

Responding to a growing demand for global curriculum, **Link TV, an independent television channel dedicated to presenting diverse international perspectives**, is proud to launch the **Global Link of World Educators (GLOWE)** pilot initiative. The **GLOWE** project uses **Link TV** programming to develop global cultural understanding and media literacy. The initiative brings Link TV's international media and perspectives to American schools, encouraging student engagement and promoting global citizenship. All media is delivered **free of charge**, [online](#) or via DVD, and accompanied by standards-based, participatory learning guides.



[Explore](#) is a philanthropic multimedia project funded by the [Annenberg Foundation](#) that showcases extraordinary nonprofit efforts and leaders around the world

CHINA



EXPLORE: CHINA

LEARNING GOAL:

What are some particular issues facing modern China, such as the environment, human rights, women's issues, or education?

GRADE: 6-8 SUBJECT: Social Studies &/or Language Arts

TIME REQUIRED: Two class periods [1 hour each], or five class periods with extension

MATERIALS: Online access to media (www.explore.org or www.linktv.org/teachers) or GLOWE Curriculum DVD, TV/DVD Player, board or chart paper and markers, copies of handout, access to computer lab, or assign computer research for homework

Overview: The Explore: China web page includes a range of different films and photos about a variety of issues in modern China today, and highlights some of the magnificent landscapes and the people of China. Several of the films profile non-profit organizations that are working in China today, addressing some of the issues that are introduced in the films.

Prerequisite Knowledge: None required. This lesson can be used as a stand-alone lesson about modern China today, or can be a culminating lesson for a unit on ancient China; this would serve to make connections from ancient to modern civilization and culture in China.

THIS CURRICULUM UNIT IS A PARTNERSHIP OF THE ANNENBERG FOUNDATION, LINK TV AND WORLD SAVVY

SEE, THINK, WONDER: CHINA

LEARNING PROCESS | SESSION ONE

1. THINK, WRITE NOW PROMPT [10 minutes] Students 'free write' on the following

Instruct students to free-write in response to the following question:

“What do you know about life in modern China today?”

2. MEDIA EXPERIENCE [5-6 minutes] *Show Explore: China clips.*

Show two film clips from DVD or Explore: China website:

<http://www.explore.org/explore/china>

First show the 2:28 minute clip titled “**China: Introduction**” (on GLOWE DVD under Explore menu item and on the Explore website under “specials”), then show students the 3 minute clip called “**Anwu School**” (on GLOWE DVD under Explore menu item and on the Explore website under “NGO profiles”).

3. SEE, THINK, WONDER DISCUSSION [10 minutes] *Facilitate classroom discussion.*

Have students respond to the following questions, relating to the second video about children in Anwu School, as soon as they finish watching the video clip.

- What did you see in the video that tells you something about children in China? What did you see in this video that shows how life is different for these children in China compared to your life?
- Why do you think the students are learning English?
- What do you wonder about what it’s like to be a child in China or go to school in China?

Have the students list as many things from their see, think, and wonder lists as they can, and generate a list on the board.

4. INTRO TO MODERN CHINA STUDY [25 minutes] *Facilitate classroom study.*

Instruct students to use the internet for basic research and fact-finding about China today. Use the handouts attached to this lesson to guide their research. The handouts ask students to find similar data about China and the U.S. so that the students have a comparative perspective on Chinese statistics to provide context. *Students can complete handouts for homework, if necessary.*

DISCUSS AND EXPLORE: CHINA

LEARNING PROCESS | SESSION TWO

1. MODERN CHINA DISCUSSION [40 minutes] *Facilitate classroom discussion.*

Discuss the information that students gathered in their research on modern China.

- What trends do students see in the data?

- Does China share characteristics similar to the United States? Different from the United States?
- Did any of the statistics surprise you?
- Make some predictions, based on the data from your handouts, for the future of China.

EXTENSION

EXPLORING ASPECTS OF CHINA

LEARNING PROCESS | SESSIONS THREE THROUGH FIVE

1. ASPECTS OF CHINA BREAK OUT [15 minutes] Facilitate classroom study.

Students can now focus more narrowly on an aspect of life in China and become an “expert” in that area. They will then share this information with other students in the class. Assign each student to an issue, **using the videos available on the Explore: China website** as a guideline to choose topics:

- human rights
- environment
- women’s issues
- education
- religion

2. ASPECTS OF CHINA STUDY [Will vary] Facilitate classroom study.

Students should begin by watching the videos from the Explore website for their issue. Students can then conduct additional research about their issue using the recommended websites below. In their research, students should focus on answering the following guiding questions:

- Describe the issue by using the 5 Ws
 - Who is being impacted by this issue?
 - Where is the issue occurring in China?
 - What is happening in China due to this issue?
 - When (or how long) has this been happening?
 - Why is this issue occurring in China? What are the causes?

3. ASPECTS OF CHINA POSTERS [Will vary] Facilitate classroom poster making.

Students will then prepare a poster and 5 minute presentation on that aspect of modern China for the class.

The poster and presentation should reflect the answers to the guiding questions above. Place the posters around the room for all students to look at in more depth.

RESOURCES FOR STUDENT RESEARCH

Time for Kids: <http://www.timeforkids.com/TFK/teachers/aw/wr/main/0,28132,536982,00.html>

BBC News coverage of China:

http://news.bbc.co.uk/2/hi/in_depth/asia_pacific/2004/china/default.stm

PBS Online Newshour – China on the Rise: <http://www.pbs.org/newshour/bb/asia/china/>

CNN – Eye on China: <http://edition.cnn.com/SPECIALS/2005/eyeonchina/>

China and the Environment:

http://www.nytimes.com/interactive/2007/08/26/world/asia/20070826_CHINA_GRAPHIC.html

4. REFLECTIONS ON CHINA [15 minutes on last day] *Facilitate reflections.*

Have students reflect on what they have learned about China by discussing the questions below.

- What did you learn about life in China that you did not know?
- Can you see any similarities between China and the United States?
Differences?
- Before this project, what did you think of or picture when you heard about China?
- Were those ideas based on stereotypes or media images? Where did these stereotypes and media images specifically come from? How would you combat those stereotypes from the media?

FURTHER EXTENSION

CREATE A COMMUNITY PROJECT: EXPLORE CHINA

LEARNING PROCESS | SESSION SIX AND BEYOND

1. COMMUNITY RESEARCH *[Will vary] Research community issues.*

Many of the people interviewed in the Explore videos run non-profit organizations to address some of the issues facing modern China today (environmental problems, poverty, human rights, etc). Discuss what students learned from watching the videos, in regards to what was being done to address these issues.

Now bring the discussion back to the local community. Which of these problems exist in your community? Where? Who is primarily responsible for addressing them? Brainstorm a list on the board of local, community problems similar to those in modern China.

2. COMMUNITY GROUP ACTION PROJECTS *[Will vary] Create community projects.*

Divide students into groups of 3-4 and select one of the issues from the list. Have students work together to answer the questions below. They should work towards designing a project to address the problem, in which school or community members would participate.

Guiding questions:

- Who in the community is affected by this issue?
- What are the root causes of this issue?
- What are some possible solutions to this issue that address those root causes?

GLOBAL PULSE CURRICULUM UNIT: “EXPLORE: CHINA”

STANDARDS COVERED: NATIONAL McREL AND CALIFORNIA CONTENT

NATIONAL STANDARDS FROM McREL

The National Standards were taken from McREL (Mid-Continent Research for Education and Learning). For full list of McREL standards, go to: <http://www.mcrel.org/compendium/browse.asp>.

World History Standard 46:

Understands long term changes and recurring patterns in world history.

5. Understands ways in which human action has contributed to long-term changes in the natural environment, in particular regions or worldwide.

Language Arts – Grades 6-8

Reading Standard 7:

Uses reading skills and strategies to understand and interpret a variety of informational texts

3. Summarizes and paraphrases information in texts (e.g., arranges information in chronological, logical, or sequential order; conveys main ideas, critical details, and underlying meaning; uses own words or quoted materials; preserves author’s perspective and voice).

Listening and Speaking Standard 8:

Uses listening and speaking strategies for different purposes

6. Makes oral presentations to the class (e.g., uses notes and outlines; uses an organizational pattern that includes preview, introduction, body, transitions, conclusion; uses a clear point of view; uses evidence and arguments to support opinions; uses visual media).

CALIFORNIA CONTENT STANDARDS

World History and Geography: Ancient Civilizations Standard 6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.

1. Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty.
2. Explain the geographic features of China that made governance and the spread of ideas and goods difficult and served to isolate the country from the rest of the world.
3. Know about the life of Confucius and the fundamental teachings of Confucianism and Taoism.
4. Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them.
5. List the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty.
6. Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and the expansion of the empire.
7. Cite the significance of the trans-Eurasian “silk roads” in the period of the Han Dynasty and Roman Empire and their locations.
8. Describe the diffusion of Buddhism northward to China during the Han Dynasty.

GRADES 6-8 HISTORICAL AND SOCIAL SCIENCES ANALYSIS SKILLS

Chronological and Spatial Thinking

1. Students explore how major events are related to one another in time.
3. Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries, and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.

Historical Research, Evidence, and Point of View

1. Students frame questions that can be answered by historical study and research.

LANGUAGE ARTS

Listening and Speaking – 6th grade

Organization and Delivery of Oral Communication

1.4 Select a focus, an organizational structure, and a point of view, matching the purpose, message, occasion, and vocal modulation to the audience.

1.5 Emphasize salient points to assist the listener in following the main ideas and concepts.

1.6 Support opinions with detailed evidence and with visual or media displays that use appropriate technology.

Speaking Applications

2.2 Deliver informative presentations.

a. Pose relevant questions sufficiently limited in scope to be completely and thoroughly answered.

b. Develop the topic with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information).

Listening and Speaking – 7th grade

Organization and Delivery of Oral Communication

1.4 Organize information to achieve particular purposes and to appeal to the background and interests of the audience.

1.5 Arrange supporting details, reasons, descriptions, and examples effectively and persuasively in relation to the audience.

EXPLORE: CHINA CLASSROOM HANDOUT #1

Instructions: Fill in the answers on this sheet to find out some basic information about China. Use this website to find the information:

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

Describe the location of China (which continent and/or region):

Population:

Area:

Comparative Size:

Capital City:

Language(s):

Religion(s):

Major Ethnic groups:

Life Expectancy:

List one other interesting fact you learned about this country:

EXPLORE: CHINA CLASSROOM HANDOUT #2

Instructions: Have students use the website below to find additional information about China, as well as information about the United States. Comparing information between the US and China will provide students with some context to understand statistics about modern China.

Go to the UN Cyberschoolbus website: <http://cyberschoolbus.un.org/>. On the left, click on “Country at a Glance” and then click on China, and fill in the answers to the chart below. Then go back and click on the United States and fill in the answers for the USA column in the chart.

Statistics	China		USA	
Population in 2003:				
Population Density:				
Surface Area:				
Government Education Expenditure:				
GDP per capita:	1990	2000	1990	2000
Energy Consumption per Capita:				
Infant Mortality Rate:				
Population aged 0-14 years:				
Motor Vehicles:	1990	2000	1990	2000
Newspaper Circulation:				

Now, using the data from the table above, answer the following questions.

1. Which statistical comparison is most similar? Hypothesize why you think this might be (take your best guess).

2. Which statistical comparison is most different? Hypothesize why you think this might be.