**NCTA Unit Plan**

By Sarah Walls

**Grade Level:** 10th Grade Honors English

**Rationale:** The focus of this class is world literature, while specifically preparing students for college level reading, writing and critical thinking. Therefore, it is my goal and aim to provide literature from various countries around the world in order to enhance my students’ understanding of global studies. After visiting China this summer, I have decided to spend approximately 9-12 weeks on the study of China and Chinese literature. My focus will be on education and how that has shaped China’s past, present and future. I believe that this is of upmost importance to these particular students who are preparing for college and will, no doubt, need an understanding of China and the Chinese culture as they navigate into their adulthood and careers.

**Main Readings:**

* “The Confucian Analects”—This was chosen due to its importance in the Chinese culture and corresponds with the readings in our 10th grade anthology (Prentice Hall).
* The Good Earth by Pearl S. Buck—This novel was chosen because it is commonly taught to all 10th grade students and is approved by the district. I believe that this novel has many great attributes that will help students understand China’s past. It creates for rich discussion and generally, the students enjoy this novel and the plight of the protagonist, Wang Lung.
* Through Chinese Eyes: Traditions, Revolution and Transformation by Edward Vernoff and Peter J. Seybolt

**Other Supplemental Texts:**

* NPR Article: Painful Memories for China's Footbinding Survivors, by [Louisa Lim](http://www.npr.org/people/5383747/louisa-lim) <http://www.npr.org/templates/story/story.php?storyId=8966942>
* ABC News Article: “China Debuts at Top of International Education Rankings” with corresponding questions.

<http://abcnews.go.com/Politics/china-debuts-top-international-education-rankings/story?id=12336108&page=2#.UKpeFTuGUy4>

* Time Magazine Articles: “In Their Hands” with corresponding questions. <http://www.time.com/time/magazine/article/0,9171,2116601,00.html>
* “A U.S. Degree at Any Cost” with corresponding questions <http://www.time.com/time/subscriber/article/0,33009,2121651,00.html>
* Education About Asia Article: What’s So Wrong With The Good Earth By Charles W. Hayford

<http://www.asian-studies.org/eaa/hayford.htm>

**Overall Guiding Questions:**

* Why is it important to study China’s past, present and future?
* How did education shape China’s past, present and future?
* Why is it relevant for students to learn about China and the Chinese Educational System?

**Part 1: Confucianism**

**Guiding Questions:**

* Who is Confucius?
* How did Confucianism shape China’s society?
* What were the five key relationships of Confucianism?
* How did Confucianism shape education in China?

**Materials:**

* Copies of “The Confucian Heritage” and “The Traditional Family Ethic” from: Through Chinese Eyes—Tradition, Revolution and Transformation by Edward Vernoff and Peter J. Seybolt, third edition
* Confucian Power Point
* Confucian Analects Handout
* Visualizing Confucius Statements

**Lesson 1:** Who is Confucius and why is he important?

* Anticipatory Guide: Students write their response to the following prompt:
  + In your opinion, what does one need to do in order to live a virtuous life?
* Confucian Power Point
* Read: “The Confucian Heritage” and “The Traditional Family Ethic”
* Discuss the reading with the students.

**Lesson 2:** Analyzing the Analects

* In groups, students will analyze the analects by answering the following questions (see attached handout):
  + Which of the five key relationships from the table does this passage reference?
  + Using your own words, restate in one or two sentences the idea or ideas Confucius expresses in the passage.
  + Give a contemporary example of the situation that Confucius describes.
* Students will share their findings with the class.

**Lesson 3**: Visualizing a Confucian statement (see attached handout):

* In groups, students will create a visual depiction of a Confucian statement and present their depiction to the class.

**Part 2: The Good Earth By Peal S. Buck**

**Guiding Questions:**

* What historical events were occurring at the time of the novel?
* What is the importance of Confucianism in the novel?
* What is foot binding and how did it contribute to the subjugation of women in China?
* What type of education did each of the characters receive? Why is that important to the novel?
* Who is Pearl S. Buck and why did she write about China?

**Materials:**

* Copies of the novel, The Good Earth by Pearl S. Buck
* Copies of handouts
* Footbinding PowerPoint
* The Good Earth Study Guide Questions—these are provided for students to focus their reading and to use as discussion questions.
* NPR Article: Painful Memories for China's Footbinding Survivors, by [Louisa Lim](http://www.npr.org/people/5383747/louisa-lim) <http://www.npr.org/templates/story/story.php?storyId=8966942>

**Lesson 1:** Prereading: Who is Pearl S. Buck?

Students will read the Introduction to the Good Earth in the classroom version of the novel. See attached questions for discussion.

**Lesson 2:** Group Discussion Questions--Chapters 10-14

In this lesson, students will work in groups to answer important questions that deal specifically with the importance of setting in the novel as well as family characteristics. This set of questions can also be used as a jigsaw activity.

**Lesson 3:** Country vs. City

In chapter 12 of the novel, Wang Lung discusses the differences between living in the country and his time in the city. Students will be able to compare these two distinct settings by looking at several aspects of these two places. Students will complete chart provided and share their information with the class. See attached worksheet.

Extended activity: have students make an advertisement that entices people to visit either the country or the city. The must use specific examples from the text to support their advertisement.

**Lesson 4:** Footbinding

This lesson has several components. First, students will view the attached Power Point and discuss how the practice of foot binding compares with things that people do today to enhance their appearance. They will also take notes about foot binding. Next, they will read the article, “Painful Memories for China's Footbinding Survivors,” by [Louisa Lim](http://www.npr.org/people/5383747/louisa-lim) and answer the questions provided. Finally, students will write an essay focused on the following prompt: How did foot binding contribute to the subjugation of women in the Chinese culture? See attached rubric for specific requirements.

**Lesson 5:** The Opium Debate

In this lesson, students will be able to support an argument based on Wang Lung’s decision to give opium to his uncle and his wife. Students will be given a position that they must argue. The will have to determine whether or not Wang Lung was morally justified in giving this drug to his uncle. They must come up with three specific examples using quotes from the book for support. Students will then have to create a counter argument, thus demonstrating an understanding of the pros and cons of Wang Lung’s decision. Students will then participate in a debate. See attached assignment.

**Lesson 6:** The Women in Wang Lung’s Life

In this lesson, students compare and contrast the women in Wang Lung’s life. They will fill out the attached chart and discuss the following: each woman’s relationship to Wang Lung, the physical description, personality traits with descriptions from the book, how Wang Lung feels about each woman and what Wang Lung learns or gains from each woman. See attached chart.

Students will then take this information and turn it into a mural. See attached assignment sheet.

**Lesson 7:** Full Circle

This lesson is meant to show students how Wang Lung and the family Hwang are very similar and they eventually go “full circle” in the novel. This visual worksheet will help students see how Wang Lung could face a similar future as the house of Hwang. See attached chart.

**Lesson 8:** Education in The Good Earth

This lesson will guide students of an understanding of how education shaped the characters in the novel. Divide the class into groups and give them each a character from the novel. Have students discuss the following questions:

* What type of education does this character gain throughout the novel? Consider both real-life and formal education.
* How does education help or inhibit this character in the novel?
* What is the main thing this character learns in this novel? How did they learn this?
* How would things have been different for this character if they had or had not been formally educated?

Then, move into a whole class discussion about the overall importance of education to the characters in the novel.

**Lesson 9:** Naming Chapters/Review for Unit Exam

As a conclusion and review of main concepts in the novel, students will rename each chapter from the novel and give a specific reason and provide a quote to explain why they chose that title. Students will take the attached unit exam upon completion of the novel.

**Lesson 10: “**What’s So Bad about The Good Earth?”

In this lesson, students will read the article, “What’s So Bad about The Good Earth?” Students will be broken into groups in which they look at one section of the article:

* The Virgin Land and the Good Earth
* Constructing the China Difference
* The Chinese Farm Economy
* Christianity and Middle Class Structure
* Revolution and Nationalism
* Women, Family and Feminism

Students will summarize their findings and discuss how Pearl S. Buck included her own perspective into the novel. Students will present their findings to the class.

**Part 3: Modern Day China and Education**

**Guiding Questions:**

* What common misperceptions do people have about China?
* What is the educational system in China?
* How does China’s educational system affect U.S. colleges?
* How does the distribution of wealth affect Chinese Youth?
* How has China changed since the Cultural Revolution?

**Materials:**

* Power Point: Modern Day China with focus on Hangzhou
* “Youth” and “Education” from: Through Chinese Eyes—Tradition, Revolution and Transformation by Edward Vernoff and Peter J. Seybolt, third edition
* ABC News Article: “China Debuts at Top of International Education Rankings” with corresponding questions.

<http://abcnews.go.com/Politics/china-debuts-top-international-education-rankings/story?id=12336108&page=2#.UKpeFTuGUy4>

* Time Magazine Articles: “In Their Hands” with corresponding questions. <http://www.time.com/time/magazine/article/0,9171,2116601,00.html>
* “A U.S. Degree at Any Cost” with corresponding questions <http://www.time.com/time/subscriber/article/0,33009,2121651,00.html>

**Lesson 1**: Modern Day China with focus on Hangzhou

This lesson will utilize the attached Power Point presentation in order to share with students facts about modern day China and to share my experience with my time in Hangzhou. In fact, all of the pictures provided are from my time in China.

**Lesson 2**: Readings: “Youth” and “Education”

After reading these articles, students should be able to discuss and answer the following questions:

* Why are dropout rates increasing in rural communities? How is this similar in the United States?
* How has the one-child policy shaped China today?
* How does the article suggest that parents are to blame for creating “little emperors?”
* What has happened to filial piety?
* How have the Chinese youth changed since the Cultural Revolution?

**Lesson 3**: “In Their Hands”

In this lesson, students read an article and discuss the situation of Chinese young people using the article and questions provided. Special focus should be give to the reason young people are different from their parents generation, and why education is so important to this age group.

**Lesson 4**: “China Debuts at Top of International Education Rankings” and “A Degree at Any Cost”

These two articles focus on two different aspects of Chinese education. The first focuses on the fact that according to the Organization for Economic Cooperation and Development (OECD), “students in Shanghai rank number one globally in reading, math and science, far outpacing their American peers.” The questions provided focus on the idea that while Chinese students are advancing in terms of their education, Americans are falling behind. The second article is based around the idea that many foreign students are coming to the United States in order to get their college degrees. The largest group of students who are coming to the US are Chinese students. The article suggests several reasons for this including the use of agents to help students navigate through the admissions process. These articles are important in giving students are thorough look at how Chinese students are influencing education on a global scale. In addition, it is important for students to recognize that they need to be diligent in their studies and in their understanding of the Chinese culture in order to function in this global economy.