The Ancient Civilization of China
A Resource Unit for K-6 Students

Elementary and Middle Social Studies Curriculum and Instruction
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Introduction

China is located on the continent of Asia and today has a population of 1.3 billion people, the highest of any country. China is the oldest surviving civilization and no single date marks the end of Ancient China. The history of China is usually divided into dynasties because the history is so vast and dates back 5,000 years. The Chinese have made many contributions to the world over the course of time and they are well known for their four great inventions, which are paper-making, printing, gunpowder, and the compass. Because of China’s vast history and their numerous contributions over time, Ancient China is a great topic of study for elementary students. The Virginia Standards of Learning for Social Studies for Second Grade specifically focuses on the geography of China and the contributions of Ancient China. Several other standards, including the Civics Standards or Learning in Virginia, the National Standards for United States History and World History 5-12 and the National Standards of Art Education, found in Appendix A, correspond with teaching students about Ancient China. Students from all grades can learn about China’s physical geography, historical landmarks, inventions, historical figures, technological advancements, and major accomplishments and events. By studying Ancient China students will be given the opportunity to study a culture that is much different than theirs and thus begin to appreciate cultural diversity in the world today (http://www.atozkidstuff.com/china.html).

Key Ideas and Events

The country of China is located on the continent of Asia and it is the second largest country in Asia with a vast, diverse landscape. Ancient China was very isolated
from the rest of the world and this isolation is reflected in the building of the Great Wall of China. The first emperor of China, Shi Huangdi, started building the Great Wall of China, which later finished by subsequent emperors. The Great Wall of China is one of China’s most popular historical landmarks and stretches 4,000 miles from east to west. It was built to link existing fortifications into a united defense system and to better keep invading Mongol tribes out of China. The Great Wall of China is preserved in present day China and remains to be a great example of the architecture of Ancient China today.

China’s other most popular historical landmark is the Forbidden City, which was the Chinese imperial palace and for almost five centuries, it served as the home of the Emperor and his household. The Forbidden City was also the ceremonial and political centre of Chinese government and ordinary people were prohibited from entering into the Forbidden City. Like the Great Wall of China, the Forbidden City is preserved in present day China and remains to be a great example of the architecture of Ancient China today (http://www.42explore2.com/china.htm).

Ancient China was ruled by a series of emperors from different dynasties dating from 2,000 B.C. to approximately 600 A.D. Among China’s most well known emperors, the most famous are Qin Shi Huangdi, Emperor Wu of Han, Emperor Taizong of Tang, Genghis Khan, and Kangxi Emperor. As mentioned above, Shi Huangdi was China’s first emperor, from the Qin/Ch’in Dynasty, and is known for initiating the building of the Great Wall of China. Shi Huangdi is also known for standardizing Chinese writing and measurement and expanding the empire through war. Emperor Wu of Han, from the Han Dynasty, is most well known for the vast territorial expansion that occurred under his reign. He is also well known for his effective governance that made China the most
powerful country in the world. Emperor Taizong of Tang, from the Tang Dynasty is considered China’s greatest emperor of all time, and his reign was considered a golden age. During his reign the country prospered economically and militarily and his exemplary reign was a model to which all succeeding emperors were measured (Hall, 2000).

The Ancient Chinese are known for their many inventions and technological advancements including the development of writing, a calendar, gunpowder, printing, silk, paper, and the compass. Many scholars and historians have acknowledged and credited Ancient China for developing what they call “the four great inventions, which include papermaking, printing, gunpowder, and the compass (http://en.wikipedia.org/wiki/Four_Great_Inventions_of_ancient_China)”. Ancient Egyptians were the first to make paper out of papyrus but the Ancient Chinese developed their own form of paper made from fiber pulp. Chinese carved characters into wood blocks as the first form of printing which allowed information and teaching to spread more rapidly. Paper cutting is a craft that originated in Ancient China and is still popular today. Chinese used gunpowder to make fireworks as early as 200 A.D. as a part of special ceremonies. This invention helped China to easily defeat invaders and drastically changed warfare across the globe, forever. The compass was another important Chinese invention that aided exploration of both land and sea. Its earliest use was in 200 A.D. and its popularity grew as explorers traveled to new lands by sea (Lamb, Johnson, 2001).

Chinese is an ancient system of writing that has changed relatively little over the past thousands of years. Chinese calligraphy is an Oriental art and has attracted the attention and admiration of people all over the world. Calligraphy is much like painting
and artists use Chinese characters to communicate as well as to express their inner feelings. The Chinese calendar differs from the western calendar because it is divided into a twelve-year cycle based on the cycles of the moon. Each year is named after an animal and people born during that year are said to exhibit the characteristics of that animal. The Chinese New Year typically falls between January 21st and February 20th and is characterized by several days of celebration (Cheng, 1976). The Chinese are credited with first making silk almost 5,000 years ago. Silk became a very important trade commodity, which caused the development of the Silk Road trading route. The Silk Road connected Ancient China to Rome and was responsible for spread and exchange of cultural ideals and information between the east and west (http://www.discoverychannel.co.uk/ancient_china/inventions/silk/index.shtml).

**Men, Women, Youth & Children**

Confucius was one of China’s most well-known thinkers and social philosophers whose thinking and philosophy have deeply influenced Chinese thoughts and life. He lived during Zhou Dynasty and taught the importance of virtue, morality, and family. Confucius’ thoughts have developed into a system of philosophy called Confucianism, which is still popular in China today. Because Confucius was so influential in Ancient China, many accepted his doctrine. He believed that women were not equal to men and they were unworthy and incapable of any literary education. Women were considered property of their fathers until marriage, where they then became property of their husbands. Their main job was to produce sons, as baby girls were unwanted. Women were also subjected to the cruel practice of footbinding, in which women wore tightly bound bandages to stunt the growth of their feet, because girls with smaller feet were
more likely to marry into a better family (http://www.planetpapers.com/Assessts/4637.php.)

Stemming from the teaching of Confucianism, family was very important in Ancient China. Young boys and girls were required to obey their parents at all times and help with household chores and take care of their parents as they aged. However, there was a huge difference between the lives of young Chinese boys versus young Chinese girls. Chinese boys were much more appreciated and valued in society than Chinese girls. Boys were expected to marry as soon as they were old enough and sometimes took many wives. The eldest son in the family became the head of the household once his father died and his sibling brought their family to come live with him. Girls were expected to obey all males and they had no rights or property for their entire lives. Sometimes daughters were not even given a proper name and were called daughter one or daughter two, etc. Also, poor families were sometimes forced to sell their daughters as servants or slaves (http://www.planetpapers.com/Assessts/4637.php). As evident, life as a Chinese girl or woman was much harder than life as a boy or man.

Although Confucianism has been associated with the subjugation of women and Confucius believed that women were inferior to men, Wu Zetian defied the beliefs and practices associated with Confucianism that suppressed women. Wu Zetian was the first and only woman in the Chinese history to become an empress and rule Ancient China. Empress Wu Zetian came to reign under the Tang Dynasty and is remembered as one of China’s most famous female politicians. During her reign, a powerful centralized regime was formed, with a prosperous national economy and stable social order. Empress Wu Zetian improved the Keju Educational System, raised agriculture production, and lowered
oppressive taxes. She appointed scholars and other educated people to run the
government, regardless of status. Empress Wu Zetian declared Buddhism as the favored
state religion, and challenged Confucian beliefs and worked to elevate the position of

Su Dongpo is a much-respected person in ancient China and he is considered by
many to be China’s greatest genius. He served as statesman, poet, painter, engineer,
architect, and humanitarian. His work and poems are still important to the Chinese people
today. His poems are important because they were about liberation from the oppressive
emperors of his time. Su Dongpo was well known for his civic engagement and he did
many great things to make his country better (Demi, 2006).

Closing and Legacy

China has been and continues to be today one of the most influential countries of
the world. China is the oldest surviving civilization and has contributed numerous
inventions and technological advances to the world, been to home to influential leaders
and historical figures, and changed the course of history with regard to sea travel,
warfare, and trade. Ancient China is still extremely important to the Chinese today as
evidenced by the continual practice of ancient art forms, the preservation of ancient
historical landmarks, and the celebration of ancient festivals. China has clearly left a
lasting impression on the world today and its legacy lives on in citizens of modern China
today.
Appendix A: Standards

History and Social Studies Standards of Learning in Virginia

Geography
2.4 The student will develop map skills by: locating China and Egypt on world maps.
2.6 The student will demonstrate map skills by constructing simple maps, using title, map legend, and compass rose.

Economics
3.8 The student will recognize that because people and regions cannot produce everything they want, so they specialize in producing some things and trade for the rest.

Civics Standards of Learning in Virginia
CE.1a The student will develop the social studies skills citizenship requires, including the ability to examine and interpret primary and secondary source documents.

CE.4 The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life by:
   b. practicing courtesy and respect for the rights of others;
   c. practicing responsibility, accountability, and self-reliance;

National Standards, United States History and World History 5-12
Individuals, Groups, and Institutions, Middle Grades: The student will
   (d) identify and analyze examples of tensions between expressions of individuality and group or institutional efforts to promote social conformity

National Standards for Art Education (Visual Arts)
(K-4) Content Standard # 4:
Understanding the visual arts in relation to history and cultures. Students:
   a. know that visual arts have both a history and specific relationships to various cultures.
   c. demonstrate how history, culture, and the visual arts can influence each other in making and studying works of art.
(K-4) Content Standard # 5:
Reflecting upon and assessing the characteristics and merits of their work and the work of others. Students:
   a. understand there are various purposes for creating works of visual art.
   b. describe how people’s experiences influence the development of specific artworks.
   c. understand there are different responses to specific artworks.
Lesson Plan # 1- Map Skills and Geography

Context: Lesson Plan Preparers: Lydia Murray, Emma Peworchik, Caroline Ungerman
Level: 2nd Grade; Topic: Map Skills and Geography; Time: 1 hour; Whole group and small group; 18 students

Standards:
2.4: The student will develop map skills by: locating China and Egypt on world maps.
2.6: The student will demonstrate map skills by constructing simple maps, using title, map legend, and compass rose.

Objectives:
1. Given a world map, the student will locate and color the state of Virginia and the country of China with 100% accuracy.
2. Given a map skills worksheet, the student will insert map title, fill in blank compass rose and complete map legend with 100% accuracy.

Resources:
PowerPoint of Great Wall of China and Forbidden City, blank world map, game piece, 19 steps of directions (each step on separate sheet of paper), student worksheet and game piece per student, student homework worksheet, pencils, colored pencils, document camera, various artifacts/objects from China (or that represent China)

Content and Instructional Strategies:
Introduction (Anticipatory set):
To begin, ask students if they have ever seen/used a map. Discuss different types of maps students have seen/used and why they needed a map. Discuss what maps are used for. Use the document camera to project the world map and point out the gridlines on the map. Explain that the class will use the blocks made by the gridlines to follow directions to a special destination. Review the cardinal directions and point out the compass rose on the classroom world map. Present objects/artifacts from China as clues to the special destination. Throughout the lesson, allow students to guess the special destination.

Content Focus:
Pass out one step of the directions (19 steps in all) to each student. Model reading step number one of the directions and move the game piece accordingly (either North, South, East, or West one space.) As Guided Practice, have the student with direction number two read out the next move and come up to the projector to move the game piece. Check for understanding by asking class if they agree. Proceed in this way until the class has followed all 19 directions and has arrived at the special destination (China). Again, present objects/artifacts from China as clues to the country the class has arrived in. Ask the students to identify the special destination, and specify that you are looking for a country name if necessary. Give a brief description of China and discuss what a historical landmark is.

For independent practice, explain that each student will now receive a map of China, and they must follow directions to locate a historical landmark. Pass out one
student worksheet and one game piece to each student. Half of the class will receive directions to the Great Wall of China and the other half will receive directions to the Forbidden City. Students follow directions, using map of China and game piece, to find their historical landmark. Have students write down the name of the historical landmark they found on their worksheet. When all students have found their historical landmarks, the teacher will explain that each student will find a partner with the opposite historical landmark and give them directions to the landmark they found. Model how to give directions using the terms north, south, east and west before having students try. While students are working with partners, the teacher will circulate and check for understanding. When the students have successfully guided their partner to their historical landmark, the teacher will gather the class and briefly discuss the Great Wall of China and the Forbidden City. The teacher will show the class pictures of the Great Wall of China and the Forbidden City.

Closure:
The teacher will gather the students together as a class and review the objectives of the lesson. Discussion questions may include:

- What continent is China in?
- What are the different parts of a map?
- What are the cardinal directions?
- What direction would you go to get to China from Virginia?
- What historical landmarks did you find?

Assessment:
Formative: Can students follow directions to locate their historical landmark? Note student responses during discussions.
Summative: In-class worksheet, homework worksheet, and pre-post test

Content/Background Information:
The continent of Asia is located to the east of the continents of Europe and North America and to the north of the equator. The country of China is located in the continent of Asia. China is the second largest country in Asia. The cardinal directions are north, south, east, and west. To travel north means to move toward the North Pole. To travel south means to move toward the South Pole. To travel east, face north and turn right. To travel west, face towards the north and turn left. The compass rose is a symbol on a map that is used to show the cardinal directions. The Forbidden City and the Great Wall of China are examples of the architecture of ancient China. These historical sites are preserved in present day China. Vocabulary: Architecture- the character or style of a building, Forbidden City- the imperial palace of multiple Emperors of China that was closed to the public, Great Wall of China- a 2000 mile long wall built across northern China in ancient times as a means of defense against invasion.
Resources:
http://dictionary.reference.com/browse/architecture
http://dictionary.reference.com/browse/cardinal
http://dictionary.reference.com/browse/great%20wall%20of%20china
http://dictionary.reference.com/browse/forbidden%20city
http://wpsroom10.blogspot.com/2008_05_01_archive.html
http://www.worldatlas.com/aatlas/printpage/worldanb.htm
http://www.twip.org/photo/asia/china/photo-5115-12-09-07-13-14-23.jpg
http://www.kinabaloo.com/great_wall.html
http://en.wikipedia.org/wiki/Forbidden_City

Historical Landmarks of China PowerPoint
Sources
Class Directions to China:

Start in Virginia and move one space **south**

1. Move one space **south**
2. Move one space **east**
3. Move one space **east**
4. Move one space **east**
5. Move one space **east**
6. Move one space **north**
7. Move one space **west**
8. Move one space **west**
9. Move one space **north**
10. Move one space **north**
11. Move one space **east**
12. Move one space **east**
13. Move one space **east**
14. Move one space **east**
15. Move one space **south**
16. Move one space **east**
17. Move one space **north**
18. Move one space **east**
Directions:
1. Start at the footprints and move two spaces **north**.
2. Move 3 spaces **west**.
3. Move 5 spaces **north**.
4. Move 2 spaces **east**.
5. Move 1 space **south**.

Which historical landmark did you find?
Directions:
1. Start at the footprints and move two spaces **north**.
2. Move 3 spaces **west**.
3. Move 5 spaces **north**.
4. Move 3 spaces **east**.
5. Move 1 space **south**.

Which historical landmark did you find?
Use the map of China to answer the questions below:

1. Which of these is a city in China?
   a. Tibet        b. Mynamar
   c. Guangzhou    d. Yangtze

2. If you started in Shanghai and went east, where would you be?
   a. Beijing      b. The Pacific Ocean
   c. Hong Kong    d. India

3. Which river runs across the Great Wall of China?
Lesson # 2 - Chinese Paper cutting

Context: Lesson plan preparers: Lydia Murray, Emma Peworchik, Caroline Ungerman; Level: 3rd grade: Topic: Chinese Paper cutting; Time: 1 hour; Whole group/small group; 20 students

Standards:

History and Social Studies Standards of Learning in Virginia
3.8: The student will recognize that because people and regions cannot produce everything they want, so they specialize in producing some things and trade for the rest.

National Standards for Art Education (Visual Arts)
(K-4) Content Standard # 4: Understanding the visual arts in relation to history and cultures. Students:
   b. know that visual arts have both a history and specific relationships to various cultures.
   c. demonstrate how history, culture, and the visual arts can influence each other in making and studying works of art.
(K-4) Content Standard # 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others. Students:
   d. understand there are various purposes for creating works of visual art.
   e. describe how people’s experiences influence the development of specific artworks.
   f. understand there are different responses to specific artworks.

Objectives:

1. Given class and group discussion, the student will identify the importance of paper cuts to the people of Ancient and Modern China.
2. Given materials, directions, and class participation, the student will create a paper cut art form.

Materials/Time:
Power Point presentation of Chinese Papercuts, one class worksheet per table group, one paper copy of the dragon paper cut per table group, one dragon paper cut template per student, scissors, multiple choice questions per student

Lesson Description:
Introduction
Review that the class has been studying Ancient China and explain that today they will learn about Ancient Chinese art forms, in particular, paper cutting. Present Power Point presentation of examples of Chinese paper cuts. Point out the various symbols found in the paper cuts (dragon, panda, fish, mandarin ducks).

Content Focus
Explain that students will now work with their table groups to answer questions about dragon paper cut displayed in the Power Point slide. Pass out a class worksheet and a paper copy of the dragon paper cut to each table group. Identify one group recorder per table group to record observations/answers. Inform students that they have about 5-10 minutes to discuss and fill out the class worksheet with their group. Gather class together and review student answers to the class worksheet. Elaborate using Key Questions.

**Key Questions:**

**Objective:** What is the main focus of this paper cut? What other objects do you see in this paper cut? How does the artist use lines and color? How much detail does the artist include in the paper cut?

**Reflective:** Does this remind you of anything that is important in your life and culture? What would you put as the main focus in your own paper cut? What color would you choose for your paper cut?

**Interpretive:** Why do you think most of the Chinese paper cuts are red? Why do you think the artist chose a dragon as the main focus? Why do you think the artist included so much detail in the background? What feeling is the artist trying to portray?

**Decisional:** Why are paper cuts important to the Chinese culture? Why are dragons important to Chinese culture? Do you think it would be difficult to make a paper cut?

**Art Demonstration:**
Explain that students will now create their own paper cut. Pass out one dragon paper cut template and scissors to each student. Model how to cut out the shaded regions on the dragon and how to cut around the edges of the dragon.

**Closing**
Gather the class together and ask students what they learned about Chinese culture by examining paper cutting. Highlight the cultural significance mentioned in the Background Information. Have students share their paper cut and tape them to the classroom window.

**Assessment:**
Formative: Circulate around classroom and listen as students talk in their table groups. Note student responses during discussions. Record student completion of paper cut.
Summative: In-class worksheet and multiple-choice questions

**Background Information:**
Chinese Emperor Ts’ai Lun is credited with the invention of paper thousands of years ago. Paper cutting emerged as a Chinese artform around 400 years later and these cuttings were originally worn by women in their hair. Paper cuttings were used in religious ceremonies: as part of a funeral ceremony or a sacrificial offering. Today, the art is still a popular activity, especially in the countryside and among women. Papercutting used to be a craft young girls were expected to master; papercutting was one skill that potential brides were judged on. Modern paper cuttings are most often used as decorations. They are said to bring good luck to New Year’s festivals. The only tools used in paper cutting are paper and scissors or an engraving knife. These paper cuttings are typically all one color which helps to make a scene appear to pop out, as if three-dimensional. Often, red is the chosen color; red is a lucky color in China. Dragons are a
popular choice of subjects for paper cuttings. The dragon is found in many Chinese folk tales and has special significance for the Chinese New Year.

Resources:

http://www.travelchinaguide.com/intro/arts/paper_cut.htm
http://ipst.gatech.edu/amp/collection/museum_invention_paper.htm
http://www.blss.portsmouth.sch.uk/hsc/chpapercut.shtml
http://www.chinavista.com/culture/art/folkart/papercutting.html
http://www.sacu.org/papercuts.html
http://www.gmw.cn/images/2007-02/06/xin_430204061142781270202.jpg
http://i134.photobucket.com/albums/q89/scwoiwd07/YC_Ong.jpg
http://www.nottinghamcity.gov.uk/papercut.jpg
References

- http://www.sacu.org/papercuts.html
- http://i134.photobucket.com/albums/g99/sova1d07/YC_Omg.jpg
- http://www.nottinghamcity.gov.uk/papercut.jpg
Class Worksheet
Chinese Dragon Paper Cut

Please answer the following questions with your table group.

1. What is the main focus of this paper cut?

2. How does the artist use lines and color?

3. Does this remind you of anything that is important in your life and culture?

4. Why do you think the artist chose a dragon as the main focus?

5. Why are paper cuts important to the Chinese culture?
Multiple Choice Questions

1. Who invented paper in the 2nd century A.D.?
   a. The Japanese
   b. The Roman
   c. The Greek
   d. The Chinese

2. What tools are used in paper cutting?
   a. Paper, scissors, ink
   b. Paper, cardboard, glue
   c. Paper, scissors, engraving knife
   d. Wood, engraving knife, dye

3. What are modern paper cuttings most used for?
   a. As ornaments
   b. As decorations
   c. For good luck
   d. For trading good

4. Which picture depicts a Chinese paper cutting?
   a. 
   b. 
   c. 
   d. 
Lesson # 3- Biography of Su Dongpo

**Context:** Lesson Plan Preparers: Lydia Murray, Emma Peworchik, Caroline Ungerman; Level: 3rd grade; Topic: Biography of Su Dongpo; Time: 1 hour; Whole group, small group, independent; 20 students

**Standards:** National Social Studies Standards: Power Authority, and Governance
Middle Grades:
a: examine persisting issues involving the rights, role, and status of the individual in relation to general welfare.
b: analyze and explain ideas and governmental mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, and establish order and security.

**Objectives:**
1. Given the biography and the lesson, students will write and illustrate a page on one important event in Su Dongpo’s life.
2. Given the biography and the lesson, students will place events of his life in order from earliest to latest.
3. Given the lesson, the students will state that good leaders protect the rights and property of their people.

**Materials:**
5 copies of the book “Su Dongpo: Chinese genius”, costume, Elmo, fact cards, markers/crayons, paper, binding material to bind book

**Lesson Description:**
**Introduction**
Enter the room as Su Dongpo and recite one of his poems. After briefly introducing Su Dongpo, have the students brainstorm the similarities and differences between geniuses, good leaders, and bad leaders. Introduce the concept of a biography and tell the students that the class will write his biography together.

**Content Focus**
Present the major events and accomplishments of Su Dongpo’s life using the book “Su Dongpo: Chinese genius.” Use the Elmo to display the book and explain the 20 major events and accomplishments of Su Dongpo’s life found on the fact cards below. Ask students to compare what Su Dongpo wanted to do for the people of China and what the emperor banned him for. Highlight Su Dongpo’s civic engagement and explain his legacy as a great genius and humanitarian. Pass out blank paper to each student and coloring utensils to each table group. Pass out one fact about Su Dongpo’s life to each student, making sure that each table group has a ¼ chunk time period (so that the students can put their facts in chronological order in their group and then the class can put the table groups 4 facts in chronological order). Instruct students to draw an illustration of the major event or accomplishment in Su Dongpo’s life and write the fact below the illustration. Instruct students to work with their table group, using the book, to put the facts in chronological order. Instruct the class to put the table group facts in chronological order (There are 4
facts per table group, so the class must organize the four time periods in chronological order. Collect the students’ story pages to bind them to make a class book, or a class biography of Su Dongpo’s life.

Closure
Review the major events and accomplishments of Su Dongpo’s life. Highlight Su Dongpo’s civic engagement and have students discuss the importance of civic engagement. Explain that Su Dongpo did many great things to make his country better and have students think of what they can do in the school or community to make it better. Make sure students connect back to the list they made in the introduction of qualities of a good leader. Review what a biography is and how it is important to history. Explain that the class will be given the opportunity to read through the biography they made of Su Dongpo’s life in a subsequent lesson.

Assessment:
Formative: Note student response during the discussions. Circulate around the classroom and listen as students work in their table group. Record student completion of story page with illustration and written fact.
Summative: Multiple-choice questions

Background Information:
Su Dongpo is a much respected person in ancient China. His work and poems are still important to the Chinese people today. Su Dongpo is considered by many to be China’s greatest genius. He served as statesman, poet, painter, engineer, architect, and humanitarian. As assistant magistrate in Fenxiang, he organized the transportation of the timber for building the tomb of the emperor. He prayed to the dragon god to bring rain and he was successful often. As judge, he settled cases fairly following “the laws of nature.” Wang Anshi, a rival of his, was appointed premier by the new emperor, a position Su Shih had been promised. The emperor tried to enact reforms quickly to bring glory. Su Shih knew this would cause hardship for the people. It caused floods and famine. The people had to leave their homes because they could not find the money to pay the reform tax of Wang Anshi. Su Shih wrote poems in protest. Su Shih’s poems became popular, so Wang Anshi made him magistrate of places farther and farther away. Wang Anshi’s failed dredging of the Yellow River had caused flooding. Su Shih lived in a shack at the top of the hill and led the restoration of the city. He became a hero. Su Shi was banished by his rival during the First Persecution of Scholars. He became a farmer of Dongpo and was at peace. He becomes Su Dongpo. He was pardoned when a new emperor came into power and returned to the capital to serve the country. He was unhappy in a position of power, so the fair empress Dowager Gao allowed him to return to a simple life as governor of Huangzhou. The Second Persecution of Scholars began and Su Dongpo was exiled from China. In a “shabby hut” living on “cockleburs and nettles” Su Dongpo was finally happy and at peace. He wrote his best works. Another Emperor came to power and Su Dongpo was pardoned again. During the celebrations of his return to China, he fell ill and died. Key terms: scholar- a person who is very smart, magistrate-, premier, protest, exile, banished
Resources:

**Poem to be read in Introduction**

The climate of Hainan is damp
and a humid swampy atmosphere
rises from the ground rotting everything.
How can a human being stand this for long?
But a lot of life depends on merely adjusting
to surroundings:
a salamander can live in fire;
and silkworm eggs can be preserved on ice.
By mental control, I shut off my mind
and turn on my spirit!

(Demi, 2006)
Multiple Choice Questions

1. A person who is *exiled* from their country:
   a. has been put in jail
   b. has taken a long journey
   c. has been forced to leave
   d. is very powerful

2. A good leader:
   a. does whatever it takes to bring glory to his or her country
   b. makes decisions without thinking about the people of the country
   c. is rich and powerful
   d. protects the rights and property of his or her people

3. Su Dongpo was a good leader because:
   a. he stood up for the people of his country and tried to make China a better place
   b. he was the most powerful emperor that ever ruled China
   c. he was a judge
   d. he quickly tried to fix China's problems because he wanted to bring glory to the country

4. Su Dongpo was exiled from China because:
   a. he started a violent protest
   b. he wrote poems of protest
   c. he caused a terrible flood
   d. he wanted to become a farmer
**Fact Cards**

<table>
<thead>
<tr>
<th>Event</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birth</td>
<td>Finds ancient inkstone and begins writing</td>
</tr>
<tr>
<td>Official exams</td>
<td>Named <em>jinshi</em> (First Scholar of the Land)</td>
</tr>
<tr>
<td>1st position as assistant magistrate</td>
<td>Serves as judge</td>
</tr>
<tr>
<td>Rival Wang Anshi appointed premier</td>
<td>Disasters happen, writes poems of protest</td>
</tr>
<tr>
<td>First Persecution of Scholars, Su Shi arrested and banished</td>
<td>Su Shi becomes Su Dongpo in exile as farmer of the mountain Dongpo</td>
</tr>
<tr>
<td>Becomes Secretary to the Emperor and First Scholar of the Land</td>
<td>Second Persecution of Scholars, demoted</td>
</tr>
<tr>
<td>Wrote four books</td>
<td>Pardoned again by the next Emperor and returns to the capital</td>
</tr>
<tr>
<td></td>
<td>Death</td>
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</tbody>
</table>
Lesson # 4 – Government & Human Rights – Tiananmen Square

Context: Lesson plan preparers: Lydia Murray, Emma Peworchik, Caroline Ungerman; Level: 6th grade; Topic: Tiananmen Square Protests Time: 1 hour +; whole group/small group; 20 students

Standards:
History and Social Studies Standards of Learning in Virginia
CE.1a The student will develop the social studies skills citizenship requires, including the ability to examine and interpret primary and secondary source documents.

National Standards, United States History and World History 5-12
Individuals, Groups, and Institutions, Middle Grades: The student will (d) identify and analyze examples of tensions between expressions of individuality and group or institutional efforts to promote social conformity
e. identify and describe examples of tensions between belief systems and government policies and laws

Objectives:
1. Given introduction, students will generate questions about the protests at Tiananmen Square in China.
2. Given research on protests in Tiananmen Square, students will generate answers to their questions and questions for further research.

Materials/Time: First hand account of protest (one for each student), one resource packet for each group, access to the internet and a computer for each group, PowerPoint on Tianamen Square Protests of different times, Inquiry Worksheet, poster paper, markers

Lesson Description:
Introduction
With a picture of Tiananmen Square in the background, the teacher will ask students what the purpose of this space is in this city. After listening to student answers, the teacher will describe that this place is historically significant to the people of China for another reason. The teacher will read the first two pages from the personal account of the 1989 massacre by a 20 year old student from Quinha University.

Content Focus:
Ask the students to think for a few moments and describe their response to and feelings about what they heard on their inquiry sheet. At this time they should also list any questions that have come up in their minds in response to the reading. Allow students to read their copy of the account and to look at the PowerPoint of photos. After sharing personal responses to the account, students will generate further questions if they have not already done so for a total of three questions.
Place students in groups of four and pass out laptops and resource packets. Each student is to work independently but share the resources. They may talk to each other about what they are finding but each should investigate his or her own question. Ask each student to
pick one question and write it on the group poster. After giving the students time to look at each other’s questions, the students will each pick a question or two to research. Students will use the primary source documents and the internet to attempt to find answers to their questions. It should be explicitly stated that their research will bring to mind more questions and that these are an important part of research and should be written down. They will document the process on the Inquiry handout.

Closing
Bring the students back together after they have had time to research. Ask each student to present their findings and describe any of the new questions they generated. Conclude the lesson by telling the students that this topic is still researched and debated today and that they have done well practicing what it means to be an informed citizen.

Assessment:
Formative: student responses, student participation
Summative: Inquiry handout for each student, essay question

Background Information:
In Ancient China, the people were ruled by families born into power. The welfare of the people of Ancient China was dependent on the decisions of the Emperor. After overthrowing the last emperor of China, the people of China began to have more say in their government. Tiananmen Square has been the locus of protests in China since the early 1900s. The first protest in 1919 was of students who disagreed with China’s participation in the Versailles Treaty which awarded the previously Chinese territory of Shandong to Japan. This was seen as an insult since China had helped defeat Germany. Students saw the government as weak and this led to the creation of the Communist Party of China. The second occurred in 1976 as a protest of the limitation of the mourning period by the ruling Communist Party for a popular Premier Zhou Enlai. The Chinese army surrounded the area and removed the protestors using nightsticks and clubs. The 1989 protest in the Square led to the deaths of many students holding a prodemocracy protest. The Chinese government used military force to clear the square of the protestors. Refer to the included timeline of events for specific details of the day.

Resources:
http://afe.easia.columbia.edu
Movement for Democracy 1989

Memorial for the Tiananmen Square Victims in Wroclaw, Poland
My Thoughts

My questions:
1.
2.
3.

Research Findings – Question 1
Information Source

Research Findings – Question 2
Information Source
Additional Questions:
1.

2.

3.

Time spent on this process: ___________________________
Explain how the U.S. and China differ in their response to protests as evidenced by the country’s reaction to the events at Tiananmen Square? Support your answer with three specific examples from the primary documents you examined. (Point allocation: reactions of U.S. and China – 4 pts; 3 examples – 6 pts.)
Eyewitness Account

BEIJING - In the predawn hours of June 3, I was sitting on the steps of the Monument to the People's Heroes. I saw with my own eyes what happened when the army opened fire on the students and citizens quietly sitting in the square.

By the afternoon of that Saturday, we had already heard that the army would carry out the order to crack down. An anonymous phone call - to a public phone in a nearby alley -had come around 4 P.M. to tell us that the army was about to clear Tiananmen by force. Alerted by the news, we had an emergency meeting, at which we decided what measures we would take to defuse the confrontation and avoid a blood bath.

We had in our possession 23 assault rifles and some explosives, taken from soldiers a couple of days before. The University Students' Autonomous Association decided that to demonstrate our intention to promote democracy through nonviolence, we would surrender these weapons to the martial law troops. We made contact with the army under the portrait of Chairman Mao at the main gate of Tiananmen. An officer told us that the troops were under orders from superiors not to receive the weapons. Weapons Are Destroyed

The negotiations having been fruitless, and with the situation extremely volatile, we destroyed the guns on the steps of the monument, and dismantled the bombs by pouring out the gasoline. We wanted to avoid any chance that they would be used by criminals, or be treated as "evidence" that the students had committed violent acts against the troops.

Afterward, the Student Association made a broadcast notifying everyone that the situation was extremely dangerous and that bloodshed seemed inevitable, telling students and citizens in the vicinity of the square to leave. However, 40,000 to 50,000 students and 100,000 citizens insisted on staying. I was one of them.

The atmosphere was incredibly tense. For most of the students, this was the greatest danger they had ever faced. It would be a lie to say that we were not afraid, but we were mentally prepared and determined. Some students could not believe that the army really would use deadly force. But most of all, we were motivated by a powerful sense of purpose.

We believed that it would be worth sacrificing our lives for the sake of progress and democracy in China. Prelude to Violence: Orders to 'Clear Out'
At midnight, after two armored vehicles sped down the side of the square from the front gate, the tension mounted even higher. Shrii loudspeakers barked out repeated "notifications." Thick formations of soldiers in steel helmets were moving into the square from all sides. In the dark, we could make out machine gun placements on the roof of the History Museum. The students crowded back around the Heroes Monument.

At 4 A.M. Sunday the lights on the square were suddenly extinguished. Through the loudspeakers, we again heard orders to "clear out." A sudden wave of anxiety passed through me, and a voice in my head said over and over, "The moment has come."

Then, Hou Dejian [ a Taiwanese pop singer ] and other hunger strikers negotiated with the army for a peaceful retreat of the students. But just as we were about to move, at 4:40 A.M., a barrage of red flares shot into the sky. Immediately, the square was brightly illuminated. I saw that the front of the square was full of soldiers. From the Great Hall of the People, a squadron of soldiers rushed out, dressed in camouflage, carrying assault rifles, and wearing helmets and gas masks.

The first thing that the charging soldiers did was to erect a row of 10 or more machine guns right in front of the Heroes Monument. The machine gunners took a prone position, with their backs to the Gate of Heavenly Peace. As soon as the placements were established, a huge number of soldiers and police appeared.

They were all holding electric cattle prods and rubber truncheons, and some special-purpose weapons that we did not recognize. They charged at us, breaking apart the formation in which we were sitting, beating us with all their might. Our ranks were broken into two groups, and they forced their way through the middle to the third tier of the monument. I saw about 50 students who were so badly beaten that blood completely covered their faces.

At that moment, the armored vehicles and additional forces that had been waiting on the square closed in on us, and we were completely surrounded by rows and rows of vehicles, leaving only a small gap in the direction of the museum.

At the same time, the soldiers and military police who had reached the third tier went about smashing all of the students' printing and broadcasting equipment and dragged the students down from the steps. Even then we remained seated, holding hands and singing the "Internationale" and shouting "The People's Army will not hurt the people!" But unable to resist the kicking and clubbing of such a large number of attackers, the students sitting on the third tier were forced down. Automatic Weapons Cut Down Students When they reached the ground, machine guns erupted. Some soldiers opened fire from a kneeling position, their bullets
flying over our heads, but the gunners splayed on the ground were shooting right at the chests and heads of the students.

When this happened, we could only retreat up the back of the monument. Then the machine guns stopped. But the beating of the soldiers above forced us back down. Then the machine guns started again.

At this time, workers and citizens, putting their own lives aside, took up bottles, sticks or anything that could be used as weapons, and rushed across to fight the soldiers.

The Student Association urged everyone to get out of the square.

**Students Try to Flee**

At that point a large number of students tried to get out through the gap in the armored vehicles. But even this exit was sealed off. Thirty armored cars came crushing into the crowd. Some students died under the wheels, and even the flagpole in front of the monument was knocked down.

I never thought that the students could be so courageous. One group went to try to turn over the vehicles, but were repulsed by bullets. Then a second wave, stepping over the bodies of those in front, rushed at the vehicles again, managing to topple one of them. Three thousand students, myself included, rushed out amid flying bullets through this opening toward the History Museum.

Those who survived joined citizens outside the museum who were running north. Seeing flashes of gunfire from the trees ahead, we turned around and ran south.

**Citizens Join Fray On Side of Students**

Tears streamed down our faces as we ran. We could see a second group of students trying to escape under fire, many of them falling. We all wept and, weeping, we ran. Just as our group reached the front gate of the city, we were met by a large contingent of soldiers, all running from the direction of the Jewelry Market. When we met, they didn't shoot, but began beating us madly with huge wooden clubs.

At this point, a crowd of citizens came rushing up the front gate and started fighting ferociously with the soldiers, they did this to protect us as we tried to break through in the direction of the railway station. The soldiers pursued us. By 5 A.M., the gunfire in the square was dying away. Afterward I ran into a friend at the International Red Cross, and he told me that by 5 A.M. anyone who could escape had done so.
I will never be able to forget what happened when the students were shot down, and others rushed to save the wounded and carry away the bodies. Some of the women tore off their clothes to bandage wounds until they had nothing more to take off.

A Qinghua University friend of mine from Jiangsu Province was bleeding heavily but still running with us until he could keep up no longer. He fell against my shoulder, saying, “Can you help me?” I was already supporting two injured women students so I couldn’t get to him right away. He fell on the ground and the crowd trampled him. I still have the stains of his blood on my back.

**Soldiers Block Way Back to the Square**

After we reached the train station, two other students and myself went back to the square. It was now 6:30 A.M. We followed a huge crowd of civilians to the Mao Zedong Mausoleum. There, armored cars and a wall of soldiers blocked the way. We climbed up the trees on the side of the road, and saw that soldiers were collecting corpses in plastic bags on the square. The bodies were piled on top of each other and covered with canvas.

There I ran into a student from my department. He was among those who broke out [ of the square ] with the second group. He told me that the death toll was enormous. Soldiers had kept Red Cross ambulances from getting to the wounded.

Around 7:20 A.M., I went back to the square again to find out more. I talked to some elderly people who said that the people on the walkways around the square had died all bunched together. The soldiers had draped the area from the sight of the Beijing people with canvas sheets. They also said that many military trucks had come in and carried the wounded off to an unknown destination.

How many people died altogether? I don't really know. Am I pessimistic? No, I'm not at all pessimistic. Because I have seen the will of the people. I have seen the hope of China. Some of my friends died. Even more are now bleeding. I am a survivor, and I know how to live my life from now on. I will never forget the students who lost their lives. I also know for sure that all decent people in the world will understand and support us.

**Source:**

Resource Packet

The May 13 Hunger Strike Declaration

In these bright and beautiful days of May, we are beginning a hunger strike. We are young, but we are ready to give up our lives. We cherish life: we do not want to die.

But this nation is in a critical state. It suffers from skyrocketing inflation, growing crime rates, official profiteering, and other forms of bureaucratic corruption, concentration of power in a few people's hands, and the loss of a large number of intellectuals who would now rather stay overseas. At this life-and-death moment of the nation's fate, countrymen, please listen to us!

China is our motherland.

We are the people.

The government should be our government.

Who should speak out, if we should not?

Who should act, if we should not?

Although our bones are still forming, although we are too young for death, we are ready to leave you. We must go; we are answering the call of Chinese history.

Our honest feelings of patriotism and loyalty to the nation were distorted as "turmoil," and we were accused of being the tools of a "handful" who have "ulterior motives."

We ask of every Chinese citizen - every worker, peasant, soldier, civilian, celebrity, every government official, policeman, and our accusers - that you place your hand on your heart and ask yourself: What wrong have we done? What "turmoil" have we created? What causes have led us to protest, to demonstrate, to boycott classes, to fast, to hide ourselves? Why did this happen? Our words were not heard in good faith. We were beaten by police when we marched, though we were only hungry for the truth. Our representatives knelt for hours, presenting our petition, only to be ignored by the government. Our request for dialogue has been put off again and again. The safety of our student leaders is now uncertain.

What shall we do?

Democracy is supposed to be the highest of human aspirations and freedom a sacred human right, granted at birth. Today these must be bought with our lives.

We say to our dear mothers and fathers, do not feel sorry for us when we are hungry. To our uncles and aunts, do not feel sad when we leave this life. We have one wish, that the lives of everyone we leave be better. We have one request, that you remember this: our pursuit is life, not death. Democracy is not a task for a few; it takes generations.

May this declaration, written with our lives, break up the clouds that cast their shadows on the People's Republic of China. We are doing this:
1. To protest the government's indifference to the student demonstrations

2. To protest the government's failure to enter into a dialogue with students

3. To protest the government's unfair characterization of the student democratic movement as "turmoil" and the further distortion of it in newspaper coverage

We request:

1. An immediate dialogue between the government and the students on substantial topics with equal status

2. An acknowledgement by the government of the legitimacy of the student democratic movement

Time of the hunger strike: Begins at 2:00 P.M., May 13, 1989.

Place of the hunger strike: Tiananmen Square.

The hunger-strike volunteers
Interview at Tiananmen Square with Chai Ling

I think these may be my last words. My name is Chai Ling. I am twenty-three years old. My home is in Shandong Province. I entered Beijing University in 1983 and majored in psychology. I began my graduate studies at Beijing Normal University in 1987. By coincidence, my birthday is April 15, the day Hu Yaobang died.

The situation has become so dangerous. The students asked me what we were going to do next. I wanted to tell them that we were expecting bloodshed, that it would take a massacre, which would spill blood like a river through Tiananmen Square, to awaken the people. But how could I tell them this? How could I tell them that their lives would have to be sacrificed in order to win?

If we withdraw from the square, the government will kill us anyway and purge those who supported us. If we let them win, thousands would perish, and seventy years of achievement would be wasted. Who knows how long it would be before the movement could rise again? The government has so many means of repression - execution, isolation. They can wear you down and that's exactly what they did to Wei Jingsheng.

I love those kids out there so much. But I feel so helpless. How can I change the world? I am only one person. I never wanted any power. But my conscience will not permit me to surrender my power to traitors and schemers. I want to scream at Chinese people everywhere that we are so miserable! We should not kill each other anymore! Our chances are too slim as it is.

I was extremely sad because, once again, I saw all kinds of people trying to betray us and put an end to this movement. At the start of the hunger strike there were about a thousand students participating, ruining their health. It infuriates me to think that there are people who want to ruin what these 1,000 - and later several thousand - students are risking their lives for.

Within the intellectual circle, however, two supportive friends suggested that we call things off and take on another duty, like writing a book to be entitled Let the Whole World Know. They also said that if this book were circulated, the world would be told exactly what was going on. Then we could be satisfied at the sight of our execution.

I had a conversation with a plainclothes cop on April 25. I asked him what the sentence was for counter-revolutionary activities. He said that it used to be three to five years, but now it is seventeen. I'd be forty after seventeen years in prison. I'm really not willing to do that.

Yesterday I told my husband that I was no longer willing to stay in China. I realize that many students won't understand why I'm withdrawing from this movement and I will probably be criticized for this. But I hope that while I can no longer continue with this work there will be others who can. Democracy isn't the result of just one person's efforts. During the hunger strike I had said that we were not fighting so that we could die but so that we could live. I was fighting for life, because democracy cannot be accomplished by a single generation. Now I'm even more convinced of this. If I don't die, I vow to teach my child, from the day he is born, to grow up to be an honest, kind, fair, and independent Chinese.

We were striving for rights, and I felt like telling everyone, including undercover police and soldiers, that the rights that the students were risking their lives for were also for them. I would be ashamed to enjoy the benefits of these rights we are struggling for if I had never participated in this movement.

I have felt depressed many times. Some of the students have such a poor understanding of democracy. On the day that I suggested the hunger strike, I knew in the back of my mind that it would be futile. There are certain people and certain events in history that are destined to fail. In
spite of all this, I have always tried to come across as a strong role model for the students and let them know that some day we will win.

I believe that democracy is a natural desire. It should guarantee human rights and independence, and foster self-respect - all of which people are entitled to.

Unfortunately, the basic human instinct for independence has been greatly inhibited and degraded among the Chinese. Some out-of-town students even came to us, asking for food, lodging, and instructions for what to do next. I thought, they have hands, eyes, their own minds; they can take care of themselves. They are supporting a very good cause but, honestly, many of these students are irresponsible; they are accustomed to living in a feudal society in which they do not have to make decisions for themselves.

The square is our last stand. If we lose it, China will retreat into another dark age, the people will once again turn against one another, with no real feelings or communication between them. If a nation's own people don't stay and help it to grow and develop, who will? But I will not be there to protect the square because I'm different from the others: my name is on the blacklist. I don't want to die.

Before this movement, I dreamed about going abroad - to study psychology - but friends warned me not to think of America as a paradise. They said that there are a lot of overseas Chinese there and that their competitive instincts were overwhelming. I want to say to all those Chinese outside of China, those who already have freedom and democracy, and who have never had their lives endangered, to stand up and unite, to put an end to the fighting among us. There are so many kids here risking their own lives for what you have. Do what you can, break down the barriers and don't be selfish anymore. Think about our race. One billion people can't just fade away.

- Chai Ling

Source: http://afe.easia.columbia.edu
# A Brief Chronology of Events at Tiananmen Square, 1989

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>15 April</td>
<td>Hu Yaobang, former General Secretary of the Communist Party and well known reformer, dies. Posters begin to appear mourning his death.</td>
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<tr>
<td>19 April</td>
<td>Students march to Zhongnanhai where the government leaders live to have a sit-in demonstration. Students and police clash.</td>
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<tr>
<td>22 April</td>
<td>Funeral for Hu Yaobang.</td>
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<tr>
<td>26 April</td>
<td>Demonstrations continue, but the official newspaper, People's Daily, says the protests are just an &quot;organized conspiracy to sew chaos.&quot; Over 150,000 angry students break through police lines and return to Tiananmen Square.</td>
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<td>4 May</td>
<td>100,000 students protest.</td>
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<tr>
<td>13 May</td>
<td>Frustrated by the lack of official response to their demands, over 1,000 students launch a hunger strike.</td>
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<td>17-18 May</td>
<td>Close to 1 million people march to the Square to support the hunger strike.</td>
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<tr>
<td>19 May</td>
<td>Students and citizens prevent troops from entering Tiananmen Square.</td>
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<td>30 May</td>
<td>The &quot;Goddess of Democracy&quot; is erected in the Square.</td>
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<tr>
<td>2 June</td>
<td>PLA troops with tanks and armored personnel carriers enter Beijing to clear the Square.</td>
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<td>3 June</td>
<td>Scattered shooting in the streets of Beijing; hundreds killed.</td>
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<tr>
<td>4 June</td>
<td>During the early morning hours, troops clear Tiananmen Square.</td>
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Source: [http://afe.easia.columbia.edu](http://afe.easia.columbia.edu)
Secretary of State’s Morning Summary for June 5, 1989, China: After the Bloodbath

1. CHINA
A. AFTER THE BLOODBATH

YESTERDAY AND THIS MORNING TROOPS CONTINUED TO FIRE INDICERMINATELY AT CITIZENS IN THE AREA NEAR TIANANMEN SQUARE. CITIZENS TRIED TO BLOCK STREETS AND BURNED ARMORED VEHICLES AND ARMY TRUCKS. HUNDREDS OF MILITARY VEHICLES INCLUDING AT LEAST 34 TANKS AND NUMEROUS ARMORED PERSONNEL CARRIERS HAVE BEEN DESTROYED OVER THE LAST TWO DAYS, ACCORDING TO PRESS REPORTS.

SECURED A UNIVERSITY CAMPUS WHERE STUDENTS HAD CAPTURED AN ARMORED PERSONNEL CARRIER, AND ISSUED A WARNING THAT EXECUTIONS OF STUDENTS WILL BEGIN TONIGHT, ACCORDING TO UNITS ARE POISED OUTSIDE SEVERAL OTHER COLLEGES, AND THE MILITARY SAID TROOPS WILL MOVE AGAINST THE CAMPUS IF RESISTANCE DOES NOT CEASE. SOME STUDENTS HAVE SEIZED WEAPONS AND ARE VOWING TO RESIST. NON-VIOLENT PROTESTS HAVE OCCURRED IN HALF A DOZEN OTHER CITIES. MORE PRESS HAVE REPORTED THAT MORE THAN 1,000 SOLDIERS AND POLICE WERE KILLED OR WOUNDED AND THAT SOME CIVILIANS WERE KILLED. FOREIGN ESTIMATES RANGE FROM HUNDREDS TO AS MANY...
AS 2,600 CIVILIANS KILLED AND THOUSANDS INJURED. BUT THE
SEVERITY OF THE ASSAULT ON TIANKUN SQUARE IS CLEAR.
TROOPS SHOT INDISCRIMINATELY INTO CROWDS OF UNARMED
CIVILIANS, INCLUDING WOMEN AND CHILDREN, OFTEN WITH
AUTOMATIC WEAPONS. IN ONE CASE, STUDENTS ATTEMPTING TO
FARLAY WITH TROOPS WERE GUNNED DOWN. FOREIGN JOURNALISTS
REPORT SEEING FLEETING PROTESTERS SHOT IN THE BACK.
ENRAGED PROTESTERS BOMBARDED PERSONNEL CARRIERS AND KILLED
SOME SECURITY PERSONNEL.
SECRETARY'S MORNING SUMMARY FOR JUNE 4, 1989

1. CHINA: TROOPS OPEN FIRE

Casualty figures remain uncertain and unconfirmed, but reports of deaths from the military assault on Tiananmen Square range from 100 to 500; thousands more have been injured. Troops backed by tanks and armored personnel carriers battled crowds of civilians for seven hours before reaching the square shortly before dawn today Beijing time. Student demonstrators began to leave Tiananmen before the troops moved in; troops opened fire on those who remained. Two weeks after martial law was declared, the government again controls the symbolic center of the country.

Yesterday all major media in Beijing featured strong warnings not to interfere with martial law authorities and admonished residents to stay off the streets and away from Tiananmen. This was the strongest warning since martial law was declared on May 20, but thousands of people chose to ignore it. Tipped that the military would again attempt to reach the square, residents massed to confront the troops as they had several times previously. This time the troops brandished weapons, and in minor clashes yesterday evening they fired teargas and used truncheons to battle demonstrators. These incidents may have been intended as a final warning before moving in earnest.
DURING PREVIOUS ENCOUNTERS, TROOPS PREVIOUSLY WERE UNDER ORDERS NOT TO USE FORCE. SUCH WAS NOT THE CASE THIS TIME.

SHOOTING BEGAN SHORTLY THEREAFTER. Perhaps believing that the army would back down in the face of concerted resistance, thousands of civilians stood their ground or swarmed around military vehicles, APCs were set on fire, and demonstrators besieged troops with rocks, bottles, and Molotov cocktails. Precisely who ordered the troops to move is unknown. PRESS REPORTS STATE THAT A MEMO WAS CIRCULATED AMONG OFFICIALS ON SATURDAY QUOTING DENG XIAPING AS SAYING THAT THE STUDENTS MUST BE REMOVED FROM THE SQUARE. BUT NEITHER DENG NOR ANY OTHER LEADER HAS YET MADE A PUBLIC STATEMENT ABOUT THE VIOLENCE IN THE CAPITAL.
People's Republic of China

Briefing on EU concerns regarding human rights in China

Prepared for EU-China Summit 5 September 2005

In May of this year, representatives of the European Union decided to delay a move to lift the arms embargo against China, citing human rights concerns. They referred specifically to four areas of concern that would affect future consideration in lifting the embargo: the need for Chinese authorities to release citizens imprisoned in connection with the suppression of the 1989 pro-democracy movement; the need for reform of China’s “Re-education through Labour” (RTL) system; the need for the PRC to ratify the International Covenant on Civil and Political Rights (ICCPR); and the need to ease media censorship.

Amnesty International welcomes the fact that the EU has made the lifting of its embargo contingent on human rights reform and has detailed specific areas for improvement. In this briefing, Amnesty International presents an update on developments in these four areas in the lead-up to the EU-China Summit in September, 2005. Amnesty International urges the EU to keep these factors and other human rights concerns into consideration in its ongoing analysis of the human rights situation in China.

Release of those imprisoned in connection with 1989 pro-democracy protests

A core issue raised by EU representatives as an area of human rights concern is the continued detention of individuals imprisoned for their connection to the 1989 pro-democracy movement. The EU arms embargo was imposed on 27 June 1989 as a direct response to the armed suppression by the Chinese military of the peaceful protests calling for democracy and political reforms in and around Tiananmen Square in Beijing on 3-4 June. Amnesty International considers that many of the killings on or after 5 June 1989 were extra-judicial executions: deliberate and targeted killings of peaceful demonstrators by government forces. Many other people were killed apparently as a result of troops firing at unarmed protesters and bystanders who posed no threat to army personnel. Troops used excessive force in a manner contravening international standards for the use of force and firearms. Thousands were arrested throughout China in the ensuing crackdown. Many of these were sentenced to long terms of imprisonment, including life sentences; others were sentenced to death and executed.

Sixteen years after those events, dozens of those individuals remain in prison, or have been exiled from their homeland, unable to return even to see elderly or sick parents. Yu Dongyue, for example, remains in prison for having, together with two other young men,
thrown paint on the portrait of Mao Zedong that hangs in Tiananmen Square. For this action Yu was charged with “counterrevolutionary propaganda and incitement” and sentenced to 20 years imprisonment. Having been previously scheduled for release on 22 May 2005, this has been postponed at least twice for reasons that have not been explained, and he is currently due to be released from prison on 22 February 2006.

Over the years the Chinese government has consistently refused appeals by Chinese citizens for a full, independent and impartial investigation into the events of June 1989 to be conducted and for justice for the victims of the crackdown.

No less disturbing is the harsh punishment and harassment of individuals who have sought to keep alive the memory of those who were killed, imprisoned, or executed during the 1989 crackdown. The network of families of victims killed or injured during the suppression of the protests, “The Tiananmen Mothers”, continues to experience harassment and intimidation, effectively reducing their ability to organize and express their concerns. The authorities have continued every year since 1989 to restrict the right of citizens to peacefully express themselves during the June 4 anniversary and to punish individuals who make any public gesture of support for the 1989 pro-democracy movement.

Many others have, over the years, been detained and sentenced to long terms of imprisonments for their calls for justice and an open, independent investigation, and any public or private signs of support for the victims of the 1989 crackdown and their families. Huang Qi, who was arrested on the eve of the 11th anniversary of the 1989 crackdown, spent five years in prison in connection with the posting of opinions and information regarding the 1989 events on a website that he operated, postings that included an account by a mother who accused police of having beaten her son to death during the protests.

Most recently, on 30 June 2005, Hunan Province High People’s Court upheld the ten-year sentence imposed on Shi Tao, for allegedly ‘leaking state secrets abroad’. Shi Tao’s conviction was linked to allegations he had provided an overseas website with an official document alerting journalists to possible social instability around the 15th anniversary of the 4 June 1989 Tiananmen crackdown.

Recommended Safe Sites for Students

http://afe.easia.columbia.edu


Artifact # 1- Set of 3 Bamboo Seals

Primary Level: K-3
This activity will be conducted following a lesson on Ancient Chinese Seals.

Background Information:
Following the invention of paper, the Chinese invented the seal or stamp as a way of signing their names to documents since most people in Ancient China did not write. Each seal was carved for each person by an artist and was unique to that person. This set of three bamboo seals are carved from wood. The age of the seals cannot be determined. Source: Amy Gorman

Student Activities:
Whole Group
1. Students will brainstorm a list of all the times they need to sign their names and discuss what they would do if they could not write. Students will watch the teacher model how to create and print a seal made out of a potato.

Small Group
1. Students will come up with a symbol for their class. Each group will make one seal, with help from an adult, using a potato and plastic knife. Each group will share their seal with the class and vote on their favorite.

Independent
1. Students will draw their own symbol that represents themselves. Students will create their own seal, with help from an adult, using a potato and plastic knife. Students will share their seal with the class.

References:
http://www.polaris.net/palmk/Rubber_Stamp_Carving_Tips.html
Intermediate Level: 4-6

This activity will be conducted following a lesson on Ancient Chinese Seals.

**Background Information:** Following the invention of paper, the Chinese invented the seal or stamp as a way of signing their names to documents since most people in Ancient China did not write. Each seal was carved for each person by an artist and was unique to that person. This set of three bamboo seals are carved from wood. The age of the seals cannot be determined. Source: Amy Gorman

**Student Activities:**

Whole Group
1. Students will discuss differences between two of the stamps presented, using questions from Nelson’s four levels of critical thinking; objective, reflective, interpretive, and decisional.

Small Group
1. Students will come up with a symbol that represents the school. Each group will share their design with the class and vote on their favorite.

Independent
1. Students will carve a stamp that represents themselves using an eraser and plastic knife. Afterward, they can try out their stamp with ink and paper.

**References:**

[http://www.polaris.net/palmk/Rubber_Stamp_Carving_Tips.html](http://www.polaris.net/palmk/Rubber_Stamp_Carving_Tips.html)
Multiple Choice Questions:

**Primary:**

1. Circle the ancient Chinese seal.

   a. 
   b. 

**Intermediate:**

1. Why were seals important in Ancient China?
   a. To make documents look official.
   b. They allowed the Ancient Chinese people to sign their names when most did not write.
   c. Documents needed to be signed very quickly.
   d. They used them to decorate documents and papers.
Artifact # 1- Set of 3 Bamboo Seals

Set of 3 Chinese Seals, Accession # 1987.153A,B,C
Muscarelle Museum of Art
Artifact # 2- “Pangu Kaitian Pidi” (Pangu Creating the World)

**Primary Level: K-3**
This activity will be conducted following a lesson on the Ancient Chinese myth of Pangu.

**Background Information:** The myth of Pangu is an oral tradition important to Chinese culture. It tells the story of Pangu creating the world. Pangu was born from the darkness inside the egg, which was the entire universe. He grew until he was so big that he broke the egg. The light part of the egg became the sky and the heavy part became the earth. Pangu was afraid of the light and heavy parts coming together so he pushed them apart. He worked so hard that he died, and his body became the wind, the clouds, the thunder, the sun, the moon, the mountains and valleys, the rivers and seas, the plants and trees, the rocks, the rain and the dew. The parasites on his body became all the animals and ancestors of the world. The illustration and a written version of the story are found in the Chinese Rare Book Collection, Asian Division, of the Library of Congress.

**Student Activities:**
Whole Group
1. Students will be read the Ancient Chinese myth of Pangu and discuss reactions to the story.

Small Group
1. Students will discuss the picture using Nelson’s four levels of critical thinking.

Independent
1. Students will use the information they learned to draw their own picture or representation of Pangu creating the world.

**References:**
Chinese poetry:
[http://academic.brooklyn.cuny.edu/core9/phalsall/texts/c-poet1.html](http://academic.brooklyn.cuny.edu/core9/phalsall/texts/c-poet1.html)

The mandate of heaven:
Intermediate Level: 4-6
This activity will be conducted following a lesson on the Ancient Chinese myth of Pangu.

Background Information: The myth of Pangu is an oral tradition important to Chinese culture. It tells the story of Pangu creating the world. Pangu was born from the darkness inside the egg, which was the entire universe. He grew until he was so big that he broke the egg. The light part of the egg became the sky and the heavy part became the earth. Pangu was afraid of the light and heavy parts coming together so he pushed them apart. He worked so hard that he died, and his body became the wind, the clouds, the thunder, the sun, the moon, the mountains and valleys, the rivers and seas, the plants and trees, the rocks, the rain and the dew. The parasites on his body became all the animals and ancestors of the world. The illustration and a written version of the story are found in the Chinese Rare Book Collection, Asian Division, of the Library of Congress.

Student Activities:
Whole Group
1. Students will be read the Ancient Chinese myth of Pangu and apply Nelson’s four levels of critical thinking, objective, reflective, interpretive, and decisional, to the picture.

Small Group
1. Students will act out the Ancient Chinese myth of Pangu for the class.

Independent
1. Students will create and illustrate their own myth using the information learned about Ancient Chinese myths.

References:
Chinese poetry:
http://academic.brooklyn.cuny.edu/core9/phalsall/texts/c-poet1.html
The mandate of heaven:
http://acc6.its.brooklyn.cuny.edu/~phalsall/texts/shu-jing.html
Multiple Choice Questions:

**Primary:**

1. Which of these is a picture of the story of Pangu?

   a. ![Image a]
   
   b. ![Image b]

**Intermediate:**

1. What part of the story does the picture represent?

   a. Pangu breaking the egg
   b. Pangu's body becoming the different parts of the world
   c. Pangu separating the light and heavy parts of the world
   d. Pangu being born into the darkness
Artifact # 2- “Pangu Kaitian Pidi” (Pangu Creating the World)

Tian-gong Yuan. "Pangu Kaitian Pidi" (Pangu Creating the World) from Tui Bei Quan Tu, 1820 copied by Wu-Yi Chao Xie, circa 1900. Manuscript. Chinese Rare Book Collection, Asian Division (33.1)
Artifact # 3- Letter from Brother John of Monte Corvino to the Minster General of the Friars Minor in Rome, c. 1280

Primary Level: K-3

Background Information:
John of Monte Corvino (1247-1328) was a Franciscan priest who traveled to China to teach the Chinese people about Christianity. The letters he wrote back to Europe provided information about the Mongol people. In this letter, Brother John explains that while the Emperor Kublai Kahn does not want to become a Christian, he is still accepting of Christianity. Brother John has started a small church with boys of the local villages and hopes to get some books for the church.

Student Activities:
Whole Group:
1. Teacher will summarize the contents of the letter and the class will discuss how letters help people share information.

Small Group:
1. Student groups will compile a list of things they might want sent to them if they had traveled to a foreign land.

Independent:
1. Students will write a letter to a friend about a time they visited a new place (real or imaginary). Students can sign their letters using the stamps they made in a previous activity.
Intermediate Level: 4-6

Background Information:
John of Monte Corvino (1247-1328) was a Franciscan priest who traveled to China to teach the Chinese people about Christianity. The letters he wrote back to Europe provided information about the Mongol people. In this letter, Brother John explains that while the Emperor Kublai Kahn does not want to become a Christian, he is still accepting of Christianity. Brother John has started a small church with boys of the local villages and hopes to get some books for the church.

Student Activities:
Whole Group:
1. Teacher will read or summarize the letter and the class will discuss how the Mongol people might have felt about Brother John of Monte Corvino coming to visit.

Small Group:
1. Student groups will brainstorm a list of things the Mongols may have liked about Brother John’s visit and a list of things the Mongols may have disliked.

Independent:
1. Students will write a letter to a friend about Brother John of Monte Corvino’s visit to China from the perspective of one of the Mongols. Students can sign their letter using the stamp they made in a previous activity.
Brother John of Monte Corvino: Letter to the Minister General of the Friars Minor in Rome, c. 1280

I BROTHER JOHN, of Monte Corvino, of the order of Minor Friars, made my way to Cathay, the realm of the emperor of the Tartars, who is called the Grand Khan. To him I presented the letter of our lord the Pope, and invited him to adopt the Catholic faith of our Lord Jesus Christ; but he had grown too old in idolatry. However, he bestows many kindnesses upon the Christians, and these two years past I am abiding with him. I have built a church in the city of Peking, in which the king has his chief residence. This I completed six years ago; and I have built a bell-tower to it and put three bells in it. I have baptized there, as well as I can estimate, up to this time some six thousand persons.

Also, I have gradually bought one hundred and fifty boys, the children of pagan parents, and of ages varying from seven to eleven, who had never learned any religion. These boys I have baptized, and I have taught them Greek and Latin after our manner. Also I have written out Psalters for them, with thirty Hymnaries and two Breviaries. By help of these, eleven of the boys already know our service, and form a choir, and take their weekly turn of duty as they do in convents, whether I am there or not. Many of the boys are also employed in writing out Psalters and other things suitable. His Majesty the Emperor moreover delights much to hear them chanting. I have the bells rung at all the canonical hours, and with my congregation of babes and sucklings, I perform divine service, and the chanting we do by ear because I have no service book with the notes.

I beg the Minister General of our Order to supply me with the Antiphonarium, with the legends of the saints, a Gradual, and a Psalter with the musical notes as a copy; for I have nothing but a pocket Breviary with the short lessons and a little missal. If I had one for a copy, the boys of whom I have spoken could transcribe others from it. Just now I am building a church with the view of distributing the boys in more places than one.

I have myself grown old and gray, more with toil and trouble than with years, for I am not more than fifty-eight. I have got a competent knowledge of the language and character which is most generally used by the Tartars. And I have already translated into that language and character the New Testament and the Psalter, and have caused them to be written out in the fairest penmanship they have; and so by writing, reading, and preaching I bear open and public testimony to the Law of Christ.

Source:


Scanned by Jerome S. Arkenberg, Cal. State Fullerton. The text has been modernized by Prof. Arkenberg.

http://www.fordham.edu/halsall/source/1280corvino2.html
Multiple Choice Questions:

Primary

Who was the letter we talked about written by?

a. Brother John of Monte Corvino  
b. Emperor Kublai Kahn  
c. Su Dongpu  
d. Your teacher

Intermediate

When Brother John of Monte Corvino went on a mission to China whom did he live with?

a. Kahns  
b. Mongols  
c. Christians  
d. Xing
Artifact # 4- Oral History, Interview with Jerry Chu

**Primary Level: K-3**
This activity will follow a Lesson on the Great Wall of China and the Forbidden City.

**Background Information:**
China’s two most popular historical sites are the Great Wall of China and the Forbidden City. The Great Wall of China stretches 4,000 miles from east to west and was built to link existing fortifications into a united defense system and to better keep invading Mongol tribes out of China. The Forbidden city was the Chinese imperial palace and for almost five centuries, it served as the home of the Emperor and his household, as well as the ceremonial and political centre of Chinese government. Jerry Chu, who is from China, had the opportunity to travel to both the Great Wall of China and the Forbidden City.

**Student Activities:**
Whole Group:
1. Students will be introduced to the concept of interviewing by relating it to how they learn about new people when they first meet them. Students will listen to the interview of Jerry and will be instructed to pay close attention to his experiences visiting the Great Wall of China and the Forbidden City.

Small Group:
1. After listening to the interview, students will be spilt into small groups. Students will be instructed to think of four to five questions that they want to know about the Great Wall of China and the Forbidden City. In a subsequent lesson, students will be given the chance to ask Jerry their questions via email.

Independent:
1. Students will be given a picture of either the Great Wall of China or the Forbidden City and will be instructed to color it and write one thing they remember from Jerry’s experiences visiting the Great Wall of China or the Forbidden City.
Intermediate Level: 4-6
This activity will follow a Lesson on the Great Wall of China and the Forbidden City.

**Background Information:**
China’s two most popular historical sites are the Great Wall of China and the Forbidden City. The Great Wall of China stretches 4,000 miles from east to west and was built to link existing fortifications into a united defense system and to better keep invading Mongol tribes out of China. The Forbidden City was the Chinese imperial palace and for almost five centuries, it served as the home of the Emperor and his household, as well as the ceremonial and political centre of Chinese government. Jerry Chu, who is from China, had the opportunity to travel to both the Great Wall of China and the Forbidden City.

**Student Activities:**
Large Group
1. Students will be introduced to the concept of interviewing and learn that interviewing is a form of oral history. Students will listen to the interview of Jerry and will be instructed to pay close attention to his experiences visiting the Great Wall of China and the Forbidden City.

Small Group
1. The class will be split into two groups. One group will generate questions about the Great Wall of China and the other group will generate questions about the Forbidden City.

Independent
1. Students will be taken to the computer lab where each student will type an email to Jerry that contains the question they came up with about the Great Wall of China or the Forbidden City. Students will be responsible for writing down their question and recording Jerry’s answer when they return to the computer lab, as a class, on a different date.
References:


Chu, Jerry. Interview conducted October 16, 2008 by Caroline Ungerman

Multiple Choice Questions:

Primary

Which picture below is a picture of the Great Wall of China?

a. ![Image 1](attachment:image1.jpg)  
   b. ![Image 2](attachment:image2.jpg)

   c. ![Image 3](attachment:image3.jpg)  
   d. ![Image 4](attachment:image4.jpg)

Intermediate

What was one of the purposes for the Ancient Chinese to build the Great Wall of China?

a. It was built to honor the emperor of the time.
   b. It was built to link existing fortifications into a united defense system.
   c. It was built to celebrate the Chinese New Year.
   d. It was built to divide China in half after a Civil War.
Interview with Jerry Chu:
Interview conducted October 16, 2008 by Caroline Ungerman

1. Did you feel that the opening ceremony for the 2008 Olympics accurately portrayed the history of China?

   • Uh, yes, I think the opening ceremony was great, and I watched the whole thing on DVD. And, uh, I think it had, uh, like a part of thirty minutes to, uh, I mean, abstractly portrayed the long history of China. So it has showed the world, uh, who, I know they are familiar with the Chinese history, like genterally.

2. What do you feel are the most important contributions of Ancient China to society as a whole?

   • Uh, I think the most important contributions should be the four great inventions, including, uh, paper making, printing, compass, and the gunpowder.

3. What are some myths or traditions that are still influential in modern China?

   • Uh, I think, uh, Mid-Fall festival is an older tradition that still lasts in modern China. And, on that day probably it varies from, uh, middle August to like, late, September. And on that specific day, most people, when they got the chance, they just, uh, fgo back home and stay with their family. Usually they have the dinner together, much like your Thanksgiving. Becasuse on that day, the moon usually is perfect round. And round, round, in Chinese, it signs like union.

4. What do you learn about Chinese history in school? What are history classes like?

   • Uh, we, we learn the whole history of like 5000 years and, uh, the history classes , you know, because the history is so long they divide the whole history into several parts, like the very ancient one, the modern one, and usually each class focuses on one part. Like this class is about on this dynasty, and the next one is to the next dynasty.

5. Are there any historical figures that you find especially interesting or important?

   • Uh, I, yeah I can give you some names like the best one is Cao Cao and he is a famous war lord and he united China at his time. But the people of that time didn’t like him very much. Probably they thought he was too crazy about wars. And, uh, I know, right now, we still have all the same, like, uh, when we speak of Cao Cao and Cao Cao comes, it is like when we speak of the red devil and the devil comes. And another name is, uh, Yue Fez and you look up
it at wikipedia. And he was a very loyal, uh, general so people admire him for his loyalty, to its law.

6. Have you visited any of the Ancient Chince historical landmarks? If so, which ones?
   • Okay, I have been to, to Great Wall and the Fobidden City.

7. Can you tell us about your experiences at the Great Wall of China?
   • Uh, I mean it was wonderful. The Great Wall is very long, it uh, cross almost the whole of China. And I uh, I just, uh went to a small part of it and that spot is in Beijing and probably that’s the most famous part of the whole Great Wall. And uh, where I saw and touched all the bricks, I mean, I felt awesome because probably the bricks where made like, several thousand years ago, and, uh, they just last such a long time. And, uh, the, the wall should be like 3 floor high and, uh, it’s pretty wide, like two lengths, because you know in anceint times, horses they could just, uh, run on the wall from one part to another part to pass some emergent messages.

8. Can you tell us about your experiences at the Forbidden City?
   • Jerry: Uh, the Forbidden City is a grand palace probably that’s the largest palace I have ever been. And if you wanna, you know, visit each room, probably takes several days.
   • Caroline: Wow
   • Jerry: Well, it’s just like a small city, surround, I mean, surround you by the walls, you know the ancient emperors just lived in the Forbidden City. And if you don’t have your pass, you couldn’t go inside and get out.
   • Caroline: So only the emporeres and whoever had passes lived inside.
   • Jerry: Yeah, like the royal relatives.

9. Did you visit these Ancient Chinese historical landmarks for fieldtrips for school?
   • Actually, they were both on my own because my city’s, like, like, 3 hours by flight away from Beging so it’s very hard for my high school to organize like, 50 studies to go there, so I went with my parents over my summer vacation.

10. What would you like us to know about Ancient China that we may not already know?
    • Uh, I think, you know, they, they were very smart, they worked hard, uh, and uh, for most time beings they have been very peaceful.
Pre-Post Test for Ancient China
Primary Assessment

**Teacher Directions:** For grades K-2, the teacher should read the following questions aloud to the class. Third graders should be able to read the questions on their own with minimal help.

1. Which picture illustrates the country of China?
   - a. 
   - b. 
   - c. 
   - d. 

2. On what continent is the country of China found?
   - a. Europe
   - b. Africa
   - c. Asia
   - d. North America
3. Which picture shows the Great Wall of China?

a. 

b. 

c. 

d. 

4. Which picture shows the Forbidden City?

a. 

b. 

c. 

d. 

5. Who invented paper in the 2\textsuperscript{nd} century?
   e. The Japanese
   f. The Romans
   g. The Greeks
   h. The Chinese

6. What tools are used in paper cutting?
   a. Paper, scissors, ink
   b. Paper, cardboard, glue
   c. Paper, scissors, engraving knife
   d. Wood, engraving knife, dye

7. What are modern paper cuttings most used for?
   e. As ornaments
   f. As decorations
   g. For good luck
   h. For trading goods

8. Which picture depicts a Chinese paper cutting?
   b.
   c.
   d.
9. Circle the ancient Chinese seal.

a. 

b. 

c. 

d. 

10. Which of these is a picture of the story of Pangu?

a. 

b. 

c. 

d. 
11. How did Brother John tell other people about the Mongols?  
   a. he wrote a letter  
   b. he wrote a story about them  
   c. he sent a messenger  
   d. he traveled back to Europe

12. Who lived in the Forbidden City?  
   a. farmers and their families  
   b. the emperor and his family  
   c. monks  
   d. criminals
Rubric:

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<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
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<td>8 or fewer correct</td>
<td>9 or 10 correct</td>
<td>11 or 12 correct</td>
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<td>(67% or below)</td>
<td>(75%-83%)</td>
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Pre-Post Test
Intermediate Assessment

**Directions:** Circle the best answer for each question:

1. A person who is *exiled* from their country:
   - a. has been put in jail
   - b. has taken a long journey
   - c. has been forced to leave
   - d. is very powerful

2. A good leader:
   - a. does whatever it takes to bring glory to his or her country
   - b. makes decisions without thinking about the people of the country
   - c. is rich and powerful
   - d. protects the rights and property of his or her people

3. Su Dongpo was a good leader because:
   - a. he stood up for the people of his country and tried to make China a better place
   - b. he was the most powerful emperor that ever ruled China
   - c. he was a judge
   - d. he quickly tried to fix China’s problems because he wanted to bring glory to the country

4. Su Dongpo was exiled from China because:
   - a. he started a violent protest
   - b. he wrote poems of protest
   - c. he caused a terrible flood
   - d. he wanted to become a farmer

5. Why were seals important in Ancient China?
   - a. To make documents look official.
   - b. They allowed the Ancient Chinese people to sign their names when most did not write.
   - c. Documents needed to be signed very quickly.
   - d. They used them to decorate documents and papers.
6. What part of the story of Pangu does the picture represent?

   a. Pangu breaking the egg
   b. Pangu’s body becoming the different parts of the world
   c. Pangu separating the light and heavy parts of the world
   d. Pangu being born into the darkness

7. Brother John of Monte Corvino went on a mission to China where he lived with the:
   a. Kahns
   b. Mongols
   c. Christians
   d. Xing

8. What was one of the purposes for the Ancient Chinese to build the Great Wall of China?

   a. It was built to honor the emperor of the time.
   b. It was built to link existing fortifications into a united defense system.
   c. It was built to celebrate the Chinese New Year.
   d. It was built to divide China in half after a Civil War.

**Essay**: Explain how the United States and China differ in their response to protests as evidenced by the countries’ reactions to the events in Tiananmen Square. Support your answer with three specific examples from the primary documents you examined. Remember to use complete sentences!
(10 points: Response to China and U.S. – 4 pts; 3 examples – 2 pts. each)
Rubric:

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Bibliography


Chu, Jerry. Interview conducted October 16, 2008 by Caroline Ungerman


Pictures Retrieved from:

http://www.twip.org/photo/asia/china/photo-5115-12-09-07-13-14-23.jpg

http://www.worldatlas.com/aatlas/printpage/worldanb.htm

http://www.kinabaloo.com/great_wall.html
Lesson # 3:
5 copies of *Su Dongpo: Chinese genius* by Demi = $90
Binding material = $4.29 (10 pack)

Artifact #1:
Potatoes = about $1 per pound (2)
Erasers = $10.50 (7 packs of 3)
Ink = $8.00 (2 bottles)

Total Expenses = $114.79