Hanadi Shatara

6th-8th Grade

10 week Elective

Around China in Ten Weeks:  An Overview Utilizing All Five Social Studies Disciplines

Overall Unit Objective: Students will be able to incorporate the five fields of Social Studies (geography, history, government, economics, and culture) in their learning about China. Each week students will focus on a theme and produce a project to show their understanding of that theme in respect to China. Each week will also focus on a different learning modality.

\_\_\_x\_ I agree to have my implementation plan (or portions thereof) uploaded to the NCTA online portal.

Week 1- Geography:

Objective: Students will be able to create a detailed map of China, highlighting major geographical features and political boundaries.

Major Understanding: China’s geography is very diverse, with different climates, landforms and waterways. Many people live in areas where water is prevalent and major cities have developed because of water.

Essential Questions: What are the important parts of Chinese geography? Why do many people live in certain areas in China? How is China’s geography diverse?

Monday:

* Introduction of Map Project and Rubric
* Students will draw the outline of China along with neighboring countries on their poster, highlighting the border of China with a black colored pencil
* Students will label China and the bordering countries

Tuesday

* Students will focus on the geographical features
* Each map must include the following
	+ Yellow River
	+ Yangtze (Changjiang) River
	+ Himalayas Mountains
	+ Plateau of Tibet
	+ Mekong River
	+ Takla Makan Desert
	+ Yellow Sea
	+ Xi Jiang River
	+ Gobi Desert
	+ South China Sea
	+ West Lake
	+ Karakorum Range
	+ Great Wall
	+ Yellow Sea
* Students will color their map using green, tan, brown, yellow, and blue colored pencils to accentuate the geographical features they labeled.

Wednesday

* Students will then label the major cities in China
* Each map must include the following
	+ Beijing (capital)
	+ Shanghai
	+ Hangzhou
	+ Hong Kong
	+ Guangzhou
	+ Wuhan
	+ Tianjin
	+ Nanjing
	+ Xi’an
	+ Jinan
	+ Harbin
	+ Lhasa
	+ Urumqi
	+ Lanzhou
* Students will create a chart on their map to write down the population of each city on their map

Thursday

* Students will now use their map to make a key or legend
* Students will need to pay attention to the symbols they choose and their depiction on the map
* Finish coloring the map
* Include a compass rose, miles/scale

Friday

* Students will develop 10 map orientated questions
* Students will ask a partner to answer them.
* If students have extra time, they can create a bar graph of cities in order of population.

Week 2 Geography

Objective: Students will be able to read descriptions about China’s climate and other geographical features and summarize on a poster paper the main ideas of each reading. Students will then make presentations while other students take notes on their findings.

Major Understanding: Major geographical features are important to the people of China and determine how they live their lives.

Essential Questions: What are the main features of China’s geography? How important are these features to the people who live near them?

Monday:

* Introduction to project
* Students will be divided into 8 groups with 2-3 people per group. Each group will focus on one of the following topics and create a visual with at least 6 facts about their topic
	+ Climate
	+ Pollution
	+ Grand Canal
	+ Yangtze (Chang Jiang) River
	+ Yellow River
	+ Himalayas
	+ Wildlife of China
	+ Karakorum
	+ Gobi Desert
	+ Plateau of Tibet
* Each student in the group will be responsible for finding 2 facts from their readings
* Today, students will read about their topic and highlight the important facts.

Tuesday:

* Students will share with their group their findings
* Students will beginning to write down their facts on a poster, written big enough so the whole class can read it
* Use markers or colored pencils to decorate

Wednesday:

* Last minute finishing touches if necessary for each group
* Groups 1-3 will present their findings while the rest of the class take notes

Thursday

* Groups 4-7 will present their findings while the rest of the class take notes

Friday

* Groups 8-10 will present their findings while the rest of the class take notes
* Groups will put up their work around the room and if needed, students will be able to do a gallery walk to write any unfinished note taking

Week 3: History

Objective: Students will create a timeline of the dynasties of Ancient, Medieval and Early Modern China. In addition to accuracy, students will need to include one significant event that happening during that dynasty based on readings. Readings will come from Asia for Educators. Number of significant events might change to 2 instead of 1 depending on the class.

Major Understanding: Although China’s history is very rich and detailed, China’s history and government/rulers are organized by dynasties and major accomplishments important in China’s history have occurred in each dynasty.

Essential Questions: What are the significant events in Chinese history? How have they impacted the history of China?

Monday:

* Introduction to project
* Students will set up their timelines with room for 10 events on their timeline
* Students will need to understand that the timelines need to be accurate in regards to time
* Students will read about the Xia, Shang and Zhou Dynasties
* Label them the timeline and write one significant event for each dynasty that occurred

Tuesday

* Students will read about the Qin, Han and events between Han and Tang dynasties
* Label events and years on timeline

Wednesday

* Students will read about Tang and Song dynasties
* Label events and years on timeline

Thursday

* Students will read about Liao, Jin and Yuan dynasties
* Label events and years on timeline

Friday

* Students will read about Ming and Qing dynasties
* Label events and years on timeline

Week 4: History and Modern Government

Objective: Students will be able to interpret modern Chinese History through primary sources and infer the impact on the Chinese people. Students will be able to create propaganda posters, songs, poems, cartoons etc. to promote Mao Zedong’s People’s Republic of China similar to ones that were in China’s modern history.

Major Understanding: Mao Zedong used propaganda to win over the population in his government and developing an industry in China. Mao also changed China’s government and impacted the modern history of China.

Essential Questions: How did the change in government in modern Chinese History impact the people of China? How did Mao Zedong unify China through propaganda? Do you think it was effective?

Monday

* Brief overview of Modern Chinese History in textbook: World Cultures and Geography
	+ Mao Zedong
	+ Long March
	+ Cultural Revolution
	+ Tiananmen Square
	+ Governmental changes
* As a class, students will read from the textbook and take notes on the major events that established the People’s Republic of China and its impact

Tuesday

* Primary Source readings from Asia for Educators
* Students will be broken into 10 groups of 3 students to read and look at different primary source accounts of the major events in Modern China discussed on Monday
	+ “The Long March” Poem by Mao Zedong
	+ From “The Dictatorship of the People’s Democracy”: On Leaning to One Side (Speech, July 1, 1949), Mao Zedong
	+ How to Be a Good Communist (1939) By Liu Shaoqi
	+ The Sixteen Points: Guidelines for the Great Proletarian Cultural Revolution (1966)
	+ The May 13 Hunger Strike Declaration (1989)
* Students will get a primary source, read it individually and together as a groups answer the specific questions about the source (main idea)
* Students will also answer question
	+ What can we learn about Modern Chinese History based on this primary source?
* Students will save answers for activity on Wednesday

Wednesday

* Students will create a poster with the main idea of their Primary Source
* Then, Students will leave room on the poster for other students to response with post-its what they can learn about Modern Chinese History.
* Gallery Walk of primary source posters with students responding to the different primary sources

Thursday

* Students will look at various propaganda pictures with Mao Zedong and young men and women working for the country
* Identify the people, object and activities in the posters and analyze the message of the poster and impact it had on the Chinese people
* Introduction of project
* Students get started on propaganda project
* Can be a poster, poem, cartoon, song, etc.
* Students will need to include the same aspects of the posters
	+ Red
	+ Young men and women
	+ Words in English to encourage unity and hard work
	+ Mao if they want

Friday

* Students will finish propaganda projects

Week 5: Economics/Silk Road

Objective: Students will produce a journal/diary as if they were a traveler on the Silk Road. Students will include different products traded, sites they see, people they meet and ideas they encounter in their journal entry.

Major Understanding: The Silk Road began globalization of trade and many people outside of China began to use products/share ideas from China through the Silk Road.

Essential Questions: How did the Silk Road affect the globalization of trade?

Monday-Friday

* Students will receive multiple materials on the Silk Road
	+ Map of the silk road
	+ Items traded along the silk road
	+ Religions
* Students are required to make 5 journal entries (one on each day) which need to include the climate, sites, products, people and ideas they encounters
* Each entries needs to be 3-5 paragraphs long
* Pictures and visual creativity is welcomed
* Decorate entry with colored pencils
* At the end, students will need to create a cover page for their journal/diary

Week 6: Economics

Objective: Students will be able to create a graph/chart booklet of the US-China Economic relationship. Students will interpret a chart and create a bar graph/linear graph, etc. to represent the statistics in a visual way. Students will pick four charts for their booklets.

Major Understanding: China’s economy is very strong and the US sometimes depends on China for products, causing the job market in China to flourish and the economy to continue to rise.

Essential Questions: What is the economic relationship between the US and China? What trends are shown based on the data? Is this positive or negative to business, jobs, and consumers from both the US and China?

Monday:

* Introduction to Economy in China
* Read in textbook a brief overview of the Chinese economy.
* Look at map of major Chinese industries
	+ Automobile manufacturing
	+ Chemicals
	+ Food Processing
	+ Electronics/High-tech
	+ Engineering
	+ Iron and steel
	+ Textiles
* Students will write about the major industries they notice from China

Tuesday

* Students will read an article from TIME magazine about TAG America which promotes consumption of America products instead of buying products made in Asia
* With a partner, students will give the point of view of the author on the impact of Asian made products in the US
* Students will then participate in an activity guessing where certain brands create their products
	+ Example Nike makes their products in Asia.
* Students will then have a writing assignment
	+ Why are products made in Asia? How does it effect business, jobs and consumers in America and China?

Wednesday

* Introduction of project
* Students will be given a print out of different charts and statistics of the US-China Economic relationship. As a class, we will go over reading the chart for the lower level students. Source of statistics is from the US-China Business Council. <https://www.uschina.org/statistics/tradetable.html>
* Students will then pick 3 charts and create different types of graphs based on the statistics from the chart.
* Depending on level of students, I will differentiate by assigning certain charts to students and adjust the amount of graphs I expect from different students
* Students will also create a cover page title “US-China Economic Relationship”
* Students will need to include the following on their graphs
	+ Title
	+ Key
	+ X and Y axis
	+ Labeling of X and Y axis
	+ Paragraph on the trends they see (increase, decrease, etc.)
	+ Page on what they have learned based on these graphs about the economic relationship of China and the US.
* Student will work on their first graph

Thursday

* Students will finish up their first graph
* Students will begin their second graph

Friday

* Students will finish up second graph
* Students will make third graph
* Students will make cover page
* Students will put together booklet

Week 7: Culture/Religion

Objective: Students will understand that although Daoism, Buddhism and Confucianism are three of China’s major religions, they have had an influence on the culture of China.

Major Understanding: Daoism is a religion of nature, Confucianism is a religion of philosophy and Buddhism is a religion of duty. All three were appealing to the Chinese and have impacted their culture through art, celebrations and literature.

Essential Questions: Why would Buddhism and Daoism be appealing to people including the Chinese? How do these quotations from Confucius affect Chinese society and your life?

Monday

* Reading and take notes on the origins, beliefs and impact of Buddhism from the textbook

Tuesday

* Look at different Buddha sculptures and statues and identify the hand gestures and meaning behind each gesture
* Look at pictures of Lingyin Temple from Hangzhou

Wednesday

* - Reading and take notes on the origins, beliefs and impact of Confucianism from the textbook

Thursday

* Reading of primary source quotations from Confucius and students will relate to the quotations to Chinese society and their own lives

Friday

* Reading and take notes on Daoism

Week 8 Culture

Objective: Students will be able to relate to different aspects of Chinese culture (language and calligraphy, food and chopsticks, tea, legend of Mulan, Chinese New Year and Zodiac

Major Understanding: Calligraphy was very important to the Chinese and it is telling of the scribe’s purpose and personality. Chopsticks are the utensils the Chinese use to each various foods, which are served family style. Tea is very important in Chinese culture and every day life. Folktales and the Chinese New Year are highlighted things in childhood.

Monday:

* Chinese language and calligraphy lecture and notes on the different types and how to identify them
* Use power point from Zheng Rui, PhD from Zhejiang University
* If have the materials, students will practice brush painting. If no materials, students will practice writing Chinese characters that they identify with
	+ Why did you choose this character? Why was it important to you?

Tuesday

* Bring in Chinese food
	+ Dumplings
	+ Rice
	+ Noodles
	+ Vegetables
	+ Chicken
* Students will be give a sample of each and try to use chopsticks to eat
* Handout and power point will have pictures of how to use chopsticks

Wednesday

* Reading on the history of Tea in China
* Use power point from STEM workshop in Pittsburgh
* Students will take notes on the power point
* See pictures of tea sets and plantations from Hangzhou
* Students will try different types of tea from Hangzhou
	+ Chrysanthemum
	+ Jasmine
	+ Green
	+ Oolong
	+ Aksum

Thursday

* Reading of the story of Mulan
* Use Language Arts teaching technique to teach the elements of a story
	+ Plot, Setting, Rising Action, Climax, Falling Action, Conclusion
* Students will be able to make a visual representation of the story whether it be a cartoon, poster or drawing
* Students will need to finish it for homework

Friday

* Reading on the origins of Chinese New Year
* Tradition of Chinese New Year in America
* Reading on the Chinese Zodiac
* Students will identify their zodiac sign, read the description and compare and contrast their personality to the description.

Week 9: Culture/Art

Objective: Students will be able to identify different commonalities and trends in different forms of Chinese arts. Students will have the opportunity to visit the Philadelphia Art Museum’ Asian Art collection and be able to identify the different trends they see.

Major Understanding: There are a various of different types of artwork that the Chinese create and they are all about nature or ways of living. The materials used in the artwork are either from every day life or from nature.

Essential Questions: What are the commonalities and trends you noticed in all Chinese art? What was similar? What was different? How do you think art influenced the daily lives of the Chinese?

Monday:

* Students will see pictures of different type of Chinese art, specifically from the Hangzhou museums
	+ Fans
	+ Stone work
	+ Wood work
	+ Paper cuts
	+ Calligraphy
	+ Embroidery
	+ Knives/scissors/swords
	+ Umbrellas
	+ Paintings
	+ Religious
	+ Architecture
	+ Ceramics/Pottery
* Students will brainstorm as a class what trends they see in the different pieces of art

Tuesday

* Pick a picture from each of the categories that was presented yesterday
* Describe in much detail what you see in the art work
* Describe how you think Chinese people would use this piece of art in their every day life.
* Would you purchase this piece of artwork? Why or why not? How would you use it?

Wednesday

* Students will finish their analysis of art from Tuesday

Thursday

* Visit to Philadelphia Art Museum and view Asian Art Collection
* Students will go on a scavenger hunt finding the different trends in the art they analyzed
* Students will write down the names of the art

Friday

* Debrief the trip
* Constructed Response: What are the commonalities and trends you noticed in all Chinese art? What was similar? What was different? How do you think art influenced the daily lives of the Chinese?

Week 10: Culture/Movie

Objective: Students will be able to watch *Crouching Tiger, Hidden Dragon* and identify the cultural references that we have discussed throughout the 10 weeks.

Major Understanding: Daoism and nature can be seen in many forms of artwork especially in the motion picture *Crouching Tiger, Hidden Dragon.*

Essential Questions: What aspects of Chinese culture do you notice in other forms of media? What kind of influence do they have in visual/media art?

Monday-Thursday

* Students will watch movie and take notes about cultural aspects they notice

Friday

* Students will write a constructed response on what they have noticed in the movie and how it influenced the movie itself
* Students will also take a survey on the elective, giving me what they enjoyed and what can be improved.