



# An Evening with the Terracotta Warriors: U.S.– China Relations Through the Scope of History



CENTER FOR  
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UNIVERSITY of WASHINGTON  
The Henry M. Jackson  
School of International Studies

<http://www.china-travel.com/xian-terrocotta-army-mission.html>

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east asia  
resource center

<https://s-media-cache-ako.pinimg.com/564x/78/8c/31/788c31169d2a9d374b71ef4b470daegd.jpg>

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## USING THIS RESOURCE GUIDE

NOTE: The majority of these descriptions were excerpted directly from the source website. Links to original sources are provided.



RECOMMENDED RESOURCE



VISUAL MEDIA



LESSON PLAN



STEM RESOURCE



AUDIO

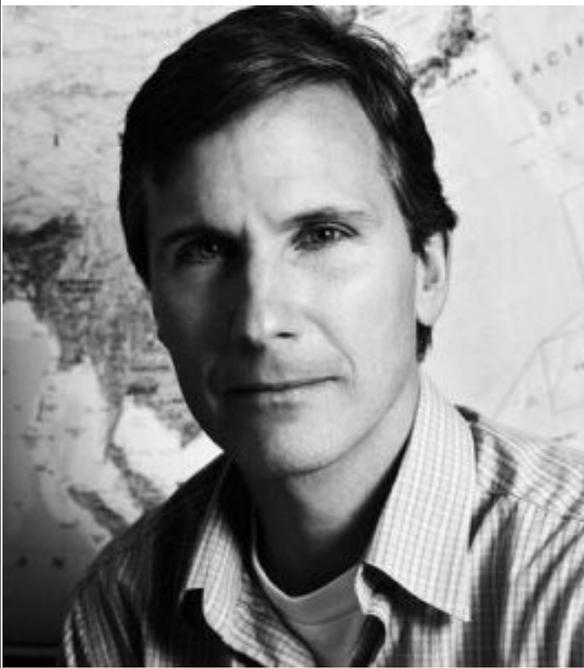


ENGLISH/LANGUAGE ARTS



CHARTS AND GRAPHS

# John Pomfret



Raised in New York City and educated at Stanford and Nanjing universities, John Pomfret is an award-winning journalist, formerly with *The Washington Post*. He has been a foreign correspondent for 15 years, covering big wars and small in Afghanistan, Bosnia, Congo, Sri Lanka, Iraq, southwestern Turkey and northeastern Iran. Pomfret has spent seven years covering China – one in the late 1980s during the Tiananmen Square protests and then from 1998 until the end of 2003 as the bureau chief for *The Washington Post* in Beijing. In 2003, Pomfret was awarded the Osborne Elliot Award for the best coverage of Asia by the Asia Society.

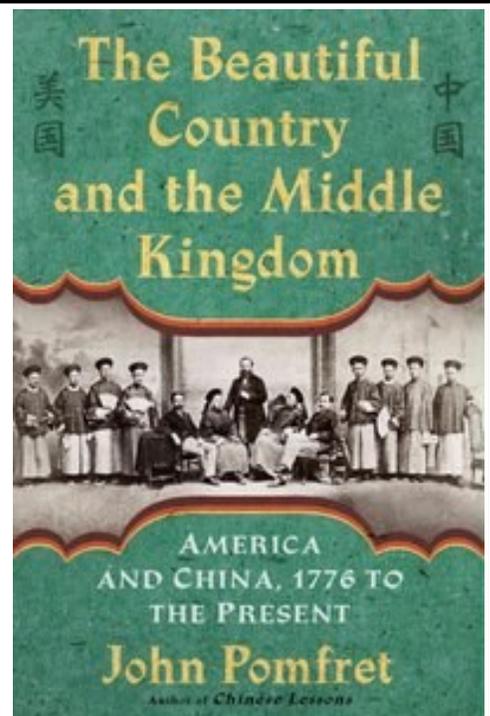
He is the author of the acclaimed book, *Chinese Lessons*, and has won several awards for his coverage of Asia, including the Osborne Elliot Prize. He holds a BA and MA from Stanford University and was one of the first American students to go to China and study at Nanjing University, and attended Singapore's Institute of Southeast Asian Studies as a Fulbright Scholar. Pomfret speaks, reads and writes Mandarin, having spent two years at Nanjing University in the early 1980s as part of one of the first groups of American students to study in China.

## ***The Beautiful Country And The Middle Kingdom: America And China, 1776 To The Present***

<http://us.macmillan.com/thebeautifulcountryandthemiddlekingdom/johnpomfret/9781429944120>

A remarkable history of the two-centuries-old relationship between the United States and China, from the Revolutionary War to the present day. From the clipper ships that ventured to Canton hauling cargoes of American ginseng to swap Chinese tea, to the US warships facing off against China's growing navy in the South China Sea, from the Yankee missionaries who brought Christianity and education to China, to the Chinese who built the American West, the United States and China have always been dramatically intertwined. For more than two centuries, American and Chinese statesmen, merchants, missionaries, and adventurers, men and women, have profoundly influenced the fate of these nations. While we tend to think of America's ties with China as starting in 1972 with the visit of President Richard Nixon to China, the patterns—rapturous enchantment followed by angry disillusionment—were set in motion hundreds of years earlier.

Drawing on personal letters, diaries, memoirs, government documents, and contemporary news reports, John Pomfret reconstructs the surprising, tragic, and marvelous ways Americans and Chinese have engaged with one another through the centuries. A fascinating and thrilling account, *The Beautiful Country and the Middle Kingdom* is also an indispensable book for understanding the most important—and often the most perplexing—relationship between any two countries in the world.



### **Excerpt: 'The Beautiful Country and the Middle Kingdom'**

<http://asiasociety.org/blog/asia/excerpt-beautiful-country-and-middle-kingdom>

In this excerpt from *The Beautiful Country*, Pomfret traces the ups and downs of the U.S-China relationship through the previous two centuries — and what this history tells us about the present.

# More from John Pomfret



**The Beautiful Country and the Middle Kingdom: a conversation with John Pomfret on his new book**  
<http://supchina.com/sinica/beautiful-country-middle-kingdom-john-pomfret/>

Kaiser Kuo and Jeremy Goldkorn talk to John about his new book, *The Beautiful Country and the Middle Kingdom*, which charts the history of America's relationship with China. John explains that the countries have been intertwined long before the ping-pong diplomacy often credited for ushering in U.S.-China relations in the early 1970s. For more on John's experience and background, as well as the research he has conducted, see the Sinica backgrounder accompanying this podcast.



**The U.S. And China: 2 Centuries Of Infatuation And Disappointment**

<http://www.npr.org/sections/parallels/2016/12/11/504478025/the-u-s-and-china-two-centuries-of-infatuation-and-disappointment>

President-elect Donald Trump said during the presidential campaign that China was "raping" the U.S. when it comes to trade, that it was responsible for the "greatest theft in the history of the world" and that his Treasury secretary would label China a currency manipulator. China is winning; the U.S. is losing. That's hardly a new argument, as veteran foreign correspondent John Pomfret details in his well-researched new book, *The Beautiful Country and the Middle Kingdom*, which vividly chronicles the history of U.S.-China relations.

**Interview John Pomfret**

<http://www.pbs.org/wgbh/pages/frontline/tankman/interviews/pomfret.html>

In this 2005 interview, John gives his eyewitness account of the massacre, starting with the first bloody clash in the Muxidi neighborhood in west Beijing and moving down Chang'an Boulevard to Tianmen Square itself. Pomfret was near the students when they made their last stand at the monument before finally withdrawing early in the morning of June 4<sup>th</sup>. He explains why Tiananmen became an extraordinary turning point for China and talks about "the deal" that Deng Xiaoping offered the Chinese people and its consequences to this day.



**Lesson Idea:** Analyze the Tiananmen Massacre, what was happening in the country and the world at the time? Is there an event in U.S. history that has parallels and has had a comparable impact on the American

**Gathering Storm: A History of the Complicated U.S.-China Relationship Since 1776**

[https://www.nytimes.com/2016/12/30/books/review/beautiful-country-middle-kingdom-john-pomfret.html?\\_r=0](https://www.nytimes.com/2016/12/30/books/review/beautiful-country-middle-kingdom-john-pomfret.html?_r=0)

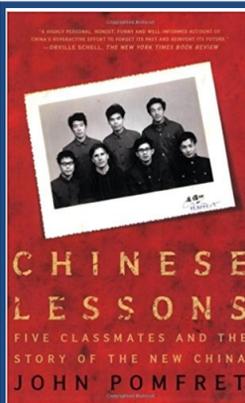
New York Times Book Review: "Donald Trump (or his next secretary of state) would be well advised to read this timely and comprehensively informative book, since no foreign topic will engage the 45th president more acutely than the currently fast-fraying relationship between the United States and the People's Republic of China. The coming trouble — if trouble it is to be — will be confusing, alarming, protracted and full of subtleties. This weighty history by a former foreign correspondent for The Washington Post, while not offering itself as a vade mecum for dealing with the slow-gathering storm, provides an exhaustive collection of names, dates and historical markers to show just how we reached this place, the jumping-off point for the coming decades of what men of menace like to term 'interesting times'."



**Conversations with History: John Pomfret (55:47)**

<https://www.youtube.com/watch?v=PO5KJxTAljQ>

Washington Post reporter John Pomfret discusses his book *Chinese Lessons: Five Classmates and the Story of the New China*.



**Pomfret's Tale Out of School: 'Chinese Lessons'**

<http://www.npr.org/templates/story/story.php?storyId=5639627>

John Pomfret went to college in China. In 1981, that was a rare experience for an American. Pomfret has since checked on five former classmates for the book *Chinese Lessons*.

**Why I Wrote...**

<http://www.johnpomfret.org/qa/>

John Pomfret answers some interesting questions about U.S.-China relations.

# More from John Pomfret

## In the History of U.S.-China Relations, a Pattern of Enchantment and Despair

[https://www.nytimes.com/2016/11/24/world/asia/china-us-history-john-pomfret.html?\\_r=0](https://www.nytimes.com/2016/11/24/world/asia/china-us-history-john-pomfret.html?_r=0)

Americans and Chinese have been enchanting each other and disappointing each other since they first met in 1784, when the first U.S. ship landed in Guangzhou with a cargo of American-grown ginseng and silver to trade for tea. If there's a pattern to the relationship, it has been rapturous enchantment followed by despair. Right now, Americans are in the disenchantment phase of the cycle, as are the Chinese.



## Why There's Room for Optimism in the U.S.-China Relationship (3 min., 14 sec.)

<https://www.youtube.com/watch?v=1sy4qPMKggl>

John Pomfret explains why, in spite of an aggressive government clampdown and anti-American rhetoric from top Chinese leaders, he's optimistic for the future of U.S.-China relations and for positive political change in the country.

## China wanted President Trump. It should be careful what it wished for

[https://www.washingtonpost.com/opinions/global-opinions/china-wanted-president-trump-it-should-be-careful-what-it-wished-for/2016/11/11/41e79a36-a82a-11e6-ba59-a7d93165c6d4\\_story.html?utm\\_term=.6a8982d30875](https://www.washingtonpost.com/opinions/global-opinions/china-wanted-president-trump-it-should-be-careful-what-it-wished-for/2016/11/11/41e79a36-a82a-11e6-ba59-a7d93165c6d4_story.html?utm_term=.6a8982d30875)

The glee was palpable about the victory of a man that Chinese state-run media has dubbed a "clown" and held up as an example of why the Chinese are better off living in a one-party state...

## Opinions: Five myths about U.S.-China relations

[https://www.washingtonpost.com/opinions/five-myths-about-us-china-relations/2016/12/09/beedb888-bccc-11e6-91ee-1aaddfe36cbe\\_story.html?utm\\_term=.ec2f6e271866](https://www.washingtonpost.com/opinions/five-myths-about-us-china-relations/2016/12/09/beedb888-bccc-11e6-91ee-1aaddfe36cbe_story.html?utm_term=.ec2f6e271866)

U.S.-China relations have never been easy. No problem in the world can be solved without the pair working together, but working together is hard. The relationship is set for more uncertainty with the election of Donald Trump. On Dec. 2, Trump took a call from the democratically elected president of Taiwan, breaking decades of precedent. The call raised fears that Trump would take a hard line on China. But then, unpredictable as ever, the president-elect announced Iowa Gov. Terry Branstad as his pick for ambassador to Beijing. Branstad reportedly has a close personal relationship with Chinese President Xi Jinping. A little good cop, bad cop, perhaps? Anyway, a whole mythology has emerged about the most consequential relationship in the world. Here are a few myths that could use busting.



## Isolating China Doesn't Work: By John Pomfret Feb. 6, 2017

<https://www.nytimes.com/2017/02/06/opinion/isolating-china-doesnt-work.html>

The United States and China have been inextricably linked since the birth of America. The first fortunes made in the United States came thanks to the tea trade with China. The profits made in Canton and reinvested in America transformed the young republic into the 19th century's factory of the world. For its part, 19th-century China turned to the United States as the first country to educate its young in a desperate effort to counter the West. In the present day, the United States, with its open wallets, open universities and open society, has been by far the most important foreign enabler of China's rise. No matter who became United States president in 2017, a reckoning was due.



**Lesson Plan: Create a political cartoon after reading this article.**

# The Terracotta Warriors



## Dead in life, alive in death

On March 29, 1974, farmers drilling a well 25 kilometres from Xian unearthed fragments of pottery. They had stumbled across the Terracotta Army, thousands of sculptures depicting the armies of Qin Shi Huang, China's first emperor. Their purpose was to protect the emperor in the afterlife and they were buried with him between 210 and 209BC. Here we take an in-depth look at this incredible archaeological discovery



**Qin Shi Huang** ended the Warring States period and completed the conquest of China in 221BC, unifying it under one name. He had built his shrine near Xianyang, the capital of his kingdom

### TERRACOTTA WARRIORS PITS

After the fall of the Qin dynasty (206BC), the tomb was looted, many of the figures were destroyed and their weapons stolen. Three pits contain 8,000 life-size terracotta figures known as the Eighth Wonder of the World

### Actual appearance

Archaeologists have been able to rebuild many of the statues but the colour has been lost, flaked off by contact with air

### Initial appearance

The figures were originally painted in bright colours obtained from various ground materials such as azurite, cinnabar, charcoal or iron oxide



**Armour without pauldrons on a charioteer**  
This is made up of 197 plates. Armour with pauldrons has 327 plates

**Left warrior on chariot**  
Each chariot is equipped with a charioteer and a warrior on each side. The warriors hold crossbow, spears or ge (dagger-axes)



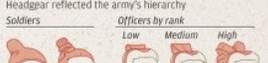
**High-ranking officers**  
The armour is lined with exquisite geometrical patterns and is of two types: those with pauldrons over the shoulders and those without



**Standing archers**  
With their hair in buns and in light battle robes, they are posing as if about to shoot

**Knelling archers**  
Knelling made it easier for warriors to aim at targets and less likely for them to be spotted by enemies, making this posture perfect for both defence and attack

### Military ranks



Headgear reflected the army's hierarchy

Beard styles were also elements of distinction. All ordinary male adults grew a beard, except criminals who were forced to shave. In 2009 beardless young warriors were discovered estimated to be 17 years of age

Estimated according to excavation so far:



Only 40% of pit No.1 has been excavated. This is to wait for superior excavation techniques that will allow the preservation of colours

### BRONZE CHARIOTS AND HORSES

Two bronze painted cars were discovered in 1980, each composed of more than 3,000 pieces. The first of these cars would pave the way while the second would be the car in which the emperor slept. The cars are about half of the actual size and are inlaid with silver and gold

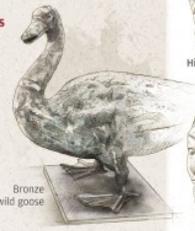


Bronze chariot No.1

1,061kg total weight

### NOT ONLY WARRIORS

The emperor also wanted to represent a place of leisure and relaxation. 46 bronze aquatic birds and 8 rowing statues were found in another pit



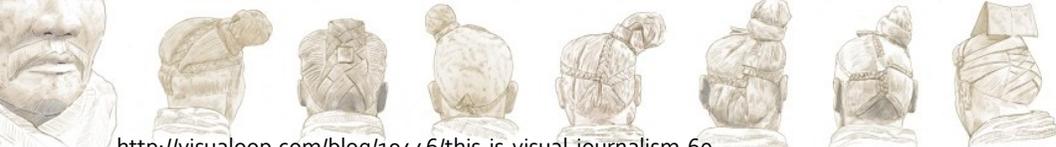
Bronze wild goose

Figure of Zuozhou (rowing). When first discovered the thinking was that he was playing an instrument

Sources: Mausoleum of the First Qin Emperor Museum, 'Treasures of the Mausoleum of the First Qin Emperor', National Geographic, own notes on the excavations  
SCMP Graphic: Alberto Lucas López

### ONE THOUSAND FACES FOR ONE THOUSAND FIGURES

Analysis of facial features shows that Qin people's faces were in eight basic shapes, resembling eight Chinese characters mu (冂), guo (國), yong (勇), jia (冫), jian (冫), yan (田), you (有), shen (申), and feng (風). Also, ancient Chinese hairstyles were used as a symbol of status



The striking feature is the realistic depicting of both body and spirit

**Terracotta Warriors from the mausoleum of the first Qin emperor of China**  
<https://www.khanacademy.org/humanities/ap-art-history/south-east-se-asia/china-art/a/terracotta-warriors-from-the-mausoleum-of-the-first-qin-emperor-of-china>  
 This website begins with an in depth look at the first Emperor of China Qin Shihuang and continues to explain the art history of China through history until 1980, including beautiful images and informative videos.

**The Greatest Tomb On Earth: Secrets of Ancient China**  
<http://www.bbc.co.uk/programmes/b080396k>  
 This is a documentary for purchase created by the BBC and National Geographic.  
 In this landmark film, historian Dan Snow, physical anthropologist Dr Alice Roberts and scientist and explorer Dr Albert Lin investigate a series of earth-shattering discoveries at the mighty tomb guarded by the Terracotta Warriors, a site two hundred times bigger than Egypt's Valley of the Kings and the final resting place of China's first emperor.

# The Terracotta Warriors

## Terracotta Warriors: An Army for the Afterlife

<http://www.livescience.com/25510-terracotta-warriors.html>

According to UNESCO World Heritage Center, archaeologists suspect that the unexcavated tomb could contain an entire replica of the city of Xi'an, which the warriors guard. The three pits (a fourth pit was unfinished) contain an estimated 8,000 life-size terracotta figures of which about 2,000 have been excavated. The figures were created to serve the emperor in the afterlife and include a mix of chariots, cavalry, armored soldiers and archers. There are high-ranking officers (including nine generals found so far) and one of the pits actually served as a command post for the army and contains an honor guard and ornate chariot for the force's chief commander.

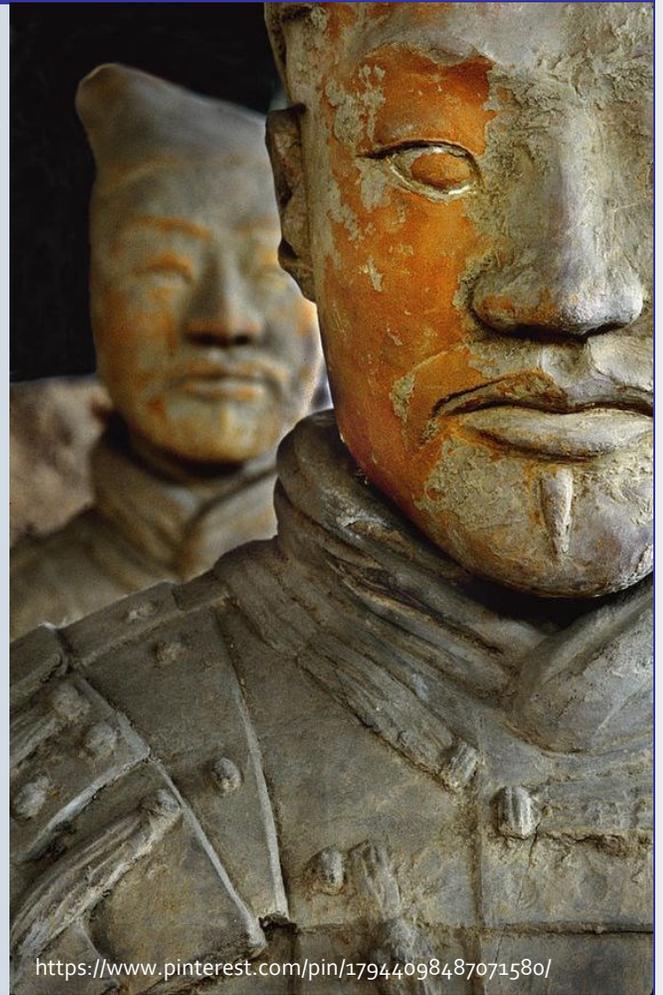
## Xin Tombs of Qin Dynasty

<http://www.history.com/topics/ancient-history/xian-tombs>

The arduous work of uncovering, protecting and restoring such remarkable artifacts continued into the early 21st century. Researchers discovered the complex had been robbed, probably sometime soon after the emperor's death, and many of the terracotta figures were vandalized. It is possible, however, that the emperor's own tomb was not violated. Restorers set about putting the figures back together again, building bodies, replacing heads, fixing painted surfaces and assembling numerous chariots and several hundred horses and their grooms.



**Lesson Plan: (K-5):** The word "Terracotta" is a type of clay. Can you model your own mini Terracotta warrior from recycled materials?



<https://www.pinterest.com/pin/17944098487071580/>



## Discoveries May Rewrite History of China's Terra-Cotta Warriors

<http://news.nationalgeographic.com/2016/10/china-first-emperor-terra-cotta-warriors-tomb/>

*This article has amazing photos, and a short video, and a map of the tomb* Finds at the famous tomb complex point to influences from abroad and a blood-soaked succession after the death of China's first emperor. Known today as the First Emperor, Qin Shi Huang Di left a legacy that would make him a towering figure in Chinese history. By the time he died in 210 B.C., he had united warring kingdoms into one country, put an end to feudalism, and built the Great Wall that endures today as a monument to his power.

### Emperor Qin's Tomb

<http://www.nationalgeographic.com/archaeology-and-history/archaeology/emperor-qin/>

Ying Zheng took the throne in 246 B.C. at the age of 13. By 221 B.C. he had unified a collection of warring kingdoms and took the name of Qin Shi Huang Di—the First Emperor of Qin. During his rule, Qin standardized coins, weights, and measures; interlinked the states with canals and roads; and is credited for building the first version of the Great Wall.

### Pictures: New Terra-Cotta Warriors – And Unprecedented Armor

<http://news.nationalgeographic.com/news/2012/06/pictures/120620-terra-cotta-warriors-china-new-army-shield-armor-science/>

With the greatest of care, archaeologists in early June clean the head of a terra-cotta warrior in the funerary complex of China's first emperor—one of more than a hundred life-size figures uncovered during the latest phase of the excavation, which began in 2009.

<https://s-media-cache-ak0.pinimg.com/564x/9b/08/b6/9b08b6bbcf7c135f756dcd5d898e5885.jpg>

# The Terracotta Warriors

## Terracotta Warriors Facts

[http://www.softschools.com/facts/world\\_history/terracotta\\_warriors\\_facts/2247/](http://www.softschools.com/facts/world_history/terracotta_warriors_facts/2247/)

It took approximately 40 years for the construction and sculptures of the Emperor's Terracotta Warriors and Horses to be complete. There were more than 700,000 laborers working on the Tomb complex and on the Terracotta Army. Each Terracotta Warrior is unique. Archaeologists believe they were built in an assembly line fashion, with moulds for arms, legs, torsos, and heads being put together and finished with customized features that ensured no two were alike.

## Chinese Terra Cotta warriors had real, and very carefully made, weapons

[https://www.washingtonpost.com/national/health-science/chinese-terra-cotta-warriors-had-real-and-very-carefully-made-weapons/2012/11/26/999b9cb4-2840-11e2-b4e0-346287b7e56c\\_story.html?utm\\_term=.997a145723d3](https://www.washingtonpost.com/national/health-science/chinese-terra-cotta-warriors-had-real-and-very-carefully-made-weapons/2012/11/26/999b9cb4-2840-11e2-b4e0-346287b7e56c_story.html?utm_term=.997a145723d3)

Archaeologists believe that the tomb-outfitting teams were composed of artisanal groups, each of which worked under a master craftsman, with a foreman overseeing quality control. They have identified the seals or signatures of at least 87 foremen on warriors' backs, indicating a form of personal accountability for the quality of each statue.

## Greeks May Have Influenced China's Terra Cotta Army

<http://www.history.com/news/greeks-may-have-influenced-chinas-terra-cotta-army>

Archaeologists and historians say they believe the inspiration for China's most famous sculptures may have actually come from ancient Greece, and that Greek artists may even have traveled to China to train their Chinese counterparts.



## Lesson idea: A trip to the Terracotta Warriors Exhibit

The Terracotta Warriors are in Seattle — not all 6,000 of them, but a sampling of 10, including a cavalryman, an archer and a charioteer buried 2,200 years ago alongside the tomb of Emperor Qin Shuhuang near the Chinese city of Xi'an. The 10 clay figures will be accompanied by more than 100 artifacts that contextualize Qin Shuhuang's place in Chinese history.

### Make Predictions:

What kinds of artifacts do you think might be displayed at the exhibit? Ask your students to create a list of 10-20 artifacts that they expect to see. Students should bring that list with them to the exhibit, and check off any items that they correctly predicted.

### Reflect:

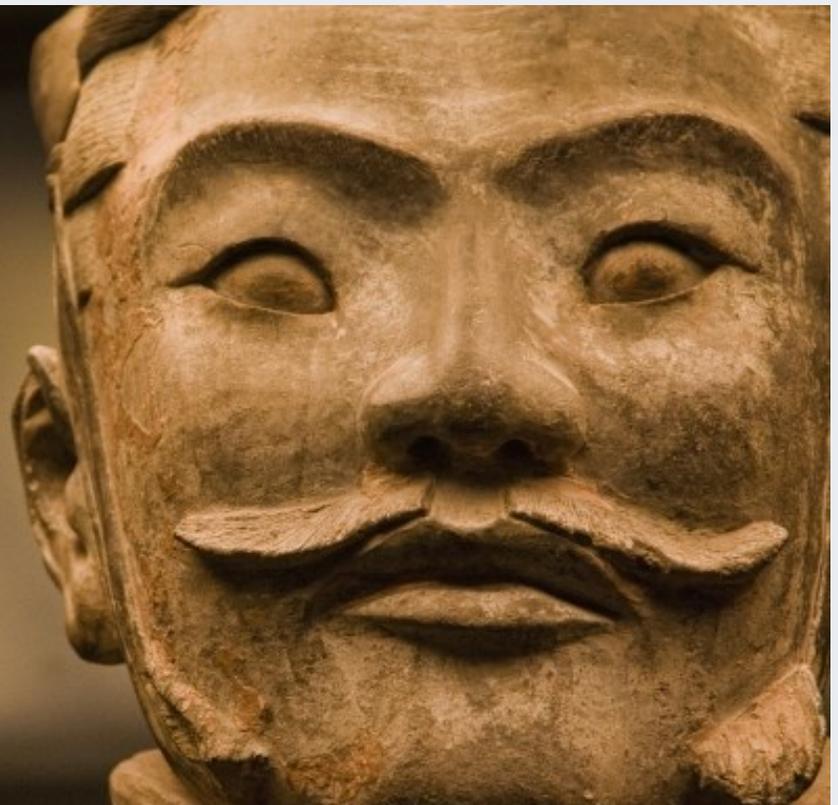
Ask your students: Were there any items that you were surprised to see? Why? Were there any items on your list that you expected to see but were not there?



## Curriculum Guide from The Seattle Times Newspapers in Education: Terracotta Warriors, Guards for Eternity

[http://nie.seattletimes.com/wp-content/uploads/sites/12/2017/03/M11577\\_Terracotta\\_EducatorGuide\\_FINAL.pdf](http://nie.seattletimes.com/wp-content/uploads/sites/12/2017/03/M11577_Terracotta_EducatorGuide_FINAL.pdf)

Meets Washington State educational standards for Ancient Civilizations and STEM. Students will explore engineering concepts, and the ancient civilization from which the Terracotta Warriors originate. Students develop higher levels of critical thinking by considering how civilizations developed and why they declined.



# Terracotta Warriors and Emperor Qin Shi Huang

## 5 Things You May Not Know About the Terra Cotta Army

<http://www.history.com/news/5-things-you-may-not-know-about-the-terra-cotta-army>

After a 200-year period of provincial conflict called the Warring States Period, Qin Shi Huang is credited with unifying the provinces under one centralized government and establishing the capital at Xianyang. However, Qin was also known for his brutishness: He ordered the killings of scholars whose ideas he opposed, and showed little regard for the life of the conscripts who built those public works projects, including his burial complex. Numerous laborers and artisans lost their lives during its construction, while others were reportedly killed in order to preserve the secrecy of the tomb's location and the treasures buried within.



**Lesson Plan:** (K-5) If you were an emperor of a country who would you want to defend you in the afterlife? Draw the army that would protect you (ex. dragons, magic shield, lions, etc)

Now that you've learned about the thousands of Terracotta Warriors and the ways in which they taught us more about ancient China, make your own warrior! How can your Seattle Warrior tell a story about where you're from? Remember, each one was unique.

## The Terracotta Army of Qin Shi Huang and the Projection of Power

<https://openendedsocialstudies.org/2016/06/25/the-terracotta-army-of-qin-shi-huang-and-the-projection-of-power/>

The First Emperor was buried with palaces, towers, officials, valuable artifacts and wondrous objects. According to one account, 100 rivers had their flow simulated by mercury, and above them the ceiling was decorated with heavenly bodies below which were the features of the land.

## Qin Shihuangdi—the rise to power

[http://www.britishmuseum.org/explore/themes/leaders\\_and\\_rulers/qin\\_shihuangdi.aspx](http://www.britishmuseum.org/explore/themes/leaders_and_rulers/qin_shihuangdi.aspx)

Qin Shihuangdi was the first Emperor of China. He defeated the Warring States of China in 221 BC and divided the land into 36 parts called 'commanderies' and chose officials to administer them. He abolished aristocracy and awarded positions based on merit. He followed the philosophy of Legalism believing that human beings needed regulation by law with defined punishments for every crime. Qin created a universal currency; the banliang coin. He also announced that standard weights and measures would be used throughout his empire and standardized written Chinese characters to produce a script that could be read everywhere. Along with these accomplishments, Qin also constructed a great wall to protect the land from northern invaders. The Great Wall of China we know today is built on the foundations of the Qin wall. Qin Shihuangdi died in 210 BC, at the age of 49. His tomb took 30 years and 700,000 laborers to complete.

## The Man Who Would Cheat Death and Rule the Universe

<http://www.vision.org/visionmedia/history-shi-huang-emperor-china/5818.aspx>

Most people would never have heard of China's first emperor were it not for the 1974 chance discovery of a vast army of terra cotta figures that had lain underground for more than two millennia. The emperor's silent army is now famous, hailed as one of the most important and immense archaeological finds of the 20th century. But what was the purpose of the awe-inspiring yet puzzling ranks of thousands of larger-than-life-sized model warriors?

## Qin Shi Huang: The ruthless emperor who burned books

<http://www.bbc.com/news/magazine-19922863>

There are two Chinese leaders whose final resting place is thronged by tourists - Mao Zedong and Qin Shi Huang, the emperor of terracotta soldier fame. But they also have another thing in common - Qin taught Mao a lesson in how to persecute intellectuals.



# Terracotta Warriors and Emperor Qin Shi Huang

## Terra Cotta Soldiers on the March

<http://www.smithsonianmag.com/history/terra-cotta-soldiers-on-the-march-30942673/?preview=&page=1>

Recent digs have revealed that in addition to the clay soldiers, Qin Shi Huangdi's underground realm, presumably a facsimile of the court that surrounded him during his lifetime, is also populated by delightfully realistic waterfowl, crafted from bronze and serenaded by terra cotta musicians. The emperor's clay retinue includes terra cotta officials and even troupes of acrobats, slightly smaller than the soldiers but created with the same methods. "We find the underground pits are an imitation of the real organization in the Qin dynasty," says Duan Qingbo, head of the excavation team at the Shaanxi Provincial Research Institute for Archaeology. "People thought when the emperor died, he took just a lot of pottery army soldiers with him. Now they realize he took a whole political system with him."

 **The Immortal Emperor. Qin Shi Huang. BBC Documentary**  
<https://www.youtube.com/watch?v=6zcd68h-hs>

BBC Documentary about Qin Shi Huang, his Mausoleum, and the Terracotta Army. Presented by Tony Spawforth. 1996.

 **Lesson Plans**  
**The Incredible history of China's Terracotta Warriors—**

 **Megan Campisi and Pen-Pen Chen**  
<http://ed.ted.com/lessons/the-incredible-history-of-china-s-terraccotta-warriors-megan-campisi-and-pen-pen-chen#watch>

This website includes a short film animating the history that has been discovered from finding the terracotta warriors and a lesson plan to follow the film.

## China's Terracotta Army

<http://education.asianart.org/explore-resources/lesson-or-activity/chinas-terraccotta-army-lesson>

In depth lesson plan for middle school

## Discovering the Terracotta Warriors: a lesson plan for middle or high school world history students

[http://www.indiana.edu/~easc/publications/k12/documents/ClassroomConnection\\_TerracottaWarriors\\_ChasidyMiroff.pdf](http://www.indiana.edu/~easc/publications/k12/documents/ClassroomConnection_TerracottaWarriors_ChasidyMiroff.pdf)

## The Emperor's Silent Army: Terracotta Warriors of Ancient China

<http://www.olgcnj.org/school/files/2010/10/lesson225.pdf>

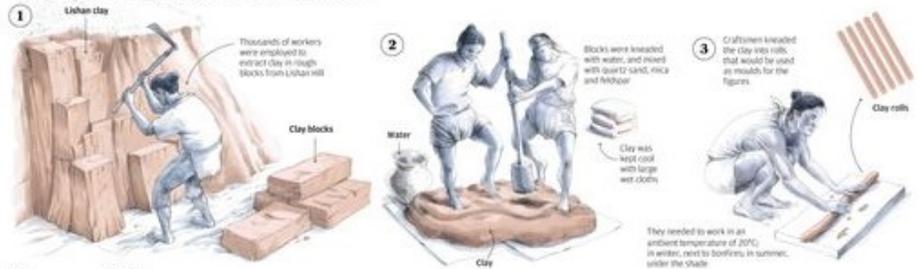
## Terracotta Warriors Project Lesson Plan (grade 7)

<http://roc.rcsnc.org/common/pages/DisplayFile.aspx?itemId=13509061>

# Cracking the enigma

The Terracotta Army has stood guard in the dark since the late third century BC. Only in March 29, 1974, did they come to light when local farmers in Xian discovered them. So where did the warriors come from? Who was their creator? Here we look at how the humble clay was moulded into such fine figures

## Extraction and preparation of materials



## Figure modelling



## Kilning process



Sources: Discovery Channel, Process of the Mausoleum of the First Qin Emperor, Travel China Guide, National Geographic

# Understanding China: Its History



The History of China, The Official Site of the History of China Podcast

<https://thehistoryofchina.wordpress.com/>

This site features over a hundred podcast episodes of different aspects of Chinese history.

## China profile- Timeline

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

A chronology of key events, beginning circa 1700 BC.

## Timeline of Chinese History and Dynasties

[http://afe.easia.columbia.edu/timelines/china\\_timeline.htm](http://afe.easia.columbia.edu/timelines/china_timeline.htm)

## TimeMaps: Overview of the history and civilization of Ancient China

<http://www.timemaps.com/civilization-ancient-china>

Most of the history of Chinese civilization, including the ancient period, has traditionally been divided into dynasties. A dynasty is a line of kings or emperors from a single family, following each other on the throne from generation to generation. In Chinese history (in contrast to European history) the succession was, in the overwhelming majority of cases, from father to son. At times throughout Chinese history, the huge country has been united under a single emperor. At other times, several competing dynasties have divided the country between them. It is only the ones who have ruled the entire country, however, which have been accorded true legitimacy by Chinese historians.



Reflect: How have different shifts in leadership reflected on the attitudes of society and its people? Consider 3 different dynasties from China's history. Research and describe the trends of high culture of urban centers in each dynasty. Make an argument for ways that the political leadership created conditions that made particular cultural expressions possible.

## Ancient China

<http://www.ancient.eu/china/>

China is a country in East Asia whose culture is considered the oldest, still extant, in the world. The name 'China' comes from the Sanskrit *Cina* (derived from the name of the Chinese Qin Dynasty, pronounced 'Chin') which was translated as 'Cin' by the Persians and seems to have become popularized through trade along the Silk Road from China to the rest of the world. The Romans and the Greeks knew the country as 'Seres', "the land where silk comes from". The name 'China' does not appear in print in the west until 1516 CE in Barbosa's journals narrating his travels in the east (though the Europeans had long known of China through trade via the Silk Road). Marco Polo, the famous explorer who familiarized China to Europe in the 13th century CE, referred to the land as 'Cathay'. In Mandarin Chinese, the country is known as 'Zhongguo' meaning 'central state' or 'middle empire'.



## What makes the Great Wall of China so extraordinary

<https://www.youtube.com/watch?v=230HqNEqRyo>

The Great Wall of China is a 13,000-mile dragon of earth and stone that winds its way through the countryside of China. The wall's history is almost as long and serpentine as its structure.



## Lesson Plan (STEM):

Scale it down, find a unit of measurement and as a class recreate the great wall to scale and display around the classroom to get an idea of how grand it really is.



## History of China

### ANCIENT

Neolithic c. 8500 – c. 2070 BC

Xia dynasty c. 2070 – c. 1600 BC

Shang dynasty c. 1600 – c. 1046 BC

Zhou dynasty c. 1046 – 256 BC

Western Zhou

Eastern Zhou

Spring and Autumn

Warring States

### IMPERIAL

Qin dynasty 221–206 BC

Han dynasty 206 BC – 220 AD

Western Han

Xin dynasty

Eastern Han

Three Kingdoms 220–280

Wei, Shu and Wu

Jin dynasty 265–420

Western Jin

Eastern Jin

Sixteen Kingdoms

Northern and Southern dynasties

420–589

Sui dynasty 581–618

Tang dynasty 618–907

(Second Zhou dynasty 690–705)

Five Dynasties and  
Ten Kingdoms

907–960

Liao dynasty

907–1125

Song dynasty

960–1279

Northern Song

Southern Song

Western Xia

Jin

Yuan dynasty 1271–1368

Ming dynasty 1368–1644

Qing dynasty 1644–1912

### MODERN

Republic of China 1912–1949

People's Republic  
of China

1949–present

Republic of  
China (Taiwan)

1949–present

[https://en.wikipedia.org/wiki/History\\_of\\_China](https://en.wikipedia.org/wiki/History_of_China)

# Understanding China: Its History

## China, Spanish America, and the 'Birth of Globalization'

<http://thediplomat.com/2017/01/china-spanish-america-and-the-birth-of-globalization/>

Peter Gordon, the editor of the *Asian Review of Books*, and Juan Jose Morales, who writes for the Spanish magazine *Compromiso Empresarial*, provide a needed corrective to the history of globalization by giving East Asia and Spanish America their due as the originators of the global economy.



## Introduction to China's Modern History

[http://afe.easia.columbia.edu/timelines/china\\_modern\\_timeline.htm](http://afe.easia.columbia.edu/timelines/china_modern_timeline.htm)

This section focuses on four key topics in China's modern history. The first is that of China's conflict with an aggressively expanding West in the 1800s, beginning with the demands made by England at the end of the eighteenth century; England, as was true with the other imperial powers, was intent on "opening up" trade with China. Chinese denials for trade on England's terms eventually led to several wars which concluded by imposing "unequal" treaties that by the end of the century threatened to carve up China "like a melon."



Reflect: Can you find any common themes or conflicts that have affected relations and interests between China and Western powers that continue to impact relations today?



## China's Future

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

This 5-part piece is an through and in-depth account detailing China's modern history up to today, and uses history to explore what the future might hold for China. "As China becomes, again, 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."



How could learning more about a country's past improve relationships for the future?  
How has China's history shaped its present society, economy, politics and goals?



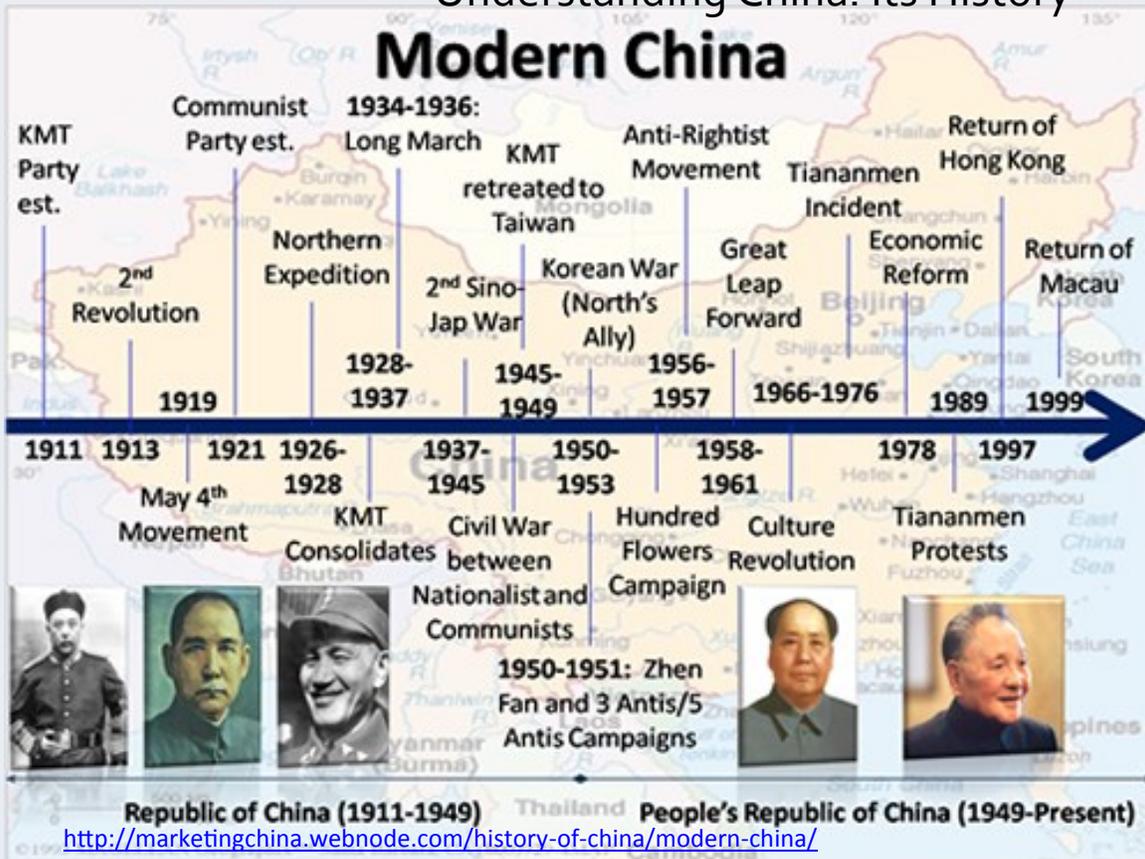
## Tiananmen as the Turning Point: China's Impossible Balancing Act

<http://time.com/73594/china-tiananmen-square-25-years-later/>

Twenty-five years is long enough to reflect on the real impact and consequences of an event. Unfortunately, for the Tiananmen Square protests of 1989, a major event that changed the country's direction, one won't find any discussion or reflection in the Chinese media.

<http://www.cnn.com/2013/09/15/world/asia/tiananmen-square-fast-facts/>

# Understanding China: Its History



## 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](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=uTksmlZoFPQ>

 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

# Understanding China: Its History

## China: The Influence of History

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

As China's power and influence continue to grow in Asia and beyond, many analysts look to Chinese history to understand how a strong China will behave and view the world in the future. Many of these attempts to apply an historical lens engage in gross simplifications and misreadings of the relevance and meaning of hundreds of years of Chinese thought and behavior.



Research: Land borders only exist on paper, in what ways can you see China's influence in other cultures and governments, how did the influence reach these other areas?

## The Influence of Daoism, Buddhism, and Legalism on Chinese Culture

<http://www.albertoforchielli.com/2015/03/27/the-influence-of-daoism-buddhism-and-legalism-on-chinese-culture/>

While Confucianism constitutes the bedrock of Chinese culture, Daoism, Buddhism, and Legalism also contributed to its development. The overriding authority of the state and strict enforcement of the law are two of the fundamental elements of Legalism. Although the Qin Dynasty (221- 206 BC), which practiced Legalism, was short lived, the effects of Legalism lived on throughout China's political history. Evidence abounds: from a centralized political governing structure, to the absolute authority of the Emperor; from the overriding interests of the state, to the subdued rights of its individual subjects.

## Economic Influence on China's Relations with the West

<http://www.fpri.org/article/2008/08/economic-influence-on-chinas-relations-with-the-west/>

In the Cold War years, the literature on China's development focused on two themes. One was that trade and more generally participation in the international marketplace is unlikely to be helpful for poor countries in search of economic development. A second was the notion that China's culture and social structure were inimical to development, that you cannot have substantial economic development in China without sweeping and dramatic changes in social structure and individual behavior. Both of these ideas were mistaken. Let us take a closer look at China's economic history.



Discuss: Where else in the world have close economic relations helped to shape U.S. understanding? In what ways has the U.S. economy been negatively impacted by trade relations?



## Recommended Reading

### **China Under Mao: A Revolution Derailed**

Andrew G. Walder

### **Unlikely Partners: Chinese Reformers, Western Economists, and the Making of Global China**

Julian Gewirtz

### **China from Empire to Nation-State**

Wang Hui, translated by Michael Gibbs Hill

### **Lu Xun's Revolution: Writing in a Time of Violence**

Gloria Davies

### **Chinese Whispers: The True Story Behind Britain's Hidden Army of Labour by Hsiao-Hung Pai**

Hsiao-Hung

### **Harvard University Press**

<http://www.hup.harvard.edu/features/history-and-politics-of-china.html>

Selected Titles on: The History and Politics of China

### **Princeton University**

<https://www.princeton.edu/~lynn/chinabib.pdf>

Contemporary China: A Book List

### **The New York Times**

<https://economix.blogs.nytimes.com/2010/11/29/china-a-reading-list/>

China: A Reading List

# Map and Geography

## 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](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>



Area Comparison between the United States and China

<https://www.cia.gov/library/publications/the-world-factbook/geos/ch.html> 15



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>

# History: U.S.—China Relations

## Timeline- Relations between China and the United States

<http://www.reuters.com/article/idUSPEK38632>

This timeline shows U.S.-Chinese relations since 1949.

## Timeline: US-China relations

<http://news.bbc.co.uk/2/hi/1258054.stm>

Relations between the US and China have been through some difficult times in the half century since the People's Republic of China came into being. BBC News Online charts the highs and lows.

## U.S.-China Relations Since 1949

[http://afe.easia.columbia.edu/special/china\\_1950\\_us\\_china.htm](http://afe.easia.columbia.edu/special/china_1950_us_china.htm)

China-U.S. relations have gone through three periods since the founding of the People's Republic: Containment 1949-1969, Rapprochement 1970-1979, Full Diplomatic Relations 1979-Present.

## Major Milestones in U.S.-China Relations

<http://www.history.com/news/major-milestones-in-us-china-relations>

Ping-Pong Diplomacy 1971; Nixon breaks the ice 1972; Ling Ling and Hsing Hsing arrive in D.C. 1972; Deng Xiaoping visits a Texas rodeo 1979; Clinton goes to China 1998; China supports the war on terror 2001; Obama visits a new China 2009.



## Lesson Plan: How did the U.S. and China Become Mutually Dependent on One Another in Early American History?

<https://sharemylesson.com/teaching-resource/us-china-trade-relations-1776-278841>

Objective: Students analyze and evaluate the mutually beneficial relationship between the U.S. and China since 1776.



Former President Ulysses S. Grant meets with China's Viceroy Li Hongzhang, 1879. Credit: Library of Congress

# History: U.S.—China Relations



## The History of US-China Relations

<https://www.youtube.com/watch?v=rHtZg-oENjQ>

Reuters Editor-at-Large, Sir Harold Evans, walks us through the history of U.S.- China relations starting in 1945.

## The Role of China in US History

<https://www.gilderlehrman.org/history-by-era/global-history-and-us-foreign-policy/essays/role-china-us-history>

Immediately after winning their independence, Americans leapt into the China trade and for the first fifty years of direct contact with China, American interests were wholly commercial. Great fortunes were made there—and used later to finance enterprises such as the railroads.



## China & The USA's Mutually Destructive Relationship

[https://www.youtube.com/watch?v=rLISHcWM\\_uo](https://www.youtube.com/watch?v=rLISHcWM_uo)

For the past few decades, the relationship between China and the US has been simple: China made the goods, the US bought them. But according to Stephen Roach, Senior Fellow at Yale, that relationship no longer works. He tells the FT's David Pilling that while China is shifting towards a more consumer-led economy, the US is still too dependent on Chinese goods and Chinese savings.



Lesson plan: As economic and political relations have shifted, how have public perceptions about China changed in the U.S.? What role does the media play in shaping perceptions and creating stereotypes?

Extension Activity: To explore this more, students should research and watch a U.S. sitcom that portrays a Chinese immigrant or visitor (could be contemporary or from the past) and write a reflection on how that person was portrayed, including stereotypes that were reinforced or challenged.

## Nixon to Obama: Presidential Visits to China

<http://www.theworldofchinese.com/2014/11/nixon-to-obama-presidential-visits-to-china/>

Only seven U.S. presidents have ever visited China - discover their stories.



<http://www.theworldofchinese.com>



11-02-2014, Olivia Bullock (艾文婷)



[www.chinausfocus.com](http://www.chinausfocus.com)



<https://clinton2.nara.gov/WH/New/China/photo27.html>



Photo courtesy: AP

# The U.S., China, and President Trump



## China on the world stage weighing the U.S. relations

<https://video.choices.edu/curriculum/china>

This is an excellent video resource exploring the history, transformation, relationship, and art of China including multiple lesson plans on each.



## What's next for the US-China Relationship?

<http://www.undispatch.com/whats-next-us-china-relationship/>

How might US-China relations shift in the coming years under President Trump? UN Global Dispatch host Mark Leon Goldberg put this question and more to Susan Jakes, editor of ChinaFile and Senior Fellow at Asia Society's Center on US-China Relations.

## Donald Trump and China on dangerous collision course

<https://www.theguardian.com/us-news/2017/feb/07/donald-trump-and-china-military-confrontation-dangerous-collision-course-experts>

A highly combustible cocktail of Donald Trump's volatility and Xi Jinping's increasingly aggressive and autocratic rule threatens to plunge already precarious US-China relations into a dangerous new era, some of the world's leading China specialists say in a new report.

## How Trump Can Improve the Messy U.S.-Chinese Economic Relationship

[www.nytimes.com/2017/04/06/upshot/how-trump-can-improve-the-messy-us-chinese-economic-relationship](http://www.nytimes.com/2017/04/06/upshot/how-trump-can-improve-the-messy-us-chinese-economic-relationship)

The question is whether President Trump can turn his bellicose language into concrete gains for American companies and workers. A look at the economics of the relationship between the nations, and conversations with former officials with battle scars from past negotiations, shows a path for getting a better deal.

## How Trump could put US-China relations on the right track (article by John Pomfret)

[https://www.washingtonpost.com/news/global-opinions/wp/2017/02/06/how-trump-could-put-u-s-china-relations-on-the-right-track/?utm\\_term=.cc4594ce51a1](https://www.washingtonpost.com/news/global-opinions/wp/2017/02/06/how-trump-could-put-u-s-china-relations-on-the-right-track/?utm_term=.cc4594ce51a1)

There are glimmerings of hope among some China watchers that President Trump might have a chance to right America's very skewed relationship with China. Trump's skepticism about the benefits of the relationship and his maddening unpredictability have thrown the red mandarins in Beijing off-balance. As such, the new president has an opportunity to halt a decade of drift in U.S. policy towards China.



## Lesson Plan:

Create a Pros and Cons list: how could this new administration be good or bad for U.S.-China relations?



U.S. President Donald Trump and Chinese President Xi Jinping during a bilateral meeting at Trump's Mar-a-Lago estate in Florida on April 6.

# The U.S., China, and President Trump



A worker hoists an American flag alongside a Chinese flag in Tiananmen Square. (PETER PARKS/AFP/Getty Images)



## Why Trump Can't Break Up With China

<https://www.youtube.com/watch?v=l-7kuo8ryvw>

President Donald Trump broke diplomatic protocol and insulted China left and right during his presidential campaign. We look into what binds these two nations together, and why Presidents Trump and Xi Jinping will continue working together.

## China-U.S. Relations In The Trump Era

<http://www.huffingtonpost.com/david-gosset/chinaus-relations>

Since his election on November 8, Donald Trump is creating an environment in which mistrust between China and the U.S. is growing and it looks like the era dominated by the Kissingerian approach toward China could come to an end.



## PBS What's the future of relations with China, Japan under Trump?

<http://www.pbs.org/newshour/bb/whats-future-relations-china-japan-trump/>

Japanese Prime Minister Shinzo Abe met with President Trump Friday amid growing concerns in Asia over trade, North Korea's missile and nuclear programs and China flexing its military muscle. Judy Woodruff speaks with Evan Medeiros, former senior director for Asian affairs during the Obama administration, about what U.S. relations with Asia look like going forward.



## Around the Globe: China PBS learning media

<https://kcts9.pbslearningmedia.org/collection/welcome-to-china/>

This resource explores U.S. Diplomacy and current events, with lesson plans for all grade levels.

## Trump, Xi have 'candid,' 'positive' talks in Florida

<http://www.cnn.com/2017/04/07/politics/trump-xi-candid-talks/>

Secretary of State Rex Tillerson touted the first summit between the leaders of the world's two largest economies as a success and said Trump and Xi enjoyed "very frank, very candid" discussions that were "very positive." The trading relationship between the two countries and North Korea's nuclear program were at the top of the agenda during the meetings, which took place at Trump's Mar-a-Lago estate.

## Chinese state media cheer Xi-Trump meeting, say confrontation not inevitable

<http://www.cnbc.com/2017/04/08/chinese-state-media-cheer-xi-trump-meeting.html>

Chinese state media cheered the meeting between U.S. President Donald Trump and his Chinese counterpart Xi Jinping as one that showed the world that confrontation between the two powers was not inevitable. The official China Daily newspaper said the two-day summit that ended on Friday "going as well as it could", after earlier "confusing signals" from Washington about how it was approaching the U.S.-China relationship.



## Former top US envoy to China Gary Locke on Trump, trade and strategic mistrust

<http://www.scmp.com/news/china/diplomacy-defence/article/2046650/former-top-us-envoy-china-gary-locke-trump-trade-and>

Former US ambassador to China Gary Locke expressed concerns about many aspects of US president-elect Donald Trump's possible trade and foreign policies. He said Trump had "misimpressions" about China, as evidenced by his claims it was manipulating its currency. He also called on Trump to continue America's pivot to Asia and to push ahead with the Trans-Pacific Partnership (TPP) trade pact. Locke also expressed concerns that the US might lose its leadership role or credibility when moralising with other countries because Trump had not set a good personal example with his treatment of different ethnic and religious groups.



## Former Ambassador Locke On The Future Of U.S.-China Relations

<http://www.npr.org/2016/12/19/506118876/former-ambassador-locke-on-the-future-of-u-s-china-relations>

As Donald Trump's administration is about to take over from the Obama White House, David Greene talks to former Ambassador to China Gary Locke about U.S.-Chinese relations.

# Classroom Curriculum

## Discussion Questions

Why does China matter to the U.S.?

How could learning more about a country's past improve relationships for the future?

How has China's history shaped its present society, economy, politics and goals?

With Trump as president what are all of the possible outcomes that could occur with U.S.-China relations?

Draw a mind map of America's and China's goals from the 19th century to today—what are the main differences that you can see? What are some things that are the same?

Will China Surpass the U.S. as the world's superpower? Why or why not?

How do the respective countries economies effect each other, and what can we predict for the future?

## Lesson Ideas

### **Lesson Plan (Gr. 9-12)**

Divide the class into 5 groups, assign each group to one of the following 5 topics most relevant to current U.S.– China relations. Have each group research in depth and present their findings, then have each group state their case as to why their topic should take precedent when strategizing.

<http://blogs.reuters.com/great-debate/2015/06/23/the-five-most-important-issues-in-u-s-china-relations/>

The South China Sea, China's New Law Governing Foreign NGO's, Friction Over Membership in China's Asian Infrastructure Investment Bank, Cybersecurity, Bilateral Investment Treaty.

### **Lesson plan (Gr. 4-9 )**

Each group is assigned a time in U.S.-Chinese history, make a timeline of that time and share with the class, you can then display the times lines in order around the classroom displaying a full history of U.S.-Chinese relations.

### **Lesson Plan China (Gr. 9-12)**

<http://ncta.osu.edu/lessons/china/econ/Chinese%20Development%20Flaig.pdf>

Lesson Plan China Chad Flaig Purpose: Big Concept: • The rapid development of China presents challenges and opportunities for America. Essential Questions • What are the economic challenges that China presents to the U.S.? • What are the economic benefits that the U.S. can enjoy from an emerging China? • What security issues does China present to the U.S.? Rationale: Students will understand what effects the emergence of China has on their life.

**Objective: To have students analyze and evaluate the mutually beneficial relationship between the U.S. and China since 1776**

<https://sharemylesson.com/teaching-resource/us-china-trade-relations-1776-278841>

How did the U.S. and China become mutually dependent on one another in early American History?

**Around the Globe: China PBS learning media**

<https://kctsg.pbslearningmedia.org/collection/welcome-to-china/>

This resource explores U.S. Diplomacy, current events, art with lesson plans for all grade levels.



# Classroom Curriculum

## Selected Curriculum from the Choices Program:

<http://www.choices.edu/resources/detail.php?id=11>

### China on the World Stage: Weighing the U.S. Response

<http://www.choices.edu/resources/detail.php?id=11>

Includes:

- Graphic Organizers and worksheets
- Slideshows of maps and pictures
- Graphs
- Videos
- PDF primary resources



### China (1:35)

<https://video.choices.edu/curriculum/china>

This short video explores the history of U.S.-China relations and prepares students to advocate different options for U.S. policy towards China in a simulation set in the U.S. Senate.

**PDF: U.S.-China Joint Communiqués: 1972, 1979, 1982**

[https://www.choices.edu/resources/documents/ch\\_3.pdf](https://www.choices.edu/resources/documents/ch_3.pdf)

The three joint communiques issued by the United States and China in 1972, 1979, and 1982 continue to serve as the foundation for U.S.-China relations.

**PDF: Treaty of Peace, Amity and Commerce between the United States and China Signed at Wang Hiya (near Macao), July 3, 1844**

[https://choices.edu/resources/documents/ch\\_1.pdf](https://choices.edu/resources/documents/ch_1.pdf)

"The United States of America, and The Ta Tsing [Great Pure] Empire [China], Desiring to establish firm, lasting, and sincere friendship between the two Nations, have resolved to fix, in a manner clear and positive, by means of a treaty or general convention of peace, amity, and commerce, the rules which shall in future be mutually observed in the intercourse of their respective countries."

## Teaching Resources on China from Stanford University

<http://spice.fsi.stanford.edu/spice-catalog-series/teaching-resources-china>

To promote a deeper understanding of Chinese culture, history, and contemporary issues, we recommend the following diverse set of teaching resources and curriculum tools to bring China to life in K-12 classrooms, including:

- Religions and Philosophies in China: Confucianism, Daoism, and Buddhism (Comprehensive Unit)
- Ethnic Minority Groups in China (Comprehensive Unit)
- China's Cultural Revolution (Comprehensive Unit)
- Chinese Dynasties Part One: The Shang Dynasty to the Tang Dynasty, 1600 BCE to 907 CE (Comprehensive Unit)
- 10,000 Shovels: China's Urbanization and Economic Development (Comprehensive Unit)

## Featured Resources for Teaching about East Asia from NCTAsia

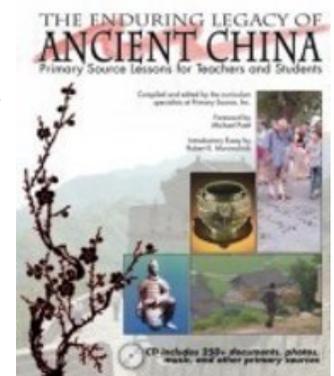
<http://nctasia.org/resources/>

Includes: 'Top Ten Things to Know about East Asia in the 21st Century'— This new "Top Ten" video series begins with 7 programs on the Top Ten Things to Know about East Asia in the 21st Century. The video series is an efficient way to gain essential information about this most important world area directly from area experts at Columbia University.

## Primary Source. The Enduring Legacy of Ancient China. Boston: Cheng & Tsui, 2006.

<http://resources.primarysource.org/content.php?pid=78258&sid=579421>

20 lessons on topics such as early Chinese mythology, Confucianism and other belief systems, family life, the arts, the voyages of Zheng He, and Chinese inventions. Also includes dozens of suggested activities engaging students with primary source materials, including learning to read and write Chinese characters, practicing mapping skills, making cross-cultural connections, and writing poetry based on ancient Chinese models.



# Classroom Curriculum



 **Lesson plan: the Terracotta Army, from the British Council**  
<https://schoolsonline.britishcouncil.org/sites/so/files/files/Lesson%20plan%203%20-%20The%20Terracotta%20Army.pdf>

• Students will recognize the historical significance of Qin Shi Huang as First Emperor of China. • Students will understand the concept of a model army to guard the emperor in the afterlife (reference to Ancient Egyptians if already studied). • Students will apply creative interpretation of ancient models into their own creations.

 **The First Emperor: China's Terracotta Army, Resources for Teachers from The British Museum**  
[http://www.britishmuseum.org/PDF/Teachers\\_resource\\_pack\\_30\\_8a.pdf](http://www.britishmuseum.org/PDF/Teachers_resource_pack_30_8a.pdf)

The resources are divided into sections for use before, during and after a visit to the exhibition. There are also background information sheets to help you. • The two PowerPoint presentations can be used both before and after a visit; they contain maps, diagrams and highlight objects that link to the activities and that the students may see during their visit. Information about the objects is in the Notes section of each slide.



**Social Studies Curriculum for Middle School Teachers: CMS Curriculum Companion**

<http://www.socialstudiescms.com/ancient-china>

Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Ancient China.

 **World Affairs Council Resource Packet, February 2016:**  
[China on the World Stage](#)

An interdisciplinary resource packet for K-12 educators.

## Elementary Resources

**Stories from China Elementary from Activity Village**

<https://www.activityvillage.co.uk/stories-from-china>

China is full of many rich and wonderful traditional stories which you can enjoy with your children. We hope you enjoy our (growing) collection, which we have re-written for the modern day. For some we've provided flipbooks to read online or share, audio versions, coloring pages and printable versions too!

**Discovering the east of China: Chinese music in Elementary School**

<http://www.folkways.si.edu/discovering-east-china-elementary-school/lullaby-vocal-outdoor-solo-programmatic/music/tools-for-teaching/smithsonian>

Chinese music consists of many regional traditions that differ in form, style, quality and repertory. This curricular unit introduces some difang yinyue (regional music of China) and encourages children to discover characteristics of Chinese music by "travelling" around the eastern region of this country.

**Elementary lesson plans from Asia for Educators**

<http://afe.easia.columbia.edu/elementary/china/culture.html>

- Lesson Plan • Animals of the Chinese Zodiac
- Lesson Plans • Chinese Dragon: A Powerful Metaphor in Chinese Cultural