

**Asian Studies
University of Toledo 2005
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China Lesson Plan

Purpose: A general understanding of China's geography, culture, and history.

Essential Questions:

- 1. What are the main geographic features of China?**
- 2. What are the great landmarks of Chinese civilization?**
- 3. How did the teachings of Confucius impact the Chinese culture?**
- 4. What was the Opium War's impact on China?**
- 5. What contributions did Sun Yat-Sen, Chiang Kai-Shek, and Mao Zedong have on the rise of modern China?**
- 6. What changes occurred in China as a result of communism?**
- 7. What was the Great Leap Forward?**

Rational: Compare the Chinese civilization with other European and Asian civilizations previously studied.

Activities:

Lesson 1, Day 1

Students will read a lesson about the geography of China in our social Studies book, Eastern Hemisphere.

Vocabulary words: terrace, paddy, Tibet, Sinkiang, Beijing, North China, South China, outer China

This lesson includes key geographical elements and a description of farming in China.

Discussion Questions:

- 1. How do irrigation, terraces, and paddies help Chinese farmers?**
They utilize available land and increase production.
- 2. What are China's chief river systems? Into what body of water do they flow?** **Huang and Chang; Yellow Sea and East China Sea**
- 3. What are the three main geographic regions of China?**

Outer China, North China, South China

Lesson 2, Day 2

Chinese civilization

Vocabulary Words: Mandate of Heaven, Confucius, Chin Shih-huang-ti, Great Wall, Forbidden City, dynasty

This lesson begins with information about the Chinese dynasties from the Shang to the Qing. The Mandate of Heaven and the teachings of Confucius are explored. There is a description of how and why Chin Shih-huang-ti built the Great Wall. Lastly this lesson discusses the Forbidden City.

Discussion Questions:

1. What are 3 important developments of Chinese Civilization?
Poss. Answers; Great Wall, Grand Canal, Forbidden City, ideals of Confucius.
2. Why was the Forbidden City forbidden? **Only the emperor, his family, and servants were allowed to live there.**
3. Describe the Mandate of Heaven.
The right to rule China given from heaven.

Lesson 3, Day 3

Influences on Chinese history.

Vocabulary Words: Warlord, Long March, Sun Yat-Sen, Chiang Kai-Shek, Mao Zedong, Manchuria, Mongolia, Guangzhou, Shabghai, Formosa

This lesson describes the last 3 centuries of foreign invasion, revolution, and civil war in China. It includes how the Manchu emperors tried to limit foreign influences. This lesson includes an account of the Opium War and the effect it had on China. The contributions of Sun Yat-Sen, Chiang Kai-Shek, and Mao Zedong give rise to modern China.

Discussion Questions:

1. What caused the Opium War?
The British refusal to stop shipping opium into China.
2. How did China change after the Ming dynasty?
Revolts, war lords, and civil war followed leading to communist rule of China.

3. What was the route of the Long March?

Through South China and up toward the northern border.

Lesson 4, Day 4

China Today

Vocabulary Words: Commune, Cultural revolution, Tian An Men Square

This lesson includes changes that have occurred since the Communist take over. The Great Leap Forward is described and its failure explained. The cultural revolution and its impact on China is described. Challenges facing China today are identified.

Discussion Questions:

- 1. How did the Communist government rebuild China after 1949?**
Seized control of businesses, reorganized farms into communes.
- 2. What did Mao Zedong try to accomplish with the Great Leap Forward?**
To create a new Chinese culture based on Communism.
- 3. How did communal farms change the way in which the Chinese interacted with their environment?**
Farmers moved from doing all work on their own small farms to having responsibility for one chore as part of a “production brigade.”
- 4. What was the purpose of the demonstration at Tian An Men Square?**
They wanted democracy in China.

Assessment: Students will take a test covering essential facts about China’s geography, culture, and history. Sixty percent of the test will be objective and forty percent will be essay.

This lesson plan is geared for the sixth grade, but could be adapted to an older grade.

Extension: I will tie this unit in with an earlier unit covering ancient Anyang in Huang river valley. I will extend the information regarding the Oracle Bones using several sources. The students will then experiment with a divining system complete with an oracle to “interpret” the signs. ”

Sources

Student material:

These two books offer insights into families, school, play, history, culture, and how the Chinese see themselves.

Steele, Phillip “A Journey Through China” Eagle Books, 1991

“Children of the World, China” No author listed or publisher

Flint, David “On the Map, China” Steck-Vaughn, 1993, Information on geography, food, sports, customs, and school.

McKillop, Beth “Great Civilizations-China 1400BC-AD1911”

Dutemple, Lesley “The Great Wall” Lerner Pub., 2003

Teacher material:

“The World Around Us, Eastern Hemisphere” Macmillan/McGraw-Hill 1993 Authors J. Banks, B. Beyer, G. Contreras, J. Craven, M. McFarland, W. Parker

Murphy, Rhoads “East Asia, A New History” Pearson Education Inc 2003

Ebrey “Chinese Civilization-A Source Book” The Free Press, 1993

“Quest for the Past” Readers Digest, 1984

This is a compilation of interesting articles on past cultures. The section on China includes articles on acupuncture, Buddhism, First empire, gun powder, paper making, Chin Shih-huang-ti, and a very interesting article about the history of the Oracle Bones. No individual authors are listed.

Jan, George P “Understanding Contemporary China-A Great Challenge to the American People in the Twenty First Century” Baltimore Press, 2001

Web Sites:

http://www.infosearchpoint.com/display/ming_dynasty **Good Information on various dynasties.**

<http://www.askasia.org/frcasrm/lessplan/1000049> **Geography and culture of China**