a picture that the legend DOES NOT MATCH and give three reasons why.

3. Students debrief the activity in a whole group.

4. If the teacher wishes, selected writing can be reproduced and made into an interactive bulletin board.

5. Students record a journal entry: _Look at the pictures from Zhejiang Province. Which picture would you most like to be in? Explain why._
Lesson 6: Jiangsu Province Paintings

Objectives:
Students will:

- become familiar with the Chinese province of Jiangsu and its contribution to Chinese Farmer's Paintings.
- become familiar with the provinces of China through comparing and mapping Chinese Farmer's Paintings from a variety of areas.
- develop skills in writing from a different perspective through writing about a Chinese Farmer's Paintings.
- write personal reflections about a selection of Chinese Farmer's Paintings.

Materials
- NOTE -- each person in the picture should be assigned a letter
- Chart paper
- Index cards with letters that correspond to the people in the picture -- this will be used to split the students into groups
- Student journals
- (if further scaffolding is needed, The True Story of the Three Little Pigs is a great example of telling a story from a different perspective)

Method
1. Teacher reviews the map of China, making sure to highlight the Province of Jiangsu.

2. Using the picture Childhood teacher models writing from the perspective of the subject in the painting.

3. Teacher distributes index cards to students. In a group, they are to write about life in the family from the perspective of the character that matches their card. Students should be encouraged to make observations of other characters FROM THE PERSPECTIVE OF THEIR CHARACTER!!!

4. Whole class gets back together and shares writing from the groups.

5. If the teacher wishes, writing can be reproduced and made into an display with the picture.

6. Students record a journal entry: If you could be any of the characters in the picture who would you want to be? Describe what a typical day would be like for you.
Lesson 7: Hubei Province Paintings

Objectives:
Students will:
- become familiar with the Chinese province of Hubei and its contribution to Chinese Farmer's Paintings.
- become familiar with the provinces of China through comparing and mapping Chinese Farmer's Paintings from a variety of areas.
- develop skills in comparing and contrasting observations through writing about a Chinese Farmer’s Paintings.
- write personal reflections about a selection of Chinese Farmer’s Paintings.

Materials
- NOTE -- picture should be assigned a letter
- Blank Venn diagram chart and individual copies for students
- Chart paper
- Student journals

Method
1. Teacher reviews the map of China, making sure to highlight the Province of Hubei.
2. Teacher uses Venn diagram chart and two pictures.
3. Teacher elicits how the pictures are the same and how they are different.
4. Teacher models how to write a paragraph describing how the paintings are the same.
5. Teacher models how to write a paragraph describing how the paintings are different.
6. Students work in pairs to select two paintings and fill out the Venn diagram chart.
7. Students work individually to write two paragraphs - compare and contrast.
8. Students share writing with one another.
9. If the teacher chooses, selected writings are reproduced and displayed with the pictures.
10. Students record a journal entry: If you went to the Hubei Province, what would you do? Describe how it would make you feel.
Lesson 8: Qinghai, Sichuan, Liaoning, Jilin, Heilongjiang, Tianjin, and Shandong Province & Guangxi Zhuang Autonomous Region Paintings

NOTE: This will probably need to be broken up into two or three lessons.

Objectives:
Students will:
- become familiar with the Qinghai, Sichuan, Liaoning, Jilin, Heilongjiang, Tianjin, and Shandong Provinces & Guangxi Zhuang Autonomous Region and their contributions to Chinese Farmer’s Paintings.
- become familiar with the provinces of China through comparing and mapping Chinese Farmer’s Paintings from a variety of areas.
- develop skills in writing from a different perspective through writing about a Chinese Farmer’s Paintings.
- develop skills in reinterpreting artwork from different perspectives.
- develop painting skills
- write personal reflections about a selection of Chinese Farmer’s Paintings.

Materials
- Enlarged color copy of selected paintings from The Best in Modern Chinese Folk Painting, Edited by China Social Cultural Editing and Publishing Committee, Foreign Languages Press, Beijing, ISBN: 7-119-01136-7 (hardcover), 7-119-01137-7 (paperback).
- I AM POEM Chart and individual copies for students
- Painting materials (tempura paint, brushes, paper)
- Student journals
- Large map of China

Method
1. Teacher reviews the map of China, making sure to highlight the Provinces.
2. Teacher conducts an art lesson on perspective and enlargement, making sure to model enlargement techniques for the students using people or animals from a selected farmer painting.
3. Students select a picture to work with.
4. Students enlarge and change the perspective on a person or animal in the painting.
5. Teacher models painting techniques.
6. Students paint pictures.
7. Teacher models writing an I AM POEM from the perspective of the subject of the painting.
8. Students write I AM POEMS about their subjects.
9. Students share their products with one another.
10. If the teacher chooses, works may be reproduced and made into a classroom display.
11. Students record a journal entry: *Describe the process you used to create this product. What was hard about the process? What was easy for you?*
Lesson 9: Check In

Objective:
To assess what students have learned about Chinese Farmer’s Paintings, geography, and culture thus far in the unit.

Materials:
- Student journals
- KWV chart created in Part I of the unit
- Chart paper

Methods
1. Teacher reviews the KWV chart with the students.
2. Students write in their journals about their top memories of learning over the past weeks of the unit.
3. In groups students discuss items they would like to add to the chart as well as questions they have answered from the original chart.
Lessons 10 - 22: Fujian, Jiangxi, Henan, Hebei, Shanxi, Shaanxi, Yuunan, Guizhou Provinces and Xinjiang Uygur Autonomous Region Paintings

Objectives:
Students will:
- become familiar with the provinces of China through comparing and mapping Chinese Farmer's Paintings from a variety of areas.
- read, view, compare, and contrast the work of a Mexican-American and African-American folk artist and writer with that of Chinese folk artists.
- develop descriptive narrative writing skills through relating, comparing, and contrasting the content of Chinese Farmer's Paintings with their own lives.
- develop illustration and painting skills through creating scenes of their lives using the stylistic elements of Chinese Farmer's Paintings.
- Develop an understanding of the importance of cultural expression through writing and the arts.

Materials
- Painting materials (tempura paint, brushes, paper)
- Student journals
- Large map of China
- Highlighters
- *Tar Beach*, Faith Ringgold

Method

NOTE: As the method for this project is the same for each lesson it has been synopsized as follows:

1. Teacher reviews the map of China, making sure to highlight the Provinces.
2. Teacher introduces a picture and piece of text that matches each picture which the students read and review.
3. Students use highlighters to identify their favorite, most descriptive sentences in the piece.
4. Teacher assigns a writing assignment that relates to each Chinese Farmer’s Painting Prompt. Students are to write short, highly descriptive pieces between one and two paragraphs.

Examples of Prompts:
- page 64: What do dream of becoming when you grow up?
- page 73: Write about a sport that you or people in your community loves to participate in.
- page 89: What do you eat on your birthday?
- page 97: Describe the market where you shop.
- page 102: What is your Chinese Zodiac sign? How are you like that creature?
5. Imitating the style of Chinese Farmer's Paintings, students draw and then paint pictures that illustrate their writings.

6. In the middle of these assignments the teacher may opt to do a cross cultural comparison using the work and writing of Faith Ringgold or Carmen Lomas Garza.

7. After the students have completed a number of these assignments, they choose five of their favorite pieces and bind them into a book.
Part III: Farmer’s Paintings As A Village Industry

Objectives of Part III:
Students will:

- read and analyze a text to gain an insight into the history and current status of Chinese Farmer’s Paintings.
- learn about the current state of Chinese Farmer’s Paintings as a village industry.
- experience the concept, complexity, challenges, and benefits of a village industry centered around the mass production of artwork.

Materials:

- Chart paper
- Painting Materials
- Black and white reproduction equipment
- high quality bond paper
- student journals

Method:

1. Teacher delivers short lecture about the current status of Chinese Farmer’s Paintings as a village industry.

2. Students, working in teams, develop a picture, using the stylistic elements of Chinese Farmer’s Paintings, which depicts an aspect of the culture of their school.

3. Groups present their ideas to the rest of the class.

4. Class selects one design to be mass produced.

5. A sketch (NOT COLORED) is created of the winning scene.

6. The scene is reproduced onto high quality paper.

7. Class works cooperatively to paint the pictures.

8. Class calculates a price to charge for each picture - taking into consideration time, materials expenses, quality, etc.

9. Class holds a sale (this can be a part of a larger museum project - See Part IV)

10. Class reflects in journals throughout the process
Part IV: Putting It All Together

Objectives of Part IV:
Students will:
- Demonstrate what they know in a way that educates other students, teachers, family members, and our extended community

Materials
- Map
- All reproduced writings, paintings, and student art work from the unit
- Pushpins

Method
1. All work is organized into regions and hung on the wall of the classroom in a museum format.
2. Students serve as docents for visitors and share their work.
3. Posters are sold in a Museum Store.
4. Students celebrate the project!
China
A supplemental activity guide

Patricia S. Hammond
Arlington Public Schools
Arlington, Virginia
Fall 1999
The study of Ancient China is an integral part of the Social Studies curriculum for 5th grade in Arlington Co., Virginia. This survey course utilizes the idea of SYSTEMS as an organizing theme. The systems of civics, economics, history, and geography of Ancient China are explored. The adopted text is *Our World’s Story* by Harcourt/Brace.

The activities included here are designed to supplement the textbook materials and to further enhance student learning. An interdisciplinary approach allows students to view ancient Chinese history from many perspectives. Consideration has been made for students with special needs and limited English proficiency. Activities address the spectrum of learning styles.

P. Hammond 1999
SOCIAL STUDIES PROGRAM RATIONALE

The Arlington Public Schools Social Studies program is founded on the premise that democracy demands citizens who are informed, interested in the welfare of individuals and society, and committed to the success of democratic processes and values.

The Arlington Public School Social Studies curriculum is designed to promote

- a chronological approach that places history in its geographic setting thus establishing human activities in time and space
- a study of world history that includes the basic ideas of both western and non-western cultures
- an emphasis on the study of fundamental democratic principles, civic values and ethical understandings
- a focus on economics concepts that have influenced the development of civilizations of the past and present
- a scope and sequence in which knowledge and skills are taught in a systematic continuum
- an enriched and broader course of study for the primary grades which includes an introduction to world studies
- a thematic and conceptual approach that organizes content around universal ideas that transcend time, place, and people
- an interdisciplinary approach that integrates history, geography, economics, civics, sociology, psychology, language arts, science, mathematics, and the visual and performing arts
- a multicultural perspective that reflects the contributions of men and women of different racial, religious, and ethnic groups
- a purposeful linking of past and present that draws parallels among civilizations
- a balanced presentation of controversial issues that emphasizes reasonable evidence, not bias or emotion
SOCIAL STUDIES PROGRAM RATIONALE: continued

- a variety of learning activities that include real life investigations, oral histories, use of primary and secondary documents, collaboration, use of instruction technology, thematic essays, historical research, reading of non-fiction as well as fiction, development of timelines, surveys, charts, graphs, maps, globes and other three dimensional models, etc.

- a variety of teaching practices that
  - challenge and engage students in relevant curriculum,
  - are active and hands on,
  - are inquiry and discovery based,
  - require students to use multiple intelligences,
  - simulate real-life situations,
  - require students to identify themes or concepts,
  - allow for self-assessment and application of knowledge,
  - maintain high expectations for student work, and
  - require critical thinking.
# SOCIAL STUDIES OBJECTIVES: GRADE 5

## CIVICS

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>APS 5.1</td>
<td>Identify various forms of government that evolved from the Paleolithic era of history to the 1400's AD, including imperial rule, Athenian democracy, monarchy, oligarchy, and aristocracy.</td>
</tr>
<tr>
<td>APS 5.2</td>
<td>Describe social, political, and military organizations and institutions from early times to about 1400 AD, including clans, feudal societies, kingdoms, empires, caliphates, city-states, classes, assemblies, etc.</td>
</tr>
<tr>
<td>APS 5.3</td>
<td>Compare various legal, moral, and religious codes that reflected human beliefs and values from early times to about 1400 A.D., including Hammurabi's Code, The Ten Commandments, Mandate of Heaven, and Magna Carta.</td>
</tr>
<tr>
<td>APS 5.4</td>
<td>Assess the impact of religion on governing power from early times to about 1400 A.D., including belief in gods and goddesses, oracles, teachings of philosophers, crusades, etc.</td>
</tr>
</tbody>
</table>

## ECONOMICS

<table>
<thead>
<tr>
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<th>Description</th>
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</thead>
<tbody>
<tr>
<td>APS 5.5</td>
<td>Analyze the impact of trade on the development of civilization from early times to 1400 A.D.</td>
</tr>
<tr>
<td>APS 5.6</td>
<td>Assess the importance of new products and technologies in the development of civilizations and the interdependence of peoples from early times to the 1400's A.D.</td>
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<tr>
<td>APS 5.7</td>
<td>Identify forms and means of exchanges that were used from early times to 1400 A.D., including goods, services, ideas, currencies, roads, vessels, entrepreneurs, etc.</td>
</tr>
<tr>
<td>APS 5.8</td>
<td>Understand the concepts of market economics, supply and demand, use of natural and human resources, economic specialization, and interdependence.</td>
</tr>
<tr>
<td>SOCIAL STUDIES OBJECTIVES: GRADE 5</td>
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<tr>
<td><strong>HISTORY</strong></td>
<td>The student will:</td>
</tr>
<tr>
<td>APS 5.9</td>
<td>Use time lines and other graphic organizers to describe the chronology of major events from early times to about 1400 A.D.</td>
</tr>
<tr>
<td>APS 5.10</td>
<td>Define the characteristics of “civilizations” and understand at what point in their development could societies be called civilizations.</td>
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<tr>
<td>APS 5.11</td>
<td>Compare and contrast the achievements of diverse cultures in Asia, Africa, Europe and the Americas from early times to about 1400 A.D.</td>
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<tr>
<td>APS 5.12</td>
<td>Draw upon literature to evaluate the leadership of historical figures in the development, change, and continuity of cultures.</td>
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<tr>
<td>APS 5.13</td>
<td>Understand the simultaneous development of civilizations around the world from early times to 1400 A.D.</td>
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<tr>
<td>APS 5.14</td>
<td>Identify the tenets of Judaism, Christianity, Islam, and Confucianism.</td>
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<td>APS 5.15</td>
<td>Describe daily and family life of historical societies and compare them to life today.</td>
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<tr>
<td><strong>GEOGRAPHY</strong></td>
<td>The student will:</td>
</tr>
<tr>
<td>APS 5.16</td>
<td>Analyze the effects of geography on the location, development, and activities of civilization from early times to 1400's A.D.</td>
</tr>
<tr>
<td>APS 5.17</td>
<td>Create a thematic map locating great migrations of people in the past.</td>
</tr>
<tr>
<td>APS 5.18</td>
<td>Describe how life changed for people as they moved to new environments, including crops, foods, animals, structures, forms of agriculture, transportation and communication.</td>
</tr>
<tr>
<td>APS 5.19</td>
<td>Draw on world maps various regions that were formed and changed as a result of conquest and trade from the Paleolithic era to 1400 A.D.</td>
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<tr>
<td>GEOGRAPHY: continued</td>
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<tr>
<td><strong>APS 5.20</strong></td>
<td>Locate on a world map major landforms, water bodies, countries, cities and other entities that existed from the Paleolithic era to 1400 A.D.</td>
</tr>
<tr>
<td><strong>APS 5.21</strong></td>
<td>Describe the interaction of humans and their environments in the development of farming, trade, new technologies, transportation, communication, building, warfare, etc.</td>
</tr>
</tbody>
</table>
THEME AND UNITS: GRADE 5

The organizing theme for grade five is SYSTEMS. Students will learn that SYSTEMS constitute the cultural, political, economic, and geographic elements of civilizations.

- succeed or fail based upon cooperation or conflict among peoples, the effects of geography, the acts of individuals, and the achievements of humankind.
- operate or function according to written, legal, religious, and social rules, beliefs or values.
- change as a result of conquest, trade, religion, education, and geography.

These concepts are taught through activities in the following units that cover the period from the Paleolithic era to about 1400 A.D. The simultaneous development of civilizations in different parts of the world must be taught through the use of time lines, maps, charts, and graphs and other graphic organizers that convey the correct chronology of history. The activities for each unit have been taken and adapted from The National Standards for World History prepared by the National Center for History in the School, 1994.

Each activity includes topics, skills, and products that teach specific objectives.

I. This unit focuses on

- the impact of the geography of the Tigris-Euphrates, Nile, and Indus valleys on the lives of early hunter-gatherer societies and agricultural communities of Africa, The Americas, and Western Eurasia;
- archaeological evidence that reveals how these groups lived, including their tools, shelter, diet, use of fire, and social organization;
- written, legal and religious codes (Hammurabi's code, Ten Commandments) occupations, beliefs, values, and the roles of men and women in Mesopotamia, Sumer, the Fertile Crescent, and Phoenicia.

II. This unit focuses on the development of dense population, urbanization, cultural, and technological innovations of Egypt, Nubia, Kush, China, and Mesoamerica (Olmec and Moche civilizations) in the fourth and third millennia B.C. 4000-3000 B.C.
III. This unit focuses on
-the achievements of the Shang, Zhou, Qin, and Han dynasties of ancient China in the third and second millennia B.C., and on the founding, expansion and political organization of the Persian Empire.

IV. This unit focuses on
-the geography, culture, politics, trade and religion of ancient Greece and Rome;
-comparisons between Athenian democracy and the military aristocracy of Sparta;
-the major achievements of the Golden Age of Greece and the Roman Empire;
-the contributions of the Etruscans and western Greek colonies to the development of Roman culture;
-the success of Macedonia under Philip II and Alexander the Great;
-and how and why Christianity spread in the Roman Empire.

V. This unit focuses on
-the rise and fall of the Byzantine empire;
-the spread of Islam and major achievements of Muslim culture;
-political, social, and cultural foundations of Europe from 500-1000 A.D.;
-feudalism and the growth of monarchies in Europe from 1000-1300 A.D.;
-achievements of China's Golden Age under the Sui, Tang, and Song dynasties;
-effect of the Mongol empire on Eurasia between 1200 and 1350 A.D.;
-and the expansion of the Aztec and Mayan civilizations in the 14th century.

VI. This unit focuses on
-the growth of imperial states in West Africa, including Songhay, Ghana, and Mali;
-the achievements brought about by the exchange of ideas of the Muslim empire;
-the growth of East African city-states;
-impact of trade on the Silk routes;
-the role of the Vikings, Rus, and the Hanseatic League on trade;
-and the results of trade across the Indian and Pacific oceans, and the Mediterranean Sea.
**Supplemental activities for the study of China**

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- “The Eighth Wonder of the World”-(video- Emperor Qin’s Terra Cotta Warriors and Horses)
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- Getting to know you- Learning Chinese- (activity)
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Economics:
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- Dragon Attraction- (creative writing)
- Lunar Calendar:
  - Gung Hey Fat Choy (activity)
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  “Lon PoPo” Chinese Red Riding Hood (fiction)
  “City of Dragons” (fiction/ activity)
Bibliography:


*Culture Kit: China by Linda Scher and Mary Oates Johnson, Scholastic Professional Books, Scholastic Inc. 1996.


CHINA
ANTICIPATION GUIDE

1. CHINESE civilization has one of the longest continuous histories in the world. T or F

2. CHINA had contact with Sumer and other distant civilizations. T or F

3. CHINESE believed their gods gave rulers an order to rule. T or F

4. CHINESE people had to learn as many as 5,000 pictographs to learn to read and write. T or F

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170
Emperor Qin’s Terra Cotta Warriors

After reading about how the terra cotta warriors were made and studying photographs of them, create your own terra cotta warrior!

Materials:
- Clay
- Photographs of terra cotta army
- Orange sticks for detailing
- Primary color paints or glaze

After sculpting and firing your warrior, paint the warrior with the colors that would have been available in Emperor Qin’s time.
CHINA TODAY

All over the world, people participate in many of the same activities. They go to work or school, eat, sleep, and play. Every culture does these things a little differently. Learning about how Chinese today live their daily lives helps to point out similarities and differences between life in China and the United States. Children of Chinese heritage will enjoy sharing details of their customs with the class. If possible invite their parents to visit the classroom and work with the class in making a recipe or playing a game.

CHINA'S FLAG

Examine with students the flag of the People's Republic of China shown on the poster. Ask students why they think China's Communist leaders might have chosen red as the color for the flag. Explain that as well as red's traditional meaning of happiness and luck, in more recent times it has also come to stand for revolution. In 1949, China underwent a violent revolution in which the Nationalist government was overthrown, and the Communists led by Mao Zedong came to power. The largest star on the flag is a symbol of Communism. The four stars that surround it stand for groups of workers.
Getting to Know You

Suppose you are in Beijing or Shanghai. Here are some words you might hear and learn.

Ni Hao (Hello)
Ni Hao ma (How are you?)
Hao (Good) or Hen Hao (Very good)
Hen Hao, Xiexie (Very good, thank you)
Bu kequ (Don’t mention it)
Zai jian (Good bye)

Zao, zao an (Good morning)
Wan, wan an (Good evening)

nee HOW
nee HOW mah
how or hun how
hun how, shee-ah-shee
boo ker-chee
sigh chee-an
dsow, dsow ahn
whan, whan ahn
CHINESE NUMBERS

1 (yee) 一 6 (lyo) 六
2 (uhr) 二 7 (chee) 七
3 (sahn) 三 8 (bah) 八
4 (suh) 四 9 (jo) 九
5 (woo) 五 10 (shur) 十
Sign with a Chop

When a fine painting is completed, artists often add a chop, a signature stamp in a bright red ink. Have students find the chop on the landscape painting on the poster. Once groups have finished their landscape paintings, each member can sign it with his or her chop.

Materials
graph or scrap paper
plastic foam blocks in 1-inch squares
red tempera paint
paintbrushes
paper towels
ballpoint pens or large paper clips

Directions
1. Students can make a chop that is a simple design or is a combination of the initials of their first and last names. Students should draw a picture of their design within a 1-inch square shape on a piece of graph or scrap paper. Very simple designs work and reproduce best.

2. Give each student a Styrofoam block. With a pen or paper clip, have students draw their designs on the top of the block. Remind them that it is the raised area that will print.

3. Have students put some red tempera paint on a brush and paint only the more raised design area of the block with red tempera. Once the chop is painted, check the design by pressing it onto a piece of scrap paper. If the stamp is not clear enough, you may have to assist students in scraping or carving away a larger area around the design so that the raised area is more prominent.

4. Once the design is correct, have students carefully reapply paint and stamp their chop on their landscape painting.
3 legged Chinese Pot

The Chinese made 3 legged pots of clay and bronze for cooking over small fires. Make your own 3 legged Chinese pot out of paper mache.

MATERIALS:
- Tracing paper
- Small balloon (7 inch size)
- Brown paper grocery bag
- Cup or holder for balloon

- 1 small bowl
- Glue (Tacky Glue recommended)
- Water
- Wrapping paper tissue (any color)
- Scissors
- Black dimensional paint (optional)
- Bowl
- Sponge
- Acrylic paint - bronze, jade, black
- 3 toilet paper cardboard tubes
- Paintbrush

DIRECTIONS:
1. Blow up a small balloon and place on a cup or other holder.
2. Cut a brown paper grocery bag into 1 inch (approximate size) triangular pieces and place in a bowl of water to soak.
3. Paint a thin layer of glue over the top part of the balloon and begin layering the triangular grocery bag pieces. Continue applying glue and paper bag pieces until 1/2 of the balloon is covered.
4. When 1/2 of the balloon is completely covered, apply a thin coat of glue over the surface of the brown paper bag triangles, and begin to apply the wrapping paper tissue. Use the paintbrush to help in this process. Allow the paper to dry. (Do not worry if the tissue is wrinkled. This will add a unique texture to the surface.)
5. Remove the balloon from the inside of the container. Cut out two handles as shown below and attach to opposite sides of the container.
6. Cut each of the toilet paper tubes approximately 3/4 inches from the top edge. Fold down the cut portions to form tabs. Attach these tabs to the bottom of the container as shown.
7. After the container has dried, completely cover the exterior and interior surfaces with black paint. Allow the black paint to dry. Dip a sponge in bronze and jade acrylic paints and gently sponge over the dried black paint to highlight some of the tissue paper wrinkles. Select one or more of the "border bands" and paint them over the dried bronze paint using the black dimensional paint.

HOLDER AND BALLOON WITH TRIANGULAR BROWN PAPER BAG PIECES GLUED TO ITS SURFACE

HANDLES - (Make 2 copies)
China is situated in eastern Asia on the west coast of the Pacific Ocean. It has a total area of 9.6 million square kilometers stretching 5,000 kilometers from east to west and 5,500 kilometers from south to north. China's land boundary is 22,800 kilometers long including a coastline of 18,000 kilometers.

Directions

1. Select a destination
2. Read all of listing
3. Create a travel advertisement to encourage tourism!
**Gung Hey Fat Choy!**

Did you know that...
- the title means "Happy New Year" in Chinese?
- each year on a Chinese calendar is named after an animal?
- the animals are repeated every 12 years?

1. This year, 20__, is the Chinese Year of the ________.

2. I was born in 19__, the Chinese Year of the________.

3. The last time it was my animal’s year was 12 years ago, in 19__.

4. My Chinese animal year will come again 12 years from now, in 20__.

Find out when your parents were born. How can you find their Chinese years?
ORIGINS OF THE CHINESE CALENDAR ANIMALS

To celebrate the New Year, Buddha called all the animals of the earth to come to join him. When the day arrived, only twelve animals appeared. As a reward, Buddha offered each animal a year which would bear its name forever. The years were given to the animals in the order that they presented themselves to Buddha, the rat being the first.

Buddha also decreed that the characteristics of each animal would be reflected in its year. When the cycle of the twelve years and their animals in completed, it begins again. For example, 1974, 1986, and 1998 are the year of the tiger. 1976, 1988, and 2000 are the year of the dragon.

The Chinese calendar is thousands of years older than the one we follow in the Western world, the Gregorian calendar. The differences can be seen on the following page.

1. Are the characteristics of your personality the same as your year’s animal? List 2 of your personality characteristics and then list the two from your animal.

2. If you could change your birth year and animal, what would you change to and why?
What’s Your Sign?

The Chinese calendar is made of twelve cycles, each lasting one year. According to legend, Buddha called for all the animals to come to him and only twelve came. These animals were given the honor of presiding over a year in the Chinese calendar. The cycles begin with the rat, who was the first animal to heed to Buddha’s command, and move counterclockwise on the circular Chinese calendar. Births and all other events of a year are said to be influenced by the characteristics of the animal.

Find the year you were born and read about the traits associated with that year below. Find what year your family and friends were born and what their traits are according to the Chinese zodiac. If a birth year is not listed on the chart or on this sheet, add or subtract multiples of 12 to the year and find a year referred to on this sheet.

Rat: Rats are thought to be suspicious, aggressive, and power-hungry. They also possess a strong sense of fair play and are extremely honest. Rats are also sentimental, generous, and sociable. William Shakespeare, George Washington, and George Bush are famous Rats. People born in 1972, 1984, and 1996 are Rats.

Ox: People born under the sign of the Ox are predisposed to become world leaders. They are powerful, stubborn, reliable, and perform well when they can display their leadership abilities. Geronimo, Hitler, and Napoleon were born Oxen. People born in 1973, 1985, and 1997 are Oxen.

Tiger: Those born under the sign of the Tiger are unpredictable. Brandished with charm, the tiger is more carefree than other animals. They expose themselves to more danger as a result. Marilyn Monroe, Emily Dickinson, and Beatrix Potter were famous Tigers. People born in 1974, 1986, and 1998 are Tigers.

Rabbit: Those born under the Rabbit are not risk-takers but are concerned with stability. They avoid emotional entanglement and conflict and seek security. Albert Einstein, Marie Curie, and Andy Warhol were famous Rabbits. People born in 1975, 1987, and 1999 are Rabbits.

Dragon: The Dragon is the flashiest of the signs as well as the most successful and popular. Dragons are often known to be bossy, loud, and garish. Dragons make wonderful actors and actresses. Napoleon III, Theodore Seuss Geisel (Dr. Seuss), and Susan B. Anthony were Dragons. People born in 1976, 1988, and 2000 are Dragons.

Snake: People born under the Snake are abstract thinkers and great idealists. Females born under the Snake sign tend to be uncommonly beautiful. Famous Snakes include Martin Luther King, Jacqueline Kennedy Onassis, Abraham Lincoln, and John Kennedy. People born in 1977, 1989, and 2001 are Snakes.

Horse: The hard-working Horse is difficult to get along with because he believes himself to be superior to others. Horses argue and refuse to be defeated. Famous Horses are A. A. Milne, Rembrandt, and Davy Crockett. People born in 1978, 1990, and 2002 are Horses.

Ram: Those who are warmhearted, disorganized, and vulnerable are likely Rams. Rams always find a solution and often participate in the arts because of their creativity and elegance. Michelangelo, Mussolini, and Sir Arthur Conan Doyle were born Rams. People born in 1979, 1991, and 2003 are Rams.

Monkey: Monkeys are known to be tricksters and are extremely amusing. They make close friends and are extremely intelligent. Famous Monkeys are Elizabeth Taylor, Mick Jagger, and F. Scott Fitzgerald. People born in 1980, 1992, and 2004 are Monkeys.

Rooster: Those born under the Rooster are detail-oriented adventurers. They may be brashly outspoken but make excellent and popular friends. Famous Roosters are Groucho Marx, Mark Twain, and Katharine Hepburn. People born in 1981, 1993, and 2005 are Roosters.

Dog: Those born under the sign of Dog are good listeners, honest, and cynical. They are loyal and dependable but may appear more boring than other more outspoken people. Some great Dogs of history include Bill Clinton, Amelia Earhart, and Voltaire. People born in 1982, 1994, and 2006 are Dogs.

Boar: Those born under the Boar are the most honest and reliable of all the signs. Once Boars make up their minds they do everything possible to reach their goals. They are good friends with an insatiable quest for knowledge. Well-known Boars include Ronald Reagan, Elvis Presley, and Ernest Hemingway. People born in 1983, 1995, and 2007 are Boars.
Long ago the Chinese picked twelve animals and assigned them each to a year, forming a cycle of 12 years. Every twelve years marks the beginning of a new cycle. The cycle goes as follows: rat, ox, tiger, hare, dragon, serpent, horse, ram, monkey, rooster, dog and boar. Special meanings have been given to each of the animals. It is said that one’s character is influenced by the year in which one was born. Tradition has it that certain animal years are better than others. These animal signs were important enough that they once influenced important decisions such as marriages of people born under certain signs. Most people today look upon these Zodiac symbols as a charming reminder of the past.

Here are three old tales which have been told to Chinese children for generations about the origin of the cycle of the 12 animals.

Story I

Twelve animals quarreled one day as to who was to head the cycle of years. The gods were asked to decide and they came up with an idea -- a contest. The animals held a race to see which one could cross a certain river faster than the others. The fastest animal would be first and the rest of the animals would be grouped accordingly.

All assembled at the river and the ox plunged in. The rat jumped upon his broad back. The ox swam quickly and appeared destined to win the race. Just before the ox stepped on shore, the rat jumped off his back onto the river bank, winning through cunning, not speed. Thus the cycle starts off with the rat, followed by the ox, tiger, hare, dragon, serpent, horse, ram or goat, monkey, rooster, dog and boar.

Story II

Once upon a time, a Chinese king invited all the animals in his kingdom to share in the New Year’s Celebration. As it turned out, only twelve of the animals came. First to arrive was the rat. Next came the ox. One by one they came. The twelfth and last to show up was the boar. Then the king named a year for each of the animals that came.

Story III

The emperor of China was unhappy because he could not decide which animal should be the first in the cycle of the animals. The rat was clever and wise and the ox was large and strong.

He and his demi-god, Shun-yu, devised a plan to ask the other animals who should reign as the beast of the first year. Shun-yu proceeded to ask each animal his/her preference. Each, of course, had their own reason for choosing the rat or the ox. The results were equally divided.

It was then decided by the emperor and Shun-yu to ask the people. The rat and the ox would show themselves around the city. The ox was very confident that people would choose him because of his size. But the rat was concerned that he would not be seen. He devised a plan to have Shun-yu make him twice his normal size. The ox did not object. He would still be many times larger than the rat.

That is how the rat became the first in the zodiac. He proved that wisdom is more important than size and strength.

The cycle of the twelve years

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liiitte numerals indicate Chinese years. Best numerals indicate Western years.
GOLDEN LEGACY CURRICULUM

SAMPLE LESSON PLAN: Lunar Calendar

Source: Chinese Historical and Cultural Project

- Lunar Animal Characteristics
- Vocabulary
- Materials
- Procedures

Objectives

- Students will learn about the Chinese Lunar Calendar and the characteristics associated with each of the twelve cycles.
- Students will learn that the use of horoscopes to predict a person's future is common to many cultures.
- Students will learn about proverbs and words of wisdom, and will participate in the traditional Chinese method of fortune-telling.
- Students will test their acquired knowledge of the Golden Legacy. [This may be adapted for use with a single lesson plan.]

Background Information for This Lesson

The Chinese Lunar Calendar is a yearly calendar like the western calendar, except that the start of the lunar year is based on the cycles of the moon. Thus the beginning of the year can fall anywhere between late January and the middle of February. Western cultures date the years from the birth of Jesus Christ (For example, 1994 means 1,994 years after the birth of Christ), and thus approach the progression of years from a linear point of view. In traditional China, dating methods were cyclical, meaning that the years repeat according to a pattern. The repetition is in increments of twelve years.

The Chinese Lunar Calendar goes further and names one of twelve animals as a symbol for each year. A Chinese legend explains that all the animals of the world were invited to come and visit Buddha. Only twelve came. In order to reward these animals for their loyalty, Buddha named a year after each one in the order they appeared before him.

A second legend gives another version of the determination of the order of the animals. The twelve animals quarreled one day as to who was to head the cycle of years. The gods were asked to decide and they held a contest: whoever reached the opposite bank of the river first would be head of the first cycle, and the rest of the animals would receive their years according to their finish.

All twelve animals gathered at the river bank and jumped in. Unknown to the ox, the rat had jumped upon his back. As the ox was about to jump ashore, the rat jumped off the ox's back and won the race. The pig, who was very lazy, ended up last. That is why the rat is the first year of the animal cycle, the ox is the second, and the pig last. If one knows the animal of a person's birth year, the person's age can be known through calculation as the animals repeat every twelve years.
The Chinese culture, like many western cultures, predicts certain characteristics of a person's personality based upon his or her birth date. However, while many western cultures base this expected fortune on the location of the stars and planets on the day of a person's birth, the ancient Chinese horoscope predicts a certain set of characteristics based upon the year in which a person was born. In China, this very personal method is not just a fortune-telling game for self-amusement, rather it is a historically-practiced religious art in the temples in which proverbs also become a part of a fortune.

Lunar Animal Characteristics

RAT
You are imaginative, charming and very generous to those you love, though you do have the tendency to be quick-tempered and overly critical. You will be happy as a writer, critic or publicist.

OX
You are a born leader, and you inspire confidence in those around you. Be careful about being too demanding. You are also methodical and good with your hands. You will make a good surgeon, general or hairdresser.

TIGER
You are sensitive, emotional and capable of great love, but you tend to be stubborn about what you think is right. You will make an excellent boss, explorer or race care driver.

RABBIT
You are affectionate, cooperative and always pleasant, and people like to be around you. You can, however, get too sentimental and seem superficial. You will make a successful business person, lawyer, diplomat or actor.

DRAGON
You are full of life and enthusiasm and a very popular individual with a reputation for being "fun-loving." You will make a good artist, priest or politician.

SNAKE
You are wise and charming. You are also romantic and a deep thinker, but you tend to procrastinate and be a bit stingy about money. You will make a good teacher, writer or psychiatrist.

HORSE
You are an amazingly hard working and very independent. Although you are intelligent and friendly, you can sometimes be a bit selfish. You will find success as an adventurer, scientist or poet.

SHEEP
You are charming, elegant and artistic, and you like material comforts, but you also have a tendency to complain about things and worry a bit too much. You will make a good actor, gardener or beachcomber.

MONKEY
You are very intelligent, clever and well-liked by everyone. You will have success in any field you try.

ROOSTER
You are a hard-worker and definite in your decisions. You are not afraid to speak your mind and are, therefore, sometimes boastful. You will make a good restaurant owner, publicist or world traveler.

DOG
You are honest and faithful to those you love, but you tend to worry too much and find fault with others. You will make an excellent business person, teacher or secret agent.

PIG
You are a good friend because you are sincere, tolerant and honest, but by expecting the same from others, you may be terribly disappointed. You will thrive in the arts as an entertainer, or you may make a great lawyer.
Vocabulary

**horoscope**
A diagram of the positions of planets and signs of the zodiac at a specific time (as at the time of one's birth). Used by some people to determine personality characteristics and to foretell events.

**proverbs**
A short saying in frequent and widespread use, expressing a well-known truth or fact.

**zodiac**
An imaginary belt in the heavens, usually 18 degrees wide, that includes the paths of the planets except Pluto; is divided into 12 constellations or signs.

Materials Needed to Complete the Lesson

**ACTIVITY 1**
- Chinese Lunar Calendar
- Chinese Lunar Calendar Activity Sheet, Sheet #1 (below)
- Newspaper containing daily horoscopes
- Chinese Lunar Calendar Activity Sheet, Sheet #2 (below)

**ACTIVITY 2**
- Popsicle sticks
- small cylindrical container (e.g. toilet tissue tube with one end closed)
- 1” x 4” paper strips
- Pencil
- Index cards, plain and colored
- Background information from lessons in the Curriculum Kit reviewed in class. [Can adapt for use with other topics.]

Procedures

**ACTIVITY 1 - HOROSCOPE**

1. Teacher and students review the history, legends and meaning of the Chinese Lunar Calendar.
2. Give students their own Chinese Lunar Calendars (below).
3. Ask the students to locate their year of birth and the animals and characteristics associated with it on their own Lunar Calendars.
4. Discuss with the students how seriously they feel the horoscope should be taken.
5. Instruct the students to talk with family members about the horoscope and select two people to write about, in addition to themselves, on Work Sheet #1 (below).
6. Discuss the horoscope concept believed and followed by many in the United States. Bring in several newspapers and find the horoscopes in them. Have several students read their daily horoscopes based upon their birth date. Compare these to their Chinese horoscope and its attributes.
7. Instruct the students to calculate the animal sign in the year they will graduate from high school, graduate from college, get married or mark any other important year in their lives. Allow the students to select the years in order to have a variety within the class. (Work Sheet #2 - below)
ACTIVITY 2 - TEAM CONTEST

1. Select a statement from the Background Information from the lessons previously reviewed in class. [Other topics may be used.] Change it to read: Who...? What...? Why...? When...? or How...?
2. Write each of these questions on an index card.
3. Number each card.
4. Number each popsicle stick to match a number on the index cards.
5. Place the popsicle sticks in the Fortune Stick container.
6. Students take turns shaking the containers until one stick edges out.
7. Student reads the number of the stick; his/her partner asks the question from the index card with the matching number.
8. A correct answer equals one point; an incorrect answer equals no additional points.
9. The student with the most points gets to create a "trick stick" using a question that may be more difficult to answer. These sticks are made from index cards of a different color and are added to a new Fortune Stick container and marked with a distinctive colored band to indicate the level of difficulty.

ACTIVITY 3 - FORTUNE TELLING

1. Students brainstorm proverbs or words of wisdom, i.e.
   - If at first you don't succeed, try, try again.
   - A penny saved is a penny earned.
   - The early bird catches the worm.
   - Patience is a virtue.
2. Write proverbs on the board to serve as examples.
3. Students will write their own words of wisdom or a proverb on index cards.
4. Assign a number to each card.
5. Number the popsicle sticks to match the numbered cards.
6. Place the popsicle sticks in the container.
7. Students take turns shaking the containers until one stick edges out.
8. A correct answer equals one point; an incorrect answer equals no additional points.
9. Student reads the number of the stick; his/her partner reads the proverb or words of wisdom from the index card with the matching number.

Click here for Worksheet #1

Bibliography

Huang, Joe. *A Different New Year*. San Francisco: Chinese Culture Foundation, No Date.


WORK SHEET #1

CHINESE LUNAR CALENDAR ACTIVITY

STUDENT NAME __________________________ DATE __________

YEAR OF BIRTH _______ LUNAR CALENDAR ANIMAL _________

CHARACTERISTICS __________________________________________

________________________________________________________________

DO YOU THINK THIS IS CORRECT? WHY OR WHY NOT?

________________________________________________________________

________________________________________________________________

FAMILY MEMBER NAME ________________________________

YEAR OF BIRTH _______ LUNAR CALENDAR ANIMAL _________

CHARACTERISTICS __________________________________________

________________________________________________________________

DO YOU THINK THIS IS CORRECT? WHY OR WHY NOT?

________________________________________________________________

________________________________________________________________

FAMILY MEMBER NAME ________________________________

YEAR OF BIRTH _______ LUNAR CALENDAR ANIMAL _________

CHARACTERISTICS __________________________________________
DO YOU THINK THIS IS CORRECT? WHY OR WHY NOT?

---

WORK SHEET #1

CHINESE LUNAR CALENDAR ACTIVITY

STUDENT NAME ___________________________ DATE __________

YEAR OF BIRTH __________ LUNAR CALENDAR ANIMAL __________________

YEAR IN WHICH YOU WILL GRADUATE FROM HIGH SCHOOL __________

AGE _______ LUNAR CALENDAR ANIMAL __________________

YEAR IN WHICH YOU MIGHT __________________________

AGE _______ LUNAR CALENDAR ANIMAL __________________

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AGE _______ LUNAR CALENDAR ANIMAL __________________

YEAR IN WHICH YOU MIGHT __________________________

BEST COPY AVAILABLE
Chinese Lunar Calendar
SAMPLE LESSON PLAN: Abacus

Source: Chinese Historical and Cultural Project

- Vocabulary
- Materials
- Procedures

Objectives

- Students will understand the main concept of the abacus, a counting tool for arithmetic.
- Students will make an abacus and be able to demonstrate simple numbers, addition, and subtraction.

Background Information for This Lesson

People have counted, added, and subtracted with an abacus since ancient times. The name comes from the Greek word, abax, meaning "board" or "calculating table." While there is no actual record of who invented the abacus, it is depicted in a sketch book written during the Yuan Dynasty (14th Century) and there at least more than 600 years old.

Webster's dictionary defines abacus as a "frame with beads or balls sliding back and forth on wires on in slots, for doing or teaching arithmetic." Arithmetic includes addition, subtraction, multiplication, and division. The abacus can also be used to work with fractions and with finding square and cube roots.

The advantages of its use over pencil or pen arithmetic is time. It is faster than writing down the problem and solving it. When working with the abacus one just needs to be accurate. You leave the memory work to the abacus frame.

The one disadvantage is that inexperienced users make mistakes. But that can happen in pencil arithmetic too.

In addition to learning reading and writing in regular school, Heinlenville Chinese attended Chinese school where they learned arithmetic by working with the abacus.

The Chinese abacus has a center bar with rows of two beads above and rows of five beads below. All numbers are calculated from the center bar (which divides the two and five beads), and from right to left; and the answer is read left to right as traditionally taught in American schools. The beads are used to help keep track of the numbers being used.

Each vertical row of beads represents a different multiple of 10 (1000, 100, 10, and 1). The white beads in every row below the center bar each stand for five of the unit. The beads must be pushed against the center bar to be counted.

To make numbers, bring the beads from the ends of the rows to the center line. To add numbers, push the
number of beads needed to the center line. To subtract numbers, push the number of beads away from the center line.

Here are some examples of numbers done on the abacus

Vocabulary

**abacus**
Frame with beads sliding back and forth on wires or in slots, for doing or teaching arithmetic of the decimal system.

**arithmetic**
addition, subtraction, multiplication or division

Materials Needed to Complete the Lesson

- Actual abacus
- Tag board
- Pattern for abacus
- Kite string or yarn
- Small red and white beads (or salad macaroni and red food coloring. One bags makes enough for two classes of 30 students each.)
- Rubbing alcohol
- Hole punch
- Staplers
- Worksheets
  1. Abacus Pattern
  2. Practice Sheets 1, 2, 3

Procedures

1. Give background information and show an actual abacus.
2. Make a sample abacus for students to view:
   - Copy the abacus pattern onto oaktag or light cardboard.
   - Pinch together and fold, matching arrows as indicated.
   - Staple as indicated to secure fold.
   - Punch holes as indicated.
   - Cut pieces of string for each student. You may need to start each board with the string tied to the first hole.
   - Run string through bottom hole, thread with five white beads (or macaroni); run string through center hole and thread with two colored beads; run string through top hole.
     - IF USING MACARONI, put a small amount of rubbing alcohol in a dish and add food coloring. The more concentrated the coloring, the deeper the macaroni color.
     - Add macaroni and let sit a few minutes to absorb the color.
     - Remove the macaroni from the alcohol and spread out on paper towels to dry.
   - Continue until you have four complete rows.
   - Staple end of string firmly to hold in place.

Let students make an abacus. This will take from 5 to 15 minutes, depending on whether students
assemble from scratch.
4. Once assembled, the student can practice with the abacus to make numbers.
5. Students can complete the Worksheets #1, #2, #3, and the teachers can review answers with class-wide participation.
6. Students can practice adding and subtracting numbers, as did the children of Heinlenville Chinatown in their Chinese school.

Bibliography

Worksheet 1

Answers to Worksheet 1
Answers to Worksheet one

195
Worksheet two

Answers to Worksheet 2
Answers to Worksheet two

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197
## Worksheet three

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China is the world's oldest living civilization. Among the inventions it has given the world are paper, the wheelbarrow, the clock, gunpowder, and the compass. Explain that a compass is a special tool that can tell you which direction is north. Ask students why people would want to know where north is. You may want to demonstrate how a compass works by doing the following activity with them.

**Making a Compass**

(You may want to try this activity on your own before demonstrating it to be sure nothing in your school building interferes with Earth's magnetic field.)

**Materials**
- sewing needle
- magnet
- a piece of cork (or plastic foam)
- clear plastic cup of water
- brightly colored marker

**Directions**

Carefully stick the needle through the cork. Then float it in the cup of water. Turn the needle in different directions and then let it settle. Ask students to describe what happens. (It won't point in any one direction.) Now take the needle out of the cork and drag it across a magnet about 30 times, in the same direction each time. Use the marker to color the end that will face north. Stick the magnetized needle back in the cork and float it in the water. It will now point north. Help students figure out where east, south, and west are in relationship to north. Ask students to explain how they think the ancient Chinese would have used a compass. Then invite them to use the compass to make simple maps of the classroom. Remind students to include a compass rose on their maps.

* This activity is from the book *Chinese Inventions*. The page number is 199.
Welcome to Dragon Quiz

Test your knowledge about China! From Level One to Level Three, you will encounter different levels of difficulty. Each Level offers you a choice of three quizzes with each one containing five questions covering topics such as history, geography and general knowledge. After you finish answering the questions, you will be able to know the number of correct, incorrect and skipped questions instantly.

Now, enter the Dragon Quiz and Have Fun!

Directions:

- Visit the site listed below -
- Click on Quiz - record your score for each quiz.

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http://welleslian.com/dragontour/quiz/
Today, most Chinese families live in large apartment buildings. These buildings usually have five stories and are grouped together. Most apartment complexes have their own stores and schools. Inside the buildings, families generally live in one or two-room apartments. They share a kitchen and bathroom with other families. Traditional Chinese houses are one-story structures built around a courtyard and hidden from the outside by walls. Wealthy families have gardens inside their gates, with streams or small ponds. Since there are few trees in China, houses are made of stone or brick. The Chinese use tile or straw for the roofs of their houses. As an activity, students might write a letter to an imaginary pen pal in China in which they describe the type of home they live in.

**Fashion Statements**

For about forty years, the government of China controlled almost every aspect of life in China. Farmers and industrial workers lived and worked communally. The Chinese people even dressed in similar clothes. Today the government has loosened its controls on business and farming. People are earning small amounts of private income. While some people have enough money to wear bright, fashionable clothes, most Chinese wear cotton slacks and shirts. They add layers of clothing for warmth.

**Chinese Families**

Chinese families are very close and strong. Respect for elders and ancestors has long been an important part of Chinese tradition. In rural areas, and sometimes in the cities, several generations of a family may live together. Chinese families respect and obey their elders. Young people ask their elders, their grandparents or parents, for advice before making decisions.

The Chinese government strongly urges young married couples to limit their families to one child. One-child families are rewarded in various ways, such as by moving up in the waiting lists for housing. Families that have more than one child are punished, for example, by losing the allowance that the government pays to families.

Chinese people write their names with their family name first. For example,
THE STORY OF RICE

The most common grain in many parts of China is rice. Like other grains, rice is a kind of grass. The Chinese often have a soupy rice, called congee, for breakfast and generally have rice with other meals as well. Plain rice, with nothing added, is called jook.

Chinese farmers grow rice in small patches of level ground. Sometimes they make terraces for rice growing on hillsides. The terraces are small flat fields that look like steps going up the hill. Rice grows in very wet soil, so farmers grow small rice plants from seed and then transfer them to fields or paddies that are covered in water. These fields are called rice paddies. Paddy fields are always flat, so that the water will not flow to low spots.

A rice plant first grows flowers. Then it forms grains of rice. When the rice is ready, farmers drain water from the fields and let the plants grow a little longer. Then they cut the rice. They spread the rice to dry and sort it according to size.

Eating the Chinese Way

An ordinary Chinese family meal usually includes several dishes, such as: a soup, a meat dish, a fish dish, a vegetable dish, rice or noodles, fruit.

The fancier the meal, the more dishes it includes. A really special meal may include as many as 12 different dishes. The Chinese use round tables so that every person is equally close to the many dishes of food. Each place setting has a rice bowl and small saucer bowls, a china spoon, chopsticks, and a tiny bowl for bones.

CHINA FACTS

We know that the Chinese grew rice as long ago as 5000 B.C. Archaeologists have found rice grains in farming tools and pots from that period.

Northern (Mandarin)—Cooks use garlic and scallions and noodles made from wheat flour. Dishes include steamed bread and dumplings. The most famous Mandarin dish is Peking duck.

Southern (Cantonese)—Cooks use few seasonings. They stir-fry and steam the food, which is served with rice. Dishes include sweet and sour pork and wonton soup.

Western (Szechuan or Hunan)—Cooks use many spices, both hot and sweet as well as garlic, onions, and leeks.

Eastern (Shanghai)—Cooks use lots of soy sauce and sugar and prepare many fish and seafood dishes.

Scholastic Culture Kit : China
Using Chopsticks

1. Take the thick end of one chopstick in the crook of your thumb. Rest the lower part lightly against the inside of your ring finger.
2. Hold the other chopstick between the tips of your index and middle finger. Hold it with your thumb, as you hold a pencil.
3. Move the outside (second) stick back and forth while you hold the inside (first) stick still.
4. Now you are ready to pick up some food.
5. Never touch your mouth with your chopsticks, because everyone eats from the same bowls.
6. It is not polite to cross your chopsticks on your plate or bowl.
Take the first piece of meat or fish that you touch, and don't poke around in the pot for a bigger one.

Don't pick your nose while eating and then reach for more food.

Don't throw bones you have chewed back in the pot. Put them on the table or toss them on the floor.

Don't clean your teeth with your knife.

If your fingers become greasy, it is not polite to lick them or wipe them on your coat. Bring a cloth along for this purpose if your host does not provide one. Or else wipe them on the tablecloth.

As more and more people adopted Erasmus' rules, table manners in Europe became more refined. But they still seemed crude to those who lived on the other side of the world, in China and Japan. "What barbarians!" a Chinese writer said when he saw some visiting Europeans using knives. "They eat with swords!"

Over the centuries, the Chinese and Japanese had developed a very different way of cooking and eating. It was based almost entirely on the use of two long, thin pieces of wood called chopsticks.

According to this story, it happened at the beginning of Chinese written history, around 3000 B.C., when most people cooked their food in tripods. These were metal pots that stood on three squat legs and could be set directly over a fire. The large pots took an hour or so to cool after the food was cooked, and some people were too greedy to wait. Grabbing a pair of sticks, they poked at the steaming food and lifted out the best pieces for themselves. Others copied them, and within a short time people all over China were eating with chopsticks.

Another explanation credits the Chinese preference for chopsticks over knives to the philosopher Confucius, who lived
from 551 to 479 B.C. Confucius once remarked that honorable and upright people would rather see an animal alive than dead. And if they heard the noise and screams of an animal being killed, they would not want to eat its flesh.

For Confucius, knives were a constant reminder of such killings. Consequently, he wrote in one of his books: "The honorable and upright man keeps well away from both the slaughterhouse and the kitchen, and he allows no knives on his table."

Whether or not Confucius was responsible, we do know that by 400 B.C. people throughout China were using chopsticks. Hand in hand with their adoption came the development of a uniquely Chinese style of cooking. Meat and vegetables were either cut into bite-sized pieces or cooked until they were so tender that they required no cutting. Even when poultry and fish were served whole, the meat was so tender that it could be picked easily off the bones with a pair of chopsticks.

Besides chopsticks, the Chinese from very early in their history also used spoons. They were made of a hard earthenware called porcelain, and they had flat bottoms so that a diner could set one down on a table top without spilling the contents. The Chinese thought the round-bottomed European spoon was very inefficient!

Unlike Europeans, the Chinese never used their spoons to eat any food except soup. For everything else they used chopsticks, manipulating the two sticks smoothly and quickly as they plucked bits of food from first one dish and then another. In fact, the word for chopsticks in Chinese means "the quick little fellows."

Most Chinese chopsticks are ten to twelve inches long and about as thick as a pencil. Those for children can be as short as five inches. Those used by the hostess or host to pass special delicacies to their guests are sometimes as long as twenty inches.

Chopsticks have been made from many different materials over the centuries: bamboo, wood, jade, ivory, gold, and silver. Many upper-class families in old China used ivory chopsticks tipped with silver. Since ancient times the Chinese had believed that silver was a protection against poison. If the silver-tipped chopsticks came into contact with food that had been poisoned, they would turn black—or so people said.

Only the wealthiest Chinese families could afford gold or silver chopsticks, and one had to have strong fingers to use them, for they were extremely heavy. In the classic Chinese novel The Dream of the Red Chamber, that fact became embarrassingly clear to a peasant girl who was dining in a wealthy home for the first time. When she tried to pick up a pigeon's egg with her gold chopsticks, she was so startled by their weight that she dropped the egg on the floor.

In setting a Chinese table, the chopsticks are placed either to the right or below a small, central plate. The soup bowl is
Chinese workers eating rice with chopsticks at Kunming airbase, 1944.

Courtesy of The New York Public Library Picture Collection
located to the upper right of the plate with the flat-bottomed soup spoon in it. A bowl of rice, served with every Chinese meal, is put directly on the plate.

At Chinese banquets, the meat and vegetable dishes are served one after another, and the guests help themselves to portions of each, putting them on their small plates. The soup is served last. At family dinners, all the dishes are in the middle of the table at the beginning of the meal, with the soup tureen in the center.

A single pair of chopsticks is used to eat all the dishes, even at banquets. Often the diners are provided with small rests of porcelain on which they can lay their chopsticks between courses so that they won’t soil the tablecloth.

Chopsticks serve as signals during a Chinese meal. At the start, the host raises his chopsticks over his rice bowl to invite the guests to begin eating. Then he puts his rice bowl to one side of the plate, and all the other diners do the same. At the end of the meal, the diners set their chopsticks even and parallel across the tops of their rice bowls to indicate that they’ve finished.

Chopsticks often seem awkward to handle at first, even for Chinese children. But when you learn how to hold them firmly but lightly, there’s no strain at all, and their use quickly becomes second nature.

To begin, hold your right hand (or your left, if you’re left-handed) in a relaxed position. Place the first chopstick between the tip of your fourth, or ring, finger and the base of your thumb. Be sure you pick up the chopstick the right way: The top half, which you hold in your hand, is squared; the tip, which takes up the food, is rounded. Your thumb should be around the squared section and your ring finger at the midpoint of the chopstick.

Brace the chopstick against the fourth finger with the middle of the thumb, but keep the tip of the thumb free. You’ll need it to help hold the second chopstick. Place the second stick between your thumbtip and the tips of your index and middle fingers. Grasp the stick lightly so that you can move it up and down against the other chopstick, which remains still.

When you want to pick up a piece of food, push upward on the second chopstick with your middle finger. This will open the tips of the chopsticks. To grasp the food, push down on the second stick with the same middle finger. The two chopsticks will come together with the food pinched securely between the two tips. Then you can raise the bite swiftly to your mouth.

It’s important to keep the tips of the chopsticks even with one another at all times. If one is higher and one is lower, the chopsticks will not work.
Rice is hard to eat with chopsticks because the individual grains are so small. However, the Chinese have found a solution to this problem. They lift the rice bowl with their thumb resting on the rim and their index and middle fingers grasping the bottom. Then, holding the bowl quite close to the mouth, they use their chopsticks to transfer globs of rice from bowl to mouth. When they get near the bottom of the bowl, they raise it up to the lips in a drinking position and scoop out the last few grains.

The use of chopsticks spread from China to the neighboring countries of Vietnam and Korea. Eventually, like many other Chinese customs, it also reached Japan. This occurred sometime before A.D. 500, and within a short time people throughout the Japanese islands were eating with chopsticks.

The Japanese called their chopsticks hashi, meaning bridge, because the sticks acted as a bridge between bowl and mouth. Japanese chopsticks differed somewhat from the Chinese variety. They had tapered rather than rounded ends, and were most often made of lacquered wood instead of bamboo or ivory.

Lacquer is obtained from the juice of a tree peculiar to the Far East, and is purified by filtering. The lacquer, which may be colored, is then applied to chopsticks or other wooden objects in several successive layers. After the lacquer dries, the chopsticks are rubbed down to give them a smooth, shiny surface. If the layers of lacquer are thick enough, they can be carved, painted, or engraved. Many lacquered Japanese chopsticks feature beautiful inlaid designs of gilt or mother-of-pearl.

Besides their use at table, chopsticks also play a role in the cremation ceremonies of Japanese Buddhists. This has led to certain dining taboos. For example, a Japanese never passes food to another person with his own chopsticks. This might remind the person of the Buddhist ritual in which bone fragments of the deceased are picked from the funeral pyre with ceremonial chopsticks and passed among the family members.

The Japanese never stick their chopsticks upright in a bowl of rice either, since that action also has a connection with death. Buddhist mourners customarily place a bowl of uncooked rice by the family altar as an offering to the deceased, and then stand his chopsticks upright in it.

The Japanese observe other taboos when using chopsticks. If they go on a picnic, they take along disposable wooden chopsticks, and always break them in two when they've finished eating. Otherwise, they believe, a wily devil might find the chopsticks and use them for some evil purpose.

Basically, though, the Japanese handle their chopsticks in the same way the Chinese do. And they've done so for centuries. When a merchant from Italy, Francesco Carletti, visited Japan at the end of the 1500s, he wrote in his journal about the natives' skillful use of chopsticks.
"They are the length of a man's hand and as thick as a quill for writing," wrote Carletti. "With these two sticks, the Japanese are able to fill their mouths with marvelous swiftness and agility. They can pick up any piece of food, no matter how tiny it is, without ever soiling their hands."

Carletti was writing at a time when most Europeans still ate with their fingers. But that would soon change. A new utensil was about to be introduced on dinner tables from Italy to England. This utensil would enable Europeans to eat their food as neatly and cleanly as the Japanese diners Carletti had observed. Eventually it would revolutionize Western table manners.

What was this wonder-working utensil? The common fork.
GOLDEN LEGACY CURRICULUM

SAMPLE LESSON PLAN: Bound Feet
Source: Chinese Historical and Cultural Project

Objectives

- Students will become aware of the old Chinese custom of foot binding.
- Students will become aware that few Chinese women in American had bound feet, although in the early days wives of merchants usually did;
- Students will compare foot binding with restrictive clothing in use today and in the past.

Background Information for This Lesson

In the tenth century in China, a prince began the practice of foot binding because he loved the small 'lily feet' of his concubine. Thus traditional Chinese values for over 1000 years dictated that the feet of young girls should be bound to keep them small. 'Lily feet', as they were called, were thought to be very dainty and beautiful and a symbol of gentility and high-class. Although the term sounded harmless, it was really very cruel. It began when a girl was between three and eleven years old. First her foot was washed in hot water and massaged. Then the child's toes were turned under and pressed against the bottom of her foot. The arches were broken as the foot was pulled straight with the leg, and a long narrow cotton bandage would be tightly wound around the foot from the toes to the ankle to hold the toes in place.

After two or three years, a girl's feet actually shrank -- until they could fit into shoes just three inches long. This resulted in feet that were very deformed and unbearably painful to walk on. Sometimes the toes even fell off, because blood could no longer reach them. Besides identifying women of gentility or high-class, it prevented women from "wandering," since the bound with bound feet was unable to walk unassisted, and even going a short distance was very painful. These women had to walk with very short mincing steps and could stand only with great difficulty.

Tiny 3-inch-long shoes, called 'lotus shoes', were made of silk and were beautifully embroidered. In the upper classes in China, a good marriage would be impossible to arrange if the girl had "big ugly feet." The practice of foot binding continued in China for over 1000 years until the Manchu Dynasty was toppled in 1911 and the new republic was formed. Foot binding was then outlawed.

Few Chinese women and girls who came to California had their feet bound as small children in China, but those who did had to spend their lives with the tiny useless feet. However, many of them did manage to walk and could do light household tasks and cooking. Sometimes, the young girls would have the bindings removed and often their feet would grow enough to permit normal walking. Most of these people migrated to San Francisco and other cities where the upper class Chinese ran lucrative businesses.

Women from the peasant and working classes did not have their feet bound as children because if was
necessary for them to be able to work in the home and fields. As these were more frequently the women who came to America, most of the immigrant women did not have bound feet. Most of the Chinese who migrated to the Santa Clara Valley were from this class.

(NO: The San Jose Historical Museum has a pair of "lotus shoes" on display in the Ng Shing Gung located on the museum grounds. The shoes are three inches long, the actual size used. The students may see them when they visit the museum, or refer to #6 on the Slide Set included with this curriculum kit.)

Lotus Shoes

Vocabulary

concupine
A woman who is a secondary wife to a married Chinese man.

foot binding
An old Chinese custom of wrapping a girl's feet so that they would not grow.

gentility
"Of gentle birth" and refinement: of upper-class status.

lucrative
Producing wealth, profitable.

mincing
Walking or moving with short, affectedly dainty steps.

restrictive
Confined or kept within limits.

Materials Needed to Complete the Lesson

- *Those Doll-Sized Feet*, (below). This is an article written by Jane Am Pang about her grandmother in Hawaii. For young students, you may wish to change a few of the words that describe the way bound feet made women walk.
- Picture of Chinese Foot Binding (below -- discretionary for very young students)

Procedures

1. Read *Those Doll-Sized Feet*, and show pictures.
2. Discuss why this was done. Children must understand that this practice was discontinued about 80
years ago.

3. Discuss kinds of restrictive clothing used in our society today. For example:
   - girdles and corsets
   - neckties
   - platform and high-heeled shoes
   - skin-tight jeans and skirts

4. Discuss kinds of practices used today to make ourselves attractive:
   - hairstyles (cutting and permanents, toupees, and wigs)
   - pierced ears/noses
   - diets
   - exercise classes
   - brand-name clothing
   - shaving

5. With an advanced student, research on unusual or unique practices from other cultures in the world could be an interesting project.

Those Doll-Sized Feet...

Jane Kam Pang

AhPo's house was next door to mine for the first decade of my life. For as long as I can remember, my mother and I spent a part of each day visiting her.

AhPo had seven children. My mother was the eldest. She sewed, she cleaned, she cooked, and she had those "doll-sized" feet. She was always clad in dark traditional Chinese pajamas, unless she 'went out'; then it was a long, dark cheongsam. Her long hair was pulled back to form a pug. Her skin, like my mother's, was almost flawless. And she always wore those small, small black leather shoes. Some were laced; others had a narrow strap across the instep.

Wooden stools were strategically placed around her kitchen so AhPo could kneel from ice-box to sink to table to stove, and not have to walk on those tiny feet of hers. Her knees were usually swollen or blistered. In the late afternoon, AhPo would hobble out to the back yard, carrying a big, big black pot to cook the evening's rice. She tended the fire, fueled with wood, while sitting on a small bench. I can still see that black, black pot that contained the whitest, hottest rice.

It was years later, when I saw her bare feet, that I started to understand the effort and the pain that must have accompanied her every step. Her feet were smaller than my hands. The big toe was where it should be, but the other four toes were folded under the sole of the foot. The big toe and the heel of the foot were pushed very close together. The arch of the foot was very high.

When very young, about age six, girls like my grandmother had their feet bound. Long, narrow strips of cloth were wrapped in a figure eight over the instep, around the heel, under the foot. These bandages were tightened daily until the foot measured less than four inches.

Historically, some believe this practice started around the Sahng Dynasty. This extremely painful custom lasted over a thousand years. Mothers wished their daughters to be in a "state of refinement and grace". The swaying walk that necessarily developed was thought to be erotic and sensuous. Foot binding was beyond fashion. Words like feminine, sexy, dignified, fragile, delicate, gentle must be used to depict the qualities women hoped for with bound feet.
Although AhPo lived over 80 years, I do not remember her as being old or handicapped. She had a regal look and did all her household chores without the aid of computerized appliances. She was truly a lady by all standards -- yes, with those "doll-sized feet."

Bibliography


How do you compare? Take off one of your shoes and trace it over this 'Lotus shoe'.

Lotus Shoe vs. You!

Side view of Lotus shoe (actual size)
FOOTBINDING

"There's a whole new generation of men who will want an educated wife. Not some backwards girl hobbling around on rotten feet, filling the room with the stench of death!"

(Tieng-bin)

My grandmother's feet had been bound when she was two years old. Her mother, who herself had bound feet, first wound a piece of white cloth about twenty feet long around her feet, bending all the toes except the big toe inward and under the sole. Then she placed a large stone on top to crush the arch. My grandmother screamed in agony and begged her to stop. Her mother had to stick a cloth into her mouth to gag her. My grandmother passed out repeatedly from the pain.
This process lasted several years. Even after the bones had been broken, the feet had to be bound day and night in thick cloth because the moment they were released they would try to recover. For years my grandmother lived in relentless, excruciating pain. When she pleaded with her mother to untie the bindings, her mother would weep and tell her that unbound feet would ruin her entire life, and that she was doing it for her own future happiness.

In those days, when a woman was married, the first thing the bridegroom's family did was to examine her feet. Large feet, meaning normal feet, were considered to bring shame on the husband's household. The mother-in-law would lift the hem of the bride's long skirt, and if the feet were more than about four inches long, she would throw down the skirt in a demonstrative gesture of contempt and stalk off, leaving the bride to the critical gaze of the wedding guests, who would stare at her feet and insultingly mutter their disdain. Sometimes a mother would take pity on her daughter and remove the binding cloth; but when the child grew up and had to endure the contempt of her husband's family and the disapproval of society, she would blame her mother for having been too weak.

The practice of binding feet was originally introduced about a thousand years ago, allegedly by a concubine of the emperor. Not only was the sight of women hobbling on tiny feet considered erotic, men would also get excited playing with bound feet, which were always hidden in embroidered silk shoes. Women could not remove the binding cloths even when they were adults, as their feet would start growing again. The binding could only be loosened temporarily at night in bed, when they would put on soft-soled shoes. Men rarely saw naked bound feet, which were usually covered in rotting flesh and stank when the bindings were removed. As a child, I can remember my grandmother being in constant pain. When we came home from shopping, the first thing she would do was soak her feet in a bowl of hot water, sighing with relief as she did so. Then she would set about cutting off pieces of dead skin. The pain came not only from the broken bones, but also from her toenails, which grew into the balls of her feet.

In fact, my grandmother's feet were bound just at the moment when foot-binding was disappearing for good. By the time her sister was born in 1917, the practice had virtually been abandoned, so she escaped the torment.


Pictured below: the feet of a Chinese working woman (left), and those of a "lotus" foot woman. Courtesy, Peabody Essex Museum
Since ancient times, the Chinese have enjoyed board games. Both the Chinese philosopher Confucius (551-479 B.C.) and the Chinese sage Mencius (c. 372-289 B.C.) mentioned the game yih in their writings.

Yih is a game for two players, each of whom have three men.

1. The players enter one man at a time, in turn, on any free point, endeavoring to form a row of three along any of the eight marked lines.

2. If all the men are entered and no row has been formed, play proceeds, again alternately, by moving a man one step along any line to a neighboring empty point.

3. The winner is the first player to complete a row of three.

Note: It has been shown that the first player must win if he enters his first man on the central point.

Games similar to yih have been played (and are still played) all over the world. Only the French have a rule forbidding the first player to place his first man on the central point. In order to make the game more challenging, it is suggested that the French rule be followed in the playing of yih.

Go to website listed above. Choose one of the *ed Dynasties. Research this Dynasty. Write and illustrate a brief report on this Dynasty.

**History Timeline**

Note: Clicking on the Chinese characters for each of the dynasty will bring up a list of the emperors (in Chinese) for each of the respective dynasty. However, not every dynasty will have a link. For those who can read Chinese, I highly recommend Seke Wei's excellent *Era and Timeline of Chinese History.*

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THE LAND

To understand the different ways of life in China, students need to know something about the land itself. China, officially called the People's Republic of China, is the third largest country in the world. More than one billion people live there.

BOUNDARIES AND BARRIERS

Throughout much of its history, China's geographical boundaries formed barriers that kept the country isolated from the rest of the world. On the east, China is bordered by the Pacific Ocean. The Amur River forms the boundary between China and Mongolia in the northeast, and two great deserts mark its borders on the north and northwest. The high mountains of the Himalayas and several mountain ranges guard the boundaries on the south.

To reinforce a sense of China's geographical boundaries, have students locate the country on the map. Ask them to find the Pacific Ocean, the Himalayas, and the Gobi and Taklimakan deserts. Ask students to explain why these borders kept outsiders from entering China. The Himalayas are the highest mountains in the world. Mount Everest, the highest mountain in this towering chain, is 29,028 feet high. This makes it around 9,000 feet taller than Mount McKinley in Alaska, the highest mountain in the United States. Students can also locate the Yangtze River on the map. This river serves as a dividing line between north and south China.

China has many mountainous areas. In fact, more than one quarter of China lies above 10,000 feet. The Tibetan plateau in southwestern China sits between the Himalayas and the Kunlun Mountains. It is the largest highland region in the world with an average altitude of 14,800 feet above sea level.

Read the following poem to the class. Then discuss with students how the landscape of China inspired the poet Li Po.

VIEWING THE WATERFALL AT MOUNT LU

Sunlight streaming on Incense Stone kindles violet smoke:
far off I watch the waterfall plunge to the long river,
lying waters descending straight three thousand feet,
till I think the Milky Way has tumbled from the ninth height of Heaven.

Li Po, A.D. 705-762
Taotie Trouble

A Taotie is a Chinese demon who is said to be a guardian of boundaries. It is described as having the horns of an ox, the ears of an elephant, the talons of a bird, the eye of a man, and the chest of a dragon. It was often sewn and worn as decoration on armor breastplates. In order to keep the Taotie at a distance, fill in the following boundary questions:

CHINA is:

1. bounded on the north by the ____________________________

2. bounded on the northeast by ____________________________ and ____________________________

3. bounded on the east by the ____________________________ Sea and the ____________________________ Sea.

4. bounded on the south by the ____________________________ Sea,

________________________________

________________________________

________________________________, and ____________________________

5. bounded on the west by ____________________________

and the ____________________________

On a piece of drawing paper, create your version of a TAOTIE.
CHINA IS TOO MUCH!

China is a land of superlatives. It has the tallest mountains in the world—the Himalayas. This mountain chain has the highest peak in the world, Mount Everest. China also has the highest plateau, the Tibetan Plateau, which averages more than 14,000 feet above sea level and is known as the Roof of the World. The world’s largest basin, the Tarim Basin, and the hottest place on earth, the Turpan Depression, 505 feet below sea level, are also in China.

RIVERS

The Yangtze is China’s longest river and the third longest river in the world. Only the Nile and the Amazon are longer. Its Chinese name is Chang Jiang which means “Great River.” China’s other great river is the Yellow River, also called the Huang He. The Yellow River is known as “China’s Sorrow,” because its frequent floods cause much hardship and destruction. However, the floods carry a blessing as well. When the rivers flow over the lowlands, they deposit rich silt brought from higher ground. The river takes its name from the color of the soil it washes down-stream. When the flood waters dry out, the farmland is more fertile than ever. Today the power of many of China’s rivers has been tamed by dams and used to create electrical power.

The Dragon Rivers of China

The Chinese tell a wonderful folk story about their nation’s four dragons. As you tell the story, ask students to guess what the dragons really are. Then have students find these four rivers—the Amur, Huang He, Yangtze, and Zhu Jiang (Pearl) rivers—on the wall map.

A FOLKTALE:

A long, long time ago, there were no rivers or lakes in China. But there were four very large dragons who lived in the Eastern Sea. They were called Long Dragon, Yellow Dragon, Black Dragon, and Pearl Dragon.

One day when the dragons were playing in the clouds, they noticed that down on Earth, the rice plants were not green and fresh. Instead, they were brown and withered. The people were not busy and happy, but were crying and begging the Jade Emperor, the ruler of the heavens, for rain. The dragons realized that it had been a very long time since the Jade Emperor had sent rain to Earth.

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So the four dragons flew up to the great palace of the Emperor. They made their way into his most impressive throne room, where the Jade Emperor sat on a high carved throne. (Naturally, it was carved of the most precious jade.) The dragons bowed and waited for the Jade Emperor to greet them. They had to wait until the Jade Emperor awoke from a nap. He was very lazy and yawned and dozed all day long. Finally, the Emperor yawned an enormous yawn and asked the dragons what they wanted. The dragons reminded the Jade Emperor that Earth needed rain. The Emperor seemed very sleepy, but in between yawns, he promised that he would send rain very soon. Then he yawned and dozed off again.

Days went by and it did not rain. The cries of the humans became even louder. The dragons flew back up to the palace and once again made their way into the throne room. Once again they pleaded with the Emperor to send rain. And once again, the Emperor promised, between yawns, to make it rain very soon.

But it did not rain, and the cries and prayers of the humans became so loud and so desperate that the dragons could not enjoy playing in the clouds. They decided to help the humans themselves. They flew down into the Eastern Sea, gulped great gulps of water into their mouths, and then flew over the land, spraying the water right and left. The dragons did this over and over, until the rice fields showed a little green again, and the people went about their duties with hopeful hearts.

However, the Jade Emperor, in between yawns, heard the happy laughter of the children and the grateful cries of the farmers. “Someone has been bringing water to Earth!” he cried. The Emperor peered over the walls of his palace high in the sky and saw the four dragons spraying water this way and that way on the earth. He was very angry!

The Jade Emperor called the four dragons to his throne room. “You must be punished!” he declared. The Emperor ordered the Mountain God to place a high mountain over each of the four dragons. Then he returned to his yawning and dozing. He still did not bother to make it rain for the people of Earth. Once again the four dragons, from their new homes deep inside four high mountains, could hear the people wailing and begging for water.

Once again the dragons decided to help the people themselves. This time the dragons turned themselves into rivers and flowed from their high mountains to the seas. And that is how the four great rivers of China came to be. The Black Dragon became the Amur River in the north. The Yellow Dragon, of course, became the Huang He or Yellow River in central China. The Long Dragon turned into the Chang Jiang (the Yangtze River). And the Pearl Dragon flowed as the Zhujiang (Pearl River) in the most southern part of China.

Dragons are a familiar theme in China. Your students may enjoy Laurence Yep’s book, The City of Dragons, which is based on a folktale about these mythical creatures.
The Shape of China
Explain to students that some countries such as Italy have a distinctive shape. Draw an outline of Italy and ask students what it looks like. (a boot) Point out that associating a country with a shape like a boot helps in remembering it. Make a large freehand outline of China on the board.

Have students suggest possible objects, faces, or animals this shape might resemble.

CHINA’S CLIMATE
You might introduce the subject of China’s climate by reading aloud the following poem. Ask students to listen for different clues about the climate.

OATH OF FRIENDSHIP
Shang ya!
I want to be your friend
For ever and ever without break or decay.
When the hills are all flat
And the rivers are all dry,
When it lightens and thunders in winter,
When it rains and snows in summer.
When Heaven and Earth mingle—
Not till then will I part from you.

Anonymous, 1st century B.C.

China is a huge country. It is the third largest country in the world and covers one-fifth of Asia. It is not surprising that there are vast differences in weather and climate in the different parts of China. In the winter it can be a bone chilling -15°F in the northeastern city of Harbin. At the same time of year at Haikou on Hainan Island in the far south, warm breezes blow through the palm trees and rattle the coconuts, and the temperature is close to 70°F.

The north is relatively dry, with hot summers and cold winters. This part of China is sometimes called the “brown north” because of its dry, wind-blown, but very fertile loess soil. South China gets plenty of rainfall and has humid summers and mild winters. Along the southeastern coast, tropical monsoons bring heavy rains each year. This is the “green south,” where hills are covered by forests, and crops can be grown year-round. Streams provide water for irrigation, and canals are used to transport goods in barges and boats. This is China’s richest farming area and nine out of ten people in China live.

One of the hottest deserts in the world, the Taklimakan, is in northwestern China (Xinjiang). The Gobi Desert is another vast desert in the northwest. Both northern China and Tibet are very dry and largely unsuitable for agriculture. In the southwestern Tibetan Plateau between the Himalayas and the Kunlun Mountains temperatures never get above 50 °F in the summer.
Discovering China

1. Trace China's rivers as follows:
   - Huang He - yellow
   - Yangtze River - blue
   - Xi Jiang River - green
   - Zhu Jiang (Pearl) - orange
   - Amur River - black

2. Color China's deserts brown.
3. Underline China's capital in red.
4. Circle China's highest mountain in purple.
Animal Riddle Cards: Who Am I?

These pictures show where each of these Chinese animals lives and tell a little about them. Cut all the pictures out and match each riddle card to the picture of the animal it describes. Then tape the riddle cards over the animal cards and color them.

I have white and black fur. My main food is bamboo. My natural home is high in the mountains in bamboo forests.

I'm a member of the cat family. I live high in the mountains where I hunt smaller animals. People hunt me too. They want my beautiful light gray fur with its dark spots.

I'm a large bird. I like to be where it's wet and warm. I wade in flooded fields, swamps, and along the sandy banks of river. I live on the fish and insects. Color me white with a yellow or orange bill and long skinny pink legs.

I live in the lower Yangtze River Valley. When I lay in a muddy river, I look like a floating log, but when I'm awake watch out for my bite! Color me gray black.
My black stripes will help you find me. My fur is orange and I live in warm tropical forests. I'm a member of the cat family. Sometimes people hunt me for food.

I live in mountain forests where I munch on bamboo shoots, insects, and bird's eggs. My body is brown and most of my face is a orange. My long tail helps me swing through the trees.
It's All Relative

ANALOGIES

The way to solve analogies is to think about how the first two words relate to one another and complete the analogy by thinking of a word that fulfills the same relationship with the third word.

1. spoon : eating :: abacus :

2. elephant : mammal :: Buddhism :

3. trigonometry : math :: calligraphy :

4. U.S.A. : democracy :: China :

5. France : Eiffel Tower :: China :

6. Confucius : Confucianism :: Lao-tzu :

7. temperate : climate :: pagoda :

8. oak : tree :: junk :

9. Spain : Europe :: China :

10. Pacific : ocean :: Yangtze :

11. dark : light :: Yin :

12. instruments : percussion :: ceramics :

13. bird : nest :: monk :

14. skiing : sport :: Han :

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Choose something from Chinese culture that you learned about. Write three clues about it. Then write the question, *What am I?* See if your classmates can solve your riddle.

Family life is very important in China. Draw a picture of your family. At the bottom of the picture, write a sentence telling one reason your family is important to you.

Write three facts you know about China. Or write three questions you have about China.

Write a story about a panda who visits your house.

Children in China go to school on Saturdays. Write a paragraph telling some of the things you do on Saturdays.

Most Chinese families do not have large pets. Instead of cats or dogs they keep pigeons, song birds, goldfish, and crickets. Write a paragraph about your pet or a pet you would like to have.
LITERATURE

LON PO PO: A RED-RIDING HOOD STORY FROM CHINA
Translated and Illustrated by Ed Young
Philomel Books, 1989

About the Story
This version of the Red Riding Hood story reflects the Chinese tradition of respect for one's elders. The tale of Lon Po Po is thought to be more than 1,000 years old. In the story, a mother of three daughters goes to visit her own mother to celebrate the older woman's birthday. A wolf sees her leave and that night comes knocking at the door, pretending to be the children's Po Po or grandmother. When the children let the wolf into the house, he blows out the candle so they cannot see him. Even so, the children soon notice that their Po Po has a deep voice, hairy feet, and claws. Then Shang, the oldest, sees the wolf's face. She and her sisters run outside and climb a tall ginkgo tree. The children tell the wolf that they are eating delicious ginkgo nuts. They persuade the hungry wolf to climb into a basket, and they will haul him up into the tree so that he can pick his own nuts. Once the wolf is up in the tree, the girls let go of the ropes and down the wolf comes, breaking his heart.

As You Read
Before you read Lon Po Po to the class, ask for volunteers to tell the story of Little Red Riding Hood. Read Lon Po Po once straight through. Read it a second time, stopping at each page. Ask students to compare the events in Lon Po Po to the story of “Little Red Riding Hood.” For example, in Lon Po Po, the children's mother goes to visit the grandmother, while in Little Red Riding Hood, Red Riding Hood makes the trip.

After You Read
Divide the class into groups of four. Ask half of the groups to prepare skits of Little Red Riding Hood. Ask the other half to prepare skits of Lon Po Po. Ask students to think of other ways to trick the wolf. For example, a student might suggest tricking the wolf into going down into the basement and then locking him in.

Writing Prompt “If Shang Met Red Riding Hood...” Ask students to write a story about what might happen if the two characters met one day and started talking about their adventures.

EXTENSION
Ask students to think of different ways that they can show respect to those who are older as well as people of all ages. List students' ideas on chart paper and use them as a point of reference on courtesy and respect from time to time.

CHINA FACTS
When a Chinese child loses a baby tooth, it doesn't get tucked under the pillow to await the tooth fairy. If the child loses an upper tooth, his or her parents plant the lost tooth in the ground, so that the new tooth will grow in straight and healthy. Parents toss a lost bottom tooth up to the rooftops, so that the new tooth will grow upwards too.
THE CITY OF DRAGONS
Laurence Yep
Illustrated by Jean and Mou-Sien Tseng
Scholastic, 1995

About the Story
A small boy has such a sad face that other people become sad when they see him—even though the boy is actually quite happy. On the day of the village harvest festival, the elders ask the boy’s parents to keep him home, so that his sad face will not spoil the day. As a result, the boy runs away so that his parents can enjoy the harvest celebration. He meets a troop of huge giants who think that he is quite brave to say that he is happy when his face is so sad. The giants put the boy on an elephant, and they all sink into the sea to the city of dragons. The giants are hoping to get pearls from the dragons, but the dragons, whose tears become pearls, have been unable to cry. So there are no pearls for the giants. However, when the boy shows his sad face to the dragons, they all begin to cry and cry. Soon the giants have plenty of pearls. The giants return the boy to the village with bags of pearls and rolls of silk. The villagers are happy to see him return. They also have learned to value what is inside the boy.

Learning about China
Display the large map of China. Tell students that this story is based on a folktale from the southern part of China. Find the small city of Nanning. This city holds a Dragon Boat Festival every year in June. Long boats with as many as sixty rowers race on the rivers to the rhythms of drums.

As You Read
Have students practice making sad-looking faces. Do they think their faces are sad enough to make other people cry? The giants think the boy is very brave because he looks terribly sad. However, the boy says that he is not unhappy. Ask students if they have ever gotten credit for being brave because a cut or bruise looked worse than it felt.

Using the Illustrations
Ask students to look at the illustrations of the village on pages 2-4, 27-28 and list as many different activities as they can. What do the villagers do for jobs? Ask students how the dragons in this book compare to the dragons in the folktale on page 11. How do they compare to dragons in other books or movies students have seen?

After You Read
Write the following headings on the board and ask students to write or draw how the boy’s sad face affects each person or group listed.

The villagers at harvest festival time
The giants
The dragons
The villagers on the boy’s return

Writing Prompt “The saddest (or happiest) story I ever heard…” Tell students to think of a story they would tell to the dragons to make them cry pearls.

Extension
Students may have read other fairy tales or folk stories about dragons. Ask students to write a story about a boy or a girl who meets a friendly dragon. The story might focus on how the child meets the dragon or an adventure they have together.
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China Homecoming
Fulbright Fellowship
Summer 1999

Doreen Hazel
Title
The Jews in Shanghai

Recommended Grade Level
Grades 7 - 12

Related Subject Areas
Social Studies, History, Communication Arts

Objective
Students will learn the following:

1. Each person can make a difference in local, national, or international events.
2. There is a commonality between Jewish and Chinese cultures which includes genocide under Japanese occupation.
3. People can relocate and maintain their culture within a greater culture, as well as assimilate.
4. It is important to study and remember the past so as not to repeat horrific events.

Lesson Aim
Students will learn how China offered sanctuary to Jews trying to escape the dangers of the Holocaust between 1933 - 1945.

Vocabulary
Holocaust: period referred to between 1933 - 1945 when nearly ten million Jews, Poles, Gypsies, Jehovah's Witnesses, homosexuals, physically challenged, communists, union workers and others, were murdered.

Genocide: the deliberate, systematic extermination of a national or racial group.

Tyranny: arbitrary or unrestrained exercise of power.

Persecuted: to oppress with injury or punishment for adherence to principles or religious faith.

Refugee: a person who flees for safety, especially to a foreign country as in time of war.

Arduous: involving great hardship or exertion; difficult.

Sanctuary: immunity as to arrest, afforded by refuge in any place providing asylum.

Anti-semetic: being hostile to Jews
atrocities: savagely cruel acts toward enemy civilian or prisoners by military force.

Background for teachers

The Holocaust, A Brief Historical Summary

According to the Holocaust Memorial Museum in Washington, the Holocaust was the systematic, bureaucratic annihilation of six million Jews by the Nazi regime and their collaborators as a central act of state during World War II. In 1933, approximately nine million Jews lived in the 21 countries of Europe that would be occupied by Germany during the war. By 1945, two out of every three European Jews had been killed. Although Jews were the primary victims, hundreds of thousands of Roma (Gypsies) and at least 250,000 mentally or physically disabled persons were also victims of Nazi genocide, as well as other innocent people that were persecuted and murdered. In addition, thousands of political and religious dissidents such as communists, socialists, trade unionists, and Jehovah's Witnesses were persecuted for their beliefs and behavior and many of these individuals died as a result of maltreatment.

The Rescuers

How did people survive? The Jews needed a non-Jew to help. These people were called, Righteous Gentiles, who helped even when they knew it was a capital offense to aid a Jew. If you wanted to survive during the Holocaust, you could do so by taking refuge somewhere hidden by a non-Jew, pretend you were a non-Jew and pass for one, give up your children to a non-Jew, or flee the country. The Righteous Gentiles took great risks. They played with death constantly. The Jews were helpless and could no longer help themselves. They also could not afford to compensate these people.

Outstanding Individuals

Some people stood up boldly to rescue the Jewish victims of Nazi terror. Raoul Wallenberg, a prominent Swedish diplomat, saved thousands of Hungarian Jews by distributing Swedish passports. Chinue Sugihara, Japan's consul in Kaunas, Lithuania, granted transit visas for more than 2,000 Polish Jews, enabling them to escape.
Escape to Shanghai

From the middle of the 19th century, Shanghai served as a focus of Jewish immigration to China. Sephardic Jews immigrated to the city from British-ruled areas like Baghdad, Bombay and Hong Kong, in the 1850's. The Shanghai Jewish community prospered and infused money into the growing economy of China.

Russian Jews escaped to Shanghai, with very little money, after the pogroms and revolutions at the beginning of this century. They, too, played an important role in the Shanghai community as they gradually became middle class.

The Jews that fled to Shanghai mostly came from Germany and Austria. Their passports were stamped with a "J". Jewish organizations helped buy their tickets. They had to have a ticket in order to leave. The trip was long and arduous, often lasting twelve days. Shanghai was the earliest open port in China. Shanghai accepted 25,000 Jewish refugees during WW II, more than Canada, Australia, New Zealand, South Africa and India combined.

The New Immigrants

The problems of the new immigrants involved finding work and providing food for their families. Though their lives were difficult, Shanghai offered sanctuary and a new start. Some of the earlier Russian immigrants had started a soup kitchen so that Polish Jews were able to get at least one meal a day. Women learned quickly how to cook on small coal burning stoves. They opened shops, schools, theaters, and published many different newspapers.

The Chinese they lived amongst were even poorer than they were, but the two groups intermingled well and without conflict. There was a unique commonality between both cultures:

- They were both old cultures (5000 years).
- They had a strong love for their families.
- They had close ties with their families.
- They helped each other.
- They tried to be liberal and educated.
- They were both survivors (The Chinese survived the Japanese occupation).

When Japan allied itself with Germany in 1941, Jews were forced to live in a ghetto area. Japanese occupied the entire city and contact with the world was cut off. Food and jobs were scarce and photo ID cards were required to safely move about. In 1942, the Nazis sent Colonial Meisinger to Shanghai to kill all the Jews but the plan was never carried out, for some unknown reason.

Shanghai Jews gave firm support to the Chinese National Democratic movement and
Japanese aggression. Some even fought alongside their Chinese comrades.

After 1948, The Shanghai Jews left China. Many went back home and some went to Israel and the United States but still regarded Shanghai as their "homecity". Their energy, creativity and influence have gone beyond their number. They have become an important force in promoting friendship between the Chinese and Jewish people, between China and Israel, and between two of the oldest civilizations in the world.

Motivation

Documentary: "The Eye of the Storm" (Social Studies School Service)

This documentary explores the nature of prejudice in a dramatic third grade classroom experiment held in a small, Midwestern town, a town without ghettos or Blacks. It demonstrates how quickly wholesome, friendly schoolchildren can be infected with the ugly virus of discrimination that leads to frustration, broken friendships and vicious behavior. Host and narrator is Bill Beutel of ABC News.

Learning Activity I

The following activity can be done with children who have little knowledge about the Holocaust. The children are to read the notice on the first page and then respond appropriately on two pages that follow.

Assignment

Read the notice.

Respond on the appropriate page (right or left-handed) that follows it. Write a paragraph defending your answers. Be prepared to debate your position.
To All Left-Handed Pupils

Starting today all left-handed pupils:
I. Need a written pass to walk about the classroom.
2. May sit only in the last row of the classroom.
3. Will be served last in the cafeteria.
4. Must use a special door to come into and leave the school.
5. Must get on the school bus last.
6. Can receive grades no higher than a "B" on their report cards.

Any pupil getting in the way of these rules will be severely punished.
**Left-handed Students**

**ACTIONS**

Complete the exercise on this page based on the notice "To All Left-Handed Pupils". Look at the possible actions (column A) you might take. Check the "Y" column if you would most likely take the action, an "N" if you would not likely do this, and an "NS" if you are not sure if you would take that action.

<table>
<thead>
<tr>
<th>COLUMN A</th>
<th>COLUMN B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Possible Actions</strong></td>
<td><strong>Your Opinion</strong></td>
</tr>
<tr>
<td>1. Refuse to obey</td>
<td>Y____ N____ NS____</td>
</tr>
<tr>
<td>2. Obey</td>
<td>Y____ N____ NS____</td>
</tr>
<tr>
<td>3. Write a letter against the new rules.</td>
<td>Y____ N____ NS____</td>
</tr>
<tr>
<td>4. Ask parents to speak to principal</td>
<td>Y____ N____ NS____</td>
</tr>
<tr>
<td>5. Get together with other left-handed pupils to decide what to do.</td>
<td>Y____ N____ NS____</td>
</tr>
<tr>
<td>6. Other</td>
<td>Y____ N____ NS____</td>
</tr>
</tbody>
</table>
**Right-Handed Students**

**Actions**

Complete the exercise on this page based on the notice "To All Left-Handed Pupils". Look at the possible actions (Column A) you might take. Check the "Y" in column B if you would most likely take the action, "N" if you would not be likely to do this, and an "NS" if you are not sure if you would take that action.

<table>
<thead>
<tr>
<th>Possible Actions</th>
<th>Your Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do nothing.</td>
<td>Y___ N___ NS___</td>
</tr>
<tr>
<td>2. Speak to teachers and principal.</td>
<td>Y___ N___ NS___</td>
</tr>
<tr>
<td>3. Help left-handed students in any way possible.</td>
<td>Y___ N___ NS___</td>
</tr>
<tr>
<td>4. Ask parents to speak to principal.</td>
<td>Y___ N___ NS___</td>
</tr>
<tr>
<td>5. Other</td>
<td>Y___ N___ NS___</td>
</tr>
</tbody>
</table>
Learning Activity II

"The world is too dangerous to live in - not because of the people who do evil, but because of the people who sit and let it happen"

Albert Einstein

Assignment
Do you agree or disagree with this statement? Analyze it carefully and write either an affirmative argument supporting it or a negative argument disagreeing with it.

Learning Activity III

"Each time a man stands up for an ideal, or acts to improve the lot of others, or strikes out against injustice, he sends forth a tiny ripple of hope."

Robert F. Kennedy

Assignment
This assignment is called "Choosing to Participate". In the course of history, there have been many individuals who made a positive difference in their communities. According to Ervin Staub, "People become brave by doing brave acts. People become compassionate by doing compassionate acts. People become good citizens by engaging in acts of good citizenship." Each inspires the generations that follows to demand justice, right wrongs, or simply offer a helping hand.

Select an historical figure and research what this person accomplished in an effort to make the planet a better place in which to live and how he/she made a positive difference in the world.
Learning Activity IV

Soon after Hitler's anti-Semitic campaign started, Madam Sun Yat-sen headed a delegation to meet with the German consul in Shanghai and lodged a strong protest against Nazi atrocities. Her delegation included all the important leaders of the "China League for Civil Rights".

Assignment

Write a letter like the one Madam Sun Yat-sen may have written expressing how you felt about Hitler's actions against the Jews.

Learning Activity V

Assignment

Using references from the resource list as well as other sources of your choice, explain what a typical day in the life of a family who lived in the Shanghai ghetto was like. Make sure your research answers the following questions:

1. What were the ages of the people in this family?
2. Where were these people born?
3. Why did this family leave their native country?
4. What type of work did they do in their native country? In Shanghai?
5. How they were helped when they first came to Shanghai?
6. What types of entertainment were available?
7. What were the living quarters like?
8. What type of education was available for the children?
9. What type of education or skills-training was available for the adults?
10. How were the people treated by the Chinese who lived in Shanghai?
11. How different was the new lifestyle that the Jews had?
Learning Activity VI

Assignment
Write a letter to your friend in your homeland telling him about your journey to Shanghai. Draw a map and trace the route that you took.
The following pages include personal photographs taken during my trip to China. The map and photographs of the people were from the book, "The Jews in Shanghai."
The Jewish Refugee Settlements in Hongkew
2. Chusan Road Market was the commercial center of the Ghetto. Courtesy of Horst Eisfelder.
1. 1941年在虹口华德路上举行的一次防空灭火演习。
2. 1945年7月17日，美军飞机误炸虹口隔离区，造成难民死亡31人，伤250人。
3. 空袭后留下的破烂残垣。
4. 空袭后留下的破烂残垣。

4. Section of the Point Road Jewish Cemetery. This, the last of the four Jewish cemeteries in Shanghai, was established in 1940. Courtesy of Horst Eisfelder.
3. Michel Manfred and his family in front of his shop in Seward Road. This photo was taken before they closed the shop and left for Australia in 1946. Courtesy of Michel Manfred.
4. Whipped cream made by Cafe Louis in Ward Road was very famous. Courtesy of Horst Eistelder.
1. 校长露蒂·哈特维希。
2. 喀多里耶学校是由霍瑞斯·喀多里于1939年在虹口创办的。该校的大部分学生是难民子弟。
3. 喀多里耶学校的学生正在上课。

2. The Shanghai Jewish Youth Association (Kadoorie) School in East Yuhang Road. It was founded by Sir Horace Kadoorie in November 1939 in Hongkew. Courtesy of Horst Eisfelder.
3. The classroom of the SJYA school. Most students were refugee children. From 17.
Struggle for sheer survival: a Jewish boom town in Hongkew.
1. ORT (the Society for Promotion of Handicrafts and Agriculture among Jews) played an important role by providing training in a variety of skills to Jewish refugees in Shanghai during wartime. This is ORT's publication about its activities in China 1941-1947.

2. ORT Carpentry Course. From 14.

3. The barber school. From 16.

4. They were busy working sewing machines. From 22.
References

Escape to Shanghai, 25 min/Color & BW, Vendor: Simon Wiesenthal Center

Sanctuary in Shanghai, 60 min/Color, Israeli Consulate, Shanghai

Port of Last Resort, 70 min/Color, Joan Grossman and Paul Rosdy

Facing History and Ourselves, Facing History and Ourselves Foundation Inc., Brooklyn, Massachusetts.

Pan Guang; The Jews in Shanghai; Shanghai Pictorial Publishing House; 1995.

Personal photographs and videotape of the former ghetto area, 1999.
China: Tradition and Transformation

The Incorporation of Chinese Literature and Language into the Secondary English Classroom

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Lebanon, OH 45036

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Lesson Plan

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<td>Strategies for Reading and Analyzing Poetry Using Classical and Contemporary Chinese Poems</td>
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<td>#3: Slang:</td>
<td>Slinging the Slang of the Chinese and American Languages</td>
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<td>#4: Idioms:</td>
<td>Expressions in Chinese and American Culture</td>
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Suggestions for Lesson Plans

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<td>America’s Ezra Pound and China’s Li Tai Po</td>
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<tr>
<td>#6: Fables:</td>
<td>The Western World’s “The Tortoise and the Hare” and China’s “A Lame Turtle’s Conquest”</td>
</tr>
</tbody>
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Poetry

The American Imagist Movement and Classical Chinese Poetry

Objectives:
- To provide students with the opportunities to explore how classical Chinese poetry has influenced Imagist poetry.
- To apply the characteristics of Imagism to classical Chinese poetry.

Materials:
Worksheet:
- The Imagist Movement in America 1900 - 1918

Literature:
- "A Few Don’ts" by Ezra Pound (not included here)
- Packet of Chinese classical poems with their illustrations copied from:


Music:

Procedures/Activities:
- Have students read the worksheet: The Imagist Movement in America 1900 – 1918.
- Suggested Activities/Assignments:
  1. Poem. Capture the essence of an object, person, or incident, based on Chinese geography, culture, or history, in a brief Imagist poem of your own. Use language that is precise and suggestive.
  2. Critical Essay. Select one of the poems from A Selection of Chinese Classical Poems with Illustrations, or another traditional Chinese poem of your choosing. Write a critical essay explaining how the poem meets, or fails to meet, each of the key guidelines for Imagist poetry set forth in Ezra Pound’s “A Few Don’ts.” By these standards, determine whether or not this particular poem could qualify as a purely Imagist poem. Explain why or why not.
Suggested Activities/Assignments cont.:

3. Musical Interpretation. Select one of the poems from *A Selection of Chinese Classical Poems with Illustrations*, or another traditional Chinese poem of your choosing. Choose a piece of Chinese music that evokes the same emotions and senses that are elicited in the poem.

4. Art. Select one of the poems from *A Selection of Chinese Classical Poems with Illustrations*, or another traditional Chinese poem of your choosing. Create a work of art to accompany this poem. Draw or paint the way you envision the image in the poem. Present both the poem and the art together, using the Chinese poems as templates.

5. Poetry Collection. Explore the classical poetry of several Chinese poets. Compile a collection of your favorite poems. For each poem, provide a brief explanation as to why you chose it.
The Imagist Movement in America 1900 - 1918

The Imagists were strongly influenced by classical Chinese and Japanese poetry. Like Imagist poems, many traditional Chinese poems evoke an emotional response through the presentation of a single image or pair of contrasting images.

Imagism was a literary movement established in the early 1900’s by Ezra Pound and other poets. As the name suggests, the Imagists concentrated on the direct presentation of images, or word pictures. An Imagist poem expressed the essence of an object, person, or incident, without providing explanations. Through the spare clean presentation of an image, the Imagists hoped to evoke an emotional response – they hoped to freeze a single moment in time and to capture the emotions of that moment. To accomplish this purpose, the Imagists used the language of everyday speech, carefully choosing each word and avoiding unnecessary words. In addition, they also shied away from traditional poetic patterns, focusing instead on creating new, musical rhythms in their poetry.

The Imagist movement was short-lived, lasting only until about 1918. However, for many years that followed, the poems of Pound, Williams, H.D., and other Imagists continued to influence the works of other poets, including Wallace Stevens, T.S. Eliot, and Hart Crane (Prentice Hall 655).

Excerpt from:

Poetry

Strategies for Reading and Analyzing Poetry
Using Classical and Contemporary Chinese Poems

Objectives:
- To introduce students to strategies for reading poetry.
- To compare and contrast the use of literary elements in American poetry and Chinese poetry by applying the strategies for reading poetry.

Materials:

Worksheet:
- Strategies for Reading and Analyzing Poetry: Comparing Chinese Poetry to American Poetry
- Comparing Chinese Poetry to American Poetry: Literary Terms

Literature:

Procedures:

1. Have students select three Chinese poems of their own choosing.

2. Introduce students to the strategies for reading poetry work sheet. Present each strategy as a problem solving procedure. Have students complete a worksheet for each Chinese Poem.

3. After each Chinese poem is analyzed, have students compare the three assessments. What trends do they notice about Chinese poetry? What literary elements are used most frequently? What are the similarities and differences between Chinese and American poetry? Hold a class discussion to compile the information and to create a more accurate assessment.

4. Have students find an American poem (or Western poem) that has the same overall theme, or use of imagery or other literary element as each of their three Chinese poems.

5. Have students discuss the similarities and differences between these poems in a presentation or written comparison.
Example of a Chinese Poem Used for Student Analysis

Looking Out in Springtime
Du Fu

Our country has been completely crushed,
And only rivers and hills look the same;
The city is filled with tall trees
And the high grass of spring.
Even flowers seem to shed tears
For the sadness of our time,
Even birds grieve at the sight of people
Parting from their beloved.
Now for these three months
The beacon fires have flared unceasingly,
While a letter from home
Is as precious as gold.
Scratching my head I find my grey hairs so sparse,
The pin will no longer hold them.

Taken from:
ISBN 7-5052-0064-X
Strategies for Reading and Analyzing Poetry
Comparing Chinese Poetry to American Poetry

Poetry is one of the richest and most mysterious forms of literature. Because a poem generally comes at the truth sideways rather than head on, you must use a number of strategies to help you unravel the meaning the poet has hidden within the lines. (Prentice Hall 646).

Title of the Poem: __________________________________________

Author: __________________________________________

1. Identify the poem’s speaker. (The speaker may be the poet or a fictional character created by the poet.) __________________________________________
   What is the speaker’s outlook on life? __________________________________________
   How is it reflected in the poem? __________________________________________

2. Engage your senses. Identify the sensory language (imagery) - words or phrases that appeal to each of the five senses.
   Sight: __________________________________________
   Hearing: __________________________________________
   Taste: __________________________________________
   Touch: __________________________________________
   Smell: __________________________________________

3. Relate structure to meaning. How is the poem’s structure closely tied to its meaning? (Note the length of its lines and the way it is broken into lines and stanzas. Notice where sentences begin and end. How are ideas grouped into stanzas?)

4. Paraphrase. Restate the poem into your own words. How would you describe the speaker’s experiences and feelings?

5. Apply Chinese historical context. Identify social, political, economic, or literary references of Chinese society.

6. Personal Response. How does the poem make you feel? What thoughts does it set off in your mind?


Comparing Chinese Poetry to American Poetry

Literary Terms

Directions: Identify which of these elements are used in each of your Chinese poems. Be sure to give specific examples. Cross out the terms that do not apply to your poem.

1. alliteration
2. allusion
3. assonance
4. blank verse
5. consonance
6. couplet
7. free verse
8. hyperbole
9. iambic pentameter
10. metaphor
11. onomatopoeia
12. oxymoron
13. parallelism
14. personification
15. refrain
16. rhyme (end, internal, slant)
17. rhyme scheme
18. simile
19. symbolism

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Slang

Slinging the Slang of the Chinese and American Languages

Objectives:

- To define and identify slang
- To provide students with the opportunity to discuss similarities and differences between the United States and China by comparing slang in the two countries.

Materials:

Worksheet:
- Slang As It Is Slung: The Story Behind Slang
- List of Slang Examples: Chinese and American

Literature:

Procedures/Activities:

- Have students read background worksheet on slang: Slang As It Is Slung
- How much slang do students use? Students will evaluate the slang quotient of their own speech to see whether slang makes up more or less than a fifth of the words they use. For example, students may record a brief phone conversation with a friend and then analyze its slang content.
- Students will be collecting and analyzing examples of both Chinese and American slang in preparation for the final project.
- Bi-cultural Slang Glossary: With a partner, compile a glossary of current slang used in our school, and slang used in the Chinese language.
  Requirements:
  1. Include ten pairs of American and Chinese slang (slang with the same meanings).
  2. Develop a consistent format for your glossary.
  3. Include pronunciations as well as definitions.
Slinging the Slang of the Chinese and American Languages. Cont.

• Final Project:

Write a Slang Dialogue. Working in partners, one student will take on the role of a Chinese teenager, the other will be an American teenager. The setting: one teenager has come to visit the other in their home country. These two teenagers are the best of friends, and even though they both speak English, due to their use of slang they sometimes have trouble understanding each other. Using at least five examples of Chinese slang, and five examples of American slang (all of them can not mean the same thing), write a dialogue between these two friends that shows the language barrier created by slang and how they help each other overcome this communication barrier.

Requirements:
1. Five examples of both Chinese and American slang.
2. Incorporate the definition of each slang word/phrase into the dialogue.
3. Incorporate the background story behind the creation of each slang word.
4. Perform as a skit in front of the class.
Slang As It Is Slung

The Story Behind American and Chinese Slang

Slang is hot and slang is cool. Slang is nifty and slang is wicked. Slang is the bee’s knees and the cat’s whiskers. Slang is far out, groovy, and outa sight. Slang is fresh, fly, and phat. Slang is bodacious and fantabulous. Slang is ace, awesome, copacetic, the max, and totally tubular.

Those are many ways of saying that, if variety is the spice of life, slang is the spice of language. Slang adds gusto to the feast of words, as long as speakers and writers remember that too much spice can kill the feast of any dish.

Slang is defined as “the body of words and expressions frequently used by or intelligible to a rather large portion of the general public, but not accepted as good formal usage by the majority.” Dictionary of American Slang

American Slang

Slang has added spice to the feast of American literature as American writers have increasingly written in the American voice, with the words and rhythms of everyday discourse. Even our statespersons have had a hard time getting by without such colloquial or slang expressions as “hit the nail on the head” or “pass the buck.” ...Slang is a prominent part of our American wordscape. In fact, the Dictionary of American Slang estimates that slang makes up perhaps a fifth of the words we use.

Excerpt from:


Chinese Slang

Chinese slang sayings are gems in the treasure house of Chinese folk culture. They have come from the Chinese folk and have been playing an active role in people’s daily lives. Being closely related to the historical and cultural background of China, they vividly reflect the customs of Chinese society. Most of them have been derived from a beautiful and intriguing tale and have spread far and wide with the tale itself. Chinese slang is part of the living Chinese language, as they are commonly used in modern Chinese language.

Excerpt from:

List of Slang Examples

Chinese

1. A two-faced character
2. A showy structure
3. To be sloppy
4. Cohorts in troublemaking
5. A man’s worth can not be measured by his looks just as sea water can not be measured in liters
6. It’s always the other mountain that looks higher

American

1. Two-faced
2. Empty flower pot
3. So-so
4. Partners in crime
5. Don’t judge a book by its cover.
6. The grass is always greener on the other side.

Definitions

1. A dual character currying favor with both sides.
2. Something dazzling to the eye but has no practical value; describes an object as well as a person’s behavior.
3. Okay; lack of care
4. Collaborating with others to cause trouble.
5. One should not judge a person only by his appearance.
6. Having an insatiable desire, thinking that circumstances are always better somewhere else.

**This list can be used for many activities:
1. examples of pairs of slang and their definitions
2. a matching exercise for students
3. give students only the Chinese slang and have students guess the American equivalent
4. give students both the Chinese and American slang and have them guess the definitions
Idioms
Expressions in Chinese and American Culture

Objectives:

- To define and identify idioms
- To provide students with the opportunity to discuss similarities and differences between the United States and China by comparing idioms in the two countries.

Materials:

Worksheet:
- Idiom Ideology
- List of Idioms
- The Definitions of Popular Chinese and American Idioms

Literature:
- *The American Dictionary of Idioms*

Procedures/Activities:

- Have students read the background worksheet: Idiom Ideology
- Choose a Chinese idiom not on the list and pair it with an English equivalent, or create your own English idiom to go with it.
- Choose one Chinese idiom, write the story behind it and compare with the truth.
- The List of Idioms and their Definitions can be used for many activities:
  1. examples of pairs of idioms and their definitions
  2. a matching exercise for students
  3. give students only the Chinese idioms and have students guess the American equivalent
  4. give students both the Chinese and American idioms and have them guess the definitions
- Final Project:
  Cartoon and Narrative. Prepare a cartoon illustrating one pair of idioms. You may include two separate drawings. Write the idioms as captions to the cartoon(s). Compose two narrative stories explaining both the Chinese and American lore behind the pair of idioms. Present to the class.
Idiom Ideology

The expression contained in idioms is intricately linked to each individual culture and, although they are refined methods of expressing a specific meaning, the richness of this form of language is greatly enhanced by an understanding of the historical background to the origin of the phrase. Despite their different cultural backgrounds, Chinese and English are often surprisingly similar.

The Chinese language is especially rich in idioms where a suitable phrase can be found for every occasion. Chinese idioms abound in stories, many of which are now forgotten or unknown to modern society even though the idioms themselves are used every day.

The stories behind each idiom offer a humorous and fascinating insight into the cultural history of China. From paper tigers to praying mantis, to the music of nature and heavenly robes, these tales reveal aspects of Chinese thought and ancient customs.

Excerpt from:

List of Idioms

One interesting thing is that no matter how difficult two languages are, one can always find matching expressions.

**Chinese**

1. To cover Sichuan after capturing Gansu.
2. To play the lute to the cattle.
3. Spilt water can not be retrieved.
4. Try to draw a tiger but end up with the likeness of a dog.
5. A wily hare has three burrows.
6. Putting a hand on the edge of an object to grasp both sides of it.
7. Casting a brick to attract jade.
8. Please step into the vat of your own creation.
9. To grind an iron rod into a needle.
10. Hesitate before pelting a rat for fear of smashing the dishes beside it.

**English**

1. Appetite comes with eating. / Much will have more.
2. To beat your head against a brick wall. / To cast pearls before swine.
3. It’s no use crying over spilt milk.
4. Do not bite off more than you can chew.
5. A hare with only one hole is soon caught.
6. To run with the hare and hunt with the hounds.
7. Using a minnow to catch a whale.
8. You’ve made your bed and now you must lie in it.
9. Grinding away at one’s studies. / Keeping one’s nose to the grindstone.
10. Burn not your house to rid it of the mouse.
Idioms, cont.

The Definitions of Popular Chinese and American Idioms

1. greed knows no bounds; describes people who are greedy and nurture insatiable ambition

2. one should address the audience with languages familiar to them; someone is playing to the wrong audience, preaching to deaf ears or reading Shakespeare to a group of illiterate loggerheads

3. a wrong step can not be retaken or changed for the better, so don't worry

4. do not take on more than you can handle; do not reach for what is beyond your grasp

5. always have a backup plan

6. to try to please both sides of a disagreement

7. being clever enough to get something valuable by only providing something cheap in advance

8. one must accept the repercussions of one's acts

9. be a hard worker; be industrious

10. describes someone who hesitates to take action for fear of hurting innocent people or damaging things
Poetry – America’s Ezra Pound and China’s Li Tai Po

Ezra Pound’s poem, “The River-Merchant’s Wife: A Letter” is adapted from a Chinese poem by Li T’ai Po. Have students locate a copy of Li T’ai Po’s poem. Students can make comparisons between the two poems. At the time that Li T’ai Po was writing, marriages in China were commonly arranged by family leaders rather than by the bride and the groom. Customs such as this one are often unique to a time and culture. In addition to a study on marriage customs, invite students to brainstorm American customs and research the same Chinese customs – annual festivals, young people’s gathering places, decorated doorways on special holidays. As you discuss the similarities and differences, encourage the students to make parallels between the two cultures.

Fables – The Western World’s “The Tortoise and the Hare” and China’s “A Lame Turtle’s Conquest”

The Chinese version of the Western world’s “The Tortoise and the Hare,” is called “A Lame Turtle’s Conquest.” Instead of a hare, the Chinese tortoise is pitted against six horses. Encourage students to make comparisons between the two fables, and to account for the differences by our variances in culture.

Sources of the fable:


China in Economic Transition:
Exploring the Merits of Market Economies

By James L. Jurgens
St. Xavier High School
Cincinnati, Ohio

Curriculum Project
Fulbright-Hays Seminars Abroad Program
China: Tradition and Transformation, 1999
Overview

Requiring two to four days of class time, this set of activities teaches students about the differences between command and market economies by using China as a case study. After reading background material, students chart the economic transition that has taken place in China in the past half century. Students then assume roles as contemporary Chinese university students and argue the merits of a market economy with a hard-line Maoist--a role played by the teacher.

Objectives

These activities, designed for a high school economics course, have the following objectives:

1. Students will be aware of the significant changes in economic policy that have occurred in China since 1949.
2. Students will be able to label economic policy changes in China since 1949 as demonstrating either a command or market approach.
3. Students will discern broad movements in the Chinese economy toward a command system in the 1950s and '60s and toward a market system in the 1980s and '90s.
4. Students will argue the advantages of a market system compared to a command system using modern China as a case study.
5. Students will refine their understanding of the economic concepts of benefits, costs, and tradeoffs.

Procedures

Phase 1: Identifying Command and Market Structures
Time required: one or two class periods

At the beginning of most high school economics textbooks is a section on types of economic systems, which students should be assigned to read. In this section, students will likely learn:

--that an economic system is a framework for deciding what products to produce, how to produce these products, and who shall receive these products
--that there are three types of economic systems: traditional, command, and market
--that real world economies are mixed economies--that even though one of these three approaches might be predominant in an economy, the other two approaches are also evident, perhaps to a lesser extent.

After completing this reading, students should complete Handout #1 alone or in groups of two or three. On this handout, students label thirteen economic policy changes in China as moving in the direction of either a command or market approach to economic decision making. China is a fitting focus for such an exercise.
because of the significant economic change that has occurred there since 1949 and because of the size and importance of the Chinese economy.

After students have completed Handout #1, explain that all modern economies are really mixed economies with elements of both command and market structures. But the mix will differ by country. For example, the U.S. is predominantly a market economy even though there are command elements within the American economy because of government economic regulation, spending, and ownership of productive resources. Cuba, on the other hand, is predominantly a command economy even though some economic choices in Cuba are based on market structures. You might want to illustrate this point further by drawing the following spectrum on the board:

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| pure command | mixed | pure market |
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Then ask a bright volunteer to place each of the following countries on this spectrum: U.S., Cuba, U.K., and Poland. (They should be arrayed on the spectrum from left to right in the following sequence: Cuba, China, Poland, U.K., and the U.S.) Emphasize that the mix of command and market elements within an economy can change over time; Poland, for example has shifted from the left to the center over the past decade. Most economies in recent decades have shifted to the market side. Ask students why they think this trend has occurred.

Then distribute copies of Handout #2, and explain that their task is now (working alone or in groups of two or three) to graph economic transition in China since 1950 based on their responses on Handout #1. To illustrate this task, you may want to make an overhead transparency of Handout #2 and graph the economic transition of the U.S. economy since 1950. You can show how the U.S. economy, even though it stays on the market side of the spectrum, moved to the left during the Great Society programs of the 1960s and environmental, worker safety, and affirmative action regulations of the '60s and '70s and then moved to the right with Reaganomics in the 1980s and welfare reform in the 1990s. Students are to begin their graph with the slash mark just under the word mixed and then draw a continuous line down to the year 2000 based on how they interpret the drift of the Chinese economy from 1950 to 2000. (If they have completed Handout #1 correctly, numbers 1, 2, 3, 5, and 6 should be marked C and the rest M. Handout #2 should show a drift to the left from 1950 to about 1975, then a drift to the right thereafter.)

Then have students read Handout #3, a brief economic history of modern China. Conduct a class discussion of the following questions:

1. Mao Zedong, the leader of the Chinese Revolution of 1949, died in 1976. By 1978 Deng Xiaoapin was regarded as the "paramount leader" of China. How would you contrast these two leaders and their economic policies? Which leader's policies seem more in line with Marxist ideology?

2. How would supporters of Deng Xiaoaping justify his shift in economic policies? What do you think motivated this shift more than anything else?

3. How did Sino-American relations change after the death of Mao? Why?
4. Some scholars argue that market economies can thrive only in societies that have democratic political systems—that political and economic freedom go hand in hand. Do you agree? Does this generalization apply to China? Will the Chinese Communist Party be forced to give up its monopoly on political power in the future? Or has the authoritarian nature of the Chinese government promoted strong economic growth in a way that the democratic government of Russia has been unable to do?

Phase 2: Simulation

time required: one or two class periods

You and your students can then participate in a simulation that explores both the benefits and costs of moving from a command to a market economy. The setting for this simulation is a political and economic seminar at a contemporary Chinese university. Students play the roles of Chinese university students who favor the reforms of Deng Xiaoping. Each student receives one of fifteen roles described on Handout #4. The teacher plays the role of a 60-year-old political science professor and hard-line Communist Party member named Wo Aimao (waw eye-mou, which means "I love Mao" in Mandarin Chinese). Ideally the teacher should have props to convey this point of view: perhaps a Mao hat, a Mao button, a little red book of The Quotations of Chairman Mao, a red shirt or armband, a poster of Mao Zedong, a Chinese national flag, etc. Wo Aimao is a bitter opponent of Deng Xiaoping's reforms and argues for the more orthodox Marxist policies of Mao Zedong.

Students should prepare for the simulation by reviewing Handout #3 and the section(s) in their economic textbooks that describe the advantages of a market economy. You may want to review and clarify points in these readings before you continue. Each student should then be given one of the role descriptions cut from Handout #4. Students may also need a brief background on the nature and value of classroom simulations and the importance of role playing. It is assumed that the concepts of benefits, costs, and tradeoffs have already been covered in class.

On the day of the simulation, begin as Professor Wo Aimao by making an opening statement such as the following:

Good morning (afternoon), students. My name is Professor Wo Aimao, and for the past 35 years I have been a member of the Political Science Department here at the university. The topic of today's seminar is the reform program of Paramount Leader Deng Xiaoping. Comrade Deng, as you know, passed away in 1997 after guiding China for nearly twenty years after the death of Mao Zedong in 1976. No one doubts the enormous impact these reforms have had on our country over the past two decades. I must, however, frankly state my position at the outset of today's seminar. Although I concede that some economic growth has occurred in China as a result of Deng's reforms, by and large I believe that his reforms have caused more harm than good. From a moral and social perspective I am convinced that China is weaker and far more corrupt today than it was during the leadership of Mao Zedong. I am proud to be a lifelong member of the Communist Party, a staunch Marxist, and enthusiastic follower of Mao Zedong,
whose Little Red Book I carry with me at all times. I know my position
is regarded as old fashioned and outdated by most of my university
colleagues. But I am convinced that history is on my side and that
Mao's thought will prevail in the long run over the capitalistic
decadence that is infecting our country right now. Though I will
defend my point of view rigorously, I invite your frank comments and
criticisms. It is only through the honest exchange of views that the
truth will prevail. I encourage each one of you to participate in this
dialog at any time by raising your hand and sharing your views.

One technique I have used in the past is to give a trustworthy student a class list and
instruct him to keep track of who speaks. Students are then forewarned that they
will receive a grade for their participation. Wo Aimao's position should be staunch,
hard-lined, radically Marxist and Maoist, and unyielding so as to provoke contrary
arguments from the students. Continue to argue and present your position as long
as students continue to defend Deng's market-oriented reforms. Argue the
following points in opposition to Deng's policies, listing each argument on the
board (perhaps only the words in bold type) as you proceed:

--Economic polarization has increased.
--Unemployment has gone up as the guaranteed right to life-long employment
has been eliminated.
--Less security exists for the majority of workers. Benefits such as guaranteed
employment, subsidized housing, and pensions are disappearing.
--Good education is becoming more elitist as preferential treatment for farmers
and the working class has been eliminated
--Some rural families cannot successfully bid for contracts to farm public land
and are forced to look elsewhere for employment.
--Migration of the poor continues from the countryside to the cities as fewer farm
workers are needed. As a result cities have become more crowded and crime
ridden. There are more beggars, petty criminals, and prostitutes, and slum
have expanded (---->more social problems).
--Pollution and traffic congestion are increasing at alarming rates.
--Selfish materialism has replaced humanistic moral values. The focus is now
on getting rich, not helping the masses of workers and farmers.
--Political corruption is increasing; often bribery is required for even routine
government action. Party idealism has virtually disappeared.
--China is becoming debased by the growing influence of western capitalism. It is
losing its moral compass rooted in the enlightened principles of Mao.
--The Chinese people are becoming soft, more dependent on the West, and as a
result more susceptible to western domination and exploitation. Look at the
young.

Conclude by thanking students for their active participation in the seminar and
especially for their candor in expressing their views.

A short debriefing session should follow the simulation. Once again, explain
that you were role playing a position that you did not necessarily agree with in order
to encourage students to present opposing arguments in favor of market reforms.
You might want to restate and list the major arguments presented by students in the
simulation.
At this point, you may also want to review the concepts of benefits, costs, and tradeoffs and relate these to the simulation. You could say something like the following:

We have just considered and listed some of the benefits of a market economy for China and every other country. But the concept of tradeoffs tells us that every economic choice involves not only benefits but also costs. The role I played in the simulation--Professor Wo Aimao--made us aware of the costs China has paid in moving toward a market economy under Deng Xiaoping. What were some of these costs? Or in other words, what were some of the benefits of a command economy that China gave up by moving toward a market economy? ... Do you think the benefits for China outweigh the costs?

You can conclude this exercise by reminding students that the Chinese economy, like every other national economy, will continue to change. Furthermore, many of the issues studied in any course of economics will involve the same fundamental controversy faced in this simulation--the appropriate role of government in the economy.

Sources


Handout #1: Worksheet on Identifying Economic Systems

China has undergone significant economic changes since the Communist Revolution of 1949. Listed below are examples of such changes. Next to each, indicate whether this change demonstrates a movement toward a command (C), or a market (M) approach to making economic choices.

1. In 1950 farm land was seized from wealthy landlords without compensation and divided up among 300 million poor farmers.

2. By the mid 1950s all business enterprises were owned either wholly or partially by the state. The Chinese industrial economy was directed by government bureaucrats according to a comprehensive five-year economic plan covering all aspects of the production process. This plan dictated the amount of raw materials to be processed, the amount of energy to be generated, and the amount of manufactured goods to be produced, as well as prices, wages, the allocation of labor, and investment.

3. By the mid 1950s farmland was pooled into cooperatives of several hundred households each. Production decisions were made by administrators appointed by the Communist Party, and farmers were paid on the basis of the work they performed.

4. About 5% of the land of these cooperatives was set aside for private plots where individual farmers grew their own food and raised their own poultry and hogs. They could consume this food or sell it in local markets at whatever price they could get.

5. During the Great Leap Forward of 1958-59, smaller cooperatives were consolidated into much fewer huge cooperatives. Private plots and rural open markets were eliminated. Individual families no longer cooked their own food or watched their own children. Farmers ate their meals in large dining halls, and their young children were cared for in large commune nurseries. (Massive starvation made these changes short lived.)

6. Graduates of technical training schools in the 1960s were assigned a position in a state enterprise and were given lifetime job security. Transfers to other positions were usually impossible.

7. Beginning in the late 1960s, local townships and villages began to set up their own productive enterprises. These were managed by local officials independent of the national government. Profits could be reinvested in the enterprise or used to provide benefits or bonuses for the workers.
8. Under the "household responsibility system" initiated by Deng Xiaoping in the late 1970s, individual households were able to lease plots of land from their local commune for long periods of time. Farmers worked their leased land as if it were their own. "Rent" was paid in the form of a contracted amount of grain to be sold to the state each year at below-market prices. Everything produced over and above this contracted amount could be sold at market prices.

9. China in the late 1970s gave up its policy of isolated self-sufficiency and began to encourage international trade and the importation of technology. Foreign investors and corporations were able to set up joint ventures with Chinese enterprises or even build their own production facilities on land leased from the state.

10. During 1980s, managers of state-owned enterprises were given the authority to make production and pricing decisions independent of national government ministries. The profits of these enterprises were no longer turned over to the government. Instead the earnings were taxed, and then managers could use the net profit for reinvestment, bonuses, or worker benefits.

11. Reforms implemented in the 1980s allowed individual Chinese to set up their own small businesses and even employ other workers.

12. Beginning in the 1980s, rural workers were free to leave their villages and migrate to cities to find employment. Most became low-paid temporary workers with no benefits or job security.

13. Unemployment in the 1990s increased as state-owned enterprises were downsized (i.e., unneeded workers were laid off). Workers in state owned enterprises received fewer fringe benefits than in the past and could no longer count on lifetime employment.
Handout #2: Graphing China's Economic Transition

Using the data from Handout #1, graph (from top to bottom, beginning with the "|" mark at 1950) the position of the Chinese economy on the command/market spectrum. Your teacher will demonstrate this exercise using the U.S. as an example.
The People's Republic of China

In Beijing, on October 1, 1949, Mao Zedong proclaimed the founding of the People's Republic of China. The new government assumed control of a people exhausted by two generations of war and social conflict, and an economy ravaged by high inflation and disrupted transportation links. A new political and economic order modeled on the Soviet example was quickly installed. In the early 1950s, China undertook a massive economic and social reconstruction. The new leaders gained popular support by curbing inflation, restoring the economy, and rebuilding many war-damaged industrial plants. The CCP's authority reached into almost every phase of Chinese life.

The "Great Leap Forward" and the Sino-Soviet Split

In 1958, Mao broke with the Soviet model and announced a new economic program, the "Great Leap Forward," aimed at rapidly raising industrial and agricultural production. Giant cooperatives (communes) were formed, and "backyard factories" dotted the Chinese landscape. The results were disastrous. Normal market mechanisms were disrupted, agricultural production fell behind, and China's people exhausted themselves producing what turned out to be shoddy, unsalable goods. Within a year, starvation appeared even in fertile agricultural areas. From 1960 to 1961, the combination of poor planning during the Great Leap Forward and bad weather resulted in famine. The already strained Sino-Soviet relationship deteriorated sharply in 1959, when the Soviets started to restrict the flow of scientific and technological information to China. The dispute escalated, and the Soviets withdrew all of their personnel from China in August 1960. In 1960, the Soviets and the Chinese began to have disputes openly in international forums.

The Cultural Revolution

In the early 1960s, State President Liu Shaoqi and his protege, Party General Secretary Deng Xiaoping, took over direction of the party and adopted pragmatic economic policies at odds with Mao's revolutionary vision. Dissatisfied with China's new direction and his own reduced authority, Party Chairman Mao launched a massive political attack on Liu, Deng, and other pragmatists in the spring of 1966. The new movement, the "Great Proletarian Cultural Revolution," was unprecedented in Communist history. For the first time, a section of the Chinese Communist leadership sought to rally popular opposition against another leadership group. China was set on a course of political and social anarchy which lasted the better part of a decade. In the early stages of the Cultural Revolution, Mao and his "closest comrade in arms," National Defense Minister Lin Biao, charged Liu, Deng, and other top party leaders with dragging China back toward capitalism. Radical youth organizations, called Red Guards, attacked party and state organizations at all levels, seeking out leaders who would not bend to the radical wind. Gradually, Red Guard and other radical activity subsided, and the Chinese political situation stabilized along complex factional lines.

The Post-Mao Era

Mao's death in September 1976 removed a towering figure from Chinese politics and set off a scramble for succession. Former Minister of Public Security Hua Guofeng was quickly confirmed as Party Chairman and Premier. A month after Mao's death, Hua, backed by the PLA, arrested Jiang Qing and other members of the "Gang of Four." After extensive deliberations, the Chinese Communist Party leadership reinstated Deng Xiaoping to all of his previous posts at the 11th Party Congress in August 1977. Deng then led the effort to place government control in the hands of veteran party officials opposed to the radical excesses of the previous two decades.

The new, pragmatic leadership emphasized economic development and renounced mass political movements. At the pivotal December 1978 Third Plenum (of the 11th Party Congress Central Committee), the leadership adopted economic reform policies aimed at expanding rural income and incentives, encouraging experiments in enterprise autonomy, reducing central planning, and establishing direct foreign investment in China. After 1979, the Chinese leadership moved toward more pragmatic positions in almost all fields. The party encouraged artists, writers, and journalists to adopt more critical approaches, although open attacks on party authority were not permitted. In late 1980, Mao's Cultural Revolution was officially proclaimed a catastrophe.
Reform policies brought great improvements in the standard of living, especially for urban workers and for farmers who took advantage of opportunities to diversify crops and establish village industries. Literature and the arts blossomed, and Chinese intellectuals established extensive links with scholars in other countries. At the same time, however, political dissent as well as social problems such as inflation, urban migration, and prostitution emerged. Although students and intellectuals urged greater reforms, some party elders increasingly questioned the pace and the ultimate goals of the reform program.

Deng's renewed push for a market-oriented economy received official sanction at the 14th Party Congress later in the year as a number of younger, reform-minded leaders began their rise to top positions. Deng and his supporters argued that managing the economy in a way that increased living standards should be China's primary policy objective, even if "capitalist" measures were adopted. Though not completely eschewing political reform, China has consistently placed overwhelming priority on the opening of its economy.

**Economic Reforms**

Since 1979, China has been engaged in an effort to reform its economy. The Chinese leadership has adopted a pragmatic perspective on many political and socioeconomic problems, and has sharply reduced the role of ideology in economic policy. Consumer welfare, economic productivity, and political stability are considered indivisible. The government has emphasized raising personal income and consumption and introducing new management systems to help increase productivity. The government has also focused on foreign trade as a major vehicle for economic growth.

In the 1980s, China tried to combine central planning with market-oriented reforms to increase productivity, living standards, and technological quality without exacerbating inflation, unemployment, and budget deficits. China pursued agricultural reforms, dismantling the commune system and introducing the household responsibility system that provided peasants greater decision-making in agricultural activities. The government also encouraged non-agricultural activities such as village enterprises in rural areas, and promoted more self-management for state-owned enterprises, increased competition in the marketplace, and facilitated direct contact between Chinese and foreign trading enterprises. China also relied more upon foreign financing and imports.

During the 1980s, these reforms led to average annual rates of growth of 10% in agricultural and industrial output. Rural per capita real income doubled. China became self-sufficient in grain production; rural industries accounted for 23% of agricultural output, helping absorb surplus labor in the countryside. The variety of light industrial and consumer goods increased. Reforms began in the fiscal, financial, banking, price setting, and labor systems. China's key task in the 1990s was to create a "socialist market economy." Continuity in the political system but bolder reform in the economic system were announced as the hallmarks of the 10-year development plan for the 1990s.

Despite China's impressive economic development during the past two decades, reforming the state sector remains a major hurdle. Over half of China's state-owned enterprises are inefficient and reporting losses. During the 15th National Congress of the Chinese Communist Party that met in September 1997, President Jiang Zemin announced plans to sell, merge, or close the vast majority of SOEs in his call for increased "public ownership" (privatization in euphemistic terms).

**Environment**

A harmful by-product of China's rapid industrial development in the 1980s has been increased pollution. Although China has passed environmental legislation and has participated in some international anti-pollution conventions, pollution will be a serious problem in China for years to come.

**Foreign Investment**

Foreign investment stalled in late 1989 in the aftermath of Tiananmen. In response, the government introduced legislation and regulations designed to encourage foreigners to invest in high-priority sectors and regions. Opening to the outside remains central to China's development. Foreign-invested enterprises produce about 40% of China's exports, and China continues to attract large investment inflows.
Role 1: You are a middle-class university student from Guangzhou. Your parents both work for the Procter and Gamble Co. at their national headquarters there. Your father is a mid level executive and your mother an accountant. Your province of Guangdong, adjacent to Hong Kong, has prospered significantly over the past two decades as a result of Deng Xiaoping’s reforms, and your family is well off by Chinese standards. P&G treats its Chinese employees well.

Role 2: You come from a rural area of Jiangxi Province where your parents are both farmers. Since secondary schools in the countryside are generally inferior, fewer than a fourth of the students at this university are the sons and daughters of farmers—even though over 75% of China’s workers are farmers. Because you are bright and hardworking, you were able to overcome the odds, do well on the national university entrance exam, and be admitted to this university. Your parents have told you how much life has improved under the household responsibility system. Most of the output on your family’s plot is now sold on the open market. As a result, your family now can afford a color television, VCR, refrigerator, and several bicycles—luxuries unheard of for rural families during the Mao era.

Role 3: You come from the small town of Zhangqiu not far from Jinan in Shandong Province. Most people in your town, including your father, work for one of a handful of collectively owned businesses known as VTEs—village and township enterprises. Your father is the assistant manager of a small textile plant owned by the township, and your mother is an elementary school teacher. As one of the key decision-makers of the enterprise, your father helps to decide how the enterprise’s profits are to be allocated—whether to expand and modernize the plant, increase fringe benefits, or pay workers bonuses. Your family lives in a comfortable home which is among the newest and nicest in the town. Your father’s connections will probably enable you to become a junior manager at one of the town’s enterprises when you graduate.

Role 4: Your come from the city of Xi’an where your family of artists owns a small art shop. Most of their customers are Chinese and foreign tourists visiting the renowned Great Mosque nearby. Your family leases the shop space from the municipal government but otherwise are true entrepreneurs producing artwork and selling it to the public as private business enterprise. You, your parents, and your older sister work long hours but enjoy a modest but comfortable lifestyle from the family business. After getting your degree in art, you hope to return to Xi’an, paint, and expand your family’s business to a second location. Before Deng Xiaoping’s reforms, private businesses like your family’s were illegal.
Role 5: You are a graduate of one of the elite high schools in Shanghai where your parents work for a state owned enterprise that makes clothing. Your father is a shop floor supervisor and your mother a designer. Significant changes have occurred in the past few years. Your parents recently purchased your family's apartment from the enterprise—part of an residential complex that until recently was owned by the enterprise and rented to employees like your parents at subsidized rents. To raise capital for expansion, the enterprise recently issued stock that your parents invested in. Unlike many state owned enterprises, your parents' company has consistently made a profit, and there are persistent rumors that the company will be completely privatized in a few years. Your parents are saving their money so that they might be in a position to purchase additional stock if this happens. Shanghai's booming local economy is pushing up the value of both residential real estate in the city and the stock prices of local companies.

Role 6: You are a graduate of an elite high school in Beijing where your father is an English teacher. Your mother is also a teacher at a local elementary school. Both of your parents supplement their very modest teaching salaries by teaching on the side; your father teaches English several evenings a week to young businessmen and women seeking to enhance their language skills. Your mother offers private piano lessons. Fees from these private lessons account for over a third of your family's income. Like your father, you have a gift for languages, and are currently an English major. You hope to use your English skills working for a foreign corporation after you graduate.

Role 7: You come from Tianjin where your father is a civil engineer who works for the municipal government and your mother is a clerk at a department store owned by the state. Your father received his masters degree in engineering from the University of Cincinnati in the U.S. where he lived for two years before returning to Tianjin and marrying your mother. You intend to follow in your father's footsteps by getting your degree in engineering and then applying for a state scholarship to study in the U.S. Because your father has been a life-long member of the Communist Party you hope that his connections will enhance your chances of receiving one of these highly competitive scholarships. Unlike your father, however, you hope to work for a private firm where salaries are much higher.

Role 8: You are an accounting major from the interior city of Chengdu on the Yangtze River. Your father is a loan officer for one of the state owned banks, and your mother is a bookkeeper for a local state-owned enterprise that manufactures machinery. You have often heard your parents discussing what they consider to be the dangerous practice of state banks "lending" money to inefficient and unprofitable state enterprises to cover their operating losses. Your father believes that banks in China should be gradually privatized and that lending should be based on the credit worthiness of lenders rather than on political considerations.
Role 9: You come from a rural area of Hubei Province where your mother is a nurse at the local clinic and your father is a local government official in charge of overseeing agricultural production for the township. You have often heard your father boast that Deng's household responsibility system has led to nearly a doubling of agricultural output in the township since the early '80s when your father began his career. Farmers in your area have prospered as a result. Since 30 year leases of land are now common, farmers regard this land as their own property and are making production decisions based on what will maximize their income. Your father has also worked hard to link farmers of the township with markets that will give them the best prices for their output. You particularly admire your father for his refusal to accept bribes and kickbacks that other local officials seem to demand. You intend to follow in his footsteps as an agricultural administrator by majoring in agrarian economics.

Role 10: You come from Fuzhou in Fujian Province, a region that has prospered under the reforms of Deng Xiaoping. Your parents are entrepreneurs--part of a new and prospering group in southeast China. State owned enterprises are selling off apartments they once provided for their workers to individual owners. As a result, there is currently in Fuzhou a high demand for kitchen remodelers. Your father is a skilled carpenter and your mother an electrician. Both of them had worked for state owned construction companies. Two years ago they decided to take a risk to form their own kitchen remodeling company. Because of their reputation for quality work, they have a backlog of customers. Their problems stem from the red tape they must go through to get necessary supplies from state enterprises and permits from local government agencies. Often bribes must be paid to local officials in addition to the heavy rate of taxation that private firms must pay on their earnings. In spite of these obstacles, your parents' business has prospered in two years. You, however, are not interested in working with your parents and hope instead to become an architect.

Role 11: You are a member of an underground democracy movement on campus and are considered by your classmates to be a free thinker, a trait you picked up from your parents. Your mother is a free-lance writer and your father a professor of sociology. You see your nation's leaders as Communist in name only, motivated by practical belief that economic growth will give China greater respect and power in the world. It is your profound hope that recent policies allowing greater economic freedom will eventually lead to democracy as happened in South Korea, Singapore, and Taiwan. You support market reforms not because they will allow the rich to get richer--a situation you deplore--but because you hope that greater economic freedom will necessarily lead to greater political freedom. You are encouraged by the recent institution of free, competitive elections in many rural villages and hope this experiment in democracy becomes broader.
Role 12: You come from the city of Jinan where both of your parents work for a large state owned steel plant. Like many large state owned enterprises, this plant has yet to make a profit; its losses are covered by loans from state owned banks. In the past your parents could be assured of life-long job security and comfortable fringe benefits, which included your own education at quality schools run by the enterprise. You, therefore, have mixed feelings about Deng’s market-oriented economic reforms. One the one hand, you recognize that major industrial enterprises in China must modernize and become more efficient if they are to compete in the global economy. On the other hand, your parents’ jobs could very well be eliminated if downsizing occurs, especially if the plant is privatized. You are pursuing a program in business management.

Role 13: Coming from Yunnan, one of the more remote provinces of China, you are struck by how much more developed the eastern urban regions of China are than your home province. Your father is a foreman in a small brick factory owned by the local township, and your mother does most of the farming on your family’s plot leased from the township. Your parents tell you that life is better now as a result of Deng Xiaoping’s reforms, but you are convinced that your province will never match the economic growth of the eastern provinces unless government enterprises are privatized and foreign investment is attracted to Yunnan. Because your province is dominated by ethnic minorities rather than by Han Chinese, you suspect that the leadership in Beijing is less interested in economic growth for your region.

Role 14: Your pursuit of a university degree was never an option for you since your parents are both professors at Beijing Norman University, one of the top universities in China. Your mother teaches English literature, and your father is an economist with a Ph.D. from Stanford University. Unlike most students your age, you have had the opportunity of traveling abroad—to Japan, Europe and the U.S.—and are fluent in English. You are well aware of the economic dynamism of these Western nations and are convinced that China is capable of similar economic development in the 21st century so long as it continues in the direction begun by Deng Xiaoping. You greatly admire the entrepreneurial spirit of Hong Kong and are convinced that all of China must eventually imitate the economic structures of this newly annexed province. International business is your major.

Role 15: You come from Beijing where your father is a lawyer and your mother is a physician. You have grown up with a rather negative attitude toward the Communist Party because of the many stories you have heard about your grandfather’s persecution and imprisonment during the Cultural Revolution for being a "rightist." Your father’s many private outbursts against corruption in the local courts—bribery, favoritism, arbitrary judgments—have reinforced your anti-party views, which you tend to keep to yourself. Like your father, you believe that China’s economic development requires a rule of law similar to that which exists in Hong Kong. You are following in your mother’s footsteps by studying medicine.
Rural to Urban Migration
Marianne Kenney, Colorado Department of Education

Level: 9-10

Connections to the Curriculum: This performance assessment could be used in a World Geography, World History, Sociology, or Current Affairs Course

Inquiry Questions:
♦ How does China deal with problems of rural to urban migration?
♦ Why do rural people decide to migrate to cities in China?
♦ What problems occur with the growth of big cities in China?
♦ How do policies on migrant laborers in China effect choosing jobs and keeping family ties?

National Geography Standards: Students know....
9 the characteristics, distribution, and migration of human populations on earth’s surface
12 the processes, patterns, and functions of human settlement; and
18 how to apply geography to interpret the present and plan for the future

Overview:
More and more of the earth’s people are living in cities. In developing countries, rapid industrialization and urban growth cause numerous challenges as we enter the new millennium. Development that is responsible, taking into consideration future generations is critical if a truly sustainable world community is to be realized.

Urban centers are especially being affected by this growth and development. Various factors are luring people from rural to urban areas. The phenomenon of rural to urban migration is a common one throughout developing countries and poses a variety of problems for urban planners and government officials in those cities. Providing adequate water supply, educational and social services, health care are also important challenges facing developing countries.

China will be used as a case study in this performance assessment. The world’s most populous country, China is experiencing the largest, and perhaps the fastest, rural to urban migration in human history. This is taking place in a unique social, political, and economic setting shaped by three decades of central planning and fifteen years of market-oriented economic transition. Particularly the policy factors of the hukou (household registration) system and the rural household responsibility system (HRS) have created huge “floating populations” in Chinese cities.

Student scenario:
If you were a Chinese government official, how would you attack the problem? You have been asked to recommend a plan of action to deal with the acute overcrowding in various Chinese cities. Assume that you will present your recommendation to the central
government. You are considering four government programs to reduce the problems of this growth while achieving the goals of:

- balance economic, political, and social opportunities between rural and urban areas;
- gain greater economic development and increases efficiency in the use of resources.

In your recommendation of a program you must also include:

- explanation of the factors that led to the current situation. Why are so many people migrating to Chinese cities?
- a geographical analysis of the impact on various Chinese cities of the influx of migrants?
- a graphic to assist in understanding your recommendation of a program
- a detailed written recommendation of a program including justification. Consider what processes and patterns may emerge
- focus on impact on cities with specifics such as water, sanitation, transportation, education, health care and housing.

**Time allotment:** 100 to 150 minutes

**Prior Learning:**
This is a culminating assessment on a unit focusing on urban growth and rural to urban migration using China as a case study. Students come to the assessment having an understanding of:

- "push/pull factors" the political, economic, and social factors that contribute to urban migration;
- ability to analyze the function of cities;
- the government regulations in China of the hukou (household registration) system and the rural household responsibility system (HRS);
- knowledge of alternative urban structures in providing basic services; and
- how to use geographic knowledge, skills, and perspectives to analyze problems and make decisions.

**Why do rural Chinese migrate to urban areas?**

The following reading offers two case studies illustrating reasons given by two rural Chinese for moving to the city of Beijing.

Yang came to Beijing at the age of 19 to search for "better opportunities." At 17, Yang had already left his birthplace, a farm and moved to the nearest city. He had a brother in Beijing who visited him and described all the advantages in Beijing, including better salaries and better education. He was willing to take a low-status job at lower wages than a permanent resident in order to get the advantage of improved education. It was still better than the countryside. In his mind that was a dead end.

Another example is Lan, who came to Beijing when she was 25. She was married to an abusive husband and had a young child. Relatives had arranged for her to go to the home of a wealthy family in Beijing as a maid. She returns to her village occasionally, but always in fear of seeing her husband again.
### China’s cross-provincial border labor migration by region

<table>
<thead>
<tr>
<th>Sending Region</th>
<th>Eastern</th>
<th>Central</th>
<th>Western</th>
<th>Total</th>
<th>Receiving Region</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eastern</td>
<td>71.4</td>
<td>21.8</td>
<td>6.8</td>
<td>100.0</td>
<td>Eastern</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>31.5</td>
</tr>
<tr>
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<td></td>
<td></td>
<td>39.0</td>
</tr>
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<td>15.1</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>27.2</td>
</tr>
<tr>
<td>Central</td>
<td>79.2</td>
<td>18.9</td>
<td>1.9</td>
<td>100.0</td>
<td>Central</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>47.3</td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
<td>45.6</td>
</tr>
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<td></td>
<td>5.9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>43.3</td>
</tr>
<tr>
<td>Western</td>
<td>52.2</td>
<td>9.4</td>
<td>38.4</td>
<td>100.0</td>
<td>Western</td>
</tr>
<tr>
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<td>21.2</td>
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<td>79.0</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>29.5</td>
</tr>
<tr>
<td>Total</td>
<td>72.6</td>
<td>13.1</td>
<td>14.3</td>
<td>100.0</td>
<td>Eastern</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100.0</td>
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<td></td>
<td></td>
<td>100.0</td>
</tr>
</tbody>
</table>

Geographers identify patterns in data. You can begin to speculate what causes the patterns. This speculation (what scientists call hypothesizing) forms the heart of geographer's inquiry. Sometimes patterns aren't perfectly clear, so it is important to take some risks by guessing.

**Bibliography:**

Bazzoli, Fred. *By the Numbers, China and US Demographics.*
http://www.night.net/rosie/9802-demographics.htm.


Kenney, Marianne. Personal interviews in Beijing.


**Teacher Administration Instructions:**

Once the students have mastered the objectives outlined in the “prior learning” they are ready for this assessment.

**DAY ONE: Instructions and Preparation Time**

Hand out and discuss the rubric on which student assessments will be scored. Explain the “Data Acquisition Chart” for analyzing current growth problems in cities. Distribute all materials to students and carefully go over the scenario, their role, the materials they will use, product they are to create, and how they will be graded. Once you have explained the assessment, allow any remaining time to work with a partner and work on the graphic organizer together.
DAY TWO: Assessment
Redistribute the instructions and rubric. Clarify any student questions before they begin. Students may begin working immediately.

Student Instructions:

If you were a Chinese government official, how would you attack the problem of rural to urban migration? You have been asked to recommend a program to deal with the migration and acute overcrowding in various Chinese cities. Assume that you will present your recommendation to the central government. You are considering four government programs to reduce the problems of this growth while achieving the goals of:

- balance economic, political, and social opportunities between rural and urban areas;
- gain greater economic development and increases efficiency in use of resources.

Which of the following four programs offers the greatest potential for achieving these goals:

1) More de-regulation of small manufacturing enterprises that would allow households to relocate their labor to the non-agricultural sector at least within the rural area. Send teachers from the cities to rural school to upgrade the educational system.

2) Gradual decontrol over the migration to smaller urban areas, but they must keep their hukou or residential status.

3) Make agricultural reform a priority. A revitalized agricultural sector could hold farmers on the land and contribute significantly to the economy.

4) Spend money on transportation and water systems that fallen into disrepair in large cities. Improve sanitation systems and upgrade existing water facilities.

In your recommendation of a program you must also include:

- explanation of the factors that led to the current situation. Why are so many people migrating to Chinese cities?
- a geographical analysis of the impact on various Chinese cities of the influx of migrants?
- a graphic to assist in understanding your recommendation of a program
- a detailed written recommendation of a program including justification. Consider what processes and patterns may emerge.
- focus on impact on cities with specifics such as water, sanitation, transportation, education, health care and housing.
## DATA Acquisition Chart

<table>
<thead>
<tr>
<th>Urban Problem</th>
<th>Causes</th>
<th>Consequences</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overpopulation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of water</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inadequate sanitation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inadequate health care</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inadequate transportation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Air and water pollution</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Pull&quot; factors</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Rural to Urban Migration in China

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Weight</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Basic</th>
<th>Limited</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knows the characteristics that cause migration to Chinese cities from rural areas</td>
<td>x2</td>
<td>Insightfully and accurately identifies pull factors that draw rural dwellers to urban areas and explains the linkages between those factors.</td>
<td>Accurately identifies pull factors that draw rural dwellers to urban areas.</td>
<td>Some attempt to identify pull factors that draw rural dwellers to urban areas.</td>
<td>Little or no evidence of identifying the pull factors that draw rural dwellers to urban areas</td>
</tr>
<tr>
<td>Knows the impact of in-migration to Chinese cities from rural areas</td>
<td>x2</td>
<td>Insightfully analyzes geographic impact of in-migration on Chinese cities, connecting geographic concepts.</td>
<td>Recognizes some of the geographic impacts of in-migration on Chinese cities.</td>
<td>Inconsistent analysis of the geographic impact of in-migration on Chinese cities.</td>
<td>Unable to list the geographic impact of in-migration on Chinese cities.</td>
</tr>
<tr>
<td>Applies geography to support a solution to the problem of in-migration to Chinese cities from rural areas.</td>
<td>x4</td>
<td>Supports with evidence and uses prior knowledge to recommend a plan of action to cope with in-migration to Chinese cities.</td>
<td>Supports with evidence a recommendation of action to cope with in-migration to Chinese cities.</td>
<td>Some attempt made to support a recommendation of action to cope with in-migration to Chinese cities.</td>
<td>Little attempt made to support a recommendation of action to cope with in-migration to Chinese cities.</td>
</tr>
</tbody>
</table>
The Voyage of Thought
Across China and the Middle East
Marianne Kenney, Colorado Dept. of Education
Field Tested by Adrea Lawrence, Littleton Public Schools

Grade Level: 9th to 11th grade

Connections to the Curriculum:
This assignment may be administered following a unit on the major belief systems (religious and philosophical traditions) of the Middle East and China.

Inquiry Question:
How have Islam, Taoism, Confucianism shaped the cultures and societies where they are the primary belief system?

Colorado History Standards Assessed:
Students:
1.3 use chronology to examine and explain historical relationships
2.2 know how to interpret and evaluate primary and secondary sources of historical information
3.2 understand the history of social organizations in various societies
6.2 know how societies have been affected by religions and philosophies

Overview:
In this assessment, the student will answer the above inquiry question through the following scenario. S/he will imagine s/he is traveling with his/her mentor and companion of Ibn Battuta, the famous Muslim explorer and scholar. So that his pupils in Tangier may learn of his (and the student’s) experiences and insight, he has asked for the student to keep a journal of their travels from China, highlighting the several of the major belief systems (Islam, Taoism, and Confucianism) in the areas of their travels to back home. In the journal, the student will evaluate the impact of the belief systems on China’s society and identify and analyze a literary excerpt from Confucianism and Taoism, revealing to Battuta’s pupils the similarities and differences between the belief systems.

Materials needed:
- map of Asia showing Ibn Battuta’s route and the place about which his students are to write
- graphic organizer for the belief systems and how they shaped societies
- rubric
- literary examples
Time: 100 – 120 minutes

Prior Learning:
- using and interpreting maps
- chronological development of the belief systems
- interaction of people with belief systems
- major tenets of Taoism and Confucianism
- understand how China works as a society – its society organization
- understand the influence of belief systems of social organization – how social organizations reflect belief systems
- analyze literary excerpts from Islam, Taoism and Confucianism, understanding what makes them representative of that belief system
- discuss and understand how each society might react to foreigners.

Teacher Administration Instructions:

DAY ONE
Distribute all materials for the assessment to the students and carefully go over the scenario, their role, the materials they will use, product they are to create, and how they will be evaluated. Be sure to read the “proficient” column to the class.

Explain that students will work individually for both days of the assessment, and that all materials will be collected at the end of each class period.

Remind students that they should spend some time planning their response to the scenario, carefully considering what they will discuss, analyze, and evaluate. The graphic organizer provided is meant for that purpose.

Note: This is solely to provide students with a sense of the distance and location of Ibn Battuta’s travels. Explain to students that they may not write on the maps or literary excerpts as other class will use them as well. Once all questions have been answered, the students may begin their journals. When the class is over, collect all the materials for the following class period.

DAY TWO
Redistribute the instructions, maps, literary excerpts, thought organizers, student journals, and rubrics. Students may begin working immediately.

Once students have finished the assessment, make sure they hand in all the materials:
- map
- instructions
- journal
- literary excerpts
- thought organizers
- rubrics
Bibliography


"Ibn Battuta” http://www.ummah.net/history/scholars/ibn_battuta/


Student Instructions:

The Voyage of Thought
Across China and the Middle East

Directions: For this assessment, you will imagine that you are a Muslim traveler and scholar who has followed his/her teacher, Ibn Battuta. Read the scenario for the general understanding of what you are to do. The “Tasks to Complete” section after the scenario will give you detailed instructions about the product you will create.

Scenario: The year is 1345 and your mentor and travel companion, Ibn Battuta. Right now, you and he are in China, where you have been for several months. Ibn Battuta has served as the ambassador to China for the Sultan of Delhi, and it is now the time for you and Ibn Battuta to return home to Morocco. Though you have enjoyed and learned a great deal form your travels, you are excited to go home.

So that others can learn what you have, Ibn Battuta has asked you to keep a journal of your travels home that focus on the Confucianism and Taoism of China you have encountered. In this journal he also wants you to compare each of these belief systems to your belief systems, Islam. You are amazed that he would ask you to complete such a work, keeping the journal has been an honored task since your journey began years ago. He believes you are now ready to take the responsibility. You are overwhelmed and can hardly wait to begin.

Note: The map points our Ibn Battuta’s route and the places you will discuss, the literary passages you will analyze with the belief system you are about to write. Please do not write on the map or literary excepts – other classes will also use it. The thought organizer you have already completed should help you sort out your ideas and decide how to use the information.

Tasks to complete:
1. The overall task: You will create the journal Ibn Battuta has asked you to, using the information from your thought organizer. For each entry, make sure you include the date and place.

2. Departure, Beijing: Today is the day you and Ibn leave from Beijing.
   - In the journal entry explain and examine the major ideas and worldview of this belief system and how this tradition has shaped Chinese culture.
   - Also, compare and contrast Islam to a belief system present in Beijing.
• At the end of your analysis, **analyze** the literary excerpt that is associated with this Chinese belief system. In your analysis, be sure to address the content matter and tone of the piece, as well as how those elements make that piece part of that particular belief system.

3. **Calicut, India:** This is also one of your stops on the way home from China in the early 1340s.
   • In the journal entry **explain and examine** the major ideas and worldview of this belief system and how this tradition has shaped Chinese culture.
   • Also, **compare and contrast** Islam to a belief system present in Beijing.
   • At the end of your analysis, **analyze** the literary excerpt that is associated with this Chinese belief system. In your analysis, be sure to address the content matter and tone of the piece, as well as how those elements make that piece part of that particular belief system.

4. **Fez, Morocco:** You are finally home!
   • In the journal entry **explain and examine** the major ideas and worldview of this belief system and how this tradition has shaped Chinese culture.
   • At the end of your analysis, **analyze** the literary excerpt that is associated with this Chinese belief system. In your analysis, be sure to address the content matter and tone of the piece, as well as how those elements make that piece part of that particular belief system.
Excerpt #1: Buddhism

Regard the phantom world
As a star at dawn, a bubble in a stream,
A flash of lightening in a summer cloud,
A flickering lamp--a phantom--and a dream.

Excerpt #2: Islam

Proclaim in the name of your Lord who created!
Created man from a clot of blood.
Proclaim: your lord is the most generous, who teachers by the pen;
Teaches man what he knew not.

Excerpt #3: Confucianism

Is not he a true philosopher who, though he be unrecognized,
cherishes no resentment?
What you do not wish done to yourself, do not do to others.
I will not grieve that others do not know me. I will grieve that I do
not know others.
Do not wish for quick results, nor look for small advantages. If you
seek quick results, you will not attain the ultimate goal. If you are
lead astray by small advantages, you will never accomplish great
things.
Nobler persons first practice what they preach and afterwards preach
according to their practice. If you look in to your own heart, you find
nothing wrong there, what is there to worry about? What is there to
fear?
When you know a thing, to recognize that you know it; and when
you do not, to know that you do not—that is knowledge.
To go too far is as bad as to fall too short.
When you see someone of worth, think of how you may emulate.
When you see someone unworthy, examine your own character.
Wealth and rank are what people desire, but unless they be obtained
in the right way they may not be possessed.
Feel kindly toward everyone, but be intimate only with the virtuous.
Excerpt #4: Taoism

Those who would take over the earth
And shape it to their will
Never, I notice, succeed.
The earth is like a vessel so sacred
That at the mere approach of the profane
It is marred
And when they reach out their fingers it is gone.
### Voyage of Thought Across the Middle East to China

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Weight</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Basic</th>
<th>Limited</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examines the historical relationship between belief systems of different regions</td>
<td>x1</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Draws presents data within the context of historical relationships and draws complex connections between the data presented and how that fits into the larger society.</td>
<td></td>
<td></td>
<td>Minor distortions in the presentation of historical relationships.</td>
<td>Major distortions in the presentation of historical relationships.</td>
<td>Little or no evidence of historical relationships.</td>
</tr>
<tr>
<td>Interprets primary sources through excerpts that are representative of different belief systems</td>
<td>x2</td>
<td></td>
<td>Accurately identifies and, in an original way, comprehensively analyzes specific excerpts and how they reflect the belief system in terms of content matter and tone.</td>
<td>Accurately identifies and analyzes specific literary excerpts and how they reflect a belief in terms of content matter and tone.</td>
<td>Accurately explains literary excerpts and explains how their content matter reflects a belief system.</td>
</tr>
<tr>
<td>Understands the history of social organization of Muslim and Chinese societies</td>
<td>x3</td>
<td></td>
<td>Precisely and accurately compares and contrasts the social organization of Muslim and Chinese societies and different belief systems, and uses specific examples to illustrate points.</td>
<td>Compares and contrasts the social organization of Muslim and Chinese societies with different belief systems with minor inaccuracies.</td>
<td>Compares and contrasts the social organization of Muslim and Chinese societies with different belief systems with major inaccuracies.</td>
</tr>
<tr>
<td>Understands how societies have been shaped by religions and philosophies through their major ideas and world views</td>
<td>x4</td>
<td></td>
<td>Thoroughly and insightfully examines and explains the central ideas and world views of belief systems</td>
<td>Explains the central idea and general world views of belief systems with minor inaccuracies.</td>
<td>Explains the central ideas and world views of belief systems with significant inaccuracies.</td>
</tr>
</tbody>
</table>
Lessons Learned from the Three Gorges Dam

Marianne Kenney, Colorado Department of Education
Field Tested by: Dana Frazee, Ortega Middle School, Alamosa, Colorado

Level: Middle School, Grades 6-8

Connections to the Curriculum: This performance assessment could be used in a World Geography or Current Affairs Course.

Inquiry Question: What are the geographic and environmental impacts of economic development in China?

National Geography Standards:
Students know:
13 how human activities modify the physical environment
16 the changes that occur in the meaning, use, location, distribution and importance of resources
18 how to apply geography to understand the present and plan for the future

Overview: Students are given the following scenario — Vietnam is planning a dam on the Black River. The World Bank sends a consultant to China to study the impact of the Three Gorges Dam there in order to make recommendations to Vietnam for its planning. Students are to consider and must justify the Three Gorges Project as good or bad for the country and make recommendations for Vietnam.

Time: 80 – 90 minutes

Teacher Administration Instructions:

Once the students have mastered the objectives outlined in the “prior learning” they are ready for this assessment.

DAY ONE: Instructions and Preparation Time

Hand out and discuss the following:
♦ rubric by which student assessments will be scored
♦ the map and “Environmental Impact Chart” (The chart is an organizational tool for thinking and is not to be assessed.)

Distribute all materials to students and carefully go over the scenario, their role, the materials they will use, product they are to create, and how they will be graded. Once you have explained the assessment, allow any remaining time to work on the assessment.
DAY TWO:  Assessment
Redistribute the instructions and rubric. Clarify any student questions before they begin. Students may begin working immediately.

Prior Learning:
This is a culminating performance assessment on a unit focusing on environmental issues in East and Southeast Asia. Student come to the assessment having an understanding of:

- using and interpreting maps
- understanding the use of natural resources
- impact of dams and use of hydroelectricity
- concept of human impact on the environment

Student Scenario:
China’s Population: over 1 billion

China is building a hydroelectric dam on the Yangtze (Chang Jiang) River, the third longest in the world. The project, called the Three Gorges Dam Project, started in 1994 and is predicted to be finished in 2009. As it is proposed, it will be the largest hydroelectric dam in the history of the world. Countries that are interested in similar projects for their people send consultants to China to analyze the monetary costs, and the project on the people and the environment.

China’s Communist neighbor, Vietnam, is planning a hydroelectric project on the Black River in China. The World Bank has funded a feasibility study for the Black River project and has sent a consultant to China to study and analyze the Three Gorges Project --- its benefits and its problems.
Student Instructions:

You are a consultant for the World Bank. You will go to China to study and analyze the Three Gorges Dam project. You are to report your findings to Vietnam and make recommendations to the government of Vietnam concerning its hydroelectric project.

First, you will plan your trip by reviewing a map of China to note where key cities, the river and the dam are. After reviewing a chart of information you have gathered on the Three Gorges Dam Project, you will organize your thoughts about the positive and negative ways the dam project is changing the environment. An organizational chart has been provided.

In your written report to Vietnam about the Three Gorges Dam you will...

Task 1:
- examine the goals and costs (human, financial, environmental) and the benefits; and
- analyze the pros and cons to see if the dam project is justified; and

Task 2:
- make a recommendation of how to make recommendations on how to avoid [problems there and to make the most of the situation. After all, the dam project in Vietnam is going forward.

You will be visiting the sites below. Study your map of China and identify where the following are:
- Shanghai,
- Yangtze (Chang Jiang) River
- Wuhan
- Sandouping
- Three Gorges Dam
- Wanxian
- Chongqing

After you have visited the sites, review the information you have gathered on the project and record the ways the dam is changing and will impact the environment of China. Use the chart information you have gathered and mark each finding with a + (plus) or a – (minus) to indicate whether the information is a benefit (+) or a liability (-) to China, the people, and the environment.

<table>
<thead>
<tr>
<th>Positive Changes</th>
<th>Negative Changes</th>
</tr>
</thead>
</table>
Task 1: Written Report to Vietnam

Based on the information you have looked at, analyze in a report to Vietnam whether China was justified in building the dam or not. Be sure to analyze the pros and cons of the project and explain if China was justified in building the dam. You may use your organization chart and you may use the formatted memo below as a guide.

Vietnam wants to build its dam, so now you will make a recommendation to Vietnam. Your recommendation needs to include how Vietnam could best avoid problems and how Vietnam can make the most of its project.

Memorandum

To: Ministry of Public Works, Government of Vietnam

From: _________________________ (your name)

Re: Justification and Recommendation
    (To Dam, or Not to Dam.....that is the Question!)

Justification

Therefore.....

Recommendation
Exemplar – in favor of the dam project

MEMORANDUM

To: Ministry of Public Works, Government of Vietnam

From: __________________________ (your name)

Re: Justification and Recommendation

(To Dam, or Not to Dam.....that is the Question!)

Justification

China has a population of 1,236,914,658 and needs more electricity. The coal-powered electrical plants are severely polluting the air. The new hydroelectric plant will provide enough electricity for one-tenth of China’s needs, and not pollute the air. Acid rain will decrease.

The flooding on the Yangtze will be eliminated, saving millions of dollars in clean up. People will feel safe. Lives will be saved. The relocation of 1.2 million is not trivial, but in the grand scheme of things, the problem it presents is small compared to the benefits the dam will bring to millions of people. Besides clean electricity, and the elimination of flooding, the dam and its system of locks will allow for its increase in internal trade from Chingqing eastward and from Shanghai westward. Larger ships, which can carry more goods, can navigate the river and reservoir to reach important internal trading centers. New cities, like Wanxian, will have railroads, highways and airports linking the internal ports to the rest of the region.

The government predicts the dam will cost $24 Billion, but critics say the cost will be around $70 billion. This is a wide discrepancy, but even if the dam costs more than the government predicts, it will be worth it to China because the dam will be modernizing China.

Recommendation

1. A major concern of the critics is that 1.2 million people have relocated and the government is not doing this fast enough and is not paying the people the promised moving allowance. If Vietnam proposes to relocate people, then it needs to have a plan for relocation that is timely, and a system for avoiding corruption so people get their relocation money.

2. Vietnam should do a geological study to make sure the promised dam on the Black River is not in a fault zone.
3. If species are endangered they should be moved to another location where they can survive.
4. If factories are going to be submerged, Vietnam should remove the chemicals from them first so the reservoir created by the dam will not be polluted.
5. If Vietnam is currently using the dam for sewage, it should develop a system of treatment plants first so that raw sewage is not put in the reservoir.
6. Vietnam should have a clear budget on its dam project so that the cost overruns are kept to a minimum.

If Vietnam will prepare adequately to avoid major problems witnessed in China, then my recommendation is for Vietnam to push forward with its plans to build a dam on the Black River.
General Facts

370 miles of land and 1500 cities, towns, and villages will be submerged under water when it is completed.

16 archaeological sites will be submerged.

1.2 - 1.9 million will have to be relocated.

The last flood on the Yangtze displaced one million people.

The dam will be 607 feet high and 1.3 mile wide.

The reservoir will have a series of locks so large ships may pass through.

80% of China has no sewage treatment system.

Some international money lending companies and environmental groups have opposed the project.

In China 10.2 million people have been relocated for other dam projects. 70% of them live in extreme poverty.

Journalist Dai Qing was imprisoned for 10 months for criticizing the dam in her writings.

Chongqing has the most acid rain in China from coal generated power plants.

Student Gathered Information

Government Goals and Predictions

The dam will control flooding for the million people down river from the dam.

Internal trade from Chongqing to Shanghai will increase.

Products like coal, tung oil, silk, and agricultural products can be shipped from Southwest Asia to Shanghai and the world.

The dam will generate 18,200 megawatts of electricity, the equivalent of 18 nuclear power plants – a tenth of China power.

China will be able to extend electricity to more of it's people without further polluting the air from coal powered electricity plants.

The “new” city of Wanxian will have an airport for jumbo jets, a railroad linking it to other major railroad lines, and a major highway from Chengdu to Shanghai will pass through Wanxian.

The government will pay each family that must relocate a relocation allowance and will help find them a new home.

13 new replacement cities are being built.

The 370 mile reservoir will be deep enough for ships 10 times the size of those used today.

The dam will cost at least $24 billion.

Critics of the Dam

1.2 - 1.9 million will have to be displaced.

Over 6000 archeological relics will be lost forever.

240,000 acres of farmland will be flooded.

China would be better served by a series of dams on the tributaries of the Yangtze.

Many aquatic species of animals will be killed.

The reservoir created by the dam will become an open sewer because the pollutants can no longer be washed to the Pacific Ocean by the currents in the Yangtze.

Sedimentation will make Chongqing's deep-draft harbor unusable for large ships and hinder the generation of electricity.

Chemical poisons leaking from drowned factories will poison the river.

The dam is being built near a fault line.

People who must relocate are not receiving the government allowance because lower officials are stealing money before the people get it.

People have no say in where they will be relocated and are not being moved in a timely manner.

The Chinese government has imprisoned and persecuted critics of the dam.

Cost will be $70 billion.
### Lessons Learned From the Three Gorges Dam

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Basic</th>
<th>Limited</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyzes how human activities like the dam project change the environment</td>
<td>Insightfully and thoroughly analyzes how the dam impacts the environment in positive and negative ways. Demonstrates and understanding of prior knowledge.</td>
<td>Accurately analyzes the environmental impact of the Three Gorges Dam from at least one point of view.</td>
<td>Explains some changes to the environment but does not demonstrate any further knowledge of environmental impact.</td>
<td>Unable to identify or explain impacts to the environment.</td>
</tr>
<tr>
<td>Identifies the meaning, use, location and distribution and importance of resources as exemplified by the damming of the river</td>
<td>Thoroughly justifies reasons for and against the dam and includes an understanding of the underlying concepts, solve intricate problems, and analyze important content information from both points of view.</td>
<td>Clearly justifies the reasons for and against building the dam and understand the underlying concepts from one point of view.</td>
<td>Supports one position but does not justify the reasons. Error or lack of details from the prompt shows a lack of understanding.</td>
<td>Does not successfully support even one point of view.</td>
</tr>
<tr>
<td>Applies knowledge of present geographic conditions in order to make recommendations for Vietnam’s dam project</td>
<td>Uses prior knowledge as well as a thorough understanding of the pros and cons of the project to make recommendation to Vietnam</td>
<td>Accurately and clearly make recommendations for Vietnam’s project based on understanding the current challenges found in China.</td>
<td>Makes recommendations on some of the challenges and is unclear and inconsistent in others.</td>
<td>Lacks recommendations and has only a vague sense of the challenges..</td>
</tr>
</tbody>
</table>
Basic Arithmetic on a Handmade Chinese Abacus

Fulbright-Hays China Seminar
July, 1999

Tony Martin
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Basic Arithmetic on a Handmade Chinese Abacus

Grade level: 2-6

Objectives: Students will make their own abacuses, be able to express and read numbers on them and do simple addition.

Materials: An overhead projector, abacuses (at least one per pair of students) or materials for making abacuses (See instructions in appendix 2), pencil and paper

Time required: One to four hours (depending on how far you want to go with it).

Rationale/background: The abacus has been in use in China for centuries. Even today, this ancient counting device can be found anywhere in China where things are being sold. Shopkeepers move their fingers over them as nimbly as cashiers on registers, and as just about as quickly come up with the total amount due. Often, they will turn the abacus around and display the amount to the customer, who reads and then pays. To the uninitiated, this ritual can seem utterly mystifying. But the truth is that the abacus is a remarkably simple tool. With a basic grasp of a few principles and a little practice, it can be used, if not mastered, by nearly anyone – even children.

Of course American children don’t have to learn to use an abacus in order to get along in the marketplace, but learning how it works is an exciting way for them to experience a bit of Chinese culture hands on. In addition, it is an excellent way to reinforce some important math concepts and skills, in particular place value and addition / subtraction facts.

Procedures: A) Using an abacus on an overhead projector, introduce the three basic principles (see appendix 1) making sure that students have ample time to practice reading numbers that you (or students who volunteer as “teachers”) make on the overhead. Start with numbers 1-9 and make sure students have a firm grasp of these before moving on to tens and hundreds. A good way to find out if they are ready to move on is to have them write a series of numbers that you make.
B. Have students make their own abacuses – (See instructions in Appendix 2)

C. Students practice reading and making numbers on their abacuses. You call a number, students make it. Then you make it on the overhead.

Invite students to play the teacher role. They love to come up, call out numbers and then make them on the overhead.

Have students practice in pairs. Student A has a list of numbers that student B can’t see, he makes them on the abacus one at a time. Student B reads the abacus and writes the numbers, trying to duplicate the list.

Initially, you may want to control the pace of this activity, and thereby help those who are having trouble by writing the numbers one at a time on the board. (Later, students can make their own lists and proceed at their own pace.) Student B must have her back to the board and not peek. When they are finished, students turn around and check their lists against the one on the board. Then students A and B switch places.

D. Addition – Once students can confidently make and read numbers on the abacus, it's time to move on to addition. There are three levels of difficulty in adding. The first level can be quickly and easily understood even by first and second graders. Levels two and three require some regrouping and take a bit more time and practice to master. Level one is described below, for a more thorough description of addition, visit one of the web sites described in Resources

**Level one** – Adding numbers that total less than five
Adding five to numbers less than five

At level one, you simply make a number on the abacus, make the number you are adding to it, and then read what it says.

For example: to add 321 and 113. You make the first number, then push up the beads for the second number and the answer, 434, is there on your abacus.
E. Addition activities – Students work in pairs. Teacher gives addition problem orally. Student A makes the first number on the abacus, student B makes the second number, both students read and then write the answer.

Or students can work in groups of three with students A and B working the numbers as described above and student C reading the answer and writing it down. In this case, you can write the problem on the board and have the “C” students with their backs to the board so they are not able to figure the answer in their heads while their teammates are pushing beads.

After some practice, students enjoy doing the above activity as a race. The team that holds up a paper with the correct answer on it first wins.

F. On to subtraction and beyond – Subtraction is just as easy as addition, particularly at level one, where you simply take beads away from the middle bar.

If you’re interested in going beyond this level consult the web sites listed in Resources for more thorough explanations of subtraction, as well as multiplication and division.
Resources

There are some excellent online abacus resources. Some of them even have virtual abacuses with movable beads that students can manipulate. Below are some of the better ones.

http://www.qi-journal.com/abacusTest.html – This site has a brief description of the abacus’s history and how to use it as well as a quiz to test how well you can read one.

http://www.ee.ryerson.ca/~elf/abacus/index.html – THE ART OF CALCULATING WITH BEADS. This is an excellent site that has history of counting devices from all over the world, as well as clear, thorough instructions on how to add and subtract. There is also a virtual abacus on which to practice.

http://www.users.dircon.co.uk/~damold/soroban/index.html – DISCOVER THE ABACUS. This site focuses mainly on the Japanese abacus or soroban, which is a little different, but it has links to many good sites, information about books, as well as virtual abacuses you can download. It also is the only online site I found with instructions on how to multiply and divide.

http://web.singnet.com.sg/~ngkguan/welcome.htm – This site is Japanese abacus too, but it has wonderful graphics with moving fingers that show how to manipulate the beads.

http://www.easc.indiana.edu/pages/columbia/ck-6e.htm – ECHOES OF CHINA: KITS INVOLVING CHINA FROM THE BOSTON CHILDREN’S MUSEUM. Among the kits available for rental nationwide is an Abacus kit for grades 3-9.


http://www.tigergifts.com/abacus.htm – If you want to purchase an abacus, or a set for your class, this site offers them for $9.90 a piece.
Appendix 1
Reading and making numbers

The first step is to learn how to read numbers on an abacus. In order to accomplish this, there are three basic principles to understand.

FIRST PRINCIPLE: Place Value - The beads are arranged on vertical rods that represent ones, tens, hundreds, thousands etc. in exactly the same way that numbers are written. Each rod then, represents a place or column on the base ten number line.

SECOND PRINCIPLE: The middle bar – Counting on an abacus involves pushing beads up or down towards the horizontal bar that runs across the middle. A bead is counted when it is pushed to the middle bar. The abacus above reads “zero”.

THIRD PRINCIPLE: Ones and fives – A bead below the middle bar is worth one unit, a bead above the bar is worth five.
Once these three principles are grasped, it becomes possible to make and read any number.
ANOTHER IMPORTANT POINT: The top beads and the bottom beads on an abacus (the gray ones below) are not normally used to express a number. They are for counting purposes only.

For example, four plus one equals five

You push up one beads and then four beads to make five beads, but then you must push all five beads down and replace them with a bead from above so that “five” is expressed as follows.
Not like the abacus below

The same is true with the number ten, which could be expressed with two fives as in the figure below.

But just as with pencil and paper arithmetic, you can’t have ten ones in the ones place, so you must “regroup”. On the abacus, you do so by pushing the two fives back up and replacing them with a one from the tens column.
Appendix 2
Instructions for making an abacus

Below are plans for three models that require varying amounts of time and skill to build. Choose the one (or come up with another) that best suits your students and your needs.

#1 – The play dough abacus – If you plan to give your students just a taste of the abacus as a one shot lesson then this is the best choice. It is quick and easy to assemble, but unlike the other models, it can’t be set aside and used later. Since it’s not easily moved and will dry out and fall apart over time, it needs to be taken apart and put away after use.

Each student (or pair of students) will need: a ball of play dough (about one third of a can), shish-ka-bob skewers, the sharp ends broken off to about 10 inches long, and beads (hobby shops have cheap plastic one by the bag full) or nuts. To determine how many skewers and beads per abacus, you must decide how large a number your students can handle. To read four digit numbers, each abacus will need four skewers and 21 beads or nuts (seven per skewer). For three digits, three skewers and 14 beads, etc.

Step one: divide play dough into three roughly equal parts (a challenging activity in itself for second graders!)

Two: Roll the balls into three snakes (their length depends on how many rods you are using.) These will form the top, middle and lower bars of the abacus.

Three: Place the “snakes” on the desk so that they make a column of three horizontal lines. Make sure snakes “a” and “b” are closer together than “b” and “c”.

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Four: place seven beads on each skewer and embed them into the play dough as shown. Make sure there are two beads between “a” and “b” and five beads between “b” and “c”.

#2 Toilet paper roll abacus – This one is more permanent than #1 and still fairly easy to make.

For each abacus you plan to make you will need three toilet paper rolls, skewers and beads (seven per skewer) and two strips of masking tape.

For younger children, you may want to do steps one and two for them ahead of time.

Step one: Smash the toilet paper rolls flat. On each crease, make three or four marks with a pencil depending on how many skewers you plan to use. (If you want to make an abacus to accommodate larger numbers, use paper towel rolls cut in half)

Step two: With the end of a skewer, or with a small nail make holes in rolls at each mark.

Step three: Push a skewer through a roll. Add five beads. Push it through the second roll. Add two beads. Push it through the third roll. Repeat process for each skewer.

Step four: Tape the skewers to the bottom roll to prevent the weight of the beads from pushing it off.
#3 Cereal box abacus – This one is the smallest, most durable and most like a real abacus of the three, but requires more time and dexterity to make. For each abacus, you need a small cereal box (or any other box of similar size), skewers and beads as with abacuses #1 and #2.

Step one: Cut out the side of the box. (The side marked "X".)

Step two: With a nail or ice pick, make holes for the rods and cross bar where the arrows indicate.

Step three: Push skewers through holes and add beads.
A Modern Day Marco Polo

Discovering Traditions and Change in China

7th Grade Curriculum Unit
Developed Fall 1999

Elizabeth J. Miller
Memorial Middle School
South Portland, Maine
UNIT: A Modern Day Marco Polo: Traditions and Change in China

GRADE: 7TH Grade, part of World Geography Curriculum

TIME: 3-4 weeks

CONCEPTS: Culture
Tradition & Change
Cause – Effect
Relationship between humans and the environment

THEME: China was walled off to the western world for centuries. Our knowledge has been shaped by romantic visions of its imperial past and by the demonization of communism during the Cold War. Building upon the primary sources obtained by the teacher while in China during Summer 1999, "A Modern Day Marco Polo" aims to tear down the walls keeping this far away land remote. The unit focuses on providing an introduction to geography, history and culture.

KEY QUESTIONS: In this unit, students will pursue the following questions:

What is distinctive about China’s geography, history and culture?

How have geography and history shaped life in China?

What are the fundamental changes occurring in China today?

Throughout the unit, students weave together first person accounts, pictures and artifacts with maps, books and other secondary sources to create their own introductory impressions of China.

LINK TO LEARNING RESULTS:

1. ME: Geography – human interaction with environments
   analyze cultural characteristics that make specific regions of the world distinctive

2. SP: Relationship between cultural and physical geography
   -knows physical, political and cultural geography
   -interprets, integrates and presents geographical data
   -understands interrelationship between environment and humans
OVERALL ORGANIZATION & STUDENT PERFORMANCE GOALS:

1. Geography
   - Locate key physical & political features on a blank map
   - Describe three major environmental regions
   - Describe relationship between environmental regions and settlement patterns, giving at least three examples
   - Describe at least three problems created by overpopulation, economic growth and urban development

2. History
   - Arrange key historical information in chronological order
   - Identify people, cities and/or historic sites related to three major eras
   - Describe changes in China since Communist Revolution

3. Culture
   - Describe yin-yang perspective, giving at least three examples
   - Compare and contrast Confucianism and Buddhism with American values
   - Demonstrate knowledge of Chinese language and calligraphy
   - Adapt principles of Chinese opera mask design to create a contemporary mask and story line

4. Independent Project – Marco Polo Journal
   - Integrate information from slide shows, photographs, artifacts, written sources and Internet sources to describe China past and present

SETTING THE STAGE: Practicing observing and describing skills.
Initial impressions of China. Work with a partner. Select 1-2 pages of photos from teacher’s photograph album. What are you seeing? Create a word splash to record your initial impressions. Create 3-4 categories of topics to sort and organize your word splash. Compare with other groups. Form class word splash, class categories. Note: accompany photographs with a display of objects brought from China.
**SUMMATIVE PERFORMANCE TASK:**

Students prepare an illustrated journal, writing a first-person narrative, describing their journey through China. They must include at least two of the following cities: Beijing, Xian, Shanghai, or Hong Kong. They must include at least three topics from the “culture wheel:” architecture & historic sites, holidays & customs, art & music, religion & values, food, science & medicine, or clothing.

The journal must include:
- a map of China showing the three major environments, rivers, mountain ranges and sites visited
- descriptions of the cities’ major activities, important sites and impressions of people and everyday life
- description of three culture topics
- bibliography, including teacher materials, written resources and Internet resources

**SUMMATIVE PERFORMANCE SCENARIO:**

You are being sent to China to investigate locations and topics suitable for a National Geographic film on modern day China. Your journal may be used as the basis for the movie “A 21st Century Marco Polo.” If your journal is selected for the movie script, then you will be able to select which movie stars will appear in the film. Be detailed, creative and on time!

**ASSESSMENTS:**

1. **Formative:** DOG Journal entries – map analysis skills
   - Map Quiz
   - Homework assignments
   - Note test

2. **Summative:** Marco Polo Journal
UNIT RESOURCES, NEEDS & CONCERNS

Teacher provided materials: slides, photographs & postcard kits of Xian, Beijing, Shanghai, Hong; artifacts; research books and pamphlets

Culture wheel, organizing major topic and subtopics for student research.

Readings on history and culture.

Guided notesheets for history section, independent project.

Baerwald, Thomas J. and Celeste Fraser, World Geography, 1993.

Great Wall, 1996.


MODIFICATIONS FOR SpEd: shorten research assignment
Extend deadline
LESSON PLANS

Lesson 1:  Set-up/Setting the Scene.
Working in pairs, students analyze photos, postcards and artifacts from China. Complete word splash. Identify categories for organizing word splash.

Lesson 2:  Introduction to the Physical Geography of China
- China – East Asia region. Map worksheet
- Key physical & political features. Map & checklist
- Three environmental regions. Color map
  1. west – mountains
  2. central – plateaus and river basins
  3. east – coastal plain
Assessments: homework, map quiz

Lesson 3:  Links between physical geography, settlement patterns, contemporary environmental problems
- DOG Journal questions re settlement patterns Atlas
- Original writing & class discussion – predict problems
Assessments: DOG Journal, class discussion

Lesson 4:  Overview of China history
1. Imperial China, 221 BC – 1911
2. Communist Era, 1949-1976, Mao Zedong “Mao Years”
3. Modern Era, 1979 – present, Deng Xiaoping & Jiang Zemin
- slide show
- key terms Textbook
- readings Packet
- notesheet – integrate key info, “who, what, when, where, how/why
Assessment: Note Test

Lesson 5:  Culture – Values & Religions Packet
- Taoism, yin – yang principle
- Confucius & Confucianism
- Buddha & Buddhism
- complete Venn diagram to compare Chinese traditional values with contemporary America values
Assessment: DOG Journal
  Homework
  Note test (see also Lesson 4)
Lesson 6: Culture – Chinese Opera
- video
- assemble Chinese opera mask & develop storyline, using Peking Opera Painted Faces
Assessment: Opera Mask Rubric

Lesson 7: Culture – Language & Calligraphy
- practice selected vocabulary; students quiz each other
- calligraphy worksheet
Assessment: homework

Lesson 8: Independent Research – Marco Polo Journal
- distribute product descriptor & review rubric
- develop timetable for completing project
- slide show on Xian/Chang’an & Beijing
- slide show on Shanghai & Hong Kong
- have notesheet available for SpEd students
- “culture wheel” on display in class
- review format for bibliography

Assessment: rubric & student reflection
Near Forbidden City - Jing Shan Park

Jing Shan Park - doing mirror images of Chinese characters. Brush dipped in water - quickly fades.
Liulichang Antique Market outside original city gates, since shops & theaters barred from central city.

Liulichang Antique Market - most stalls are government-owned.
Along Wangfujing - exclusive shopping street
BNU Primary School
5-0 students/class

Beijing - Street Scene

BEST COPY AVAILABLE
A street scene—
no McDonald's yet!

Xian street scene—
platform shoes very popular.

China Telecom—not all homes have phones yet.
French heavily invested in communication industry.
Temple within Pagoda grounds. Can purchase incense sticks and then burn as part of religious worship.
Tai Shan - inspiration for poets, writers & painters. One of five sacred Taoist mountain shrines. 13th - 16th Century. 

Tai Shan - Yangtouter & Yin Inner Space - Moon Gate to get into Yin Space.

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One temple includes boy babies - women pilgrimage to pray boy babies.
Yellow River - annual flooding enriches farmland but also much destruction.

Bridge over Yellow River.

Jinan street scene
Dear Yuquan Garden,

Love those dumplings!

Love, [Signature]

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best copy available

Not to be confused with Dunkin' Donuts
Shanghai - much new construction

Shanghai - street scene

Shanghai - French concession area
Portraits of Inhabitants in the Yellow River
East Asia consists of China, Japan, Mongolia, North Korea, South Korea and Taiwan. All of these countries except Japan and Taiwan are part of the Asian mainland.

China has the largest population of any nation in the world. Most of its population is located near the east coast or in the fertile river valleys. Hong Kong, a heavily populated location, is a British colony made up of a peninsula connected to mainland China and over two hundred islands. Because of an agreement between China and Britain in 1984, this area is scheduled to become part of China again in 1997. Macao is a small Portuguese territory located nearby.

China is a large country. It contains a variety of landforms, including mountains, hills and plains. Its mountains include Mt. Everest, the world's highest mountain.

Because of its size and variety of landforms, China's climate also varies greatly from place to place. It contains desert areas, areas with extremely cold winters and tropical areas. China's climate is greatly affected by monsoons, which are seasonal winds.

Japan is made up of four large islands, plus about 3,000 small islands in the North Pacific. Japan's total land area is slightly less than California's, but its population is five times greater. Mountains cover most of the islands, accounting for roughly 70% of the terrain.

Japan rests over an unstable portion of the ocean floor. Over 1,000 earthquakes may occur within a year, but most are mild and go unnoticed. Tidal waves can occur after earthquakes which makes living on the shoreline hazardous. Some of the more than 160 volcanoes in Japan are still active, and typhoons are a possibility on the islands.
**China Map & Checklist**

Label the map on the reverse side with these places

<table>
<thead>
<tr>
<th>Cities &amp; Regions</th>
<th>Mountains</th>
<th>Bodies of Water</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beijing</td>
<td>Himalayas</td>
<td>Huang He (Yellow)</td>
</tr>
<tr>
<td>Xian</td>
<td>Mt. Everest</td>
<td>Yangtze River</td>
</tr>
<tr>
<td>Lhasa</td>
<td>Kunlun Shan</td>
<td>East China Sea</td>
</tr>
<tr>
<td>Tibet</td>
<td></td>
<td>Pacific Ocean</td>
</tr>
<tr>
<td>Shanghai</td>
<td></td>
<td>Taiwan Strait</td>
</tr>
<tr>
<td>Hong Kong</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Macau</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Countries (draw in the boundaries)**

<table>
<thead>
<tr>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>China</td>
</tr>
<tr>
<td>Mongolia</td>
</tr>
<tr>
<td>North Korea</td>
</tr>
<tr>
<td>South Korea</td>
</tr>
</tbody>
</table>

**Desert**

Gobi Desert
China – Key Terms Use your textbook to define these terms.

1. Middle Kingdom (p. 634)

2. Confucius & Confucianism (p. 636)

3. Silk Road (p. 636)

4. Great Wall (p. 634)

5. Communist Revolution (pp. 637, 644)

6. Mao Zedong (p. 643)

7. Collectives (p. 644)
8. Cultural Revolution (p. 645)

9. Deng Xiaoping (p. 645)

10. Four Modernizations (p. 645)

11. "one couple, one child' policy (p. 656)

11. Tiananmen Square (p. 648)

12. Ideograms (p. 657)

14. Acupuncture (p. 658)
China was first unified in 221 BC by the Emperor Qin (chin). He placed his capital in Chang'an, now Xian. Chang'an was at the eastern end of the Silk Road, so it was a busy center of trade, especially in tea, silk, spices, jewels and other valuable goods. Merchants from as far away as Italy traveled the overland route from the Mediterranean Sea through central Asia to China.

As a symbol of his power, Emperor Qin ordered that his grave be guarded by the Terra Cotta Warriors, an army of over 10,000 statues of horses and men. This important historic site was unearthed beginning in 1974.

During the next 20 centuries, emperors and their families continued to rule China. Each family group of emperors was called a dynasty; powerful dynasties included the Tang, Song, Yuan, Ming and Qing. Kublai Khan, grandson of Genghis Khan, took over control of China in 1271 and moved the capital to Peking, now Beijing. Marco Polo visited China during the rule of Kublai Khan, between 1275 and 1295.

In the 1410s, the emperor expanded the Forbidden City in Peking, making the palace and the other buildings the official seat of government. The Forbidden City has 9999 rooms. The Chinese considered it the center of their world; all power – political and spiritual – was centered in the Forbidden City. Twenty-four emperors lived in the Forbidden City up to 1911.

The Great Wall was expanded in the 1600s by emperors in the Ming Dynasty. The Great Wall expanded upon older walls that had been built as long ago as the Qin dynasty. It was hoped that the Great Wall would keep out invaders from the north, including Mongolia and Manchuria. Estimates vary for the length of the Great Wall; some write that it is more than 10000 kilometers.
For many centuries, China remained officially closed to merchants and business people from other countries. But starting in the 1840s, Great Britain, France, the United States and Germany forced China to open up to western trade. Great Britain took over control of Hong Kong, while Portugal took over control of Macau. The city of Shanghai was divided up among the European countries. While these actions brought many improvements to China, the Chinese people resented the way they were forced to give up land to outsiders. Their resentment planted the seeds of revolution in the 20th century.

Throughout the time that the emperors ruled China, common people had no power to help select their leaders or to create laws and regulations. In 1911, China became a republic, with an elected government. But overwhelming problems, including poverty, lack of technology and education, and invasions by the Japanese, made it impossible for the new government to succeed. China lived in a state of civil war and chaos until 1949, when the Communists took over control of the country.
COMMUNIST CHINA, 1949 - PRESENT

1. The “Mao” Years, 1949 – 1976

Led by Mao Zedong, the Communists took over control of China in 1949. They renamed the country The Peoples Republic of China. Mao’s ambition was to lift China out of poverty and to make it the most powerful nation in the world. In order to do this, Mao brought sweeping changes to Chinese society. Farms, factories and businesses were taken over by the government. Private property was eliminated.

Mao brought many improvements to Chinese society, especially in the areas of health care, basic education and the rights of women. But much ill resulted too. Churches and temples were closed; openly practicing a religion was made illegal. Foreigners were forced to leave China. The government aimed for total control over people’s lives. People who criticized the government were killed, imprisoned or sent to work in forced labor camps.

Mao’s goal was to create a new society, based on equality and loyalty to the Communist party. This meant building a new culture of behavior, dress, values and customs. The Cultural Revolution occurred between 1966 and 1976 to destroy traditions from before the Revolution and to create this new culture. Music, books, film and theater from before 1949 were banned. Schools and universities were closed; students and teachers were sent into the countryside to work on farms. After Mao died in 1976, this sad period was renamed the Ten Years of Chaos.
2. The Modern Era, 1979 to present

Mao’s successor, Deng Xiaoping, also brought sweeping changes to China. He shared Mao’s ambition to improve life in China, but focussed on economic changes. His Four Modernizations sought to improve agriculture, industry, science and technology, and the military. Government began giving up control of farms, factories and businesses. Farmers now have freedom to plant and sell whatever crops they want. Many companies from countries in Asia, Europe and North America have entered in joint ventures with Chinese companies to run factories and businesses.

Much change has occurred in people’s personal lives too. Temples, churches and other religious buildings have reopened and people are allowed to practice most religions. China has renewed communications and trade with other countries. This new openness has brought greater wealth to individual Chinese people; standards of living have greatly improved.

The expansion of economic activity has had bad effects too. Cities have grown rapidly; there is not enough housing for everyone. More people can afford automobiles, so air pollution is a problem. Increased factory activity has created water and air pollution. Pesticides are used more often on farms to increase productivity, but run off is polluting groundwater and streams.

Deng also confronted the problem of overpopulation. The “one couple, one child” policy was aimed at slowing down the growth of the population, thereby ensuring a more equitable sharing of resources. The policy is not rigidly enforced, especially in farm areas, but it has succeeded in reducing the rate of growth.

But many Chinese are still longing for the “fifth modernization,” increased participation in the political system. The Communist Party retains its control of government. Frustration that political changes were not happening quickly enough resulted in the 1989 student demonstrations in Tiananmen Square in Beijing, outside of the Forbidden City. Since then, local elections have been held in some
villages. Censorship of books, art and theater has lessened somewhat and some criticism of the government is tolerated.

The geography of China has also changed in this Modern Era. The former British colony of Hong Kong returned to China in 1997. Macau, once controlled by Portugal, returned to China in 1999. The government also seeks the return of Taiwan, now a separate country controlled by Chinese who fled the Communist Revolution of 1949.

A sweeping environmental change will occur with the Three Gorges Dam project, a massive hydroelectric dam currently under construction. Once it opens, hundreds of villages will be flooded, forcing the relocation of many people and the loss of farmland and historic sites.
**China History: Summarizing the Key Facts**

*Who, What, When, Where, Why/How*

**DIRECTIONS:** Review the China History readings to locate the key facts that are underlined. Fill out the notesheet below.

<table>
<thead>
<tr>
<th>WHO</th>
<th>WHAT</th>
<th>WHEN</th>
<th>WHERE</th>
<th>WHY/HOW</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Taoism and yin – yang.

Developed in Imperial China centuries ago, Taoism taught that the world contained two opposing forces: **yin** and **yang**. Yin is feminine; yang is masculine. Neither is better than the other; you need a balance of opposites to maintain “chi”, or the life energy force. Examples are listed below.

<table>
<thead>
<tr>
<th>YIN</th>
<th>YANG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feminine</td>
<td>Masculine</td>
</tr>
<tr>
<td>Earth</td>
<td>Heaven</td>
</tr>
<tr>
<td>Dark</td>
<td>Light</td>
</tr>
<tr>
<td>Soft</td>
<td>Hard</td>
</tr>
<tr>
<td>Cold</td>
<td>Warm</td>
</tr>
<tr>
<td>Moon</td>
<td>Sun</td>
</tr>
<tr>
<td>Right</td>
<td>Left</td>
</tr>
<tr>
<td>Art</td>
<td>Science</td>
</tr>
</tbody>
</table>

The well-being of the universe, society and individuals depended on the presence of both yin and yang. The two must be balanced. When yin and yang are out of balance, the result can be disease, disasters or catastrophes. Hence, individuals should follow a diet of both yin and yang foods, exercise regularly and maintain positive attitudes to maintain “chi.”

2. Confucius and Confucianism. Confucius lived in China around 500 B.C. He was a scholar whose teachings are still widely followed today. According to Confucius, the ideal person was polite, honest, courageous and wise. The stability of society depended upon order and a code of hierarchical behavior.

The family was at the core of society. Children should obey parents; wives should obey husbands; students should obey teachers; everyone should respect the elderly. Everyone should obey the rules of the country, maintaining a sense of order and peace. Confucius taught: “do not do unto others as you would not have them do to you.”
3. **Buddhism and Buddha.** Buddhism is a religion that developed in India, based on the teachings of a man named Sakyamuni, the “Buddha,” or Awakened One. He believed that good is rewarded with good, and evil with evil. He lived around 2500 years ago, at the same time of Confucius. Buddhism came to China around 700 A.D.

Central to Buddhism is a belief in **reincarnation**, a belief that the spirit is reborn after death, taking on another form. This cycling through of birth, death, rebirth, etc. continues until the spirit achieves “nirvana,” or perfection. Buddhism teaches that people are born over and over again into higher or lower states, depending on how much good (or harm) you did in your last life. This existence can take the form of humans, animals or insects.

Throughout China, there are many temples devoted to the worship of Buddhism, where people can go to pray and meditate on his teachings.

**Assignment:**

1. Develop a Venn Diagram to compare Chinese traditional values with American values

2. Be prepared to discuss your ideas with classmates.
Imagine you are visiting in China, attending a special evening performance. Sights and sounds include pantomime, music, martial arts, singing, dialogue among the performers, and acrobatics. Can you guess where you would be able to see and hear all this entertainment in one setting? It is the Chinese opera. As you can imagine, it is not easy being an opera performer and being required to be proficient in all these areas.

Much of the acting in Chinese opera is symbolic, with body and footwork giving clues to action and story. Body language and pantomime give visual effects of riding a horse, climbing stairs, or pulling a cart. Nothing is done casually. The slightest movement of hands, eyes, or mouth is highly significant.

The musicians are on stage with the actors rather than being in a pit off stage as in America. Instruments used include an organ with reed pipes, a mandolin, fiddles with two strings, the Chinese lute, bells, gongs, castanets, drums, and the clarinet. Many times the melodies are improvised during the performances depending on the action on stage and the message intended to be conveyed to the audience.

Dating back to the times when operatic stories were performed in the open air, makeup is bright and heavy. It is applied all over the face and is greatly exaggerated. For example, the handsome energetic face of the jing actor has eyebrows pointed upward signifying energy. (Jing are actors or singers who represent warriors, demons, heroes, or statesmen.) The clown has white paint around his nose and eyes. Audiences familiar with the operas and their stories can distinguish characters simply by their face paint.

Clothing worn for the Chinese opera is beautifully embroidered with bright colors. Special hats and jewelry are also used. The costumes are sophisticated yet comfortable, allowing for freedom of movement for the agile actors and actresses.
Characters in the Chinese opera:

**Women's Roles**
- Fighting girl
- Woman bandit
- Good wife
- Warrior princess
- Old woman
- Maiden in distress
- Evil woman
- Flirting girl

**Men's Roles**
- Wise man
- Scholar
- Bandit and outlaw
- Tiger killer
- Heroes
- Servant
- Warrior
- Emperor

**Supernatural and Men**
- spirit (good or evil)
- god or goddess
- prince or princess

Colors and what they symbolize:

- Yellow = emperor, powerful
- Purple = old or elderly
- Light yellow = member of royal household
- White = young
- Black = straightforward and loud
- Blue = stubborn
- Red = loyal person
- Green = wickedness
- Gold = god or goddess / supernatural

Other features:

- Eyebrows pointed up means you have energy
- Frequent use of geometrical shapes on faces in order to have more than one color (example: Monkey god has triangle of red with gold circles around eyes and nostrils)

**Other Features:**

- The double battle-axe design on the forehead of Tou Erh-tung (袁二虎), the expert in fighting with that weapon.

**Colors and what they symbolize:**

- Yellow = emperor, powerful
- Purple = old or elderly
- Light yellow = member of royal household
- White = young
- Black = straightforward and loud
- Blue = stubborn
- Red = loyal person
- Green = wickedness
- Gold = god or goddess / supernatural
Key Learning: understands how the arts related to history, culture and society (Fine Arts)

Task: Make your own Chinese opera mask, using ideas from masks made for the Chinese opera. Your task has two major parts:

1. the mask
2. written description of your character and the play in which he/she appears

To assemble your mask, follow these steps:

1. Ask a classmate to trace the outline of your face on a piece of paper. This becomes your pattern.

2. Once you have the tracing, fold and cut to make a symmetrical pattern for openings for eyes, nose and mouth.

3. Select a character. See the list on the first page and consult Peking Opera Painted Faces for sample characters and stories.

4. Decide what traits or characteristics you want your character to have. Select what colors you will use to decorate your mask.

5. Decorate your mask, using patterns such as those shown on the other page and in the Painted Faces book.

6. Write a description of your character on a separate page. Be sure to give your character a name. Describe its characteristics and personality. Describe how this character is likely to behave. Imagine that this character is starring in a play: what is the story of the play?

IMPORTANT: use your imagination! Have fun!!!
Scoring Rubric

5: Wow! Great mask! Ready for Broadway!
Mask is colorful; easy to see at a
distance. Character description matches
the mask. Description has good detail
and is written clearly. No grammar or
spelling errors.

4: Neat mask! Ready for Portland Stage!
Mask has 2-3 colors; easy to see at a
distance. Character description matches
the mask. Description has some details;
written clearly. Almost no grammar or
spelling errors.

3. Interesting mask! Ready for Portland Players!
Mask has 1-2 colors; difficult to see at a
distance. Character description helps to
explain the mask, but has few details.
some grammar and/or spelling errors.

2: Is that a mask? 1-2 colors. Can't see it at
a distance. Description gives few clues.
Some grammar and/or spelling errors.

1: I didn't get it. I'll try again at Halloween.
Mask has 1 color. Can't see it at a distance.
Description gives little info. Many grammar
and/or spelling errors.

______________________ Student grade

______________________ Teacher grade
In China there once lived a farmer whose cow no longer gave milk. Such a disaster!

Now his three children would have no milk. And so the farmer walked to the neighboring villages, looking for a person who might exchange a cow for labor.

He looked up and down the countryside until at last he came to a mountain on which a fierce tiger lived. Now this tiger was very hungry.

He crouched and hid his body, thinking he might eat the farmer for his meal.
But the farmer, whose eyes were very good, saw the swishing tail of the tiger.

The farmer reached into his belt, pulled out a horn, raised it to his mouth and blew as loudly as he could. Quickly, a man who had been catching fish in a nearby river came running. Because they were so smeared with mud they frightened the sharp-toothed tiger away.

After such a great victory, the men generously offered the farmer a new cow. He agreed to build the men a trap that very day with which to capture the tiger. And so it happened!

Challenge! Using as many of the characters in the glossary as you can, try writing some sentences or a story.
**CHINESE LANGUAGE TIPS**

**Assignment:** Select 4 words or phrases. Prepare an oral quiz for a classmate.

<table>
<thead>
<tr>
<th>English</th>
<th>Chinese</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hello</td>
<td>ni hao</td>
</tr>
<tr>
<td>I’m an American</td>
<td>wo shi mei guo ren</td>
</tr>
<tr>
<td>Sorry / excuse me</td>
<td>dui bu qi</td>
</tr>
<tr>
<td>Please</td>
<td>qing</td>
</tr>
<tr>
<td>Thank you</td>
<td>xie xie</td>
</tr>
<tr>
<td>You’re welcome</td>
<td>bu keqi</td>
</tr>
<tr>
<td>Good-bye</td>
<td>zai jian</td>
</tr>
</tbody>
</table>
FINAL PROJECT: MODERN DAY MARCO POLO

TASK: Prepare an illustrated journal (first person voice) describing your journey through China.

LINK TO LEARNING RESULTS: This project will demonstrate your
KONWLEDGE of the physical, political and cultural geography of China and
of the cultural characteristics that make China distinctive.
UNDERSTANDING of the relationship between cultural and physical geography
ABILITY to interpret, integrate and present geographical data

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Little evidence</td>
<td>Needs more work</td>
<td>My best work</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CONTENT (x3)
Map; writing describes two cities.
Includes special features, historic sites, people activity. Describes three culture topics, providing specific examples and explaining importance. Student assessment and reflection are completed.

FORMAT (x2)
Combines written and visual information.
Map and pictures are accurately labeled.
Labels explain writing. Bibliography in correct format.

MECHANICS (x1)
Meets deadline. Word processed.
Correct spelling and grammar

STUDENT SCORE __________ / 30 =

TEACHER SCORE __________ / 30 =
REFLECTION QUESTIONS

What was easy about this project?

What was your greatest challenge in doing this project?

What would you do differently and why?

Look at the Learning Results listed above the grading rubric.
Explain how your work demonstrates at least one of the key learnings for Social Studies.
Steps to a successful project:

SELECT YOUR TOPICS AND TAKE NOTES

1. Select two of the four cities presented in slide shows. Circle your two choices:
   Xian/Chang'an  Beijing  Shanghai  Hong Kong

2. Take notes from Ms. Miller’s slide shows:
   Where is it located?
   What is special about this city? Historic sites? People activity?
   What are your impressions of this city?

3. Investigate the “culture wheel” and select three topics from the wheel.
   What have you already learned about each topic?

DO ADDITIONAL RESEARCH

1. Investigate the photographs and objects in Ms. Miller’s boxes from China to add further information about your topics.

2. Investigate written resources, such as books and pamphlets from China, the collection of National Geographic articles, your atlas and guidebooks.

3. Gather materials or ideas for illustrations.

4. Record your sources of information (bibliography) on the notesheet. Be sure the follow the correct formats.

WRITING: FROM FIRST DRAFT TO FINAL DRAFT

1. Use your notesheet to organize your ideas, sentences and paragraphs. Don’t worry about spelling or grammar in this first draft. Write in the first person voice. Decide what illustrations go best with your writing.

2. Prepare your map, showing the places you are describing as well as the three major environments, key rivers and mountains of China.

3. Do a peer or parent review of your first draft. Identify spelling or grammar errors. Make corrections and rewrites as needed.

4. Word process your final draft
ASSEMBLE YOUR JOURNAL

Your journal should have a map of China
Written descriptions
Illustrations
Bibliography

EVALUATE YOUR PERFORMANCE

Complete the grading sheet and reflection
National Geographic Articles

Imperial China

1. A Lady from China’s Past [Han Dynasty], Natl Geo, May 1974
2. China Unveils Her Newest Treasures [Han, Tang, Yuan Dynasties], Natl Geo, December 1974
3. China’s Buddhist Caves, Natl Geo, April 1996

20th century — pre-Revolution


20th century — opening after Cultural Revolution

5. Hong Kong [1971], Natl Geo, October 1971
6. Return to Changing China [1971], Natl Geo, December 1971

20th century — Deng Xiaoping Era & Move to Modernity

10. The Remote World of Tibet [1989], Natl Geo, June 1989

20th century — 1990s and move to socialist capitalism, environmental issues

11. Xinjiang [western China 1996], Natl Geo, March 1996
12. Boom Times on Gold Coast of China [1997 Shenzhen, Guandong Province, Hong Kong], Natl Geo, March 1997
13. China’s Three Gorges Dam — Before the Flood, Natl Geo, September 1997
THE CHINA CONNECTION

Fulbright - Hays Seminars Abroad Program - China
(Summer 1999)

by
Patricia J. Morris
Social Studies Chairperson
Ballard High School
Introduction

The China Connection

As an educator I believe the teaching challenge of the 21st Century is to prepare students for world citizenship. Students must develop an international perspective to succeed in the global market and become responsible stewards of tomorrow's world, through mutual understanding and respect.

Addressing this issue, the Kentucky General Assembly enacted legislation requiring a third Social Studies credit for High School graduation. This mandate specifically calls for a new course, integrating geography, economics and political science.

In 1998, Ballard High School complied with this new legislation by piloting a Social Studies Seminar Course. Divided into four nine week segments, a humanities component was added to further permeate and enhance the spectrum of the course. Stressing core concepts and basic skills the course lacked integration—a connective element to establish the interrelationships and interdependencies that exist in a true study of the social sciences.

Adapting a "China Connection"—an on-going case study in the geography, economics, politics and humanities of developing China would provide the missing cohesive element. More importantly, China is the Mother Lode of dark secrets, hidden treasures and "forbidden cities". Why not entice students—lure them through the new Seminar Course using the magnetism of the mysterious Orient!

Purpose

The "China Connection" to the Social Studies Seminar Course is designed to allow students to make direct application of acquired core concepts and basic skills to a real life
Student Objectives:

1. To promote an understanding of the Social Studies as an integrated, interactive, and interdependent discipline.

2. To develop critical thinking and problem solving skills, through real life, performance based activities.

3. To present a better understanding of China as a developing country through a study of their geography, economics, politics and humanities.

4. To develop an appreciation for cultural diversity.

5. To awaken an international perspective and encourage a responsibility to world citizenship.

Kentucky Standards:

2.14 Students recognize issues of justice, equality, responsibility, choice, and freedom and apply these democratic principles to real-life situations.

2.15 Students recognize varying forms of government and address issues of importance to citizens in a democracy, including authority, power, civic action, and rights and responsibilities.

2.19 Students recognize the geographic interaction between people and their surroundings in order to make decisions and take actions that reflect responsibility for the environment.
2.20  Students recognize continuity and change in historical events, conditions, trends, and issues in order to make decisions for a better future.

2.21  Students observe, analyze, and interpret human behaviors to acquire a better understanding of self, others, and human relationships.

Introductory Activities

“Chinese Checkers”

I. List across the board the following countries: Russia, United States, China, Britain, Germany and Japan.

Beneath each country, randomly tape a “Fact Sheet” (See Appendix A) that makes a vital statistical statement. Invite students to “Come on Down” to re-arrange the “sheets” to correctly correspond to the appropriate country, in thirty seconds. After 3 - 5 student attempts, the teacher will place all the “fact sheets” under China.

Questions/Discussions:

--Explain the difficulty of matching all the “fact sheets” to China.

--Which areas of the Social studies do these “facts” represent? (Geography, Economics, Political Science, Humanities)

--Is it important to study China today? Why?

“Alphabet Soup”

II. Distribute to pairs of students —*Hand-Out I* which contains ten “scrambled” words or
Instruct each team to unscramble each line and list 1 - 10 which came first. (Allow 5 - 10 minutes for the activity.)

"Overhead: Transparency I "Unscramble History"

Have teams check their answers with the answer grid.

Questions? Discussion:

--What do these "facts" or great achievement tell us about China's past?
--Why do we know so little about China?
--Is it important to study China? Explain.

Unit

The "China Connection": Developing for the 21st Century.

The Social Studies Seminar Course is divided into nine-week segments, consisting of Geography, Economics, Political Science and Humanities. Students study the core concepts of each discipline concentrating on developing a basic understanding and appreciation for each discipline. The "Chinese Connection" unit creates a cohesive umbrella for the integration of basic social studies knowledge, while providing a format of "hands on," participatory activities and performance based assessment.

The "China Connection" is a flexible yearly unit composed of two interactive teaching strategies to incorporate both collaborative and individual learning styles.
I. "Discovery Packets"

For an "up close and personal look" into the real issues and challenges facing the People's Republic of China in the 21st century. "Discovery Packets" have been assembled in each of the four segments. The students, operating in groups, (5 -6 per group) act as investigative teams answering the questions outlined in their Development Discovery Sheet. The four "packets" contain maps, newspaper articles, reading charts, graphs, etc. in order for students to analyze and evaluate current Chinese geographic, economic, political and social issue problems within the context of a developing nation. The "Development Discovery Sheet" is generic and applicable to all four segments.

Time: 1-2 Class Periods (50 - 55 minutes)

Summary/Evaluation: (Reserve last 5 minutes)

--Discuss questions 1 -3 with entire class.

--What conclusions can we draw concerning China's development?

--Discuss Question 4 -- Allow each group to present problem/solution.

*See Appendix for "Discovery Sheets" and packet materials.

III. Individual Projects

The second component of the "China Connection" Unit promotes individual learning of Social Studies skills through "hands-on" projects. Assigned early in each nine week segment these long range projects act as evaluation instruments to assess mastery of
**Geography Component**

"On the Road Again"—Trip-Tik

Students will create a personal China "Trip-Tik" between two Chinese cities/destinations that are a minimum of 1,000 miles apart. Using a AAA Trip-Tik as a model each student's will design their own "best route", in order to experience the diversity in geographic settings, including land-form and climate variations. Using existing roads, rail lines and airports are optional.

**Requirements: Trip-Tik**

1. **Cover Page**—Title (city to city) outlined and miniature map depicting entire trip.
2. **Introductory Page** — include legend/key, compass rose and scale (limit of 100 miles per page.
3. **Written narrative** on front or back of each page to describe geography, climate etc. of various regions crossed, plus points of interest.
4. **One of each of the following must be traveled/crossed on route:**
   - 3 Major Cities (excluding start and final destination points.)
   - 1 Major River
   - 1 Mountain Range
   - 1 Plain or Plateau

Encourage students to customize their "trips" to their unique interests and personal creativity!

Time: 2 weeks (15 - 20 minutes per class session)

6
Materials needed: Individual atlas
Maps of China
Paper, rulers, markers, crayons, etc.

Peer Evaluation

Trip-Tiks will be randomly exchanged for peer evaluation using the following rubric: 4 = A, 3 = B, 2 = C, 1 = D, 0 = Failure to complete

(4) All requirements are met
Scale/legend accurate
Narrative is clear and concise

(3) Most requirements are met
Scale/legends accurate
Narrative is mostly clear and concise

(2) Same requirements are met
Scale/legend are inaccurate
Narrative is minimal

(1) Little evidence of effort

*Peer evaluations are submitted to the teacher for final approval. Students inaccurately correcting a Trip-Tik will have points deducted from their grades.
Political Science Component

“Interview with a Patriot”

Tearoom Conversation

In order to understand the “developing” nature of the Chinese political system during the 20th Century, student groups will take an “up close and personal” look at five Chinese leaders/Patriots of the 20th Century: The Empress Dowager, Sun-Yat Zen, Mao Tse-Tung, Chiang-Chi-Shek, and Deng Xiaoping.

Time: 1 week (Allow 20 -25 minutes per class -reserve 5th day for “conversations”.


Each group will select a leader to investigate based on the following: Background, beliefs, rise to power, successes, failures, enemies, etc.. Research will be presented in a “conversational” format. Each student in a group will assume a “role”, for example: Mao, his wife/wives, enemy, friend, parent, etc., in order to share their research with the entire class. The goal of the conversation is to address the “patriot’s” contribution to China’s development. Serve tea and rice cakes to enhance the “conversations”!

Analysis/discussion: whole class

1. Which leader/patriot had the greatest impact on developing China? Explain.

2. Which leader/patriot made the least development impact? Explain.

3. What American Patriots would have had similar impact? Why?

4. What comparisons are there (if any) between American patriots and the Chinese patriots?
Economics Component

Consumer Reports: “Made In China”

Introduce this lesson with a take home list entitled “Made in China”. Students will conduct an inventory in their homes for products with a “Made In China” tag. Develop an in class list (overhead/board) of their findings.

Questions/Discussion:

Describe the variety of products listed.

Why the abundance of Chinese products in the United States?

Are Chinese products comparable to the United States products in price/quality?

Why?

Allow each student to select a product to research and compare to 3 - 4 similar U. S. products and present their findings in “Consumer Reports” class presentation. Students must develop their own criteria for product evaluation, using a minimum of 5 comparatives. For example, clothing criteria may consist of these categories: material used, quality, durability, style/washability/ etc. All consumer reports must include a price comparison category. A minimum of 3 evaluators must be used in the comparison test of the products. Remind students to keep the products anonymous, using A, B, C, etc. labels to identify the product to the testers. Use numbers (1 - 3, 1 - 5) for testers to rate high/low each product. The results should be clearly charted for class presentation.
“Consumer Reports”

Time: Allow 2 - 3 weeks Individual Research Preparation

Individual Presentation: (5 - 8 minutes)

Students display/demonstrate/offer samples of their Consumer Report products. A chart/overhead transparency of their findings is displayed/discussed. Students make recommendations of the “best buy” based on their economic concepts of Value vs. Price.

Display “Consumer Report” charts for the entire school.

Humanities Component

“A Picture is Worth a Thousand Words”

Instruct students to list numbers 1 - 30 on a blank sheet of paper. As 30 slides are viewed of China, they are to identify/define/explain any sight/scenes they recognize. This is a “silent movie”--teacher only identifies slide by a number.

Slides (See Bibliography)

Time: 5 - 6 min (10 seconds per slide)

Discussion:

Which slides did you recognize? Why?

What do these pictures suggest about Chinese culture past and present?

Would you like to know more about Chinese culture?

“The Last Picture Show”

Allow students to select a slide they would like to research and prepare a 2 page
written commentary. The combined class commentaries will act as the “script” for “The Last Picture Show” - a replay of the “silent” show but with voice! Each student will have a “speaking” rule in the movie with his slide commentary “translated” into a 2 minute oral format. For the “premier” showing assign each student an additional role:

Students: 1 Director (Commentary/timer)
1 - 2 Slide editor (Arrange slide sequences)
1 - 2 Commentator (Introduction/conclusions)
1 Music Director (Background music)
1 Projectionist (Operates projector)
2 - 3 Invitations (Invite Students/Staff)
5 - 6 Decorations
5 - 6 Refreshments
2 - 3 Housekeeping (Clean-up)

Evaluation

Each student will be evaluated on extent of research, accuracy of content, and concise, creative presentation style.

4 - Evidence of extensive research
   - Content Accurate
   - Extremely concise and creative

3 - Evidence of average research
   - Content mostly accurate
- Mostly concise/somewhat creative

2 - Some research
- Some inaccurate content
- Lacking clarity/creativity

1 - Little research
- Inaccurate content
- Unclear presentation
Development Discovery Sheet

Name: ___________________________ Date ____________

Group Instructions: Distribute/Rotate all articles/maps/charts/pictures etc. to each group member. Allow 15-20 minutes of "discovering" the (Geography, Economics, Politics, Social Life) of China.

Notes: ____________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

13
"Development Discovery Sheet"

Group Response Questions

1. What does the “packet” material suggest about the (Geography, Economics, Political or Social Life of China?)

2. Identify signs in the Development Process:

<table>
<thead>
<tr>
<th>Underdevelopment</th>
<th>Developing</th>
<th>Developed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

3. Has China’s Geography, Economics, Politics and Culture been a plus or minus in the development process? Explain!

4. What problem/issues did you discover?
   Problem Background?
   Current Status?
   Solutions?

*Group Solution Proposal:
Extension/Extra credit: Group students who want to do additional research on the PROBLEM discussed. Assign specific research areas and allow group to present their findings to the class.
APPENDIX
“Chinese Checkers”

Make separate sheets in large type for each of the following:

“90% of people live on 1/6 of land.”

“Largest producer and consumer of coal.”

“1/4 population below international poverty level.”

“Home to 5 of 10 most polluted cities in the world”

“Over 10 million Baptized Protestants.”

“World’s second largest energy consumer”
### Alphabet Soup Answers

<table>
<thead>
<tr>
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Bibliography

Books:

National Committee on U.S. - China Relations......Fulbright Hays Seminar to China Handbook
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News Papers:

The China Daily (July 1999)
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Lecture Materials:
Professor Liang Jizong - Northwest University, “Some Key Problems About China’s Sustainable Development”
"Discovery Packet"

Humanities
To Tao's point, artists should provide a medium of art through which viewers can enjoy the inside character of the works and combine it with their emotions towards the outside world.

The works displayed vividly reflect the changes in different aspects of Chinese society.

As a teacher in the academy, Li has had his works displayed in many exhibitions in China and abroad.

Li joined the national team in 1990. But his second coach, Zhang Jian, then head coach of the national team, soon discovered that Li Ning lacked certain techniques of lithography, Li presents rich and colour-blinding techniques.

PHOTO STORY

Lithography - The Beijing International Art Palace is holding an exhibition of Li Fan's lithography. This is the Li's third one-man show since his graduation from the Central Academy of Fine Arts in 1982. Through employing the sophisticated and rich colour-blending technique of lithography, Li presents vivid scenes of urban life. His works reflect the social state of urban people in modern times and convey the contradictions and conflicts of the society.

As a teacher in the university, Li has had his works displayed in many exhibitions in China and abroad.

On TV

Monday, July 12

CCTV-1 Channel 2
20:06 20-part serial: Oh, Mom (13)
22:00 Nightly News and Weather
CCTV-3 Channel 15
17:58 Chinese Music TV 60 Minutes
19:00 Music Knowledge
21:08 China Music TV 60 Minutes
23:30 CCTV-1 Channel 17
16:25 106-part series: Bell of the Century (1-3)
16:52 106-part series: Bell of the Century (16-18)
19:38 22-part serial: The Magic Snow (12, 13)
21:33 News Story (122)
21:54 TV serial: Happy Flying Dragon (20, 21)

MUSIC

Monday, July 12

AM 640 kHz
16:25 - Peking Opera arias
20:30 Chinese folk songs
22:45 Chinese music
00:10 Chinese instrumental works: A Bird, The Red Detachment of Honghu Lake
01:10 Foreign songs
AM 720 kHz
09:00 Chinese pop songs
13:30 Happy 30 Minutes
14:00 Chinese songs by famous singers
17:00 Chinese songs by famous singers
16:00 Chinese instrumental works: A Bird, The Red Detachment of Honghu Lake
17:35 Chinese music
20:30 Chinese folk songs
22:00 China Music TV 60 Minutes
23:30 Chinese folk songs
Education to gain private funding

BY WANG ZHENG

centralization... devised in response to a looming demand in education... in coastal provinces... little and run as a fully... and have 15 per cent of all... to finance educational development... investment in starting colleges... planned to have 15 per cent of all... in the country's first-ever law on... is to outline the new financing system, saying the market's role... in an interview with Business... and help raise the quality of the... and junior high school system... and the compulsory nine-year primary... who would have to spend more for... they would have to spend more for... is to outline the new financing system, saying the market's role... to finance educational development... through the State budget... in an interview with Business... and help raise the quality of the... in an interview with Business... and help raise the quality of the... and help raise the quality of the... for students to move into higher education... and help raise the quality of the... for students to move into higher education... and help raise the quality of the... for students to move into higher education... and help raise the quality of the... for students to move into higher education... and help raise the quality of the... for students to move into higher education... and help raise the quality of the...
Social security reform urgent

By Gao Wei

The transition of China's social security system from the current "pay as you go" mode to the individual provident fund system should be sped up to meet the demands of the country's economic development, a senior scholar said.

The "pay as you go" mode demands that current employees should contribute to finance retired people, so the social security fund moves directly from contributors to beneficiaries.

This system requires that there be a small aging population, relatively strong economic foundations and a comprehensive tax system.

Under this system, the funds demanded will grow with time and there will be almost no accumulation of funds for social security.

As the demand grows, the government will be forced to raise the contribution ratio, which in turn will damage economic performance and twist the incentive system in the economy.

China began to pursue the "pay as you go" mode in the 1950s. However, as the market economy developed and the population aged, problems in this social security system surfaced.

In June 1991, reform of the system was initiated with the intention to gradually establish an individual provident fund system by collecting funds from both enterprises and the individuals.

Unfortunately, the existing provident fund system is in practice no different from "pay as you go," said the scholar.

He said the existing funds had no value because the money in them had been transferred to pay the cost of social security simultaneously.

Another disadvantage of the system is that current employees pay the cost of social security not only for themselves but also for former generations.

For such a big country as China, the cost borne by the employees will be very high. It is estimated that by 2020, 32.3 per cent of income will be paid into social security funds. That figure will rise to 40.2 per cent by 2040.

The expectation of higher spending in the future persuades many households to increase their savings in the bank.

Moreover, the system also puts heavy financial burdens on many State enterprises and hinders their reform, which is key to the dynamics of the national economy, the scholar said.

This has contributed to a sluggish domestic market despite the efforts of the Chinese Government to stimulate the economy.

The scholar suggested the State firms should become the breakthrough point in the transition to the individual provident fund system by setting aside part of their assets for the funds.

After the individual provident funds are established, a mandatory quasi-government agency responsible for the administration of social security will entrust them to the banks for custody. Meanwhile, fund management companies will take responsibility for investing them wisely.
What a fantastic sight.

SCOREBOARD

BASEBALL

EW YORK — Results of Wednesday’s Major League Baseball games (home team in CAPS):

American League: Texas 7 OAKLAND 4; TAMPA BAY 3 Boston 2; Toronto 7 BALTIMORE 6; DETROIT 6 NY Yankees 4; CHI WHITE SOX 7 Kansas City 1; MINNESOTA 4 Cleveland 3; ANAHEIM 10 Seattle 3.

Cycling

Tour de France

BLOIS, France — Results from the fourth stage of the Tour de France here on Wednesday (4th stage. Laval - Blois, 194.5km) 1. Marto Cipollini (Ita/SAE) 3hr 51min 45sec (average speed: 50.355 kph): 2. Erik Zabel (Ger/TEL) at 00:00sec; 3. Stuart O'Grady (Aus/C.A) 00:00; 4. Tom Steels (Bel/MAP) 00:00; 5. Jann Kirslpuu (Est/CSO) 00:00; 6. Nicola Mesur (Ita/CTA) 00:00; 7. Christophe Moreau (Fra/FES) 00:39; 8. Mario Cipollini (Ita/SAE) 00:44; 9. Alexandre Vinokourov (Kaz/CSO) 00:45.

SOCCER

Copa America

LUQUE, Paraguay — Copa America results here on Wednesday: Group C: Colombia 2 (Morantes 36, Rlcard 39) Ecuador 1 (Graziani 50); Argentina 2 (Gonzalez 1, Palermo 56) Uruguay 0.

Swiss Open

GSTAAD, Switzerland — Collated results on Wednesday from the US$500,000 Swiss Open ATP. Tour event here (x denotes seed): 1st: Felix Mantilla (Spa x5) bt Franco Squillari (Arg) 6-3, 6-2; 2nd: Mariano Zabaleta (Arg x7) bt Cedric Pioline (Fra) 6-4, 6-3, 7-6 (7/4); 3rd: John McEnroe (USA) bt Justine F셈ett (Fra) 6-2, 6-7 (6/4); 4th: Guillermo Coria (Arg) bt Alejandro Falla (Col) 7-5, 7-6 (7/5); 5th: Andrei Pavel (Rus) bt Silviu Braneanu (Rus) 6-2, 5-7, 6-4; 6th: Cedric Pioline (Fra) bt Alex Bogomolov Jr (Rus) 7-6 (7/5), 6-4, 6-2; 7th: Marcos Baghdatis (Cyp) bt Radek Stepanek (Cze) 6-3, 6-2; 8th: Goran Ivanisevic (CRO) bt Lleyton Hewitt (Aus) 7-6 (7/5), 7-6 (7/2), 7-5.

Swedish Open

BJÖRK, Sweden — Results from the Swedish Open ATP tournament here: 1st: Martin Rodriguez (Arg) bt Magnus Gustafsson (Swe) 7-6 (7/5), 4-6, 6-1; 2nd: Martin Rodríguez (Arg) bt Magnús Gustafsson (Swe) 7-6 (7/5), 4-6, 6-1; 3rd: Christian Ranieri (For) bt Mathias Johansson 1-6, 6-3, 6-2; 4th: Blaz Rola (Slo) bt Antoine Morin (Swe) 6-4, 6-2; 5th: Jo-Wilfried Tsonga (Fra) bt Horacio Zeballos (Arg) 6-3, 6-2; 6th: Ramon Delgado (Spa) bt Benjamin Becker (Ger) 6-4, 6-2; 7th: Juan Ignacio Chela (Arg) bt Yannick Masse (Por) 7-5, 6-4; 8th: Artem Sitak (NZL) bt Florian Mayer (Ger) 7-5, 6-4; 9th: Damir Dzumhur (BiH) bt Albert Ramos-Viñolas (Esp) 6-3, 6-2; 10th: Salvatore Caruso (ITA) bt Santiago Giraldo (Col) 7-6 (7/5), 6-4; 11th: Dominik Viol (Cze) bt Frederico Delbonis (Arg) 7-6 (7/5), 6-3; 12th: Christian Garin (Chile) bt Denys Shapovalov (Can) 6-2, 7-6 (7/2); 13th: Ivan Nikolov (BUL) bt Henri Trabel (Tun) 7-6 (7/5), 6-3;

Swimming

Univrsiadi

PALMA, Spain — World Student Games on Wednesday:

Diving (Women’s 10-metre platform):

1. Ningxia (Chn) 522.390 points; 2. Wu (Chn) 522.000; 3. Anne Martin (FRA) 504.930.

Swimming

Women:

100m freestyle: 1. Ioana Lorena Dac (Rom) 56.60; 2. Graziella Martinelli (USA) 56.90; 3. Courtney Allen (USA) 57.20.

100m backstroke: 1. Maria Palau (Spa) 59.90; 2. Pang Nian (Chn) 1:02.71; 3. Andrea Righi (Ita) 1:03.21.

100m breaststroke: 1. Amy Balcerak 1:09.54; 2. Andrea przedz (USA) 1:11.25.

Men:

100m freestyle: 1. Adam Pine (Aus) 54.05; 2. John Saunders (USA) 54.27; 3. John Morgan (Aus) 54.37.


4x100m freestyle: 1. Australia 3:23.05; 2. USA 3:23.60; 3. USA 3:24.16.

Tennis

Best Copy Available
Tibetan women follow fashion

LHASA (Xinhua) — The women of Tibet Autonomous Region are becoming more modern in their dress and hairstyle as they seek to become just as fashionable as the women of coastal cities.

In recent years, a number of business persons have opened boutiques in Tibet that sell brand-name dresses and cosmetics. Well-known brands from China and Europe can also be found on the streets.

Gesang Zhoima, a 58-year-old Tibetan woman, said: "I really envy the young women nowadays. They can dress as beautifully as they like, which is quite different from what it used to be."

"I also wanted to wear nice clothes when I was young, but it was only a dream because we couldn't even make ends meet. My father was a serf and we often had nothing to eat at all for days on end," she added.

Dawn, a 20-year-old Tibetan woman, works as a nurse and changes into fashionable clothes or a traditional costume when she gets off work.

"Beautiful clothes bring me great happiness and keep me in high spirits, even though some dresses cost me nearly 1,000 yuan (US$120). It's worth it," she said.

A well-known fashion designer in Lhasa, Danba Yabdam, said that men also follow fashions because Tibetans can now afford more and they want to improve their lives with what they have earned.

Recent statistics indicate that 90 per cent of Tibetan families today have TV sets, 60 per cent have refrigerators, 46 per cent have cameras, 45 per cent have washing machines and over 80 per cent use gas, electricity and solar energy in their daily lives.

Opening China's wall

ANYONE who believes that China's entry into the World Trade Organization would guarantee harmonious commercial relations between Washington and Beijing is in for a rude surprise.

WTO membership didn't keep the U.S. and the European Union from slipping into an unwelcome and mutually harmful trade spat over bananas. And WTO rules are no substitute for a commitment by national governments to an open trading system.

Nevertheless, we think the Clinton administration is right to work with Beijing to try to get China into the WTO.

This will require that China drop many of its barriers to imports and foreign investment — a goal toward which progress was made last week during Premier Zhu Rongji's visit. And it will require a more determined effort than the Chinese government has made so far to protect copyrighted American movies, TV shows, music and computer software from pirating.

In fact, America could end up getting more from China's entry into the WTO than China would.

In Washington, of course, a lot of the talk about China has less to do with trade than with human rights violations, nuclear espionage and illegal campaign contributions. These are all perfectly legitimate issues for discussion. But lawmakers who want to link these issues and trade are missing the point.

Trade isn't a favor we do for China or for any other country with which we have commercial relations. Trade is a mutually beneficial exercise. It should be interrupted only when there is the most serious threat to the international order — such as Yugoslavia's genocidal war against the Kosovan Albanians or Iraq's efforts to develop weapons of mass destruction.

China, whatever its sins, clearly wants to be part of the international order. It is a world's most populous country, and it simply cannot be ignored or marginalized.

The U.S. should press China, but not through trade, since "America could end up getting more from China's entry into the WTO than China would."
System of Chinese Education

<table>
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<th>Higher Education</th>
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BASEBALL
NEW YORK — Results of Monday’s Major League Baseball games (home team in CAPS): National League: Chicago Cubs 5 Pittsburgh 2; St. Louis 1 Arizona 0; Cincinnati 5 San Diego 4; Milwaukee 5 Colorado 8; Los Angeles 4.
American League: Boston 4 Tampa Bay 2; Baltimore 8 NY Yankees 1; Oakland 4 Texas 2; Seattle 10.

SOPHIE'S

Cycling
Tour de France
SAINT-NAZAIRE, France — Results of second stage of Tour de France on Monday 2nd stage (Challans - Saint-Nazaire, 176km): 1. Tom Steels (Bel)(MAP) 3hr 45 min 32sec (average speed: 46.82kph); 2. Jann Kirsipuu (Est)(CSO) at 00:00; 3. Marlo Cipollini (Ita)(SAE) 00:00; 4. Erik Zabel (Ger)(TEL) 00:00; 5. George Hincapie (USA)(USP) 00:00; 6. Jan Svorada (Cze/LAM) 00:00; 7. Stuart O’Grady (AUS)(C/A) 00:00; 8. Francois Simon (Fra)(C/A) 00:00; 9. Sabastien Hurnais (Fra)(C/A) 00:00; 10. Christophe Moreau (Fra)(FES) 00:00; 11. Fabien De Waele (Bel)(LOT) 00:00; 12. Zigmund Spruch (Pol)(LAM) 00:00.

SOCCER
Copa America
PEDROJUAN CABALLERO, Paraguay — Copa America results on Monday:
Group A: Bolivia 1 (Erwin Sanchez) 5; Paraguay 1 (Santa Cruz 88) Peron 0.

ATP Tour rankings

SwimSwim
Swimming
MEN
800m freestyle: 1. Mark Warke (Rom) 8:01.02, 2. Michalski Halika (Isr) 8:01.00; 3. Takahiro Mori (Jpn) 8:02.85, 2. Jordan Dlaconr (Rom) 8:02.98, 3. Meike Freitag (Jpn) 8:04.77.
200m butterfly: 1. Jeff Somers (Ukr) 2:00.58, 2. Jordan Dlaconr (Rom) 2:00.71, 3. A. Balcerzak (Lam).

Sofia

ATP Swedish Open
GUSTAD, Sweden — Collated results on Monday in the Swedish Open ATP Tour event here (x denotes seed): 1st rd: Albert Costa (Spa) x8 bt Lorenzo Manto (Spa) 6-1, 6-1; Andrei Gaudenzii (Ita) bt Rainer Schueller (Aut) 6-2, 6-1; Ichimachi Arai (Mor) bt Ji Novak (Cze) 6-3, 7-6 (7/3); Marcelo Rios (Chi) bt Bobhad Uihlrach (Cze) 6-2, 6-7 (7/9), 7-6 (7/1); Ivan Liblicic (Cro) bt Daniel Vacek (Cze) 6-7 (7/6), 6-4; Vince Spain (USA) bt Renzo Furlan (Ita) 6-3, 6-2; Arnaud Pasquale (Fra) bt Fernando Migelini (Brz) 6-3, 5-7, 6-0.

ATP Swedish Open
BASTAD, Sweden — Results here on Monday on first day of Swedish Open (x denotes seed): 1st rd: Magnus Norman (Swe) x5 bt Milko Tillstroem (Swe) 6-2, 6-0; Andrei Vindiguerro (Swe) bt Richard Fromberg (Aus) 7-5, 6-4; Magnus Gustafsson (Swe) x3 bt Vincenzo Santopadre (Ita) 6-2, 5-4; Marcin Trojanowicz (Pol) bt Emil Kallberg (Swe) 6-3, 7-5; Eduardo Nicolas Clavot (Spa) bt Hendrik Dreekmann (Ger) 6-2, 7-5.

Newport ATP
NEWPORT, Rhode Island — Results here Monday in US$320,000 grasscourt event: (x denotes seed): 1st rd: Max Mirnyi (Bel) bt J.J. Gilmelob (AUS) 6-4, 7-6 (7); James Blake (Usa).bt Mallison Wilson (Asg) 6-3, 6-4, 6-2; P. Wessels (Ned) (Netherlands) bt Eyal Ran (Isr) 6-4, 6-2, 6-2; Stefano Pescosolido (Ita) bt Ne Godwin (Swe) 6-3, 6-1; Sarguel Ar (Arm) x5 bt Axel Pretzsch (Ger) 7-5, 2-6, 6-4.

UNIVERSIDE

Swimming
MEN
Swimming
200m freestyle: 1. Kimberly B (Usa) 2:02.85, 2. Jordan Dlaconr (Rom) 2:02.98, 3. Meike Freitag (Jpn) 2:03.33.
Fencing
Call for all to join fight against juvenile crime

By Meng Yan

JUVENILE delinquency has been the subject of widespread concern in China, particularly in the light of a sharp increase in criminal acts committed by their minor offenders.

In a move to better detect and prevent juvenile delinquency, China's top legislative body, the NPC, yesterday invited heads of governmental organizations and executive officials of the Standing Committee of the NPC to discuss how to implement the Law on the Prevention of Juvenile Delinquency. The law has been in force for nearly a year.

The law is believed to be crucial to safeguarding the physical and psychological health of the young. It has also been seen as a necessary facilitator of the overall health and happiness of the country's younger generation.

All representatives at the meeting called for people from all walks of life to do something to reduce the number of juveniles who commit delinquent acts. They also indicated that, according to statistics from the Ministry of Education, the number of juvenile delinquents out of school is still high.

In a bid to improve the situation, the Cabinet has recently approved a plan to improve the education system for the young delinquents. The plan includes providing vocational education and other forms of assistance for them.

State sticks to policy of family planning

By Zhu Baoxia

WITH few special commemorative gatherings, symposiums or other fanfare, yesterday's World Population Day seems to have passed by quietly.

However, like a relentless alarm clock, experts continued to urge society to wake up to the reality of rapid global population growth.

The world's population will reach 6 billion in three months, predicts the United Nations Population Fund (UNFPA), which has selected October 12 as the target date.

China, which feeds some 22 per cent of the Earth's population, commemorated the day by reiterating it will continue to adhere to its present population policy and contribute towards stabilizing world population development, an official with the State Family Planning Commission said.

UNFPA deemed "Start the Countdown to the Day of 6 billion" as the theme for this year's World Population Day in order to further increase public awareness of over population issues around the world.

Chinese demographers have estimated that the Chinese population will stabilize and then decrease over the next two to three decades.

Data from the State Family Planning Commission shows that China's population has now reached 1.25 billion.

Like most developing countries, China is confronted with many problems as a result of rapid population growth.

The increase of population in China has placed considerable pressure on the economy, social development, natural resources, the environment, education, health care, housing, communication systems, employment and social welfare, State Councillor Wang Zhongyu said early this month in New York at a UN General Assembly special session.

(See COUNTING, Page 12)
**WHAT'S ON**

**STAGE**

Heavenly love — Japanese and Chinese artists have co-operated to present a musical to mark the 20th anniversary of the signing of the cultural co-operation agreement between the two countries.

The musical is about the love story between Tian Ren and Tian Nu, male and female celestial beings living in heaven. They fall in love and break the rules of the gods. As a result they are exiled to the earth, where they experience 2,000 years of hardship before finally reuniting.

The Orchestra Asia, made up of musicians from China, Japan and the Republic of Korea, will accompany the musical. Teng Jianping, a professor at the China Central Conservatory and the first musician to receive a PhD degree in China, composed the score.

Itsumi Modoya, the 20th heir of the traditional Japanese comedy "Kyogen," takes the role of the hero, and Mou Ni, a star of the Beijing Dance Institute, will be the heroine.

**Time:** 7:15 pm, July 9-10

**Place:** Century Theatre, 40 Liangmaqiao, Chaoyang District

Tel: 6403-2705

**Japanese comic skit — Itsumi Modoya, the 20th generation heir of "Kyogen," an ancient Japanese comic art form, will come to Beijing.**

Itsumi Modoya began to perform when he was three. He has mastered 250 of the 254 skits developed by his family and is considered a genius in Japanese "Kyogen" circles.

This time he will come with his two sisters, the first two female performers of this male-dominated art form.

**Time:** 7:15 pm, July 11

**Place:** Concert Hall of the China Central Orchestra of Traditional Music, 15 Xiaoyinglu, Chaoyang District

Tel: 6403-2705

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**ON TV**

**Friday, July 9**

**CCTV-1 Channel 2**

20:05 20-part serial: Oh, Mom (11)

22:00 Nightly News and Weather

**CCTV-3 Channel 15**

19:00 Music Knowledge

21:08 China Music TV 60 Minutes

**CCTV-4 Channel 32**

12:30 Across the Land

13:30 Chinese Art

17:05 16-part serial: Families Along the Sea (5)

19:00 Global View

19:30 Chinese art

21:30 China Report

16:00 China movie: Ten Days of a Widow

19:44 Chinese movie: Zhou Enlai, Our Great Friend

21:19 French movie: Heroic Father

**CCTV-8 Channel 29**

08:57 Film and TV songs

09:07 Canadian TV serial: The Dark Bay (1)

10:05 Around the World

10:40 17-part serial: Breaking Out the Encirclement (9, 10)

13:50 38-part serial: Heroes Never Regret (35, 36)

21:45 CCTV-6 Channel 18

15:00 Chinese movie: Ten Days of a Widow

19:44 Chinese movie: Zhou Enlai, Our Great Friend

21:19 French movie: Heroic Father

23:11 38-part serial: Heroes Never Regret (35, 36)

**BTV-1 Channel 6**

13:20 10-part serial: Death of Love (8)

19:53 TV serial: People of Daobei District (17)

21:45 32-part serial: Changable Situation of the East (19)
NEW LOOK: Curious young tourists from foreign countries were among the first to take a walk on Tian'anmen Square when it reopened to the public last Monday after an eight-month renovation project.

National exam takers receive helping hands

By Meng Yan

AUTHORITIES and others have tried to assist candidates in taking their national college entrance examinations.

Many found things going their way even before the three-day examinations began yesterday.

Friendly traffic police in Beijing gave leeway to some drivers who broke traffic rules while transporting candidates to exam locations in haste.

Many government departments including public security, traffic control, water and power supply, and communication departments were encouraged by the Guangdong provincial government to assist the candidates, yesterday's Guangzhou-based Yangcheng Evening News reported.

Since early June, all construction sites in the capital city have been inspected constantly to prevent violations of this rule, according to a report in Beijing Daily.

Candidates from outside test cities have moved to hotels, some of which are offering preferential rents for them during examinations.

The weather is encouraging as well. Since Monday, Beijing residents have had cool, drizzly weather after more than 10 successive miserably hot days.

"Even though it is cool, we have prepared medical equipment in comfortable," said Yang Zhengchuan, vice-dean of the High School Affiliated to Renmin University of China, one of 30 examination locations in Beijing.

"This exam is totally different from any other exams because students may have only one chance to take it during their lives," Yang said.

To make the students feel more comfortable during Beijing's hot summer days, the school installed electric fans in every classroom used for the exams at the end of June.

Students of other grades did something for their fellow students.

All middle school students in Beijing are expected to begin their summer vacation in mid-July. However, their classes were dismissed on Tuesday to provide a quieter environment
CHINA CONNECTION

n. Discovery Packet

ECONOMICS
By Yu Chen

Surging Internet-related stocks may define the recent bull market in China, analysts say.

After more than two years of bearish behaviour, the market began to rise strongly on May 19. Both Shanghai and Shenzhen indexes have since touched year-highs several times.

Industry insiders attribute the rise to confidence the government is taking action to boost the sluggish market, as well as a boom in China's Net-related stocks.

"The upsurge of Internet stocks has contributed a lot to stirring up the market," said one Beijing-based stock analyst.

Net-related stocks have risen by between 30 and 100 per cent. Industry experts believe the trend has to some degree been encouraged by similar performance by America's Net stocks last year.

IT firms eye foreign listings

By Chuan Dong

Some of China's Internet companies are eyeing the potential fortunes to be made in the booming stock markets of the United States.

China.com, a Hong Kong-based website operator partly owned by Xinhua News Agency and America Online, is expected to be listed on the US Nasdaq Stock Exchange in the coming few days, according to a report by Bloomberg News Service.

The company plans to raise as much as US$78.1 million in an initial sale of 1.25 million shares, with an option for an additional 637,050 shares, at between US$14 and US$16 per share, said the report, quoting from the company's statement, which did not give a detailed breakdown of the listing plans.

China.com and its sister sites, Hong Kong.com and Taiwan.com, all of which have Chinese- and English-language pages, are operated by the China Internet Corporation.

China.com's biggest shareholder, New World Infrastructure, owns 20 per cent of the company. America Online holds a 10 per cent stake.

Sohu.com, another leading Chinese website, also plans to be listed in overseas markets.

"We are likely to go public abroad next year, prior to our schedule of 2001," said Charles Zhang, chief executive officer of the Beijing Sohu Corporation.

As the country's first Internet company powered by foreign venture capital, Sohu has developed rapidly since it was established in 1996.

The company recently set up a local branch in Guangzhou, the second after its branch that opened in Shanghai last year.

Experts say the double-digit growth rate for the number of China's Internet users has greatly enhanced market expectations for these Internet-related companies.

However, a low-profit period of market cultivation is initially expected as the country's Internet firms focus on the limited businesses of free e-mail subscriptions, news reporting and entertainment.

The establishment of the Ministry of Information Industry and the launch of government online projects last year set the tone for rapid development of China's information industry.

More than 10 domestic Internet companies have since gone public and almost 40 other domestic enterprises have expanded into Wb business.

"The soaring of the Net stocks is propelled by people's increasing awareness of the great potential of China's network industry," Dong Zhiqiang, a stock analyst at the China Securities Company, said in an article published in the China Economic Times paper.

According to the China National Network Information Centre, the number of Internet users in China reached 2.1 million in 1998. By the end of 2000, that figure is expected to reach 8 million.

Moreover, a country-wide optical cable network with high-speed bandwidth and tight security is expected to be operational in 2000, reports the Min-
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Fangcaodi Primary School, a well-known primary school ideally located near the foreign embassy area in Beijing, has launched its Part II recently. The new branch, located south of Century Village, is equipped with up-to-date teaching facilities, and is now recruiting boarding students Grades 1 to 4 throughout the country.

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541
Coca-Cola expects growth in China

By Xue Cheng

DESPITE political and economic challenges, sales of Coca-Cola soft drinks in China are expected to increase this year over last year.

"I believe that the sales of Coca-Cola this year in China will increase," said Lo Bing-Chung, vice-president of Coca-Cola China Ltd.

From January to March this year, the annual monthly growth rate was 20 per cent.

In May, the sales of Coca-Cola suffered a sharp decline in some universities in China due to NATO's bombing of the Chinese embassy in Yugoslavia. In June, two incidents that happened in Belgium and the Netherlands also affected the sales of Coca-Cola in China. Product contents were found to have been contaminated by polluted packaging. Customers were found vomiting after drinking the beverage, and reports caused worldwide fear of Coca-Cola products.

"But we have gone through the crises," Lo said.

In the swelter of June, the bottling plant of Coca-Cola in Beijing recorded a monthly sales figure, the highest since the plant opened two decades ago.

On June 25, the sample examination conducted by China's Ministry of Health in 23 Coca-Cola bottling plants indicated that the locally produced products of Coca-Cola Co conform well to national quality standards set on soft drinks.

Analysts say the localization strategy of Coca-Cola in China has helped it overcome this year's difficulties.

With the establishment of three new bottling plants in Chengdu, Taiyuan and Kunming this year, Coca-Cola will have 24 plants in China by the end of this year, representing a total investment of US$800 million.

Nearly 98 per cent of raw materials used by these plants, including sugar, carbon dioxide, and flavour concentrate, were purchased locally.

"We never stop submitting applications to the Chinese Government for launching more bottling plants here, because China is such an enormous market," Lo said.

The daily output of Coca-Cola China Ltd and its presence in China has generated about 15 million yuan (US$1.8 million), which has helped establish 50 primary schools in impoverished regions. Recently, the company created another scholarship worth 8 million yuan (US$960,000) to support rural students who are the first in their family to attend university.

In fact, Coca-Cola's success in China has also inspired some domestic soft drink producers to compete for a share of the market.

Producers of "Futuro Cola" and "Fenhuang Cola" are appealing to the consumers by launching aggressive advertising campaigns with strong nationalist sentiment and have reportedly achieved significant sales.

"I appreciate very much what our competitors did during our difficult times because they didn't take advantage of our precarious position and some were even willing to help us," Lo said.

China stood at about 1 billion yuan (US$120 million) each year.

Over the past few years, Coca-Cola China Ltd and its presence in China has generated about 15 million yuan (US$1.8 million), which has helped establish 50 primary schools in impoverished regions. Recently, the company created another scholarship worth 8 million yuan (US$960,000) to support rural students who are the first in their family to attend university.

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- All room rates are subject to change without prior notice.
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- Checkout time is 12:00 noon. Late Check-out after 12:00 noon shall be charged extra. Please contact front desk to extend your stay.
- Reserved room will be held until 6:00pm unless prior arrangements are made.
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- We honour Visa, American Express, MasterCard, JCB, Great Wall, UnionPay, and MasterCard.

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### 注意事項

- 所有房間費率可能會更改，請注意所訂房間的實際價格。
- 客房預訂需付10%附加費及市政發展基金。
- 退房時間為中午十二時，超過十二時將加收半費，如需延長請與前台聯絡。
- 未満12歲之兒童可免費與父母同住。
- 飯店接受以下信用卡：Visa, 銀聯卡, 万事達卡, JCB, Amex, MasterCard, 大陸信用卡, 普通銀聯卡。

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- 餐飲服務
- 停車場

### 聯絡方式

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SOME KEY PROBLEMS ABOUT CHINA'S SUSTAINABLE DEVELOPMENT
Liang Jizong
Professor of Economics, Northwest University

IT has been twenty years since China embarked its ambitious drive for modernization—the trinity of industrialization, marketization and urbanization. Achievements remarkable, economic growth rate keeps at a higher level, people's living conditions in urban and rural areas improve greatly, the whole country, particularly the coastal regions, looks like a big construction site. The changes make the China of today almost unrecognizable to those foreign tourists and business persons who had visited the country before long.

Meanwhile, serious problem of sustainable socio-economic development emerges from the rapid economic growth. Is China capable of attaining to this desirable state of development for the coming generations? What factors should be taken into account for doing this?

Eleven key problems today's China is confronting with:

1. Population

Of all the issues China faces for its sustainable development, none is more important than population growth.

(Demographic statistics data and forecast for its future growth)

Advantages and disadvantages arising from population growth. To today's China disadvantages are the chief ones. More people means more demand— for space, nourishment, security, opportunity, and heavier burden to environment.

2. Agriculture

Can China produce enough food to feed its huge and increasing population and, at the same time, produce sufficient raw materials to support the economic growth?

So far, China's food production has kept pace with a burgeoning population. Maintaining that balance and finding ways to tape agricultural potentials are critical challenges.

China's unfavorable natural endowment and historical legacy for its basic sector. The modernization drive in urban areas and faster growth of rural population aggravate the seriousness of the problem.
The carrying capacity of land in China. Ways to promote agricultural productivity (of labor, land, and capital)

3. Resources

Natural resource not bountiful, a long-term constraint acting on China's development: farmland; fresh water; biological; minerals, per capita quantity account to world's average 32%, 26%, 14%, 50% respectively. Low renewal rates: iron & steel 46% (world's level 70%); non-ferrous metal 30%(70%); paper 20%(80%); glass 10%(50%).

4. Energy

China--the world's second largest energy consumer after the United States, with three-quarters of its commercial energy from coal.

China's energy system: dominated by the production and consumption of coal, the share of coal in energy consumption reached 75% in 1994, while oil, 17.4; natural gas, 1.9; primary electricity, 5.7.

In recent years, China has come to depend heavily on foreign participation and technology in oil and gas exploration. In 1995, China produced 450,000,000 t of crude oil, making it the world's 6th largest oil producer. Electric power-generating capacity, the 4th largest, with installed capacity of about 2,100 gigawatts (GW) in 1995. 2 nuclear power plants already on line and under expansion, and several more planned in other locations.


5. Environment & Ecology

Pollution of air, water and land has worsened; the loss of farmland to industrialization, city expansion, housing, road construction, and erosion, desertization, alkalinization and salinization has accelerated; low level of the development of environmental industries (annual output value: world, USD300 bn; Asia Pacific areas 30 bn; China 1bn).

China has committed itself to achieving a number of concrete environmental goals by the end of the century, and intensifies its efforts to make and enforce environmental protection laws.

6. Rule-of-Law

7. Restructuring the State-owned Enterprises

8. Role of the Regional Economies. The Interregional Relationship

9. Science and Technology. Education

10. Mode of Consumption. Social Security and Public Health Care System

11. A Clean and Efficient Government. Political Reform

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458
China's investment in education

Over the lack of opportunities for state ventures, may set higher charges. If they can convert the

Non-State colleges and schools, including Sino-foreign co-operatives, especially for start-ups.

The current rules stipulate that provincial pricing bureaux and colleges should jointly set the

Chinese citizens, especially the nouveaux riches, are generally thought to place a high value on

high-quality private colleges are expected to find a ready market.

No ceilings have been set but the fee levels are to be tied to the inflation rate. The fees charged on students

If they can convert the current deflationary environment leaves room for setting fees high enough to ensure profits.

Zhang expressed optimism about the new system, which is designed with the 21st century in mind. He said the current business climate was fallow, especially for start-ups.

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"Discovery Packet"

Geography

NOTE: Atlases available to each student

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CHINA CONNECTION

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Flood-control projects working effectively

By Liang Chao

ALTHOUGH the worst of the flood season has yet to come, floods are posing a serious threat in many parts of Hubei, Hunan, Jiangxi and Anhui provinces. Flood water is reluctant to recede, while prolonged "plum" — intermittent drizzle or showers in the rainy season in the middle and lower reaches of the Yangtze — shows no signs of abating.

In the flood-control situation, some critical problems affecting Yangtze levees have been reported in Central China's Hubei Province, according to the Hubei Daily.

The "Water level of the Yangtze rose to 27.75 metres in Wuhan, Central China's main industrial and commercial centre, for over 18 hours on Tuesday. This meant the city was 4 metres below the flood water." No serious problems have been reported in Longwangmiao, the section most at risk in the levees, according to the report quoted local officials and experts as saying.

The water level of the Yangtze rose to 27.75 metres in Wuhan, Central China's main industrial and commercial centre, for over 18 hours on Tuesday. This meant the city was 4 metres below the flood water.

So far, nearly 200 million yuan (US$24 million) has been earmarked for Longwangmiao with major parts of the flood-control project completed before this year's flood season.

The city has collected a record 650 million yuan (US$78 million) for anti-flood construction almost as much as the total amount of funds the city has invested in flood control during the previous five decades.

Hubei has also reinforced hundreds of kilometres of Yangtze levees to raise their ability to withstand major floods.
Weather analysis

DRIZZLE to moderate rain is expected in most parts of North China, Northeast China, the Yellow, Huaihe and Yangtze rivers, the northern part of the regions south to the Yangtze River, the Hanjiang River, the eastern part of Southwest China, the western and southern parts of South China. Heavy rain to rainstorms are forecast in the southern part of Northeast China, the eastern part of Hebei Province, Shandong Province and the middle and northern parts of Jiangsu Province. Easterly and southerly wind of forces 6-8 will blow across the Bohai Sea and the Yellow Sea.

Weather forecast for major Chinese cities

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(All weather information is provided by the Central Meteorological Observatory)
China: superpower pollutes

Flooding, smog are by-products of rapid growth in economy

By MARK HERTSGAARD and ZHENBING ZHOU
Special to the L.A. Times

The BIGGEST environmental challenge in the world today is not global warming or ozone loss, as serious as those hazards are. Rather, it is poverty or, more precisely, the urge of billions of people around the world to escape poverty. No one can begrudge the poor a better life, but their aspirations can overwhelm the ecosystems that make all life possible on this planet? The answer may determine humanity's fate in the 21st Century. Nowhere is the challenge more urgent than in China, one of the world's fastest-growing economies. Last summer, when floods roared through China's Yangtze and Songhua river valleys, they left an estimated 56 million people, nearly twice the population of California, at least temporarily homeless. Remarkably, China's central government soon acknowledged that its own environmentally devastating logging policies had greatly contributed to the floods' severity. Even more surprisingly, Beijing pledged to reverse those policies but that promise is unlikely to be kept, mainly because China's continuing struggle against poverty ends up taking precedence over environmental reform. China exhibits both the large, growing population typical of poverty — nearly one of every four humans on Earth lives in China — and the high-impact consumption patterns promoted by Western capitalism. This combustible mix makes China a sort of environmental superpower, capable of wreaking havoc on ecosystems the world over. Like the United States, the other environmental superpower, China is responsible for such a large share of global pollution that any attempts to say, reduce greenhouse-gas emissions cannot succeed without its cooperation. The United States casts its long environmental shadow largely through its extravagant consumption patterns: the average American consumes about 53 times more goods and services than a Chinese does, for example. China's environmental heft still derives largely from its population size; only a small minority of Chinese can afford even a pale imitation of American excess. But if incomes keep rising in China, the size of that minority will grow, and the environmental effects could be fearsome. Over the past 20 years, market reforms championed by former leader Deng Xiaoping have more than doubled the average income in China, enabling hundreds of millions of Chinese to climb out of absolute poverty to "mere" conventional poverty. A massive increase in coal burning has made most Chinese warm in winter for the first time in their country's history. This has made China the world's second-largest emitter of greenhouse gases, trailing only the United States. Similarly, the purchase of millions of new refrigerators and air conditioners has made China the world's leading consumer of the chlorofluorocarbons that destroy the ozone layer. During a six-week investigative journey throughout China, we often walked amid air so thick with coal dust and vehicle exhaust that sunny days looked foggy. Yet, average Chinese say the same thing again and again: Though they did not enjoy filthy air or toxic water, they would put up with it in exchange for warmer apartments, better pay, fewer power shortages. "We're not saying in China," said one journalist, who had tried to raise awareness of the subject. "Is your stomach too full?" In other words, are you so well-off you can afford to care about environmental costs? Government officials know the environment must be better cared for, if only because environmental costs — lost work days and health care expenses caused by air pollution for example — are cancelling out virtually all the growth that has made China's economy miracle famous the world over. Air pollution altitudes cost about $5 billion a year, roughly 8 percent of China's gross domestic product. Yet, environmental reform threatens the short-term economic interests of millions of Chinese and thus the future of an increasingly unpopular Communist Party. As the nation's shift to a market economy continues, tens of millions of Chinese will be thrown out of unemployment, strictly enforcing environmental laws would throw additional millions out of work. This, in turn, would intensify the demonstrations and other social unrest evident in China in recent years. Thus Beijing, like many other governments, ends up telling a good environmental story, but not following it through with new policy, the very scenario now unfolding in response to last year's floods. Zhao Qizheng, director of the State Council Information Office, admitted in August that the Yangtze floods had been exacerbated by extensive clear-cutting of timber in western Sichuan province. But rain water run-off and silt from riverbeds had increased the Yangtze far beyond its normal volume. Meanwhile, lakes and wetland downstream had been converted into farmland, eliminating the natural buffers that used to absorb excess flood waters. Zhao pledged that the government would shut down the offending logging operation and restore the wetlands and lakes. In September, the governor of Sichuan province did announce that forestry workers would henceforth be planting, rather than felling, trees within a 46,300-hectare area containing the second-largest concentration of old-growth forest in China. Greenpeace activists disclosed in December, however, that logging has...
CHINA'S ENVIRONMENTAL CHALLENGE

Continued from Page D 1

miserable existence as subsistence farmers — and curse the government that impoverished them.

The choices for the government are even less appealing downstream, where so many lakes and wetlands are slated for reclamation. But those former wetlands are now filled with the houses and farms of tens of millions of people. Where will they go? Who will pay to resettle them? China is already fiendishly overcrowded. Indeed, population growth is part of what led Beijing to drain the lakes and wetlands in the first place.

To reverse that policy now is a practical impossibility, and local officials know it.

Perhaps Zhu will manage to square the circle: carry out environmental reform without endangering the party's hold on power. After all, in the mid-1990s, Zhu succeeded in the seemingly impossible task of cooling off China's double-digit inflation without halting economic growth.

One ray of hope is Beijing's new campaign to cut China's electricity consumption 20 percent by 2010 by increasing energy efficiency. Investing in energy efficiency yields two to 10 times as many jobs as investing in fossil fuel and nuclear power does. Switching to more efficient light bulbs, insulating drab apartment houses and installing more efficient electric motors in China's factories would not only decrease its dreadful "air pollution" and greenhouse-gas emissions, it would also provide jobs.

The United States could encourage such environmental reform — and make money for U.S. companies and workers — by helping China buy the relevant technologies. But solutions to the Yangtze floods and other environmental challenges are harder to come by. Chinese and U.S. leaders must pay more attention to the twin challenges of poverty and environmental degradation if humanity is to prosper in the century ahead.

Mark Hertsgaard is the author of "Earth Odyssey: Around the World in Search of Our Environmental Future." Zhenbing Zhou is an associate professor at People's University in Beijing.
New method brings wealth to farmers. Farmers grow crops on arid land in Northwest China.

By Liang Chao

Northwest China's Shaanxi Province has succeeded in growing crops, as well as fruits and vegetables in its arid and semiarid areas, using rainwater catchment.

Nearly 100,000 rural people in the areas' 45 counties have been basically lifted out of poverty and into wealth thanks to a rain storage irrigation programme that was created years ago, according to Wang Shougen, vice-governor of Shaanxi.

Last year, the programme provided drinking water for more than 42,000 people and 39,000 livestock in the province's northwestern parts. That region in particular was one of the province's worst drought-stricken areas last year. It experienced the lowest amount of rainfall and the highest rate of evaporation.

Today, the programme has helped bring irrigation to more than 6,000 hectares of farmland through water-saving techniques, like using sprinklers and drip irrigation.

Pollution depletes rare fish. In the upper reaches of the Yangtze River, the variety of fish in natural aquifer reserves has decreased from over 50 in the mid-60s to about 20 today, tributaries of the river to build fish traps to catch rainfall from the road," Xing said.

Xing explained that he has cisterns, which are valued at 15,000 yuan (US$1,800).

The cisterns are first used to restore water for drinking and then for irrigating orchids, vegetables and cash crops. They have become a common sight today in gullies and ravines by summer rainstorms in semi-arid county.

In 1998 alone, the province marked over 96 million yuan (US$11 million) for the construction of such irrigation projects in its northern parts.

Seventeen per cent of the land was subsidized by the State, 21 per cent was paid by locals with the rest raised by farmers. The funds have helped struct small rainwater catchment areas with more than 990 square metres of cement space collect rainfall on hillside peaks of mountains in lands.

"With a drain in its central channel and a cistern underneath, store rainfalls, such rainwater collecting facilities, which look like huge plates, are capable of serving large tracts of mostly used for growing fruits and vegetables," Mao Min, official with Shaanxi Province Water Resources Bureau (SPWRB), said.

Over the past year, some 200 cisterns capable of catching 1.5 million cubic metres of rainfall for irrigation were built along as roads spiralling up the mountains, another SPWRB's official added.
Fishermen forced into idleness

Red tide invades coastal Cangzhou

By Jiang Jingen

The hardworking fishermen in the coastal city of Cangzhou in Hebei Province have been forced into idleness since last Friday in a way they feared most: the dreadful red tide is coming back and there is little they can do about it.

Most of them had not refreshed the water in their shrimp pools for days as they usually do. The local oceanic administration has warned that the exchange of sea waters could bring in the poisonous algae generated by the approaching red tide.

Statistics from the State Oceanic Administration (SOA) indicated that the red tide, detected last Friday, has expanded from 400 square metres to 1,500 square kilometres overnight. It moved to some 10 kilometres off the coastal line of Cangzhou last Saturday.

Officials from the provincial oceanic administration said they were unable to go to sea to collect information on the red tide in real time because of shortage of facilities. Yet, they were keeping “close contacts” with the well-equipped North China Sea Bureau under the administration.

“We keep giving fishermen the latest information sent by the bureau, and help them take proper measures to cope with the red tide,” said Liu Dehui, an official with the provincial oceanic administration.

Pollution causes maritime disaster

Out of last year’s major oceanic disasters, red tides, a kind of sudden wild proliferation of algae and plankton which results mainly from overly-fortified sea water, were the most serious and damaging of the past decade.

About 22 red tides were discovered in 1998, affecting not only the coastal sea areas but also some outer seas. The tides contained some varieties of algae and plankton that have never been observed in red tides before.

The duration of last year’s red tides was also much longer than ever before. The biggest red tide was recorded in the Bohai Sea last fall. Lasting over 40 days, the tide expanded up to 5,000 square kilometres.

The coastal areas’ pollution resulting from rapid development of industrial production, fishing and aquatic breeding has increased the frequency and seriousness of red tide, according to studies by the State Oceanic Administration.

Oceanic experts have been calling the State to reduce pollution, a critical step to stop red tides from settling in.

The National People’s Congress Environment and Resources Commission is working on a new draft of the State Law protecting oceanic surroundings.

The new law is expected to limit the total amount of pollutants discharged into the sea from land.

Early reports said that an oceanic surveillance plane from North China Sea Bureau detected a sizable looming red tide last Friday in the Bohai Sea that was expanding and moving towards coastal Hebei Province and Tianjin, both major sources of China’s aquatics products.

The alarmed SOA immediately sent an oceanic surveillance ship carrying a 30-member team composed of experts in oceanic chemistry and hydrology from Qingdao, Shandong Province to investigate the volatile red tide.

The ship reached the affected areas on Tuesday, and since then has sent three urgent notices to related departments based on their observation.

“The red tide is serious this time, and could become disastrous under certain circumstances,” said Yang Jiwu, an expert with the administration Environmental Protection Department.

Yet officials from SOA said yesterday that the red tide has shown signs of recession.

“The observation has indicated that the red tide is dying down noticeably,” Li Hongfeng, an official with the SOA information office told China Daily.

She said this week’s rainfall, strong sea winds and temperature decreases have helped disperse the tide.

Yet a circular issued by SOA yesterday said coastal regions still face a “tough job” in combating potential red tides this year. It further urged officials to beef up surveillance and information gathering on red tide.
The Air Pollution Index (API) in most cities in North China has dropped in the past week due to rain. Most cities in the country, including Beijing, Shanghai, Hangzhou, Kunming, Wuhan, and Shenzhen, enjoyed excellent air quality with an API below 50 points. Air quality was good in 26 other cities, as well as other big cities, including Jinan, Xiamen, and Xi'an. These cities were Beijing, Tianjin, Shijiazhuang, Taiyuan, Hangzhou, Wuhan, Xiamen, and Kunming. Beijing, Tianjin, Shijiazhuang, and Taiyuan were the major polluters in most urban areas, including Jinan, Xiamen, and Xi'an. Urban pollution in these cities was mainly caused by nitrogen oxide.

"This means we cannot fulfill the governmental procurement quota and sell the surplus grain at the protected price," said Xie.

The grain purchase risk fund has also encouraged State grain firms to care merely about buying instead of selling, because the central fiscal money will subsidize their costs.

"When the central government announced it would lower and eventually cancel the protective price for the spring wheat in northeastern China, wheat from areas south of the Yangtze River, and indica rice in South China, the protective policy was rolled back a lot, because the three types of grain make up the major grain sold to the State by

BANGKOK (Xinhua) — Two years after the financial storm hit Thailand and spread across Southeast Asia, the Thai economy finally begins to show signs of recovery.

In 1997, the central bank of Thailand announced it had given up its currency pegging system, triggering the collapse of the baht and bringing down with it many other currencies in the region. The move touched off a full-scale financial crisis.

With the aid of a US$17.2 billion rescue package, Thailand entered the first negative growth, minus 0.5 per cent, in May 1998. In June last year, inflation surged to a peak of 10 per cent.

The IMF's representative, Thailand, Reza Moghadam, recently that Thailand's recovery policies are bearing fruit.

Thailand adopted an austerity policy following the IMF's proposals, which featured tighter control of commercial bank lending plans. Four banks and 56 finance companies paid for their rel
## CHINA'S POPULATION

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**Sources:** China's Statistics Year Book 1992

**Statistic Bulletin of National Economy and Social Development 1993-1995**
"Discovery Packet"

Political Science

Mao's "Red Book" is Circulated
Forum

TAIWAN SHOULD BUY TIME

I HAVE SAID it before, and I will say it again: Taiwan has been a remarkable country. And so much about Taiwan has changed for the better in the past decade. Its politics has changed to a vibrant democracy; its economy is the freest in Asia. Its media have evolved into the freest in Asia. Yes, so much has changed for Taiwan.

There’s just one thing that hasn’t changed: its geography. Taiwan is still a tiny island of 23 million people living 90 miles off the coast of a China with 1.3 billion people. A senior Taiwanese official recently described the Taiwan-China relationship, saying: “It’s like I have an 800-pound gorilla in my living room, and the worst thing is, he thinks he’s my brother.” It may be awkward, but that’s the reality, and both we and Taiwan must never lose sight of that.

Let me be clear: If China attacks Taiwan without provocation, the United States must defend Taiwan. We cannot turn our backs on a country that has built its whole political system and economy in our own image. But this is not a fight that Taiwan or the United States should court. Yet that is what Taiwan’s president, Lee Teng-hui, was doing when he said in an interview with German radio that henceforth relations between Taiwan and China should be seen as a “special state-to-state relationship” rather than an “internal” one — seemingly nullifying the fiction that there is one China that will one day be reunified.

Eliminating that fiction and ambiguity about whether Taiwan will ever be reunited with China was reckless, because it is precisely that fiction and ambiguity that have enabled Taiwan to triumph over its geography. By pretending that one day it might reunite with China, Taiwan has kept China at bay, ensured continued U.S. military support and bought itself time to build up an economy so dynamic — the 12th-largest in the world — that it now has critical leverage over China. Taiwanese own 40,000 businesses around the mainland, making Taiwan the most important foreign investor in China today.

It was also reckless because Lee’s effort to eliminate the ambiguity in Taiwan-China relations was not part of any apparent, considered strategic reassessment, let alone coordination with the United States. It was simply tossed off in an interview by Lee, primarily to pick up some pro-independence votes in the upcoming Taiwanese presidential elections.

Lastly, it was reckless because the only long-term solution for Taiwan — the only thing that will ensure that its flourishing democracy and free market are never threatened by China — is not if it describes China differently, but only if China actually becomes different, only if China evolves into a more democratic, pluralistic country that will not seek unity with Taiwan by force and that Taiwan itself would find a more attractive partner.

Seeking more time, through more ambiguity, for this evolution should be the centerpiece of Taiwan’s strategy. This is no time for provoking clarity. It was little noticed that last week Standard & Poor’s Ratings Service downgraded China’s government debt and the bonds of nine shaky state-backed Chinese banks. It was the first time that China’s official debt had been downgraded since the Tiananmen massacre. S&P cited a slowing Chinese economy and rising unemployment as the main reasons for the downgrade. If China’s economy continues to decline, and there is more urban unrest, Beijing could be tempted to deflect internal tensions by attacking Taiwan.

It’s interesting that if you go to Silicon Valley today and ask high-tech execs there which country they fear most, many will tell you Taiwan — because it combines entrepreneurial talent with innovative prowess.

Taiwan has been recognized by Silicon Valley; it doesn’t need to spend billions to be recognized by Suriname. Being recognized by Silicon Valley may not come with embassies and flags, but it conveys real power — a power that makes Taiwan unignorable even if it remains diplomatically recognizable.

What will make Taiwan diplomatically recognizable is a change in China. Not only is that change in process, but Taiwan has a huge role to play in nurturing it. The only thing that will ensure that its flourishing democracy and free market are never threatened by China is not if it describes China differently, but only if China actually becomes different, only if China evolves into a more democratic, pluralistic country that will not seek unity with Taiwan by force and that Taiwan itself would find a more attractive partner.

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BEIJING (AP) - Firing squads put at least 71 people to death for drug trafficking Friday in China's annual barrage of executions to mark U.N. anti-drug day, state media reported.

In all, at least 98 people have been executed or sentenced to death nationwide in recent days ahead of Saturday's International Day Against Drug Abuse and Illicit Trafficking, according to state media reports.

The U.N. High Commissioner for Human Rights opposes the death penalty and has called for an end to executions worldwide.

Twenty-eight traffickers were executed Friday in the southern provincial capital of Guangzhou, near Hong Kong, after their sentences were announced at public rallies attended by nearly 7,000 people, the state-run Xinhua News Agency said.

They included Qu Yongcai, who manufactured 2,085 pounds of the amphetamine "ice." Four others, Chen Shoubo, Dai Tianshi, Chen Guangtong and Chen Mingfa, were executed for selling 14 pounds of heroin, Xinhua said.

It did not name the others who were executed or give details on their cases.

Courts in northern Shaanxi province also executed 12 people Friday for selling and transporting drugs, Xinhua said. Another 14 traffickers were executed in southeastern Fujian province, Xinhua reported.

Shanghai, meanwhile, put to death nine traffickers and destroyed about 660 pounds of drugs seized last year, the most drugs the eastern port city has destroyed at once, Xinhua said.

Eight people also were executed by gunshot Friday for selling, transporting or manufacturing drugs in southern Hunan province, Xinhua said.
By Huan Xln

CHINA yesterday urged the United States to immediately stop interfering in China's internal affairs by advocating the so-called "World Tibet Day."

"Tibet is an unalienable part of Chinese territory, and Tibetan matters are purely internal affairs of China, in which no foreign country has the right to intervene," Foreign Ministry spokeswoman Zhang Qiyue told a routine news briefing yesterday in Beijing.

A few members of the US House of Representatives, disregarding these facts, tabled a so-called resolution to designate July 10 each year as the "World Tibet Day," according to Zhang.

The Chinese Government hereby expresses its resolute opposition and strong dissatisfaction with the irresponsible remarks of some US congressmen on the Tibet issue, the spokeswoman said.

They should stop doing things that will undermine Sino-US relations, she added.

"The Chinese side urges the US Government to comply with its commitment that Tibet is a part of China, and explicitly oppose the resolution," the spokeswoman said.

Commenting on the resignation of Papua New Guinea's Prime Minister Bill Skate on Wednesday, Zhang said China urged PNG to give priority to the long-standing friendly co-operative relations between the two countries and the friendship between the two peoples.

The spokeswoman reiterated China's position that PNG should immediately correct its erroneous decision of establishing "diplomatic ties" with Taiwan so as to bring the relations between China and PNG back onto the normal track.

Asked to comment on the person selected for the US ambassador to China, Zhang said the US side has not officially notified China of its new appointment.

Several reports said the US Senate is discussing the appointment of Joseph Prueher, former commander in chief of the US forces in the Pacific.
Japan must face history

JAPAN'S Prime Minister Keizo Obuchi's ongoing visit to China will be another important event between the two countries after Chinese President Jiang Zemin's official visit to Japan last November.

Obuchi has expressed his determination to sidestep past and present irrelevant to China. Japan's irresponsible actions have also raised vigilance against it in the entire Asia-Pacific Region.

Instead of serious soul-searching, Japan points fingers at others. The so-called Northeast Asia Security Initiative is nothing but an excuse for it to develop its military capabilities.

Because Japan and the United States declared joint efforts to develop the Theatre Missile Defence system and kept stirring up security concerns in Asia, why should North Korea not attempt to protect itself with missiles?

Actually, plans between Japan and the United States to build a safety net against perceived North Korea missile attacks have driven a wedge into the security of the Asia-Pacific Region.

Japanese officials say their alliance with the United States was forged for a possible Asian crisis. But what exactly is the Asian crisis?

The Japanese endeavour to drag the United States, a big power who has been focusing on "humanitarian intervention", into the Asia-Pacific Region would only destabilize the regional situation.

Including Taiwan, a Chinese territory, in the US-Japan security alliance is tantamount to creating a new potential crisis in this region.

Repeated ups and downs in Sino-Japanese relations over the past decades convince us that the well-being of the ties rests on how the two sides deal with their past.

They must first learn to face history so as to relieve themselves from the shadow of the past while preventing themselves from indulging in discord over things more than half a century ago.
THE Chinese National People's Congress (NPC) yesterday expressed its strong condemnation and opposition to recent anti-China actions by the United States concerning the Taiwan issue.

An official in charge of the NPC Foreign Affairs Committee was commenting on anti-China amendments to the US National Defence Appropriations Act and on the Taiwan Security Enhancement Act proposed by the US Congress.

A small group of members of the US House of Representatives and Senate have continually attempted to stir anti-China sentiment by strongly advocating increased arms sales to Taiwan under the pretext of the so-called Chinese communist military threat.

On June 8, the Senate passed an amendment to the National Defence Appropriations Act for fiscal year 2000, proposed by Trent Lott, majority leader of the US Senate.

This "amendment" openly claimed to "review and evaluate" all gaps in relevant knowledge about the current and future military balance between the Chinese mainland and Taiwan, as well as the US Defence Department's implementation of relevant sections of the Taiwan Relations Act.

The US side has continued arms sales to Taiwan in total disregard of the "August 17 Communiqué" issued jointly by China and the US, in which the US committed itself to gradually reducing and finally halting arms sales to Taiwan.

US arms sales to Taiwan have, in fact, increased in terms of both quantity and quality.

In addition, some US congressmen are advocating Taiwan's inclusion in the Theatre Missile Defence (TMD) system.

The US congressmen's purpose was to create a legal basis for selling advanced arms, including the TMD System, to Taiwan while reinforcing military co-operation, the official pointed out.

They took the move to support and protect the separatist activities of some political factions in Taiwan, create tension and damage relations between the two sides across the Taiwan Strait and obstruct China's reunification cause.

These actions totally violated the principles enshrined in the three Sino-US joint communiques, especially the "August 17 Communiqué."

The actions will not only pose a severe threat to China's security, but will also damage peace and stability of the Asia-Pacific region as a whole, the official said.

The perverse moves of some US legislators constitute a grave provocation to Chinese sovereignty and gross interference in China's internal affairs.

The NPC strongly demands that the US Congress take Sino-US relations into full account, abide by the principles enshrined in the three joint communiques and take steps to stop the conspiracy that will damage bilateral relations and prevent further deterioration in Sino-US relations which have already encountered many trials and hardships.

(Xinhua)

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HANGHAI — Visiting
Shanghai is always a useful
reminder of how frozen perceptions of China are in
America today, and how far re-
ality has moved here. To listen
to some of the talk in Congress,
one would think that nothing
has changed in China since
Tiananmen Square. To talk to
Chinese is to understand
that a "New Deal" has
been forged in the past
decade between the
Chinese Communist Party and the Chi-
inese people. It is a messy,
cynical, pragmatic deal, but it is
the central political reality of
China today, and it explains
why America is winning here,
not losing.

While Tiananmen marked the
end of the student-led democracy
movement in China, it also
marked the end of the Chinese
Communist dictatorship as we
knew it. While China's leaders
may have feigned indifference
to the outside world, it's clear
now that they realized that they
almost lost it all in 1989, and
that they needed a new bargain
with their people in order to
survive.

That new deal is as follows:
We the Communist Party will
remove ourselves from people's
lives as never before. You can
work where you want, live
where you want, wear what you
want, study abroad if you want,
get from the Internet most of
what you want, and start a busi-
ness if you want. In return, the
Party will insist on only two
things — that you dare not chal-
lenge its authority and that you
have only one child.

This new deal, and the flour-
ishing of personal freedoms it
delivered, helps explain some of
the internal stability of the past
decade. In 1989, many
Chinese who
took to the
streets at
Tiananmen, or
passively sup-
ported it,
came from
homes with a
bare light bulb
swinging from
the ceiling, no
TV, no phone,
one Mao outfit
and no pros-
pects to im-
prove their
lives. That is
not the case
today.

I participated in a seminar at
Shanghai's
Fudan University, and was par-
icularly struck by one profes-
sor who said: "We need a coun-
try in the world, like America,
that has a dream to be perfect.
And when America is telling
China that it is violating basic
human rights, we should admit
that we have human rights
problems. But today's China is
now pervasive, and at the mass
level there has been an enter-
tainment revolution in the past
two years, with the spread of
cheap video compact-disk play-
ers. Virtually every Hollywood
film has been pirated here, and
they are now being viewed ev-
eywhere in China. As a result,
the gap between the Communist
Party and the rest of China is
now growing wider and wider.
The party is frozen, and the
country is running away from it.

Graham Earnshaw, who runs
a booming Shanghai business
designing Web pages, has been
in China for more than 20
years. He remarked to me: "I
was recently out visiting the
Hope Group, which is a major
grain company and the largest
private company in China. I was
meeting with the chairman, and
there were two other people sit-
ting there. I asked him about
the company's relationship with
the Communist Party. He point-
ed to the two guys sitting there
and said, 'They are both Com-
munist Party members, and my
aim is to make them million-
aire's in two years.'"

No one knows how the po-
itical transition is going to
happen here. But I do know
that everything from American
contract law to accounting
standards to cultural messages
is now winning here more each
day. We should keep hammer-
ing China on human rights and
international norms. The Chi-
inese leadership needs to hear
that. But what is driving change
here is the educational,
commercial, entertainment and
Internet interactions between
millions of Chinese and the
outside world, and that must
never be aborted.

In Russia, the Communist
Party tried to privatize Russian
society, and it failed. In China
— if we are lucky — the Chi-
inese people will privatize the
Communist Party.
China acts to overturn ruling in Hong Kong

Immigration decision protested as threat to courts' autonomy

By MARK LANDLER
The New York Times

HONG KONG — In a move that has profound implications for Hong Kong's legal system, China yesterday overturned, in effect, a local court ruling that granted residency to more than 1 million people.

The decision by China's legislature to reinterpret provisions of the Hong Kong constitution that were the basis of the ruling is tantamount to overturning Hong Kong's highest court. And it marks Beijing's most overt intervention in the affairs of the former British colony since it reverted to Chinese rule in 1997.

While widely expected, the move elicited a torrent of protest from lawyers and pro-democracy politicians in Hong Kong. They said it would jeopardize the rule of law and the high degree of autonomy Hong Kong was promised.

In a terse statement issued by the Standing Committee of the National People's Congress, Beijing declared that Hong Kong's Court of Final Appeal had erred in its landmark ruling that granted residency to more than 1 million people.

The dispute lay bare the deep ambivalence that Hong Kong people feel toward their mainland brethren. And it forced the independent-minded enclave to face the reality that — whatever the niceties of the Sino-British agreement known as "one country, two systems" — Hong Kong is now part of a single country that will not

THE COURT

...
hundred treating every sphere of civil rights changes. And civil rights, suffrage in Century, different ages great he established rights, those rights regardless of origin. Republican in this world would follow.

ruled by Confucian obedience of its fathers. It was last thrown, up to now. It can't have that. What 3 years ago, image of a tank. No lack of na? No session of protest and rebellion.

KASICH: THE GOP’S ‘HAPPY WARRIOR’

WASHINGTON — The political setback since he lost a drought body president, his enthusiasm undiminished. But that does not mean a wasted effort. In last week he thought could regain the White House for them, no one else really had a chance.
Effort to punish Beijing defeated in House vote

From Washington Post

WASHINGTON — The House approved President Clinton’s one-year extension of normal trade status with China yesterday, overcoming complaints that the Chinese government abuses its own citizens and spies on America.

The annual debate over the future of U.S.-Chinese trade policy ended with lawmakers voting 260-170 to defeat a resolution to overturn the one-year trade extension announced by Clinton on June 3.

The trade status “promotes China’s integration into the global economy, which in turn strengthens market-oriented reformers within China,” Clinton said in a statement welcoming the House vote.

Annual votes on trade with China are required under 1974 trade legislation that used such votes to keep pressure on communist regimes to relax their emigration policies. Pro-trade forces usually have prevailed.

BUT TWO months ago, when a House committee issued a report documenting allegations of Chinese espionage at U.S. nuclear weapons laboratories, many lawmakers figured Congress might punish China on trade.

But Republican outrage quickly turned to lax security at U.S. nuclear labs, especially to what critics described as the Clinton administration’s too-little, too-late response to early signs of trouble.

“The Chinese were doing their job; we should be doing ours,” said Rep. David Dreier, R-Calif., “This is not to excuse China, but rather to condemn the lack of scrutiny by this administration.”

Since 1980 no Congress has succeeded in rejecting a president’s decision to extend what was formerly called most-favored-nation status, which gives China the same low tariffs enjoyed by other U.S. trading partners.

HOUSE OPPONENTS of business-as-usual with China picked up four votes from last year, a reflection of the growing perception that China, accused of stealing U.S. nuclear weapons secrets and trying to buy influence in U.S. elections, is a threat to U.S. interests.

“The gauntlet-like rules” in Beijing are building up high trade surpluses with the United States while aiming missiles at U.S. cities, said Rep. Dana Rohrabacher, R-Calif., who said the Chinese are committed to destroying the United States.

But Robert Matsui, D-Calif., warned that “over the next 20 or 30 years China will become one of the most dangerous players in the world if we begin to try to isolate them.”

Going beyond party lines, the China vote pitted conservatives and liberals who contend that China’s practices on human rights and weapons proliferation disqualify it from normal trade status against free traders and internationalists who say the United States must engage, rather than isolate, China.

THE VOTE

Here’s how Kentucky’s delegation in the U.S. House voted on a motion to overturn President Clinton’s decision to extend normal trade status to China for another year:

- Whitfield (R-1st) Against
- Lewis (R-2nd) Against
- Northing (R-3rd) Against
- Lucas (D-4th) Against
- Rogers (R-5th) Against
- Fletcher (R-6th) Against
- Hostetter (R-8th) Against
- Hill (D-9th) Against

A vendor selling towels featuring American icons like Mickey Mouse waits for customers in his Beijing stall yesterday. The towels are priced at 26 yuan ($3.14) each.
BOXING UP YOUR CHINA

Grade Level: 2 - 6 (can be adapted for other grades)
Presenter - Mimi Norton, 2nd grade teacher, Solano School, Phoenix, AZ

Length of Time - approximately two weeks

I. ABSTRACT

Respect for other cultures is critical as more and more schools experience an influx of children from other cultures in U.S. classrooms. Students should have exposure to mainstream cultures and world populations. The primary grades are a fertile environment for planting the seeds of acceptance and tolerance. learning about the issues, expressing viewpoints and formulating questions regarding cultures outside the child's local setting.

II. OVERVIEW

A. Students will identify the geography of China.
B. Students will recognize historical sites in China.
C. Students will recognize five themes of geography in works of art.
D. Students will compile their knowledge about the geography of China in a pizza box.
*This unit is part of a six-week unit on China that incorporates all of the facets of culture listed on the form at the end of the PASSAROUND section.

III. RESOURCES

Although these resources were not necessarily used in this unit, they can be used for teaching other aspects of China.

Anderson, J. K. Tales of Great Dragons.
Barr, Marilynn G. International Spring and Summer Festivals. Good Apple, 1995. (pp. 49-55)
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Behind the Wall of China. Young Discovery Library.

Coloring Book of Ancient China. Bellerophon

Darling, Kathy. Holiday Hoopla: Multicultural Celebrations. Evan-Moor. (pp. 5-7, 9, 93-94)


International Children. Teachers Friend Publications. (pp. 82-86)


Lieerman, Tanya. Storybooks Teach About World Cultures. Monday Morning, 1995. (p. 12)

Learning Journeys. The Monkey Sisters, Inc.


Mason, Sally. Take a Trip to China. Franklin Watts, 1981.

The Monkey Sisters, Inc. Learning Journeys.


Rowe, Julian and Peggy Burns. Language and Writing Legacies. Thomson Learning, 1995, (pp. 38-43)


A Trip Around the World. Carson-Dellosa. (pp. 67-75)


B. Children's Resources and Readings on China:


Mahy, Margaret. The Seven Chinese Brothers. Scholastic, 1990.
Williams, Jay. Everyone Knows What a Dragon Looks Like. Four Winds, 1976.
Wolkstein, Diane. 8,000 Stones. Doubleday, 1972.
Eastern Hemisphere

Projection: Airy Azimuthal

 Courtesy: Arizona Geographic Alliance
Department of Geography, Arizona State University
Terry Dorschied
Note: Dotted lines indicate indefinite boundaries.
V. LESSONS

A. Locating China on a Map

Materials
- Transparencies of the attached maps
- Student copies of the attached maps
- Wall map of China (optional)

Procedures
- Teacher will locate China on a world map or transparency.
- Moving from large to small, show China on a map of the Eastern Hemisphere and Asia. Point out that China looks like a chicken. Have students outline the shape of the chicken.
- Using the appropriate maps, guide the children in locating the following:
  - the continent that contains China
  - the countries to the north of China
  - the countries to the south of China
  - the ocean to the east of China
  - the seas which border China’s east coast, from north to south
  - the Yellow (Huang-Ho) and Yangtze (Chang Jiang) rivers
  - Yellow, East China, South China Seas
  - Pacific Ocean
  - Mt. Everest in the Himalayan Mountains
  - Great Wall of China

Give the students the following background information.

- The Himalayan Mountains are found on the southwest border of China to the north of Nepal. Mt. Everest is the highest mountain in the world and is part of the Himalayan Mountain range.
- The Great Wall of China is located from the middle of northern China through the northern crook in the Hwang-Ho River, north of Beijing, to the coast of the Yellow Sea. The emperor’s workers started building the walls more than 2,000 years ago. It was built to protect China from its enemies to the north. Today about 1,500 miles remain.
- Beijing, the capital of China, has the largest public square in the world called Tiananmen Square. At the end of the square is Tiananmen Gate (the Gate of Heavenly Peace.) Beijing has been a city for more than 3,000 years. The Forbidden City is inside Beijing and is surrounded by a wall. Emperors once lived there. Today the Forbidden City is a museum that many people visit each year. Beijing is the second largest city in China. More than 10 million people, including the president of China, live there.
- China’s history dates back 5,000 to 7,000 years. The Emperor
was thought to be son of Heaven and the Emperor's household was known as the Forbidden City.

Shanghai is the biggest city in China. There are ships from all over the world in its harbor. More than 13 million people live in Shanghai.

B. Identifying Geographical Information
   Give students a world map and a China map. Students will label the following places on their maps individually, in pairs, or groups.
   Hwang-Ho River
   Chang Jiang River
   Yellow Sea
   East China Sea
   South China Sea
   Himalayan Mountains
   Mt. Everest
   Great Wall of China
   Beijing
   Shanghai
   Taiwan

C. Building China
   Ask a local pizza shop to donate a medium pizza box for each of your students.
   Have each child make this recipe for salt flour dough and bring it to school in a zip-lock bag.

   Salt Flour Dough Recipe
   1 cup flour
   1/2 cup salt
   1/4 cup water
   Combine salt and flour. Slowly pour in water until the dry goods are absorbed.
   Have students cut out a map of China and trace it on the inside of the pizza box where the pizza would be. With slightly damp hands, students mold the dough into the shape of China. After the dough is dry, students paint the map of China and the cardboard surrounding it. After the paint dries, direct students to paint major geographic regions, major products, or geographical features. In the second grade, I have them make blue yarn rivers, yellow tissue-paper deserts, and brown-paper-triangle mountain ranges. Break toothpicks in half and glue paper triangles around the
toothpick with the names of the features. Stick these into the dough while it is still wet. Let a small pool of rubber cement partially harden to insert the labels on the cardboard portion of the map.
Color code each of the major geographical regions on the map and on the key below.

- The Northeast
- Lower Yellow River Region
- Yangtze Drainage Area
- Tibetan Autonomous Region
- South China
- Inner Mongolian Autonomous Region
- The Northwest
AN ELEVATING LESSON

PURPOSE: This activity is designed to help students understand the vegetation areas in China.

TIME: about 2 hours

MATERIALS:
- scissors
- construction paper
- glue
- cardboard pieces
- pizza box

The map will be built on the top of the pizza box.

PROCEDURES: Enlarge each page of color pieces by the same percentage.

1. Have the students carefully cut our the colored construction paper (or use colored tagboard for more durability.)
2. Place the light green piece down on the tagboard and glue.
3. Cut up small pieces of cardboard and glue them to the bottom of the yellow piece. Make sure there are pieces in the corners and enough in the middle to support the next layer.
4. Do the same thing with the dark green, tan, and brown pieces. Line all of the pieces up according to the first map. You will have to cut up tiny pieces of cardboard for the small pieces.
5. Label the map and make a key according to the key below.

* Extensions - This plan could also be used for an elevation map for older children.

CHINA AND ITS Vegetation

- Deciduous Forest: light green
- Evergreen Forest: dark green
- Grassland: yellow
- Desert: tan
- High Mountain: brown

After completing the project, have the students write about the geography of China.
Land signs
Picture symbols show you different kinds of land on maps.

**grassland**
There are grass-covered lands all over the world. Sometimes they are called savannah or pampas. Grassland is the best land for farming.

**desert**
Desert areas have almost no rain. Most deserts are hot and dry in the day, but cold at night. Fewer animals and plants survive here than in most other landforms.

**deciduous**
Deciduous trees, such as beech, birch, and oak, lose their leaves in the fall. Deciduous forests grow in cool areas.

**tundra**
Tundra is cold, bare plain near the Arctic Circle. The surface of the ground is frozen all year so the growing season is very short.

**ice and snow**
Thick ice covers the areas around the North and South Poles, and big storms bring snow and strong winds.

**rainforest**
Most rainforests grow in tropical areas near the Equator, where it is hot and wet. Rainforests are home to millions of different plants and animals.

**evergreen forest**
Evergreen trees such as pine, fir, spruce, and larch stay green all year round. Evergreen forests grow mostly in cold areas.

**mountains**
Many areas of the world are covered in high, rocky mountains. Very high mountains are covered in snow.

Where are you going next?
On each map, the little red airplane points the way to the next region you will find in the book.

Where are you
On each map, a small globe shows where in the world the map is, and points north, south, east, and west.

This globe is called a locato
GEOPOEMS

Overview:
Young students need to build a foundation for understanding geography. To help them build that foundation, teachers must find activities which help them realize geography is more than maps, charts, graphs and facts. Geopoems helps students understand that writing can be part of geography.

Purpose:
This activity gives students an opportunity to express, in writing, what they know about the geography of a familiar place.
The themes of location and place are utilized.

Connection to the Curriculum:
Social Studies, Language Arts

Geography Standards:

4. Physical and human characteristics of places
6. How culture and experience influence people’s perceptions of places and regions

Time: one class period

Materials:
blank paper
pencils/pens
crayons/markers/colored pencils
“Two Formats for GeoPoems” (attached)

Concept:
Geographic knowledge can be expressed in many ways, including writing.

Objective:
Students will write and illustrate a poem describing a place they know well, following a set format.
GeoPoems

Line 1: Name of place
Line 2: What does it look like? - 3 things
Line 3: Where is it? - 3 things
Line 4: What is it? - 3 things
Line 5: A question about the place
Line 6: What does it feel like to be there? - 3 things
Line 7: What can you do there? - 3 things
Line 8: Synonym for the place

China

Asia, Eastern Hemisphere, World
Himalayas, Great Wall, Diversity
How did you get one billion people?
Fascinated, challenged, fulfilled
Walk through ancient times
People's Republic

Format for older grades

Line 1: Name of place
Line 2: What it offers - 3 items
Line 3: What it feels like - 3 items
Line 4: What it requires - 3 items
Line 5: What is puzzling about it? - 3 items
Line 6: What it costs - 3 items
Line 7: Who is there? - 3 items
Line 8: Where it is - 3 items
Line 9: What it looks like - 3 items
Line 10: Synonym for its name

Glue the Geopoem on the inside cover of the pizza box. Have the students illustrate the poem in the open areas of the cardboard.
There are unique sites in cities all over the world. The focus of most aspects of human life are inherent in the processes, functions, and patterns of these settlements in which over half of the world's people live.

Copies of pictures are included. However, I would suggest that you call the chairman of the Chinese Week in your city to obtain colored pictures of life in China. You could also print out pictures from the Internet. Glue these images to small sheets of construction paper. Number each Passaround and laminate. You may only want to use eight in the second grade. If you have a class of low readers, you may want to skip the written portion, lengthen the time, and only have the children sketch their impression of the Passaround. Each child could share verbally about a site with peers. The teacher could supply more information.

CONNECTION TO THE CURRICULUM;
1. Relates photos to written text.
2. Summarizes visually by drawing and restating.
3. Distinguishes main ideas.
4. Develops plan for written work.

GRADE LEVEL: Grades

TIME: One class period

MATERIALS:
Paper and two log sheets
Passarounds
Timer

OBJECTIVE: Students will analyze pictures and captions describing China. Recognizing and selecting the main idea of each passaround will enable the student to compose sentences and draw illustrations creating a log that summarizes the facts depicted.

PROCEDURES:
1. Students will study pictures and captions.
2. Students will locate number on sheets.
3. Students will write sentences and draw representation.
4. Students will pass to designated student immediately. (two minutes suggested)
5. Students will continue procedure until all passarounds circulate.
6. Students will complete unfinished passarounds if time permits.
By ____________________

1. ____________________________

2. ____________________________

3. ____________________________

4. ____________________________

5. ____________________________

6. ____________________________

7. ____________________________

8. ____________________________
A bird's-eye view of the Forbidden City.

Great courtyard of the Gate of Supreme Harmony and the Inner Golden River Bridge.

BEST COPY AVAILABLE
Jade Ribbon Bridge at the Summer Palace

Garden of Harmonious Delights at the Summer Palace
Roasting a duck

Beijing roast duck

Sugar-coated haws on a stick
The Five Themes of Geography Through Art

Overview: Art is a reflection of the culture which it portrays. Observing works of art to glean information about geography gives students exposure to fine art while giving them an experience in critical thinking by discerning which themes are evident in each print.

Time: One or two class periods depending on the class discussion and students' prior knowledge of the five themes. Before attempting this activity, teacher should lead the class through the expert sheet, adjusting it to the appropriate grade level.

Materials:
- 5 theme worksheet
- works of art depicting China

Objective: Students will analyze pictures for clues to 5 themes in China.

Procedure:
- Give one picture and worksheet to each child, pair of students, or group to analyze. After completing their worksheet, discuss findings as a class. This activity is a great catalyst for a writing activity.
EXPERT SHEET

LOCATION: Where Is _____________?

Location of a place is its position on the earth's surface. Location tells where people and places are. You use directions to tell where a place is or where a place is compared to other places.

Find a place that you want to learn more about. It can be a city, a body of water, or a land form. Write its name: _____________

RELATIVE LOCATION

The relative location of a place describes it in relation to other places. Cardinal directions and Intermediate directions can be used for relative location. Find the location of your place on a map or globe. Answer as many of the following questions as you can.

On what continent is your place located?

In what region is your place located?

Name one place located to the south of your place.

Which country is east of your place?

What country is north of your place?

ABSOLUTE LOCATION

The absolute location of a place is exact. For home, absolute location is the street address. For other absolute locations, latitude and longitude are used.

Find the latitudes and longitudes of your place.
Latitude (north or south) ______ to _______
Longitude (east or west) ______ to _______

REASONS FOR LOCATION

There are many reasons places are located where they are. Look at the location of your place, and see if you can explain why it's location plays an important part in it's existence.

Write two sentences that describe the location of your place.
EXPERT SHEET

PLACE: What Is _________ Like?

Place tells what makes the place special and what makes it different from every other place. Each place has its own characteristics. The land forms, climate, plants, animals, people, culture, and work that set it apart from other places.

NATURAL CHARACTERISTICS
Natural characteristics include plant and animal life as well as land forms, bodies of water and climate.

What is the climate of your place in the summer?
What is the climate like in the winter?
Name two kinds of plants and animals that originated in your place.

2 plants:
2 animals:

CULTURAL CHARACTERISTICS
The people in a place develop cultural characteristics. The building structures, factories, crops, transport systems are such features.

What language do most people speak?
What customs and religions do people follow?

What are the main ways people earn a living?

What percentage of other people (labor force) work in industry?

Compare a population map and a highway map. Do you see a relationship between the two maps?

What do people do for fun in this place? Underline the things you’ve done, too.
HUMAN AND ENVIRONMENTAL INTERACTION: How Do People Live in ________?

Human and environmental interaction shows how people can cause change and how an area can change people. People can bring about change by how we work, and use resources. An environment can change how people live, work, eat, dress, and travel. There are many human environments in the world.

PEOPLE DEPEND ON THE ENVIRONMENT

People must use their environment to meet basic needs for water, food, clothing, transport system, and shelter.

What basic needs are met by these people?

What main crops and animals do the farmers raise?

Name three resources, and tell how they are used? (what products come from these resources)

PEOPLE ADAPT TO THE ENVIRONMENT

People have to adjust or adapt to the many conditions we live in.

What do the houses look like?

What are the climates and how do they require people to adapt?

What products show an adaptions to the environment?

PEOPLE CHANGE THE ENVIRONMENT

Some environmental conditions cannot be changed, but others are changed directly or indirectly.

Give an example of how the people have either adapted or changed their environment?

How has the population affected their forest areas?

Do you think the people have hurt or helped their environment here?
EXPERT SHEET

MOVEMENT: How Do People, Things, and Ideas Move in ________?

Movement is when people, products, resources, and ideas move from one place to another. People and things from distant places affect us every day. We receive messages from people that we never meet, and their ideas come to us in a variety of ways.

What are the favorite sports or foods?

Name a popular or famous person or group with these people?

LINKAGES WITH OTHER PLACES

We are linked in many ways. Roads, railroads, telephones, airports and computers are physical links or connections. Ideas, perceptions, and birthplaces are mental links that we make with other places.

What waterways are in and near?

Did people who live here move there from other areas in the world? Which areas?

Name three customs, foods, religions, or ideas that came from a different country?

GOODS AND PRODUCTS

We buy many goods and products made in other countries.

Name three goods or resources that is imported to here.

Name three goods or resources that is exported from here.

When products are sold to the U.S. in which direction are they shipped?

What nations would be easiest to trade with from this area?
EXPERT SHEET

REGION: How Are Different Places in ________ alike?

Region tells how places in an area are alike. Regions are large areas that are different from the areas around it because of cultures, land forms, climates, governments, and ways of living.

Name a region from here that you want to learn more about.

On what continent is this region located?

NATURAL REGIONS
Natural regions are features that all the places in the region share.

What do the different places in this region share?

___ land forms ___ climate ___ vegetation ___ land use
(plains)
(mountains)
(coastal)
(water)

Tell where the region is located compared to two other places on the map.

CULTURAL REGION
Cultural regions are features that people create. What do the different places in this region share?

___ crops ___ farm animals ___ culture ___ industries
___ religion ___ government ___ history ___ language
___ trade ___ ethnic groups ___ economy ___ (other) ______

Give an example of two of these features.

REGIONS CAN CHANGE
A region's features can change in character, shape or size.

Describe in a few sentences how this could happen to this region.

Name one way that this region is alike and one way that it is different from the region where you live.
Directions: list the things you see which are indicative of a particular theme.

Artist: __________________________________________

Title: __________________________________________

1. Location

2. Place

3. Human/Environment Interaction

4. Movement

5. Regions

Directions: list the things you see which are indicative of a particular theme.

Artist: __________________________________________

Title: __________________________________________

1. Location

2. Place

3. Human/Environment Interaction

4. Movement

5. Regions
THE ELEMENTS OF CULTURE

TIME

Time Line of Important Historical Events

Years of Existence

GEOGRAPHY

Location
  Exact

  Relative

Place
  Physical

  Human characteristics

Human/Environment Interaction
  Evidence of exploited resources

  Changes in the landscape
Changes in air, water, or soil

Movement

Movement of people, goods, or ideas

Impact of immigration

Transportation routes

Regions

Number of regions within the area

Number of larger area to which it belongs

FOOD

Crops Grown

Methods of Production

Domesticated Animals
RELIGION

Beliefs - Gods

Practices - Rituals

Rites of Passage

Treatment of the Dead

GOVERNMENT

Type of Government

Leaders - What type? How were they chosen?

Political Boundaries
CLOTHING AND ADORNMENT

Materials Used for Clothing

Style of Clothing - Description of Pieces Worn

Jewelry - Decorative Items - Body Adornment

BUILDING STRUCTURES

Description of Dwellings

Structures Other Than Dwellings

Building Materials

LANGUAGE AND NUMBER SYSTEM

Spoken Language

Written Language

Number System

Use of Number System
Laws or Rules

Penalties

War and Peace

TRANSPORTATION

Type

Materials Used

Use

PEOPLE - Community and Advancement of Culture

Types of Family Groupings

Marriage - How are mates chosen?

Training of Children
Family Life

Recreation - Games, Use of Free Time

Education

ECONOMICS

Professions and Trades

Division of Labor

Technology
Exchange and Distribution of Goods

Currency Used

FINE ARTS

Music and Dance

Literature, Oral Traditions, and Drama

Visual Arts

VALUES, ETHICS, AND SYMBOLS

Values - What is important to the people?

Ethics

Symbols
Culture Capstones

I. Time

II. Geographic Setting:
   A. Land forms
   B. Bodies of water
   C. Climate
   D. Time Zones

III. People
   A. Language
   B. Number system
   C. Food
   D. Clothing
   E. Family life
   F. Building structures
   G. Recreation

IV. Values

V. Moral Principles

VI. Symbols and Mottos
VII. Religion
   A. Beliefs
   B. Practices
   C. Ceremonies
   D. Festivals
   F. Rites of passage

VIII. Government
   A. Type of government
   B. Leaders
   C. Political boundaries
   D. Laws
   E. Enforcement

IX. Economics
   A. Currency
   B. Division of Labor
   C. Professions and trades
   D. Technology

X. Fine Arts
   A. Music
   B. Dance
   C. Drama
   D. Literature
   E. Visual arts
WHERE IN THE WORLD IS WU CHANG?

This geography treasure hunt is suited to fifth and sixth grade. However, I wrote it for my second graders who obviously could not complete it themselves. I chose portions of the hunt and conducted the hunt verbally while telling them the story. They had two maps of China on their desks while they hunted. I told them a portion of the hunt every day for two weeks. The suspense was fun for them.

Social studies teachers may wish to add a challenging dimension by adding questions that require using a scale of miles.

This lesson should come toward the end of the geography unit so that the students have some familiarity with the geography of China.
Where in China is Wu Chang?

Welcome to the challenge! Your name is Peter Wong, school detective. Your mission is to follow the trail of the missing professor, “Daring Wu Chang.” He disappeared from Beijing Normal University and has set off on a strange and dangerous journey. To track him, you must retrace his steps using the clues below, the map of China, and books in your classroom on China. You and your ancient assistant (your teacher) will have to use all of your map skills to catch the rascal. Answer as many questions as you can along the way. Ready, set, GO!

1. It’s been days since you sent out a “Missing Person” description of Wu Chang to all police in China. Then, suddenly, your office get a phone call from police on a Chinese Island east of a strait, saying he just spotted Wu Chang.

   What is the name of the island where Wu Chang was seen? ________________

   It is east of what strait? __________________________

2. By the time you get there the next day, Wu Chang is gone. He was last seen heading towards a city whose two words rhyme.

   What is the name of this city close to Guangzhou? __________________________

3. Rent a junk and head toward the setting sun.

   On what river are you sailing? __________________________

4. When you reach the end of the river, trade your boat for a horse.

   When you mount your horse, you will be north of what country that borders China?

   __________________________ How many countries border China? __________________________

5. Continue riding west until you see a geographical formation that covers 1/3 of China’s land.

   What are these mountains called? __________________________

   What is the highest mountain this range, which is called Qomolangma by the Chinese? __________________________

   These mountains are on the border of what two countries? __________________________

_________________________
6. At dawn, your eyes rise to witness the largest plateau in the world. A plateau is a flat, elevated area of land. You take your horse to the capital city in the autonomous region where the world's highest mountains reside. Go to a monastery where you see a statue of the Buddha. Ask a monk for a letter that was left for you.

What is the name of this city? ________________

What is the name of this region which is called "the roof of the world."

7. You are shocked when you see where your adventure leads you! You must give your horse to a Sherpa guide who will lead you over high trails in the mountains. You are encouraged because this Sherpa led Wu Chang over the same trail only one week ago. You are headed for the mountains which are the source of China's two greatest rivers.

What mountains are your destination? ________________________________

8. When you reach the mountains, you stop at a small village where you purchase a scarf, water, and supplies to cross one of the world's hottest deserts. This desert is so hot that raindrops evaporate before they touch the ground. The Sherpa guide refuses to go into this desert and finds a nomad who is willing to take you across the treacherous land. You are worried because of the amount of money you have to spend to buy two camels for you and your guide.

What desert looms before you? ________________________________

What is the name of the currency you traded your American money for in the capital city? ________________

9. Your journey is uneventful on the first day. Although you and your guide do not speak the same language, you seem to communicate easily enough. At dawn during the second day, huge, shifting sand dunes seem to be moving. The guide motions you to cover your face to protect yourself from the sandstorm while he pitches a tent. You try to ask him how long you can expect to be holed up in this canvas prison. He uses his fingers to let you know that you could be there for days! Finally, you see air without sand particles. It seems longer than two days since you didn't have sand in your teeth. You've had your fill of deserts, but alas! The letter with the hand-drawn map points you to another one of the world's biggest deserts. Much of this desert is on the northern border of China. This desert is made up mainly of rock and gravel.

What is the name of this desert? ________________________________

What country borders the desert with China? ________________________________

10. The nomad indicates that he must leave and assures you that the map is clear enough for you to follow. He also tells you that you will need to rent a sampan when
you travel south to reach the river which is known as “China’s Sorrow.” You are glad that you are in an area that has fertile topsoil. The yellow-gray dust of the desert is rich in lime. With the wheat in the background, you purchase potatoes, cabbages, tomatoes, melons, onions, and corn to place in your backpack for the trip ahead. This will be the only portion of the trip where you will have to be on foot.

What is the name of the river? ___________________________

11. You know you are close to the river when you see the dikes. Dikes are high banks of earth along the edges of rivers. Over 4,000 years ago, an engineer named Yu and many workers were successful in a project to build dikes to protect people from the overflow of this river which had caused much damage and killed many people. The people were so grateful that they made Yu an emperor. Legend has it that this river did not flood for 1,000 years after Yu’s accomplishment.

What is the name of this river? __________________________

12. As you travel along the river, you see how the water is diverted to irrigate paddies and create fish farms. You stop at one of these farms to buy some carp to eat for dinner. It has been a long time since you’ve seen a horse, and the prospect of riding one again appeals to you. You buy your horse just before you see a huge wall ahead of you.

What is the crop that is grown in these paddies? _______________________

What is the name of the wall that you see? __________________________

13. You ride your horse on the largest structure in the world. It curves along three provinces. You remember that your next clue to the whereabouts of Wu Chang will be found on this walkway of great square stones. It has been so long since you’ve looked at the letter that you read it again and almost miss your connection. A woman who is a part of the culture that comprises 94% of the Chinese population will hand you directions. You will know her because she will be wearing a Phoenix Suns t-shirt. You try to spot the purple and orange of the familiar Phoenix Suns logo. It is difficult because there are hundreds of tourists ahead. You turn around from where you just came and see her also appearing to be searching for something. You exchange pleasantries and she hands you envelope number two.

What is the name of the culture to which the woman belongs? ________________

What language does she speak? ________________________________

14. The other tourists are not happy about you being on a horse. You are able to trade the horse for supplies with a man who is leaving the wall. The letter says you are to leave the wall at the capital city and head for the largest public square in the world. Your next clue will be under the picture of the first leader of the Chinese Communist
Party.

What is the capital of China? ____________________________

What is the name of the public square? ____________________________

Who is in the large picture? ____________________________

15. You know you're headed in the right direction on the square when you see a Phoenix Suns t-shirt in the distance. You walk with your source through a huge gate where ordinary people were not allowed in ancient times. You are glad that it is the twenty-first century because you are not a member of the emperor's family or a government official and you are still allowed to enter. Your guide tells you that you are on the last part of your journey. Although you are glad to be in a large city, you weren't prepared for the millions of people or all of the bikes that crowd the streets.

What is the name of the place where ordinary people weren't allowed in ancient times? ____________________________

16. You leave your new friend at the longest canal in the world. He tells you that your next contact will be in the largest city in China. He warns you that there are many foreign visitors which will make it necessary to really keep your eyes open for your next clue. Since this city is a major port, it is a leader in business and trade. You are to look for a young man in - you guessed it - a Phoenix Suns t-shirt. He will be selling a device used from ancient times to the present for addition.

What is the name of the longest canal in the world? ____________________________

What is the name of the largest city in China? ____________________________

What is the name of the device used to add? ____________________________

17. As you travel along the canal, the weather is warm and humid. Another tourist in your boat tells you that 90% of China's people live along the coastal plains because of the fertile land. The smell of manure permeates the air. The terraced fields are a beautiful site. The beasts of burden stare at us as we go by.

Name a crop seen on your trip. ____________________________

What are the large animals that you see? ____________________________

What is the name of the sea east of the canal? ____________________________

18. You reach the largest city in China and head for the port. It is difficult to locate your next connection because of the tourists. You stop to eat along the water. You have gotten pretty good at using the eating tools used in China. There are some boats
with sails loaded with cargo drifting idly in the harbor. As you finish your meal, you hear a male voice saying thank you in Chinese.

What are the eating tools called that are used in China? ______________________________

What are the boats that are loaded with cargo? ______________________________

How do you say thank you in Chinese? ______________________________

19. You approach the young man in the purple and orange t-shirt and are surprised that he speaks English. He tells you that he is from the U.S. and is attending a university in Beijing. Selling his handmade wares is his summer job. Wu Chang was his favorite teacher at Beijing Normal University. He has committed to help you find Wu Chang. He has been in contact with Wu Chang’s father who lives in a city south of the largest city in China. The father said that he would speak with us in a park any morning when he finished his exercises with his other elderly friends. He stays and chats with his friends after this daily ritual.

What is the name of the first city south of the largest city in China? __________________

What is the name of the exercise that is popular all over China? __________________

20. Your new friend tells you that he will accompany you on the rest of the trip. You are glad to have some companionship. Although it has been an interesting adventure, you really are quite lonely because you don’t speak Chinese and have become frustrated on many occasions because of the communication problems you have had. You take the train to Hangzhou to meet the father of the elusive Wu Chang. As he told my new friend, Bobby Tang, Wu Chang’s father was relaxing with his friends sitting on a wall. Each of the men wore a beret, balanced a cane on the ground, and sported long goatees. Bobby asked the gentlemen which one was the father of Wu Chang. The man on the end turned around and showed the logo of Beijing Normal University. He was very proud of his son’s education. He told Bobby the only reason he agreed to meet with us was because of Bobby’s concern for the safety of Wu Chang. When you explain to Mr. Wu that the police are involved in searching for his son, he agrees to cooperate in locating Chang. He asks us to follow him to his home. We hear him opening and closing drawers in another room. His activities are cloaked in secrecy. When he returns to the front room, he hands us an envelope and tells us not to open it until we go to see Chang’s brother in the Venice of the East. He is living in a houseboat on a canal. It is a city west of the largest city in China.

What is the name of the Venice of the East? ______________________________

We crisscross canals in tourist boats until we see a houseboat with the symbol of Beijing Normal University on the door. We ask our captain to pull over so that we can knock on the door. Bobby recognizes Wu Chang’s brother right away because he was a guest speaker at the university once. I am clueless as they converse in
Chinese. He tells Bobby that his father called and told them of their impending visit. It is time to open the envelope. We open it and money tumbles to the floor. We are to go immediately to the airport in the largest city and purchase two tickets to a city located deep in the mountains with limestone peaks. There are valleys, rice fields, and underground caves. We are excited because this city is supposed to have the most beautiful scenery in China. This city is south of the fourth longest river in the world. The river's name means "Great River" in Chinese.

What is the name of the city to which we are flying? 

What is the name of the fourth longest river in the world? 

21. We both want a window seat as we fly over China's most productive agricultural regions. The terraced fields grow over 1/2 of China's food staple. This area is called China's ______ bowl. We land at the airport where we are met by two of Wu Chang's university colleagues. They decide that we need to have a few days to relax. After we check in to our hotel, we head for the hills. After a refreshing swim in the Li river, we are ready for a good meal and bed. Our new friends tell us to be ready at 8 a.m. because we would be heading northwest on a day trip to the home of the Grand Buddha. This structure is more than 70 meters tall and overlooks three rivers. It was built to protect water travelers.

What is the name of the home of the Grand Buddha? 

22. After another good night of rest, we are anxious to reach the end of our quest. Our friends tell us that tomorrow we will meet Wu Chang. We pass nature reserves where a popular animal of China lives. There are fewer than 1000 of them left in the world.

What lives in the reserves that you pass? 

23. We have a serene feeling as we view the Grand Buddha. It seems fitting that we should be here the day before we meet Wu Chang. We board a plane south of China's Sorrow to fly to a city where 7000 terra cotta soldiers were unearthed in modern times. They were found with weapons, chariots, and bronze horses. The first emperor of the Qin Dynasty had them built to accompany him for eternity.

What is the name of the city where the terra cotta soldiers were found? 

What is the name of the emperor that ordered the soldiers to be made? 

24. We had read about the terra cotta soldiers in school and the National Geographic and could hardly believe that we were about to see them! We entered the dim area where the terra cotta soldiers were guarding below the surface of the sidewalk where tourists walked. Wu Chang's brother was the only one who knew where his brother was and why he was here. He told us that he was wearing - you guessed it - a Phoenix Suns t-shirt! As we walked around the first corner we could see partially
buried soldiers seemingly struggling to enter the twenty-first century. Lights were propped at an angle near one of the soldiers. We saw a man gently scraping an arm of a soldier. Bobby yelled, "Mr. Wu. I'm so happy to see you." Mr. Wu motioned him to be quiet and made his way to the walkway we were on. He shook Bobby's hand and greeted his colleagues with a look that was a mixture of friendliness and defeat. After introductions, I explained that I was aiding the police in Beijing because he was feared dead.

He laughed and said, "I'm not dead, but I've certainly been out of sight. I was under a vow of complete secrecy on an archaeological dig that would unearth another chariot. Now I'll never know if I could have found it. Oh, well! I wouldn't want all of the police in China looking for me. I thought these soldiers would keep my secret. My father was the only one that knew my mission. His wisdom convinced me that I could not pursue my dream if many friends and colleagues were in pain fearing for my destiny. Let me show you around."

Our mission was over. We had found Wu Chang. A happy feeling was tempered by the thought that we had robbed a world-famous archaeology professor of his lifelong dream. Maybe he'll get another opportunity. I hope so!
Where in China is Wu Chang?

Welcome to the challenge! Your name is Peter Wong, school detective. Your mission is to follow the trail of the missing professor, "Daring Wu Chang." He disappeared from Beijing Normal University and has set off on a strange and dangerous journey. To track him, you must retrace his steps using the clues below, the map of China, and books in your classroom on China. You and your ancient assistant (your teacher) will have to use all of your map skills to catch the rascal. Answer as many questions as you can along the way. Ready, set, GO!

1. It's been days since you sent out a "Missing Person" description of Wu Chang to all police in China. Then, suddenly, your office get a phone call from police on a Chinese Island east of a strait, saying he just spotted Wu Chang.

What is the name of the island where Wu Chang was seen? Taiwan

It is east of what strait? Taiwan Strait

2. By the time you get there the next day, Wu Chang is gone. He was last seen heading towards a city whose two words rhyme.

What is the name of this city close to Guangzhou? Hong Kong

3. Rent a junk and head toward the setting sun.

On what river are you sailing? Xi River

4. When you reach the end of the river, trade your boat for a horse.

When you mount your horse, you will be north of what country that borders China?

Vietnam How many countries border China? 11

5. Continue riding west until you see a geographical formation that covers 1/3 of China's land.

What are these mountains called? Himalayans

What is the highest mountain this range, which is called Qomolangma by the Chinese? Mt. Everest

These mountains are on the border of what two countries? China Nepal
6. At dawn, your eyes rise to witness the largest plateau in the world. A plateau is a flat, elevated area of land. You take your horse to the capital city in the autonomous region where the world's highest mountains reside. Go to a monastery where you see a statue of the Buddha. Ask a monk for a letter that was left for you.

What is the name of this city? Lhasa

What is the name of this region which is called "the roof of the world." Tibet

7. You are shocked when you see where your adventure leads you! You must give your horse to a Sherpa guide who will lead you over high trails in the mountains. You are encouraged because this Sherpa led Wu Chang over the same trail only one week ago. You are headed for the mountains which are the source of China's two greatest rivers.

What mountains are your destination? Kunlun Mountains

8. When you reach the mountains, you stop at a small village where you purchase a scarf, water, and supplies to cross one of the world's hottest deserts. This desert is so hot that raindrops evaporate before they touch the ground. The Sherpa guide refuses to go into this desert and finds a nomad who is willing to take you across the treacherous land. You are worried because of the amount of money you have to spend to buy two camels for you and your guide.

What desert looms before you? Taklimakan

What is the name of the currency you traded your American money for in the capital city? Yuan

9. Your journey is uneventful on the first day. Although you and your guide do not speak the same language, you seem to communicate easily enough. At dawn during the second day, huge, shifting sand dunes seem to be moving. The guide motions you to cover your face to protect yourself from the sandstorm while he pitches a tent. You try to ask him how long you can expect to be holed up in this canvas prison. He uses his fingers to let you know that you could be there for days! Finally, you see air without sand particles. It seems longer than two days since you didn't have sand in your teeth. You've had your fill of deserts, but alas! The letter with the hand-drawn map points you to another one of the world's biggest deserts. Much of this desert is on the northern border of China. This desert is made up mainly of rock and gravel.
What is the name of this desert? Gobi

What country borders the desert with China? Mongolia

10. The nomad indicates that he must leave and assures you that the map is clear enough for you to follow. He also tells you that you will need to rent a sampan when you travel south to reach the river which is known as "China's Sorrow." You are glad that you are in an area that has fertile topsoil. The yellow-gray dust of the desert is rich in lime. With the wheat in the background, you purchase potatoes, cabbages, tomatoes, melons, onions, and corn to place in your backpack for the trip ahead. This will be the only portion of the trip where you will have to be on foot.

What is the name of the river? Yellow River

11. You know you are close to the river when you see the dikes. Dikes are high banks of earth along the edges of rivers. Over 4,000 years ago, an engineer named Yu and many workers were successful in a project to build dikes to protect people from the overflow of this river which had caused much damage and killed many people. The people were so grateful that they made Yu an emperor. Legend has it that this river did not flood for 1,000 years after Yu's accomplishment.

What is the Chinese name of this river? Huang Ho

12. As you travel along the river, you see how the water is diverted to irrigate paddies and create fish farms. You stop at one of these farms to buy some carp to eat for dinner. It has been a long time since you've seen a horse, and the prospect of riding one again appeals to you. You buy your horse just before you see a huge wall ahead of you.

What is the crop that is grown in these paddies? rice

What is the name of the wall that you see? The Great Wall of China

13. You ride your horse on the largest structure in the world. It curves along three provinces. You remember that your next clue to the whereabouts of Wu Chang will be found on this walkway of great square stones. It has been so long since you've looked at the letter that you read it again and almost miss your connection. A woman who is a part of the culture that comprises 94% of the Chinese population will hand you directions. You will know her because she will be wearing a Phoenix Suns t-shirt. You try to spot the purple and orange of the familiar Phoenix Suns logo. It is difficult because there are hundreds of tourists ahead. You turn around from where you just came and see her also appearing to be searching for something. You exchange pleasantries and she hands you envelope number two.

What is the name of the culture to which the woman belongs? Han
14. The other tourists are not happy about you being on a horse. You are able to trade the horse for supplies with a man who is leaving the wall. The letter says you are to leave the wall at the capital city and head for the largest public square in the world. Your next clue will be under the picture of the first leader of the Chinese Communist Party.

What is the capital of China? Beijing

What is the name of the public square? Tiananmen Square

Who is in the large picture? Mao Zedong

15. You know you’re headed in the right direction on the square when you see a Phoenix Suns t-shirt in the distance. You walk with your source through a huge gate where ordinary people were not allowed in ancient times. You are glad that it is the twenty-first century because you are not a member of the emperor’s family or a government official and you are still allowed to enter. Your guide tells you that you are on the last part of your journey. Although you are glad to be in a large city, you weren’t prepared for the millions of people or all of the bikes that crowd the streets.

What is the name of the place where ordinary people weren’t allowed in ancient times? Forbidden City

16. You leave your new friend at the longest canal in the world. He tells you that your next contact will be in the largest city in China. He warns you that there are many foreign visitors which will make it necessary to really keep your eyes open for your next clue. Since this city is a major port, it is a leader in business and trade. You are to look for a young man in - you guessed it - a Phoenix Suns t-shirt. He will be selling a device used from ancient times to the present for addition.

What is the name of the longest canal in the world? Grand Canal

What is the name of the largest city in China? Shanghai

What is the name of the device used to add? abacus

17. As you travel along the canal, the weather is warm and humid. Another tourist in your boat tells you that 90% of China’s people live along the coastal plains because of the fertile land. The smell of manure permeates the air. The terraced fields are a beautiful site. The beasts of burden stare at us as we go by.

Name a crop seen on your trip. rice, wheat, barley, peanut, lichees, citrus fruits, sweet peas, sugar cane, tea
What are the large animals that you see? water buffalo

What is the name of the sea east of the canal? Yellow Sea

18. You reach the largest city in China and head for the port. It is difficult to locate your next connection because of the tourists. You stop to eat along the water. You have gotten pretty good at using the eating tools used in China. There are some boats with sails loaded with cargo drifting idly in the harbor. As you finish your meal, you hear a male voice saying thank you in Chinese.

What are the eating tools called that are used in China? chopsticks

What are the boats that are loaded with cargo? junks

How do you say thank you in Chinese? xiexie - pronounced shi-eh, shi-eh

19. You approach the young man in the purple and orange t-shirt and are surprised that he speaks English. He tells you that he is from the U.S. and is attending a university in Beijing. Selling his handmade wares is his summer job. Wu Chang was his favorite teacher at Beijing Normal University. He has committed to help you find Wu Chang. He has been in contact with Wu Chang’s father who lives in a city south of the largest city in China. The father said that he would speak with us in a park any morning when he finished his exercises with his other elderly friends. He stays and chats with his friends after this daily ritual.

What is the name of the first city south of the largest city in China? Hangzhou

What is the name of the exercise that is popular all over China? Tai Chi

20. Your new friend tells you that he will accompany you on the rest of the trip. You are glad to have some companionship. Although it has been an interesting adventure, you really are quite lonely because you don’t speak Chinese and have become frustrated on many occasions because of the communication problems you have had. You take the train to Hangzhou to meet the father of the elusive Wu Chang. As he told my new friend, Bobby Tang, Wu Chang’s father was relaxing with his friends sitting on a wall. Each of the men wore a beret, balanced a cane on the ground, and sported long goatees. Bobby asked the gentlemen which one was the father of Wu Chang. The man on the end turned around and showed the logo of Beijing Normal University. He was very proud of his son’s education. He told Bobby the only reason he agreed to meet with us was because of Bobby’s concern for the safety of Wu Chang. When you explain to Mr. Wu that the police are involved in searching for his son, he agrees to cooperate in locating Chang. He asks us to follow him to his home. We hear him opening and closing drawers in another room. His activities are cloaked in secrecy. When he returns to the front room, he hands us an envelope and tells us not to open it until we go to see Chang’s brother in the Venice of the East. He is living in a houseboat on a canal. It is a city west of the largest city in China.
What is the name of the Venice of the East? Suzhou

We crisscross canals in tourist boats until we see a houseboat with the symbol of Beijing Normal University on the door. We ask our captain to pull over so that we can knock on the door. Bobby recognizes Wu Chang’s brother right away because he was a guest speaker at the university once. I am clueless as they converse in Chinese. He tells Bobby that his father called and told them of their impending visit. It is time to open the envelope. We open it and money tumbles to the floor. We are to go immediately to the airport in the largest city and purchase two tickets to a city located deep in the mountains with limestone peaks. There are valleys, rice fields, and underground caves. We are excited because this city is supposed to have the most beautiful scenery in China. This city is south of the fourth longest river in the world. The river's name means “Great River” in Chinese.

What is the name of the city? Guilin

What is the name of the fourth longest river in the world? Yangtze

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What is the name of the home of the Grand Buddha? Leshan

22. After another good night of rest, we are anxious to reach the end of our quest. Our friends tell us that tomorrow we will meet Wu Chang. We pass nature reserves where a popular animal of China lives. There are fewer than 1000 of them left in the world.

What lives in the reserves that you pass? pandas

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What is the name of the city where the terra cotta soldiers were found? Xian

What is the name of the emperor that ordered the soldiers to be made? Qin Shi Huang
24. We had read about the terra cotta soldiers in school and the National Geographic and could hardly believe that we were about to see them! We entered the dim area where the terra cotta soldiers were guarding below the surface of the sidewalk where tourists walked. Wu Chang's brother was the only one who knew where his brother was and why he was here. He told us that he was wearing - you guessed it - a Phoenix Suns t-shirt! As we walked around the first corner we could see partially buried soldiers seemingly struggling to enter the twenty-first century. Lights were propped at an angle near one of the soldiers. We saw a man gently scraping an arm of a soldier. Bobby yelled, "Mr. Wu. I'm so happy to see you." Mr. Wu motioned him to be quiet and made his way to the walkway we were on. He shook Bobby's hand and greeted his colleagues with a look that was a mixture of friendliness and defeat. After introductions, I explained that I was aiding the police in Beijing because he was feared dead.

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Our mission was over. We had found Wu Chang. A happy feeling was tempered by the thought that we had robbed a world-famous archaeology professor of his lifelong dream. Maybe he'll get another opportunity. I hope so!
CLOSING THE BOX

By this point, your students should have the salt dough map inside the bottom of the pizza box. The inside of the lid will have the Geopoem and illustrations on it. The outside cover of the box will have the three-dimensional map. You are now ready to put on the finishing touches.

The following Chinese designs should be copied for students to choose. They should be colored and cut in strips, then glued to the outside rim of the pizza box. None of the original box will be showing.

All of the maps, worksheets should be put inside the box so that the children have all of the information about the geography of China at their fingertips. If you want to display them at a parent information night, mount the maps on a poster board above the pizza box.

Use your best China!!
The Chinese artist's palette uses the beauty of nature, the seasons of the year and every season of a person's life from birth to old age. The crossed paths, or gammadion symbol (two versions below) is often seen and symbolizes the four directions plus center; the human race. The Lotus flower symbol, signifying marriage, is very evident in their art. Every part of this highly prized plant is used by the Chinese culture; the roots make cooling beverages, the leaves are used to cover food in cooking, the flowers are used for decoration and to make fragrances. Chinese surround themselves with beauty; lacy wooden latticework panels adorn palaces and homes, pairs of protective animal figurines stand guard at doorways and gates, and rich embroidered fabrics and tapestries are covered with motifs featuring nature symbols from every season.
China
China

Symbols and their Meanings

- human race
- shell: victory (lo)
- moon (ch'ien)
- dragon (lung)

- pine: immortality
- peony: spring

- balance and harmony (yin-yang)
- spinning wheel: law (lun)

- lotus: marriage

- fish: abundance (yu)

- chrysanthemum: joy in retirement

- good luck
- sun (chu)
- three stars (hsing chen)

- cloud and thunder symbol
What If?

A Curriculum Project
Designed to Expand the Student’s Perspectives of China

by

Lani Nahleen Pang

Fall 1999
WHAT IF?

Project Statement

The purpose of this project is to develop a curriculum unit with clear goals, breadth and balance, relevance, continuity and coherence. Common goals among all educators when formulating a curriculum unit is to develop students’ knowledge, higher order thinking, creativity, learning skills and attitudes.

With all these things in mind, along with the interests of my specific student population (predominantly second generation Chinese-American teenagers), my project was tailored to meet the needs of my students and my community. However, this unit can be modified and will work with any age group, any ethnicity, and within any humanities-based course.

The main theme of my curriculum unit is: “What if...?”. Its premise is what if they were growing up in China or Hong Kong right now instead of the United States. What would life be like. We start with an interview process, move into research, then using their imagination - speculate on their life now if they were in China. Then the individual essays are consolidated into group work and then actualized into an end of the semester play which is videotaped. At the end of the semester, within one class, we will have five plays complete with cultural background, educational context, dialogue, and action. Ultimately, we have developed not only our minds but a deeper understanding of both the American and the Chinese culture.

Now I would like to outline the procedures by which I developed this project. I have included some excerpts of students’ works, some Chinese cultural highlights and a brief summary of what I learned about the educational system from the Fulbright Seminars by way of illustrating what I am talking about. A reading list is also provided for fellow Fulbright participants and colleagues who wish to pursue further research for this curriculum unit.
WHAT IF...?

Interview

Have students interview someone from China, Hong Kong or Taiwan. If students have someone from their family such as their father or mother, that would be great. Perhaps there is a Chinese community within their locale where there is someone to interview or interview someone from China on the internet.

Step 1: Prepare the students by pointing out the basic questions: Who, What, When, Where, Why

Step 2: Students write an essay based on the interview(s)

Step 3: Students imagine themselves in the interviewee’s position

Purpose of this activity is to encourage students to identify with the thoughts and problems of the interviewee(s) and to be able to ask research questions.

Knowledge Chart

Share with students knowledge/information on education and culture accumulated from China. Then open up discussion to ask research questions for the “What If...?” project.

Step 1: Know: Ask the students to tell you what they know about student life in China.

Step 2: Want to Know: Ask students what they want to know. Break students up into groups of 5-6. Assign questions to each group.

Step 3: Share: After researching the answers students come back to their respective group and share with first their group members and then with the class.

This is a way for students to share what they know and to ask research questions that they will answer during this unit of study. Step 2 is a way to generate many ideas and one idea piggybacks onto the previous one, leading to fresh, new ways of looking at the theme.
Creativity & Imagination

This is a learning strategy that encourages the students to think about the theme of the lesson and to tie it to their own experience.

Step 1: Have students write an essay about what their life would be like if they were growing up in China now. If they could include activities they would participating in during a Chinese holiday, they would be more engaged.
*(list of Chinese holidays included in the back)*

Step 2: Have each student imagine that they are writing to a pen-pal in America inviting them to China, describing what they would be doing together if their friend from America did come to visit. It’s a good idea to have them address the letter to a fellow classmate for it draws deeper student involvement.

Step 3: Have students exchange the letters and respond to them in writing.

This strategy allows the student to think about the topic when they are away from the classroom and makes the student reflect not only on their present life situation but those of someone else’s from a different culture and perspective.

Developing a Story

This represents the cumulation of everything taught, researched, assimilated, and synthesized/created for this unit.

Step 1: Assuming that students have stayed in their groups of 5 members each, ask each group to develop a play about a student(s) in China.

Step 2: Stipulate that the play should have facts and cultural themes learned from research and knowledge gathered in class.
Step 3: Group develops a storyboard with dialogue and action from which a play that will last for 15-20 minutes will be developed and performed. It is suggested that you videotape the plays.

The major objective achieved through this project is not only building community within the classroom but also globally. This strategy helps students to synthesize information, share information, and polish their presentation skills.

Evaluation

This activity revisits what has been learned, gives the students an opportunity to comment on the different plays, and to respond and work together as a group once again.

Step 1: Self, group and audience evaluations of group performances.

Step 2: Televise excerpts from each play.

Step 3: Exchange critiques among groups.

Step 4: Vote for best plays and state reasons for why that group was chosen.

Step 5: Hand out awards to the groups with the best plays.

Step 6: Discuss how students' views of China has been enriched by this curriculum project.

The purpose of this activity reinforces the groups' cohesiveness as they work together again. This time it is in evaluating themselves and the other groups. It not only provides a forum for them to listen to others but also underscores the importance of community, not just locally but globally.
Epilogue

This project was enjoyed by the students and excited them to learn even more about what their contemporaries in China were doing. The play is a good way to consolidate all the information and interpret it personally. The videotaping of it was a good way to motivate the students to do their best for they would be viewing themselves afterwards. The handing out of certificates for best plays was another way to reinforcing diligent work. I will continue to use this curriculum project in the years to come.

As I mentioned earlier, there is a list of Chinese holidays, a suggested reading list, and a short excerpt of some of my students' essays on life in China. Included also is information on education in China with emphasis on the high school level plus a breakdown on three cities: Beijing, Shanghai, and Hong Kong.

Please read through this and I hope that your students will get as much out of this as mine have. My e-mail is:

atalante2@hotmail.com

Let me know what your students learned from this project. Thank you.
Education in China

Since 1978, China has adopted the education policy of “nine years compulsory schooling system”. During this period, students will finish both the primary and junior middle-school program. For higher education, students must pass examinations of all levels. First, one must pass the entrance examination for senior middle schools or middle-level technical schools. Then after two-four years, the student may take the national college exam which takes place on July 7 - July 9. Because of the incredible stress, this period has been nicknamed “Black July”.

Preschool education are for children age 3 to 6. Teaching values and virtues is a main agenda in the school curriculum at this tender age.

Primary school is six years and students are required to take a variety of subjects such as fundamental mathematics, moral education, and the Chinese language plus a foreign language, usually English.

High school education is divided into junior high and senior high. In junior high school, students begin to study chemistry, physics, biology, and geography. It should be noted that English is considered the official second language in most high schools.

It is in senior high school that students are encouraged to pursue a major. The goal for high school is to get at least 95% of the graduates to pass the college entrance exams and to college. The importance of education has been emphasized since Confucius’ time and teachers are still held in high esteem. Whereas in years past teaching was centered around academic studies, there is now a renewed interest in shaping the students morally to be” modest, hardworking, and practical”. In order to attain both goals, intellectually and morally, students are required to take exams in all their subjects. these exams are held in the middle and the end of the semester. They are graded according to a 100 point system wit 60 points as passing. There are only two grades: pass or fail. Those who fail will have o take a make-up exam at the end of the school year. If a students fails in four subjects, he/she will have to stay behind and repeat the school year. Students are allowed to repeat the same grade only once. A student is judged morally first through self-appraisal. Then the head teacher gives an evaluation as well as the parents. Finally the principal makes the evaluation based on all these factors. Despite the recent attention to moral character, the primary focus in senior high school is still the preparation for the national college entrance exams which will determine each student’s path for the rest of his/her life.
Life in Beijing

The average student's schedule is from eight in the morning to twelve noon. They have a lunch break from twelve noon to two o'clock. They either eat their lunch at school or at home. They resume their classes at two o'clock and get out of school at four o'clock. They attend school five days a week, from Monday to Friday. Saturday and Sunday are their days off so they could rest. The school semester is from September to January and from February to July, they have winter vacation, which includes Spring Festival, the biggest holiday in China. They also have a summer vacation. Their holidays are New Year's Day, Labor Day, and National Day.

A typical four-story campus has thirty classrooms. It has two computer labs, music classroom, and a science lab. The school has a library where the students can do their research or study. It also has an auditorium and a fitness center with karaoke and disco. There is a dining hall for the students who eat their lunch on campus. There is also a playground for the students to play with.

At the end of the year, the students must take an exam to determine whether they pass or fail the courses they are taking. Examinations are usually based on a hundred point system, a hundred points represent full marks and sixty points means you passed. If the first time you take the exam and you fail, there is only one make-up exam. That's the only chance you have to try to pass the course, there is no second chance. If you fail the exams then you are required to repeat the grade or you might be asked to discontinue schooling. Students are allowed to repeat a grade no more than twice throughout their period of study at a school and to repeat the same grade only once. If you fail four subjects, you must take that school year again. The Beijing No. 8 Middle School was ranked as the top one percent of the high schools in Beijing. Students must receive a very high score in a standard comprehensive entrance exam, which includes subjects such as math, Chinese, literature, physics, chemistry, English, political science. It also involves other factors such as achievements in sports and arts.

Students are encouraged to participate in extracurricular activities such as dancing, sports, calligraphy, drawing, photography, and taiji. By being involved in these activities, students can unwind and have fun. They can take a break from their academic career and just relax. When the students are not tense, they can do better in school.

Students are not allowed to be late to class. You can not leave class early or be absent without a good reason. You have to get permission to leave early or be absent. If a student is absent for more than a maximum number of absence hours allowed by the teacher, then he or she will lose eligibility to take part in final examinations or even his or her status as a student.
Each school has their own system of handing out awards and penalties. Students who have an excellent academic performance and who abide by the school rules will be given awards. Those who don't follow the rules will be given penalties; the most serious penalty is expulsion.

Students speak Mandarin Chinese, or pu tong hua. It would be difficult for you to get around if you don't speak or read pu tong hua because all the shops and everyone reads and speak that language. Still, the people are glad to help you find your way if you speak a little Mandarin.

People dress casually in the spring and autumn. They usually wear sweaters and other light clothing. In the summer, the temperatures get pretty high so it is most comfortable to wear T-shirts and shorts. In the winter, it is both cold and dry so it is necessary to wear down coats or cotton-padded coats.

Students go home after school if they are not going out with friends. At home, they will do their homework. When they are done, they usually have to look after their younger siblings or do chores such as help mom cook dinner or clean the house. Students know how hard it is for their parents to work to be able to provide for their families so they try the best they can to help their parents out. Students are obedient because they understand what their parents have to go through.
Education in Shanghai

Since 1978, China has adopted the education policy of "nine-year compulsory schooling system", which means all children are required to attend school for at least nine years. During the period, students will finish both the primary school program and the junior middle-school program. For higher education, students must pass examinations of all levels. First, one should pass the entrance examination for senior middle schools or middle-level technical schools. Then after two, three or four years, one may sit in for the national college entrance examination which usually take place on July 7 to 9. Due the grueling weather and the stress one bears all those days, the month of July is widely nicknamed the "black July."

Pre-school Education

Children aged from 3 to 6 usually attend kindergartens near their neighborhoods, where they learn the basics of the native language. And since most of the teachers are female, they are told to play games of all kinds, learn to dance, to sing and to act. Besides, the inculcation of values and virtues such as "Truth, Kindness and Beauty" into the children is one of the top priorities on the teaching agenda among kindergartens and child care centers throughout the country.

Primary School Education

Previously the primary school education requires 5 years and now has been lengthened to six years. During the period, pupils are required to take a variety of subjects such as the Chinese language, fundamental mathematics and moral education. They are also taught to take part in sports and extra-curriculum activities. In recent years, foreign languages such as English become an optional course in the later part of this six-year period.

High School Education
This part of education is divided into two parts: three-year junior high school program and senior. From junior high school, students begin to learn a variety of science subjects such as chemistry, physics and biology. Besides, they are taught the Chinese history and that of foreign countries. Geography is also a required course. Educators of all levels attach great importance to the teaching of English—the official second language—in most of the high schools. At the same time, physical education is enthusiastically encouraged.

Senior high school education is a continuation of that in junior high schools. But it is more than that. Students begin to take greater interest in some specific subject and they are encouraged to do so. In order to create more competition among them, a variety of contests are organized annually in all levels. The "Olympic Series" are the most noticeable ones. Despite this, the most important thing for them is the preparation for the national college entrance examination. Usually, two sets of examinations are designed out of the consideration that students are labeled as science students or arts students.

**Higher Education**

The main task of higher education in China is to train specialists for all the sectors of the country's development. Universities, colleges and institutes, which make up China's higher educational system, offer four- or five-year undergraduate programs as well as special two- or three year programs. Students who have completed a first degree may apply to enter graduate schools.

**Admission**

China's institutions of higher learning operate on a centralized enrolment system in which admissions committees at the provincial level operate under the aegis of the Ministry of Education. As a rule, admission is granted on the basis of academic, physical and moral qualifications; though allowances are made for minority nationality and overseas Chinese candidates.

The nationwide examinations are given during the first ten days of July. The tests themselves, issued by the Ministry of Education, fall into two categories: the humanities, and the sciences and engineering. While candidates may sit for only one of the two, they may list the institutions and departments they wish to enter in order of preference. Enrolment is then determined in the light of examination results. Nonetheless, an brief investigation into their social behavior and moral character is conducted before students are admitted to institutions of higher learning. In a number of fields, specific physical requirements must be met.
Living Accommodation

Chinese university students are provided with on-campus dormitories free of charge, where they live and study during the week. China provides free education at the university level, and those students whose families have financial difficulties receive subsidies. The dormitory, which forms an important part of university life, is run by the students themselves through the students' union under the China Students' Federation, to which all enrolled students belong. In recent years, the number of pay students increases because of the education reform.

Educational programs carried out since the founding of the People's Republic of China in 1949 have paved the way for universal education in China. The focus of China's educational policy is to improve the country's intellectual outlook and bring about competent students in all aspects of China's development.
Student Life in Hong Kong

The Hong Kong education system is divided into four categories: Pre-K, Kindergarten, Primary, and Secondary. The Primary School is from 1st - 6th grades. Secondary is from Form 1 - 7. There are two semesters in a year. Reports are distributed either three or four times a year through a parent conference or by other means depending on what school you go to.

Usually there are four or five classes of about 40 students in the Form 1 - 5 levels. In the Form 6 - 7 level, there are 3 classes because an entrance exam is required before going into the Form 6 level. The entrance exam is much like the SATs we have here, except that it tests you on all the subjects. Only students with the highest scores are allowed to advance since there is limited space. Students who do not pass the test can either find a school on their own or get a job. To prepare students for the test, they have up to at least 14 subjects.

In the Form 1 - 3 level, students take general classes such as: Chinese and English Language, Computer Literacy, Music, Art, Integrate Science, Economics, Geography, Chinese History, Basic Math, Pu Tong Hua, Physical Education, Religious Education, and Home Economics.

The schools have a primary language of either Chinese or English. Usually schools that use English are the more academic ones. If the school uses English, then most of the classes are taught in English.

In the Form 5 - 6 level, the classes are more advanced and difficult. The students take: Chinese and English Literature, Biology, Chemistry, Physics, Additional and Applied Mathematics, Computer Studies, Psychology, Religious Studies, Pu Tong Hua, World History, and Chinese and English Language.

More elective classes are offered in the lower levels. In the upper levels, students are focused on the academics.

If students pass the entrance exam, they'll select either to major in Business, Math/Science, or Art/History for their Form 6 and 7 years. The Business major focuses on accounting, economics, and public affairs. The Math/Science is more of a challenging category because of the higher math level. Finally the Art/History is the memorizing category since the students have to learn world history and geography.

There are usually seven classes, each with 40 minutes. Each day the schedule is different, but the weekly is the same. English, Chinese, Math and Science classes will take up two class periods each day. For example, a student might have Biology for one day, and Chemistry and Physics for two days. All other elective classes take up one period. Students go to school for about seven hours in the summer and eight in the winter. Students get about an hour of lunch everyday. Students are not allowed to pick their classes. Everyone has the same schedule.

The students don't have to move from one classroom to another. Instead, the teachers move. Each morning the students will line up classmates and then proceed into classroom in an orderly manner. A president and vice president are designated for each class. The students are ranked with their classmates according to their grades. Students can join after school activities such as Girl Scouts, Boy Scouts, Language, Dancing, Singing, and Mandarin Club.
Every Student has to wear a uniform. There are both summer and winter uniforms. Besides buying their own books and exercise books, students have to pay the tuition fees. The teachers are very strict. They don't allow skirts to be too short, hair can't be too long and must be tied up, you can't dye your hair, and you can't grow your nails too long.

Hong Kong university level schools have strict codes of conduct. At all times, students are to respect each other. Students are to be honest at all times. Also students are not allowed to cheat, disrupt class, use drugs, deface property, or violate any other campus laws. Students who fail to comply with the standards of conduct are severely punished.
Excerpts from Students’ Interviews

- My father grew up in a fairly small city outside of Beijing. A young idealist, he left home and proceeded to graduate from a prestigious university.

- My mother often goes back to Shanghai to visit her parents. She realizes that there is a big change in Shanghai. In 1998, she told me that all the old, small and low buildings were demolished, replaced by high-rise towers. The city is very modernized. My mother loves Shanghai.

- My mother had to continue her seventh grade year back at the village because there was another war starting to break out; this was when she was fifteen. At the village she helped her auntie garden, feed the pigs, and take the cow out to eat. When it was time to change positions for the rice plants, my mother was responsible to pull them out gently and give it to her auntie to plant in another place.

- My father was born and grew up at Hong Kong. He was not one of the smart ones. When he attended school, he was always in the “C” class with his friends. He told me he never found the need to study for school and did not even try to do good or raise to the “B” class. His friends and he always went to play and eat after school.

- My mom was born on November 11, 1950 in a little village in China. She grew up in very poor circumstances. She often had little to eat, she lived on white rice and sometimes a few vegetables. My mother started to work at an early age by sewing the eyes on little dolls.

- One of the most influential people in my life is my mommy. She was born on September 21, 1954 in Hong Kong.

- My mother was born in the 8th month of the lunar year. Her birthday on an American calendar is September 4, 1948. She was born in Shanghai, China, as the 5th child of the Fong family and the only daughter. She was one out of 7 children as she grew up in Shanghai. In 1951, communists took over China led by Mao Tse Dong.

- I was born in the year of the Ox, so I had a very hard and complex life.

- Life is very hard in China and all the parents are busy doing work trying to support the family and so the children are very independent and are capable of taking care of themselves. For example, When his mom worked in the village and his two older sisters were not available, he would cook dinner for both his mom and himself and at this time he was only five years old.

- The public school that was a mile and a half away began at the first grade level, so dad attended only grades one through six there. He had to walk to school with his
mother at 5:00 AM six days a week to learn such subjects as Cantonese, reading, singing, Chinese history, drawing, and math with the abacus.

- My father was born in a village in China. He did not have the same opportunities for education as my mom did and nothing near the education that I'm getting at Lowell.

- My mom was born in Hong Kong. She’s the sixth oldest of nine. She had five sisters and three brothers. When my mom was very little, she didn’t like school. Each time she saw her teacher, she would cry.

- The years between 1959 and 1961 were the most difficult for her family. Her family lived on tiny rations while having to work all day. Everyday, everyone in her family had only two meals of wild leaves and porridge, none of which filled her constantly empty stomach.

- My father does not know his real birthday, his parents were murdered when he was two years old. My father was born in the communist era. My father was a successful merchant and businessman. He was also a landlord and therefore he and his two wives and most of his children were killed.
Excerpts from “What if my parents stayed in China” Essays

- We would have to take the bus to school since owning a car in Hong Kong was so uncommon. Most of the people who live in Hong Kong take the bus unless, of course, they are wealthy. I would arrive at school with a heavy backpack loaded with books. Everyone would be speaking Mandarin or Cantonese and so would I.

- I would have gone to school where the teachers were very strict and the standards very high. I wouldn’t take education for granted. My whole life would depend on how well I did in school and would have taken it very seriously. I think my whole life would revolve around school and that would have been normal. Here in America, many teenagers’ lives revolve around school also, but it’s considered unhealthy. I am always being told that I need to have a balance life, and that school isn’t everything. But from what my parents have told me, it seems like school in Hong Kong is everything. Mostly because you don’t have as many options of colleges to go to, and you really need to do well in grade school in order to get into one of the few good colleges. That’s a lot of pressure. I don’t think that I would have been able to take it.

- In Hong Kong, the school system is different from America. I would have more loads of work to do. I would have more hours of school. More would be expected of me.

- There, I would have to complete the standard six year high school curriculum in a mere five years. Thusly, I would be taking classes like calculus, advanced physics, Chinese history, calligraphy, and English. The moment I got home, I would probably have to start doing my homework immediately for about 5 hours straight.

- When we reached school, everyone first puts their belongings in the class. Then, at precisely 7:00 a.m., we all march out with the gym teacher and prepare to do exercises. We are required to run a mile everyday to keep in shape. After gym, everyone returns to their designated class.

- If we were in China right now, I would be attending Yu Cai High School in Shanghai as an eleventh grader, or a junior. I would be learning Hanyu as my native language and English as my foreign language. I would also be taking six classes: math, literature, science, history, arts and probably sports. School work would be as challenging as Lowell’s. Every night I would about four to five hours of homework and sleep at 11:00 p.m. I would study for tests, and because the final exams in China are administered differently from the way the Americans administer them, I would have to study extra hard for the three days of extensive testing. I will want to attend Beijing University or Qing Hua University because they are like America’s UC Berkley and Stanford. Because these two universities are both in Beijing, in my free time, I will go to the Great Wall, Tianamen Square and all the other scenic attractions. I will go with my friends to eat Peking duck, since it is so popular in China.
-If my parents never immigrated to America, I know my life living in Beijing, would be a lot different from living in America.

When we are ready for school, we ride our bicycle to school. Riding a bicycle through the streets of Beijing in the most convenient way to get around since there are so many people in China. When we reach school I will find my friends until the first school bell rings, then I will know that it is time to go to class. When the second school bell rings, every student should be in their seat and when the teacher arrives, everybody is to greet him/her. After everyone greets each other, which only lasts for a minute, the teacher will review over yesterday’s homework. Once we are done with the review section of the class, the teacher will teach the class new material, and then will give us homework. Most of the classes after that is just like that. The school hours of China’s schools are much longer that the ones in America, so going to school in China will have a lot more work. When the day is done, I will be most likely be participating in an after school program. I think I will be in an after school program in which I will help younger kids with their homework and such. That seems like a lot of fun.
The Spring Festival is an important festival of Chinese people. At the beginning of spring, everybody wants to have a good time in spring festival with fine wishes. Generally speaking, when we take the dumplings during the Winter Solstice of last year, it means this is the end of the year, and the New Year will come soon.

In the Spring Festival, paying a new Year call is really an etiquette, if the host is not at home, the guests used to leave the visiting card to show that they had come before. Today, Shanghai people do not bring the name card, but bring the creamed cake, nutritious gift and fruit, if the host is not at home, the gifts represent the certification. The fifth day of the lunar new year is the day of receiving the God of Wealth, it is said that the God of Wealth has five ways, the object consecrated by Shanghai people is Zhao Gongming -- riding a black tiger with one hand holding a whip and another hand holding a shoe-shaped gold ingot. They use the sheep's head and carp to offer a sacrifice to the God of Wealth. The homophone of sheep's head is "Yang Qian" (means money), the shape of fish likes the shoe-shaped ingot. In these years, the sacrificial ceremony is exempted, and in the midnight of the fourth day to the morning of the fifth day of the lunar New Year, the sound of firecracker is not less than the night of new year eve.

The night of the 15th day of the first lunar mouth is the "Yuan Xiao Festival", also called the lamp festival. At that day, people used to eat "Yuan Xiao" (dumpling), the children play with different kinds of lamps, most of them are rabbit lamp, shoe-shaped ingot lamp, toad lamp, the adults also buy the running horse lamp to appreciate.

In the Dragon Boat Festival, the pyramid-shaped dumpling (made of glutinous rice wrapped in bamboo or reed leaves) appears on the market. As regards to climbing Dan Feng Building on top of the city wall to look at the dragon boat tournament on Huangpu River becomes the past event, now only going to the vicinity one can see the tournament of paddling the boats.

Besides, people also have the God and Buddha birthdays. Jan. 27 is the birthday of "Sun Guan", Feb. 18 is the birthday of Elder Super Sovereign, Mar. 19 is the birthday of Guanyin (a Bodhisattva), Apr. 8 is the birthday of Sakyamuni (a Buddha), May 13 id the birthday of Guandi, June 20 is the birthday of Leiizu... the kind hearted men and women used to go to the temple burning the incense and taking the vegetable dishes.

Besides the Taoism, in June 3, Islam has the Commemorating Saint Festival (the birthday of Mohammed), Corban Festival (like Spring Festival of the Han nationality) etc. The Christianity has the Easter and Christmas Festivals.

The last day of the lunar year is commonly called lunar New Year's eve. In the evening, firstly people offer the sacrifices to the ancestors, and then the whole family takes the reunion dinner. Around midnight, the sound of firecrackers becomes louder and louder, especially the dense population district is full of fume and fog.

In 1950s of the 20th century, during the change of prevailing habits and customs, appeared and many new festivals, such as the woman's Day of March 8, the Labor Day of May 1, the Children's Day of June 1, the National Day of October 1 and the Teacher's Day, Old Folk's Day etc. All these festivals become the bays of joyful activities. Also in Tour Festival and Peach Blossom Festival, Osmanthus Flower Festival, Orange Festival, Tea Culture Festival... Today in the development of market economy, also appears Fashion Festival, Beer Festival...
• **Chinese New Year** (January/February)
• **Birthday of Che Kung** (February)
• **Spring Lantern (Yuen Siu) Festival** (February/March)
• **Ching Ming Festival** (April)
• **Birthday of Tin Hau** (May)
• **Cheung Chau Bun Festival** (April/May)
• **Birthday of Lord Buddha** (May)
• **Birthday of Tam Kung** (May)
• **Birthday of Kwan Tai** (June)
• **Tuen Ng (Dragon Boat) Festival** (June)
• **Maidens (Seven Sisters) Festival** (August)
• **Hungry Ghosts Festival** (August/September)
• **Mid-Autumn Festival** (September)
• **Monkey God Festival** (September)
• **Birthday of Confucius** (September)
• **Chung Yeung Festival** (October)
FICTION/LITERATURE ABOUT CHINA

Elementary School
• Red Thread. Ed Young. Fate ties two children.
• Roses Sing on New Snow. Paul Yee. Girl takes on non-traditional role of cooking in her
father’s work kitchen in late 1800s.

Middle School
• The Wisdom of the Chinese Proverb with English Proverb Equivalents. Cui Mingqui and Steven

High School
• Monkey. Wu Cheng-en. Arthur Waley, trans. 30 stories from the 100 adventures of Monkey, a
trickster and a braggart, bringing Buddhist scriptures to China. Well written translation.
Also known under the title Journey to the West, W.J.F. Jenner, trans. 3 vols. Beijing:
Foreign Language Press, 1984. All 100 adventures with illustrations from the 1880s a
plus in this edition. Easily available version under the title Journey to the West, edited by
Anthony C. Yu. Important episodic novel on which many Chinese opera, modern plays,
movies and Asian anime are based. Crude, vulgar, funny, beloved tale.
• Dream of the Red Chamber by Tsao Hsueh-chin. Translated by Chi-Chen Wang, Doubleday
Also translated as The Story of the Stone: A Chinese Novel in Five Volumes, Cao
Xuequin. Penguin Classics, 1974. Cliff Notes are available under Dream of the Red
Chamber title. Chinese Classic tale of a teenage boy raised in women’s quarters and his
love for his cousin in the 1700s, decline of a rich family, fate, truth and deceit.
• Romance of the Three Kingdoms. Lou Guan Zhong. Translated by Brewitt-Taylor. Charles E.
Tuttle, 1959. Reprinted by Graham Brash, Singapore, 1985. Also known as Three
Kingdoms, A Historical Novel by Luo Guanzhong, Translated by Moss Roberts, 3 vols.
Beijing: Foreign Language Press, 1994. Epic tale of war, politics, good and evil set in
200 A.D. A cast of characters.
• Selected Stories of Lu Hsun. Translated by Yang Hsien-yi and Gladys Yang. Foreign
weapon against feudalistic ideas
FOLKTALES

Picture Books

Chapter Books
- Chinese Folk Tales. Louise and Yuan Hsi Kuo. Celestial Arts, Millbrae, CA. Out of print, but a good selection, with good historical information in the introductions to each story.
- The Rainbow People. Laurence Yep. Earthy tales of Chinese gamblers, swindlers, and workers
- Dragons, Gods and Spirits from Chinese Mythology. Tao Tao Liu Sanders. Excellent collection of Confucian, Taoist, and Buddhist myths, worth having. Middle-High School

High School
- South of the Clouds, Tales from Yunnan, Lucien Miller, University of Washington Press, 1994. Stories from Yunnan Province, Chinese minority groups. High School-Adult
Preschool-Primary Grades (Pre-K to Grade 3)

- **Lion Dancer:** Ernie Wan's Chinese New Year. Kate Waters and Madeline Slovenz-Low. A current favorite, colorful, cute story about a first lion dance performance
- **Chinese New Year's Dragon.** Rachel Sing/Shao Wei Liu. Modern Curriculum Press, 1992. Descriptions are too brief, nice illustrations
- **Why Rat Comes First: A Story of the Chinese Zodiac.** Retold by Clara Yen. Colorful, simple
- **Cat and Rat: The Legend of the Chinese Zodiac.** Ed Young. Beautiful, elegant, dark colors
- **Sam and the Lucky Money.** Karen Chinn/Cornelius Wright. Describes red envelope custom

Intermediate Grades (Grades 4 - 6)

- **Celebrating Chinese New Year.** Diane Hoyt-Goldsmith. Holiday House, N.Y. 1998. Factual descriptions of holiday’s aspects, with good color photos. **Buy this!** Grades 4-5
- **In the Year of the Boar and Jackie Robinson.** Betty Bao Lord. Issues and Jackie Robinson deserve better treatment in this shallow book. Some teachers use it successfully.
- **Mooncakes and Hungry Ghosts: Festivals of China.** Carol Stepanchuck and Charles Wong, China Books and Periodicals, San Francisco. 1991. Review of major festivals in China. Local Chinese customs differ quite a bit, but this is still somewhat informative.

Middle School-High School

- **Asian Animal Zodiac.** Ruth Q. Sun, Charles E. Tuttle, Co 1974. Longer explanations of the zodiac for upper elementary-middle school
- **Chinese Horoscopes Library, Kwok Man-ho.** Each animal of the Chinese zodiac has its own book: rat, ox, tiger, rabbit, dragon, snake, horse, goat, monkey, rooster, dog, boar. $8.95 each. Middle school-High school, available from Shen's
- **Chinese Cultural Resource Book.** Irene Kwok/Wayne Chin. Stories, recipes, cultural activities; excellent as a teacher resource guide, available from Shen’s
- **Handbook of Chinese Horoscopes.** Theodora Lau. Chinese astrology, high school.
POETRY

Elementary
• Chinese Mother Goose Rhymes. Aside from a reference to a "useless girl like you," this is a good collection of bilingual rhymes for young children

Middle School
• Island: Poetry and History of Chinese Immigrants on Angel Island 1910-1940. Him Mark Lai, Genny Lim, Judy Yung. Poems by detainees (Middle School, High School)

High School
• Picture Bride. Cathy Song, Yale University Press, 1983.
• Dreams of Harrison Park. Nellie Wong. Oakland settings re: grandmothers, childhood, failed loves, both gay and straight
• Chinese Folk Poetry. Translated by Cecilia Liang. Beyond Baroque Foundation, Venice, CA, 1982. Songs of the ordinary people from 400 B.C. to present
• Book of Songs. Translated by Arthur Waley, Grove Press Inc. NY, 1960. 305 poems regarding courtship, war, love, lust, friendship, dynasty, warriors, circa 400 B.C.
Writing/Painting

• At the Beach. Huy Voun Lee. 1994. Writing Chinese words in the sand.
• Long is a Dragon. Peggy Goldstein, Pacific View Press, 1991. 75 Chinese characters
• Voices of the Heart. Ed Young. The character for “heart” is part of each word, beautifully illustrated with designs from fabric. An art book for adults as well. Concept can be useful for upper elementary-middle school, using another key word: family, migration, etc.
• A Young Painter: The life and paintings of Wang Yani—China’s extraordinary young artist. Zheng Zhensun and Alice Low. Scholastic Inc. 1991 Reproductions of artist’s delightful paintings of animals, painter’s thoughts about creating, introduces brush painting. Grades 4-Middle School

Silk

• The Empress and the Silkworm. Lily Toy Hong. Folktale about discovery of silk. Grades 1-3

Inventions

• A Coloring Book of Ancient China. Bellerophon Books. Line drawings from history. Grades 3-6
• Ancient China (Eyewitness Series). Arthur Cotterell. 1994. Good info. Middle-High School

Food and Structures

• Everybody Cooks Rice. Norah Dooley. Illustrations of rice dishes and families from around the world. 1991. Grades 1-3
• Talking Walls. Margy Knight, 1992. The Great Wall and others around the world. Grades 4-6
CHINESE AMERICAN HISTORY

Elementary School

- Chinese Pioneers. Asian American Bilingual Center. (PreK-1) simple line drawings about major occupations of Chinese in America. Call Irene Collier at 415-750-8435

Middle School


High School-Adult

**Curriculum Project-China**  
Using and Protecting Natural Resources In Meeting Needs and Wants  
Grade One, Pam Solvie

**A Statement of Exercise Purpose:** Students, even very young students need to be prepared for life in an ever-increasing global society. Students need to be exposed to languages and cultures other than their own for the purpose of increasing understanding, developing an awareness of other peoples, and developing skills for working with others in the global society. In developing an understanding for other people students will come to understand themselves and their country better as well. In learning about the natural resources available to us in this global society the students will become aware of and appreciate the ways in which wants and needs (food, shelter, clothing, air, water, heat) are met by people in and through the environments in the countries (cultures) in which they live. As a result of this year long course of study the students will come to understand that regions may change over time (the soil may become depleted, the air may become polluted, the water may become contaminated, the coal and oil may become exhausted...) and the students will describe the responsibilities of citizens in any culture to use and protect the natural resources available to them.

Throughout this course of study students will be introduced to the language, homes, clothing, food, and art of the people of China as background information is presented to the students through pictures, slides, cassettes, books, and artifacts. In this way students will recognize both unique characteristics of the country of China as well as recognize characteristics which are similar to the United States of America. Students will be able to recognize the needs and wants of the people of China and the United States. They will identify natural resources available to meet the needs and wants in each country. Our “need” for clean water and air for example will be recognized. The importance of conserving our natural resources so that needs and wants can continue to be effectively met in each country will be emphasized. Students will discuss changes in air, water, and soil as well as the uses and abuses of natural resources and how such practices affect not only the people within each country but over the globe as well.

**Intended student outcomes:**

1. Students will recognize the impact of natural resources on lives and livelihood at home and on a global basis.
2. Students will identify ways in which needs and wants are met with natural resources available in a country.
3. Students will identify ways in which personal use of natural resources impacts the environment.
4. Students will describe the responsibilities of citizens regarding use and conservation of natural resources.

As a result of completing this course of study the students will:
1. Locate and label China and the United States of America on maps and globes.

2. Identify needs and wants that people in both China and the United States have.

3. Describe ways in which wants and needs are met by people in both China and the United States.

4. Identify natural resources available in China and the United States.

5. Identify ways in which China and the United States have changed over time and relate these changes to availability of natural resources.

6. Recognize ways in which natural resources can be used wisely in meeting needs and wants (and identify ways in which natural resources can be conserved).

Throughout this course of study students will record, organize, and chart the data gathered on both needs and wants as well as information on use and conservation of natural resources. Students will use information collected and draw conclusions based on the information regarding wise use of natural resources and how this action affects us on a global basis. Students will develop action plans for classroom, home, and community on the use and conservation of natural resources.

As a result of this project the students will develop and strengthen these geographic skills:

1. The students will ask geographic questions. They will ask “Where is it located?”, find, mark and label the location on the map, and answer questions about the location of the place. (China and the United States of America)

2. The students will acquire geographic information by collecting information, recording information, and processing information by comparing, summarizing, and drawing conclusions about the needs and wants of people in China and the United States as well as use and conservation of natural resources.

3. The students will construct charts to organize and analyze similarities and differences in needs and wants and natural resource information gathered.

4. The students will use maps, charts, and written information to communicate information gained about China and the United States.

As a result of this course of study students will develop and strengthen -
Group skills: group participation/contribution,
taking on roles, summarizing data, analyzing data, drawing conclusions, problem solving (group processing, discussing and displaying information)
Individual skills: asking questions, responding to information, reflecting on information, sharing/communicating orally and in writing, and applying information

Assessment:
Pre/post inventory on needs and wants and natural resources
Picture stories and student journal entries
Role play
Checklist for group presentation:
- area/location
- natural resources available
- uses of natural resources (How availability of these natural resources affect lives and livelihood)
- evidence of abuse of or conservation of natural resources (how has use of these natural resources impacted the environment)
Completed action plan for protection of natural resources

Building the background and moving into new learning-
*Locate China and the United States of America on maps and globes. Describe the location (as east of, north of, etc.). Describe the shape and size of each country. Cut out and manipulate shapes of each country to compare and describe size. Discuss the population size of each country and compare to the size of each country. Identify “famous sites” of each country. Chart the sites, access pictures (those the teacher has and those available on the Internet), and locate areas of the site in each country. (Examples are The Great Wall and The Statue of Liberty, Tienanmen Square and Washington Square)
*Identify needs and wants from information gathered from oral reading of texts and Internet information by the teacher. Identify needs and wants of the people of each country. Chart and compare similarities.
*Identify money for meeting needs and wants. Compare and contrast U.S. currency with Remibi (yuan...) and Hong Kong dollars.
*Introduce characteristics of the oral and written Chinese (Mandarin) language (tones, characters, basic greetings and phrases). Identify the ways in which both countries express needs and wants. Use music as a form of language. Compare Chinese children’s songs to our own.
*Introduce clothing through pictures, shadow puppets, literature, and artifacts. Use literature to demonstrate that legends and fairy tales depict people and clothing as different than clothing worn by present day peoples. Illustrate pictures of clothing from the past and present as well as clothing from fairy tale characters and real people of today in both countries.
*Introduce shelter through pictures. Create charts to identify similarities and differences between homes of the Chinese and Americans. Discuss ways in which we each decorate our homes. Use artifacts to demonstrate examples of Chinese art. Introduce “fenshuay”. Discuss ways in which our classroom could be rearranged according to fenshuay principles.
*Introduce food through pictures and realia. Prepare and eat Chinese food. Tour a Chinese restaurant. Draft interview questions for the chef. Identify foods eaten in each
country. Compare the food list to a list of products grown and availability of ingredients.

*Discuss air and water as needs. Discuss the color and odor of air and water. Identify uses and effects of clean and polluted air and water. Identify bodies of water around us and in China. Visit a local water purifying plant. Draft interview questions for the presenter. Create a wall story to review and understand the water purification system. Read *Forests Make Oceans*. Reflect on the text in journal entries.

Complete a water pollution experiment in cooperative groups in the classroom. (Each group is given four clear quart jars filled with water. The group will decide what items to place in each jar and for one week will record changes in the appearance and odor of the water in each jar. Recording sheets will be used to record changes throughout the week. Discuss the implications for caring for large bodies of water.

*Introduce air pollution indexes and the need for them. (Use artifacts.) Identify sources of air pollution. “What does the sky look like?” - Illustrate pictures of the sky during various types of weather and with various types of pollution. Read *Whose Air Is It?* Reflect on the text in journal entries.

*Identify natural resources. Chart resources available in each country using information from texts and the Internet. Discuss ways in which natural resources are used to meet needs and wants. Discuss ways in which natural resources are used and “abused”. Identify such examples locally and globally.

*Identify people and programs which can help us care for our natural resources. Invite guest speakers from the community to speak about this issue. Draft interview questions for the guest. Reflect on information gained. Create accordion books to display information (pictures and written text) gleaned from presenters.

*Create webs, journal entries, and finally action plans for conservation of natural resources.

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Brenda Vitaska, China-Fulbright, July '99

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# CHINA CONNECTION:
## A COLLECTION OF CULTURE, CHILDREN'S LITERATURE, AND OTHER RESOURCES

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