Ancient China

A Resource Unit for K-6 Students

Submitted as Partial Requirement for CRIN E05
Elementary and Middle Social Studies Curriculum and Instruction
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The College of William and Mary
Fall 2008

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# Table of Contents

<table>
<thead>
<tr>
<th>Item</th>
<th>Prepared By</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Historical Narrative</td>
<td>Smalling, Brown, Mullins</td>
<td>Page 3</td>
</tr>
<tr>
<td>Lesson One: Mapping the Great Wall of China</td>
<td>Smalling, Brown, Mullins</td>
<td>Page 13</td>
</tr>
<tr>
<td>Lesson Two: Ancient Chinese Shadow Puppetry</td>
<td>Smalling</td>
<td>Page 21</td>
</tr>
<tr>
<td>Lesson Three: Confucius</td>
<td>Brown</td>
<td>Page 28</td>
</tr>
<tr>
<td>Lesson Four: Inquiry-The Silk Road</td>
<td>Mullins</td>
<td>Page 33</td>
</tr>
<tr>
<td>Artifact One: Chinese New Years Dragons</td>
<td>Smalling</td>
<td>Page 44</td>
</tr>
<tr>
<td>Artifact Two: Lon Po Po</td>
<td>Brown</td>
<td>Page 47</td>
</tr>
<tr>
<td>Artifact Three: Louise Galt Journals</td>
<td>Mullins</td>
<td>Page 50</td>
</tr>
<tr>
<td>Artifact Four: Interview</td>
<td>Mullins</td>
<td>Page 52</td>
</tr>
<tr>
<td>Primary Assessment</td>
<td>Smalling, Brown, Mullins</td>
<td>Page 53</td>
</tr>
<tr>
<td>Intermediate Assessment</td>
<td>Smalling, Brown, Mullins</td>
<td>Page 57</td>
</tr>
<tr>
<td>Resources</td>
<td></td>
<td>Page 59</td>
</tr>
<tr>
<td><em>Appendix A: Standards</em></td>
<td></td>
<td>Page 62</td>
</tr>
</tbody>
</table>
Ancient China Historical Narrative

The dynasties that ruled during Ancient China contributed vastly to modern day society. It is important for students to study about ancient civilizations in order to understand the beginnings of the contributions to the present world. There are many different areas of study rooted in Ancient China that relate to students in the K-6 environment. For example, students can learn about the traditions of the Chinese, such as the origins of popular Chinese celebrations, the inventions of the early dynasties, such as the compass and gunpowder, and the architectural structures, such as the Great Wall, which still stands today. The lessons and artifacts in this culture kit address numerous History and Social Studies standards. The specific standard addressed by studying the contributions of Ancient China is 2.1 which is focused on the contributions of China and Egypt. Many other standards are addressed in this unit as well, such as 2.4 and 2.6 which emphasize the use of map and globe skills while studying China. A complete list of standards that are addressed through the lessons and artifacts are provided in Appendix A.

The Order of the Dynasties

Xia

In order to accurately recount the history of Ancient China it is important to first look at the different dynasties that ruled during this time. The first dynasty thought to exist in Ancient China, the Xia dynasty is a subject of debate among Ancient Chinese historians. Due to limited archeological records, most facts of the Xia dynasty come from oral history (Minnesota State University, 2007). The Xia dynasty is believed to have been founded by Yu the Great (Farah Karls, p.70). Although the history of the Xia dynasty is debated it is believed to have lasted until 1700-1600 B.C.

Shang

After the Xia dynasty, the Shang dynasty began ruling around 1700 B.C. and is often considered to be the first true dynasty of China. The Shang dynasty was originally thought to be a myth until oracle
bones were discovered beginning in 1899. The Shang dynasty consisted of 30 kings and seven capital cities including the city of Anyang (Minnesota State University, 2007).

**Zhou**

The Zhou dynasty was created in 1027 B.C. when Wu a former ruler of the Shang territory overtook and killed the Shang king. Wu used the claim of the Mandate of Heaven to conquer the last of the dynasty. The Zhou dynasty then ruled for 800 years (Farah and Karls, p.220). The Zhou dynasty is split into the Western Zhou (1027-771 B.C.) and the Eastern Zhou (771-221 B.C.). The Eastern Zhou dynasty was formed in 771 B.C. when the civilization was forced east by barbarians from the north (Minnesota State University, 2007). Furthermore, the Eastern Zhou can be further split into the Spring and Autumn period (771-476 B.C.) and the Warring States period (475-221 B.C.). The Zhou dynasty is remembered for their many technological advances (Minnesota State University, 2007).

**Qin**

The Qin dynasty began in 221 B.C. when one of the smaller states on the western border, the Qin, wiped out the Zhou. The Qin dynasty marked an important time in Ancient China history. For the first time most of the nation was united under a strong central authority. Later this nation was named China after the Qin dynasty and ruler Qin Shihuangdi (Farah and Karls, p. 221). There were many substantial achievements during the Qin dynasty (MNSU).

**Han**

The Han dynasty began in 206 B.C. when Liu Bang, a military official from a peasant background, overthrew the Qin (Farah and Karls, p.222). Soon thereafter he created his capital of Ch’ang-an (MNSU). The Han dynasty ruled until 9 A.D. and during this 400 year time China was a civilization of prosperity and stability (Farah and Karls, p.222).
Key Ideas and Events in Ancient Chinese History

The ancient Chinese were a creative and inventive people. Many inventions of the Ancient Chinese are still very important in our society today, and important events occurring during Ancient times in China laid the groundwork for Chinese customs that are still present today.

A great achievement of the earliest dynasty, the Xia, is its flood control technique. King “Yu the Great”, legendary first monarch of the Xia dynasty, “is best remembered for teaching the people flood control techniques to tame China's rivers and lakes” (Timeline Index, 2004). Yu spent thirteen years and recruited many laborers to work dredging flood-control channels for the river. Emperor Yu’s achievements in controlling the waters of the Huang He River allowed future settlements to grow and allowed for farming (Beck, Black, Krieger, Naylor, & Shabaka, 2003). Some evidence also suggests that the Xia people worked with bronze, creating weapons and pottery (Minnesota State University, 2007).

The Shang dynasty is the first of which we have written records. This can be attributed to the Shang’s biggest accomplishment – the invention of writing (Minnesota State University, 2007). The Shang created the first writing system in China, and much of this writing appears on Oracle Bones. Priests would write questions to the gods on these animal bones or tortoise shells and interpret cracks in the bone for an answer (Beck, Black, Krieger, Naylor, & Shabaka, 2003). The early Chinese writing system was a form of pictographic writing that formed the basis for modern Chinese writing; in fact, modern Chinese is close enough to ancient Chinese writing that a Chinese person today can read ancient writings (Beck, Black, Krieger, Naylor, & Shabaka, 2003).

In 1027 B.C. the Zhou overthrew the Shang using the concept of Mandate of Heaven. This idea stated that “the right to rule is granted by heaven” (Mr.Donn and Maxie, 2006). The Zhou claimed that the gods had granted them the right to rule and thus convinced the Chinese that they should be the new rulers.

“The Mandate of Heaven is probably the most critical social and political concept in
Chinese culture. It explains historical change, but also provides a profound moral theory of government that is based on the selfless dedication of the ruler to the benefit of the general population. The concept also recreates the Chinese concept of Heaven, which was derived from the earlier concept of a "Lord on High," or "Shang-Ti," into a force that regulates the moral universe. It is this moral aspect of Heaven and the "Mandate of Heaven," which was to affect the general tendency of Chinese culture and philosophy to focus on moral and social issues—more so than perhaps any other ancient culture” (Hooker, 1996).

As evidenced by the overthrow of the Shang, the Zhou were successful in convincing the Chinese of their right to rule. The mandate of heaven was a lasting concept that the Chinese used to explain the rise and fall of dynasties, natural disasters, rebellion, and civil war (Beck, Black, Krieger, Naylor, & Shabaka, 2003).

The Zhou dynasty was a time of many new ideas in China. Aside from the Mandate of Heaven, the Zhou also established a new political system called feudalism. In this system land is owned by the king, who grants the usage of lands to noble people. This system was later seen in Medieval Europe and Japan (Beck, Black, Krieger, Naylor, & Shabaka, 2003). In this feudal system, there were upper classes made up of nobles, who provided protection for peasants, and lower classes, made up of peasants who worked for the nobles (McGill, 2002).

The Zhou also built roads and canals to supply their growing cities, which enabled the development of trade. One of the most significant Zhou contributions was the creation of coined money, which also assisted in the development of trade (Beck, Black, Krieger, Naylor, & Shabaka, 2003). The Zhou also made technological advancements in the area of ironwork. They created furnaces that allowed for the production of cast iron, an invention that the Europeans would not come up with until the Middle Ages. The invention of ironworking allowed the Zhou to create weapons and farming tools that allowed farming to be more productive (Beck, Black, Krieger, Naylor, & Shabaka, 2003).

Though short-lived, the Qin dynasty brought many important things to China. The Qin improved upon the inventions of past dynasties, standardizing the writing system and establishing a circular copper coin with a hole in the middle as the standard currency. (Minnesota State University, 2007) They made a
standard system of weights and measurements as well (Mr. Donn and Maxie, 2006). One Qin invention that is in use all over the world today is the compass. The “worlds first compass was first made in China during the Qin dynasty (221-206 B.C.), by balancing a piece of loadstone carved in the shape of a ladle on a round, bronze plate” (Marashi, Yang, & Chan, 1998). Another famous Qin creation is now one of the well-recognized symbols of China. Emperor Qin enlisted thousands of workers (mainly by force) to assist in the building of the Great Wall, which was a treacherous task for some. The building of the wall continued hundreds of years after Emperor Qin’s death. The Great Wall still exists today and is even visible from space. (Mr.Donn and Maxie, 2006; Beck, Black, Krieger, Naylor, & Shabaka, 2003).

By 202 BC, the Han dynasty took over as rulers in China (Beck, Black, Krieger, Naylor, & Shabaka, 2003). The Han made many technological advancements. In 105 AD they invented paper, which helped to make books readily available to the lower classes and improved government record taking. In the area of agriculture, the Han improved tools, invented the wheelbarrow, and created a more efficient two-bladed plow (Beck, Black, Krieger, Naylor, & Shabaka, 2003). During the Han Dynasty, trade on the Silk Road, a major trade route spanning Europe and Asia and connecting China to countries as far west as Italy, flourished (The Silk Road: Linking Europe and Asia Through Trade, n.d.).

The Han dynasty is also the origin of many current Chinese cultural celebrations. For instance, the legend upon which the Chinese New Year celebration is based is set during the Han dynasty. This legend tells the tale of a monster named Nian who lived during the Han dynasty. Nian was afraid of loud noises and the color red, so when he arrived, villagers would make loud noises and wave red banners to scare him away. The modern day celebrations of Chinese New Year, which involve the waving of colorful red banners and loud parades and firecrackers, relate to this ancient tale. The Chinese Lantern Festival, which takes place shortly after Chinese New Year, is based on the tale of a young girl who convinced the Han emperor to have a festival so that she could visit with her family (Mr.Donn and Maxie, 2006).
Much later in history, The Boxer Rebellion, an important Modern Chinese event, occurred. The Boxer Rebellion took place in 1900. The Boxers were members of the Fists of Righteous Harmony society, a secret society whose mission was to overthrow the Chinese government and rid China of all foreigners. Though they first desired to overthrow the Ch’ing government, the Empress began to use the Boxers to fulfill her agenda of ridding China of foreigners; soon, the Boxers and the Ch’ing government were on the same side. While the Boxers traveled the Chinese countryside killing Christian missionaries and their Chinese converts, the Empress Tsu Hsi stood idly by in the Forbidden City, promising action of her troops but doing nothing to stop the Boxers. As the Boxers approached the city, foreigners took refuge in their embassies. Foreigners organized their troops to defend against the Boxers, but the Boxers were an overwhelming force. After two months of attempting to hold back the Boxers, an international relief force arrived to fight the Boxers. After the Rebellion, the power of Empress Tsu Hsi and the Ch’ing dynasty was diminished (Buschini, 2000).

**Men, Women, Youth, and Children in Ancient China**

In the Neolithic times, a farm village organized around the clan was the basic social unit in China. However, the smaller family unit became more and more important. During the Zhou dynasty, the family took on increasing importance, an important reason being the need for cooperation in agriculture. Children were of growing important in the Zhou dynasty; they labor they supplied was needed by their family and thus children were essential to the survival of the family. In later life, children were expected to provide for their parents. Loyalty to one’s family was considered even more important than loyalty to the community or state. Confucius (discussed later) commented that the mark of a civilized society was that a son should protect his father even if he committed a crime against the community (Duiker & Spielvogel, 2001).

Men were considered important because of their role as food procurer/producer. Men governed society and carried on family ritual through the veneration of ancestors. In addition, they were warriors, scholars, and ministers. Their dominant role was in the legal system. In regards to family life, men were
allowed to have more than one wife and could divorce a spouse who did not produce a male child (Duiker & Spielvogel, 2001).

While men were in the fields, women were expected to stay at home with the children. A key element in the social system of the time was female subservience. Women were denied the right to own property, and they had no financial security from their husband. It is interesting to note that the Chinese character for man combines the symbols for strength and a rice field, while the symbol for a woman is shown as a person in a posture of deference and respect (the symbol for wife is symbolized by a woman with a broom). As an exception, some women did become a force in politics, especially in courts, where the wives or other female members of the ruler or royal family became influential in palace intrigues (Duiker & Spielvogel, 2001). Two women however, were able to emerge and take on important roles: Wu Zetian and Shangguan Wan’er.

Although the traditional role for women in the Ancient Chinese was that of homemaker, there are a few women who made a historical impact on the society. Wu Zetian and Shangguan Wan’er lived during the Tang dynasty, a time in which women saw a large amount of freedom. In 690, Empress Dowager Wu Zetian was able to ascend the throne; she was the only female to reign as monarch in Chinese history. Empress Wu Zetian was married to Kao Tsung who was the emperor at the time. Soon after they were married, he suffered a stroke and Wu Zetian took over the power and duties. This was a very liberating act for women in Ancient China (Reese, 2008). Zetian was a bright, intelligent woman who loved and cared for her people. Shangguan Wan’er was Zetian’s aide prior to her enthronement, and was born into an official’s family. After her grandfather and father were executed by We Zetian, Wan’er and her mother became slaves at the imperial palace. Wan’er was able to learn reading and writing from female officials in the palace, and wrote extensively, especially poetry. It was after reading poems by the fourteen year old Wan’er that Zetian made Wan’er her personal secretary. In this position, Wan’er was responsible for drafting edicts and discussing state affairs with Zetian. In 710, Wan’er was killed in a palace coup by a grandson of Zetian, Li Longji. After
he ascended the throne, he tried to make amends for killing Wan’er and ordered her poems to be collected and published. This anthology, “The Complete Poetry of the Tang Dynasty,” includes in it thirty-two of Wan’er’s poems (Jianying, 2004).

Another famous writer from Ancient China is Sun Tzu. It is speculated that he lived sometime in the fifth century BC, during which the Period of Warring States was taking place. One of his writings, *The Art of War*, contains advice that is still relevant today. In fact, some of his most avid followers include Mao Zedong and Ho Chi Ming, as well as strategists who planned the attacks on Port Arthur and Pearl Harbor (Duiker & Spielvogel, 2001). An additional great thinker from this period is Confucius, who was born in the state of Lu in 551BC. Much of his concern was with human behavior, and he believed the key to proper behavior was to behave in accordance with the *Dao* (Way). He thought that if each individual worked hard to fulfill his assigned destiny, the affairs of society as a whole would prosper as well. It was important that the ruler to set a good example. One key idea of his was “do not do unto others what you would not wish done to yourself.” Confucius’ ideas became very popular, and later leaders and rulers would incorporate his ideas into their practices (Duiker & Spielvogel, 2001, p. 72-73).

There are many other individuals who helped shape China, one of which is Qin Shi Huangdi, the First Emperor of Qin (he ascended to the throne in 246 BC). His influence helped transform Chinese politics; Legalism (described later) was adopted as the official ideology. Qin Shi Huangdi unified the system of weights and measures, standardized the monetary system and written forms of Chinese characters, and ordered the construction of a system of roads expanding throughout the entire empire. His armies were also able to extend the border of China to the edge of the Red River in what is today Vietnam (Duiker & Spielvogel, 2001). Following Qin Shi Huangdi, Liu Bang founded the Han dynasty and is know by his title of Han Gaozu. Liu Bang was a commoner of peasant origin, but under his strong rule the Han dynasty was able to consolidate its control over the empire and promote the welfare of its subjects. Liu Bang managed to maintain the centralized political institutions of the Qin but discarded the harsh approach to law enforcement and instead looked to Confucianism principles. Under Liu Bang,
Confucianism began to take on the character of an official ideology, and the integration of Confucian ideas with Legalist practice became known as State Confucianism (Duiker & Spielvogel, 2001).

Confucianism, Legalism, and Daoism were popular in Ancient China. As previously discussed, Confucius was the founder of Confucianism, and during the Han dynasty, Confucianism was integrated with Legalist ideas to become known as State Confucianism. Whereas Confucianism believed that human nature was essentially good, Legalists thought that human beings were by nature evil and would follow the correct path only if coerced by harsh laws and stiff punishments. They did not believe the universe has a moral core, but instead that only firm action by the state could bring about social order. In contrast with Confucianism, Legalism took a more harsh view of humans and law. Daoism, on the other hand, was founded by a contemporary of Confucius, Lao Tzu (the Old Master). Basic concepts of Daoism include its attempts to set forth proper forms of behavior for humans while on earth. Taoists believe that the true way to interpret the will of Heaven is with inaction; the best way to act in harmony with the universal order is to act spontaneously and let nature take its course (Duiker & Spielvogel, 2001).

Legacy

Studying the history of Ancient China allows a deeper understanding of modern Chinese culture and customs. It is clear that there is a deep connection between China’s beginnings and its culture today. Many current Chinese customs and traditions had their beginnings during the Ancient times in Chinese history. For instance, Chinese New Year, an important celebration for modern Chinese people around the world, had its beginnings during the Han dynasty. Confucianism, which took hold during the Han dynasty, is still very influential in Modern China.

A most striking connection between Ancient and Modern China is the Chinese writing system. According to Beck, Black, Krieger, Naylor, & Shabaka (2003), the Ancient Chinese written language is so similar to modern written Chinese that a modern person could read something written by an ancestor from over 2,000 years ago. This fact exemplifies how well the Chinese have preserved even the most ancient traditions.
The ancient Chinese have contributed many things to the Modern World aside from writing. The introduction of coined money in the Zhou dynasty ties into our modern money systems. The invention of the compass in Ancient China is certainly still influential today; modern people use the compass to find their way around the world. The standardization of weights and measuring units in ancient times allows for our modern measurements to be consistent and comparable.

Family life in ancient China laid the foundations for family life in today’s China. The family unit in Ancient china became very strong and family units are still strong in Modern China. Modern Chinese people, despite their vast numbers (over one billion people), only share about four hundred family names. This relates to Ancient times, when residents took the names of the common clan.

Probably the most obvious symbol of the lasting influence of Ancient Chinese culture on Modern China is the Great Wall of China. The Great Wall, built by slaves and peasants for protection during the Qin dynasty, has now become a popular tourist spot in China. This massive structure that remains from ancient days is one of the most recognizable symbols of China. The physical presence of the Great Wall, a relic of Ancient China that still draws so much attention today, serves as a reminder of how important and influential Ancient Chinese culture is to the culture and practices in Modern China.
Lesson #1: Mapping the Great Wall of China

Audience: Primary (1st Grade)

Standards: History and Social Science Standards of Learning in Virginia

1.4 The student will develop map skills by
   b) using cardinal directions on maps;

Materials/Time/Space: pencils; overhead projector; overhead markers; picture of Great Wall of China (Feen, Aaron D. (2008) Available online at http://flickr.com/photos/feen/2574311072/sizes/l), transparencies for overhead; map of school; map of the world; Handout 1; Handout 2 (map of China adapted from Scholastic, Inc. (2008). Lesson 2: China Hunt. In Scholastic. Retrieved September 11th, 2008 from http://www2.scholastic.com/browse/lessonplan.jsp?id=1098); one full hour; whole group; typical classroom space; average elementary class size (20 students)

Lesson Description:

Anticipatory Set:

Present the class with pictures of the Great Wall of China. Discuss the significance of this landmark and its location (see Background Information). Tell the students they are going to pretend there is a new student in the classroom that just moved here from China, where the Great Wall is located. Her name is Ling Mei. Inform the students that for the day, they are going to help Ling Mei find her way around.

Objective and Its Purpose: Given knowledge of cardinal directions, students will identify specific locations on a map using cardinal directions with 95% accuracy.

Input/Modeling: Using an overhead projector, the teacher will use a transparency with a map of the school on it (see Map of School example attached). Tell the students that Ling Mei just walked in the front door of the building and needs to find her way to the classroom. There is a star on the map where the classroom is located. Ask the students to help decide which direction to go to get from the front door of the school to the classroom. Then introduce the words North, South, East, and West. Go back over the path the children helped draw and label these directions on it.

Check for Understanding: Show the children a map of the world and explain that north is the direction located in relation to the North Pole and south is the direction located in relation to the South Pole. Then show the children where the United States is located (in the west) and where China is located (in the east). Present the children with Handout 1 (see Handout 1 attached) containing a blank cardinal rose and 4 simple directional problems. Do this handout together as a group by asking the students to help. Introduce the students to the acronym, Never Eat Shredded Wheat, to remember the directions.
Guided Practice: Ask the students to turn over Handout 1 to the simple map on the back. After a brief discussion about the shape of China on the map, guide the students through the problems. The teacher will then say the following directions:

- Ling Mei is going home to visit.
- Draw a line from Beijing to the river. Now, circle the direction you went. Choose north or south.
- Next, number 2, Ling Mei is going from Beijing (B) to the end of the Great Wall (A). Write in the blank provided what direction she went.
- Now, let’s look at number 3. Ling Mei wants to go from Beijing (B) to the Yellow Sea (D). Draw a line from Beijing over to the Yellow Sea. Look at the blank at the bottom. The Yellow Sea is ________ of Beijing. Fill this in.

While the teacher is guiding the children through the tasks, she is observing the children’s work throughout the room to assess their understanding.

Independent Practice: Give Handout 2 to the children. This handout consists of a map of China with specific locations notated on it. There are also directions listed for the children. Read the directions aloud and check for understanding. Ask students to complete Handout 2 individually.

Closure: After the students complete Handout 2, collect this work. Then review the correct answers asking the students to participate. This can be done by using an overhead transparency and writing the correct answers. Ask if the students have any questions about cardinal directions. As a final activity, pass out the multiple choice question to be completed by the students and turned in.

Evaluation:

Formative: The teacher will walk throughout the room to informally assess during group discussion and guided practice.

Summative: The teacher will evaluate Handout 2 and the multiple choice question, which is to be completed by the children independently.

Background Information/Content:

The Great Wall of China is believed to be the only man-made structure that can be seen from space. There are four major walls that make up the Great Wall. Construction on the wall began in 221 BC by the Qin Emperor. After this, the wall was expanded and repaired by other dynasties. It was built to defend the empire from invaders. There is some confusion about how long the wall is. Some people say it is up to 4,000 miles long. That would mean it is the same size as 70,400 football fields! The Great Wall is now a very famous tourist attraction in China and it is sometimes listed as one of the Seven Wonders of the World. The Great Wall comes close to
Beijing, which is the capital of China. Shanghai and Hong Kong are two other big cities in China. There are several bodies of water that surround China, including the Yellow Sea.

Cardinal directions are the terms north, south, east, and west. North is the direction in relation to the North Pole while south is the direction in relation to the South Pole. East and west were words derived from Latin words. The Latin word “aurora” means dawn from which “east” was derived. The Latin word “vesper” means evening from which “west” was derived. The compass rose is a symbol that shows the cardinal directions. It was developed in 1891.
School Map
Handout 1

Guided Practice

Label the Cardinal Directions on the Compass Rose

1. Label the Cardinal Direction each person is walking

    1________  
    2________  
    3________  
    4________  

NEVER
EAT
SHREDDED
WHEAT

1________

2________

3________

4________
Ancient China Culture Kit

Ling Mei is going home to visit her friends! Practice following cardinal directions as we follow Ling Mei.

1. Draw a line from Beijing (B) to the river (C).

Which direction did Ling Mei travel?
Is the river North or South of Beijing?

2. Ling Mei is going from Beijing (B) to her favorite spot, the Great Wall of China (A).

Which direction will she travel?

3. Ling Mei wants to go from Beijing (B) to the Yellow Sea (D).

Draw a line from Beijing over to the Yellow Sea.
The Yellow Sea is ____________________ of Beijing.
We have just arrived in China to visit our friend, Ling Mei. Ling Mei is taking us on a tour of her country. Follow Ling Mei’s directions below and write the **Cardinal Direction** you travel in on the line. Begin the tour at the **airport**.

1. Ling Mei wants to show you the sights of Hong Kong. Is Hong Kong (F) North or South of the Yangtze River (C)?

2. Ling Mei needs to go home. Draw a line from Hong Kong (F) to Ling Mei’s house in Shanghai (E). Which direction did you travel?
3. Ling Mei wants to take you to Beijing, China’s capital. Draw a line from Ling Mei’s house in Shanghai (E) to Beijing (B).

Shanghai is ________________________________ of Beijing.

4. Ling Mei wants to take you to her favorite spot, the Great Wall of China. Draw a line from Beijing (B) to the Great Wall (A). Which direction did you travel?

______________________________________________________________________________

5. Let’s take a walk along the Great Wall! Move your pencil along the Great Wall (A) towards Beijing (B).

Did you travel East or West?

______________________________________________________________________________
Lesson #2: Chinese Shadow Puppetry
Prepared by Laura Smalling

Audience: Primary (2nd Grade)

Related Standards:
Visual Arts Standards of Learning
2.3  The student will use literary sources to generate ideas for works of art.
2.10 The student will create a three-dimensional work of art, using a variety of materials.
2.15 The student will identify art from other cultures, including Ancient Egypt, Ancient China, and American Indians (First Americans).
2.21 The student will describe the meanings and feelings evoked by works of art.

History and Social Science Standards of Learning in Virginia
2.1 The student will explain how the contributions of ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language.

Objective and Its Purpose:
1) Given examples of Chinese Shadow Puppets, students will create their own shadow puppets.
2) Given teacher modeling and student-made puppets, students will demonstrate how Chinese shadow puppets convey feelings by modeling different “feeling” poses.

Materials/Time/Space:
One full hour; whole group; typical classroom space; average elementary class size (20 students)

Lesson Description:

Introduction: Explain that today’s lesson will focus on the arts in Ancient China. Begin with a Read Aloud of the book The Dragon Emperor: A Chinese Folktale by Ping Wang. After reading the story, explain to students that in Ancient China, folktales were told in different forms besides in a book. Ask students if they can think of any other ways to tell a story. Suggestions might include a song, a play, or a movie.

Input/Modeling:
Explain to students that in Ancient China, folktales were sometimes told through puppet shows called shadow plays. Show students samples of Chinese shadow puppets; these samples can be purchased online or created using puppet patterns. Explain that puppets use their actions and movements, instead of facial expressions, to tell the story.

Guided Practice:
Pass sample puppets around to students or have them sit in a circle close to you while you hold up puppets for them to observe. It might be best to choose sample puppets that have contrasting expressions and personalities so that students can make comparisons and contrasts between them. Including a sample dragon puppet would be ideal, as it ties back to the story.
Objective Questions: Begin by asking students basic questions about the puppets. “What colors are used in these puppets?” “What shapes are used in this puppet?” and “What is difference between the first puppet and the second puppet?” (provided you have multiple sample puppets).

Reflective Questions: How does this puppet make you feel? Does one puppet make you feel differently than another puppet? What do you notice about the puppet that makes you feel the way you do?

Interpretive Questions: Begin by asking students about the “masks” of the puppets. Ask “what do you think this puppet’s red face means?” Move on to asking about facial features. “What do you think the shape of this character’s mouth means?” After talking about facial features, move on to how the puppets’ actions can display different feelings. Move the puppet into the “sad” pose (poses illustrated on http://artsedge.kennedy-center.org/shadowpuppets/shadow_puppets.html). Ask students “what do you think this puppet’s actions tell us about his feelings?” Continue with poses for “angry”, “happy” and “proud”. You may want to do some of the poses in front of the theater screen, and some behind the theater screen, to give students an example of each.

Decisional Questions: Ask a few more questions to close the discussion. “Do you think that puppets do a good job of showing different feelings?” “Can you relate these puppets to your own lives?” “How would you decorate a puppet from the story The Dragon Emperor that we just read?”

Independent Practice: Tell students that now that we have discussed the ways we can show personalities and feelings through puppets, we will make our own puppets based on The Dragon Emperor. Students should use colors, patterns and expressions to give their puppet a personality. Provide students with patterns, scissors, dowels/straws, paper fasteners, and decorating materials. After students have decorated their puppets, allow them to go behind the screen and move their puppets to display specific feelings, checking for understanding.

Closure: Collect student’s puppet creations and hang them on the board or in another easily viewed place in the classroom. Have the class observe that each person created a unique puppet. Inform students that just like each had unique designs for their puppets, other countries that were inspired by China’s shadow puppetry each created their own unique puppet style. Administer multiple choice questions to check that students understood the lesson. If time permits, you may want to close the lesson by showing students a video of a Chinese Shadow Play.

Evaluation:
Formative: Observe students’ responses during discussion. Observe students as they create puppets, noting the colors, patterns, and expressions used. Watch students’ actions with their puppets behind the screen.
Summative: Administer multiple choice questions.

Background Information/Content:
Shadow puppetry is a form of puppetry in which flat paper or animal hide puppets are manipulated with dowels behind a screen. Chinese history tells of shadow puppetry originating during the Han Dynasty, over 2000 years ago. The wife of the Emperor died, causing him great sadness. A minister witnessed two children playing with dolls and noticed the shadows created by the toys. The minister created a puppet that resembled the Emperor’s dead wife. He set up a curtain, put a light behind it, and put on a shadow play to cheer the Emperor up, using the puppet he had created. Thus began the art of Chinese Shadow Puppetry. Shadow puppetry has spread to many different countries around the world such as Thailand, India, Egypt, Turkey, and Western Europe.
Because shadow puppets are viewed from limited perspectives, the forms and colors are exaggerated. Different shapes are used to represent different characters; for instance, male characters have big heads and square faces. Different colored masks on characters stand for different things as well. “A red mask represents uprightness, a black mask, fidelity, and a white one, treachery. The positive figure has long narrow eyes, a small mouth and a straight bridge of nose, while the negative one has small eyes, a protruding forehead and sagging mouth. The clown has a circle around his eyes, projecting a humorous and frivolous air even before he performs any act”.

(http://www.travelchinaguide.com/intro/focus/shadow-puppetry.htm)

A puppeteer can make his puppet show anger by putting his fists up defensively. A happy puppet’s arms and legs can be made to look as if he is dancing and his head pointed upright. A proud puppet’s hands can be placed on its hips, and a sad puppet hangs his head and limbs down.
Make a
CHINESE NEW YEARS
DRAGON PUPPET

Use your imagination

to create a unique dragon
using this blank form.

"Chinese Shadow Puppet Theater" MAC(WIN CD-ROM
© Pentewa Interactive, Inc. www.MulticulturalArts.com
Puppet Pattern 2
Sample Puppets
Multiple Choice Assessment

1) Where did shadow puppetry begin?
   a. Ancient China
   b. Ancient Egypt
   c. North America

2) What feelings are the following puppets showing? Choose the answer from the word bank and write it on the line.

<table>
<thead>
<tr>
<th>Angry</th>
<th>Happy</th>
<th>Sad</th>
<th>Proud</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
Lesson Three: Confucius
Prepared by Tara Brown

Audience and Space: Grade: 5 Duration: 1 hour: Whole group instruction, small group instruction; 20 students

Standards addressed:

Virginia Standards of Learning:

U.S.1.1 – The student will develop skills for historical and geographical analysis, including the ability to:

b) make connections between past and present
e) Evaluate and discuss issues orally and in writing

CE.4 The student will demonstrate knowledge or personal character traits that facilitate thoughtful and effective participation in civic life by

c) Practicing responsibility, accountability, and self-reliance

Objective

By hearing and reading about Confucius, students will be able to:

1. Describe examples of Confucius’ teaching and their impact on China.
2. Create an original cartoon/comic using Confucius’ teaching to show conflict resolution in their own lives

Resources:

Board and chalk OR overhead/document camera and markers

Handouts for students

Paper

Colored pencils/markers

See attachments for models

Content and Instructional Strategies

Introduction: Ask students if they have ever had a conflict. What were some strategies/methods they used to resolve these conflicts (or how do they resolve conflict in general)? Write responses on the board/projector. Explain to them that today we will be exploring Confucius and analyzing Confucianism and its effect on conflicts in China (at the end, students will relate the learnings to modern times). That is, while talking about Confucius, we can see how his teachings can apply to us today. How might the individual improve society and encourage good citizenship? How can they be involved in civic
engagement? In other words, what actions can they take, both as individuals and as a community, to identify and address issues of public concern?

**Content Focus:** Give students an introduction to Confucius; his life, his beliefs, and his teachings (see background information, and be sure to write his name, Kongfuzi, on the board for the students). The teacher will read an excerpt from *The Analects of Confucius* (available at [http://eawc.evansville.edu/anthology/analects.htm](http://eawc.evansville.edu/anthology/analects.htm)). Stop and have the students compare and contrast the list from the introduction section and Confucius’ teaching. The teacher may draw a Venn Diagram on the board to accomplish this. Next, have each student draw a cartoon or comic strip illustrating a conflict from modern times being resolved with one of Confucius’ teachings. Attached is a model of one possible comic (done by “Ex. Student). Use this as a model; tell them that the boy is coming home from school and is sad that he has a lot of homework to do, as well as work later that evening. He really just wants to be with his friends. What should he do? He realizes that he must fulfill his responsibilities to himself (as a student) and his community (as a worker), so he completes his homework and goes to work. Drawings may be displayed on a class bulletin board.

**Closure:** Students should share their drawings with the class (at least 3 or 4 students should share, but more may if time permits). When everyone is finished drawing, the class should come back together. Students should talk about the Confucius teachings they have learned about and describe their impact on China. Are Confucius’ beliefs still alive in China today? In what ways?

**Evaluation:**

Formative: Evidence from brainstorming session, participation in discussion

Summative: Original cartoons/comic strips, multiple choice questions

**Background Information:** China’s most influential scholar was Kongfuzi (write this name on the board), or Confucius, as we know him in the West. Born in 551 B.C., Confucius lived at a time when the Zhou Dynasty was being torn apart by warring lords. Though born to a poor family, he led scholarly life, studying and teaching history, music, and moral character.

Confucius believed that social order, harmony, and good government could be restored in China if society was organized around five basic relationships. These were the relationships between: 1) ruler and subject, 2) father and son, 3) husband and wife, 4) older brother and younger brother, and 5) friend and friend. A code of proper conduct regulated each of these relationships. For example, rulers should practice kindness and virtuous living. In return, subjects should be loyal and law-abiding.

Three of Confucius’s five relationships were based upon the family. Confucius stressed that children should practice what he called filial piety, or mutual respect for their parents and elders. Confucius was not content to be merely a great teacher. He wanted to reform Chinese society by showing a prince or due how to govern wisely. Impressed by Confucius’s wisdom, the duke of Lu appointed him Minister of Justice. According to legend, Confucius so overwhelmed people by his kindness and courtesy that almost overnight, crime vanished from Lu. When the dikes ways changed, however, Confucius felt compelled to resign.

Confucius spent the remainder of his life teaching. The only records of his ideas are the writings of his students. His students later collected his words in a book called the *Analects*. A disciple named Mencius also spread Confucius’ ideas. Both Confucius and Mencius taught that leaders should be virtuous. He died in 479 BC.
Confucius said that education could transform a humbly born person into a gentleman. In saying this, he laid the groundwork for the creation of a bureaucracy, a trained civil service, or those who run the government. According to Confucius, a gentleman had four virtues: “In his private conduct he was courteous, in serving his master he was punctilious (precise), in providing for the needs of the people he gave them even more than their due, in exacting service from the people he was just.” Education became critically important to career advancement in the bureaucracy.

Confucianism was never a religion, but it was an ethical system. It became the foundation for Chinese government and social order. In addition, the ideas of Confucius spread beyond China and influenced civilizations throughout East Asia. (Beck, Black, Krieger, Naylor, & Shabaka, 2003, p. 97-98).
VENN DIAGRAM: Sample

Student Ex

- Talk with a teacher or adult
- Get friends to help
- Talk with the person I am having a problem with
- Set a good example yourself
- Do what you are supposed to do (fulfill your role)

Confucius

- "Do not do unto others what you would not wish done to yourself"
- Concept of rule by merit
- "Here is the way to win the people: win their hearts and you win the people. Here is the way to win their hearts:

---

Talk with a teacher or adult

Get friends to help

Talk with the person I am having a problem with

Set a good example yourself

Do what you are supposed to do (fulfill your role)

"Do not do unto others what you would not wish done to yourself"

Concept of rule by merit

"Here is the way to win the people: win their hearts and you win the people. Here is the way to win their hearts:"
Sample Student Work

After completing his homework, he goes to work. It is the concept of duty.

"What should I do?"

"I would rather go be with my friends, but I have so much homework to do tonight..."

"Then, as a student, it is my responsibility to subordinate my own interests to the broader need of the family and community. He is fulfilling his duty as a student."

Ex. Student
Lesson 4: Inquiry/ China –The Silk Road

Standards: National History Standards
3C, Grades 5-12: Analyze the commercial and cultural significance of the trans-Eurasian “silk roads” in the period of the Han and Roman empires. [Interrogate historical data]
4A, Grades 5-12: Formulate historical questions from encounters with historical documents, eyewitness accounts, letters, diaries, artifacts, photos, historical sites, art, architecture, and other records from the past.

Intended Audience: Heterogeneous sixth grade classroom. Students will have previous knowledge of travel writing as an important genre. They will also be able to identify China on a world map.

Behavioral Objectives:
1. Given an introduction to The Silk Road, the students will generate and record a reaction and questions pertaining to the reading, with 100% participation.
2. Given research opportunities, the students will demonstrate through recorded responses that the data obtained from sources is related directly to the questions one asks about the source, with 100% participation.
3. Given research opportunities, the students will write a response demonstrating their knowledge of The Silk Road, with 100% participation.

Materials, Time and Space:
Time: Two class periods of one-hour each;
Space: Typical classroom space set up in order to allow students to explore materials provided including computer access

The Lesson Proper
Day 1
Catalyst: Read the historical fiction narrative to the students (See attached)

Introduction: Give the attached worksheet to the students before reading the narrative. Instruct them to write down any questions they have during the reading. When finished with the reading, ask the students to write down their reaction to the reading. Ask the students some guiding questions such as Have you ever wondered what it would be like to travel The Silk Road? What kinds of things would you see? What kind of people would you meet along the way? The following discussion will likely yield a range of answers. Encourage the students to explore their own questions and ideas. Explain how to record their research on the worksheet provided.

Content focus: Show the students the variety of materials available for research. Display the books and artifacts in a central location in the room. Pull up the bookmarked websites on the computer. You may
provide a brief overview of the books allowing students to generate an idea of the topic addressed in the book.

**Predicted Outcomes:**

Questions developed invariably include ones like: When was The Silk Road established?; Who traveled The Silk Road?; How did the Chinese know how to make silk?; What kinds of things were traded?; How long were people gone when traveling The Silk Road?, etc. With lists of questions begun, students should give attention to possible sources useful to answering the questions. As the instructor, you should not provide answers to the students' questions, but you may serve as a resource to direct their research if needed.

**Day 2**

Ask students to continue researching the questions they began on day one. Direct them to appropriate sources if necessary. Have students connect to bookmarked web sites. Direct students to browse through the available books on Ancient China, The Silk Road, and the production of silk. Ask students to complete their worksheet.

**Closure**

Divide the students into small groups of 4 or 5 students. Ask them to share their findings with one another. Encourage them to draw conclusions from the different information. As a whole group, discuss the implications of the research. Ask them to cite specific examples. Write the main ideas the students develop on the board for viewing.

**Evaluation**

**Formative:** Were the students able to generate their own questions about The Silk Road? How did they respond to the catalyst?

**Summative:** Worksheet; Essay question

**Background Information**

The Silk Road was a complex network of trade routes linking China to the Middle East, Europe, and India (Dramer, p.25). It was established during the Han dynasty. Chan Ch’ien is credited with first making contact with the Central Asian tribes. He came up with the idea to expand the silk trading outside of China and the Silk Road was then established (The Silk Road: Linking Europe and Asia through Trade). The trade on the Silk Road was a high priority during the Han dynasty. The Han dynasty ruled from 206 BCE to 220 CE. China had an abundance of silk and traded it with other countries for items such as ivory, gold, silver, and pearls. The traveler on the Silk Road encountered a choice of direction every time the path split into two. “Travel was dangerous, and the services of a knowledgeable local guide were essential. Even with help, caravans sometimes were attacked by bandits, or lost the trail so the people and their animals died of thirst or starvation. The lure of profit and adventure meant that many people continued to travel along the Silk Road’s various routes despite the obvious dangers” (Des Forges and Major, p. 56).

**Skills:** The process of inquiry; research; developing generalizations from research about The Silk Road.  
**Values:** Respect for different ideas; respect for evidence; tolerance for ambiguity; curiosity; skepticism  
**Concepts:** Trading in early civilizations
Overview of Resources
Silkworms by Sylvia A. Johnson- This book describes silkworms as caterpillars of a large white moth. The book has illustrations on every page depicting the life cycle of the silkworms. There is an index in the back of book enabling the student to use it efficiently for research.

Ancient China by Brian Williams- This book illustrates the customs and daily lives of ancient Chinese civilizations. Included in this book is a section titled Trade and Travel. The Silk Road is discussed in this section.

Maps of the Silk Road Website- The first illustration is a black and white map showing four different routes traveled on the Silk Road. There is also a map of northern China in color. On this map the Silk Road is identified by the circling of major cities. There is also a link on the page to check the current weather in Dunhuang, Gansu.
Historical Narrative – The Silk Road

We will be leaving late tonight to begin our journey on the Silk Road. My father says it is better to travel at night. The weather is cooler and the dangers are less. I have tried to sleep all day in order to stay up all night, but I can’t seem to sleep. Maybe I am excited to be going along on my first trip along the trade route, maybe I am scared. Maybe it is a little of both. Since my fourteenth birthday last month, the idea of traveling in order to trade our precious silk has consumed my mind. I have heard so many things about the journey from others. We will be beginning our trip at Xi’an (shee-ahn), which is our hometown and travel west. We plan to make an important stop in Lanzhou (lahn-joe) which is many miles away. We will keep traveling west until we reach Dunhuang (dun-wang) which is close to The Great Wall of China. At this point there will be several different ways we can go and we will have to choose. My father will talk with the travelers along the way and find out the best route to take. I have heard stories about traveling to Kashgar (kash-gahr) for trading. It is very far from Xi’an(shee-ahn) and it could take us many months or years to get there. Here we will be able to meet many people who speak different languages. We may also learn about their traditions. We will also have to stop along the way to rest periodically. We will be riding Bactrian camels. The camels will also be carrying all of our goods. My father says we will need to stop and take good care of our camels in order to keep them health. Along the way we will be trading goods and also gaining idea from others. Every time someone in our town comes back from trading, they have encountered many interesting people along the way. Recently I heard my father speaking about a religion called Buddhism that our neighbor heard about while on the trading route.

When I was younger I didn’t understand why everyone was always taking silk to trade. My mother has explained to me that how to make silk is one of China’s best kept secrets. Apparently, other countries would like to make their own silk but they don’t know how. Because of this we are able to go trade our precious silk for things like gold, silver, glass, wool, pearls, and furs. Other people pay a lot of money for our silk. While we are gone trading, my mother will be here making silk cloth with the other women.
I must go. My father says we are packing up to leave now. I will miss my mother and younger sisters while I am gone, but I plan to tell them all about the adventure when I return. And so, the journey begins.
1. After hearing the fictional historical account of a traveler’s journal, record your reaction. How did the reading make you feel?

2. What other question do you have about The Silk Road?

3. Investigate your question by conducting further research. Record your finding below.
   a. Question:

   b. Resource Consulted:

   c. Information discovered relevant to question:

   d. Additional information discovered:

4. Is there anything you are uncertain about that you would like to discuss in class?
5. List at least 4 objects that were traded along The Silk Road.
   a. 
   b. 
   c. 
   d. 

6. Look at the map of The Silk Road provided on the table of resources. List at least 4 cities along The Silk Road.
   a. 
   b. 
   c. 
   d.
1. After hearing the fictional historical account of a traveler’s journal, record your reaction. How did the reading make you feel?

*I found myself excited for the young boy. I was interested in his journey and wonder what it will be like for him.*

2. What other question do you have about The Silk Road?

d. Additional information discovered:

*When was the Silk Road established?*

*How did the Chinese know how to make silk?*

3. Investigate your question by conducting further research. Record you finding below.

a. Question:

*How did the Chinese know how to make silk?*

b. Resource Consulted:

*The Invention of Silk Website*

*The Empress and the Silkworm book*

c. Information discovered relevant to question:

*The Chinese credit Yuen Fei as the inventor of silk. She was the mistress of an Emperor who ruled in 2,600 B.C. Sometimes a story about the discovery of silk is told as a Chinese myth.*

*The chief food of silk worms is the leaf of the mulberry tree. It is cultivated carefully in China. The tree lives about 50 years.*

4. Is there anything you are uncertain about that you would like to discuss in class?

*What kinds of dangers were there on the Silk Road?*
5. List at least 4 objects that were traded along The Silk Road.
   a. silk
   b. ivory
   c. gold
   d. spices

6. Look at the map of The Silk Road provided on the table of resources. List at least 4 cities along The Silk Road.
   a. Kansu
   b. Sinkiang
   c. Dunhuang
   d. Xi'an
Essay Question

Imagine you are a traveler on The Silk Road. Write a travel account describing a week long journey. In your account you should name and describe at least two cities that you visited, describe the differences between the countries of origin of the people you traded with and your own cultural background, and name one specific object you brought along to trade and two objects you received in return. Be sure to be specific and given as many details as possible. (Point allocation: 25 points total; name and describe two cities visited- 5pts, describing differences in people-5pts, naming objects traded-5pts, organization and grammar- 5pts, creativity- 5pts)
<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>5</th>
<th>3</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describing two cities visited</td>
<td>A detailed accurate description of two or more cities.</td>
<td>Two cities named but description is lacking detail or accuracy or only one city named with accuracy and detail.</td>
<td>Student named cities but gave no description.</td>
<td>The student did not name or describe cities.</td>
</tr>
<tr>
<td>Describing differences in people</td>
<td>The differences of the people encountered along the way are described in detail. The descriptions are historically accurate. Such things as religious, cultural, language, and ethnic differences are described.</td>
<td>The differences of the people encountered are addressed and there is intent to describe. However, sufficient detail is lacking.</td>
<td>People encountered along the way are addressed but the description is vague and/or inaccurate.</td>
<td>People encountered along the way are not addressed.</td>
</tr>
<tr>
<td>Naming objects traded</td>
<td>The student names one or more objects brought along to trade and two or more objects received. The objects are historically accurate.</td>
<td>The student included only two of the three of the required items and/or one of the items was historically inaccurate.</td>
<td>The student named one historically accurate item taken along to trade but did not include items that were received.</td>
<td>The student did not name any objects taken along to trade or objects received from trading or the objects named are historically inaccurate.</td>
</tr>
<tr>
<td>Organization and grammar</td>
<td>The story is very well organized. One idea or scene follows another in a logical sequence with clear transitions.</td>
<td>The story is pretty well organized. One idea or scene may seem out of place. Clear transitions are used.</td>
<td>The story is a little hard to follow. The transitions are sometimes not clear.</td>
<td>Ideas and scenes seem to be randomly arranged.</td>
</tr>
<tr>
<td>Creativity</td>
<td>The story contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used his/her imagination.</td>
<td>The story contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used his/her imagination.</td>
<td>The story contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his/her imagination.</td>
<td>There is little evidence of creativity in the story. The author does not seem to have used much imagination.</td>
</tr>
</tbody>
</table>
Artifact 1: Chinese New Years Dragons
Prepared by Laura Smalling

Background Information
(activities should be preceded by a lesson about Chinese New Year: its origins, history, and traditions)

Dragon costumes, like the one seen in the picture, are featured in Chinese New Years parades today and are a well-recognized symbol of Chinese New Year. These dragons are also used in the Dragon Dance, which symbolizes good luck and prosperity for the New Year.

The Chinese New Year is different from the New Year we celebrate in America because the Chinese calendar is different than ours. It is a combination Solar/Lunar calendar, which means it is based on the movement of the sun and moon (ours is just based on the moon).

How did the Chinese begin to celebrate the New Year? An Ancient Chinese legend tells the story of a beast called Nian, a fearsome monster who is believed to eat people on New Years Eve. To keep him away, the Chinese use the color red, loud noises and bright lights. This is said to be the origin of the parades and celebrations for Chinese New Years of today. However, this story is only a legend. It is likely that the New Year celebrations may also have begun in order to celebrate the end of Winter and the start of the Spring season.

Student Activities
Primary

Whole Group: The students will discuss how the Chinese New Years celebration relates to celebrations in their life by making a class list of favorite celebrations and how they are celebrated (suitable connections could include parades, Fourth of July, New Years Eve, etc). The students will create a mural (using butcher paper and markers) that depicts their favorite celebrations.

Small Group: Students will work in small groups to create their own paper mache dragons. They will use egg cartons as a form and then put paper mache over the form to make a dragon. The groups will each decorate their dragons.

Independent: Dragons are a symbol of good luck connected with Chinese New Year. On their own, students will create a symbol to represent one of the favorite celebrations discussed as a whole group. They will draw a picture of the symbol and briefly write about why they made that symbol.
Intermediate:

*Whole Group:* The class will work together on a multi-day project. After studying Chinese New years celebrations and discussing the significance of the Dragons, the class will work together to make their own dragon costume. The teacher should provide a frame upon which the students will place paper mache. After the dragon has been paper-mached, the class will paint the dragon and decorate with a variety of materials. Ideally, each class in the grade will have made a dragon, which will allow for the students to wear the costumes and have a New Years parade around the school.

*Small Group:* After the dragon has been made/using a premade dragon costume if available (if no costume is available, students can make a dragon mask), students will divide up into groups. The dragon costume is used in Chinese New Years as part of a dance for good luck and success. The students, in groups, will create their own dances with the dragons or other self-created costumes. They can center their dance on whatever wish they would like to make in the “New Year”.

*Independent:* The students will make individual miniature paper mache dragons. Similar to the primary activity, the students may use egg cartons as a form, or may shape their own chicken wire forms. After decorating their dragons to reflect their own wishes for the New Year, the students will have a class parade with the small dragons.

Primary Assessment:

1. Why did Chinese New Years celebrations begin?
   a. To scare away the monster Nian
   b. To watch fireworks
   c. To make dragons

2. Why are dragons important to the Chinese?
   a. They are fun to use in parades
   b. They are thought to bring good luck and success
   c. The Chinese like to wear dragon costumes

3. Name a holiday that you celebrate. How is it alike or different from Chinese New Year?
   A holiday I celebrate is: __________________________________________________
   It is similar to Chinese New Year because_____________________________________
   _________________________________________________________________________
   It is different from Chinese New Year because_______________________________________________________________________
   _________________________________________________________________________

Intermediate Assessment:

1. Why did Chinese New Year begin?
   a. To scare away the mythical beast, Nian
   b. To have dragon parades
   c. To celebrate the end of Winter and the beginning of the Spring
   d. Both a and c
2. What type of Calendar do the Chinese have?
   a. Lunar calendar
   b. Solar calendar
   c. Solar/Lunar Calendar

3. Why doesn’t Chinese New Year occur at the same time every year?
   __________________________________________________
   __________________________________________________
   __________________________________________________

4. Why are dragons important for Chinese New Year?
   __________________________________________________
   __________________________________________________
   __________________________________________________
Artifact 2: Lon Po Po
Prepared by: Tara Brown

Background Information: (**before reading this book, the teacher should ensure that students are familiar with Little Red Riding Hood**)

Lon Po Po is a *Little Red Riding Hood* story from China. The tale is thought to be over 1,000 years old. In this book, Ed Young (who was born in China but moved to the US) is both the illustrator and translator. The book was published by Philomel Books, NY, in 1989.

In the story of *Lon Po Po*, a mother leaves her three daughters while she goes to visit their grandmother for her birthday. She instructs the girls to lock the doors after she is gone, which they do. A wolf overhears that the mother is leaving and disguises himself as an old woman and knocks on the door. When asked who he is, he replies that he is their grandmother (“Po Po”). The girls let him in and he cuts out the lights. After the girls question the wolf, the oldest daughter sees the wolf’s snout and realizes she must find a way to save her sisters and get rid of the wolf forever. In the end, the girls are successful of riding themselves of the wolf.

Primary Activity:

Students will describe the differences and similarities between the Chinese and American version of *Little Red Riding Hood*.

Student Activities

Whole Group: (If students are not familiar with *Little Red Riding Hood*, read that first.) The teacher will ask students what they know about *Little Red Riding Hood* and record information on the board. Then, the teacher will read aloud *Lon Po Po* to the students at the reading center (e.g., many teachers have students sit on the carpet…). While the teacher is reading, remind the students to think about the differences and similarities that exist between the familiar version and the Chinese version. Divide the students into three groups.

Small Group: Have students meet in their groups. Designate one group the “beginning” group, one group the “middle” group, and one group the “ending” group. Students will work in their respective groups to write their own versions of *Little Red Riding Hood* (the beginning group will work on the beginning of the story, the middle group will work on the middle, and the end will work on the end of the book). At the end, the parts will be put together as the class’s own version of the story.

Independent: After the groups are finished writing their part of the story, each student will draw a picture of their favorite part of the *Lon Po Po*. The pictures may be included at the end of the class’s version of *Little Red Riding Hood*/*Lon Po Po*, or put together to form a collage.
Intermediate Activities:

Whole Group: If students are not familiar with *Little Red Riding Hood*, read that first. The teacher will ask students what they know about *Little Red Riding Hood* and record information on the board. Then, the teacher will introduce and read aloud *Lon Po Po* to the students at the reading center (e.g., many teachers have students sit on the carpet…) Make sure students know that the version you are about to read is an ancient Chinese version that is thought to be over 1,000 years old. While the teacher is reading, remind the students to think about the differences and similarities that exist between the familiar version and the Chinese version. Break the students up into groups of three or four and have them get together in those groups.

Small Group: In their groups, have students discuss the similarities and differences and record them in a graphic organizer on the board. Did they like the differences? Have each group use a Venn diagram (students can draw their own) to compare the two versions of the story (collect the diagrams at the end of the lesson).

Independent: Students will work independently to create their own version of *Lon Po Po*, either by trying to do it from the wolf’s point of view or by adding new characters or twist to the story. If students finish early, have them look at the dedication Ed Young wrote (“To all the wolves of the world for lending their good name as a tangible symbol for our darkness”). What do they think this means? Why did Young write this dedication in his book? Have them answer these questions and add their own questions/comments in a journal.

Assessment:

*Primary:*

Multiple Choice:

4. What fairy tale is *Lon Po Po* similar to?
   a. *Little Red Riding Hood*
   b. *Cinderella*
   c. *Sleeping Beauty*
   d. 

5. What is the main animal in the fairy tale?
   a. A dragon
   b. A snake
   c. A wolf

6. Name your favorite part of *Little Red Riding Hood*. How is it alike or different from Chinese version, *Lon Po Po*?

   My favorite part of *little Red Riding Hood* is:
   __________________________________________________________________________

   It is similar to *Lon Po Po* because_____________________________________________
   __________________________________________________________________________

   It is different from *Lon Po Po* because__________________________________________
   __________________________________________________________________________
**Intermediate Assessment:**

5. How old do we think *Lon Po Po* is?
   a. 50 years old
   b. 100 years old
   c. 500 years old
   d. Over 1,000 years old

6. Who are the three sisters in *Lon Po Po*?
   a. Yao, Ming, Yang
   b. Shang, Tao, Paotze
   c. Ling, Mei, Shu

7. Is the setting of *Lon Po Po* similar to or different than the setting of *Little Red Riding Hood*?
   How?________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

8. What purpose do you think a story like *Lon Po Po* would serve for people in ancient China?
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

Primary Activity-

Background-(activities should be preceded by a lesson about China and brief introduction to the Boxer Rebellion)

Louise Galt was from Williamsburg, Virginia. During the Boxer Rebellion she was visiting in China. She kept a journal detailing the events. The Boxer Rebellion was a time in which a group referred to as the “Boxers” began to attack foreigners and missionaries in the country. The group was against foreign influence in China. Galt writes about the events that are going on around her using very descriptive language. A newspaper article which recounts specific journal entries is also available in order to read text which is unclear on actual journal papers.

Students will write a journal entry about a Chinese tradition.

Student Activities

Whole Group: The teacher will talk to the students about the importance of journals as a way to study history. The teacher will discuss the idea of immigration with children and explain how sometimes people migrate to other countries and are not always welcomed there. All cultures are different and have their own set of traditions. The teacher will then read “How My Parents Learned to Eat” by Ina R. Friedman which discusses the different utensils used to eat depending upon the tradition of the culture.

Small Group: The students will talk in a small group about the traditions that make their families unique. The teacher will guide the students to understand traditions as being specific to families or to a whole country (such as Thanksgiving or the 4th of July).

Independent: The students will choose a tradition relating to China and write a journal entry about it. For younger children this may a short sentence or picture journal entry.
Intermediate Activity-

Background- (activities should be preceded by an explanation of the Boxer Rebellion in China and a lesson about the role of children in China)

Louise Galt was from Williamsburg, Virginia. During the Boxer Rebellion she was visiting in China. She kept a journal detailing the events. The Boxer Rebellion was a time in which a group referred to as the “Boxers” began to attack foreigners and missionaries in the country. The group was against foreign influence in China. Galt writes about the events that are going on around her using very descriptive language. A newspaper article which recounts specific journal entries is also available in order to read text which is unclear on actual journal papers.

Students will write a journal entry using descriptive language as if they are children living in China.

Student Activities
Whole group: The class will discuss the significance of a journal as a resource document. They will listen to an excerpt from “The Big Wave” by Pearl S. Buck (p.9-12) focusing on the descriptive language used when describing the surroundings of Japan. They will view a series of video clips from http://www.travelistic.com/video/show/3650/The-China-Experience showing the landscape and everyday life in China.
Small group: The students will take information they have previously learned about the landscape of China and combine it with the ideas gained from the reading of Buck’s writing and the viewing of the videos. They will then discuss a typical day in the life of a child in China. Working together as a small group the students will compile a list of things they could possibly write about in their journals as children living in China.

Independent: The students will independently write a journal entry as if they were a child living in China. They will use descriptive language within the entry to recount the events of the day.
Artifact 4: Interview

Prepared by Vanessa Mullins

Awaiting consent of Interviewee
Primary Pre/Post Test

Please read aloud the following directions to the students:
Read each question and choose the best answer.
Mark you answer by circling the corresponding letter.
Use the map on the second page to answer question # 7.
Use the pictures on third page to answer question #12.
Please fill in the compass rose on question # 13 and write a short answer to question #14.

1. Why did Chinese New Years celebrations begin?
   a) To scare away the monster Nian
   b) To watch fireworks
   c) To make dragons

2. Why are dragons important to the Chinese?
   a) They are fun to use in parades
   b) They are thought to bring good luck and success
   c) The Chinese like to wear dragon costumes

3. What fairy tale is Lon Po Po similar to?
   a) Little Red Riding Hood
   b) Cinderella
   c) Sleeping Beauty

4. What is the main animal in the fairy tale?
   a) A dragon
   b) A snake
   c) A wolf
5. In the book “How My Parents Learned to Eat”, using chopsticks is a ________________ that John learned.
   a. game
   b. tradition
   c. hobby

Mapping the Great Wall

7. Find Shanghai on your map.
Use your compass rose to find out if Shanghai is in the North, South, East, or West of China.
Circle the direction you think Shanghai is in:
   a. North
   c. East
   b. South
   d. West
9. Where did shadow puppetry begin?
   a) Ancient China
   b) Ancient Egypt
   c) North America

10. What do Chinese students wear to school?
    a) uniforms
    b) dress clothes
    c) anything they want

12. What feelings are the following puppets showing? Choose the answer from the word bank and write it on the line.

   Angry       Happy       Sad       Proud

   ___________________________  ___________________________
   Sad                   Angry
13. Label the four cardinal directions on the compass rose.

North       East
South       West

14. Name a holiday that you celebrate. How is it similar to or different from Chinese New Year?

A holiday I celebrate is:

______________________________________________________________________________

It is similar to Chinese New Year because__________________________________________
______________________________________________________________________________
______________________________________________________________________________

It is different from Chinese New Year because________________________________________
______________________________________________________________________________
______________________________________________________________________________
Intermediate Pre/Post Test

Read the directions carefully before you begin.

Read each question.

Choose the best answer.

Circle the best answer.

For question #8, please use the provided space to write your answer.

For question #9, please use the extra paper provided to you to write your answer.

1. When was Confucius alive?
   a)756 -702 AD
   b)551-479 BC
   c)500-448 AD
   d)600-552 BC

2. What is another name Confucius is know by?
   a)Laozi
   b)Shi Huangdi
   c)Yu
   d)Kongfuzi

3. Why did Chinese New Year begin?
   a)To scare away the mythical beast, Nian
   b)To have dragon parades
   c)To frighten the Chinese emperor

4. What type of Calendar do the Chinese have?
   a)Lunar calendar
   b)Solar calendar
   c)Solar/Lunar Calendar
5. What is the proper name of the group that is often referred to as “boxer”?
   a) Society of Righteous and Harmonious Fists
   b) Society of Activists
   c) Society of Creative Friends

6. Lon Po Po is believed to be ________ years old.
   a) 100 years old
   b) 500 years old
   c) Over 1,000 years old

7. According to the transcript from the interview with Professor Cheng, generally college is __________ in China compared to college in the United States.
   a) harder
   b) easier
   c) relatively the same

8. List two ways in which schools in Asia differ from those in America.

________________________________________________________________________
________________________________________________________________________

9. Imagine you are a traveler on The Silk Road. Write a travel account describing a week long journey. In your account you should name and describe at least two cities that you visited, describe the differences between the countries of origin of the people you traded with and your own cultural background, and name one specific object you brought along to trade and two objects you received in return. Be sure to be specific and given as many details as possible. (Point allocation: 25 points total; name and describe two cities visited- 5pts, describing differences in people-5pts, naming objects traded-5pts, organization and grammar- 5pts, creativity- 5pts)
Resources


Appendix A.

History and Social Science Standards of Learning in Virginia

1.4 The student will develop map skills by
   b) Using cardinal directions on maps;

2.1 The student will explain how the contributions of ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language.

2.4 The student will develop map skills by
   a) locating China and Egypt on world maps;
   b) locating the regions of the Powhatan, Sioux, and Pueblo Indians on United States maps;
   c) comparing the climate, land, and plant life of these regions;
   d) Describing how people in these regions adapt to their environment.

National History Standards

3C, Grades 5-12: Analyze the commercial and cultural significance of the trans-Eurasian “silk roads” in the period of the Han and Roman empires. [Interrogate historical data]

4A, Grades 5-12: Formulate historical questions from encounters with historical documents, eyewitness accounts, letters, diaries, artifacts, photos, historical sites, art, architecture, and other records from the past.

U.S.1.1 The student will develop skills for historical and geographical analysis,
   Including the ability to:
   b) Make connections between past and present
   e) Evaluate and discuss issues orally and in writing

CE.4 The student will demonstrate knowledge or personal character traits that facilitate thoughtful and effective participation in civic life by
   c) Practicing responsibility, accountability, and self-reliance

Visual Arts Standards of Learning

2.3 The student will use literary sources to generate ideas for works of art.
2.10 The student will create a three-dimensional work of art, using a variety of materials.
2.15 The student will identify art from other cultures, including Ancient Egypt, Ancient China, and American Indians (First Americans).
2.21 The student will describe the meanings and feelings evoked by works of art.