

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut



Chinese Studies

October 2015

Approved by the Board of Education
November 2015

New Milford Board of Education

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Author of Course Guide

Michael Abraham
Megan Dey

New Milford's Mission Statement

“The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.”

Chinese Studies

Chinese Studies is a semester course designed to introduce students to both traditional and contemporary Chinese culture. In the first half of the course, students will be introduced to the land and various ethnic groups that comprise the People's Republic of China. Students will consider how China took shape as a political entity and analyze some of the distinguishing components of Chinese civilization such as its system of writing, major belief systems and artistic treasures. Students will also be introduced to spoken Mandarin, and written Chinese, read sections of Arthur Walley's translation of the classic Chinese folktale *Journey to the West* (a.k.a. *The Monkey King*), complete a landscape painting and complete both an online and actual field trip.

In the second half of the course, attention will shift toward modern China. Students will encounter the voices of early, 20th century writers such as Lu Xun and Ba Jin and compose skits based upon their stories. Students will also read chapters from Jung Chang's *Wild Swans*, a memoir of a daughter of a CCP official who became a Red Guard during China's Cultural Revolution. Throughout the course, students will read passages from Peter Hessler's *Country Driving* – Hessler's in-depth description of a changing China and the rural-urban divide in China. Last, but certainly not least, students will participate in the viewing and analysis of a wide selection of Chinese films that include titles such as *To Live*, *Balzac and the Little Chinese Seamstress* and *The Road Home* that portray different time periods and themes within Chinese life.

Pacing Guide

Unit #	Title	Weeks	Pages
1	Introduction to Spoken and Written Mandarin	Ongoing	7-10
2.	Introduction to the Land and People of China	3	11-14
3.	The Early Imperial Era	3	15-18
4.	The Middle Imperial Era	3	19-23
5.	The Late Imperial Era	3	24-28
6.	Struggle for China in the 20 th Century	4	29-34
7.	China in the Reform Era	4	35-39

Key For Common Core State Standards

RH =	Reading Standards for Literature in History/Social Studies 11-12
LS =	Language Standards
RL =	Reading Standards for Literature
RI =	Reading Standards for Informational Text
ACTFL/NSLL =	American Council on the Teaching of Foreign Languages National Standards for Learning Languages
ISTE =	International Society for Technology in Education
NM K-8 =	NM K-8 Technology Plan

New Milford Public Schools

Committee Member(s): Michael Abraham & Megan Dey Unit 1 - Introduction to Spoken and Written Mandarin	Course/Subject: Chinese Studies Grade Level: 11/12 # of Weeks: Ongoing
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> • ACTFL/NSLL - Interpretive 1.2 - Demonstrate comprehension of content from authentic audio and visual resources • ACTFL/NSLL - Interpretive 4.2 Evaluate similarities and differences in language use and idiomatic expressions between the target language and one’s native language • ACTFL/NSLL - Presentational 1.3 Produce a variety of creative oral and written expressions • ACTFL/NSLL – Presentational 2.2 Demonstrate an understanding of the relationship between the products and perspectives of another culture • ACTFL/NSLL – Comprehension and Collaboration 1.1 Engage in conversations, exchange and provide information, express feelings and emotions, and express opinions • ACTFL/NSLL – Comprehension and Collaboration 2.1 Use appropriate verbal and non-verbal behavior in interpersonal communication • ACTFL/NSLL – Comprehension and Collaboration 4.1 Demonstrate an awareness of formal and informal language expressions in other languages and one’s own 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • The Chinese system of writing is essentially a pictographic system in which characters have roots in pictographs • Chinese written characters have evolved over the year and there have been periodic efforts to standardize them • While literally thousands of characters exist, knowledge of 100 or so key characters, or “radicals” can open the door to more extensive understanding of the writing system • Mandarin, the most widely spoken of China’s many languages relies upon the use of tones to distinguish 	<ul style="list-style-type: none"> • Why did the Chinese maintain a pictographic system of writing as opposed to a phonetic system? • How does China’s system of writing contribute to the national and individual character of all Chinese? • How does the tonal system of spoken Mandarin distinguish it as an oral language from most Western or Romantic languages? • How do commonly used Chinese phrases and words reflect cultural differences between China and Western nations?

<p>mainly monosyllabic terms from each other</p> <ul style="list-style-type: none"> Practice and perfection of the different tones has a carryover effect that enables further accumulation of vocabulary 	
<p>Expected Performances What students should know and be able to do</p>	
<p>Students will know the following:</p> <ul style="list-style-type: none"> Numbers between 1- 100 50 – 75 of the most common radicals Common greetings, means of identifying oneself and inquiry The verbs – to read, to speak, to visit, to go, to order, to study Names of common dishes/ types of cuisine Names of commonly visited places in China <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> Count to 100 in spoken Chinese Greet, identify oneself, make simple inquiries such as requesting identification, inquiring about family composition, asking directions, in spoken Chinese Express preference (for food and drink, where to visit, mode of travel) in spoken Chinese Write out common radicals including phrases for man, woman, child, fauna and flora that are associated with Chinese traditions, the New Year and poetry 	
<p>Character Attributes</p>	
<ul style="list-style-type: none"> Respect Citizenship 	
<p>Technology Competencies</p>	
<ul style="list-style-type: none"> ISTE 3A – Develop cultural understanding and global awareness by engaging with learners of other cultures ISTE 3C – Evaluate and select information sources and digital tools based on the appropriateness to specific tasks RH.11-12.9 - Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. RI.11-12.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. 	

Develop Teaching and Learning Plan

<p>Teaching Strategies:</p> <ul style="list-style-type: none"> • Teacher will utilize a slide portraying four major tones of the Chinese language • Teacher will provide examples of monosyllabic terms in which change of tone changes meaning of word • Teacher will introduce and describe the strategy behind the Pimsleur Language approach • Teacher will provide students with handouts of Pinyin phrases class will use throughout semester • Teacher will utilize slide portraying the major strokes inherent in the Chinese written language • Teacher will introduce concept of pictographs and ideographs – 5 new ones per week 	<p>Learning Activities:</p> <ul style="list-style-type: none"> • Students will practice four major tones by isolating key terms such as <i>ma</i> which can mean mother, rope, horse, or scold • Students will continue to practice spoken language for 5-10 minutes per period with assistance of Pimsleur's Audio Mandarin program • Students will write independent Chinese strokes and work toward producing characters • Students will master 5 written characters per week • Students will access online Chinese language sources such as Fluenz and BBC Learn Chinese and explore extended written and spoken vocabulary
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Assessments

Performance Task(s)	Other Evidence
<p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p>
<p>Goal: Produce a short language conversation</p> <p>Role: American student in China</p> <p>Audience: Chinese student counterpart</p> <p>Situation: Initial encounter</p> <p>Product or Performance: Identify oneself by name, country, student and family composition</p> <p>Standards for Success: NMHS Social Studies Department Presentational Rubric</p>	<ul style="list-style-type: none"> • Students will take weekly quiz on 5 written characters • Students will create a set of 50 – 75 flash cards portraying key Chinese characters or radicals • Students will produce 20 – 25 characters on the final exam • Students will recite after language tape on a daily basis

Suggested Resources

- “Chinese Learning Initiatives”. *The Asia Society*. www.asiasociety.org. Web.
- Chinese Yabla – www.chinese.yabka.com. Web.
- Mandarin Tools – A user friendly English-Chinese Dictionary - <http://www.mandarintools.com>
- Matthews, Alison and Laurence. *The First 100 Chinese Characters*. Tokyo: Tuttle Publishing, 2006. Print.
- Pimsleur’s Language Program. *Chinese Mandarin*. Simon and Schuster Audio. New York: 1999, Units 1-8. Audio.
- Pinyin Rules – A Guide to the Romanization of Mandarin www.pinyin/rules/. Web.
- Wu, Sui-mea. *Chinese Link: Elementary Chinese. Simplified Character Version*. New Jersey: Pearson Prentice Hall, 2007. Print.

New Milford Public Schools

Committee Member(s): Michael Abraham & Megan Dey Unit 2 - Introduction to the Land and People of China	Course/Subject: Chinese Studies Grade Level: 11/12 # of Weeks: 3 weeks
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> • RH.11-12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. • RH.11-12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. • RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. • RI.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. • RI.11-12.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. • RI.11-12.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • China is a land of extreme physical and climatic variations, each of which has had a major influence on human settlement, agricultural production and regional cuisine • Population pressures have forced China's government to implement strong measures in order to curb population growth • The People's Republic of China today is comprised of a multitude of minority ethnic groups in addition to the Han majority group. • China has a long history of alternating the environment to meet 	<ul style="list-style-type: none"> • How has China's geography and climate affected the settlement of its population over time? • To what extent should a government be able to regulate population growth and what measures of control should be deemed acceptable and unacceptable? • What factors determine who is a Han Chinese versus a non-Han Chinese? • How can national governments reconcile the mutual needs of economic growth and environmental preservation?

human needs.	
Expected Performances What students should know and be able to do	
<p>Students will know the following:</p> <ul style="list-style-type: none"> • The names of major physical and political features within China • Examples of China's attempts to alter the environment for human needs • The reasons for China's adoption of a one-couple, one-child population policy • The basic criteria for recognition as a minority ethnic group within China <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> • Describe the major physical features and climates within China • Locate important political and physical features within China. • Explain why China is regarded as geographically diverse. • Describe how the population policy of the People's Republic of China has adapted over time. • Describe cultural and linguistic differences between Han Chinese and some major ethnic groups such as Tibetans, Mongols, and Uighurs. • Describe pros and cons of constructing the Three Gorges Dam in China • Cite regional problems with air quality problems and water shortage in China and describe efforts by the PRC to address them 	
Character Attributes	
<ul style="list-style-type: none"> • Cooperation • Perseverance 	
Technology Competencies	
<ul style="list-style-type: none"> • ISTE 3C: Evaluate and select information sources and digital tools based on the appropriateness to specific tasks. • RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. • RH.11-12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. • NM K-8 Technology Plan – Students utilize the Internet to facilitate information gathering. 	

Develop Teaching and Learning Plan

<p>Teaching Strategies:</p> <ul style="list-style-type: none"> • Teacher will introduce China’s political and physical geography through a series of slides that include political and physical maps, and visuals portraying different terrains and means of agriculture • Teacher will show slides portraying various ethnic groups within China • Teach will introduce reading on construction of the Three Gorges Dam • Teach will introduce reading on China’s population policy 	<p>Learning Activities:</p> <ul style="list-style-type: none"> • Students will complete a reading describe variations in regional cuisines and the link between cuisine and geography • Students will read, compare and analyze differing accounts of Chinese citizens who have been impacted by the construction of the Three Gorges Dam. • Students will debate the merits of large scale development projects such as dams and water transfer projects • Students will debate the merits and costs of China’s one-child population policy • Students will produce a Chinese banquet featuring various regional dishes from across China
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Assessments

Performance Task(s)	Other Evidence
<p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p>
<p>Goal: Students will understand the impact for the individual as well as the collective community that the construction of the Three Gorges Dam in China had</p> <p>Role: Debater/Advocate</p> <p>Audience: Class and judges</p> <p>Situation: Debate</p> <p>Product or Performance: Students will take a side of a debate on whether the Three Gorges Dam was in the national interest of China</p> <p>Standards for Success: Successful completion of objectives stated in oral participation rubric</p>	<ul style="list-style-type: none"> • Quiz on Peter Hessler’s chapter “The Dam” from <i>Rivertown</i>. • Quiz on Peter Hessler’s chapter “The Land” from <i>Rivertown</i>. • Completion of filled out physical/political map • Preparation of regional dish from China • Completion of independent web-based research assignment on an environmental challenge facing China today

Suggested Resources

- Berkman, Patience. "The Three Gorges Dam: Energy, The Environment, and the New Emperors." *Education About Asia*. Vo. 3, Number 1. 27-34. Spring 1998. Print.
- "East Asia in Geographic Perspective." *Asia for Educators*. Columbia University. n.d. 22 May 2012. Print
- Education About Asia: "Learning About Asia Through Rice." Winter 2004. Print.
- Gladney, Dru. *Ethnic Identity in China: The Making of a Muslim Minority*. Fort Worth, TX: Harcourt Brace College Publishers, 1998. P. 11-23. Print.
- Gordon, Stewart. "Major Asian Rivers of the Tibetan Plateau." *Education About Asia*. Vo. 15. Number 3. 15-18. Winter 2010. Print.
- Hersey, John. *A Single Pebble*. New York: Bantam Books, 1956. Print.
- Hessler, Peter. *Rivertown: Two Years on the Yangtze*. Ch. 4 "The Dam". New York. Harper Perennial: 2002. Print.
- Lipman, Jonathan. "Chinese Geography Through Chinese Cuisine." *Social Education*. Jan./Feb. p. 17-20. 2010. Print.
- Morton, W. Scott and Charlton M. Lewis. *China: Its History and Culture* 4th Ed. New York: McGraw-Hill, 2005. Print.

New Milford Public Schools

Committee Member(s): Michael Abraham & Megan Dey Unit 3 – The Early Imperial Period	Course/Subject: Chinese Studies Grade Level: 11/12 # of Weeks: 3 weeks
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> • RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. • RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. • RH.11-12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. • RL.11-12.7: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. • RI.11-12.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. • RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • Chinese civilization is regarded among historians as one of the world's most continuous and enduring • Agriculture, the system of writing, bureaucratic rule and the philosophy of Confucianism served as pillars of Chinese civilization through the millennia • Through the millennia, Chinese folklore has been shaped by a myriad of traditions and belief systems and influences • Chinese society has always placed value on stability • By the 1st century BCE, an 	<ul style="list-style-type: none"> • What factors make a civilization “continuous”? • Why does the Chinese system of writing hold such a special place in Chinese civilization and culture? • Has Confucianism had an overall positive impact on Chinese culture throughout the centuries? • Why did the Chinese respect and embrace the idea of an all powerful emperor and his dynasty? • Can Chinese philosophies such as Daoism and Chinese Buddhism allow for both individual and communal needs? • Why is it that a universal belief

<p>elaborate bureaucratic system had evolved in China, and a civil service examination for prospective officials had been established.</p> <ul style="list-style-type: none"> • From the 2nd century BCE onwards, China was actively linked to other parts of Asia and Europe via the silk routes, which resulted in a rich exchange of material goods and cultural influences including the spread of Buddhism to East Asia • Despite its majestic legacy, the Han Dynasty – like its Western counterpart the Roman Empire – would collapse, yet China would reconstitute itself. 	<p>system never took hold in China?</p> <ul style="list-style-type: none"> • Was the divide offered by the construction of the Great Wall more physical or psychological? • Can the cultural exchanges that took place along the Silk Routes be quantified in a way that the exchange of goods can be quantified?
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Expected Performances

What students should know and be able to do

Students will know the following:

- How the dynastic system took shape in China
- The fundamental precepts or teachings of Confucianism, Legalism and Daoism
- Examples of means by which Shi Huangdi, the “first emperor” sought to centralize government and administration
- How the Han Dynasty sought to make governance more effective and responsive to the needs of China’s citizens at the time
- The regions that the Silk Routes linked China to and the types of goods and ideas that were exchanged
- The difference between Mahayana and Theravada Buddhism

Students will be able to do the following:

- Contrast China’s pictographic writing system with a phonetic based system such as English, Arabic or Latin.
- Describe the concept known as the “mandate of heaven”, and apply it to the cycle of dynasties that spanned the imperial period.
- Interpret Confucian proverbs and argue whether Confucianism benefited Chinese society over time.
- Describe the relationship between Confucianism, Daoism and Buddhism as practiced in Chinese culture distinguish unique contributions by each philosophy on China.
- Describe the importance of the civil service examination in Chinese governance and society.
- Describe the importance of the Silk Routes in China’s history and interaction with other nations
- Conduct virtual (on-line) or actual museum research on ancient Chinese artifacts such as oracle bones and bronze vessels to make deductions about the past.
- Describe China’s evolving relationship with the steppe and particular pastoralists such as the Xiongnu.

Character Attributes	
<ul style="list-style-type: none"> • Respect • Compassion • Loyalty 	
Technology Competencies	
<ul style="list-style-type: none"> • ISTE 3C – Evaluate and select information sources and digital tools based on the appropriateness to specific tasks • RH.11-12.7 – Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. • RH.11-12.9 – Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. • NM K-8 Technology Plan – Students use a variety of technology resources for directed and independent learning. 	
Develop Teaching and Learning Plan	
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> • Teacher utilizes Socratic questioning techniques to facilitate student understanding of the philosophies that have taken hold in China • Teacher guides students through select readings on Confucianism, Daoism and Buddhism and prompts students to explore the role each played in shaping Chinese society • Teacher shows slides of the Great Wall and prompts students to consider the purpose, usefulness and symbolic value of the wall • Teacher shows students a map of the Silk Routes and images of various goods exchanged and asks students to consider the value of such goods in comparison to heavily sought after goods today • Teacher provides reading excerpts on the Silk Routes and arranges break out teams to examine sources independently • Students will present slides portraying various images of Buddha’s and Bodhisattvas and note distinguishing features 	<p>Learning Activities:</p> <ul style="list-style-type: none"> • Students will perform online research and analysis of Chinese artifacts including pictographs, jade and bronze pictographs and oracle bones from the early dynastic period. • Students will read an array of excerpts from Confucian and Daoist texts and offer multiple interpretations as to the meaning and value of the texts • Students will discuss the merits of Confucianism as a social philosophy and teaching tool. • Students will view portions of Zhang Yimou’s film <i>Hero</i>, a fictionalized account of the “first emperor’s” rule, and discuss the importance of the first emperor • Students will jigsaw a set of readings portraying movement and exchange of goods and ideas along the Silk Routes and share responses • Students will analyze slides portraying major figures in Mahayana Buddhism such as the bodhisattva Guan Yin. • Students will read an excerpt from

	<p><i>Journey to the West</i>, also known as The Monkey King, a Daoist tinged account of a Buddhist monk's journey along the silk routes to acquire sacred Buddhist scriptures.</p>
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Assessments	
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Performance Task(s)	Other Evidence
<p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p>
<p>Goal: Students will produce a skit based upon the Chinese classic <i>Journey to the West</i> or <i>Monkey</i>.</p> <p>Role: Actors and actresses</p> <p>Audience: Class</p> <p>Situation: A monk travels from China to India in search of Buddhist scriptures and a monkey in search of immortality accompanies him.</p> <p>Product or Performance: Scoring rubric for skits that measures collaboration, enrichment, authenticity, and research.</p> <p>Standards for Success: Accurate portrayal of the blending of Chinese philosophies and the Chinese perception of Heaven as a reflection of order on earth.</p>	<ul style="list-style-type: none"> • Reading quizzes from Arthur Waley's translation of <i>Monkey</i>. • Continued readings and check up quizzes from <i>Country Driving</i>, including chapters where the author is exploring sections of the Great Wall • Participation grades for "round table" discussions on China's philosophical teachings • Participation grades for mini-presentations on accounts of the Silk Routes.

Suggested Resources

<ul style="list-style-type: none"> • Ebrey, Patricia. <i>The Cambridge Illustrated History of China</i>. Cambridge, U.K. Cambridge University Press. 1996. Print. • <i>The Enduring Legacy of Ancient China</i>. Ed. Primary Source Inc. [Excerpts on Daoism, <i>The Dao De Jing</i>, trade and diffusion of cultures along the Silk Routes], Boston: Cheng and Tsui. 2006. Print. • <i>Hero</i>. Dir. Zhang Yimou Miramax Films. 2002. Film. • Morton, W. Scott and Charlton M. Lewis. <i>China: Its History and Culture</i> 4th Ed. New York: McGraw-Hill, 2005. Print. • Sizer, Nancy Faust. <i>China: Tradition and Change</i>. Ch. 1 "Confucius and the Chinese Family". New York: Longmen, 1991. Print. • Wu Ch'eng-en, Waley, Arthur. Trans. <i>Monkey</i>. New York: Grove Press, 1970. Print.
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New Milford Public Schools

Committee Member(s): Michael Abraham & Megan Dey Unit 4 – The Middle Imperial Period	Course/Subject: Chinese Studies Grade Level: 11/12 # of Weeks: 3 weeks
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> • RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. • RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. • RL.11-12.7: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) • RL.11-12.10: By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently. • RI.11-12.6: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. • RI.11-12.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • After centuries of fragmentation including the Three Kingdoms period, China would reconstitute itself as a state and empire • A major theme of the classic Ming novel <i>The Romance of the Three Kingdoms</i>, was the traditional and intense rivalry between Confucian trained officials and court appointed eunuchs. • The Tang and Song periods stand out as periods of Chinese greatness for political, cultural and economic reasons • Classical calligraphy, poetry and 	<ul style="list-style-type: none"> • Why is it that China – unlike Rome and others, reconstituted itself over and over again as a single state? • What lasting value do novels such as <i>Journey to the West</i> (“The Monkey King”), <i>Romance of the Three Kingdoms</i> and <i>Dream of the Red Chamber</i> have in China today? • Why did the mono-dimensional, mono-chromatic style of painting that reached its height under the Song remain the most popular way for artists to express themselves even after Europe’s Renaissance period?

<p>painting evolved into a distinctive style that drew upon Daoist and other cultural themes</p> <ul style="list-style-type: none"> • Chinese culture, more so than others, placed great value producing scholars. • Important cities emerged such as Changan, Kaifeng and Hangzhou. • The Song period was noted for scientific innovation and ingenuity. • During the Song period China experienced a Confucian revival that had a strong influence on gender roles and relations • Many of China's traditions and festivals such as the New Year's Festival and Autumn Festival took familiar shape during the Song era. • The Song Dynasty was beset with threats from the steppe, and in the 13th c. fell to the Mongols ushering in a period of Mongol rule known as the Yuan Period. 	<ul style="list-style-type: none"> • Why did Chinese culture and society place such high value on the scholarly tradition? • Why has Chinese culture continued to employ a five tone musical scale despite exposure to the eight tone scale? • Why are China's major festivals such as the New Year's festival, and traditions such as weddings and funerals so engrossing both emotionally and financially for China's people?
Expected Performances What students should know and be able to do	
<p>Students will know the following:</p> <ul style="list-style-type: none"> • Common characteristics of yueh-fu ballads and jinshi poetry • Common features of Chinese landscape paintings • Reasons for the collapse of the Tang and Song dynasties • Traditions that accompany the New Year's Festival, the Qing Ming Festival and the Autumn Festival <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> • Describe distinctive components of Chinese calligraphy, poetry and landscape painting. • Describe the importance of festivals in Chinese culture. • Describe the link between calligraphy, painting and literature in Chinese history. • Analyze a Chinese landscape painting. • Produce a Chinese landscape painting. • Describe traditional Chinese instruments. • Describe conditions in China on the eve of the Mongol conquest 	
Character Attributes	
<ul style="list-style-type: none"> • Cooperation 	

Technology Competencies

- ISTE 3C – Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
- RH.11-12.7 – Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- RI.11-12.7 – Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RH.11-12.9 – Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- NM K-8 – Technology Plan – Students create developmentally appropriate multi-media products

Develop Teaching and Learning Plan

Teaching Strategies:

- Teacher offers brief slide accompanied lecture describe the political breakdown and subsequent reunification from the fall of Han to the Sui
- Teacher will provide overview lecture of the An Lushan rebellion and lead students into discussion as to how it exemplifies major themes such as court intrigue and loss of the Heaven's Mandate – frequent themes in Chinese history and in *Romance of the Three Kingdoms*
- Teacher introduces students to techniques commonly utilized in traditional poetry and landscape painting of East Asia
- Teacher will provide slides and readings portraying major festivals in China
- Teacher will utilize map to point out the breakdown of Song China and the subsequent shift of the capital from Kaifeng to Hangzhou in the face of invasions from the steppe

Learning Activities:

- Students will read an excerpt from *Romance of the Three Kingdoms* describing the rivalry between eunuchs and officials
- Students will read and compare three yueh fu ballads - *The Story of Meng Jiang Nyu*, *Song of Everlasting Sorrow* and *The Ballad of Hua Mulan*.
- Students will analyze samples of *jinti shi*, also known as *haiku* and upon doing so and compose their own pieces.
- Students will analyze Fan Kuan's *Travelers Amidst Mountains and Streams* and Zhang Zeduan's *Along the River During Qing Ming Festival* and point out details and themes
- Students will visit the Metropolitan Museum of Art website and analyze landscape paintings from the Song, Ming and Qing eras.
- Students will sketch or paint isolated components of Chinese landscape paintings in order to gain an appreciation of the techniques and goals involved in this art.
- Students will complete readings describing observances of traditions and festivals
- Students will host a New Year's

	<p>celebration featuring common crafts and dishes</p> <ul style="list-style-type: none"> • Students will read an excerpt of Marco Polo's journals featuring his description of Hangzhou • Students will view Zhang Yimou's <i>The Road Home</i> which portrays funerary traditions in rural China.
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Assessments	
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Performance Task(s)	Other Evidence
<p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p>
<p>Goal: Students will complete a landscape painting incorporating elements of traditional Chinese art such as mountains, streams, pagodas as well as Chinese written characters.</p> <p>Role: Student as "scholar-gentleman" or poet - painter</p> <p>Audience: Peers and staff</p> <p>Situation: Student will perform online research of well known landscape paintings from the Metropolitan Museum of Art's collection of Chinese landscape paintings. After analysis and practice of independent strokes, students will produce their own landscape painting.</p> <p>Product or Performance: Students will produce a landscape painting that adheres to features and details that characterize landscape paintings from the imperial era.</p> <p>Standards for Success: Specific rubric for landscape painting.</p>	<ul style="list-style-type: none"> • Students will complete reading quizzes assessing readings of Hessler's account of the Chinese New Year in <i>Rivertown</i> and his description of village life in China in <i>Country Driving</i>. • Discussion and evaluation of the film <i>The Road Home</i>.

Suggested Resources

<ul style="list-style-type: none"> • <i>Along the River During Qing Ming Festival</i> painting by Zhang Zeduan. <i>Asia for Educators</i>. www.afe.easia.columbia.edu. Web. • Chen, Shou-Yi <i>Chinese Literature</i>. New York: Ronald Press Co. 1961. Print. • Ebrey, Patricia. <i>The Cambridge Illustrated History of China</i>. [Includes painting. Fan Kuan's <i>Travelers Amidst Mountains and Streams</i>] Cambridge, U.K. Cambridge University Press. 1996. Print.
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- Ebrey, Patricia. *Chinese Civilization: A Source Book*. The Free Press: 1993. Print.
- *The Enduring Legacy of Ancient China*. Ed. Primary Source Inc. [This source contains primary source documents relating to Chinese poetry, Chinese festivals, calligraphy, painting and more], Boston: Cheng and Tsui. 2006. Print.
- Gernet, Jacques. *Daily Life in China on the Eve of the Mongol Invasion*. Stanford University Press. 1962. Print.
- Guanzhong, Luo. *Romance of the Three Kingdoms*. Vol. 1. Create Space Independent Publishing. 2014 edition. Print.
- Hessler, Peter. *Rivertown: Two Years on the Yangtze*. Ch. 10 "Chinese New Year". New York. Harper Perennial: 2002. Print.
- "Landscape Painting in Chinese Art." *The Metropolitan Museum of Art's Heilbrunn Timeline of Art History*. www.metmuseum.org. Website.
- *The Online Museum Resources on Asian Art* - afemuseums.easia.columbia.edu/ Website.
- Morton, W. Scott and Charlton M. Lewis. *China: Its History and Culture* 4th Ed. New York: McGraw-Hill, 2005. Print.
- "The Song Dynasty in China." *Asia for Educators*. Columbia University. 22 May 2012.[Includes an overview of Chinese inventions and ingenuity during the Imperial Period.] Web.
- "Song and Yuan Dynasty Painting and Calligraphy." *Freer/ Sackler: The Smithsonian Museum's of Asian Art*. The Smithsonian Institution. 22 May 2012. Web.
- Strayer, Robert. Ways of the World. Document. *The Travels of Marco Polo*. Bedford Martins. Boston. 2014. Print.
- Zhang Yimou. Director. *The Road Home*. Columbia Pictures. 2000. *Film*

New Milford Public Schools

Committee Member(s): Michael Abraham & Megan Dey Unit 5 – The Late Imperial Period	Course/Subject: Chinese Studies Grade Level: 11/12 # of Weeks: 3 weeks
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> • RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. • RH.11-12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. • RH.11-12.8: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. • RH.11-12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. • RI.11-12.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. • RI.11-12.6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • The Mongols and other steppe peoples were a significant part of the cultural and political landscape of east Asia • While the peoples of the steppe were a continuous concern for China, their lifestyle and means of sustenance were highly respected • The Mongol conquest of China was part of a brief period of Mongol unity and greatness but devastating at the time for China • The Ming dynasty sought to reestablish Chinese hegemony and control of China and to reestablish Chinese modicum of governance • The Ming experienced a brief moment of greatness which 	<ul style="list-style-type: none"> • Are agricultural societies inherently superior to pastoral societies? • Did the Ming err by halting the great 15th century voyages of discovery? • Was the westward expansion of China under the Qing government China's own manifest destiny? • Does a nation have a right to determine its own pace of progress and borrow selectively from outsiders? • Do nations have the right to regulate trade and sharing of their resources with outsiders? • Was the collapse of dynastic rule in China part of a natural progression?

<p>witnessed oceanic voyages on an unprecedented scale in world history, the construction of the Forbidden City and the expansion of the Great Wall.</p> <ul style="list-style-type: none"> • For centuries, China sought to oversee the political and economic relationships of East Asia through the tributary system • China's last dynasty, the Qing while non-Chinese ethnically, perfected the art of Chinese governance early on yet over time deteriorated resulting in the end of dynastic rule. • China and Europe shared different world views particularly over the idea of free trade which resulted in the Opium Wars. • The Opium Wars have come to signify the demise of Chinese dominion and a shift in world power from east to west • The demise of dynastic China was ultimately due to both internal and external factors 	
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Expected Performances

What students should know and be able to do

Students will know the following:

- The means by which the Mongols sought to govern China
- The accomplishments of the Ming period
- The size and number of ships involved in the Ming expeditions
- The new territories incorporated into the Qing, or Manchu state
- The causes and consequences of the Opium Wars

Students will be able to do the following:

- Contrast the lifestyles of the pastoral nomads that bordered China with the sedentary culture that evolved in China.
- Describe Ming achievements in architecture and naval exploration.
- Argue whether the East or West was to blame for the onset of the Opium Wars and Boxer Rebellion.
- Contrast China's position on free trade with that of Britain at the time of the Opium Wars.
- Argue whether Britain or China was more responsible for the outbreak of the Opium Wars, and describe the importance of the Opium Wars in Chinese and world history.
- Describe and assess late 19th century efforts to preserve Qing rule.

Character Attributes	
<ul style="list-style-type: none"> • Citizenship • Loyalty 	
Technology Competencies	
<ul style="list-style-type: none"> • ISTE 3C – Evaluate and select information sources and digital tools based on the appropriateness to specific tasks • RH.11-12.7 – Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. • RI.11-12.7 – Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. • RH.11-12.9 – Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. • NM K-8 – Technology Plan – Students use a variety of technology resources for directed and independent learning. 	
Develop Teaching and Learning Plan	
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> • Teacher provides overview of the means of life of steppe peoples and the rise of the Mongol empire • Teacher shows slides portraying landmark achievements of the Ming era including construction of the Forbidden City, expansion of the Great Wall and the size and technology of the Ming treasure ships • Teacher provides a skit on the 1793 encounter between Britain’s Lord Macartney and the Chinese emperor Qianlong and instructions for student skit on the encounter. • Teacher leads discussion of document portraying the position of both Britain and China during the Opium Wars. • Teacher leads discussion contrasting the immigrant experience faced by Chinese in America in the late 19th/early 20th centuries with those of other immigrant groups 	<p>Learning Activities:</p> <ul style="list-style-type: none"> • Students will read passages from the anonymous work <i>The Secret History of the Mongols</i>. • Students will jigsaw reading passages describing facets of the famous Ming voyages of the early 15th century. • Students will reenact the 1793 encounter between Britain’s Lord Macartney and the Chinese emperor Qianlong. • Students will jigsaw R.G. Tiedeman’s account of the opium wars – <i>Chasing the Dragon</i> and debate whether Britain or China bore greater responsibility for the outbreak of war • Students will read an excerpt of <i>Six Records on a Floating Life</i> by Shen Fu which provides a caricature of the life of a couple that was very unconventional by the standards of the day. • Students will read Biography of A Chinaman by Lee Chew, an immigrant to the U.S. in the early 20th century.

Assessments	
Performance Task(s)	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: To produce a cultural presentation in a choice of mediums which involves synthesizing information from different sources?</p> <p>Role: Produce and presenter</p> <p>Audience: Class</p> <p>Product or Performance: Slide presentation, Mini-poster, three dimensional model</p> <p>Standards for Success: Department presentation rubric measuring research, presentation, enrichment and documentation</p>	<ul style="list-style-type: none"> • Students will receive a participation grade on the Opium Wars debate. • Reading quizzes on Peter Hessler's portrayal of the Mongol peoples in <i>Country Driving</i>.
Suggested Resources	
<ul style="list-style-type: none"> • Cheng, Pei-Kai and Michael Lestz and Jonathan D. Spence, Ed. <i>The Search for Modern China: A Documentary Collection</i>. Norton. New York. 1999. Print. • <i>The Enduring Legacy of Ancient China</i>. Ed. Primary Source Inc. Boston: Cheng and Tsui. 2006. Print. • Gronewald, Dr. Sue. "The Ming Voyages: A Teaching Unit. <i>Asia for Educators</i>. Columbia University. 2005. Web. 22 May 2012. Print. • Hessler, Peter. <i>Country Driving: A Chinese Road Trip</i>. Harper Perennial. 2010. Print. • Kahn, Paul. Ed. <i>The Secret History of the Mongols: The Origin of Chingis Khan</i>. Boston: Cheng & Tsui. 1998. Print. • Menzies, Gavin. <i>1421: The Year the China Discovered America</i>. Harper Collins. New York. 2002. Print. • "The Mongols in World History." <i>Asia for Educators</i>. Columbia University. n.d. 22 May 2012. Web. • "Living in the Chinese Cosmos: Understanding Chinese Religion in the Late Qing Dynasty." <i>Asia for Educators</i>. Columbia University. n.d. 22 May 2012. Web. • Morton, W. Scott and Charlton M. Lewis. <i>China: Its History and Culture</i> 4th Ed. New York: McGraw-Hill, 2005. Print. • Shen Fu. <i>Six Records on a Floating Life</i>. Penguin Books. England. 1993. Print. • Spence, Jonathan D. 2nd Edition. <i>The Search for Modern China</i>. Norton. New York. 1999. Print. • Strayer, Robert. Ways of the World. Doc. "Epitaph for the Honorable Menggu". Bedford St. Martin's. 2014. Print. 	

- Tiedemann. R.G. "Chasing the Dragon: A Retrospective Look at the Opium Wars". *China Now*. Volume 132. Winter 1989/1990. Print.
- "Two Edicts From the Qianlong Emperor, on the Occasion of Lord Macartney's Mission to China, Sept. 1793. *Asia for Educators*. Columbia University. n.d. 22 May 2012. Web.

New Milford Public Schools

Committee Member(s): Michael Abraham/ Megan Dey Unit 6 – The 20 th Struggle for Modern China	Course/Subject: Chinese Studies Grade Level: 11/12 # of Weeks: 4 weeks
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> • RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. • .RH.11-12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. • RH.11-12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. • RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. • RL.11-12.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). • RI.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. • RI.11-12.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. • RI.11-12.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • The new republic that supplanted the dynastic system was beset by challenges from the beginning and ultimately failed • The writing of New Culture authors such as Lu Xun, Ba Jin and Ding Ling shed light on the pervasive poverty, class intransigence and patriarchal nature of Chinese society. 	<ul style="list-style-type: none"> • Why did the early Chinese republic give way to communism in China? • Why did subsequent generations of Chinese refer to 1949 as “liberation”? • Ultimately, what factors allowed Mao Zedong and the Red Army to succeed in the takeover of China? • In what ways were the Great Leap Forward and the Cultural Revolution

- The Chinese Long March was a pivotal moment in modern Chinese history as well as a source of heroic legacy.
- China was occupied and experience severe devastation in the Second World War
- The communist revolution brought about radical changes for China's society.
- The period known as the Great Leap Forward resulted in severe hardship and famine-like conditions in many parts of China
- The political and social objectives pursued by Mao Zedong climaxed with the chaos of the Cultural Revolution.

- highly nationalistic periods?
- In light of the excesses that occurred during the Cultural Revolution, how might one explain the ongoing support of Mao and the Communist Party particularly by young people who joined the Red Guard?
 - How might Mao's purge in China compare with other well-known purges in history?
 - Did the U.S. make a sound decision by recognizing Taiwan as the legitimate government of the Chinese people in 1949?

Expected Performances

What students should know and be able to do

Students will know the following:

- Students will know key steps in the Communist consolidation of power in China.
- Students will know the difference between communism and capitalism.
- Students will know key economic and social objectives of the Chinese Communist Party including the Four Olds, Three Anti's and Redistribution policies.
- Students will know the reasons for the calamity brought upon by the Great Leap Forward
- Students will know the motives behind the launching of the Great Proletarian Cultural Revolution

Students will be able to do the following:

- Explain the reasons for the failure of the Nationalist government.
- Explain how early 20th century writers Lu Xun and Ding Ling, helped shape 20th century social change in China.
- Articulate the importance of the Long March in modern Chinese history.
- Describe the impact of Japan's occupation of eastern China.
- Explain the reasons for the subsequent success of Mao and the Red Army.
- Argue whether the U.S. made a good decision by recognizing Taiwan rather than the People's Republic of China in 1949.
- Discuss the impact of Mao Zedong's rule of China.
- Read and analyze Jung Chang's *Wild Swans*.
- Trace the rise of Mao Zedong and the Communist Party.
- Describe the impact of World War II on China
- Portray and assess economic and social changes brought upon by Mao and the Communists.

- Explain why the Cultural Revolution is regarded by many as the most tumultuous time period in Chinese history.
- Read and assess a memoir of a former Red Guard.
- Describe the major political changes faced by China during the 20th century.
- Explain why the Chinese Long March was a pivotal moment in modern Chinese history.
- Trace Japan’s expansion throughout China and other parts of Asia during the Second World War
- Describe radical changes brought upon for China’s society by the communist revolution.
- Explain why the Great Leap Forward resulted in severe hardship and famine-like conditions in many parts of China
- Rationalize how the political and social objectives pursued by Mao Zedong climaxed in the chaos of the Cultural Revolution.

Character Attributes

- Perseverance
- Loyalty

Technology Competencies

- ISTE 3C – Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
- RH.11-12.7 – Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- RI.11-12.7 – Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RH.11-12.9 – Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- NM K-8 Technology Plan – Students create developmentally appropriate multi-media products

Develop Teaching and Learning Plan

Teaching Strategies:

- Teacher will provide a timeline of the major political events that occurred in China from the turn of the 20th century.
- Teacher will provide different accounts of China’s Long March.
- Teacher will introduce documents associated with the Chinese Civil War, the Communist takeover of China, The Great Leap Forward and the Cultural Revolution.

Learning Activities:

- Students will read Jung Chang’s Wild Swans. Ch. 1 “Three Inch Golden Lilies,” Ch. 2 “Concubine to a Warlord General,” Ch. 3 “They’ all Say What a Happy Place Manchukuo is” for a portrayal of early 20th century China.
- Students will read Jung Chang’s Wild Swans. Ch. 6 “Talking About Love”, Ch. 7 “Going through the Five Mountain Passes”, Ch. 9 “When a Man Gets Power even his

- Teacher will guide students through Jung Chung's memoir *Wild Swans*.
- Teacher will assist student efforts to produce a play comprised of different skits highlighting the communist takeover of China.
- Teacher will use the film *To Live* in order to portray the major events that accompanied the communist takeover of China.

Chickens and Dogs Rise to Heaven" for a portrayal of the Communist takeover of China.

- Students will read Jung Chang's *Wild Swans*. Ch. 11 "After the Anti-Rightist Campaign, No one Dares Open Their Mouth," Ch. 12 "Capable Women Can Make a Meal Without Food", Ch. 14 "Father is Close, Mother is Close, But Neither is as Close as Chairman Mao". And Ch. 15 "Destroy first and Construction will Look After Itself" for a portrayal of the Communist reshaping of China
- Students will read Jung Chang's *Wild Swans*. Ch. 11 "After the Anti-Rightist Campaign, No one Dares Open Their Mouth," Ch. 12 "Capable Women Can Make a Meal Without Food", Ch. 14 "Father is Close, Mother is Close, But Neither is as Close as Chairman Mao". And Ch. 15 "Destroy first and Construction will Look After Itself" for a portrayal of the Communist reshaping of China.
- Students will form panels and jigsaw chapters, 16, 17, 19, 22 and 20 in Jung Chang's *Wild Swans* and address the question of why so many of China's citizens went along with the Cultural Revolution campaign.
- The text *China's Son* may serve as an alternate reading or accommodation for some students
- Students will create a panel and present accounts of individual victims of the Cultural Revolution from Philip Pan's narrative *Out of Mao's Shadow*.
- Students will role-play critical events associated with the Communist takeover of China.
- Students will view Zhang Yimou's 1994 film *To Live*.

Assessments	
Performance Task(s)	Other Evidence
<p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p>
<p>Goal: Students will portray the major events that accompanied the rise of communist power in China.</p> <p>Role: Actors and actresses.</p> <p>Audience: Teacher and fellow students.</p> <p>Situation: Student will role-play skits portraying the Chinese Civil War, Liberation, The Great Leap Forward and The Cultural Revolution.</p> <p>Product or Performance: Final skit.</p> <p>Standards for Success: Rubric for skits and role-plays</p>	<ul style="list-style-type: none"> • Students will receive quiz grades on <i>Wild Swans</i> readings. • Students will receive an oral presentation grade for their presentation on life stories of Chinese citizens during the Cultural Revolution as retold in <i>Out of Mao's Shadow</i>. • Students will write an essay review of the film <i>To Live</i>.
Suggested Resources	
<ul style="list-style-type: none"> • <i>Balzac and the Little Chinese Seamstress</i>. Sijie Dai. First Run Features. 2005. Film. • Chen, Da. <i>China's Son</i>. New York: Random House. 2000: Print. • Chang, Jung. <i>Wild Swans: Three Daughters of China</i>. New York: Touchstone, 2003. Print. • <i>China in the World: A History Since 1644</i>. Primary Source, Inc. Cheng and Tsui. Boston. 2009. Print. Excerpts of New Culture writers Ba Jin, Lu Xun, Ding Ling and Lao She including the following: <ul style="list-style-type: none"> ○ "My Old Home" - Lu Xun (Portrayal of differing social classes in early 20th century China) ○ "Family"- Ba Jin (Portrayal of filial expectations for family members in early 20th century China) ○ "Rickshaw" by Lao She (Portrayal of the hard life of a rickshaw operator) ○ "Growing Up Female" by Li Xiuwen (Account of early 20th cent. problems facing women) ○ Two Accounts of Village Life – Accounts of village life by Fei Xiatong and Li Xiuwen ○ The Long March – "The Bridge of Iron Chains" by Yang Zhengwu ○ "The Great Snowy Mountains" Anonymous source ○ "New Faith" by Ding Ling - Account of Japanese massacre in Nanjing • <i>Not One Less</i>. Dir. Zhang Yimou Sony Pictures. 2000. Film. • "The Long March: 1934-36." <i>Asia for Educators</i>. Columbia University. 23 May 2012. Web. 	

- *The Metropolitan Museum of Art: Hellbrunn Timeline of Art History – “The Art of Tibet.”* The Metropolitan Museum of Art. 2000 – 2012. Web. 17 May 2012.
- *To Live.* Dir. Zhang Yimou Metro-Goldwyn Mayer Studios. 1994. Film.
- Morton, W. Scott and Charlton M. Lewis. *China: Its History and Culture* 4th Ed. New York: McGraw-Hill, 2005. Print.
- Pan. Philip P. *Out of Mao’s Shadow: The Struggle for the Soul of a New China.* New York: Simon and Schuster, 2008. Print.
- Spence, Jonathan D. 2nd Edition. *The Search for Modern China.* Norton. New York. 1999. Print.

New Milford Public Schools

Committee Member(s): Michael Abraham & Megan Dey Unit 7 – China in the Reform Era	Course/Subject: Chinese Studies Grade Level: 11/12 # of Weeks: 4
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> • RH.11-12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. • RH.11-12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. • RH.11-12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. • RL.11-12.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). • RI.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. • RI.11-12.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. • RI.11-12.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • The post-Mao period witnessed a series of capitalist type reforms that resulted in the economic resurgence of China. • China's economic resurgence has been accompanied by industrialization and Westernization, and has posed challenges to tradition and questions concerning sustainable development. • The Reform Era has witnessed tremendous demographic and social change especially the large- 	<ul style="list-style-type: none"> • Was a shift toward capitalism inevitable for China? • Are rural-urban stereotypes and biases a part of all societies? • Is China's citizenry capable of achieving a greater level of human rights in the face of a seemingly entrenched government? • Do individual human rights take precedence over the well being of the group? • Does a national focus on consumerism jeopardize other societal qualities such as

<p>scale rural to urban migration of Chinese.</p> <ul style="list-style-type: none"> • The Chinese Communist Party's record on human rights has been an issue of concern in China's relationship with the international community. • The 1989 Tiananmen Square protests served as a watershed mark in late 20th century Chinese history • Political tensions over Tibet, Xinjiang and Taiwan have been an issue of international concern. • China is a permanent member of the UN Security Council and an increasingly player on critical issues facing the international community such as the proliferation of nuclear weapons. 	<p>humanitarianism?</p> <ul style="list-style-type: none"> • Will China be able to control the pace of political reform in an era of wireless communication? • Should China maintain its population control policy? • Should China place environmental health at a higher premium than economic prowess? • Should China continue to pursue large-scale developmental and engineering projects such as the Three Gorges Dam and North-South Water Diversion Project? • Will China – on its present course – achieve superpower status? • Should China's trade partners pressure China into more political reform? • Is the West capable of viewing China through unbiased eyes, particularly on geopolitical matters?
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Expected Performances

What students should know and be able to do

Students will know the following:

- The difference between communism and capitalism.
- The causes and consequences of China's 1989 Tiananmen Square protests.
- The major issues and challenges posed by China's "floating population", or migrant laborers.
- The reasons that China enacted its population policy in 1978.

Students will be able to:

- Describe the series of capitalist type reforms that occurred during the post-Mao period and resulted in the economic resurgence of China.
- Assess the level of industrialization and Westernization that has accompanied China's economic resurgence and speculate whether China's development can be sustainable in terms of natural resources and environmental concerns.
- Evaluate the Chinese Communist Party's record on human rights in light of Western standards and its own standards.
- Describe the forces that catapulted the 1989 Tiananmen Square protests and explain the importance of these protests on modern Chinese history
- Advocate policy options that address China's political concerns in Tibet and Taiwan.
- Cite and describe common differences between the People's Republic of China and other major world powers in forums such as the UN Security Council and General Assembly.
- Describe the importance of the Dalai Lama in Tibetan society.

- Describe the political situation between Tibet (Xizang) and China.
- Describe the political situation between Xinjiang and China.
- Predict political changes that may affect China’s stability or position as a global power.

Character Attributes

- Citizenship

Technology Competencies

- ISTE 3C – Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
- RH.11-12.7 – Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- RI.11-12.7 – Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RH.11-12.9 – Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources
- NM K-8 Technology Plan – Students use a variety of technology resources for directed and independent learning.

Develop Teaching and Learning Plan

Teaching Strategies:

- Teacher will provide slide assisted overview of major changes accompanying the Reform Era.
- Teacher will provide different accounts of the 1989 Tiananmen Square protests.
- Teacher will lead discussion of chapter readings in Country Driving that describe unit pertinent topics such as the rural-urban divide, the establishment of overnight cities, migrant laborers, and life for factory workers in China’s Special Economic Zones.
- Teacher will help students create an Oprah-style talk show in which a host or hostess interviews “Chinese citizens” from different walks of Chinese life who describe changes accompanying the Reform Period.
- Teacher will provide an overview of Sino-Tibetan relations.

Learning Activities:

- Students will perform case studies of different aspects of the impact of China’s quest to modernize including industrialization, Westernization, compromise of tradition, environmental impact.
- Students will read multiple accounts of the 1989 Tiananmen Square protests.
- Students will contrast and debate the Western notion of the primacy of individual rights with China’s self-proclamation of emphasis on collective rights.
- Students will complete readings in Country Driving, that portray migrant labor issues, rural-urban relations in China and challenges associated with development in China.
- Students will stage a “four-corner”, or multi-stance debate on how to resolve political disputes over Tibet

	<p>and Taiwan.</p> <ul style="list-style-type: none"> • Students will debate the merits of China's population control policy. • Students will role-play citizens of China with various interests in other developmental projects or ecological concerns. • Assess the benefits versus the costs of large-scale developmental projects such as the Three Gorges Dam and North-South water diversion project. • Students will watch the film Kundun.
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Assessments	
Performance Task(s) Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Other Evidence Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: Students will produce an independent research paper pertaining to modern China.</p> <p>Role: Writer</p> <p>Audience: Teacher</p> <p>Situation: Addressing of issues facing modern China</p> <p>Product or Performance: Edited position paper in MLA format.</p> <p>Standards for Success: Students will meet standards of Social Studies Dept rubric measuring research, provision of fundamental information, enrichment and analysis and appropriate documentation.</p>	<ul style="list-style-type: none"> • Quizzes on Country Driving • Participation for role-play on Modern China talk show • Performance in debate on resolving Sino-Tibet issues

Suggested Resources

- *Beijing Review: China's National English News Weekly*. 22 May 2012. Web.
- *China in the World*. Cheng and Tsui. Co. 2008. Print.
- Hessler, Peter. *Country Driving: A Chinese Road Trip*. New York: Harper Perennial, 2010. Print.
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- *If You Are the One*. Feng, Xiogang. Dir. 2008. Film.
- Johnson, Ian. Director and Author. "China's Great Uprooting: Moving 250 Million to Cities". The New York Times Video. June 13, 2015. Print and Film.
- *Last Train Home*. Fan, Lixian. Dir. (2009) Film.
- Mishra, Pankaj. "The Restless Children of the Dalai Lama". *The New York Times*. December 18, 2005. Print.
- *Not One Less*. Zhang Yimou. Director. Sony Pictures. 1999. Film.
- Pan. Philip P. *Out of Mao's Shadow: The Struggle for the Soul of a New China*. Simon and Schuster. New York. 2008. Print.
- *Please Vote for Me* 2007. Chen, Weijun. Dir. Film.
- "The Tank Man." PBS Frontline. 11 April. 2006. WGBH Education Foundation. 2012. 17 May 2012. Web.
- Tianbi, Qiao. "Dynamic Xinjiang". *China Today*. October 2005. Print.
- *Young and Restless in China*. PBS Frontline. 17 June. 2008. Web.
- Zhang Xueying. "What has the Qinghai- Tibet Railway Brought to China?" *China Today*. October 2006. Excerpts 1-3. Print.