

CHINA -End of the Unit Activity

Lesson Plan - submitted by Beverly Sweet

This lesson plan could be used to address the following New York State Common Core Standards for 9th grade *Global History and Geography*.

Students will:

“Analyze how and why individuals, events, or ideas develop and interact...”

“...examine and convey complex ideas and information ... through the effective selection, organization, and analysis of content.”

“Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.”

“...produce and publish writing and ... interact and collaborate with others.”

“Draw evidence from ... informational texts to support analysis, reflection, and research.”

“...organize ideas, concepts, and information to make important connections and distinctions.”

Goal: This activity will be a fun way for students to summarize the material learned in the unit and prepare for the unit exam. It will also be effective in terms of both learning and motivation. It should maximize enjoyment (fun factor) without sacrificing instructional value and serve to reinforce concepts learned throughout the unit.

Understanding: Students will understand that events and decisions have consequences (sometimes even unintended consequences) and appreciate the difficult decisions that have been made throughout China’s history.

Students will be able to identify the consequences of events and decisions made throughout China’s history.

Task: Working in teams of four or five, students will create a board game based on information learned in our unit on China. The topics to be covered in the game could include (but are not limited to):

-the geography of China

-the culture of China

-China's early history

-Imperial China

-China's modern history

-current issues facing China

Students might choose to assign each member a specific role. Although all members of the group would assist in all the roles, the student assigned the specific role would have the ultimate responsibility for the completion of that aspect of the task. Some possible roles might include:

- the editor (reads the directions, checks to make sure there are no spelling or grammatical errors)

- the artist (draws the game board or selects the visuals for the game)

- the writer (writes the questions, answers and rules)

- the materials manager (selects, gathers and returns all materials needed to complete the game board)

(The teacher can decide if it is necessary to assign roles. If the class is accustomed to working in groups, this step might not be necessary.)

Since the task will require the use of multiple abilities, all students should be able to contribute to the group project.

Available resources: Internet, encyclopedias, text book, class notes, newspapers, magazines, the school library, etc.

Target Group: This activity can be used with average, above average and low achieving students.

This activity can easily be modified to meet the needs of all learners. The lower level students could use the activity to recall key ideas from the unit. These students could use a manufactured board game such as *Chutes and Ladders* for inspiration and/or to serve as a model for their game. The advanced level students would be challenged to use higher-level thinking skills of comprehension, application, analysis, evaluation and synthesis to complete *their original game board*. They would be encouraged to present dilemmas in China's history and offer possible choices for solving them. Each possible choice could lead to its own consequences for the players -- either positive or negative/good or bad.

Procedure:

Introduce the activity by playing a quick game of BINGO. Each student will receive a piece of paper and make his own BINGO board by writing the numbers 1 through 25 in random order in the small boxes on the BINGO board. (See sample.) The teacher will then ask a question with a corresponding number.

After the teacher announces the number and reads the question, the student must write the correct answer in the square for that number. (Each student's BINGO board will, of course, be different.) The first student to get BINGO is the winner.

NOTE: It will be necessary to check the alleged winner to see if the answers are correct. If any answer is wrong, the game continues until a winner is verified.

(The teacher will have made up 25 questions and placed them in a box. The teacher will reach into the box, announce the number, pause for students to find the number on their handmade BINGO board and then ask, "What desert is in northern China?" Students would write "Gobi" in the appropriate box. The teacher will then draw another question from the box, call out the number and say, "What are two rivers in China's?" The students would record their answers "Yellow River, Yangtze River, or Xi River" in the corresponding box. After giving students enough time to write their answer the teacher will call out another number and ask another question. "What was the location of a student led pro-democracy movement in 1989?" The students would then write "Tiananmen Square" on their BINGO board.)

Students can turn their paper over and start a new game by putting numbers 26 through 50 in random order in the small boxes. The teacher continues to read questions and numbers as students write the correct answers in the appropriate squares until someone calls out "BINGO", the answers are verified and the game is over.

Next, have the students brainstorm games they have played and enjoyed. (Some ideas might include Stratego, Go to the Head of the Class, Candy Land, Monopoly, Risk, Clue, Chutes and Ladders, Trivial Pursuit, Where in the World is Carmen Sandiego?)

Students would then be given their assignment. (See the attached handout.)

It is important for students to evaluate their own work and the work of their peers. To that end, a reflection piece on both the process of designing the game and its effectiveness in preparing for the unit test will be part of the assignment.

Students would spend class time rotating to play each other's games. Next to each game board there will be a small brown paper bag. After playing the game, students would be asked to provide feedback for their peers by writing comments – both positive and negative and anonymously placing them in the bag. NOTE: If the class needs more direction in critiquing their classmates' game, an evaluation form could be completed. (See sample below.)

SAMPLE:

Peer Evaluation Form

Were the rules clear? If not, what made them hard to understand? What was confusing?

Was the board attractive, colorful, eye appealing?

Did the game provide a good review for the unit test?

Did you enjoy playing the game?



You are about to be transported away from the 21st century of texting, blogging and tweeting all the way back to the 20th century when people interacted face-to-face! Yikes – you might have to actually talk to people!

As we have just shown, games can be a fun way to learn and to review. **Your assignment is to create a board game.** But don't worry; you will be doing this as a team.

The main requirement for the game is that you look at some of the events and decisions made throughout China's history and consider the consequences of those events and decisions. As we have seen, sometimes decisions have good consequences, but other times there have been negative consequences as a result of decisions made by China's leaders and the Chinese people.

Your group will have to make many decisions.

You might decide to focus on a specific time period. For example, your group might decide to look at the rapid economic growth of China in the late 20th century. Another group might decide to focus on foreign imperialism or China under Mao. You are not required to limit yourself to just one time period.

Your group must also decide on the form of the game and the rules.

What is the object of the game: How will someone win the game? Think about the START and FINISH of the game. Will players acquire a certain number of points? Will they try to be the first to reach a certain location on your game board? How will players win points or acquire cards? What will happen if players land on a special "bad" space (bad decision = bad consequence) or a "good" space (good decision = good consequence)? (Think about Chutes and Ladders – oops, bad decision -- there you go down the chute!) You might have rewards for good decisions/events (maybe a free turn) and penalties for decisions/events with negative results (player loses a turn or must go back 2 spaces.)

Equipment: What is necessary to play the game? What kind of game pieces will players use to represent themselves? (Some ideas: a terra-cotta warrior, a Little Red Book, a Zhou dynasty drinking vessel, a bronze bell, a panda, a Chinese coin) Use your imagination!

How will players move around the board? Will they throw dice, spin a dial, or simply answers questions to advance their pieces? Will you have chance cards? Maybe you'd like to have dilemma cards?

Don't forget to decide on a catchy name for your game!

Write the rules for the game. Think about details such as how it will be determined who takes the first turn? How many players can play?

What will the board look like? It should be colorful and visually appealing. It should be decorated with images that relate to China. You may use some of my photographs and with additional research you can find pictures on the Internet. You might decide to use sketches or drawings to decorate your game board. Perhaps your game will be a series of clues that ends in revealing a picture related to China. Maybe your board game will require the players to build the Great Wall. You might have a map of China and have the players complete travel along the Silk Road or race around China getting a ticket to the next destination. Maybe you will have the players cruise along the Yangtze River. You might have the players progress along a timeline. Again, the possibilities are endless. Be creative!

Your group will have to play the game several times and make adjustments as needed.

Once the games are completed, we will have a day to exchange and play the games created by the other groups. We will also be critiquing them. (You might find it necessary to make some additional modifications after getting feedback from your classmates.)

The final activity will be to invite family and friends in to our classroom for "Game Night." (We will also decorate our classroom using a Chinese theme, but we'll talk about that later.)

Concepts to discuss as a class to stimulate ideas for their game board:

How has economics been a driving force behind China's development during different periods of history?

During the Song dynasty, a time of great economic growth, new strains of rice were introduced making it possible to feed a much larger population as crop production increased. What were the effects of the increased population?

How does this relate to China's situation today?

The quality of life during the Song dynasty resulted in many landowners moving to urban areas. What effect did this have on families in the country side?

How does this relate to today China's situation today?

When Portuguese ships arrived at Guangzhou, what were some results of this interaction?

What have been the results of China's interaction with other countries around the world today?

What are some of the causes and effects of China's recent economic growth?

What has been the impact on the environment as China has transformed into the factory of the world?

What challenges is China facing today as it has become an economic powerhouse?

What were some of the ramifications of China's decision to host the Olympics in 2008?

RUBRIC

EXCELLENT

accuracy of content: All the information on the game is accurate.

playability: The game is fun to play and is neither too complicated nor too easy. The level of difficulty is appropriate.

creativity: It is obvious that the group put a great deal of thought into making the game interesting and fun to play as shown by creative questions, game pieces and the game board design.

game board: The game is colorful and nicely decorated. All writing is neat with no misspelled words.

rules of the game: The rules were written clearly enough so that everyone could easily play the game.

group cooperation: The group worked well together with all members contributing equal amounts of *quality work*.

knowledge gained: All students in the group could easily answer content specific questions without looking at the answer key. Winning the game involved considerable thinking and learning.

GOOD

accuracy of content: There is only one piece of information in the game that is not accurate

playability: The game is fun to play, but is a little too long or short. The level of difficulty is generally appropriate, but some aspects were a little complicated or a little too easy.

creativity: The group put some thought into making the game interesting and fun to play.

game board: The game board is colorful and nicely decorated, but some words are misspelled.

rules: The rules were written, but a part of the game needed additional explanation. (There was some ambiguity.)

group cooperation: The group worked well together with all members contributing some quality work.

knowledge gained: Students could correctly answer most content specific questions without looking at the game. Significant mental effort is needed to play the game.

SATISFACTORY

accuracy of content: Two pieces of information in the game are inaccurate.

playability: The game isn't much fun to play. It is either too easy or too hard, too long or too short.

creativity: The group tried to make the game interesting and fun, but some aspects of the game were hard to understand making it less enjoyable to play.

game board: The board game is not visually appealing. There is little color and several words are misspelled.

rules: Although the rules were written, players had difficulty figuring out how to play the game and repeatedly had to ask for clarification.

group cooperation: The group worked fairly well together with all members contributing some work.

knowledge gained: Most of the students in the group could correctly answer several questions without looking at the game. Significant learning/thinking is necessary to win the game.

NEEDS IMPROVEMENT

accuracy of content: Three or more pieces of information in the game are inaccurate.

playability: The game is not fun to play. It is either too easy or too hard, too short or too long. The game is just too simplistic and not appropriate for this level.

creativity: Little thought or effort was put into making the game interesting or fun.

game board: The board is not colorful or visually appealing and many words are misspelled.

rules: The rules were incomplete and very confusing. Many steps were missing making it very difficult to understand how to play the game.

group cooperation: The group often did not work well together. All members did not contribute to the final project.

knowledge gained: Several students in the group could not correctly answer content specific questions without looking at the game. One could play the game without knowing or learning very much.

Sample Bingo Board

C H I N A
