

THE HUNTERS AND THE HUNTED: THE SEARCH FOR CHINA'S PAST

Grade Level: Fourth Grade

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Length of Unit: Two to Three Weeks

I. ABSTRACT

This unit focuses on the history of Ancient China, specifically the period beginning with the Qin Dynasty and ending with the fall of the Ming Dynasty. Not only is the focus on this dynastic time line, but also on the people that had a powerful impact on the rise and fall of China's fortunes. We specifically target the strategic importance of China's geography and its importance in the building of the Great Wall and the ultimate defeat of the Great Khans. After studying this unit, students will come away with a better understanding of the way world history can be effected when people choose to think more of themselves and less of others.

II. OVERVIEW

A. Concept Objectives

1. The students will gain an understanding of China's historical dynasties.
2. The students will understand the concept of regions and geographic factors where people live.
3. The students will understand the importance of literary forms and art as records of human achievement.

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

1. Qin Shihuangdi, first emperor, begins construction of Great Wall
2. Han Dynasty: trade in silk and spices, the Silk Road, invention of paper
3. Tang and Song Dynasties: highly developed civilization, extensive trade, important inventions (including compass, gunpowder, paper money)
4. Mongol invasions and rule; Genghis Khan and the "Golden Horde"; Khubilai Khan: establishes capital at what is now Beijing; Marco Polo
5. Ming Dynasty: The "Forbidden City", Explorations of Zheng He
6. Geography of China (review from second grade)

C. Skill Objectives: Texas Essential Knowledge and Skills (TEKS)

1. LA 4.1 - The student listens actively and purposely in a variety of settings
2. LA 4.5 - The student speaks appropriately to different audiences for different purposes and occasions.
3. LA 4.8 - The student reads widely for different purposes in varied sources.
4. LA 4.9 - The student acquires an extensive vocabulary through reading and systematic word study.
5. LA 4.10 - The student comprehends selections using variety of strategies.
6. LA 4.12 - The student analyzes the characteristics of various types of texts (genres).
7. LA 4.13 - The student inquires and conducts research using a variety of sources
8. LA 4.14 - The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures.
9. LA 4.15 - The student writes for a variety of audiences and purposes, and in a variety of forms.
10. LA 4.16 - The student composes original texts, applying the conventions of written language such as capitalization, punctuation, and penmanship to communicate clearly.

11. LA 4.19 - The student selects and uses writing processes for self-initiated and assigned writing.
12. LA 4.21 - The student uses writing as a tool for learning and research.
13. LA 4.23 - The student understands and interprets visual images, messages, and meanings.
14. MA 4.14 - The student solves problems that arise from everyday experiences and activities in and outside of school.
15. SCI 4.2 - The student uses scientific inquiry methods during field and laboratory investigations.
16. SS 4.6 - The student uses geographic tools to collect, analyze, and interpret data.
17. SS 4.7 - The student understands the concept of regions.
18. SS 4.8 - The student understands the location and patterns of settlement and the geographic factors that influence where people live.
19. SS 4.9 - The student understands how people adapt to and modify their environment.
20. SS 4.11 - The student understands the reasons for exploration and colonization.
21. SS 4.22 - The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.
22. SS 4.23 - The student communicates in written, oral, and visual forms.
23. SS 4.24 - The student uses problem-solving and decision making skills, working independently and with others, in a variety of settings.
24. Art 4.3 (TEKS) - The student demonstrates an understanding of art history and culture as records of human achievement
25. Health Ed 4.1 (TEKS) - The student recognizes ways to enhance and maintain health throughout the life span.

III BACKGROUND KNOWLEDGE

- A. For the Teacher
 1. *What Your Fourth Grader Needs to Know* by E.D. Hirsch, Jr.
 2. *Ancient China* by Arthur Cotterell (Eyewitness Books, 1994)
- B. For the Students
 1. Review geographic information from the *Core Knowledge Sequence* for grade two.

IV. RESOURCES

- A. Cotterell, A. *Ancient China*. New York: Dorling Kindersley, 1994. 0-7894-5867-5.
- B. Edwards, M. "Genghis Khan" *National Geographic*. Washington, D.C.: National Geographic, Dec. 1996., Vol. 191, No.2.
- C. Edwards, M. "The Great Khans" *National Geographic*. Washington, D.C.: National Geographic, Feb. 1997, Vol.201, No.6.
- D. Hirsch, E.D., Jr. *What Your Fourth Grader Needs to Know*. New York: Dell Publishing, 1992. 0-385-31260-1.

V. LESSONS

Lesson One: Knowing China

- A. *Daily Objectives*
 1. Concept Objectives
 - a. The students will understand the concept of regions and geographic factors where people live. (TEKS Geography 4.7)
 - b. The students will understand the importance of literary forms and art as records of human achievement.
 2. Lesson Content

- a. Review/introduce previously knowledge of China's location (Second grade *Core Knowledge Sequence*)
3. Skill Objectives (NEISD: Content Standards Elementary 4th grade)
 - a. LA 4.1. The student listens actively and purposely in a variety of settings.
 - b. SS 4.6 The student uses geographic tools to collect, analyze, and interpret data.
 - c. Locate points on a map
- B. *Materials*
 1. transparency map of China
 2. overhead projector
 3. overhead pens
 4. *Legend of the Panda* or other Chinese folktale
 5. Chalkboard/ transparency
 6. Student materials: dittoed map of China, pencil, map colors and writing journal
- C. *Key Vocabulary*
 1. Mongolia – country north of China
 2. Gobi Desert – large desert located in the western part of China
 3. Himalayas – mountain range separating China from southern countries
 4. Mount Everest – tallest mountain in the world; located in the Himalayas
- D. *Procedures/Activities*
 1. Question students on what they know about China. Have the students check through their desks to see what is labeled "Made in China." Begin a K-W-L chart on what they know about China. At this time introduce to the students what they are to study.
 2. Read Chinese folktale *The Legend of the Panda* by L. Granfield.
 3. Ask the students to take out their writing journals following the reading in order to respond to the story. There was a death in this folktale. Topic could be "Have you ever lost someone or a pet close to you? Write about that experience."
 4. Pass out to the students the map of China. Using the overhead projector, locate China in Asia. Talk about how China is where pandas are found.
 5. With the students, label the following places on the map: Yangtze River, Yellow River, Yellow Sea, China Sea, Gobi Desert, Himalayas, Mount Everest, the area known as "the Golden Horde," Beijing, China and Mongolia. Check on students labeling for accuracy. Color the water using a blue color.
 6. Extension: As a homework assignment, have the students look around their homes and list products made in China.
- E. *Assessment/Evaluation*
 1. Teacher/student observation is involved in assessing their maps of China for accuracy.

Lesson Two: Dynasty Timeline

- A. *Daily Objectives*
 1. Concept Objectives
 - a. The students will gain an understanding of China's historical dynasties.
 2. Lesson Content
 - a. Qin Shihuangdi, first emperor, begins construction of Great Wall
 - b. Han Dynasty: trade in silk and spices, the Silk Road, invention of paper
 - c. Tang and Song Dynasties: highly developed civilization, extensive trade, important inventions (including compass, gunpowder, paper money)
 - d. Mongol invasions and rule; Genghis Khan and the "Golden Horde"; Khubilai Khan: establishes capital at what is now Beijing; Marco Polo
 - e. Ming Dynasty: The "Forbidden City", Explorations of Zheng He
 3. Skill Objectives
 - a. SS 4.23 The student communicates in written, oral, and visual forms.

- b. LA 4.13 The student inquires and conducts research using a variety of sources.
 - c. SS 4.22 The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.
- B. *Materials*
- 1. reference materials on Ancient China and its dynasties– nonfiction books, encyclopedias, magazines (Calliope, Discovery, etc.), internet.
 - 2. dittoed chart listing dynasties and time periods (one for each student)
 - 3. white construction paper 9” X 24” (2 sheets per student)
 - 4. pencils
 - 5. rulers
 - 6. chalkboard or transparencies
 - 7. overhead projector
 - 8. overhead marking pens
 - 9. bottles of glue
- C. *Key Vocabulary*
- 1. dynasty a succession of rulers from the same family
 - 2. B.C.- an abbreviation of before Christ
 - 3. A.D.- an abbreviation of the Latin words “Anno Domini” which means in the year of the Lord
- D. *Procedures/Activities*
- 1. Using the chart on dittoed paper as a guideline to gathering information, divide the students into groups of three or four.
 - 2. Assign dynasties to the students or let them choose which one they will conduct research on for this lesson.
 - 3. After information has been obtained, reassemble students for sharing of information.
 - 4. List important contributions of each dynasty on board or transparency.
 - 5. Students should also fill in their own charts during this sharing time.
 - 6. Hand out two sheets of construction paper to each student.
 - 7. Have the students glue the two sheets together widthwise.
 - 8. Make a long “hotdog” fold from this large sheet. Also glue this down. This piece of paper is the basis for the timeline.
 - 9. Decide how long each century should measure in order to fit all dynasties on this large paper. (You may want to experiment with this before doing this with the students.)
 - 10. Draw a long line from edge to edge. Mark off and label the centuries.
 - 11. Plot the dynasties on this timeline down one side of the line.
 - 12. On the opposite side of the line, write important data that was uncovered in the research.
 - 13. Students can illustrate events that they wish. (You may choose to have a rubric in order to grade this timeline.)
- E. *Assessment/Evaluation*
- 1. Teacher observation during research.
 - 2. Charts developed by student groups.
 - 3. The students will be assessed by their contribution to creating the timeline and participating in the class discussion.

Lesson Three - Who Needs a Wall Anyway? (allow 2 days)

A. *Daily Objectives*

- 1. Concept Objective
 - a. The Student will gain an understanding of China’s historical dynasties
- 2. Lesson Content
 - a. Vocabulary building
 - b. Writing for fluency

- c. Building creative and critical thinking skills
 - d. Cooperative Learning
3. Skill Objectives
- a. Know date of beginning of construction of the Great Wall
 - b. Use creative thinking skills to identify the purpose of the Wall through active participation in group discussion
 - c. Understand the hardships involved in building the wall through active participation in a cooperative learning simulation
 - d. Use journal writing to record response to a cooperative learning simulation in which the student experiences some of the hardships of work on the Great Wall
 - e. Use critical thinking skills to create a wall using time constraints
 - f. Identify the feelings of the Chinese people in their relationship with the Mongols, the feelings of the Mongols in their relationship with the Chinese, and the feelings of those who were pressed into hard labor on The Wall. Use journals to record ideas. Share with large group.
 - g. Demonstrate an understanding of the part that ideas play in influencing history by writing a short essay

B. *Materials*

- 1. Plastic drinking straws
- 2. Masking tape
- 3. Scissors
- 4. Small ball or clay or Play Dough
- 5. Journal
- 6. Sandbox sand
- 7. Water in spray bottle
- 8. Gravel, small stones, pieces of Styrofoam, pieces of plastic, etc.
- 9. Building materials such as
 - a. Lego Building Blocks
 - b. Tinker Toys
 - c. Sugar Cubes
 - d. Twine
 - e. Masking tape
 - f. Toy shovels or hoes to tamper down sand
 - g. Sewing thimbles for transporting sand to “building site”

C. *Key Vocabulary*

- 1. *wall*: an upright structure of building materials that serves to enclose an area or to separate two areas from one another, or something that is like a wall or serves the same purpose as a wall
- 2. *all*: includes everything, all-inclusive
- 3. *Tsunami*: a huge wall of water caused by an undersea earthquake
- 4. *wall cloud*: dark rain cloud that precedes a tornado
- 5. *Iron Curtain*: an imaginary wall constructed by the differences in political ideas between Communism and Democracy.
- 6. *fact*: something that can be proven
- 7. *opinion*: personal idea, not a provable fact, something someone thinks is good or bad.
- 8. *prejudice*: an unfavorable opinion formed beforehand or without knowledge or thought or feeling favorable or unfavorable.
- 9. *generalize*: to give a general (rather than specific) idea; to infer from facts; indefinite or vague
- 10. *over-generalize*: to exaggerate an event or feeling

D. *Procedure/Activities*

1. **Writing:** (Time: 3 minutes) Students will write as much as they can as fast as they can about the word, wall. They must begin writing when the teacher signals to begin and must continue writing until the teacher signals to stop. If students cannot think of what to write they can write about not being able to think about what to write. They must write in complete sentences. They may not make a list. Students may share their work with class.
 2. **Brainstorm:** Students will discuss the definition and purpose of walls. Teacher will list student responses on board or chart. Teacher will guide students in discussing the following:
 - a. What is a wall?
 - b. List different kinds of walls
 - 1) Wall of a building or room
 - 2) Fire walls
 - 3) Tsunami
 - 4) Hail
 - 5) Wall cloud
 - 6) Wall Street (actual walled street in pre-Revolutionary New York City)
 - 7) Walls lining the intestines
 - 8) Land forms such as mountains, rivers, oceans, etc.
 - 9) Ideas (prejudice)
 - 10) Feelings (anger, disappointment, fear)
 3. **Note taking:** As teacher reads, The Great Wall, by Elizabeth Mann, students will record ideas, thoughts and feelings about the building of the wall. They will identify and record hardships encountered by the people building the wall, and will list materials used in building the Great Wall (before modern machines)
- E. *Assessment/Evaluation*
1. Students will create a concept (mind) map of the things they learned about the building of the great wall.

Lesson Four -Who Needs a Wall Anyway? (Day Two of Lesson Three)

- A. *Daily Objectives*
1. Concept Objectives
 - a. The student will gain an understanding of China's historical dynasties
 2. Lesson Content
 - a. Cooperative learning
 - b. Use problem solving techniques to construct a wall
 3. Skill Objectives
 - a. Create a free standing wall using limited resources
 - b. Utilize cooperative learning strategies to solve problems
 - c. Identify feelings of workmen who built the Great Wall
- B. *Materials*
1. (4) drinking straws for each group
 2. (4) inches of masking tape
 3. Small ball of clay or Play Dough
 4. Scissors
- C. *Vocabulary*
1. * See Lesson Three
- D. *Procedures/Activities*
1. Students will be divided into small groups
 2. Teacher assumes the role of Emperor Qui and **appoints leaders of each group. Only the leader** is allowed to decide how the wall will be built. Leader will assume the role of the

- job boss. He/she will **demand** the wall be built his/her way. No one is allowed to complain or resist. If a student “disobeys” he/she must be sent into the wall (under the desk). “Workmen” are to remain silent. No talking!
3. Each group is given 4 drinking straws, 4 inches of masking tape, a small ball of clay, and a pair of scissors.
 4. When teacher signals to begin, he/she explains that all walls must be complete in 5 - 7 minutes. Teacher walks around room, stopping at each group and pushing students to finish quickly. Teacher repeats time constraints, hurries students up.
 5. Work must cease when the teacher signals to stop.
 6. Without sharing feelings or ideas with anyone, students write their response to the activity in their journals. They may share their thoughts after everyone has finished writing.

E. *Assessment*

1. Students are engaged in a group discussion of how it must have felt to have to work on the Great Wall. Teacher will make observations of student responses to such questions as:
 - a. What was it like to be the Boss?
 - b. What was it like to be the workman?
 - c. How did you feel when you couldn't speak?
 - d. What did you want to do about your predicament?

Lesson Five - How Long Was That Wall?

A. *Daily Objectives:*

1. Concept Objectives:
 - a. The student solves problems that arise from everyday experiences and activities in and outside of school (TEKS Math 4:14)
2. Lesson Content:
 - a. Discover how many miles long the Great Wall was
 - b. Transfer data taken about the Great Wall to land forms in the United States
 - c. Apply measurement skills in real-life situations
 - d. Understand early methods of measurement
3. Skills Objectives:
 - a. Predict how many miles long the Great Wall was in the time of Emperor Qin.
 - b. Compare predictions with actual length in miles of the Wall
 - c. Use map skills to determine how many miles would have to be covered to build a wall along the Mason-Dixon Line in Pre-Civil War America.
 - d. Compare the reasons for the Great Civil War in America with the fears of Ancient China on a wall chart
 - e. Count the number of tiles in a given space
 - f. Predict the height of outside and inside walls by using an average measure.
 - g. Use multiplication and division strategies to solve problems
 - h. Draw a cross-cut diagram
 - i. Create a model of the Great Wall

B. *Materials*

1. Worksheet: How Long is Long?
2. Rulers
3. Calculators if needed

C. *Key Vocabulary*

1. ***Mason-Dixon Line:*** an imaginary line separating North from South in pre-Civil War America
- D. *Procedures/Activities*
1. Students will complete the worksheets using their notes. They will use a student Atlas in order to measure distance across the Mason-Dixon Line.
 2. Help students to measure their height. Get an average class height, and use that Measure to determine the height of their classroom walls as well as walls outside and inside the building.
 3. Line students up 10 across to get an idea of the width of the Great Wall
 4. Find the average length of the student's feet, and compare that measure to the standard length of their rulers.
- E. *Evaluation*
1. Written exam (See attachment)

Lesson Six – The Great Wall of China

- A. *Daily Objectives*
1. Concept Objectives
 - a. Student will gain an understanding of China's dynasties
 - b. Student will understand the concept of regions and geographic factors that influence where people live (TEKS Geography 4.7)
 - c. Student will understand the importance of literary forms and art as a record of human achievement
 2. Lesson Content
 - a. Lesson will culminate in the building of model of the Great Wall
 - b. Listen and respond to literature
 3. Skills Objectives
 - a. Recall facts about the building of the Great Wall of China (who, what, when, where, why)
 - b. Create a model of the Great Wall using simple materials that simulate materials used in the Wall.
 - c. Write a contrast and compare paragraph about the use of different kinds of materials they used and decide which materials were best.
 - d. Through group discussion, evaluate the possibility that the Great Wall could be built today
 - e. Write an estimate of the cost of building a modern Wall.
- B. *Materials*
1. Plastic drinking straws
 2. Masking tape
 3. Scissors
 4. Sandbox sand
 5. Water
 6. Gravel, small stones, Styrofoam, plastic pieces to use as rubble
 7. Building Materials such as:
 - a. Lego Building Blocks
 - b. Tinker Toys
 - c. Sugar cubes
 - d. Twine
 - e. Masking tape
 - f. Toy shovels and hoes to tamper down sand

- g. Sewing thimbles for transporting sand to the building site
- C. *Key Vocabulary*
 - 1. None
- D. *Procedures/Activities*
 - 1. Large Group Discussion: Students and teacher will discuss what they learned about the Great Wall of China during their study. Discussion should include the original purpose for building the Great Wall, and if peace could realistically have been made with the Mongols.
 - 2. Teacher will read, *The Great Wall of China*, by Leonard Everett Fisher.
 - 3. Students will listen and respond to the story.
 - 4. Divide the class into small groups. Instruct students to build their own version of the Great Wall. They may choose the materials they will use and how they will build it. The only stipulation is that they must transport the sand in small thimbles to simulate how slow the work must have been. Give students plenty of time to construct their wall.
 - 5. When students have completed their work, they may share their models and explain why their model would last a thousand years.
- E. *Assessment*
 - 1. Students will create a watercolor painting of work on the Great Wall. They may choose whichever part of the process they choose. Their work should be an authentic representation of construction on the Wall
 - 2. Teacher may choose to read, *The Seven Brothers* by Margaret Mahy and guide students in identifying portions of the story that are fact or fiction.

Lesson Seven: The Mongols

- A. *Daily Objectives*
 - 1. Concept Objective
 - a. Students will understand the concepts of regions and geographic factors where people live.
 - 2. Lesson Content
 - a. Mongol invasions and their rule.
 - 3. Skill Objective
 - a. SS 4.8 The student understands the location and patterns of settlement and the geographic factors that influence where people live.
- B. *Materials*
 - 1. *The Stonecutter* by Demi
 - 2. Writing journals
 - 3. Atlas
 - 4. Pencil
 - 5. Paper
- C. *Key Vocabulary*
 - 1. Steppe – a vast semiarid grass-covered plain as found in southeast Europe, Siberia, and central North America
 - 2. Nomad – a member of a group of people who have no fixed home and move about from place to place seeking food, water, and grazing land for their animals
 - 3. Mongols – a member of the traditionally nomadic peoples of Mongolia
 - 4. Ger – round felt tent
- D. *Procedures/Activities*
 - 1. Read *The Stonecutter* by Demi. Have the students respond to the story by writing about something they have wanted above all else.
 - 2. Discuss the term nomads. What other nomadic people can the students recall? (Plains Indians and Germanic tribes of Europe during the Middle Ages might be mentioned)

3. Using a their student atlas map of Asia, have students locate the steppe region.
 4. Discuss how Mongols lived – for example their food and shelter (ger).
 5. Have students compare Mongols lifestyle to that of the Plains Indians using a Venn diagram.
- E. *Assessment/Evaluation*
1. Teacher observation is involved in assessing their maps of Asia.
 2. Accuracy of student’s Venn diagrams.

Lesson Eight: Genghis Khan and Kublai Khan

- A. *Daily Objectives*
1. Concept Objective
 - a. The students will gain an understanding of China’s historical dynasties.
 2. Lesson Content
 - a. Mongol invasions and their rule
 - b. Chinggis Khan and the “Golden Horde”
 - c. Khubilai Khan: establishes capital at what is now Beijing
 3. Skill Objectives
 - a. SS 4.11 The student understands the reasons for exploration and colonization.
 - b. LA 4.15 The student writes for a variety of audiences and purposes, and in a variety of forms.
- B. *Materials*
1. *Chingis Khan* by Demi
 2. *Daily Life in Ancient and Modern Beijing* by Robert F. Baldwin
 3. Student copies of Samuel Taylor Coleridge’s poem, “Kubla Khan”
 4. Writing journals
 5. Pencil
- C. *Key Vocabulary*
1. Khan – ruler
- D. *Procedures/Activities*
1. Read *Chingis Khan* by Demi and discuss major events in his life.
 2. Read “Walls and Invaders” and “Life Under Kublai Khan” from *Daily Life in Ancient and Modern Beijing* by Baldwin.
 3. Pass out copies of Coleridge’s poem. Read through the poem discussing unfamiliar words. Assign lines in poem and allow students to practice their parts. Present it as a Readers’ Theater.
 4. Have students write a series of questions and answers as if they were conducting an interview with either Genghis Khan or his grandson, Kublai Khan.
- E. *Assessment/Evaluation*
1. Grade interview questions and answers.

Lesson Nine: Marco...Polo

- A. *Daily Objectives*
1. Concept Objective
 - a. The students will gain an understanding of China’s historical dynasties.
 2. Lesson Content
 - a. Mongol invasions and their rule
 - b. Khubilai Khan: establishes capital at what is now Beijing
 - c. Marco Polo
 3. Skill Objectives
 - a. SS 4.11 The student understands the reasons for exploration and colonization.
- B. *Materials*

1. *The Emperor and the Kite* by Jane Yolen
 2. *Daily Life in Ancient and Modern Beijing* by Robert F. Baldwin
 3. Writing journals
 4. Atlas
 5. Map of Marco Polo's travels found on page 159 in *What Every Fourth Grader Should Know* by E. D. Hirsch Jr.
- C. *Key Vocabulary*
1. None needed
- D. *Procedures/Activities*
1. Read *The Emperor and the Kite* by Jane Yolen. Have students respond in their writing journals by asking them if the youngest child in their family is often neglected like Djeow Seow was in the beginning of this story.
 2. Read "A Man Named Marco" from *Daily Life in Ancient and Modern Beijing* by Baldwin.
 3. Using the map of Marco Polo's travels and their atlases, students will find the names of the modern countries he traveled through.
- E. *Assessment/Evaluation*
1. Assess students' maps for accuracy.

Lesson Ten: Literature Centers

- A. *Daily Objectives*
1. Concept Objective
 - a. The students will understand the importance of literary forms and art as records of human achievement.
 2. Lesson Content
 - a. Center activities to develop background knowledge of the cultural heritage of Ancient China.
 3. Skill Objectives
 - a. LA 4.8 The student reads widely for different purposes in varied sources.
 - b. LA 4.10 The student comprehends selections using variety of strategies.
 - c. LA 4.14 The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures.
 - d. LA 4.19 The student selects and uses writing processes for self-initiated and assigned writing.
 - e. Art 4.3 The student demonstrates an understanding of art history and culture as records of human achievement
- B. *Materials*
1. Extensive set of books containing folktales, stories and nonfiction informational books on China. (See bibliography)
 2. student writing journals
 3. sets of tangram pieces cut from construction paper
 4. 9" X 12" white construction paper for tangram illustrations
 5. writing paper necessary for student final products
 6. Center Literature Activity cards made on tagboard
- C. *Key Vocabulary*
1. metaphor – a figure of speech comparing two dissimilar items and without using the words "like" or "as." "My love is a red, red rose." You are comparing love to a rose. They are both beautiful.
 2. simile – a figure of speech comparing two dissimilar items using "like" or "as." "My hands were as cold as ice." You are comparing your hands to ice. They are both cold.

3. tangram – 7 mathematical shapes cut from a perfect square. Consists of 4 triangles, a square, a parallelogram and a rhombus.
- D. *Procedures/Activities*
1. Using the Literature Center card ideas found in Appendix B, place each one on large index cards. You may wish to make two of each. Be sure to number each card.
 2. Using the bibliography as a starting point, gather books on China. Choose a variety of folktales, fairy tales, stories and nonfiction books. The public library and your school’s library is a good resource for books.
 3. Go over with your students what is on each activity card.
 4. Place the students in groups of two or let your students choose their partners if they work well together.
 5. Assign a specific number of activities to be done. I would go after 2 or 3 within a week. Some of the activities need to be worked on for more than one day.
 6. At the end of the assigned time, have a sharing day. Keep the students products out for at least a week upon conclusion.
- E. *Assessment/Evaluation*
1. Students products
 2. Rubric for scoring products should reflect 25% participation, 25% visualization, 25% creativity and 25% presentation.

VIII. BIBLIOGRAPHY

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Appendix A - The Hunters and the Hunted: The Search for China's Past

Dynasty	Years	Inventions	Beliefs	Customs	Art	Clothing	Transportation	Money	Foods
Shang	1788-1027 BC								
Zhou	1027-256 BC								
Qin	256-207 BC								
Han	207BC-AD220								

Sui	589-618								
Tang	618-906								
Song	906-1279								
Yuan	1279- 1368								
Ming	1368- 1644								
Qing	1644- 1912								

Appendix B - The Hunters and the Hunted: The Search for China's Past

Literature Center Activities

1. Compare and contrast Lon Po Po and the story of Little Red Riding Hood.
2. Rewrite story and change the point of view. Make the narrator one of the characters. Have one of the other characters now tell the story.
3. Get together with two or more classmates who have read one or more of the same books. Think of trivia categories related to the books, and have each player write several questions for each category.
4. Turn your book into a board game that you can play with up to four other people. Each important chapter in your book can serve as a goal or a stop on the trip around the board. Meetings with different characters can result in extra points or penalties. Look at some other board games for more ideas on how to set up your own.
5. Imagine that you and a partner work for your book's publisher. Your job is to write several ads about the book. You and your friend could write radio messages and play them on a tape recorder as well as create magazine ads, using pictures and words.
6. Identify the basic tone of your book. Is it friendly? Formal? Thoughtful? Sad? Mysterious? Find several passages that show the tone, and read them to the class.
7. Make your nonfiction book the topic of discussion on a TV talk show. Ask another classmate to be the talk show host, and together make a list of questions and topics. During the show, open up the discussion to the audience, who will consist of the other members of your class.
8. In your book, find a metaphor or a simile that sparks your imagination. Draw, paint, or make a sculpture of the picture that the metaphor or simile creates in your mind. Share your artwork with the class.
9. With a friend, compare and contrast a fiction and a nonfiction book written on the same subject.
10. Prepare a diorama or mobile to illustrate something about your book.