

DYNASTIC EXPLORATIONS

Grade Level: 4th Grade

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Length of Unit: Nine lessons (approximately two weeks (13 days), 1 day = 50 minutes)

I. ABSTRACT

The fascinating ancient wonders, explorations, and discoveries of China lie herein. Throughout this study of Chinese dynasties during ancient and medieval times, beginning with the Qin Dynasty and ending with the Ming Dynasty, students will encounter many contributions to modern times. Early religious foundations, inventions, technology, philosophies, and various cultural traditions from China have all infiltrated into American culture. Through various activities not only will students gain a broader scope of historical awareness, they will realize the impact other cultures such as the Chinese have upon their own lives.

II. OVERVIEW

A. Concept Objectives

1. Students will understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
2. Students will understand that societies are diverse and have changed over time.
3. Students will understand how science, technology, and economic activity have developed, changed, and affected societies throughout history.
4. Students will know that religious and philosophical ideas have been powerful forces throughout history.
5. Students will know how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments.

B. Content from the *Core Knowledge Sequence*, page 93

1. Geography of China (not listed in *Core Knowledge Sequence*)
2. Chinese Culture (not listed in *Core Knowledge Sequence*)
3. Major Religions of China (not listed in *Core Knowledge Sequence*)
4. Qin Dynasty
5. Han Dynasty
6. Tang Dynasty
7. Sung Dynasty
8. Mongol invasions
9. Marco Polo's Travels
10. Ming Dynasty
11. Modern China (not listed in the *Core Knowledge Sequence*)

C. Skill Objectives

1. Students will identify where China is in relation to the rest of the world and will label its major cities, rivers, and deserts.
2. Students will define culture as being composed of various factors such as traditions, religion, beliefs, language, and entertainment.

3. Students will conduct research to accumulate at least three facts about Chinese culture in terms of tradition, religion, beliefs, language, and entertainment.
4. Students will compare their religion (or tradition or value) to a Chinese religion and see how a fundamental belief helps shape their life and culture.
5. Students will place events of China's history in chronological order and categorize them into appropriate dynasties.
6. Students will become familiar with major events taking place in China during the reign of Qin Shihuangdi including the building of the Great Wall of China and the Grand Canal.
7. Students will learn about the rise of trade during the Han Dynasty including its impact upon Chinese economy and the difficulties merchants encountered when traveling across the Silk Road.
8. Students will evaluate which of the Han inventions is the most important contribution to the world.
9. Students will discuss societal rights as held during the Tang Dynasty and judge whether or not these rights were fair.
10. Students will describe how the various inventions and technological advancements have affected the modern world in which we live.
11. Students will compare the differences of leadership between Genghis Khan and his grandson Kublai Kahn.
12. Students will realize the impact explorers' travel recounts (such as Marco Polo's) have made upon our knowledge of history.
13. Students will discover that trade and travel flourished during the Ming Dynasty, which encouraged the trips of famous explorer Zhang He.
14. Students will predict and discover purposes of Beijing's famous Forbidden City.
15. Students will understand that China's history has greatly molded today's Chinese culture, just as American culture and values have been formed from past experiences.

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. Martell, H. *The Kingfisher Book of the Ancient World: From the Ice Age to the Fall of Rome*. New York: Larousse Kingfisher Chambers Inc., 1995. 1-85697-565-7.
2. Steele, P. *Step Into the Chinese Empire*. New York: Lorenz Books, 1998. 1-85967-762-2.
3. Sylvester, D. *India and China: Ancient Civilizations Series*. Torrance, CA: Frank Schaffer Publications, Inc., 1997. 0-7647-0149-5.

B. For Students

1. Grades 2 & 3 Geography of Europe and Asia
2. Grade 2: Early Civilizations: Asia

IV. RESOURCES

- A. Appendices A-G
- B. *Count Your Way Through China*
- C. *Long is a Dragon: Chinese Writing for Children*
- D. *The Great Wall of China*
- E. *The Kingfisher Book of the Ancient World: From the Ice Age to the Fall of Rome*, pages 44-47
- F. *India and China: Ancient Civilization Series*, pages 8-9, 38-39 (optional), 42-44
- G. *Step into the Chinese Empire*, pages 34-35 (optional)
- H. *Nations of the World*, pages 38-40, 60-64
- I. *What Your Fourth Grader Needs to Know*, pages 156-159
- J. *See Through History: Ancient China*, pages 40-41
- K. *China* (by Merle Davenport) page 44
- L. *China: World Neighbor Series*

V. LESSONS

Lesson One: Geography (one day)

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Students will know how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments.
 - 2. Lesson Content
 - a. Geography of China
 - 3. Skill Objective(s)
 - a. Students will identify where China is in relation to the rest of the world and will label its major cities, rivers, and deserts.
- B. *Materials*
 - 1. Wall map of the world
 - 2. Student atlases or maps of china (at least one for every three students)
 - 3. Appendix A: World Map
 - 4. Appendix B: Map of China
 - 5. Appendix C: Map of China Direction Sheet
- C. *Key Vocabulary*
 - 1. Geography- the surface features of a place or region
 - 2. Population- the number of people living in a place
 - 3. Climate- the weather that a place has over many years
 - 4. Area- the amount of surface a place covers
- D. *Procedures/Activities*
 - 1. Display a wall map or large map showing all the continents. Orally review the seven continents and four oceans. Call on a student to point out where China is. Give students unlabeled world map (Appendix A). Have them label the continents and color each one a separate color. Next they are to label the four oceans and color them blue.
 - 2. Ask if anyone knows which continent China belongs to. Challenge them to figure out why Asia is considered its own continent when it is

connected to Europe. Mention the Ural Mountain border separating the two continents. While students are coloring their world maps, inform them of a few geographic facts such as China's population, area, major rivers, climate, most populous cities, and major languages (this information can be found in an atlas or encyclopedia).

3. Inform students that China is often called the "middle kingdom." Brainstorm ideas of why this might be so. Tell them that the Chinese believed themselves to be the center of the civilized world. Let them know that China's physical structure is very diverse including steep mountain ranges, wet coastal regions, subpolar temperatures, and sweltering deserts. It is the third largest country and is one of the world's oldest and largest nations. The ancient Chinese civilization is the best known of the Far East and at one time was the largest in the world, even larger than the Holy Roman Empire.
4. Hand out map of China (Appendix B) and Direction Sheet (Appendix C). Using student atlases or various maps of China, have students follow direction sheets to label their maps. Using symbols shown on direction sheet, have students include a key/legend. They are also to include a compass rose and label surrounding countries. Students may feel free to include any items other than those listed on the direction sheet if they have time, and will gain extra credit for those items.

E. *Assessment/Evaluation*

1. Given a blank map of the world, students will label the continents and oceans and outline where in Asia China is located (Appendix A).
2. Students will label a map of China including its major cities, rivers, mountain ranges, deserts, surrounding water bodies, and countries (Appendix B).

Lesson Two: China's Culture (two-three days)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand that societies are diverse and have changed over time.
 - b. Students will know that religious and philosophical ideas have been powerful forces throughout history.
2. Lesson Content
 - a. Chinese Culture
 - b. Major Religions of China
3. Skill Objective(s)
 - a. Students will define culture as being composed of various factors such as traditions, religion, beliefs, language, and entertainment.
 - b. Students will conduct research to accumulate at least three facts about Chinese culture in terms of tradition, religion, beliefs, language, and entertainment.

- c. Students will compare their religion (or tradition or value) to a Chinese religion to see how a fundamental belief helps shape their life and culture.

B. *Materials*

1. *Count Your Way Through China*
2. Large sheet of butcher paper
3. Appendices D1-D4: Chinese Culture (staple together one packet for each child)
4. Appendices D5-D8: Chinese Culture Answer Key (teacher reference copy)
5. Various children's books about Medieval/Ancient China from local library
6. *Long is a Dragon: Chinese Writing for Children*
7. Packets of Chinese characters from *Long is a Dragon: Chinese Writing for Children* (one packet for every two students to share)

C. *Key Vocabulary*

1. Culture- the customs and beliefs of a nation or people at a given time
2. Tradition- the handing down of beliefs, opinions, customs, stories, etc., from parents to children
3. Religion- a particular system of faith and worship
4. Confucianism- a system of beliefs based on the writings of the Chinese philosopher Confucius (551-479 B.C.) which emphasizes the importance of obedience, both within the family and society
5. Taoism- a Chinese system of beliefs that advises people on how to act in harmony with nature in order to live a long and prosperous life
6. Buddhism- a religion of eastern and Central Asia based on the teachings of the prophet Siddhartha Gautama (the Buddha) which preaches self-denial as a means of salvation
7. Entertainment- thing that interests, pleases, or amuses

D. *Procedures/Activities*

1. Read aloud *Count Your Way Through China*. Ask students for a list of facts they learned about China. List these on the board. Let students know that all the ideas can be classified into three categories: Geography, History, and Culture. Go back through the brainstorm items and label them according to category. On a large sheet of butcher paper divided into three columns with the three categories written at the top, have a volunteer list the ideas accordingly.
2. Tell students that throughout our study of China, we will explore all three aspects of China including its geography, culture, and history. The first, Geography, we already touched upon, and we will continue on with Chinese Culture. Ask students to define "culture" (make sure to list traditions, religion, beliefs, language, and entertainment). First, discuss American culture in these terms. Next, remind them that just as culture impacts our lives, Chinese culture is largely responsible for how they live their lives.
3. Beforehand accumulate several children's books about China and medieval/ancient China. Tab or photocopy pages that provide information about Chinese traditions, religion, beliefs, language, and entertainment.

- Students will work in cooperative groups to find answers to questions about these subtopics of Chinese culture. Learning a bit of this background will help students appreciate and understand some of the practices followed during dynastic rule. After students acquire the information, they will exchange answers with the rest of the class.
4. Divide class into eight groups. Assign the following four research topics to groups: Traditions/Festivals, Religion/Beliefs, Language, and Entertainment. Each topic will be assigned to two different groups.
 5. Give students Appendix D1 -D4 stapled together into packets. Students are responsible for the section they are assigned in their research group. Give research groups photocopied pages from reference books that pertain to their topic. They are to read through their material and answer the questions in their assigned section. If they finish early, they can begin researching the other topics as well.
 6. Have students share their findings with the rest of the class. While groups are sharing, the rest of the class should fill out corresponding sections on Appendix D. You may use answer keys (Appendix D5-D8) for reference.
 7. Ask students which topic they found the most interesting. Let them know that we will do some fun activities relating to traditions and entertainment during our culminating activity at the end of the unit, but that we will do a few activities relating to religion and language now. (Steps 8- 14 are optional extensions that may or may not be included in this lesson. By including them, you add two extra days to this lesson.)
 8. Review the three major religions of China during Ancient/Medieval times: Confucianism, Taoism, and Buddhism. Let them know that each culture or person has certain beliefs/values held as important to their lives as discussed earlier. They are going to compare some of the Chinese values to some of their own. Ask students to draw a Venn Diagram on a lined sheet of paper. (A Venn Diagram is two large circles that overlap to make an oval in the middle) They will choose one of these religions to compare to their own religion. If they do not have a religion, they may write down a tradition or value their family holds. At the top of one circle they need to write the type of Chinese religion they choose to compare and underline it. They are to label the top of the other circle with the name of their religion (or family tradition or value). Under each they are to write three things unique to the religion different from each other. In the center, overlapping oval, they are to write how these two religions are the same. On the other side of the paper have students draw a symbol that represents their religion (tradition), just as Taoism is represented by the yin/yang symbol, Buddhism with the statue of Buddha, and Confucianism by a picture of Confucius.
 9. Have students share their Venn Diagrams and symbols. Have them tell how their religion/tradition has an impact on their life and shapes who they are.
 10. Review language as being an important cultural element. Tell them that they will have a chance to take a closer look at Chinese characters and will

learn how to write a few of them. Read *Long is a Dragon: Chinese Writing for Children* pages 1-8 aloud. Read pages 8-12 while writing the word examples from the book on the board or overhead. While demonstrating, have students also practice the characters on a sheet of paper.

11. Next, hand out packets of Chinese characters (choose several pages of words from pages 13-27 to include in a packet). Students are to go through the packet and circle ten characters they wish to include in a story. Next they are to write a short story using at least ten different characters in it. This will be done on lined paper double or triple spaced to allow room for the Chinese characters to be drawn throughout the story.
12. When finished, students trade stories with a friend to have them read. When the reader gets to the Chinese character, they may need to use their packet to translate the meaning. They must write the meaning of the word above the character. Once they finish reading the other person's story, they may return it back to the owner.
13. Have a few students read their stories aloud to the class, stopping at the characters and showing it to the class. The class by then will be pretty familiar with most of the meanings and may say out loud what the character means. Ask students what they thought of writing Chinese and discuss the difficulty in learning the language.
14. (An option to writing the stories on lined paper is to have students write separate sentences on Popsicle sticks. On the reverse side of each Popsicle stick write the Chinese characters for the main words and ideas of each sentence from top to bottom. Once finished with this, have students lay out the Popsicle sticks in story order from right to left as Chinese sentences are arranged, with the character side up. Tie the top and bottom of the Popsicle sticks together so that the sentences stay right next to each other. Tell students that these represent early Chinese books that were written on bamboo sticks that were tied together.)

E. *Assessment/Evaluation*

1. In a class discussion, students will define the term "culture" and classify their cultural background knowledge of China into categories such as traditions, religion, beliefs, language, and entertainment.
2. Students will work in cooperative groups to research and orally present aspects of Chinese culture including tradition, religion, beliefs, language, and entertainment and record findings during the exchange of information (Appendix D).
3. Students will create and complete a Venn Diagram on which they compare their religion (or tradition or value) to a Chinese religion, draw a symbol to represent this religion or value, and present these orally to the rest of the class, explaining how this religion or value has impacted or shaped their lives.

Lesson Three: Qin Dynasty (two days)

A. Daily Objectives

1. Concept Objective(s)
 - a. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
 - b. Students will understand that societies are diverse and have changed over time.
2. Lesson Content
 - a. Qin Dynasty
3. Skill Objective(s)
 - a. Students will place events of China's history in chronological order and categorize them into appropriate dynasties.
 - b. Students will become familiar with major events taking place in China during the reign of Qin Shihuangdi including the building of the Great Wall of China and the Grand Canal.

B. Materials

1. Appendix E1-E4: History of China Timeline (answer key for teacher reference)
2. Appendix E5-E7: History of China Timeline (one copy for each child)
3. Construction paper-any color (4-5 sheets for each child)
4. *The Great Wall of China*
5. *The Kingfisher Book of the Ancient World: From the Ice Age to the Fall of Rome*, pages 44-45

C. Key Vocabulary

1. Dynasty- a line of rulers from the same family
2. Great Wall of China- a wall 3,750 miles long constructed over several centuries to keep northern invaders out of China
3. Grand Canal- a canal that runs for more than 1,120 miles between northern and southern China
4. Standardized- made the same size, shape, weight, quality, strength, etc.
5. Terra cotta- a reddish-brown baked clay used to make statues, figurines, and pottery
6. Irrigation- watering the land

D. Procedures/Activities

1. List on the board the names and dates of all the Chinese dynasties beginning with the Xia Dynasty (2100 B.C.-1700 B.C.). Briefly review how a timeline works with B.C and A.D. dates.
2. Give students a list of events and dates throughout Ancient and Medieval China (Appendix E5-E7). Have students cut out the events that go along with the first dynasty and put them in chronological order. Then they are to glue these on construction paper. At the top of this section of events they label "Xia Dynasty (2100 B.C.-1700 B.C.)." Students will do the same for the remaining dynasties. Sheets of construction paper may be taped together, and when finished students will have a complete long

timeline of Chinese dynasties they can fold up and keep in their folders. You may use Appendix E1-E4 as an answer key.

3. Briefly read through the timeline and have students highlight information beginning with the Qin Dynasty and ending with the Ming Dynasty. Tell students that this is the section referred to as Ancient and Medieval China and we will be studying this time period for the next several days.
4. Begin discussion of Qin Dynasty by reviewing with students that people from neighboring regions including the Mongols were constantly invading China. Ask for ideas of what can be done to keep out invaders. (trap, wall, etc.) Ask what walls are used for (keeping people in or others out of an area). Ask what kind of wall they would design to keep out invaders such as the Mongols. Introduce *The Great Wall of China* including the author note and map on pages 4-5. Read aloud the story. Have students note the Chinese characters that appear on each of the pages. At the end of the story read the additional information about the Great Wall on page 32. Go back through the pages, using page 32 as a guide, and have students guess what the Chinese characters may mean.
5. On the board make two columns labeled “positive accomplishments” and “negative accomplishments.” List items from the story that fit under these categories including the Great Wall built, standardizing weights, measures, money and writing, and harsh treatment of laborers working on the wall. Using p.44-45 from *The Kingfisher Book of the Ancient World: From the Ice Age to the Fall of Rome* for reference (or any other source about the Qin Dynasty), tell students about Shi Huangdi’s other accomplishments (both good and bad) and add them to the two lists on the board. Include building roads and canals (mention the Grand Canal and show where it is located), making travel safer, improving the food supply by instituting a system of irrigation, and ordering a terra cotta army built to protect his tomb.
6. Hold a class debate about whether Qin Shihuangdi was a good or bad ruler. You will need to divide the class into two groups, one defending him and one opposing him. Each group will need a list of at least three reasons to support their argument. For simplistic purposes, you may wish to choose just a few spokespeople from each side to represent the entire group.

E. *Assessment/Evaluation*

1. Given a list of events relating to Ancient and Medieval China, students will cut out and glue them onto construction paper in chronological order, classifying them into appropriate dynasties (Appendix E5-E7).
2. Students will participate in a debate about whether or not Qin Shihuangdi was a good ruler in which they need to list his positive or negative accomplishments to support their opinion.

Lesson Four: Han Dynasty (one day)

A. Daily Objectives

1. Concept Objective(s)
 - a. Students will understand that societies are diverse and have changed over time.
 - b. Students will understand how science, technology, and economic activity have developed, changed, and affected societies throughout history.
 - c. Students will know that religious and philosophical ideas have been powerful forces throughout history.
2. Lesson Content
 - a. Han dynasty
3. Skill Objective(s)
 - a. Students will learn about the rise of trade during the Han Dynasty including its impact upon Chinese economy and the difficulties merchants encountered when traveling across the Silk Road.
 - b. Students will evaluate which of Han inventions is the most important contribution to the world.

B. Materials

1. Wall map of the world
2. Appendix B: Map of China
3. Appendix F: Han Dynasty Inventions
4. *The Kingfisher Book of the Ancient World: From the Ice Age to the Fall of Rome*, pages 46-47 or *India and China: Ancient Civilization Series*, pages 8-9, 38-39 (one copy for each child)
5. *Step into the Chinese Empire*, pages 34-35 (optional reference for invention pictures)

C. Key Vocabulary

1. Invention- to create something new
2. Seismograph- instrument that reacts to earthquakes and tremors
3. Acupuncture- the treatment of the body with fine needles for the relief of pain or to cure illness
4. Silk Road- the overland trading route stretching from northern China through Asia to Europe
5. Silk- a fine, soft fiber spun by silkworms to form their cocoons
6. Porcelain- the finest quality of pottery
7. Terrain- the extent and natural features of a tract of land
8. Camel caravan- group of merchants, pilgrims, etc., traveling together for safety through difficult or dangerous country

D. Procedures/Activities

1. Review key elements about the Qin Dynasty under Qin Shihuangdi's rule. Have students take out maps from first lesson (Appendix B). Have them draw in where the Great Wall of China and Grand Canal are with a symbol of your choice for each. Have them add these symbols onto the map legend/key. If they need it pointed out again, show them locations on the wall map.

2. Ask students if they remember from their timeline which dynasty came next. Tell them that the Han Dynasty was one of the longest lasting dynasties in Chinese history. At its height, the empire was larger than that of imperial Rome. The Han presided over an era known as China's "Golden Age." Art, education, and science thrived, and writers produced history books and dictionaries. Also mention that Confucianism and Buddhism spread rapidly at the time. Read together information about the Han Dynasty from *The Kingfisher Book of the Ancient World: From the Ice Age to the Fall of Rome* pages 46-47 (another great source is *India and China: Ancient Civilization Series* pages 38-39 and 8-9). Point out pictures showing acupuncture chart and early seismograph. (More detailed pictures of these can also be found in pages 34-35 of *Step into the Chinese Empire*, which also includes a picture of an early wheelbarrow).
3. Give students Appendix F: Han Dynasty Inventions. Read through the information about inventions together. Have students follow instructions and complete the activity on their own. Directions ask students to rank Han inventions in order of importance and to create a new invention of their own to present to the emperor. Have several volunteers share their ideas.
4. Discuss the importance of the Silk Route during the Han Dynasty as well. Mention a few of the popular trade items (tea, spices, silk, porcelain). Show students on the wall map where the Silk Road was. Both reference books from step 2 have great maps showing the route. Have them draw this route onto their maps (Appendix B) using a dotted line. Be sure they add the symbol on their key/legend as well. Discuss the climate conditions along this route and how treacherous the travel must have been. Camels were often used because of their tolerance of the terrain and low water requirements. They were often loaded down with supplies and traveled in groups called camel caravans. Special attention also needed to be paid to clothing and emergency supplies.
5. Have students take out a sheet of paper. Ask them to pretend that they are going to make a journey across the Silk Road to trade some supplies and hopefully make a hefty profit. On their paper they are to list appropriate clothing, gifts to hand out to people they meet, snacks, water supply equipment, and other items needed to make their journey safe and comfortable. Have several volunteers share their lists.

E. *Assessment/Evaluation*

1. Students will list at least ten important items needed for an imaginary journey on the Silk Road, keeping in mind difficulties of terrain and climate they will encounter along the way.
2. Given a list of Han inventions, students will rank them in order of importance and use these ideas to illustrate an invention of their own they would present before a Han emperor.

Lesson Five: Tang Dynasty (one day)

A. Daily Objectives

1. Concept Objective(s)
 - a. Students will understand that societies are diverse and have changed over time.
2. Lesson Content
 - a. Tang Dynasty
3. Skill Objective(s)
 - a. Students will discuss societal rights as held during the Tang Dynasty and judge whether or not these rights were fair.

B. Materials

1. *India and China: Ancient Civilization Series*, pages 42-44

C. Key Vocabulary

1. Rights- something that is due to a person
2. Society- human beings living together as a group
3. Empress- a women who is the ruler of an empire
4. Civil servant- official who carries out government administration
5. Civil service examination- test a person had to take to become a civil servant

D. Procedures/Activities

1. Have students read about the Tang Dynasty including Empress Wu from *India and China: Ancient Civilization Series* pages 42-44. This dynasty was also known as a “golden age” because of the arts, literature, and poetry flourishing. Discuss the difference civil service examinations made to society. Now everybody had an equal chance to receive a high-ranking government position, not determined by nobility or birth status. However, the tests were so difficult that only 1% passed.
2. Review the different rulers during the Tang Dynasty: Tai-tsung, Kao-tsung, Empress Wu, and Wu’s grandson. Discuss their differences. Ask students what qualities it takes to make a good leader. Which qualities can be seen more in men? Which traits are seen most often in women? Can women make as good of leaders? How did Wu fulfill qualities of a good leader? Give examples of countries that have women fulfilling government roles. Discuss how women in China did not hold a high status at this time. They were given hardly any rights and were to rely on men for most of the decision-making. Many did not have jobs outside of the home and were not looked upon with great respect. Compare this to the United States in the past and present. Mention that in the past, women were treated very similarly. Now however rights are to be equal and even women may qualify to be president if they choose.
3. Have students write a journal entry on whether or not they feel women and men should have equal rights based on the discussion in step 2. Share several entries.

E. Assessment/Evaluation

1. During a class discussion, students will compare rulers during the Tang Dynasty and judge whether or not societal rights imposed upon men and

women were fair during medieval and modern times in both China and the United States.

2. Students will write a paragraph long journal entry about their feelings toward equal rights among both men and women.

Lesson Six: Sung Dynasty (one day)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand that societies are diverse and have changed over time.
 - b. Students will understand how science, technology, and economic activity have developed, changed, and affected societies throughout history.
2. Lesson Content
 - a. Sung Dynasty
3. Skill Objective(s)
 - a. Students will describe how the various inventions and technological advancements have affected the modern world in which we live.

B. *Materials*

1. *Nations of the World: China* page 60 or *What Your 4th Grader Needs to Know* pages 156-157
2. *Step into the Chinese Empire* or *See Through History: Ancient China*.

C. *Key Vocabulary*

1. Abacus- a wooden frame with beads on rods, used for calculating
2. Compass- instrument for showing directions
3. Magnetic- having the properties of attracting iron or steel
4. Moveable type- wood blocks with raised letters that could be rearranged to form words
5. Gunpowder- powder that explodes when brought into contact with fire, used in guns, blasting, and fireworks

D. *Procedures/Activities*

1. Read short section about Sung Dynasty from *What Your 4th Grader Needs to Know* or *Nations of the World: China*. Mention that this dynasty was known for its great achievements in art, poetry, and technology. There were great advancements in engineering, astronomy, mathematics, and mapmaking at this time. Better and newer bridges, canals, and ships were designed. Many inventions came about as well including the abacus, moveable type, magnetic compass, gunpowder, and paper money. Show pictures for several of these inventions from *Step into the Chinese Empire* or *See Through History: Ancient China*.
2. Have students write down at least two facts about each of these Sung inventions. Next to each ask them to write how we use this invention today.
3. Discuss the changes made in each one since medieval times. For example, the abacus was the basis for the modern day calculator. Mention that even

though it seems so outdated and ancient, many storeowners in China and India still use the abacus today as opposed to a typewriter. Continue explanation for other inventions noting briefly how they work.

4. Ask students to think of a machine or gadget today they feel could still use improvement to make life easier for them. Brainstorm changes that could be made in the future. Tell them that often inventions come out of discussions just like this one, where someone has an idea of how to make something better or easier. Surely they will see many incredible inventions and improvements on existing inventions in years to come.

E. *Assessment/Evaluation*

1. Students will list and describe Sung inventions and technological advancements including the abacus, moveable type, magnetic compass, gunpowder, and paper money and will discuss how these now influence their lives.

Lesson Seven: Yuan Dynasty (one day)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand that societies are diverse and have changed over time.
2. Lesson Content
 - a. Mongol invasions
 - b. Marco Polo's Travels
3. Skill Objective(s)
 - a. Students will compare the differences of leadership between Genghis Khan and his grandson Kublai Kahn.
 - b. Students will realize the impact explorers' travel recounts (such as Marco Polo's) have made upon our knowledge of history.

B. *Materials*

1. *Nations of the World: China* pages 61-62 or *What Your 4th Grader Needs to Know* pages 157-159
2. Large white paper (one for each group of 3-5 students)

C. *Key Vocabulary*

1. Invasion- entering by force or as an enemy; attack
2. Mongol- inhabitant of Mongolia (region of Northern China)
3. Venice- city on the northeast coast of Italy
4. Conquest- having won a war; defeating
5. Barbarians- uncivilized people (Chinese thought most foreigners were barbarians)

D. *Procedures/Activities*

1. Give students a bit of background history about the Yuan Dynasty. Both *Nations of the world: China* pages 61-62 and *What Your 4th Grader Needs to Know* pages 157-159 are good sources for background information
2. Have students choose one of the Mongol leaders, either Genghis or Kublai Khan, to portray. Students are to work in groups of 3-5 on a couple of projects. For the first project, they need to draw an illustration on large

white paper depicting Genghis Khan's rule. On the flip side, they need to provide a picture of Kublai Khan's rule. Once finished with their illustrations, they need to prepare a skit as a group showing events from the Mongol leader's rule they volunteered to demonstrate.

3. Have groups present pictures and skits to the rest of the class. Refer back to the previous lesson's discussion of what qualities make a good leader. Have students analyze whether the Mongol's rule was a positive one and whether or not they were good leaders. Be sure to point out both their positive and negative accomplishments.
4. Also discuss why the Chinese people had such troubles accepting them into their culture. Add to this the fact that in turn the Mongols had mistrust in the Chinese people, therefore would hire foreign advisors and civil service officials. Review how Marco Polo came to work for Kublai Khan and was so quickly accepted into his courts. Ask why Marco Polo became so famous and is remembered today. Point out the fact that much of what we know about medieval China is due to recounts of his travels. He also inspired many scientists and mathematicians to make strides with their inventions due to his detailed account of Chinese technology.

E. *Assessment/Evaluation*

1. Students will work in groups to illustrate differences in the reign of both Genghis and Kublai Khan and dramatize events under one of these leaders.
2. Students will discuss how important Marco Polo's travel records have been to our knowledge of history.

Lesson Eight: Ming Dynasty (one day)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand that societies are diverse and have changed over time.
2. Lesson Content
 - a. Ming Dynasty
3. Skill Objective(s)
 - a. Students will discover that trade and travel flourished during the Ming Dynasty, which encouraged the trips of famous explorer Zhang He.
 - b. Students will predict and discover purposes of Beijing's famous Forbidden City.

B. *Materials*

1. *Nations of the World: China* pages 38-40, 62-64
2. *See Through History: Ancient China* pages 40-41

C. *Key Vocabulary*

1. Forbidden- not allowed
2. Beijing- capital city of China
3. Manchurians- people from the northeast region of China

D. *Procedures/Activities*

1. Have students write the title “Forbidden City” on a sheet of paper. Give them 10-15 minutes to write a story to go along with the title. Ask several volunteers to share stories. Define the word “forbidden” and brainstorm why a city would be forbidden and what city is being referred to.
2. Give students background of events and major changes during the Ming Dynasty using *Nations of the World: China* pages 62-64 (and pages 38-40 about the Forbidden City) as reference. Include the following information: Goals of new dynasty Ming ruler Zhou Yuanzhang included restoring China to glories as experienced under Tang and Sung rule of the past. “Ming” means bright and refers to the rulers at this time. During the Ming reign, foreign relations were promoted which prompted many expeditions to be sent out. One admiral, Zhang He voyaged to far away lands and is said to have visited America over a hundred years before Christopher Columbus. During his journeys, he brought back exotic goods, rare plants and spices, and different species of animals unseen by the Chinese people. Trade increased among foreign countries. Beijing became a prominent world city and the Forbidden City was constructed to house the government and most prominent city officials and positions. However, as the economy grew more stable, new Ming rulers paid less attention to daily government rule and invasions threatening in neighboring regions. Eventually the Manchurians overpowered the Mings and brought the dynasty’s decline.
3. Show pictures of the Forbidden City from *See Through History: Ancient China* pages 40-41 and *Nations of the World: China* pages 38-40. The Internet also has great pictures of the Forbidden City.

E. *Assessment/Evaluation*

1. Through a class discussion, students will discover major events of the Ming Dynasty including the famous expeditions of explorer Zhang He and the implementation of the Forbidden City.
2. Students will predict the purposes of Beijing’s famous Forbidden City by writing a short story to accompany the title “Forbidden City.”

Lesson Nine: Modern China (one day)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand that societies are diverse and have changed over time.
 - b. Students will understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
2. Lesson Content
 - a. Modern China

3. Skill Objective(s)
 - a. Students will understand that China’s history has greatly molded today’s Chinese culture just as American culture and values have been formed from past experiences.
- B. *Materials*
1. Appendix E5-E7: History of China Timeline (students should still have these)
 2. *China* (by Merle Davenport) page 44
- C. *Key Vocabulary*
1. Modern- of present or recent times
 2. Rebellion- armed resistance or fight against one’s government; revolt
 3. Communism- an economic or social system in which most or all property is owned by the state or community as a whole and is shared by all
 4. Nationalist- people who desire and plan for national independence
- D. *Procedures/Activities*
1. Have students take out timelines from lesson three (Appendix E5-E7). Tell them that although we have covered the information highlighted, China still underwent changes between the time of the Ming Dynasty collapse and the present.
 2. Give students a copy of page 44 of *China* entitled, “China in the Twentieth Century.” Other resources may certainly be used, however, this page summarizes major events nicely. If another source is used, be sure to mention the Boxer Rebellion, Manchurian government abdicating, Chiang Kai-shek’s control of the Nationalist Party vs. Mao Tse-Tung’s push for communism including the “long march” to set up a new base in northwest Chins. Include background about the Japanese invasions and alliance with Americans to defeat the Japanese. Continue with civil war breaking out in China after WWII with the communist force winning. A peace treaty was signed with the Soviet Union for support of enforcing a new communist regime. Through several attempts, Mao Tse-tung tried to get the country back on course with several economic plans such as “the Great Leap Forward” and the “Cultural Revolution.” However this prompted civil rights protesting in the early 70s. China began to associate more with the rest of the world by taking a forward step in joining the United Nation. America has since tried to continue peaceful relations with China, however strongly disagrees with their abuse of power toward civil rights.
 3. Ask students if after having a brief but comprehensive study of China’s history they saw traits of the culture that remained the same through the years even with continuous change of leadership and government. Point out some of the continuities such as a strong sense of pride and devotion to their country, maintaining many of the traditions and festivals, language (at least the formal Mandarin Chinese) consistencies, many of the religions and philosophies from dynastic times are still followed, and many of the same forms of entertainment are still popular today.
 4. Brainstorm together cultural elements of American society that have lasted for years. Remind them also how young American heritage is to that of

China and how amazing it is that China lasted united for as long as it did under dynastic rulerships and how intact their culture is still to this day.

- E. *Assessment/Evaluation*
1. Through a class discussion, students will brainstorm ways in which China's history impacted modern Chinese culture as well as ways American culture and values have been shaped from past events.

VI. CULMINATING ACTIVITY

- A. After ending the last lesson with culture, remind students that earlier in the unit, we mentioned that we would take a closer look at tradition and entertainment within our culminating activity. For culmination, have a Chinese Festival that includes as many cultural elements as possible. Suggestions include incorporating Chinese activities throughout an entire day, including a meal full of Chinese entrees, and ending the fun-filled day by watching Disney's *Mulan*.
- B. Following are suggestions for activities to do throughout the day. Begin the day with morning stretches as done at the start of Chinese school days. Then have an oral recitation of Chinese numbers one through ten, followed by dictation of writing the characters for the numbers (they may or may not remember how to write the characters from lesson two and may need some assistance with this). Next carry on with other academic subjects. For Math have students make an abacus and work a few simple math problems using them. During Language Arts, read Grandfather Tang's story. Have them choose one of the animals from the story they would like to make a tangram picture for. Once they choose an animal they are to write a cinquain poem about the animal. Once the poem has been teacher approved, they can use a tangram pattern (Appendix G) to create their animal and glue it onto construction paper. Then they can fill in and color the background space and attach their poem onto the picture as well. During Social Studies they can make Chinese Lanterns similar to those used in the Spring Festival. In Science students can research endangered animals of China and make a salt dough model of it. During transition times play Chinese music and ask random trivia questions over the unit just covered. For recess, have students move two desks facing each other to play ping pong or other Chinese games such as Chinese chess or checker. Aside from the worksheet on tangrams (Appendix G), all activity directions for this culmination can be found in *China: World Neighbor Series*.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: World Map
- B. Appendix B: Map of China
- C. Appendix C: Map of China: Direction Sheet
- D. Appendix D1: Chinese Culture, page 1
- E. Appendix D2: Chinese Culture, page 2
- F. Appendix D3: Chinese Culture, page 3
- G. Appendix D4: Chinese Culture, page 4
- H. Appendix D5: Chinese Culture Answer Key, page 1
- I. Appendix D6: Chinese Culture Answer Key, page 2

- J. Appendix D7: Chinese Culture Answer Key, page 3
- K. Appendix D8: Chinese Culture Answer Key, page 4
- L. Appendix E1: History of China Time Line, page 1
- M. Appendix E2: History of China Time Line, page 2
- N. Appendix E3: History of China Time Line, page 3
- O. Appendix E4: History of China Time Line, page 4
- P. Appendix E5: History of China Time Line, page 5
- Q. Appendix E6: History of China Time Line, page 6
- R. Appendix E7: History of China Time Line, page 7
- S. Appendix F: Han Dynasty Inventions
- T. Appendix G: Tangrams

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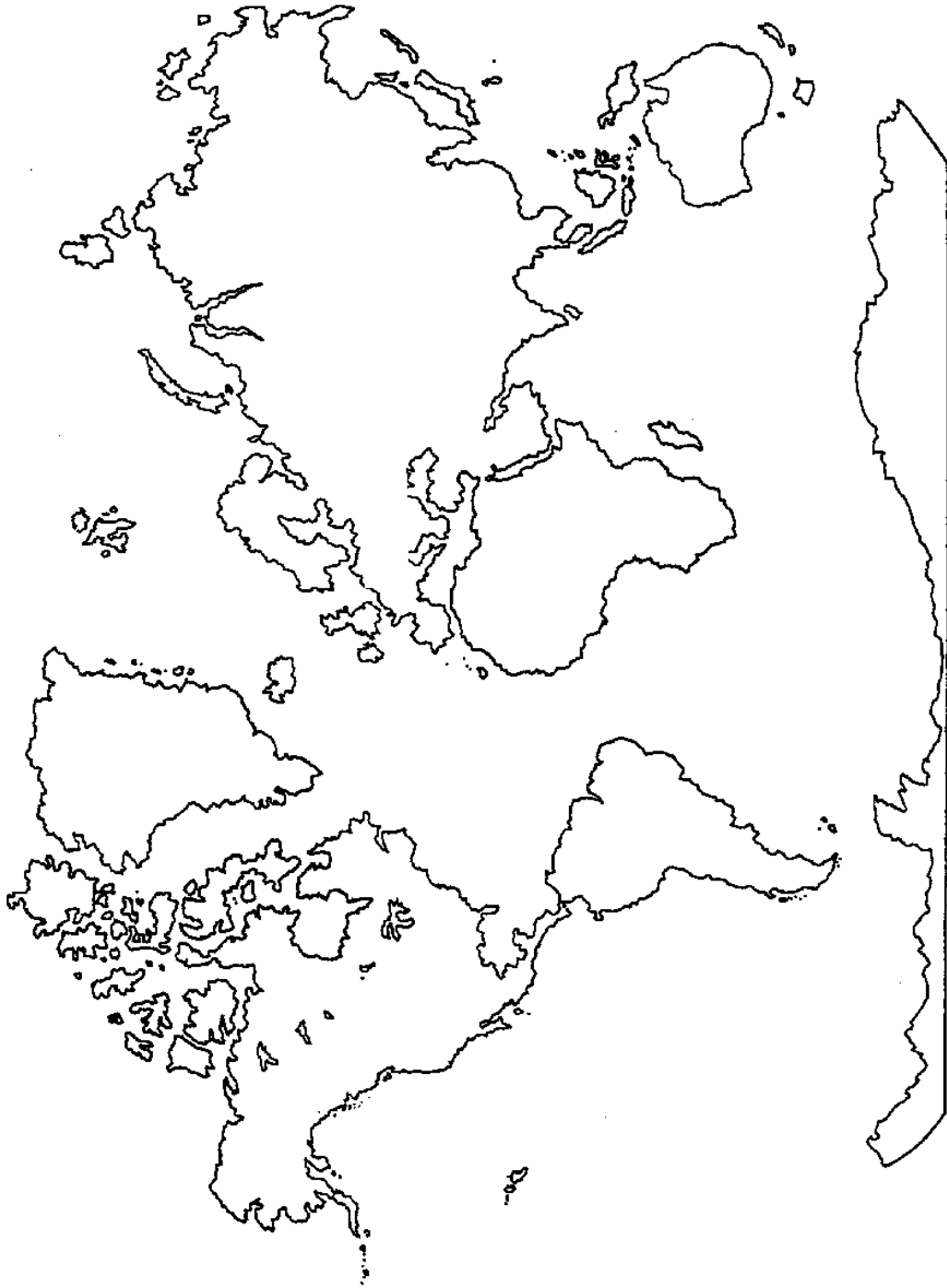
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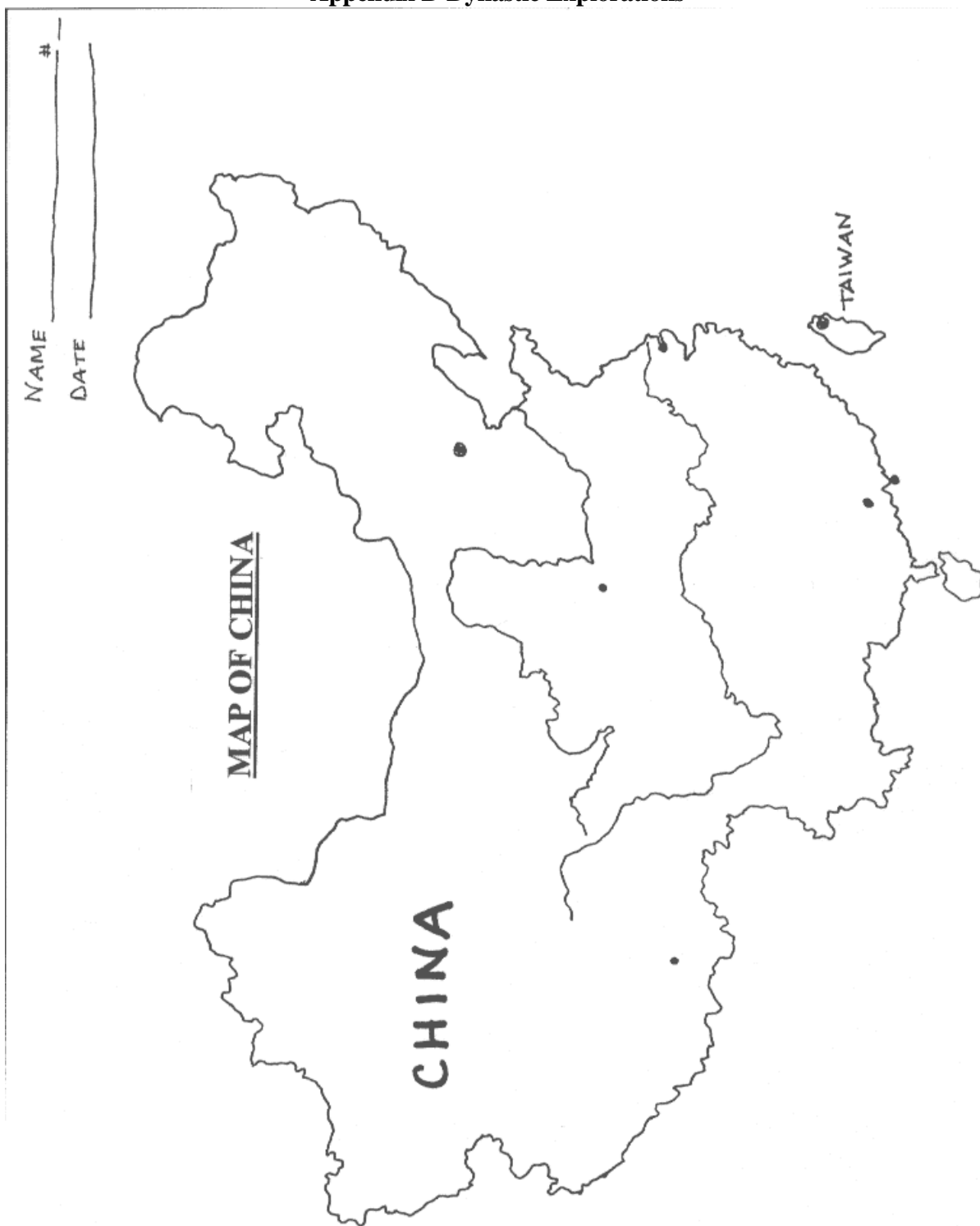
Appendix A-Dynastic Explorations

Name _____
Date _____ # _____

WORLD MAP



Appendix B-Dynastic Explorations



Appendix C-Dynastic Explorations

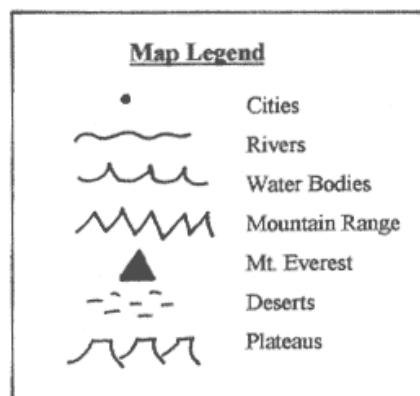
Name _____ # _____
Date _____

MAP OF CHINA: DIRECTION SHEET

1. Label the following items on your map using a black felt tip pen:

<u>Cities</u>	<u>Rivers</u>	<u>Water Bodies</u>	<u>Mountains</u>
Beijing	Yellow River	South China Sea	Himalayan Mountain Range
Lhasa	Yangtze River	East China Sea	Mt. Everest
Taipei		Yellow Sea	
Canton			
Xi'an	<u>Deserts</u>		<u>Plateaus</u>
Shanghai	Taklimakan Desert		Plateau of Tibet
Hong Kong	Gobi Desert		Yunnan Plateau

2. Using the Map Legend below, draw in symbols for mountain range, mountain, deserts, plateau, and water bodies.
3. In the bottom left hand corner of your map, draw a box and label it "Map Legend." Copy the items from the Map Legend below into your Map Legend on the map. Be sure to write small and leave room for a few extra items to be added later on. Include both the symbol and what it refers to.
4. Using crayon or colored pencil shade in the following items. Mountains: Brown, Deserts: Yellow, Plateau: Orange, Water Bodies: Blue.
5. Trace over the two rivers with a blue fine point marker.
6. Write in the surrounding countries as shown on your atlas. Shade them in with different colors of crayons or colored pencils.
7. Draw and label a compass rose in the top left hand corner of your map.
8. Add any other items you wish for extra credit.
9. Have Fun!!!



Appendix D1-Dynastic Explorations

Name _____ # ____
Date _____

CHINESE CULTURE

I. TRADITIONS/FESTIVALS

1. The Chinese follow the lunar calendar. Each year is associated with an animal from a cycle of twelve. What are these twelve animals? _____

2. The Chinese created symbols to express values important to them. These symbols often included signs, colors, and animals. Which animal is considered the most sacred in China? _____
3. How far does the dragon date back? _____
4. List at least four festivals celebrated in China: _____

5. For the following festivals, list when it is celebrated, a small description of the festival, and some of the activities that accompany it:

Chinese New Year

Dragon Boat Festival

Moon Festival

Appendix D2-Dynastic Explorations

Name _____ # _____

Date _____

CHINESE CULTURE

II. RELIGIONS/BELIEFS

1. What are the three major religions of China? _____

2. Whose ideas formed the basis of Taoism (Daoism)? _____
3. Who was the founder of Confucianism? _____
4. Who Began Buddhism? _____
5. Read the following descriptions of the three major Chinese religions. Above each description, write the name of the religion:

The founder was also called “the Enlightened One” and was born in 563 A.D. After searching for six years to find peace and serenity, enlightenment came to him. He spent the rest of his life preaching his message of how to overcome unhappiness. He preached that humans could stop their suffering and misfortunes by giving up selfish desires, living simply, and by putting other people before themselves. His belief teaches that humans are born over and over again until they can reach these goals. Depending on how well a person lives his/her first life, determines what state one comes back in, an animal or an insect.

This religious leader was disappointed in China’ government. He did not think it ruled fairly and was disgusted by government rulers’ lavish way of life. He had his own ideas of how people should live their lives to be happy and preached these ideas to many people. However, he became so fed up with the government, that he left China. Before leaving, a friend begged him to write down his beliefs, which he did. These written ideas later formed major religion in China. The religion states that people should go back to a simpler way of life and live in harmony with nature. He felt that government should not interfere with people’s lives and felt that people were only responsible to themselves (not even their families). The yin and yang symbol represents this religion because it stands for the harmony of nature or the balance between good and evil.

A man named Kung Fu-zi started this religion. He gave up an influential government career to become a teacher of philosophy because he felt the emperor was abusing power. His religion taught that everyone had a job in life and that job was to live the most moral life possible. He felt that everyone could live at peace if they obeyed their elders, respected others, were loyal and trustworthy, and worshipped their elders. He believed that rulers should be chosen by good conduct and ability instead of wealth.

Appendix D3-Dynastic Explorations

Name _____ # _____

Date _____

CHINESE CULTURE

III. LANGUAGE

1. What is the official language of China? _____
2. How many different dialects of Chinese are there? _____
3. What are some of the difficulties with the Chinese language? _____
4. The Chinese language is not made up of letters but of symbols called _____
5. Early Chinese writing was based on pictures of things called _____ or pictures of ideas called _____.
6. Elegant handwriting using a special paintbrush or pen is called _____.
7. How many characters are there in the written language? _____ How many do most Chinese people know? _____
8. Due to low literacy rates in 1929, the Chinese government attempted to make Chinese writing easier to learn. It simplified the form of the most common characters used and introduced a system of Chinese writing using the Roman alphabet. What was this new type of Chinese writing system called? _____
9. Which system of writing do most Chinese prefer today? _____
10. In the space below write three different Chinese words using characters. Underneath each character, write the English translation:

Appendix D4-Dynastic Explorations

Name _____ # _____

Date _____

CHINESE CULTURE

IV. ENTERTAINMENT

1. Due to cramped living conditions, many people participate in leisure activities outside their apartments. Why are conditions so cramped? _____
2. Many Chinese participate in a form of exercise that helps develop breathing, promotes digestion, and improves muscle tone. What is this fitness routine called?

3. What is a popular pastime held by many retired men? _____
4. Why do many Chinese have small pets instead of cats and dogs? _____
5. What are some examples of small pets kept by many children? _____
6. Some owners take a certain small pet to fighting matches. The fighting ring consists of a wooden bowl in which they attack each other. These matches attract very large audiences and are popular in China. Which small pet is involved? _____
7. For what purpose were martial arts first designed? _____.
8. The martial arts later came to include body movements known as tai chi, sword play, and the extreme combat known as _____.
9. What types of games are played by Children in China today? _____

10. What types of activities are included in the Chinese opera? _____
11. What sports are played in China? _____

Appendix D5-Dynastic Explorations

Name _____ # ____
Date _____

CHINESE CULTURE ANSWER KEY

I. TRADITIONS/FESTIVALS

1. The Chinese follow the lunar calendar. Each year is associated with an animal from a cycle of twelve. What are these twelve animals? **Horse, goat, monkey, rooster, dog, pig, rat, ox/cow, tiger, rabbit, snake, and dragon**
2. The Chinese created symbols to express values important to them. These symbols often included signs, colors, and animals. Which animal is considered the most sacred in China? **dragon**
3. How far does the dragon date back? **3600 B.C.**

List at least four festivals celebrated in China: **Ching Ming (Spring) Festival, Dragon Boat (Summer) Festival, Moon (Autumn) Festival, Chinese New Year (Winter)**

4. For the following festivals, list when it is celebrated, a small description of the festival, and some of the activities that accompany it:

Chinese New Year

Marks beginning of spring. Starts on 20th day of the first moon somewhere between January and March. Rituals include spring cleaning (gets rid of bad luck), hair cuts and paying debts (symbolizes new start to life), wearing red to family dinner on the eve (keeps evil spirits away), and setting off firecrackers (drives away evil spirits). This holiday is similar to our Christmas with decorations, celebrations, and focusing on peace and happiness.

Dragon Boat Festival

Celebrated on the fifth day of the fifth month and lasts a week. It is also known as “poets day” to commemorate poet Chu Yuan. Festivities include kite flying and watching dragon boat races. These boats are long, narrow, wooden boats carved into a dragon shape and race to the beat of a drummer who plays in the front of the boat. Rice cakes are eaten during this week.

Moon Festival

Takes place on the fifteenth day of the eighth moon, when the moon is fullest. Activities are outside to enjoy the moon. Children parade about with paper lanterns with lit candles inside in shapes of flowers, fruits, or animals. Moon cakes (sweet pastries with lotus seed or red bean paste filling) are eaten during this time.

Appendix D6-Dynastic Explorations

Name _____ # _____

Date _____

CHINESE CULTURE ANSWER KEY

II. RELIGIONS/BELIEFS

1. What are the three major religions of China? **Buddhism, Confucianism, Taoism**
2. Whose ideas formed the basis of Taoism (Daoism)? **Lao-tsu**
3. Who was the founder of Confucianism? **Kung Fu-zi (Confucius)**
4. Who Began Buddhism? **Siddhartha Gautama (Buddha)**
5. Read the following descriptions of the three major Chinese religions. Above each description, write the name of the religion:

Buddhism

The founder was also called “the Enlightened One” and was born in 563 A.D. After searching for six years to find peace and serenity, enlightenment came to him. He spent the rest of his life preaching his message of how to overcome unhappiness. He preached that humans could stop their suffering and misfortunes by giving up selfish desires, living simply, and by putting other people before themselves. His belief teaches that humans are born over and over again until they can reach these goals. Depending on how well a person lives his/her first life, determines what state one comes back in, an animal or an insect.

Taoism (Daoism)

This religious leader was disappointed in China’ government. He did not think it ruled fairly and was disgusted by government rulers’ lavish way of life. He had his own ideas of how people should live their lives to be happy and preached these ideas to many people. However, he became so fed up with the government, that he left China. Before leaving, a friend begged him to write down his beliefs, which he did. These written ideas later formed major religion in China. The religion states that people should go back to a simpler way of life and live in harmony with nature. He felt that government should not interfere with people’s lives and felt that people were only responsible to themselves (not even their families). The yin and yang symbol represents this religion because it stands for the harmony of nature or the balance between good and evil.

Confucianism

A man named Kung Fu-zi started this religion. He gave up an influential government career to become a teacher of philosophy because he felt the emperor was abusing power. His religion taught that everyone had a job in life and that job was to live the most moral life possible. He felt that everyone could live at peace if they obeyed their elders, respected others, were loyal and trustworthy, and worshipped their elders. He believed that rulers should be chosen by good conduct and ability instead of wealth.

Appendix D7-Dynastic Explorations

Name _____ # _____

Date _____

CHINESE CULTURE ANSWER KEY

III. LANGUAGE

1. What is the official language of China? **Mandarin**
2. How many different dialects of Chinese are there? **eight**
3. What are some of the difficulties with the Chinese language? **Several different dialects exist, written language difficult to learn due to great amount of characters**
4. The Chinese language is not made up of letters but of symbols called **characters**.
5. Early Chinese writing was based on pictures of things called **pictographs** or pictures of ideas called **ideographs**.
6. Elegant handwriting using a special paintbrush or pen is called **calligraphy**.
7. How many characters are there in the written language? **Over 50,000** How many do most Chinese people know? **2,000; 6,000 for a well educated person**
8. Due to low literacy rates in 1929, the Chinese government attempted to make Chinese writing easier to learn. It simplified the form of the most common characters used and introduced a system of Chinese writing using the Roman alphabet. What was this new type of Chinese writing system called? **Pinyin**
9. Which system of writing do most Chinese prefer today? **Old style using characters**
10. In the space below write three different Chinese words using characters. Underneath each character, write the English translation: **Answers will vary.**

Appendix D8-Dynastic Explorations

Name _____ # _____

Date _____

CHINESE CULTURE ANSWER KEY

IV. ENTERTAINMENT

1. Due to cramped living conditions, many people participate in leisure activities outside their apartments. Why are conditions so cramped? **population is very high**
2. Many Chinese participate in a form of exercise that helps develop breathing, promotes digestion, and improves muscle tone. What is this fitness routine called?
tai chi
3. What is a popular pastime held by many retired men? **birdkeeping**
4. Why do many Chinese have small pets instead of cats and dogs? **larger pets eat too much food**
5. What are some examples of small pets kept by many children? **pigeons, singing birds, goldfish, and crickets**
6. Some owners take a certain small pet to fighting matches. The fighting ring consists of a wooden bowl in which they attack each other. These matches attract very large audiences and are popular in China. Which small pet is involved? **crickets**
7. For what purpose were martial arts first designed? **to train mind and body**
8. The martial arts later came to include body movements known as tai chi, swordplay, and the extreme combat known as **kung fu**.
9. What types of games do children in China play today? **Chinese chess and checkers, hopscotch, marbles, ping pong, cat's cradle, Five Stones (played like jacks), ti jian zi (similar to hackey sack), tangram puzzles, etc.**
10. What types of activities are included in the Chinese opera? **mix of song, dance, spoken language, and acrobatics**
11. What sports are played in China? **table tennis, martial arts, soccer, basketball, Chinese football, wrestling, etc.**

Appendix E1-Dynastic Explorations

Name _____ # _____
Date _____

HISTORY OF CHINA TIME LINE

EARLY CHINESE FARMERS (6000-2100 B.C.)

- 6000 B.C. The first farmers settle in the Huang He River valley.
- 5000 B.C. Farmers grow rice in Hangzhou Bay area. Several villages develop along the river, bay, and east coast. Banpo villagers plant millet. Pottery and simple stone tools are made and used.
- 4000 B.C. Stone models of silkworms found.
- 3500 B.C. Stone hoes used in Hangzhou Bay area. Yangshao produces fine painted pottery.
- 3000 B.C. Copper mining begins. Potters start using pottery wheels.
- 2300 B.C. Early evidences shown of silk cloth.

XIA DYNASTY (2100-1726 B.C.)

- 2100 B.C. Legend claims during this time animals were domesticated, agriculture became organized, and silkworms were raised for production. No concrete evidence proves dynasty existed.
- 2000 B.C. Black pottery made by people of Longshan culture.

SHANG DYNASTY (1726-1122 B.C.)

- 1700 B.C. Shang dynasty begins in eastern China. Walled cities built and people worship god Shang Di.
- 1600 B.C. Copper and tin are mixed together to make bronze for tools and weapons. Silk made for production.
- 1400 B.C. Picture writing is used on oracle bones to predict the future.

ZHOU DYNASTY (1122-221 B.C.)

- 1122 B.C. Cruelly treated Shang slaves join Zhou army to conquer Shang kings.
- 604 B.C. Laozi (Toaism leader) is born.
- 551 B.C. Religious leader Confucius is born.
- 453 B.C. Central rule breaks up. Small states fight each other for next 200 years. Work begins on Great Wall and Grand Canal.
- 450 B.C. Ironworking advances weapons and tools.

Appendix E2-Dynastic Explorations

QIN DYNASTY (221-206 B.C.)

- 221 B.C. Chin Shihuangdi becomes first emperor and unites China.
Weights, measures, money, sizes become standardized.
Chopsticks commonly used.
- 215 B.C. Emperor orders massive construction toward Great Wall and Grand Canal.
- 213 B.C. Shihuangdi orders all classical books burned.
- 210 B.C. Shihuangdi dies and is buried in tomb with 6,000 guarding terra-cotta soldiers.

HAN DYNASTY (206 B.C.-220 A.D.)

- 206 B.C. Hans overthrow Qin Dynasty and begin Han Dynasty.
- 112 B.C. Trade with Europe and Western Asia along Silk Road flourishes.
- 26 A.D. Trade increases. Civil service established. First national library built and an accurate calendar developed.
- 100 A.D. Buddhism is brought into China.
- 105 A.D. Papermaking is invented.
- 132 A.D. First seismograph is developed.
- 136A.D. Confucianism made state religion.
- 219 A.D. By this time many inventions thrived including spinning machines, foot stirrups, crossbows, boat rudders, sundials, waterclocks, suspension bridges, hot air balloons, wheelbarrows, map making, and acupuncture.

THREE KINGDOMS PERIOD (220-581 A.D.)

- 220 A.D. Han Dynasty broken up into six smaller ones and three kingdoms.
- 315 A.D. Buddhism becomes popular religion in China.
- 510 A.D. First hospital set up in Shanxi.

SUI DYNASTY (581-618 A.D.)

- 581 A.D. China is reunited under Sui dynasty.
- 585 A.D. Grand Canal links two major rivers. Great Wall further extended.

TANG DYNASTY (618-906 A.D.)

- 618 A.D. Tang Dynasty begins. Civil service examinations offered to public.
- 661 A.D. Porcelain is used.
- 683 A.D. Princess Wu became empress.
- 700 A.D. Woodblock printing developed.
- 712 A.D. Start of “golden age” of Chinese arts and literature.
China becomes most powerful nation.
- 755 A.D. Civil war in northern China.
- 840 A.D. Islam begins to spread to China.

Appendix E3-Dynastic Explorations

FIVE DYNASTIES PERIOD (906-960 A.D.)

- 907 A.D. Tang Dynasty is overthrown. Dynasty splits into five dynasties and ten kingdoms.
- 939 A.D. Vietnam becomes independent from China.

SUNG DYNASTY (960-1279 A.D.)

- 960 A.D. Sung Dynasty begins after time of great turmoil.
- 978 A.D. China reunited under Sung rule.
- 1000 A.D. Gunpowder created.
- 1040 A.D. Moveable blocks of type used for printing.
- 1100 A.D. Additional work done to Grand Canal.
 - Gunpowder used for fireworks and to fuel rockets.
- 1180 A.D. Magnetic compass used for seafare navigation.
 - Abacus and paper money used during this time as well.
- 1215 A.D. Mongols invade northern China.
- 1271 A.D. Kublai Khan begins ruling in northern region.
- 1275 A.D. Marco Polo reaches Beijing.

YUAN DYNASTY (1279-1368 A.D.)

- 1279 A.D. Mongols conquer all of China. Kublai Khan becomes first non-Chinese person to rule over entire country. He employs Marco Polo as a court official.
- 1290 A.D. Marco Polo leaves China to go home to Venice.
- 1340 A.D. Moroccan explorer Ibn Batuta visits China.
- 1349 A.D. Chinese settle in Singapore.
- 1351 A.D. Red Turban Rebellion against Mongol rule.
- 1363 A.D. Another fierce rebellion against Mongols.

MING DYNASTY (1368-1644 A.D.)

- 1368 A.D. Ming Dynasty begins.
- 1405 A.D. Zheng He begins explorations.
- 1420 A.D. Forbidden City completed.
- 1421 A.D. Beijing becomes capital.
- 1428 A.D. Chinese sent out of Vietnam.
- 1550 A.D. Japanese pirates raid China. Mongols invade north again.
- 1610 A.D. Christianity brought over to China.

CHING DYNASTY (1644-1912 A.D.)

- 1644 A.D. Manchurians invade China and Ching Dynasty is founded.
- 1839 A.D. Opium wars begin between China and Britain.
- 1842 A.D. China declares treaty with Britain. Britain gains Hong Kong.
- 1858 A.D. Chinese ports taken over by foreign powers.
- 1894 A.D. War with Japan and lose Taiwan.
- 1900 A.D. Boxer rebellion. Foreigners are driven out of China.
- 1908 A.D. Last emperor takes the throne.

Appendix E4-Dynastic Explorations

TWENTIETH CENTURY CHINA (1912 A.D-Present)

- 1912 A.D. China is declared a republic as last emperor abdicates.
- 1919 A.D. Mao Tse-Tung forms Communist party.
- 1927 A.D. Nationalist party begins.
- 1931 A.D. Japanese invade China.
- 1934 A.D. Mao Tse-Tung leads communists on “long march”
to establish new base.
- 1949 A.D. Another civil war outbreak in China. Peace treaty is signed
with Soviet Union. Communists gain control over government.
- 1971A.D. China joins the United Nations.
- 1972 A.D. United States President Nixon visits China to improve relations.
- 1989 A.D. Tiananmen Square Massacre. Many university students
killed for defending human rights.

Appendix E5-Dynastic Explorations

Name _____ # _____
Date _____

HISTORY OF CHINA TIME LINE

- 315 A.D. Buddhism becomes popular religion in China.
100 A.D. Buddhism is brought into China.
510 A.D. First hospital set up in Shanxi.
5000 B.C. Farmers grow rice in Hangzhou Bay area. Several villages develop along the river, bay, and east coast. Banpo villagers plant millet. Pottery and simple stone tools are made and used.
1842 A.D. China declares treaty with Britain. Britain gains Hong Kong.
1363 A.D. Another fierce rebellion against Mongols.
1989 A.D. Tiananmen Square Massacre. Many university students killed for defending human rights.
1700 B.C. Shang dynasty begins in eastern China. Walled cities built and people worship god Shang Di.
- 840 A.D. Islam begins to spread to China.
1900 A.D. Boxer rebellion. Foreigners are driven out of China.
1122 B.C. Cruelly treated Shang slaves join Zhou army to conquer Shang kings.
604 B.C. Laozi (Toaism leader) is born.
1000 A.D. Gunpowder created.
453 B.C. Central rule breaks up. Small states fight each other for next 200 years. Work begins on Great Wall and Grand Canal.
450 B.C. Ironworking advances weapons and tools.
1180 A.D. Magnetic compass used for seafare navigation.
Abacus and paper money used during this time as well.
3500 B.C. Stone hoes used in Hangzhou Bay area. Yangshao produces fine painted pottery.
- 3000 B.C. Copper mining begins. Potters start using pottery wheels.
221 B.C. Chin Shihuangdi becomes first emperor and unites China.
Weights, measures, money, sizes become standardized.
Chopsticks commonly used.
1420 A.D. Forbidden City completed.
210 B.C. Shihuangdi dies and is buried in tomb with 6,000 guarding terra-cotta soldiers.
939 A.D. Vietnam becomes independent from China.
1931 A.D. Japanese invade China.
- 1912 A.D. China is declared a republic as last emperor abdicates.
1610 A.D. Christianity brought over to China.
206 B.C. Hans overthrow Qin Dynasty and begin Han Dynasty.
1421 A.D. Beijing becomes capital.
1405 A.D. Zheng He begins explorations.
112 B.C. Trade with Europe and Western Asia along Silk Road flourishes.
26 A.D. Trade increases. Civil service established. First national library built and an accurate calendar developed.

Appendix E6-Dynastic Explorations

- 4000 B.C. Stone models of silkworms found.
- 1972 A.D. United States President Nixon visits China to improve relations.
- 1919 A.D. Mao Tse-Tung forms Communist party.
- 683 A.D. Princess Wu became empress.
- 1839 A.D. Opium wars begin between China and Britain.
- 2100 B.C. Legend claims during this time animals were domesticated, agriculture became organized, and silkworms were raised for production. No concrete evidence proves dynasty existed.
- 1600 B.C. Copper and tin are mixed together to make bronze for tools and weapons. Silk made for production.
- 1349 A.D. Chinese settle in Singapore.
- 105 A.D. Papermaking is invented.
- 136A.D. Confucianism made state religion.
- 219 A.D. By this time many inventions thrived including spinning machines, foot stirrups, crossbows, boat rudders, sundials, waterclocks, suspension bridges, hot air balloons, wheelbarrows, map making, and acupuncture.
- 581 A.D. China is reunited under Sui dynasty.
- 585 A.D. Grand Canal links two major rivers. Great Wall further extended.
- 618 A.D. Tang Dynasty begins. Civil service examinations offered to public.
- 755 A.D. Civil war in northern China.
- 1908 A.D. Last emperor takes the throne.
- 220 A.D. Han Dynasty broken up into six smaller ones and three kingdoms.
- 907 A.D. Tang Dynasty is overthrown. Dynasty splits into five dynasties and ten kingdoms.
- 960 A.D. Sung Dynasty begins after time of great turmoil.
- 978 A.D. China reunited under Sung rule.
- 1040 A.D. Moveable blocks of type used for printing.
- 1215 A.D. Mongols invade northern China.
- 2300 B.C. Early evidences shown of silk cloth.
- 215 B.C. Emperor orders massive construction toward Great Wall and Grand Canal.
- 661 A.D. Porcelain is used.
- 132 A.D. First seismograph is developed.
- 1275 A.D. Marco Polo reaches Beijing.
- 551 B.C. Religious leader Confucius is born.
- 1927 A.D. Nationalist party begins.
- 2000 B.C. Black pottery made by people of Longshan culture.
- 1279 A.D. Mongols conquer all of China. Kublai Khan becomes first non-Chinese person to rule over entire country. He employs Marco Polo as a court official.
- 1290 A.D. Marco Polo leaves China to go home to Venice.
- 700 A.D. Woodblock printing developed.
- 1351 A.D. Red Turban Rebellion against Mongol rule.
- 712 A.D. Start of “golden age” of Chinese arts and literature. China becomes most powerful nation.
- 1368 A.D. Ming Dynasty begins.
- 1428 A.D. Chinese sent out of Vietnam.
- 1644 A.D. Manchurians invade China and Ching Dynasty is founded.

Appendix E7-Dynastic Explorations

- 1894 A.D. War with Japan and lose Taiwan.
- 1934 A.D. Mao Tse-Tung leads communists on “long march”
to establish new base.
- 1971 A.D. China joins the United Nations.
- 1550 A.D. Japanese pirates raid China. Mongols invade north again.
- 1400 B.C. Picture writing is used on oracle bones to predict the future.
- 1271 A.D. Kublai Khan begins ruling in northern region.

- 6000 B.C. The first farmers settle in the Huang He River valley
- 1100 A.D. Additional work done to Grand Canal.
Gunpowder used for fireworks and to fuel rockets.
- 213 B.C. Shihuangdi orders all classical books burned.
- 1858 A.D. Chinese ports taken over by foreign powers.
- 1949 A.D. Another civil war outbreak in China. Peace treaty is signed
with Soviet Union. Communists gain control over government.

Appendix F-Dynastic Explorations

Name _____ # _____
Date _____

HAN DYNASTY INVENTIONS

The Han Dynasty produced many important inventions that greatly impacted civilization. Some of these included:

Seismograph: Chang Heng invented this earthquake-detecting device in 132 A.D. It used a trigger mechanism and heavy pendulum to help record the direction from which the earthquake shocks were coming from.

Wheelbarrow: This one-wheeled transport enables a worker to carry heavy loads long distances. It works by use of levers, a single wheel, and manpower. Many farmers wheeled their products to market and used the barrow as a stall to display their goods.

Map-making: Cheng Heng also developed quantitative cartography. He first applied the grid system to maps so that distances, positions, and itineraries could be calculated and studied more scientifically.

Other amazing inventions from the Han dynasty include the **boat rudder, suspension bridge, hot-air balloon, parachute, paper, spinning machine, foot stirrups, crossbows, sundials, waterclocks, and acupuncture.**

Choose three Han Dynasty inventions you feel are the most important contributions to the world. Next, rank them in order of their importance, and explain why you chose them.

Most Important Inventions:

Chosen Because:

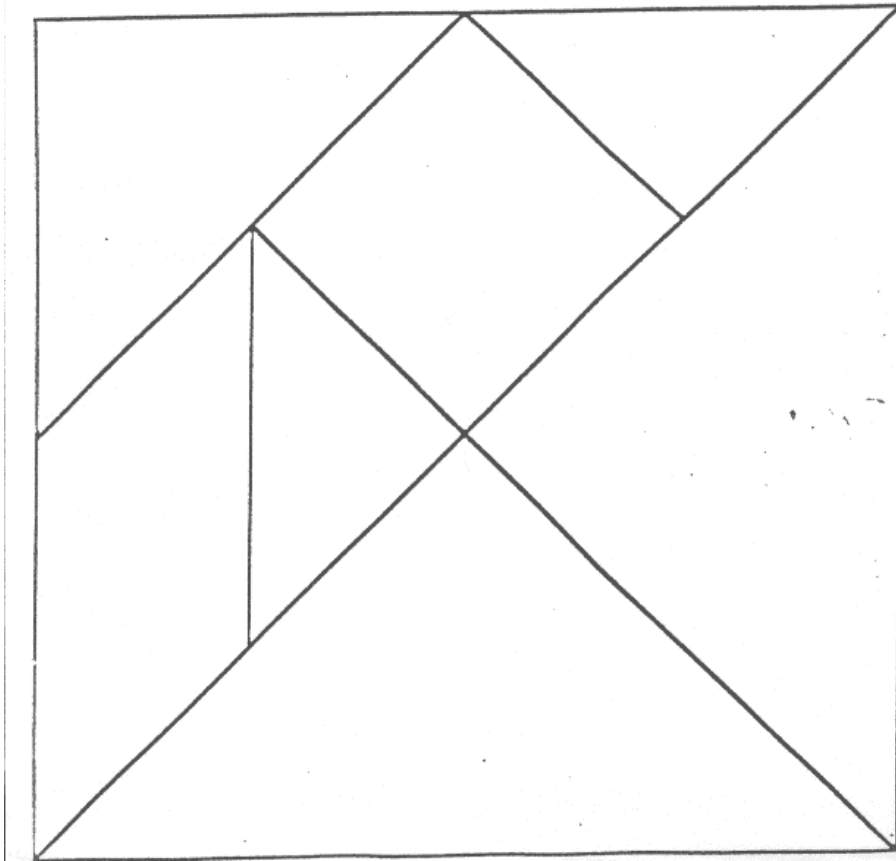
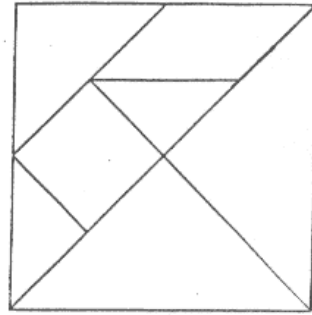
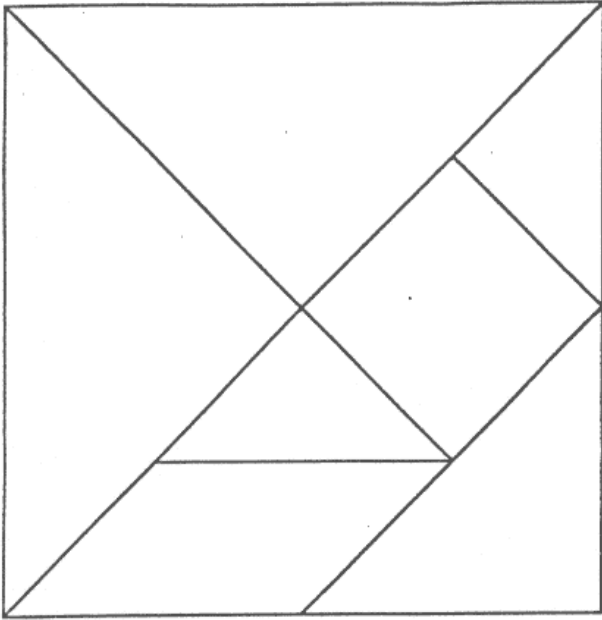
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|----------|-------|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |

Imagine that you were asked to create a new invention for a Han emperor. What new invention do you think would interest the emperor most? Draw your invention below, label it, name it, and describe how it is used.

Invention Name _____
Who would use your invention? _____

Appendix G-Dynastic Explorations

Name _____ # _____
Date _____



TANGRAMS