

MICRO-LESSON: China

TITLE: Discovering China: New Places, New Ideas, New Experiences

CURRICULUM FOCUS: Social Studies, Science/Technology GRADE LEVEL: 6-8, 9-12

VIDEO SEGMENTS:

- ▶ The Great Wall
- ▶ The Forbidden City
- ▶ The History of Kung Fu
- ▶ Important Inventions

PROGRAM DESCRIPTION:

These video chapters explore the amazing contributions by the Chinese and their ancient culture. From the Great Wall, built by Emperor Qin Shi Huangdi of the Qin (Ch'in) Dynasty and called by the ancient Chinese Wan-Li Qang- Qeng," meaning long wall, to the architectural wonder of the Forbidden City, to their many other inventions, we find that the West has learned and benefited from this culture into the present. In so many ways, the West and the East are inextricably connected.

LEARNING OBJECTIVES:

After viewing this video students will be able to:

- Compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change
- Explain how language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding
- Understand that science and technology are essential social enterprises involving human decisions about the use of knowledge.

CLASSROOM CONNECTIONS:

- A. Today, we really do not remember a time when technology did not play a central role in our everyday lives. In fact, technology is so interwoven into our everyday lives that we do not think about it as a separate entity anymore.

The video chapter on the technological advances made by the Chinese so very long ago does give us a moment to reflect on and think about a few words that have become an integral part of us and our world view—global, globalization, world community.

Review the many accomplishments and technological innovations the Chinese first discovered, including communication, steel, and “flying money.” As you review them, compare and contrast how we today continue to use these innovations and more. Also, discuss how these innovations have literally melded and transformed into the “global technology” of the world.

- B. With a history dating back to the 6th century, the Shaolin philosophically follows the teachings of Buddha and pacifism. The art of Kung Fu that grew out of this philosophy was a method of meditation, based on the movements of animals. The term itself means “learned skill or great achievement.”

Explore what you understood about Kung Fu before this video chapter and compare/contrast that knowledge to what you have now learned. You may include what you have read, seen on television or film, or personally experienced.

- C. Writing Prompts:

Remembrance

Chinese emperor Qin Shi Huangdi, ca. 259–210 B.C., wanted to be remembered as a great and powerful leader and to be protected for eternity. We would all like to be remembered. Write an essay explaining how you like for your friends to remember you and why.

INTERACTIVE TARGET VOCABULARY:

As you begin your exploration and research into China, create in your Digital Adventure Journal a section for Vocabulary. This compilation of vocabulary will not be the traditional seek and find definitions. You will collect images, parts of articles, video images, brochures, or any other helpful resources that define each of these terms not only to you but also to your classmates.

Mongol: a member of any of a group of traditionally pastoral peoples of Mongolia

Buddhist: a religion of eastern and central Asia growing out of the teaching of Gautama Buddha that suffering is inherent in life and that one can be liberated from it by mental and moral self-purification

Great Wall of China: **built over 2,000 years ago during the 15th century for military protection; considered one of mankind's greatest achievements. The Great wall is more than 35,000 miles in length and would wrap more than one and a half times around the planet

Forbidden City:** built 600 yrs ago in 14 yrs; called the Forbidden City because the Chinese believed their country was at center of the world—thereby, calling the city the Middle Kingdom; no ordinary mortal could enter; architecturally, the palace itself is symbolic: yellow represents the supreme power of the emperor; red, prosperity and good luck; the library was painted black corresponding to water; the palace has 9,999 rooms because 9 represents the ultimate masculine and thereby the emperor

All definitions from Merriam Webster Dictionary Online

** Definitions are from video

ASSESSMENT RUBRIC:

This rubric is on a four-point scale and uses as references *The Skillful Teacher* by Jon Saphier and Robert Gower and *Thinking Like a Historian: Rethinking History and Instruction* by Nikki Mandell and Bobbie Malone.

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QUESTIONS	<ol style="list-style-type: none">1. Consistent use of multiple historical facts, perspectives, evidence2. Uses variety of methods for supporting evidence3. Relies on identification, evaluation, and comparison/contrast4. Relies on historical context and change	<ol style="list-style-type: none">1. Relies on multiple historical facts, perspectives, evidence2. Use of supporting evidence3. Use of differentiation between and among statements	<ol style="list-style-type: none">1. Uses one historical fact or evidence2. Limited support3. Limited use of the historical context	<ol style="list-style-type: none">1. States facts w/no support2. Little or no use of the historical context
EVIDENCE	<ol style="list-style-type: none">1. Relies heavily on primary and secondary sources from a variety of resources2. Uses deftly research skills in documenting authorities and their impact on work/project3. Uses analysis, evaluation, synthesis throughout the work/project4. Uses comparison/contrast to weigh impact of sources on work/project	<ol style="list-style-type: none">1. Uses some primary/secondary sources2. Uses limited number of other resources3. Uses research skills on work/project with limited assessment of evaluation of source4. Uses identification and explanation from the sources on work/project	<ol style="list-style-type: none">1. Uses very limited secondary sources—one or two2. Uses very limited or no primary sources3. No attention to research skills evaluating authorities and their impact on work/project	<ol style="list-style-type: none">1. If secondary sources are used, they are traditional: encyclopedia, for example, and very limited use2. One or no primary sources3. No evaluation of credibility of sources

INTERPRETATION

<ol style="list-style-type: none"> 1. Uses analysis and synthesis of evidence completely supported from variety of sources and resources 2. Relies on explication of context for historical changes 3. Provides rationale for using multiple sources and resources to accomplish work/project 4. Evaluates and explains intricate connections between people, events, and ideas—both past and present 	<ol style="list-style-type: none"> 1. Addresses the essential questions: who, what, why, when, where 1. Will present one or two historical perspectives or historical events/timelines that are different to chart similarities 2. Uses limited multiple sources and resources to accomplish work/project 3. Does not evaluate and explain intricate connections between people, events, and ideas—both past and present 4. Presents in generalities, thereby avoiding any specificity or proof of thesis for work/project 	<ol style="list-style-type: none"> 1. Addresses in limited and cursory fashion the essential questions: who, what, why, when, where 2. Uses only identification and description 3. Little to no use of supporting evidence 	<ol style="list-style-type: none"> 1. No addressing of the essential questions: who, what, why, when, where 2. No use of supporting evidence
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CAUSE & EFFECT

<ol style="list-style-type: none"> 1. Identifies, evaluates, and analyzes multiple causes/effects—both stated and inferred—intended/unintended—short term/long term 2. Differentiates and evaluates how different groups act differently and why 	<ol style="list-style-type: none"> 1. Identifies multiple causes/effects—both stated and inferred—intended/unintended—short term/long term 2. Identifies how different groups act differently and why 	<ol style="list-style-type: none"> 1. Addresses multiple causes/effects 2. Addresses only short term/long term causes/effects 	<ol style="list-style-type: none"> 1. Addresses only one or two causes and/or effects 2. Addresses only short term causes/effects that are obvious or intended
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CHANGE & CONTINUITY

<ol style="list-style-type: none"> 1. Understands that change and continuity are inextricably linked to specific events and/or developments 2. Evaluates change and continuity from variety of perspectives, including but not limited to social, political, economic, cultural levels 3. Includes in the analysis trends, movement, patterns 	<ol style="list-style-type: none"> 1. Understands that change and continuity are inextricably linked to specific events and/or developments 2. Addresses change and continuity in terms of trends and patterns 3. May address one of the following perspectives: social, political, economic, cultural levels 	<ol style="list-style-type: none"> 1. Links change and continuity to one event or series of developments 2. Limited discussion and exploration of one of the following: social, political, economic, cultural levels 	<ol style="list-style-type: none"> 1. Addresses change or continuity but not both 2. Relationship between change or continuity to an event or series of developments not clearly developed or supported
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USING THE PAST

<ol style="list-style-type: none"> 1. Distinguishes, analyzes, synthesizes elements and patterns in historical periods that compare and contrast to the present 2. Uses knowledge of a past event or period to infer and thereby draw conclusions about a modern event or period 	<ol style="list-style-type: none"> 1. Chronicles the developmental relationship throughout time and space between patterns and contemporary events 2. Identifies which factors contributed to historical changes over time 	<ol style="list-style-type: none"> 1. Makes linear connections between past event and modern issues 2. May see similarities and/or differences 3. Will not address the import of these connections or intervening developments 	<ol style="list-style-type: none"> 1. Sees and therefore cannot make any connections between the past and the present
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ACADEMIC STANDARDS

The following standards are from Washington State Learning Standards:

http://www.k12.wa.us/CurriculumInstruct/EALR_GLE.aspx

In addition, this Micro-Lesson includes national standards from The National Council for the Social Studies (NCSS), the National Council of Teachers of English (NCTE), and National Science Teachers Association (NSTA). NCSS and NCTE have developed national standards to provide guidance for teaching social studies and English/Language Arts. The National Research Council created the standards for NSTA:

<http://www.nsta.org/publications/nses.aspx>

- Understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes in local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future —(middle school)
- Understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes in local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future —(high school)
- Understands and applies reasoning skills to conduct research, deliberate, form, and evaluate positions through the processes of reading, writing, and communicating —(middle school /high school)
- Uses listening and observation skills and strategies to gain understanding. —(middle school)
- The student uses communication skills and strategies to interact/work effectively with others. —(middle school/ high school)
- Uses communication skills and strategies to effectively present ideas and one's self in a variety of situations. —(middle school/ high school)
- Understands and applies reasoning skills to conduct research, deliberate, form, and evaluate positions through the processes of reading, writing, and communicating —(middle school/high school)

NCSS

- Understand and experience the study of culture and cultural diversity
- Explain the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law
- Understand how people create and change structure of power, authority, and governance
- Describe and compare how people create places that reflect culture, human needs, government policy, and current values and ideals as they design and build specialized buildings, neighborhoods, shopping centers, urban centers, industrial parks, and the like

NCTE:

- Students read and view a wider range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
- Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features.
- Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g. print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
- Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities

NSTA:

- Appreciate that for some needs, the cultural backgrounds and beliefs of different groups can affect the criteria for a suitable group
- Understand that scientific investigations require the contributions of individuals from different disciplines, including engineering
- Understand that science and technology are pursued for different purposes—scientific inquiry driven by the desire to understand the natural world and technology design driven by the need to meet human needs and solve human problems. Technology, by its nature, has a more direct effect on society than science because its purpose is to solve human problems, help humans