

**China Research Project:  
Gary Fitchpatrick**

**Subject Matter: Chinese Culture  
Student Grade Level: 7<sup>th</sup> Grade**

**China:**

The major theme of my Chinese lesson will focus on independent research to allow the students to better understand a specific topic of their choice. By the end of the lesson the students will understand how their individual topic helped shape Chinese history and additionally affected the “outside” world. The main objective of the lesson is to show the students how to complete independent research using reliable research tools and create an outline that will give them the framework of an essay. In doing the research they will also have a better understanding of their topic as it relates to China and the rest of the world. The students will use multiple print and electronic resources to find the information to complete the lesson.

This lesson’s theme is Regions and People of the Eastern Hemisphere: Historical Thinking and Skills. Historical thinking begins with a clear sense of time – past, present and future – and becomes more precise as students progress. Historical thinking includes skills such as locating, researching, analyzing and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions. Content Statement: Events can be arranged in order of occurrence using the conventions of B.C. and A.D. or B.C.E. and C.E...

**Objectives:**

Students will get a working knowledge of a topic of their choice that has an origin in Ancient or Mediaeval China.

**State Standards:**

People in Societies:

- A. Compare cultural practices, products and perspectives of past Civilization in order to understand commonality and diversity of cultures.
- B. Explain how contact between different cultures impacts the diffusion of belief systems, art, science, technology, language and forms of government.

**Social Studies Skills and Methods:**

- A. Analyze different perspectives on a topic obtained from a variety sources.
- B. Organize historical information in text or graphic format and analyze the information in order to draw conclusions.
- C. Present a position and support it with evidence and citation of sources.

**People and Society:**

- C. Analyze the ways that contracts between people of different cultures result in exchanges of cultural practices.

**Goals:**

1. The students will effectively research a topic of their choice from the Chinese culture and create an essay to show understanding.

**Materials:**

1. How to Teach About China PowerPoint Presentation
2. Internet
3. Multiple print materials of students choice

**On Line Resources:**

<http://www.cia.gov/cia/publication/factbook/geos/ks.html>

<http://www.lcveb2.loc.gov/frd/cs/krtoc.html>

<http://www.arianinfo.org/asianinfo/korea/top>

**Procedure:**

Day 1:

1. Have students create a KWL Graphic Organizer (Know, Want to Know, and Have Learned) about China.

2. Discuss the K with students orally after they have written what they currently know or think they know. When done correct any misgivings of students and discuss how much students currently know.
3. Have students complete the W and share orally.
4. Inform the students that they are going to do a research project on a topic that they find "Interesting" in Chinese history. i.e. kites, military, dress, or dance
5. Share W topics orally to possibly have students add to list of interesting topics.
6. Introduce Chinese History using PowerPoint and answer any questions about the presentation afterwards.
7. Inform the students that as I discuss the presentation they are to write down 3-5 potential subjects that they find "Interesting."
8. Share what the students (L) earned orally.
9. Do preliminary research to determine the topic of research

Day 2:

1. Explain the rubric and the project.
2. Allow students to choose topics.
3. Discuss bibliography and work cited information (.
4. Allow students to do research on their given topic use only print materials.

Day 3:

1. Share at least 1 fact from research that they discovered yesterday during their research.
2. Continue research.

Day 4:

1. Share 1 fact that you learned from a classmate yesterday.
2. Share a detail that you learned on your own yesterday.
3. Continue research, now using trusted internet sources.

Day 5:

1. Discuss expectations and outline for essay format.
2. Create outline of Expository Essay.
3. Peer Edit
4. Create first draft

Day 6:

1. Edit personally
2. Peer Edit
3. Create second draft

Day 7:

1. Inform students of procedure and rubric for poster.
2. Start poster.

Day 8:

1. Finish Poster
2. Draw order of presentations.
3. Practice presentations with friend
4. Practice presentation with opposite gender
5. Practice presentation with group of 4-5 students

Day 9:

1. Presentations

Day 10:

1. Presentations

Day 11:

1. Presentations

## China Report Evaluation

Topic: \_\_\_\_\_

+ Outstanding      / Satisfactory      - Needs Improvement      0 Missing  
4 pts.                      3 pts.                      2 pts.                      0 pts.

Evidence of Research

\_\_\_\_\_ Notes  
\_\_\_\_\_ Outline  
\_\_\_\_\_ Rough Draft

Report: \_\_\_\_\_ Typed in 12-14 font, double spaced, title, heading

Introduction Paragraph

\_\_\_\_\_ Main idea clearly stated  
\_\_\_\_\_ Explanation/description  
\_\_\_\_\_ TS, SS, CS  
\_\_\_\_\_ Written Expression  
\_\_\_\_\_ MUGS

Paragraph Two

\_\_\_\_\_ Details/examples  
\_\_\_\_\_ Quality of information  
\_\_\_\_\_ Organization  
\_\_\_\_\_ TS, SS, CS  
\_\_\_\_\_ Written Expression  
\_\_\_\_\_ MUGS

Concluding Paragraph

\_\_\_\_\_ Explains importance to China  
\_\_\_\_\_ Explains influence on the rest of the world  
\_\_\_\_\_ TS, SS, CS  
\_\_\_\_\_ Written Expression  
\_\_\_\_\_ MUGS

\_\_\_\_\_/80 Total

**China Presentation  
Evaluation**

**Topic:** \_\_\_\_\_

+ Outstanding 4 pts.	/ Satisfactory 3 pts.	- Needs Improvement 2 pts.	0 Missing 0 pts.
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Visual(s)

- \_\_\_\_\_ Border, title, heading
- \_\_\_\_\_ Pictures mounted/framed, captions
- \_\_\_\_\_ Colorful, careful, creative
- \_\_\_\_\_ Clear information
- \_\_\_\_\_ Helps explain topic

Presentation

- \_\_\_\_\_ Dressed up
- \_\_\_\_\_ Poised, good posture, eye contact
- \_\_\_\_\_ Spoke clearly and pronounced words correctly
- \_\_\_\_\_ Evidence of preparation
- \_\_\_\_\_ Informative
- \_\_\_\_\_ Explanation of visual(s)

\_\_\_\_\_/44 Total

### China Report Evaluation

+	√+	√	√-	-	0
Outstanding	Very Good	Satisfactory	Needs Improvement	Unsatisfactory	Missing
4 pts.	3.5 pts.	3 pts.	2.5 pts.	2 pts.	0 pts.

#### Cover

\_\_\_\_\_ Border; heading; title; careful, colorful, creative

#### First Paragraph

\_\_\_\_\_ Informative description (at least 10 facts)

\_\_\_\_\_ Written expression/Conventions

\_\_\_\_\_ TS, SS, CS

\_\_\_\_\_ Typed, 14 font, single spaced, mounted

#### Second Paragraph

\_\_\_\_\_ Explains importance to China (at least 2-3 examples)

\_\_\_\_\_ Describes impact on rest of world (at least 2-3 examples)

\_\_\_\_\_ Written expression/Conventions

\_\_\_\_\_ TS, SS, CS

\_\_\_\_\_ Typed, 14 font, single spaced, mounted

#### Illustration

\_\_\_\_\_ Relates to topic, mounted

\_\_\_\_\_ Informative caption sentence(s), conventions, mounted

#### Bibliography

\_\_\_\_\_ Title, typed, 14 font, double spaced, correct format, mounted

\_\_\_\_\_/52 Total

### China Report Research Checklist

√ Have - Requirements not met 0 Missing  
2 pts. 1 pt. 0 pts.

- \_\_\_\_\_ Report requirements
- \_\_\_\_\_ Topic list (at least 30)
- \_\_\_\_\_ Notes (words/phrases; highlighted)
- \_\_\_\_\_ Bibliography notes (print; internet)
- \_\_\_\_\_ ¶ one web: at least 10 ideas
- \_\_\_\_\_ ¶ two web: importance to China (2-3)  
importance to world (2-3)
- \_\_\_\_\_ ¶ one rough draft with revisions  
(TS/CS/first words/etc.)
- \_\_\_\_\_ ¶ two rough drafts with revisions  
(TS/CS/first words/etc.)
  
- \_\_\_\_\_ /16 Total

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- \_\_\_\_\_ /16 Total



# Sample Outline for Beluga Whale

## **I. What Beluga whales look like?**

- A. Toothed whale
- B. Up to 18 ft. in length
- C. Dark brown or blue-gray
- D. Weighs up to 3,500 kilograms
- E. Has dorsal ridge instead of fin

## **II. How Beluga whales behave?**

- A. Live up to 25 to 30 years
- B. Prefer shallow or cold water
- C. Females are pregnant for 14 months
- D. Females separate from group to have babies
- E. Babies average 170 pounds at birth

## **III. Where Beluga whales live?**

- A. Live in Arctic and sub arctic region
- B. Travel 620 miles during migration
- C. Migrate from the Arctic as far as New Jersey
- D. Migrate down Rhine River in Europe

## **IV. What and how Beluga whale eat?**

- A. Don't chew their food; swallow it whole
- B. Forage at or near the bottom of shallow water
- C. Eat approximately 2.5% to 3% of their body weight per day
- D. Hunt schooling fishes
- E. Eat octopus, squid, crabs, shrimp, clams, and a variety of fish

## Chinese Poster Rubric

2= Great    1= Average    0=Missing

- \_\_\_\_\_ Title
- \_\_\_\_\_ Who
- \_\_\_\_\_ What
- \_\_\_\_\_ When
- \_\_\_\_\_ Where
- \_\_\_\_\_ Why then...
- \_\_\_\_\_ Why now...
- \_\_\_\_\_ Topic Knowledge
- \_\_\_\_\_ Presentation
- \_\_\_\_\_ Neatness
- \_\_\_\_\_ / 20 Total Points

Comments: