



CHINA ON THE WORLD STAGE



A RESOURCE PACKET FOR EDUCATORS

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TABLE OF CONTENTS

1

Introducing the Speakers	2
Country Profile	3
Map and Geography	4
History.....	5
Government	6
Key Political Leaders.....	8
Economy and Trade.....	9
Foreign Relations.....	13
Environment	15
Science and Technology.....	17
Chinese Culture.....	18
Literature.....	20
News Sources.....	22
Local Organizations.....	23

USING THIS RESOURCE GUIDE

NOTE: Many of these descriptions were excerpted directly from the source website.



RECOMMENDED RESOURCE



VISUAL MEDIA



LESSON PLAN



STEM RESOURCE



AUDIO



ENGLISH/LANGUAGE ARTS



CHARTS AND GRAPHS



GLOBAL CLASSROOM WANTS TO KNOW HOW YOU HAVE USED THIS RESOURCE PACKET IN YOUR CLASSROOM! EMAIL GCSTAFF@WORLD-AFFAIRS.ORG TO TELL US YOUR STORY.

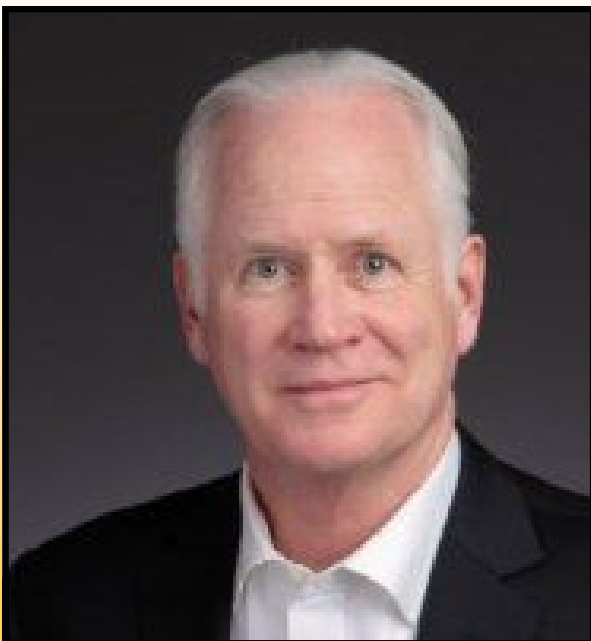


David Bachman

David Bachman is the Henry M. Jackson Professor of International Studies. He was chair of the China Studies Program from 1992-2003 and the Associate Director of the Jackson School from 2001-2010. His research and teaching interests are Chinese Domestic and Foreign Policy, International Political Economy, Asian Politics, International Relations, and U.S.-China Relations.



http://misti.mit.edu/sites/default/files/china_student.png



Dennis Bracy

Dennis Bracy is the CEO of the US-China Clean Energy Forum, Chair and CEO of Avatar Studios and part of the Executive Committee for US-China Clean Energy Research Center. Over the past 20 years, Dennis Bracy has served as a key advisor to Senators, Governors and Member of Congress and is considered a leading strategist on political and public affairs. As Chairman of Avatar Studios, a company that produces TV programs for clients all around the world, Mr. Bracy and his team developed the first prime-time television co-produced by foreigners in China in the early 1990s. He continues to produce several documentaries and videos in China every year.

COUNTRY PROFILE

3

FAST FACTS

Government: Communist State

Population: 1,367,485,388 (July 2015)

Capital City: Beijing; population 10,849,000

Area: 9,596,960 square kilometers

China is the fourth largest country in the world by size.

Languages: Standard Chinese (Mandarin), Cantonese, Shanghainese, Minbei, Minnan (Hokkien-Taiwanese), minority languages

Religion: Buddhist (18.2%), Christian (5.1%), Muslim (1.8%), Chinese-Folk Religions (21.9%), unaffiliated (52.2%)

Currency: Yuan (also referred to as Renminbi, RMB)



<https://www.cia.gov/library/publications/the-world-factbook/geos/ch.html>

<http://www.futuresforextrading.com/renminbi/history.html>



<http://www.worldatlas.com/webimage/flags/countrys/asia/china.htm>

The red of the Chinese flag symbolizes the communist revolution. The large gold star represents communism, while the four smaller stars represent the four social classes of the people. These four social classes of the people are: aristocrats, farmers, artisans, and merchants.

Background:

For centuries China stood as a leading civilization, outpacing the rest of the world in the arts and sciences, but in the 19th and early 20th centuries, the country was beset by civil unrest, major famines, military defeats, and foreign occupation. After WWII, the communists under Mao Zedong established an autocratic socialist system that, while ensuring China's sovereignty, imposed strict controls over everyday life and cost the lives of tens of millions of people. After 1978, Mao's successor, Deng Xiaoping and other leaders focused on market-oriented economic development and by 2000 output had quadrupled. For much of the population, living standards have improved dramatically and room for personal choice has expanded, yet political controls remain tight. Since the early 1990s, China has increased its global outreach and participation in international organizations.

<https://www.cia.gov/library/publications/the-world-factbook/geos/ch.html>

MAP AND GEOGRAPHY

4

National Geographic: China Facts

<http://travel.nationalgeographic.com/travel/countries/china-facts/>

China's geography causes an uneven population distribution; 94% live in the eastern third of the country. Shandong province, with its mild coastal climate, has more than 90 million people, but the area bordering Nepal, with its harsh mountain plateau climate, has less than 3 million people. The coastal regions are the most economically developed—acting as a magnet for an estimated 150 million Chinese migrants from the poor rural interior. Since 2008, this figure has grown by an estimated 10 million Chinese people each year.



http://www.graphatlas.com/china_map_capital_of_province_town_size.gif



East China in Geographic Perspective: Lesson Plans

http://afe.easia.columbia.edu/geography/lesson_plan.html

This searchable site created by Columbia University, includes many curriculum resources focusing on China. It offers a vast array of free teaching materials.

Chinese Geography: Readings and Maps

<http://afe.easia.columbia.edu/china/geog/maps.htm>

This unit begins with a set of maps and then divides discussion of China's geography into four topical areas. The discussion refers to the maps and other visuals imbedded in the text.

World Atlas: China

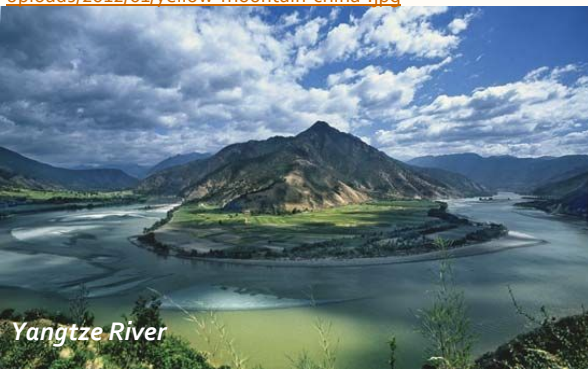
<http://www.worldatlas.com/webimage/countrys/asia/china/cnland.htm>

This website provides a brief description of the geography in China, including mountains deserts, and rivers. There are also multiple links to learn more about the specific regions and provinces.



Yellow Mountain, Mt. Huangshan

<http://www.tourist-destinations.com/wp-content/uploads/2012/01/yellow-mountain-china-.jpg>



Yangtze River

<http://media-2.web.britannica.com/eb-media/42/96642-004-54E32299.jpg>



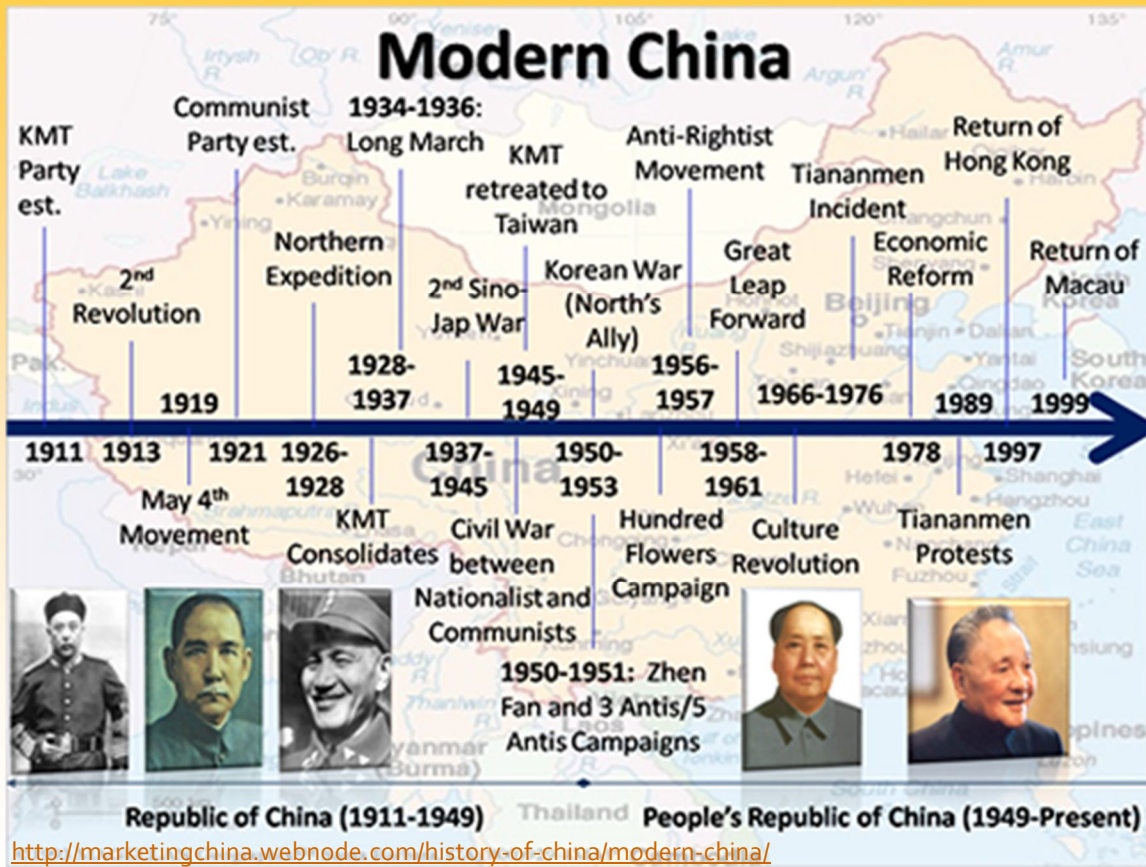
Fertile Plain

<http://images.china.cn/images1/200801/417967.jpg>



Area Comparison between the United States and China

<https://www.cia.gov/library/publications/the-world-factbook/geos/ch.html>



China Profile-Timeline

<http://www.bbc.com/news/world-asia-pacific-13017882>

This timeline spans from 1700BC- November 2015, and covers major events in China's history and present.

Timeline of Chinese History and Dynasties

http://afe.easia.columbia.edu/timelines/china_timeline.htm

Includes a short timeline of all of the dynasties as well as an annotated timeline, marking the significant events and summary of the time. A song to remember the order of the dynasties is also included.

China: The Influence of History

<http://thedi diplomat.com/2015/01/china-the-influence-of-history/>

How does history influence Chinese thought and behavior today?

Early Imperial China

<http://www.earlyimperialchina.co.uk/room.html>

This website is an interactive page with various objects to click on to learn more about imperial China.

Cultural Revolution: Chinese political movement

<http://www.britannica.com/event/Cultural-Revolution>

To renew the spirit of the Chinese Revolution, and fearing that China would develop along the lines of the Soviet model, Chairman Mao threw China's cities into turmoil in a monumental effort to reverse the historic processes underway.

The Bloody History of China-CIA Cold War Documentary on a Communist Empire (1967)

<https://www.youtube.com/watch?v=uTksmlZoFPO>

The original title of this film is "China: The Roots of Madness." This film is a 1967 Cold War era, made-for-TV documentary film produced by David L. Wolper. The film won an Emmy Award within the documentary category.

Chinese Cultural Studies: Concise Political History of China

<http://acc6.its.brooklyn.cuny.edu/~phalsall/texts/chinhist.html>



The China History Podcasts

<http://chinahistorypodcast.com/>

An archive of podcasts covering various topics regarding Chinese history. Each episode provides a summary of the podcast with important terms and definitions. Episodes are about 50 minutes.

5,000 Years of History

<http://www.sacu.org/historysurvey.html>

Perceptions of Chinese history and attitudes to teaching history in China. This article is taken from SACU's "China in Focus" magazine.



History And Maps: Chinese Dynasty Guide

<http://archive.artsmia.org/art-of-asia/history/chinese-dynasty-guide.cfm>

This guide provides a timeline of the dynasties with videos and pictures to help illustrate the culture of the time as well as its historical significance and contributions.



2,000 Years of Chinese History! The Mandate of Heaven and Confucius: World History #7 (12 mins)

<https://www.youtube.com/watch?v=yIWORYToTo4&feature=youtu.be>

A brief introduction to all the dynasties in Chinese history, and an introduction to Confucius and the Confucian emphasis on filial piety, the role the mandate of heaven played in organizing China, and how China became the first modern state.



Teaching about China's Political System: A Professional Development Seminar for Secondary Teachers

<http://www.colorado.edu/cas/tea/ncta/registration-china-govt.html>

This seminar will take place January 25–May 2, 2016. Participation is free and educators will receive a Certificate of Completion for 25 hours of learning. It was co-developed by political scientists and AP Comparative Government teachers. This 25-hour NCTA seminar addresses instructional objectives of the AP Comparative Government course and provides essential background to all teachers who cover contemporary China in their courses. Materials and completion award will be provided.

***Note Registration is closed for the Winter-Spring 2016 courses. Check back in August for fall online courses**

How Does China's Government Work? (02:32)

<https://www.youtube.com/watch?v=fgorgfmA6po>



China has operated under a single political party since the birth of Communist China. So, how does China's government operate?

What is Communism?

https://www.youtube.com/watch?v=qElx_EyTTKA



What exactly is communism, how does it differ from socialism, and how have different nations implemented communism?

The Concise Encyclopedia of Economics COMMUNISM

<http://www.econlib.org/library/Enc/Communism.html>

An economic breakdown and explanation about the differences in socialism and communism.



China's Political Institutions and Leaders in Charts

<https://www.fas.org/sgp/crs/row/R43303.pdf>

A detailed document that has overviews for every branch/office of China's government. This document has a number of infographics that would be helpful when paired with some context and description.

Chinese Democracy Isn't Inevitable (05/29/15)

<http://www.theatlantic.com/international/archive/2015/05/chinese-democracy-isnt-inevitable/394325/>

Can a political system be democratically legitimate without being democratic?

A Tale of Two Political Systems: TedTalk

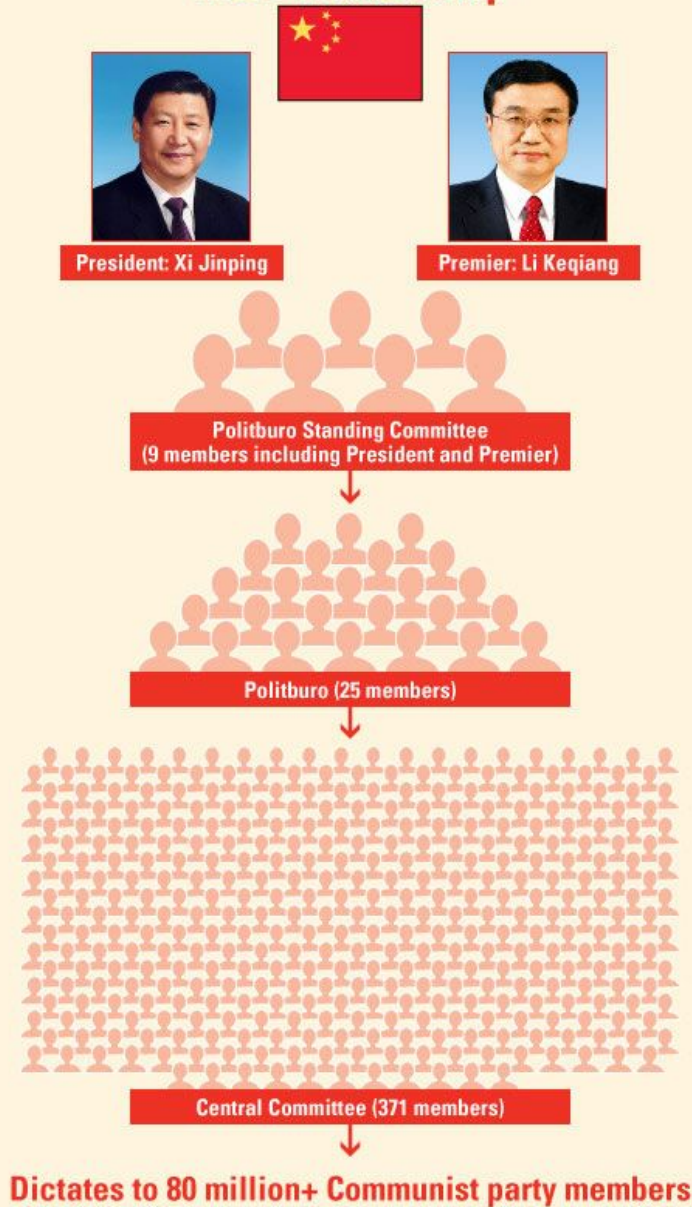
https://www.ted.com/talks/eric_x_li_a_tale_of_two_political_systems?language=en

Eric X. Li, a Chinese investor and political scientist, challenges his audience to consider that there are multiple ways to run a successful, modern nation. The talk breaks down assumptions about modernity, capitalism, and multi-party democracy.

	Main Powers	Election Process	Election Cycle ⓘ
Executive	The presidency is the ceremonial office and serves as head of state. It represents China in foreign relations and receives foreign diplomats. The state council is the chief authority overseeing subordinate people's governments.	The president is elected by the national people's congress.	5 years
Judicial	The supreme people's court is highest court of the land and supervises lower courts in local municipalities.	The chief justice is appointed by the national people's congress. Other justices and judges are nominated by the chief justice and appointed by the standing committee of the national people's congress.	Chief Justice: 5 year terms; Other justices and judges: no term limit
Legislative	The national people's congress wields the highest power of the government and appoints state council, president, and judges. It mediates policy differences of the party and government, amends constitution, and supervises enforcement of constitution.	The national people's congress has 2987 members who are indirectly elected by regional legislatures.	5 years

<http://globaledge.msu.edu/countries/china/government/>

New Leadership



<http://www.marketoracle.co.uk/images/china-communist-party-elite.jpg>

How China is Ruled

http://news.bbc.co.uk/2/shared/spl/hi/in_depth/china_politics/government/html/1.stm

The country's most senior decision-making body is the standing committee of the politburo, which heads a pyramid of power which tops every village and workplace.

Structure of the State

http://www.china.org.cn/english/features/state_structure/64401.htm

A summary of the party in power, the military, the Head of State, the administrative and prosecution system, and social organizations.

China's Political System: The Party in Power

<http://www.china.org.cn/english/Political/26151.htm>

The Community Party of China is the only party in power in China. The long standing goal of the CPC is to fully realize the Communist social system. This is realized through attempts to build socialism with Chinese characteristics—combining Marxism-Leninism, Mao Zedong Thought, and Deng Xiaoping Theory into one system of governance. This source provides a detailed explanation of the central organizations of the CPC, as well as local government and grass-roots organizations.

Chinese Government

<https://www.uschina.org/resources/chinese-government>

This website provides a detailed description of the PRC leadership structure including the ministries and commissions and other key organizations, as well as a full chart to illustrate.

Multi-party Cooperation and the Political Consultative System

<http://en.people.cn/92824/92845/92869/6441455.html>

Apart from the CPC, there are eight democratic parties in China. The "multi-party system" in China differs from the single-party system practiced in some socialist countries (i.e. Cuba, Vietnam, or North Korea) and varies from other multi-party or two-party systems in some capitalist countries (i.e. India, Israel, or South Africa). The relationship between these parties and the CPC is based on political cooperation rather than political competition aimed at assuming State power. In this cooperative political relationship, the CPC is at the helm of the State while the other parties jointly participate in the administration of State affairs. There are very few checks and balances within this system which makes corruption rife.



KEY POLITICAL LEADERS

CURRENT LEADERS



Xi Jinping: is the current President of the People's Republic of China. Also referred to as China's "paramount leader," he assumes the roles of General Secretary of the Communist Party of China (CPC) and the Chairman of the Central Military Commission. Since his leadership, Xi has initiated campaigns against corruption, implemented economic reforms, and created a more assertive foreign policy. Xi has attempted to legitimize the authority of the Communist Party, introducing far ranging measures to enforce party discipline and to ensure internal unity, as well as initiating an unprecedented and far reaching campaign against corruption.



Li Yuanchao: is the current Vice President of China. The Vice Presidency is mostly ceremonial and does not have substantive powers as defined by the constitution. However, the Vice President can play a large role in foreign affairs, as he generally sits on a number of foreign affairs committees. He served as the deputy leader of the Foreign Affairs Leading group, the main foreign affairs coordination body of the Communist Party, and the deputy leader of the Central Coordination Group for Hong Kong and Macau Affairs.



Li Keqiang: is the current Premier of the State Council of the People's Republic of China, referred to informally as the Prime Minister. The Premier of the State Council is the highest administrative position in the CPC, and is responsible for organizing and administering the Chinese civil bureaucracy including planning and implementing national economic and social development policy as well as the state budget. The Premier's powers are codified in the constitution. Li is an economist by training and is one of the leading figures behind China's economic policy.

HISTORICAL LEADERS



Mao Zedong: Commonly known as Chairman Mao, Mao Zedong is considered to be the founding father of the People's Republic of China. He ruled the Party from its establishment in 1949 until his death in 1976. Mao is a controversial leader because under his rule millions of people died; however, he is credited with eliminating imperial rule, promoting the status of women, making education more accessible, as well as bringing China to its current status as a world power



Deng Xiaoping: A Chinese revolutionary and statesman, Deng Xiaoping was the paramount leader of the China, which is neither a position nor office. During the late 1970s through the early 1990s, Deng was the most influential leader in China, despite never holding a position in office such as the head of state (President), head of government (Premier), or General Secretary. His legacy is known for extensively reforming China's economy. By combining the Communist Party's socialist ideology with market-economy practices (such as opening China to foreign investment and encouraging private competition), Deng Xiaoping was able to create one of the fastest growing economies in the world, as well as raise the standard of living for many Chinese citizens.

China

<http://www.heritage.org/index/country/china>

The 2015 Index of Economic Freedom report on China, covering its rule of law, markets and regulation.

What China Wants

<http://www.economist.com/news/essays/21609649-china-becomes-again-worlds-largest-economy-it-wants-respect-it-enjoyed-centuries-past-it-does-not>

As China becomes the World's largest economy, it wants the respect it enjoyed in centuries past. But it does not know how to achieve or deserve it.

China's 12th Five-Year Plan: Overview

<https://www.kpmg.com/CN/en/Issuesandinsights/articlespublications/documents/china-12th-five-year-plan-overview-201104.pdf>

This timeline goes over the key steps taken to create China's 12th Five Year Plan for National, Economic, and Social Development.



Watch the promotional video for the 13th Five Year Plan:

<https://www.youtube.com/watch?v=2yQjGZ482l8>



China's Renminbi Is Approved by I.M.F as a Main World Currency (11/30/2015)

<http://www.nytimes.com/2015/12/01/business/international/china-renminbi-reserve-currency.html>

An in-depth article covering the recent news of the Chinese RMB which was approved by the I.M.F. as a main world currency.

Economic Forecasts from the World's Leading Economists: China

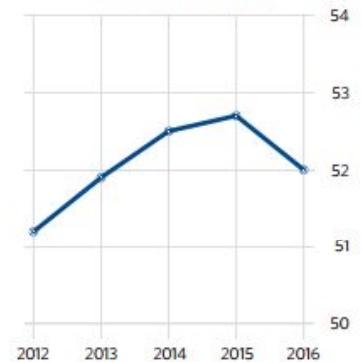
<http://www.focus-economics.com/countries/china>

An overview of China's economy, including its history, trade structure, exports and imports

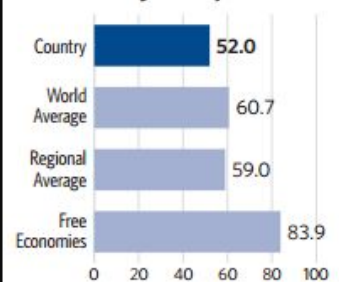
Economic Freedom Score



Freedom Trend

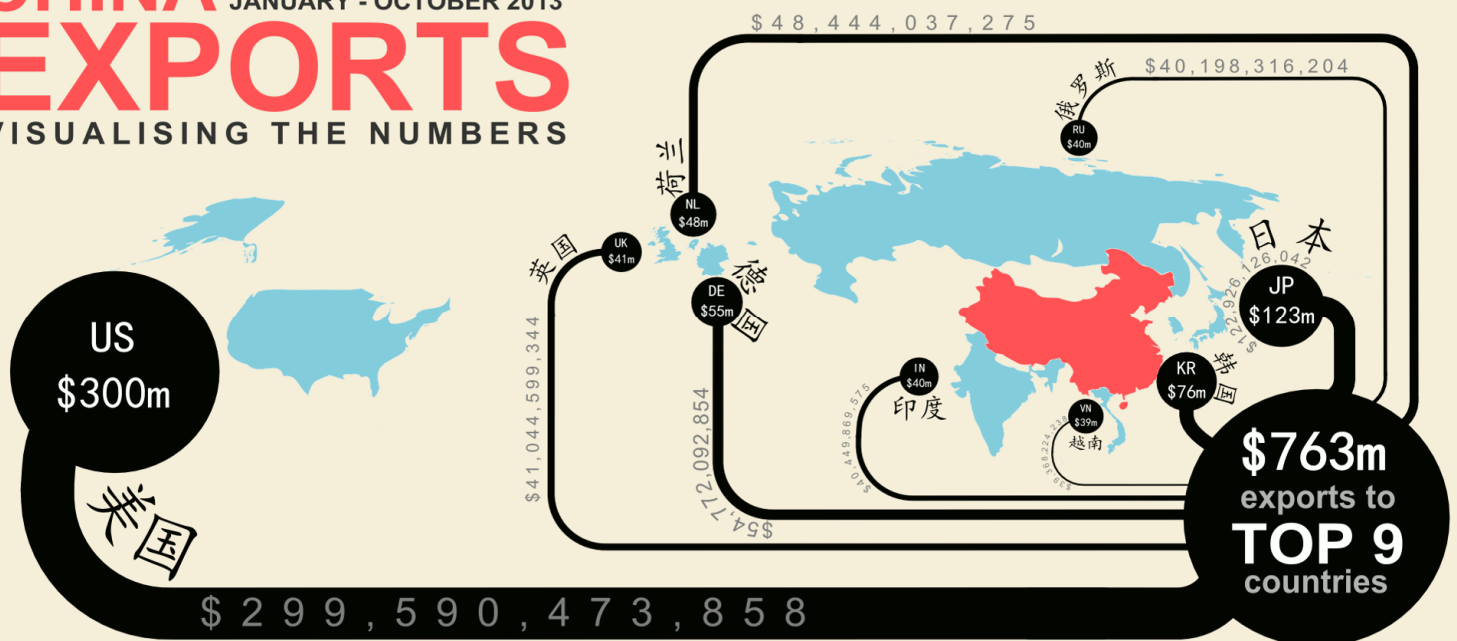


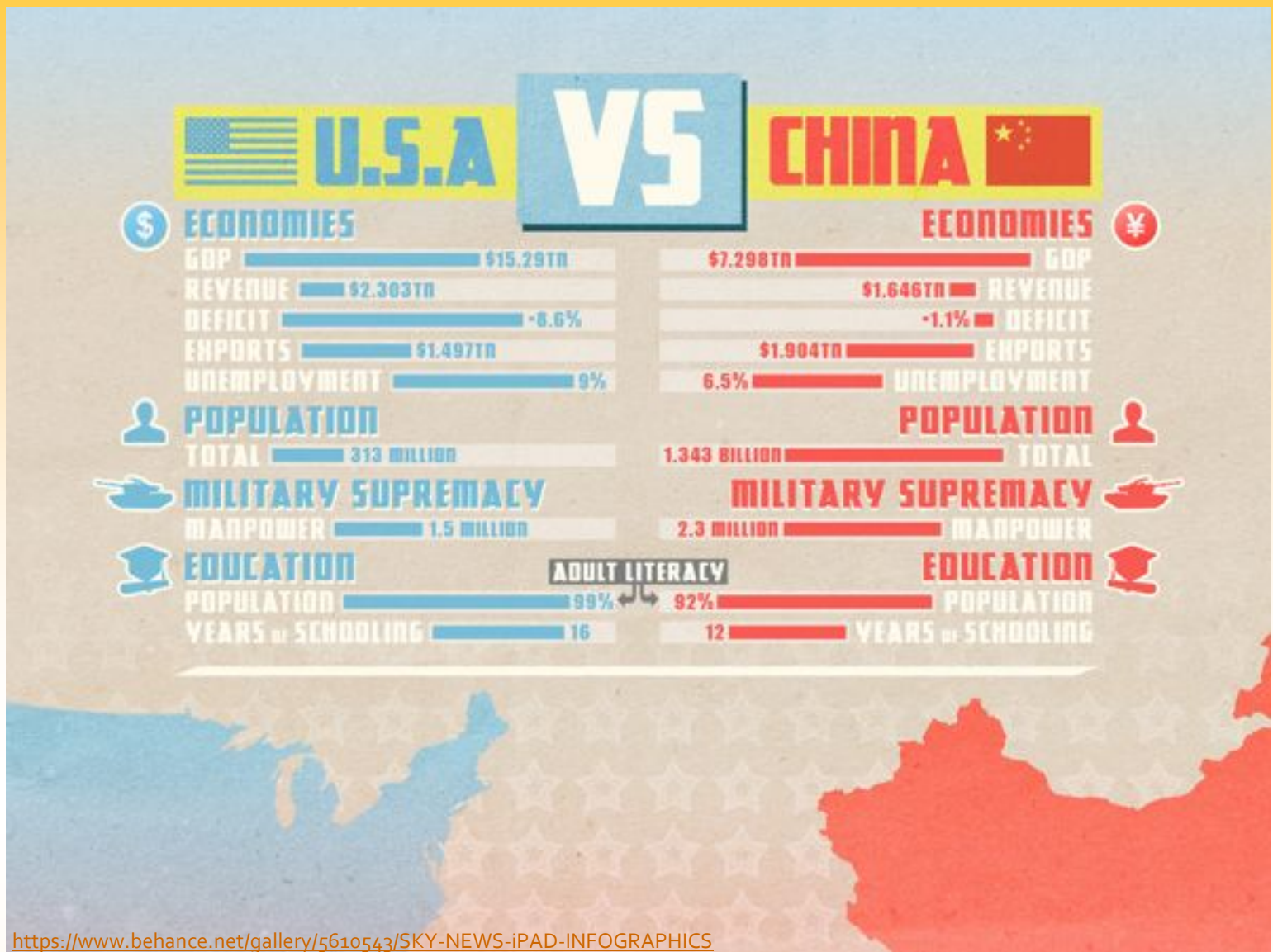
Country Comparisons



CHINA TOP 9 COUNTRIES JANUARY - OCTOBER 2013 EXPORTS VISUALISING THE NUMBERS

www.ChinaCheckup.com | Data source: HKTDC





China's slowdown adds to stress on companies, trading partners and country's own leaders (01/19/2016)

<http://www.usnews.com/news/business/articles/2016-01-19/chinas-slowdown-challenges-government-companies>

China's slowdown is ratcheting up financial stress on companies while the country's leaders scramble to avoid a spike in job losses. Full-year 2015 growth of 6.9% was the lowest in 25 years, posing different challenges for investors, companies and the Chinese government.

China Surpasses America As World's Largest Economy (05/26/2015)

<http://www.valuewalk.com/2015/05/china-world-largest-economy/>

Despite a marked slowdown in its economic juggernaut in recent years, China surpassed the United States as the world's largest economy in 2014 – as measured by purchasing power – according to the International Monetary Fund. The IMF estimates that China's GDP rose to \$17.63 trillion in 2014 versus the US GDP of \$17.42 trillion last year.



Globalization: Lesson Plan

<http://www.pbs.org/kqed/chinainside/edlesson1.html>

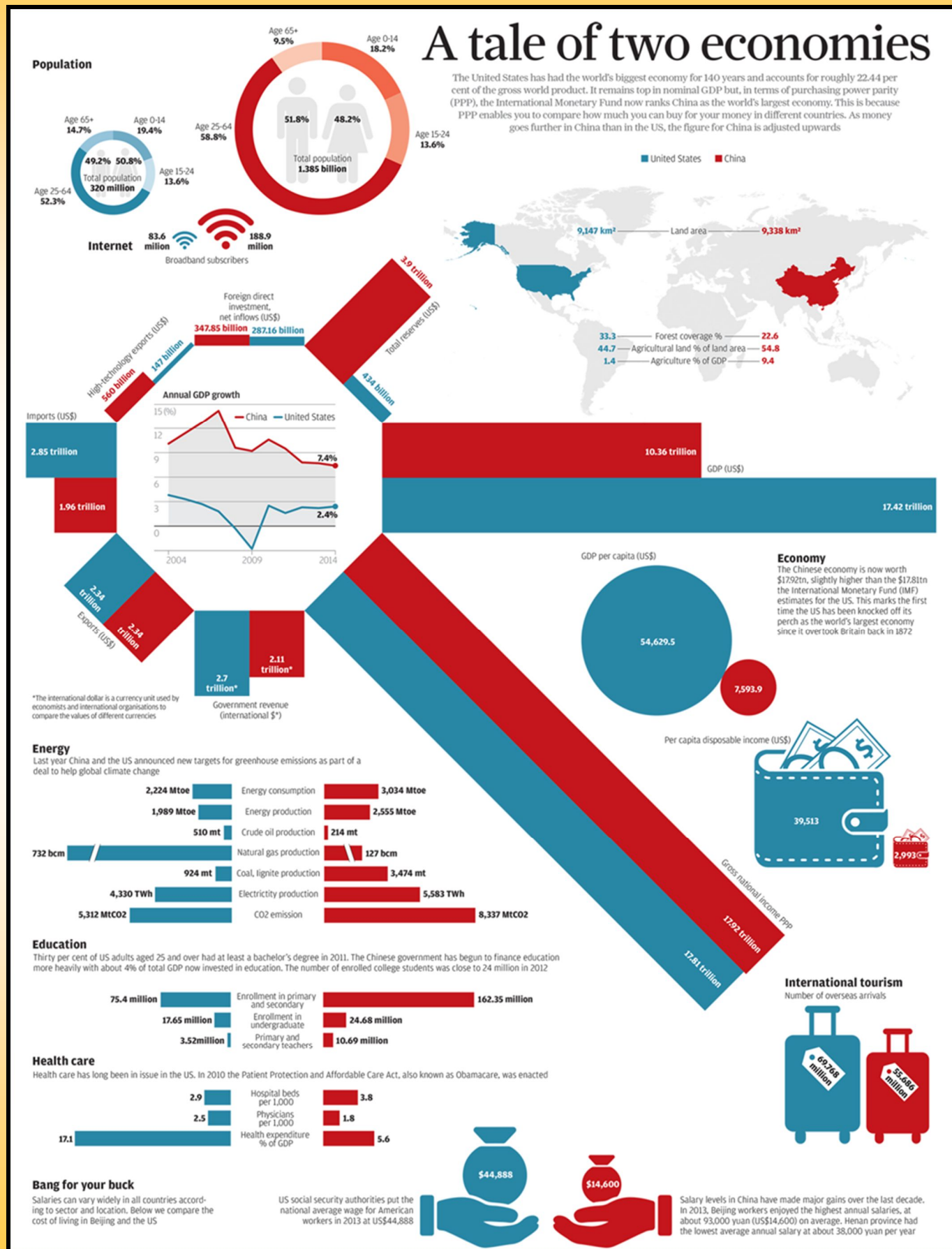
In this Role Playing Debate classroom activity, students will gain a deeper understanding of the complexities of globalization by taking on the roles of people and debating the issues involved in globalization after watching a film clip from *China from the Inside*.



China vs. United States: A Tale of Two Economies

<http://www.visualcapitalist.com/china-vs-united-states-a-tale-of-two-economies/>

An infographic comparison of China and the United States highlighting the differences in their economic makeups.



CHINA, THE UNITED STATES, AND ASIA

Asean searches new strategic ties with US and China: The Nation columnist (February 1, 2016)

<http://www.straitstimes.com/asia/se-asia/asean-searches-new-strategic-ties-with-us-and-china-the-nation-columnist>

The next five years will be pivotal for the deepening of the Asean-China strategic partnership amid the fierce competition of the major powers.

What Does 2016 Hold for China-US Relations in Cyberspace? (01/29/2016)

<http://thediplomat.com/2016/01/what-does-2016-hold-for-china-us-relations-in-cyberspace/>

Sino-US relations in cyberspace in 2016 will be defined by three key policies: attributions, sanctions, and norms.

"Future of Tense China-Taiwan Relations Rests on Two Words" (01/12/2016)

<http://www.forbes.com/sites/ralphjennings/2016/01/12/future-of-tense-china-taiwan-relations-rests-on-two-words/#2715e4857a0b288e131462d4>

The two words that will determine whether China and Taiwan can keep peace after a new president takes office in May. Following the elections are "1992 Consensus."

"A Preview of China-Southeast Asia Relations in 2016" (01/08/2016)

<http://thediplomat.com/2016/01/a-preview-of-china-southeast-asia-relations-in-2016/>

China will look to keep tensions in the South China Sea from impacting its ties with ASEAN.

The Tipping Point: Has the U.S.-China Relationship Passed the Point of No Return? (10/26/2015)

<http://nationalinterest.org/feature/the-tipping-point-has-the-us-china-relationship-passed-the-14168?page=2>

The geopolitical power struggle between China and the United States will almost certainly be decided in the South China Sea.



<http://www.abc.net.au/news/2013-06-08/us-president-barack-obama-meets-china27s-leader-xi-jinping/4741960>

President Barack Obama walks with President Xi Jinping of the People's Republic of China on the grounds of the Annenberg Retreat at Sunnylands in Rancho Mirage, Calif., June 8, 2013. (Official White House Photo by Pete Souza)



"Asian stability hangs in the balance of Japan-China relations" (10/12/2015)

<http://www.eastasiaforum.org/2015/10/12/asian-stability-hangs-in-the-balance-of-japan-china-relations/>

In the Asia Pacific, the future of regional order will be significantly defined by the character of Sino—Japanese relations.

China's complicated foreign policy (03/31/15)

http://www.ecfr.eu/article/commentary_chinas_complicated_foreign_policy311562

China's economic, financial, and military strength has dramatically increased. It is now the second-most powerful country in the world regarding some key areas of national power. The country still faces multiple complex challenges at home.



Taiwan and U.S.-China Relations

http://afe.easia.columbia.edu/special/china_1950_taiwan.htm

A summary of the historical relationship between China, Taiwan and the U.S. regarding the "Shanghai Communique" and "Taiwan Relations Act"; Includes discussion questions and primary sources included.

Fact Sheet: US-China Economic Relations

<https://www.whitehouse.gov/the-press-office/2015/09/25/fact-sheet-us-china-economic-relations>

The White House's statement and release regarding China and the United States's relationship surrounding the economy as of September 2015.

Chronology of US-China Relations, 1784-2000

<https://history.state.gov/countries/issues/china-us-relations>

This source provides a historical timeline of China—US relations leading up to the 21st century.

U.S. Relations With China

<http://www.cfr.org/china/us-relations-china-1949---present/p17698>

The Council on Foreign Relations provides a brief and comprehensive timeline about China's relations with the United States from 1949 through May 2015.

THE ARCTIC

How China sees Russia (12/14/2015)

<https://www.foreignaffairs.com/articles/china/2015-12-14/how-china-sees-russia>

The relatively warm ties between China and Russia have attracted renewed interest. Scholars and journalists in the West find themselves debating the nature of the Chinese-Russian partnership and wondering whether it will evolve into an alliance.

"The New China-Africa Relations: 4 Trends to Watch" (12/05/2015)

<http://thedi diplomat.com/2015/12/the-new-china-africa-relations-4-trends-to-watch/>

The first of China-Africa relations since 2006 provides clues about the future of China's role on the continent.

Why Did China Opt Out of the Arctic Climate Change Statement? (09/01/2015)

<http://thedi diplomat.com/2015/09/why-did-china-opt-out-of-the-arctic-climate-change-statement/>

Foreign ministers and other international leaders met in Anchorage, Alaska to attend the Conference on Global Leadership in the Arctic: Cooperation, Innovation, Engagement, and Resilience (GLACIER). China's decision to opt out sends a worrying signal that U.S.-China tensions will impact climate change negotiations.

China's bilateral diplomacy in the Arctic (07/09/2015)

http://www.tandfonline.com/doi/abs/10.1080/1088937X.2015.1086445?journalCode=tpog20#.Vnmie_krJpg

This article investigates China's bilateral diplomacy in the Arctic towards the USA, Canada, Denmark/Greenland, Norway, Russia, and Iceland. In seeking to identify (1) the most important bilateral issues, (2) whether China's diplomacy towards some Arctic states has been more successful than others, and (3) the long-term goals of China's Arctic diplomacy and presence. The article utilizes insights from theories of diplomacy in IR, as well as the particular historical experiences of the PRC.



The Emerging Arctic

http://www.cfr.org/polar-regions/emerging-arctic/p32620#1/?cid=otr_marketing_use-arctic_InfoGuide%23

A Center on Foreign Relations Info Guide Presentation. The northern reaches of the planet are melting at a pace few nations can afford to ignore, yielding potentially lucrative returns in energy, minerals, and shipping. But debate is mounting over whether the Arctic can be developed sustainably and peacefully.



China's Emerging Interests in the Arctic (03/10/2015)

<https://blogs.nottingham.ac.uk/chinapolicyinstitute/2015/03/10/chinas-emerging-interests-in-the-arctic/>

It is important to explore the growing interests of China in the Arctic among a select group of non-Arctic states, and examine the nature of its interests and motivations in wanting to maintain both its involvement and presence in the region. The interests of China range from participating in Arctic governance affairs and accessing potential resources, to exploiting shipping opportunities and undertaking polar research.

"A 'Soft Alliance'? Russia-China Relations After the Ukraine Crisis"

[http://www.ecfr.eu/page/-/ECFR126 - A Soft Alliance Russia-China Relations After the Ukraine Crisis.pdf](http://www.ecfr.eu/page/-/ECFR126_-_A_Soft_Alliance_Russia-China_Relations_After_the_Ukraine_Crisis.pdf)

The European Council on Foreign Relations provides a policy brief regarding the relationship between China and Russia. The Ukraine crisis was a unique opportunity for China to increase its access to Russia's natural resources. Though the two countries are unlikely to develop a formal alliance, China and Russia may form a kind of 'soft alliance.'

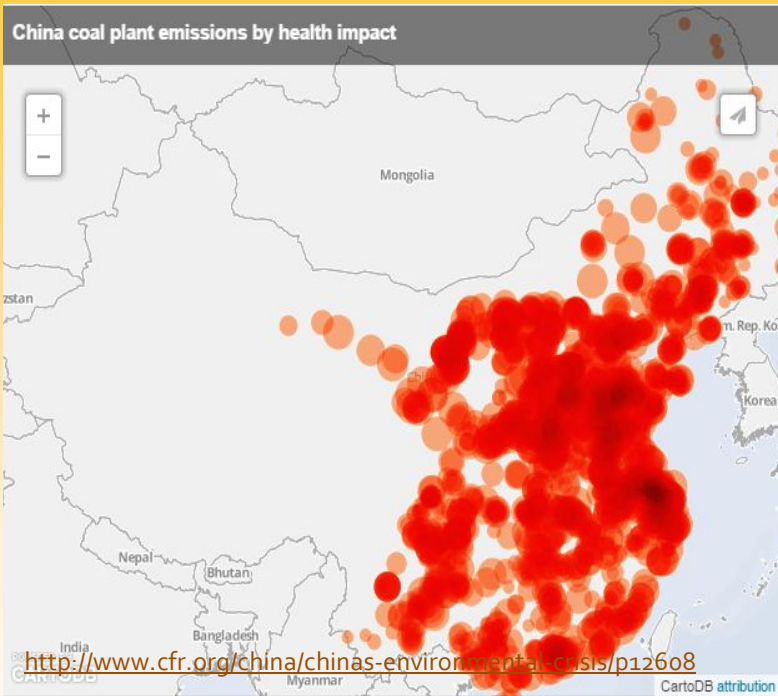
"China-Russia relations: alignment without alliance"

<http://csis.org/publication/pacnet-67-china-russia-relations-alignment-without-alliance>

The West's conclusions about the China-Russia relationship do not accurately characterize the current situation, which is best understood as a genuine convergence of national interests, despite powerful centrifugal forces.



<http://cdn2.img.sputniknews.com/>



New York Times Series: Choking on Growth

http://www.nytimes.com/interactive/2007/12/29/world/asia/choking_on_growth_10.html?_r=0

A series of articles and multimedia examining the impact of China's epic pollution crisis.

*SEE LESSON PLAN IN THE HIGHLIGHTED BOX BELOW

Beneath Booming Cities, China's Future Is Drying Up

<http://www.nytimes.com/2007/09/28/world/asia/28water.html>

Hundreds of feet below ground, the primary water source for this provincial capital of more than two million people is steadily running dry. The under ground water table is sinking about four feet a year. Municipal wells have already drained two-thirds of the local groundwater.

Far From Beijing's Reach, Officials Bend Energy Rules

<http://www.nytimes.com/2007/11/24/world/asia/24evaders.html>

When the central government in Beijing announced an ambitious nationwide campaign to reduce energy consumption two years ago, officials in this western regional capital got right to work: not to comply, but to engineer creative schemes to evade the requirements.

In China, Farming Fish in Toxic Waters

<http://www.nytimes.com/2007/12/15/world/asia/15fish.html>

Here in southern China—beneath the looming mountains of Fujian Province—lie dozens of enormous ponds filled with murky brown water, teeming with eels, shrimp and tilapia, much of it destined for markets in Japan and the West.



Lesson Idea

This is a 9-part series (as of Dec 2, 2015). As homework, ask students to select one featured series from the 9 and create a summary of the reading. Create a mingling activity for your next class; students will be asked to find someone who read a different article and share what they learned. Depending on time and class size, this mingling activity can be repeated so that students pair up with 2-3 different partners, and learn about multiple articles. Then, open up discussion to the class.

http://www.nytimes.com/interactive/2007/12/29/world/asia/choking_on_growth_10.html?_r=0



A Global Choke Point Report: China's Water-Energy-Food Roadmap (02/18/2015)

<https://www.wilsoncenter.org/publication/global-choke-point-report-chinas-water-energy-food-roadmap>

The water-energy-food nexus is creating a complicated challenge for China and the world. Energy development requires water. Moving and cleaning water requires energy. Food production at all stages—from irrigation to distribution—requires water and energy. As the most populous country and the world's manufacturing hub, China demands all three resources in ever increasing amounts, leading to shortages that are creating serious choke points to the country's development. Pressure on water is at the heart of these resource constraints facing China.

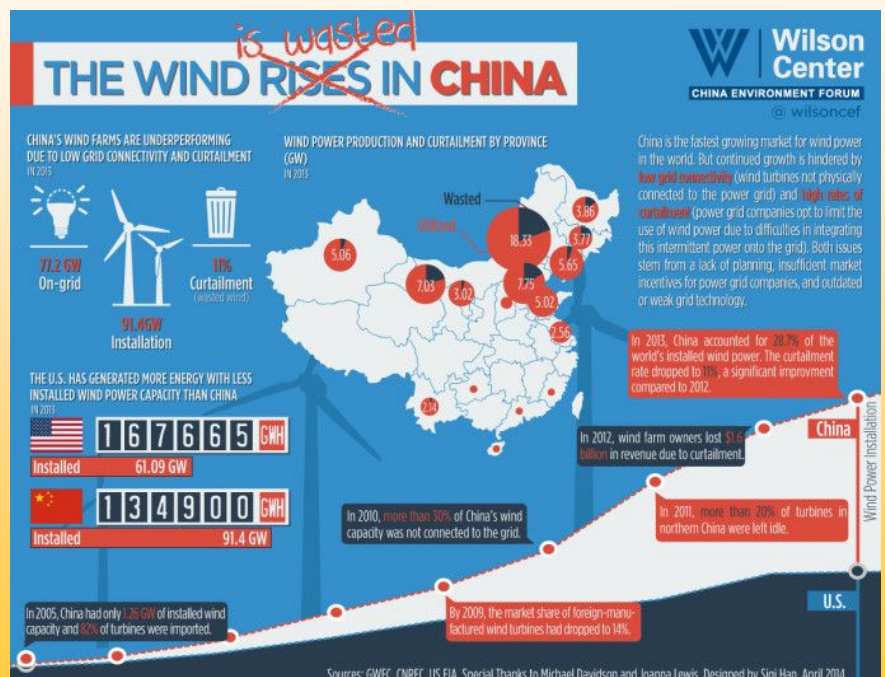




Image of the sun rising over the skyline of pollution-oheavy Shanghai, December 2015

<http://america.aljazeera.com/multimedia/photo-gallery/2015/12/photos-record-smog-in-china.html>

China's Environmental Crisis (03/25/2014)

<http://www.cfr.org/china/chinas-environmental-crisis/p12608>

China's environmental crisis is one of the most pressing challenges to emerge from the country's rapid industrialization. Its economic rise, which has averaged around 10 percent annual GDP growth for the past decade, has come at the expense of its environment and public health. As the world's largest source of carbon emissions, China is responsible for one third of the planet's greenhouse gas output and has sixteen of the world's twenty most polluted cities. Life expectancy in the north has decreased by 5.5 years due to air pollution, and severe water contamination and scarcity have compounded land deterioration problems. Environmental degradation cost the country roughly 9 percent of its gross national income in 2008, according to the World Bank, threatening to undermine the country's growth and exhausting public patience with the government's pace of reform. It has also bruised China's international standing as the country expands its global influence, and endangered its stability as the ruling party faces increasing media scrutiny and public discontent.

'Coal + Ice' Exhibition Documents the Cost of Chinese Growth (11/30/2015)

http://asiasociety.org/blog/asia/coal-ice-exhibition-documents-cost-chinese-growth?utm_source=Asia+Society&utm_campaign=725be4bafa-eNews_151201&utm_medium=email&utm_term=0_de0oad8d9d-725be4bafa-169491365

In Beijing, measurements of tiny PM2.5 particles — the kind deemed particularly hazardous to human lungs — exceeded 600 micrograms per cubic meter in the Chinese capital, a figure that vastly exceeds the World Health Organization's recommended limit of 25. The bad air caused airlines to reschedule flights, schoolchildren to stay inside, and remarkably grim photographs posted to social media.

China HAS SIGNED BUT HAS NOT RATIFIED THESE ENVIRONMENTAL INTERNATIONAL AGREEMENTS:

Antarctic-Environmental Protocol, Antarctic Treaty, Biodiversity, Climate Change, Climate Change—Kyoto Protocol, Desertification, Endangered Species, Environmental Modification, Hazardous Wastes, Law of the Sea, Marine Dumping, Ozone Layer Protection, Ship Pollution, Tropical Timber 83, Tropical Timber 84, Wetlands, Whaling

WWW.CIA.GOV/LIBRARY/PUBLICATIONS/THE-WORLD-FACTBOOK/GEOS/CH.HTML



Environment and Development: Lesson Plan

<http://www.pbs.org/kqed/chinainside/edlesson2.html>

In the Media Literacy on Environment and Development classroom activity, students will view a clip from *China from the Inside*, Episode 3: Shifting Nature focusing on the Three Gorges Dam controversy, the gigantic hydroelectric project which is under construction on the Upper Yangtze River.

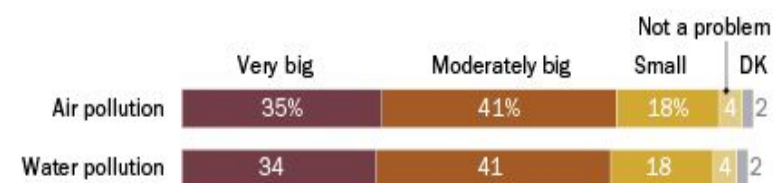
China Poised To Top U.S. As Biggest Cause Of Modern Global Warming (04/13/2015)

http://www.huffingtonpost.com/2015/04/13/china-global-warming_n_7053496.html

China is poised to overtake the United States as the main cause of man-made global warming since 1990, the benchmark year for U.N.-led action, in a historic shift that may raise pressure on Beijing to act.

Views of pollution and climate change in China

How big of a problem is ...



Is global climate change a very serious problem, somewhat serious, not too serious or not a problem?



Note: Due to rounding, percentages may not total to 100%.

Source: Spring 2015 Global Attitudes survey.

PEW RESEARCH CENTER



Photos: Record smog in China (12/01/15)

<http://america.aljazeera.com/multimedia/photo-gallery/2015/12/photos-record-smog-in-china.html>

As world leaders discuss climate change in Paris, northern China experiences the worst smog of the year.

China's environmental activists (09/20/2013)

<http://www.ft.com/cms/s/2/00be1b66-1f43-11e3-b80b-00144feab7de.html#axzz3v4zcyyp6>

Social media has unleashed the power of environmental protest – and China's politicians are feeling the effects.



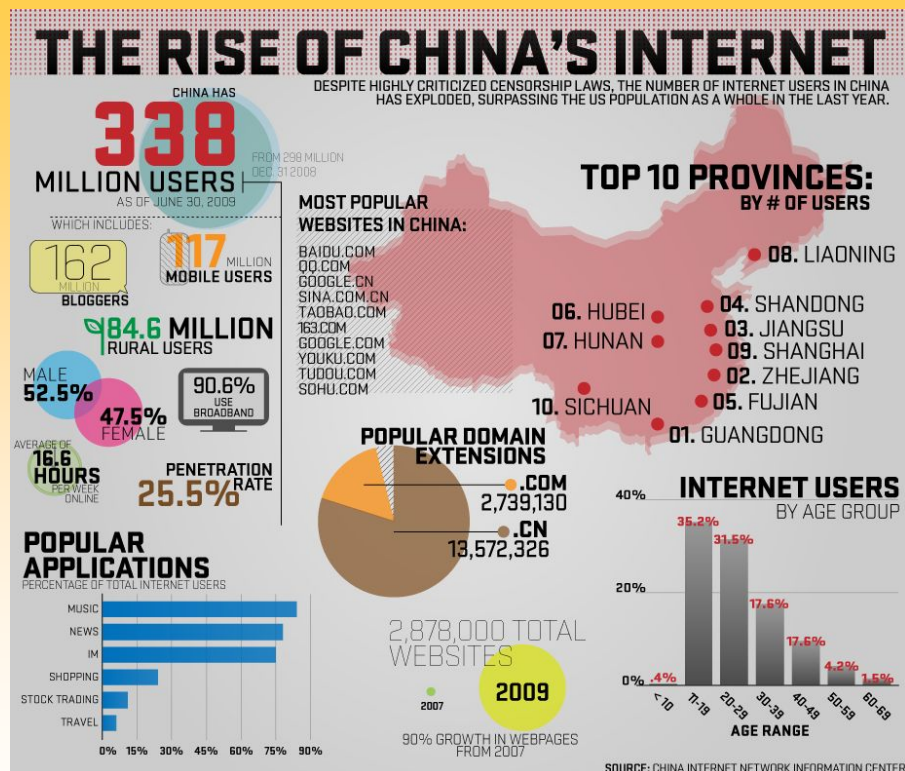
China's Environment: History, Policy, and Sustainability

<http://spot.colorado.edu/~yehe/ChinaEnvironmentSyllabus.html>

With over one-fifth of the world's population and an increasingly important role in global politics, China must be considered seriously in any attempt to address sustainable development. Legacies of "three thousand years of unsustainable growth" and "Mao's war on nature" have only been exacerbated by two decades of rapid economic development, unchecked pollution, and increased inequality. This source is a syllabus for a course about China's environment with suggested readings, discussion questions, and lesson plans.

China is the world's largest emitter of greenhouse gases, having overtaken the United States in 2007, and was responsible for 27 percent of global emissions in 2014.

What Beijing would look like with little air pollution.



Ted Talk: Behind the Great Firewall of China

https://www.ted.com/talks/michael_anti_behind_the_great_firewall_of_china?language=en

Despite the control the central government has over the Internet, hundreds of millions of micro-bloggers are in fact creating the first national public sphere in China's history, and shifting the balance of power in unexpected ways.

China shoots for first landing on far of the moon (01/15/2016)

http://www.spacedaily.com/reports/China_shoots_for_first_landing_on_dark_side_of_the_moon_999.html

Beijing sees its military-run, multi-billion-dollar space program as a marker of its rising global stature and mounting technical expertise. China will launch a mission to land on the far side of the moon in two years' time—in what will be a first for humanity.



Chinese factory workers being replaced by robots (10/08/2015)

<https://www.youtube.com/watch?v=Rx83B8z2ANg>

The Associate Press documents China's transition to automated industries and explains the economic and social impacts this transition has on China's population.

China's Troubling Robot Revolution (06/10/2015)

http://www.nytimes.com/2015/06/11/opinion/chinas-troubling-robot-revolution.html?_r=0

In 2014, Chinese factories accounted for about a quarter of the global ranks of industrial robots—a 54% increase over 2013. More and more manufacturers are transitioning away from cheap, human labor to efficient, robotic labor, which has serious effects on China's economy.

China's rise as a major contributor to science and technology (01/05/2015)

<http://journalistsresource.org/studies/international/china/china-rising-science-technology-research-contributions>

Scientific advances contributed 51.7% to China's economic growth in 2011, and the country is betting that technical innovations can help it address many challenges, including the need to upgrade its industrial base, reduce air pollution, and address growing inequality.



China: Inside an Internet gaming disorder rehab center (12/10/2014)

<http://america.aljazeera.com/multimedia/2014/12/china-a-look-insideaninternetgamingdisorderrehabcenter.html>

Fernando Moleres documents a center treating gaming-addicted youth with military discipline and psychotherapy.

Innovation Machine (01/16/2014)

<http://www.wsj.com/articles/SB10001424052702303819704579320544231396168>

China has long been the factory floor that churns out popular gadgets for companies world-wide, but the country's own technology products were rarely viewed as a leading edge. Now, that is beginning to change.



Chinese Inventions

<http://asiasociety.org/chinese-inventions>

This one-hour activity challenges the perception that China has only recently become a "modern" nation.

Politics of Men's Hair in Chinese History (a condensed timeline)



Antiquity to Ming Dynasty
(prior to Queue Order in 1645)

Long, uncut & bound hair:
social control, Confucian filial piety, Han Chinese culturalism, virility

Cutting hair / tonsured head:
anti-social control, unfilial to parents, uncivilized, barbarian



Qing Dynasty
(1644 - 1912)

Tonsured head & queue:
social control, symbol of Han Chinese submission to Manchurian authority

Full hair / short hair:
anti-social control, treason to Manchurian government = execution



Republic of China
(after Revolution of 1911-12)

Short hair:
social control, nationalism, liberation from Manchu oppression, Westernization

Tonsured head & queue:
anti-social control, backwardness, deviant, loyalist to former Qing regime

http://iridescentdream.com



Nancy Duong 2013 (nduong08@yahoo.com)

Chinese Culture: Customs and Traditions of China

<http://www.livescience.com/28823-chinese-culture.html>

This source provides a brief overview and introduction of Chinese culture covering religion, language, food, customs, and celebrations.

Countries and their Cultures: China

<http://www.everyculture.com/Bo-Co/China.html>

China's many different aspects of culture are covered, such as food in daily life, urbanism and architectures, national identity, social stratification, political life, marriage, family and kinship, etiquette, religion, and medicine.



Culture A-Z

<http://www.chinaculture.org/culturea-z.html>

This website has a collection of articles surrounding topics of Chinese culture, such as painting and calligraphy, music and dance, food, architecture, film, myths and legends, etc.

China-Language, Culture, Customs, and Etiquette

<http://www.kwintessential.co.uk/resources/global-etiquette/china-country-profile.html>

A simple and short list of facts pertaining to Chinese culture. These include the importance of face, Confucianism, collectivism vs. individualism, communication and the different forms and situations of etiquette.

Early Chinese Food History

<http://www.flavorandfortune.com/dataaccess/article.php?ID=48>

An interesting read on how Chinese history influenced its fully developed cuisine.

FASHION TIMELINE OF CHINESE CLOTHING



Fig. 1: 221 BCE - 220 AD
Qin to Han dynasties
1-piece garment is the de-facto formal wear for women



Fig. 7: 618-907 AD
Tang dynasty
Clothing is modeled after Sui



Fig. 19: 1930s-1940s AD
Dress is further westernized, tailored to flatter body shape
1949: Footbinding is eradicated

http://iridescentdream.com



N. Duong 2013 (nduong08@yahoo.com)



<http://www.lovethepics.com/2012/01/welcome-year-of-the-dragon-2012-chinese-lunar-new-year-36-pics/>



Chinese New Year Teacher Resources

<https://www.teachervision.com/chinese-new-year/teacher-resources/6603.html?s1>

Chinese New Year spans fifteen days. Make the most of this extended holiday with the printable, lessons, quizzes, and references on this website for K-12 grades. Use the many Language Arts and Literature resources to learn about the history of Lunar New Year celebrations.

Chinese Ethnic Groups

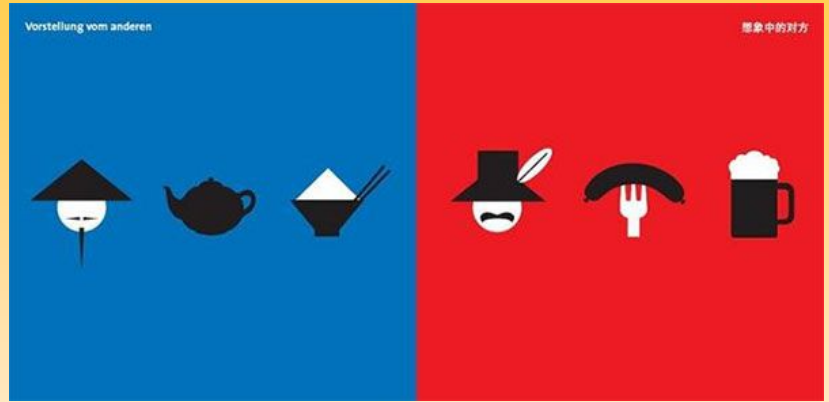
<http://www.chinahighlights.com/travelguide/nationality/>

China is a multi-nationalities nation. The Han ethnic group makes up 90% of the population but the last 10% is comprised of 55 ethnic groups living harmoniously together. Learn more about the various ethnic groups.

Six Brilliant Illustrations of Chinese and Western Cultural Differences

<http://www.theatlantic.com/china/archive/2013/09/six-brilliant-illustrations-of-chinese-and-western-cultural-differences/280037/>

A short article about a Chinese-born artist who grew up in Germany shows the cultural differences between the East and West through her simple yet powerful artwork.



How Chinese and Americans Understand Culture

<http://thediplomat.com/2015/03/how-chinese-and-americans-understand-culture/>

This article discusses the differences in how Chinese and Americans perceive the idea of culture, their own culture and the historical implications that created these different perspectives and experiences.

Live in Style: The Fashionable Life of Beijing Youth

<http://chineseculture.about.com/library/weekly/aa030201a.htm?terms=Chinese%2BFashions>

This article is about the current trends among fashionable youth living in Beijing and provides a view into contemporary lifestyles in China.



Young and Restless in China: The Cost of Work for China's Young Generation (11 mins)

<http://www.pbs.org/wgbh/pages/frontline/teach/youngchina/>

Chinese society is changing at breathtaking speeds. As China's economy has grown, its young people have become Westernized, savvy about today's interconnected world, ambitious—and often torn between their culture and aspirations. This module focuses on a sampling of young, urban Chinese who struggle with business ethics and striking the right balance between work and family. Their choices could have economic, social, and political consequences that affect us all.

Chinese Millennials: New Minds In An Old World (06/31/2015)

<http://www.forbes.com/sites/forbesasia/2015/07/31/chinese-millennials-new-minds-in-an-old-world/#56bac52215a8>

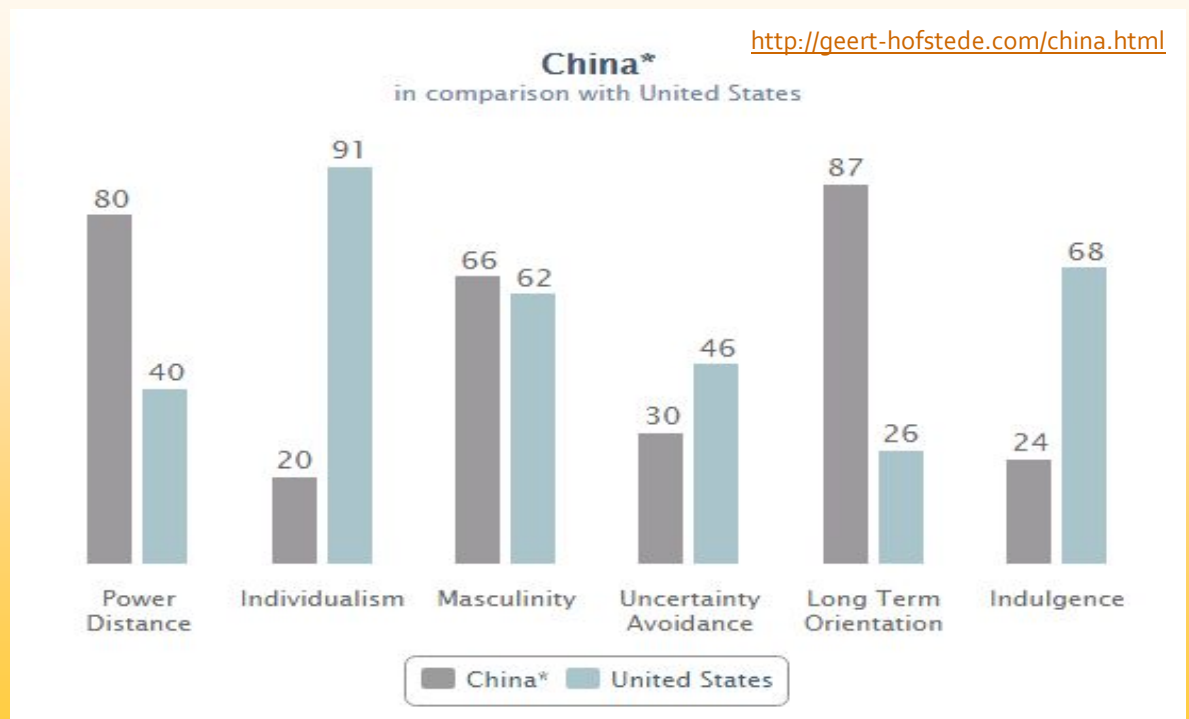
Millennials are reaching adulthood with the reality of pervasive corruption, slowing growth rates, and existential fears born of environmental degradation. These forces, both positive and negative, have resulted in incontestable attitudinal changes.

What about China?



<http://geert-hofstede.com/china.html>

China's numerical measures of culture under the Geert Hofstede's dimensions of Power Distance, Individualism, Masculinity, Uncertainty Avoidance, Long Term Orientation, and Indulgence. Descriptions and explanations of each are provided and can be compared with other countries.



ABOUT CHINESE LITERATURE



Introduction to Chinese Literature

http://afe.easia.columbia.edu/special/china_1900_literature.htm

China possesses one of the world's major literary traditions. Its texts have been preserved for over 3,000 years. Reverence for the past has influenced the preservation of these cultural sources. Most importantly, China can boast an unbroken cultural tradition based on the Chinese script as a language—a written medium—independent of spoken dialectic difference.

***Discussion questions included**

Dao De Jing

<http://www.indiana.edu/~p374/Daodejing.pdf>

This paper introduces the Dao De Jing by providing overviews of Daoism, the main themes and structure of the text, as well as excerpts from the Dao De Jing itself.



Cultural China: Literature

<http://history.cultural-china.com/39two.html>

This website provides many different sources and topics surrounding Chinese literature, from literary works, the classics, humanistic spirits, and to poems.

Chinese Literature Today

<http://www.ou.edu/clt/index.html>

As modern China becomes an increasingly visible player on the World's stage, it is more important than ever for the world to gain an understanding of Chinese culture, history and perspectives. *Chinese Literature Today*, a new title from the award-winning *World Literature Today*, grants the world direct access to China—poems that have been memorized and loved by countless readers, novels that have sold millions of copies, and literary essays that illuminate the many facets of Chinese literature and culture.

The History of Chinese Literature

<http://www.chinahighlights.com/travelguide/culture/history-of-chinese-literature.htm>

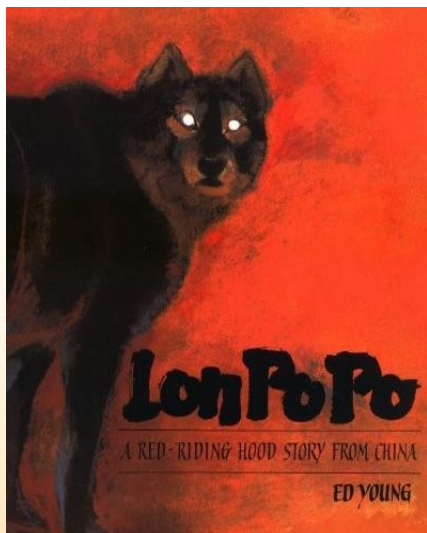
Provides an overview of the history of Chinese literature throughout the many dynasties and to the present.

Yi Jing

http://www.newworldencyclopedia.org/entry/Yi_Jing

The Yi Jing is the oldest of the Chinese classic texts, and is notable for describing an ancient system of cosmology, philosophy, and divination that is at the heart of many Chinese cultural beliefs.

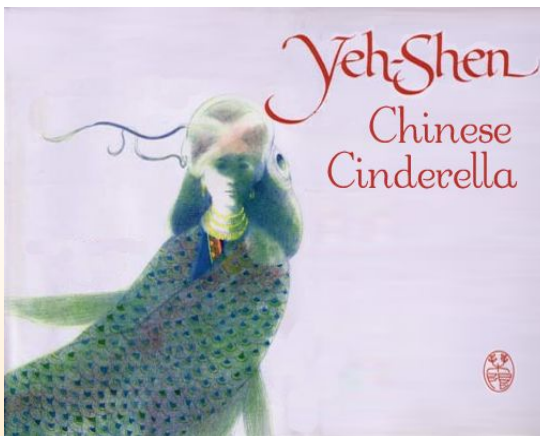
RECOMMENDED READINGS



Lon Po Po: A Red-Riding Hood Story from China

http://www.amazon.com/Lon-Po-Red-Riding-Story-China/dp/0698113829/ref=pd_cp_b_2

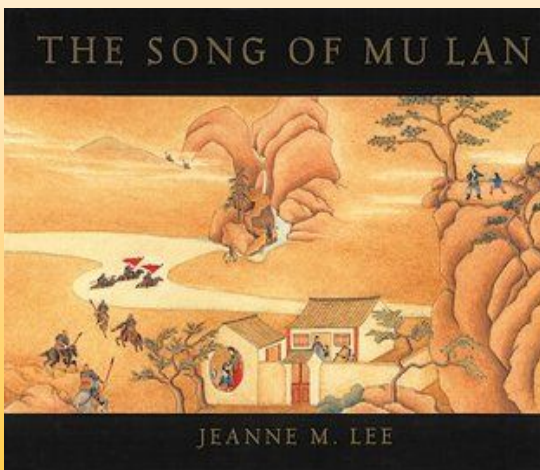
Through mixing abstract and realistic images with complex use of color and shadow, artist and translator Ed Young has transformed a simple fairy tale into a remarkable work of art and earned the 1990 Caldecott Medal in doing so.



Yeh-Shen: A Cinderella Story from China

http://www.amazon.com/Yeh-Shen-Cinderella-Story-Ai-Ling-Louie/dp/0698113888/ref=pd_sim_b_32

Misty, jewel-like illustrations evoke the mythic past in this Chinese Cinderella story.



Song of Mulan by Jeanne M. Lee

http://www.amazon.com/Song-Mu-Lan-Jeanne-Lee/dp/1886910006/ref=pd_sim_b_17

Reflecting a combination of delicacy and strength, this translation of an ancient Chinese poem tells of a girl named Mu Lan, who, disguised as a man, goes into war in her father's place, and fights for 12 years before returning home.

Chinese Children's Favorite Stories.

http://www.amazon.com/Chinese-Childrens-Favorite-Stories-Mingmei/dp/0804835896/ref=pd_cp_b_2_img

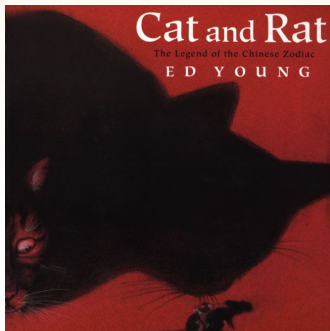
This is a delightful selection of thirteen Chinese folktales as told by an author-illustrator Mingmei Yip. Inspired by her father's nightly story-telling adventures when she was a child, Yip hopes that by "retelling some of these thousand-year-old Chinese stories," she can pass along Chinese folklore and fables to many readers.

The Big Book of China: A Guided Tour through 5,000 years of History and Culture

http://www.amazon.com/Big-Book-China-Through-History/dp/1592650880/ref=sr_1_1?s=books&ie=UTF8&qid=1288721545&sr=1-1

Designed to appeal to a younger audience, the detailed illustrations shed new light on everything from China's diverse geography to its art, culture, clothing, customs, etc. With a great eye for detail and a funny, thoughtful knack for tackling such a huge subject, Qicheng Wang offers what could be considered a China encyclopedia for young readers, and an ideal first book through which they can begin years of discovery about Chinese history and culture.

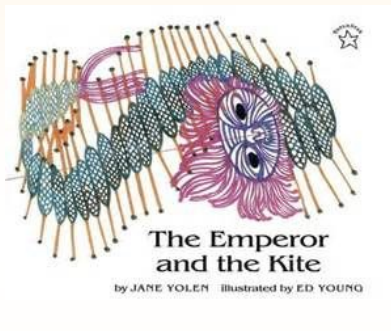
RECOMMENDED READING BY 1ST GRADE TEACHER NANCY WEBSTER!



Cat and Rat

by Ed Young

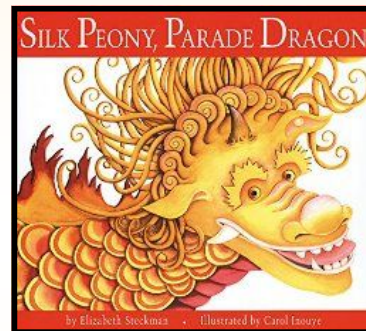
A picture book about the story of the Chinese Zodiac.



The Emperor and The Kite

by Jane Yolen

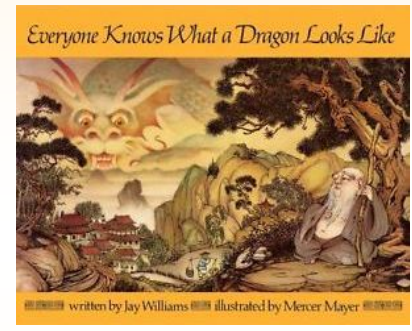
A picture book that provides a vehicle to talk about the history of kite making and use in China.



Silk Peony, Parade Dragon

by Elizabeth Steckman

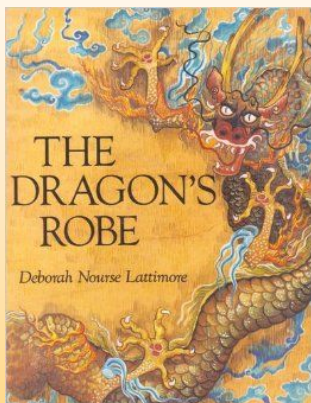
A picture book about the endearing qualities of a female dragon



Everyone Knows What a Dragon Looks Like

by Jay Williams

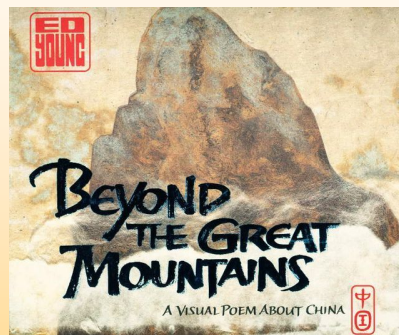
A picture book about how a dragon saves the city of Wu.



The Dragon's Robe

by Deborah Nourse Lattimore

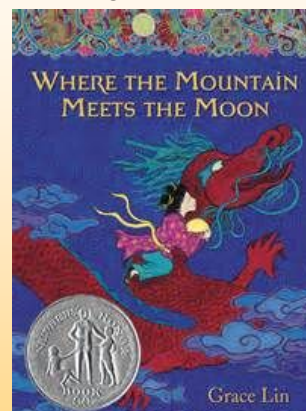
A picture book that details the dragon as a symbol.



Beyond The Great Mountains—A Visual Poem About China

by Ed Young

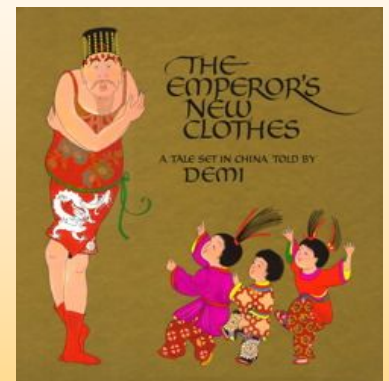
A picture book that conveys the concept of Chinese calligraphy and its connection to a visual representation.



Where the Mountain Meets the Moon

by Grace Lin

A chapter book that provides a backdrop for children to think and learn about Chinese history and culture.



The Emperor's New Clothes: A Tale Set in China

told by Demi

A picture book with beautiful illustrations that are in the style of Chinese landscapes and very engaging.



Beijing Review

<http://www.bjreview.com.cn/>

China's only national weekly news magazine encompassing websites in five languages: English, Japanese, French, German and Chinese.

CCTV

<http://english.cntv.cn/>

China Central Television is the national TV station of the People's Republic of China and is one of China's most important news broadcast companies.

China Media Project

<http://cmp.hku.hk/>

Working directly with editors, writers, and producers from various media in China, the project documents and analyzes the process of media reform in China and the formal and informal factors that influence it. Comparative studies help define areas for further research on the basis of media reform experiences in transitional societies in Eastern Europe, Latin America and Southeast Asia.

Xinhua

<http://www.chinaview.cn/>

The official press agency of the People's Republic of China. Xinhua is the biggest and most influential media organization in China; it is a ministry-level institution subordinate to the Chinese central government.

China Daily

<http://www.chinadaily.com.cn/>

China Daily, along with Global Times, targets an international audience including foreign diplomats and tourists as it translates major Chinese newspaper articles in its editorials.

Global Times

<http://www.globaltimes.cn/>

The English-language Global Times is your key to understanding China's changes. The paper is one of the most dynamic players among Chinese media forums, and has rapidly become the major English newspaper in the nation.

Shanghai Daily

<http://www.shanghaidaily.com/>

The largest English-language portal in East China, providing the latest news, business news, comments, analysis and multimedia coverage of Shanghai.

People's Daily

<http://en.people.cn/>

People's Daily Online focuses on national news, Chinese society, the military, Chinese culture, China travel guides, Chinese politics, foreign affairs, and business.

Chinese Media Guide

<http://www.chineseadvertisingagencies.com/mediaguide/>

Chinese Media Guide is a comprehensive guide on overseas Chinese media. It contains a complete list and descriptions of major overseas Chinese newspapers, Chinese TV stations, Chinese radio stations, and Chinese websites.



OCA—Organization of Chinese Americans

<http://ocaseattle.org/about/>

OCA-Greater Seattle
P.O. Box 14141, Seattle WA 98104

info@ocaseattle.org

Seattle Chinese Garden

<http://www.seattlechinesegarden.org/>

Seattle Chinese Garden grounds and SSC Arboretum : open daily from dawn to dusk

Chinese Arts and Music Association

<http://www.uschinamusic.org/news/>

P.O. Box 50531
Seattle, WA 98105

206.817.6888

chinamusic@comcast.net

Confucius Institute of the State of Washington

<http://confucius.washington.edu/>

Office of Global Affairs
Box 351237
22N Gerberding Hall
Seattle, WA 98195

Cultural Exchange of Greater China (CE)

<https://culturalexploration.org/>

cesupport@culturalexploration.org

Explore CE's Teacher's Tour in China:
<https://culturalexploration.org/public/articles/cearticle.aspx?theme=blue&path=/tours&content=cetour>

Greater Seattle Chinese Chamber of Commerce

<http://www.seattlechinesechamber.org/>

P.O. Box 3182, Seattle WA 98114

206.552.0818

info@seattlechinesechamber.org

Chinatown-International District Business Improvement Area

<http://cidbia.org/>

409 Maynard Ave South. Suite P3
Seattle, Washington 98104

206.382.1197

Washington State China Relations Council

<http://www.wsrc.org/contact>

1301 5th Ave, Suite 1500
Seattle, Washington 98104

206.441.4419

Cultural Exploration Lesson Plans

Lesson Plan 1: by Dennis J. Griner, 6th grade teacher at Highland Terrace Elementary School

Lesson Plan 2: by Nancy Webster, 1st grade teacher at Martha Lake Elementary School

Lesson Plan 1, by Dennis J. Griner

Lesson Title: Ancient Chinese culture and history has an impact on my life today

Lesson Duration: 10-50 minute class periods. I will leave the option to lengthen or shorten this as the need arises allowing us to dig deeper.

Learning Targets: Students will be able to:

- Recognize how much modern day China is a part of their daily lives
- Recognize China's major Geographical features and explain how this impacted both ancient Chinese life as well as life of Chinese today
- Recognize the value and importance Chinese people past and present value art and culture
- Understand the structure of Chinese government in ancient times
- Understand the major religions and belief systems of ancient China/modern China
- Understand Chinese philosophy (Confucius) and Literature (Shi poetry)
- Study China's most famous inventions and see how many of them are relevant today

Unit Summary: This is the first unit of the year in our study of ancient civilizations. Students will learn about ancient China primarily, but also its impacts on modern China and the impacts on the U.S. Those impacts being, economic, cultural and religious. Students will also learn about ancient China by doing. Students in this unit will: create their own Chinese watercolor art, write and illustrate their own original Chinese proverb, Write their own original Chinese Shi poem.

Writing/Reading Objectives:

- Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately keeping the audience in mind
- Develop the topic with well chosen and relevant and sufficient facts, concrete details, quotes or other appropriate examples, such as primary sources
- Use appropriate transitions and descriptive word choice in student's writing
- Maintain style in which the student is writing i.e. Shi poetry or Chinese proverb
- Analyze text in different mediums such as poetry, philosophy and textbook
- Evaluate information in the samples of primary and secondary texts given.

Materials:

- Photos of China (currently from a trip taken by our school secretary, but would include my own if selected for the trip)
- Check out China video from our school library
- Our World textbook from McGraw-Hill
- Internet sources to supplement information
- Collected artifacts: lacquered screen, painted bottle, silkworm cocoon and currency

Learning Experiences:

- Day 1: Students will brainstorm what they currently know about china. They will then generate a list of ideas and questions of what they would like to know more about. This list is posted and can be added to over the course of the unit. I show students a slide show of pictures of modern day China depicting food in markets, Olympics venue, people and homes, landmarks such as great wall and terracotta warriors. Student's will go home and find 10 items at random in their homes and record what country they were manufactured in. The premise being most will come to the conclusion that China is a key manufacturer in the World
- Day 2: We will study the major geographical features of China and how these features impact the lives of the Chinese people. Some features we will cover are the Gobi Desert, Huang He River, Tibetan Plateau, North China Plain, Yangtze River and many more that govern how the Chinese people live on the land.
- Day 3-4: Students will learn about Chinese art and technology. They will learn about Bronze and how it was used in both art and weaponry. Students will view jade carvings as well as calligraphy on both Oracle bones and on the medium of rice paper. We will also discuss Chinese poetry and the art of watercolor painting.
- Day 5-6: Students will review Watercolor painting and will attempt to create their own original piece
- Day 7: Student will learn what a Dynasty is and how the major dynasties of China Shaped the nation into a Global superpower. We will Focus on the Han, Zhou and Qin dynasties
- Day 8-9: Students will study ancient Chinese religions of Daoism, Taoism and Confucianism. We will explore how these religions have shaped China through the millennia. We will also write and illustrate our own original Chinese proverbs.
- Day 10-Open ended: Look at and explore Chinese inventions from the past and how they impact us today. Some I plan to highlight are
 1. Silk
 2. Wheelbarrow
 3. Spaghetti
 4. Seismograph
 5. Terracotta
 6. Paper
 7. Gunpowder
 8. Compass
 9. Movable type printing
 10. Endless power chain drive

Lesson Plan 2, by Nancy Webster

Unit Plan Outline for Cultural Exploration of China Foundation

Grade Level: Elementary

*This Lesson is specifically outlined for 1st grade students, but can be adapted for other grades

*The Unit spans over 16 lessons, but it is possible to adapt it to a shorter or longer timeframe

Introduction: A Unit of a Cultural Study of China. Key components of this unit will be:

- The creation of a Children's Cultural Museum of China, which would depict various aspects of Chinese life and culture.
- Students will research and become experts in a topic area and use graphic and visual displays in order to present their work to others. Students will collaborate and share what they have learned from others. Presentations may include models, slide shows, demonstrations, food, language lessons, music and art, among many other possibilities. The Seattle Art Museum and their Museum in a Suitcase teacher's resource and Wing Luke Museum outreach may be used as additional resources.

Unit Learning targets:

- Students will be able to identify at least 3 ways Chinese families are similar to American families and three ways they are different.
- Students will be able to identify at least three important cultural aspects of Chinese life and will be able to locate China on a map.
- Student will be able to research, create and use visual organizers in order to present on a topic area of their choosing that represents an aspect of Chinese life.

Prior Knowledge:

- 1st grade students will have completed the Storypath Social Studies Unit "Families and Neighborhoods" to provide adequate background knowledge for a comparison between families and neighborhoods in the United States and families and neighborhoods in China.

EALRS: 1st Grade Social Studies:

5. Social Studies Skills: The student understands and applies reasoning skills to conduct research, deliberate, form, and evaluate positions through the processes of reading, writing and communicating.

5.2.1: Understands how questions are used to find out information.

5.2.2: Uses text and visuals to identify main ideas or key details to study family life.

3. Geography: Student uses a spatial perspective to make reasoned decisions by applying concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.

3.2.1 Understands that the way families live is shaped by their environment.

Common Core :

1. Writing:

Text Types and Purposes:

CCSS.ELA-Literacy.W.1.2

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

CCSS.ELA-Literacy.W.1.3

Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Production and Distribution of Writing:

CCSS.ELA-Literacy.W.1.5

With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

CCSS.ELA-Literacy.W.1.6

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge:

CCSS.ELA-Literacy.W.1.7

Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

CCSS.ELA-Literacy.W.1.8

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

2. Speaking and Listening:

Comprehension and Collaboration:

CCSS.ELA-Literacy.SL.1.1

Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

CCSS.ELA-Literacy.SL.1.1.a

Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-Literacy.SL.1.1.b

Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

CCSS.ELA-Literacy.SL.1.1.c

Ask questions to clear up any confusion about the topics and texts under discussion.

CCSS.ELA-Literacy.SL.1.2

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

CCSS.ELA-Literacy.SL.1.3

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas:

CCSS.ELA-Literacy.SL.1.4

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

CCSS.ELA-Literacy.SL.1.5

Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

CCSS.ELA-Literacy.SL.1.6

Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.

Lesson 1: Introducing the Children's Museum

Learning targets: Students will be introduced to a new unit of study of China, its' culture and its' people via an 'inquiry table'. Students will create a 'learning list' to initiate the project and to focus on the areas of study/topics to include in their cultural museum, choose a topic to work on, identify resources for research and initiate an action plan.

Estimated time: 1 hour lesson

*It may be necessary to break this lesson into two class sessions or continue a portion to another day.

Preparation:

Set up an "inquiry table" in the middle of the classroom. On it would be objects such as fabric, pottery, music/musical instruments, writing, eating utensils, books, perhaps even maps and photographs, etc. which would be representative of cultural items from China.

- Note: The inquiry table will remain in place throughout the unit of study. Pieces will be changed from time to time depending on what we are working on. Students will be encouraged to go to the inquiry table as a resource and to stimulate their thinking throughout our project.

Ask to problem solve and determine where these objects came from.

Whole Class Discussion:

Ask students to circulate the table and review the objects. Allow time to examine and discuss possibilities. (10 minutes)

Group students on the carpet for whole for whole class discussion to address the question: “Where are these items from?”

- If necessary, guide students to the conclusion that they came from China.

Introduce Children’s Museum Unit. A Chinese Cultural Museum for children at our school to learn more about China and its people and its culture. The first step towards this will be Research.

Activate Prior Knowledge: Ask students what they already know about China and create a brainstorm list. (5 minutes)

Inquiry: Now ask students what they would like to know about China and create a learning list. (5 minutes)

Included on the list might be :

- How are families in China similar to families here in Washington State?
- How are families in China different from families here in Washington State?
- What is school like for a first grader who lives in China?
- What sort of family traditions might a student in China have?
- What is the weather/environment like in China?
- What are their homes like?
- What kinds of animals live in China?
- Where is China? How far away?
- What language do they speak?
- What are their Symbols? What does their flag look like? Why is it red?
- What kind of music do they have?
- What does their art look like?
- What kind of food do they eat?
- What kind of celebrations do they have? How do they celebrate?
- What are some folktales from China? Do they have some version of ones we know (like Cinderella or red Riding Hood)?
- What are some important places in China?

Research: After creating a learning list, tell the students that in order to find answers to these questions, we will need to do some research. Brainstorm Resources you can use. (5 minutes)

Determining Important Topics: Next, we will need to choose topics we are interested in showcasing in our museum- look over the learning list and try grouping what we are interested in such as: (10 minutes)

- Daily Life (Family, school, community)
- Art
- Music
- Language
- Geographic Features/weather
- Environment/Animals
- Food
- Celebrations
- Important Places
- Story telling
- Symbols
- Recreation

Tell students that they will have an opportunity to choose a topic they will become an expert in- and create their own museum room along with becoming the “expert” guide for that topic in the museum.

Determine how to create and present our museum: Once we have determined the various topics we want to showcase, we will need to determine how we can showcase it. Ask students for ideas on how we could accomplish this. Perhaps guiding students to the idea that we could use large sheets of butcher paper to create a “map” of a museum with rooms that would be presented from a bird’s eye view (May need to define bird’s eye view to students). The butcher paper could lie flat on a table and within each “topic room” would be the visual items and pictures that students want to include- so for example the “language room” might contain writing tools, examples of characters, photos of a person writing, a recording of a person speaking in Mandarin (or another dialect) and some paper and ink. (10 minutes)

Set up groups: After we have determined how and what to showcase, we will need to have students break into groups by topic. Students can self select the museum topic they want to become expert in. Double check that groups are balanced and that there are enough students in each group. Some re-shuffling may be needed. I am estimating approximately 8 museum topic rooms with 2-4 students working in each group (plus a 5th grade buddy helper to coordinate work). (5 minutes)

Begin to create action plan and deadlines for when we want to complete tasks. Identify jobs groups will need to do and work out time lines (5 minutes)

Final review and questions and comments (5 minutes)

Lesson 2: Building background Knowledge about China:

Learning Targets: Students will be able to find China on a global map, know that the primary language is Mandarin Chinese. Students will also be introduced into a system to organize their research by using a folder.

Preparation: Chart paper, markers, globe, maps and selected materials on China (such as books in Chinese, flat paper maps, travel books, etc.) computer access for possible additional research, photocopies of a flat global map to hand out to students and file folders for each student along with color pencils/crayons.

Introducing the Lesson:

Hook: “Let’s imagine that we were going to take a trip to visit China. What would we need to know before we left?” “Take a minute and think quietly about this and then be prepared to turn and talk to your partner.”

Setting the Stage: Ask students to turn and talk to their neighbor about what they would need to know before we left on the trip. Allow each students about 30 seconds to share their thoughts. Then call students together to share.

Students might suggest the following (teacher might also need to guide them) and the teacher can record these on chart paper (leaving space to write in the answers):

- Where is China?
- How big is it?
- What are some big cities in China?
- What language(s) do they speak /write?
- How long would it take to get there?
- What kinds of climate do they have?

After we identify questions, brainstorm ideas for how to get answers to these questions (e.g. using the globe, the books and the Internet.)

Working together as a group, the teacher can have student volunteers search for and find the answers- so for example- where is China on a globe? A student volunteer would suggest using a globe and point it out. Work through the questions and then review them once they are answered.

Ask students what we just did (researched to find answers to our questions). Now tell students that this will be what they will be doing to create a Hutong Neighborhood in our next couple of lessons and then more independently once they begin working on their “rooms” for the museum.

Now suggest to students it might be helpful to create a system to organize their research materials. Ask for suggestions and guide if necessary to the notion that a folder system would be helpful. To get them started, suggest how it might be helpful for everyone to have a map of China in their folder. Pass out global maps, ask students to find China on the global map and color it in and then put it in their folders (be sure to remind them to label their folder with their name).

Wrap up:

Ask students to review what we did: 1) Learned where China was on a map (along with what language is spoken there etc) . 2) researched to find answers to our questions and utilized resources to do so. 3) Set up an organizational system to conduct our research.

Lesson 3-5: Creating a Hutong neighborhood

Project overview: Students will create a “freize” type version of a Hutong neighborhood. They will learn about/research the components and characteristics they will need to include- such as rambling lanes, certain types of architecture, businesses and homes- and then using butcher paper as a background- students will work in pairs to create either a home, a business, or a feature (such as a park, school etc) that would be included in the neighborhood. Students can use a variety of materials to create their home/business/feature- some may want to use cereal boxes to create a 3-d effect, for some construction paper will work better. A variety of materials will be provided- paper towel rolls, recycled items- such as plastic bottles, milk cartons etc all can be used to great effect to create realistic architectural detail. Students will be encouraged to create a “supplies list” and then bring recycled items from home.

Estimated time: 2-4 lessons

Learning targets: The teacher will scaffold student learning so that by using modeling and then guiding students through a whole group project, students will understand how to use research to create a finished project.

- Note: This part of the unit will take 2-3 class sessions.
- Students will have already completed the Families and Neighborhood Storypath unit and will know how we use butcher paper as a background, how to sketch a basic outline of a neighborhood

Preparation: Neighborhood Design proposal Forms, slide show of images of the Hutong Neighborhood, additional websites and travel books describing the Hutong Neighborhoods.

Introducing the lesson:

Hook: A good way to get started is to think about this project as if we are creating a story. Think of this part of the project as a practice for working independently.

Setting the stage:

Lets imagine a setting or neighborhood in China. When we think about neighborhoods – lets think about what we already know about neighborhoods (**activate prior knowledge**)

Guide students to the idea that some neighborhoods are old and some are new. Introduce idea of looking at an old neighborhood. Specifically, an old neighborhood in the capital city of Beijing called a Hutong.

Introducing the lesson: The teacher reads from Fodor's travel guide of China the following description of a Hutong Neighborhood:

- As we read, record information on chart paper to use as a guide to create our neighborhood.

(Reading from Fodor's) *"The word Hutong dates back to the Yuan Dynasty (13th century) and is derived from the Mongolian word for "well"- the traditional focal point of a village (ask students if they know what a "well" is or remind students that a well is where the people of a community once went to get water). By 1949 there were nearly 6,000 of these rambling lanes (ask students what the author means by a rambling lane – then record "rambling lanes on chart paper). The names often reveal something about their past. liulichang =tilemaker's alley, lurou =donkeymeat alley. zooshou=date-tree alley. (record this information) Some are truly labyrinthine, while others are tiny-only 10m (11 yards) long and as little as 40 cm (15.5 inches) wide. During the Ming and Qing Dynasties imposing residences called siheyuan (four sided courtyards) were built between the hutongs for merchants, nobleman or high ranking officials (record). Details, such as elaborately carved hitching posts and door piers, or ornamental brickwork, indicated the status of the original occupant. The walled gardens survived until the Communist era, when most were subdivided to meet the growing demand for communal housing."*

Following the reading- present slideshow of images from Internet- again recording what we notice about the features.

Allow time to review the features of the neighborhood listed on the chart paper. Have students turn and talk with their partner about businesses and other neighborhood features they want to include. Have students share out to create a list we can use to assign which neighborhood component the student pairs will work on.

Again have turn and talk with partners- have student pairs choose what part of the neighborhood they want to construct. The easiest way to do this is to divide the group into 3 sections –one third that is interested in constructing homes, one group that is interested in constructing businesses and one group with features (which includes road signs, vehicles, parks, schools, community centers etc).

Pass out "Neighborhood Design Proposal" forms- instruct students that working with their group and partner, they will research and select a type of home, business or feature to build. The goal for today is to begin research. In our next lesson they will work on selecting and designing.

Break the class into 3 large groups depending on what type of component student pairs what to work on. Each group will work as follows:

- Homes: The students who are interested in the homes will research and learn about the traditional way a Chinese home is constructed- courtyard, wings of the

home, etc. as well as what kinds of homes would be typical in a hutong. From this research, student pairs will work select a types of home to construct, create a plan and then construct a home.

- **Businesses:** Students will work to research and create a variety of Chinese businesses that would be found in a hutong. From the research, different student pairs will work together to select a business to construct, create a plan, and then construct a business.
- **Features:** Students will work to research types of neighborhood features, select a feature, develop a plan and then construct the feature they have chosen.

Allow students time to work on researching. At the end of the class session- bring the class together- have students review what they are doing and how it is going for them. Remind them to put their paperwork in their research folders.

Lesson 6: Planning a Neighborhood Component

Overview: Students will work with their partner, completing the design plan form (teacher will conference with students and review what they will need)

Learning Targets: Students, working in pairs, will research and design a component for the hutong neighborhood frieze and record it on the Design plan form.

Lesson 7: Building a Neighborhood Component

Overview: students will work in pairs to complete their neighborhood component and place it on the freize. After all the pieces are in place- class will review and see if we are missing anything –and volunteers can work to complete any missing “pieces”.

Learning Targets: Working in pairs and using a variety of materials, students will create a component of the Hutong neighborhood.

Preparation: Butcher paper (with an outline of the neighborhood – where streets/alleys are, a river etc) posted on a wall or bulletin board, construction paper, boxes, tubes and other recyclable material, buttons, glitter, paint etc set up at a common table for student access. Additional tools/supplies- scissors, glue, tape

Reflection: Once the neighborhood is completed, students will discuss, brainstorm and analyze how a Hutong Neighborhood is similar to and different from their own neighborhood. Students will write 3 sentences. They will need to identify 3 things that are similar and 3 things that are different.

*Remind students that the Hutong Neighborhood will be included as part of our Chinese Cultural Museum

Lessons 8-12: Creating the Museum

*This portion of the unit may take 6 lesson times

Lesson 8: Beginning Research and Creating a Design Plan Proposal:

Learning targets: Students will become familiar with research materials and will identify which resources to use. Students will begin the research process. Students will organize and keep track of their research using an organizational system (folder. Students will begin design plan proposal.)

Integrated Learning Targets: Students will use technology to research to create a Social Studies project. Students will conduct research and record information. Students will read informational text in order to gather research to create a project.

Preparation: The teacher will set up a variety of research stations which target the subject areas of the student's Cultural /museum topics-for example some possible topics might be as seen below-along with the types of research materials provided in tubs, folders or envelopes:

- Note: additional materials will be available to students from SAM "Museum in a Suitcase" and possibly from Wing Luke

Research Materials for Each Heading Include:

- Websites
- Travel Books
- Photos
- Various media sources
- CDs
- Folktale Books and Calligraphy Books

1)Daily Life sub headings: (in addition to Hutong Neighborhood frieze)

Homes
Types of
Neighborhoods

Transportation
Schools
Food

Jobs + community helpers
Recreation

2) History/Timeline sub-heading:

Timeline (include a vocabulary list – such as dynasties, emperor, etc)

Important places:

Forbidden city

Great Wall

Terracotta soldiers

3) Geography/climate/Resources

Maps, geographical features, weather

climate, major cities and Provinces

Clay/pottery, Jade, Pearls, silk, fishing industry

Tea etc.

4) Customs, Symbols, Religion

Holidays/celebrations

Kung Fu

Tai Chi

Tea

Kite Making

Chinese Zodiac

Symbols (Jade, dragon , colors, numbers etc)

Silk

5) The Arts

Art/painting

“Long is a Dragon” (Folktale Book)

Calligraphy

Theater/drama

Poetry/Writing/Folktales

Dance

Have student volunteers review and then demonstrate/model how to use research to create their topic. So for example- demonstrate how taking notes, drawing sketches etc. Put into a research folder when they are completed.

To get started: After reviewing how to use and organize their research, students are ready to begin creating a plan with the “Project Proposal Plan” form.

Creating a plan: start with “Project Proposal Plan” form (see attached- but essentially the form will include spaces that ask students to list out their names, what their Museum Room Topic will be –such as the Forbidden City- what ideas they have for researching information and then a space for project proposal and a supply list-additionally, they will need to include a section for “main ideas and details to share” to use when they conduct a ‘tour’ through their portion of the museum).

Students will take time to brainstorm a way to present their topic. For some it might be creating a map, for others a scale model. Some may want to create a video. Once they have an idea on how to present their topic, they create their project proposal. Student partners must work together on this project and then conference with their teacher for final approval to start.

Lesson 9: Completing the Plan and Researching

Learning targets: Student will complete their plan proposal and conference with teacher for approval. Students will do research.

Preparation: Research Stations will be set up. If possible, spread students out into 2 rooms.

Lesson 10: Wrapping up Research –Beginning Museum “Build Out”.

Learning targets: Students will continue to work together to research and begin the construction of their “room” in the museum.

Preparation: Research Stations set up. Set out supplies at a common table- paper, boxes, scissors glue, etc.

Lessons 11-13: Build Out and Docent Script

Learning targets: Students will continue to work together to research and work on the construction of their “room” in the museum. Once their “room” is constructed, students will need to create a ‘script’ of what to say to their visitors and practice or “rehearse” how they would conduct their tour with our school community. Students will complete their “room” by lesson 13.

Preparation: Research Stations set up. Build out supplies at a common table- paper, boxes, scissors glue, etc.

Students will work to complete their “room” and once they are finished, continue to use their research materials to prepare a “script” of information that they will rehearse and share with museum guests. Students will conference with a teacher once their script is completed for final approval.

Lesson 14: Sharing the Museum

Students will set up the museum in a school wide common area, such as the library and share the Museum with our school community.

Learning Targets: Students will document the museum to our school community and be able to communicate main ideas and details to museum attendees about their “room”. Students will problem solve to create a plan to promote the museum to our school community.

Preparation: Chart Paper, Markers, construction paper, poster board, tape, scissors, computer access.

Hook: Now that the museum is completed, it is time to share the museum. How should we get the word out to our school community that we have this great resource? Allow students to buddy buzz and then share out ideas such as making posters, having an announcement made by the principal, including a story in the school/district newsletters, sending emails etc. Record the ideas and then assign student partner groups to work on these promotions.

Allow students time to work on their aspect of Museum promotion.

Schedule a final dress rehearsal of a tour and time it so students and potential visitors have an idea of how long a tour will take. Have a whole class discussion with students to create a list of criteria they will need to keep in mind when they are documenting their museum room to visitors. Remind them that when they rehearse, they will need to work on these.

Ask parent volunteers to photograph or video students in action.

Depending on time restraints and the level of parent support, an evening “session” may be offered –perhaps with music, food, music and presentations. Hopefully mini workshops can be offered in calligraphy, folk tale readings, slide shows and kite making for example- among many other possibilities.

Lesson 15: Dress Rehearsal

Learning Targets: Students will learn how to document their room in their museum. Students will learn about family daily life in China (and will write a reflection piece on what they have learned) and will identify (for 1st grade) 3 things that are similar to our life here in the United States and 3 things that are different.

Hook: “Now that we have all our museum rooms completed and we’ve promoted our project to our community, it is time to have one of our museum groups model a presentation for us so that we know what documenting a museum room will look like.”

The teacher will remind students to review a brainstorm list of criteria we would have created in the previous lesson of what makes a good docent. Such criteria would include making eye contact, speaking clearly to the guests, reviewing the key points and pointing out important information, demonstrating how something works etc. All members of the group should participate etc.

Model: Daily Life group will demonstrate their Museum Room. Teacher will be at the side providing guidance and support if needed.

Following the presentation, first the teacher will note the presentation strengths (such as speaking clearly, making eye contact etc.) and then do a quick review of what they have learned about daily life and discuss it- making comparisons with our life.

Have students then write a short reflection piece about what they learned- identifying 3 things (for 1st grade) that are different and 3 things that are similar. Allow students time later to share and celebrate.

Lesson 16: Reflection

The teacher will schedule a session for review and reflection. Suggested reflection questions:

- How did I do?
- What could I have done differently?
- Did I work well with my partner?
- What improvements/changes could be made for next time?
- What advice would I give next year's students?
- What was my favorite part of this experience?
- What new learning surprised me most about Chinese culture?
- What is one thing I will never forget?