

**FULBRIGHT-HAYS  
CURRICULUM PROJECT  
CHINA: HISTORY AND CULTURE  
June-July 2007**

**“CHINA: ITS PEOPLE AND CULTURE”**

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## SUMMARY OF CURRICULUM PROJECT

There are several ways that I have utilized my Fulbright-Hays experience in my classroom, school, and community. First, I enhanced an already existing unit on China by developing two additional PowerPoint presentations. The first presentation focuses on an activity in which students describe their own perceptions of China. After ample discussion has taken place, students will view the PowerPoint presentation I created. They will determine what perceptions were accurate and which images were stereotypes. Additionally, students will explain where most of their perceptions derive. The second presentation is a much more in-depth view of China and covers material such as government, religion, education, globalization in China, and the upcoming 2008 Olympics. In both presentations, I incorporated as many images as possible from my experience so students could gain a visual understanding of China. I only wish I could have captured the sounds and smells so students could have a true sensory understanding of China.

In addition to the PowerPoint presentations, I created blog entries that deal with topics that are of particular interest for my student population. I will utilize these entries in my own classes and with the other sections of World Geography at my school. I have been able to coordinate these lessons with my partner teacher and she will be using my PowerPoint presentations and blog entries in her own classes as well, thus impacting all ninth grade students at my school. The blog serves two purposes: to learn about ways of life in China and to compare Chinese traditions to those found in my state of Louisiana. To meet these goals, each entry begins with a question. Students can either directly respond to the questions using student email accounts that were created as a result of this project, or they can record their answers using a handout which includes all the questions addressed in the various entries.

Since it is my goal for as many students as possible to experience China firsthand, I have arranged that all ninth grade World Geography students at my school will research Chinese cuisine and prepare a recipe of their selection. This activity may be done individually or as a group. After they have chosen their recipes, students will submit typed copies of their recipes for submission in the World Geography cookbook, which includes culinary delights from various regions of the world. Students will prepare enough food for their classmates, and I will take pictures to include in the cookbook. The 2007-2008 ninth grade class will be the first to contribute recipes from China. Future classes will use these submissions as examples of Chinese cuisine. In the past years when students have shared recipes from around the world with one another, it has been a very popular activity. Although food from other cultures might seem "strange" to many of my students, once they realize that common ingredients are used in Louisiana, they become excited about preparing the dish.

Because I am committed to the growth of my colleagues and other educators I have made several presentations to encourage participation in the Fulbright-Hays

program from educators in my state. I have made presentations at both the local level at a school board and faculty meeting as well as at two statewide conventions. After hearing China's Ministry of Education discuss their educational policies, the focus of my presentations has been on educational policies because success of all students is an issue that transcends international borders. It is my hope that through my presentations more teachers from my state will be interested in participating in the Fulbright-Hays Program. As a result, social studies curricula throughout my state can be enhanced and become more meaningful for our students, thus ensuring their success.

I chose to relate my experiences in China to cultural experiences in Louisiana because I understand the value of arousing student interest. Students tend to learn more when they can relate to the material at hand. As a teacher, I have had several experiences where students did not care about learning about 'distant' regions because they could not connect with them. It is my hope that by helping my students make connections to these 'far away' regions, students will be more open to learning about them.

## BACKGROUND NOTES AND ESSENTIAL QUESTIONS

### I. Background Notes

Louisiana, the state in which I live, issued a mandatory comprehensive curriculum for each core discipline in the public school system. Each discipline's curricula is based on Grade Level Expectations (GLEs) which state what students should know at the end of each unit and by the end of the course. The GLEs were created in accordance with the mandatory state test given at various levels of high school. By organizing the curriculum according to the five themes, this allows freedom as to what world region can be taught in each unit. Additionally, each unit is given a timeline to ensure that students meet the required criteria for the course.

- I. **Unit One: Location and Geographic Tools (5 weeks)**
- II. **Unit Two: Places and Regions (7 weeks)**
- III. **Unit Three: Physical Systems (6 weeks)**
- IV. **Unit Four: Human Systems (8 weeks)**
- V. **Unit Five: Environment and Society (5 weeks)**

Because of the flexibility of the World Geography curriculum, I teach East Asia during Unit Three which addresses physical systems. During this unit, topics such as Plate Tectonics, weathering, erosion, global warming, and natural disasters (hurricanes, tsunamis, typhoons) are addressed. Approximately two weeks of the unit are allotted for China in which topics such as its diverse geography, environmental issues, and government must be covered. Unfortunately, due to time constraints and the nature of the GLEs not much time is spent on ancient China. It is my goal to present as much information as possible without overwhelming the students in such a short period of time.

As a result of my participation in the Fulbright Hays Program, I created several PowerPoint presentations and blog entries dealing with various elements of Chinese culture. Because so much material must be covered in such a limited time frame, I gathered many images which were incorporated into my project, so students could obtain a more visual understanding of China. The following PowerPoint presentations were created to more clearly disseminate a large amount of information to my students.

- a. ***China: A Brief Overview***: In this presentation, students will have the opportunity to brainstorm various elements of Chinese culture, such as food, religion, people, government, etc. After they have had ample opportunity to brainstorm these elements with a partner, they will view a PowerPoint presentation designed to better compare and contrast their own perceptions with actual images of China.
- b. ***China: Its People and Culture***: This PowerPoint consists of over 30 slides and covers from Tiananmen Square to present day China and its role in the global economy. Key components of this presentation include information about agricultural production; religion; population and

environmental issues; the impact of urbanization and industrialization on the environment; educational issues, in particular among the migrant worker population; and globalization and its impact on China.

In addition to the aforementioned presentations, I enhanced three pre-existing PowerPoint presentations that I utilize during the unit on China:

- a. ***Regions of China:*** This presentation will cover various physical elements of China's four major regions: Northeast, Northwest, Southeast, and Southwest. Major topics will focus on China's diverse landscape ranging from mountainous regions to deserts. Other topics covered include landforms, major bodies of water, and environmental issues, including the construction of the Three Gorges Dam. (This presentation serves as an introduction to the Three Gorges Dam Activity that I created. Refer to pages 14-15 of this narrative). This presentation concludes with a brief discussion of Tibet and its relationship to China.
- b. ***Emergence of Modern China:*** I briefly cover the period from ancient China to the forced opening of China in the nineteenth century, including details about the Boxer Rebellion. Furthermore, we will discuss the call for change that led to the rise of China's first president, Sun Yat-sen. Details of the Long March will be discussed. The presentation will conclude with how Japanese occupation forced Nationalists and Communists to join forces.
- c. ***Communism China:*** The focus of this presentation is the rise of Mao Zedong and the Communist Party in China. We will discuss the various campaigns of Mao's rule including the Great Leap Forward and the Cultural Revolution. Students will evaluate the success and failures of these policies. In conclusion, we will discuss the events that led to 1989 Tiananmen Square upheaval.

As mentioned previously, I also created blog entries which focus on such issues as the impact of globalization in China; the 2008 Summer Olympics in Beijing; environmental issues; minority ethnic groups in China; and other information about Shaanxi and Guizhou provinces. The specific details of these entries will be discussed in further details; refer to pages 18-22 of this narrative for more information.

## **II. Essential Questions**

- A. How is life in China similar to or different than life in Louisiana?
- B. How has population distribution impacted Chinese culture?
- C. How have government policies impacted Chinese culture?
- D. What people and events have been significant in China's history?
- E. How has globalization impacted traditional culture in China?

### III. Assessment:

At the end of the unit, students will be given the Unit Test which will focus on various skills and concepts covered in regards to East Asia and China. They will be tested on the following components:

- A. **Population Pyramid:** Students will analyze a population pyramid analyzing China's population trends. They will answer various questions regarding the pyramid and consider how large populations impact a country's environment and standard of living.
- B. **Physical Map of East Asia:** Students will analyze a physical map of China and describe which areas are densely and sparsely populated. Then, they will look at physical features and explain how rivers impact the country's interior. They will then explain how damming one river can impact an entire country and surrounding nations. Specifically, students will discuss the repercussions that the Three Gorges Dam has had environmentally on China. Reasons for the construction of the dam as well as negative and positive consequences will be described.
- C. **Ecosystems:** Describe what ecosystems in China would be able to support grand scale cultivation for its large population. Then, students will describe which areas of China would not be able to support large populations.
- D. **Economic Activity Map:** Explain how a large population can impact how a country uses its land. In addition, analyze an economic activity map of China to determine where China's manufacturing regions are located and why these regions were selected.
- E. **Communism in China:** Students will describe how the Communists rose to power in China. Furthermore, students explain the various policies implemented and their impact on China's economy.
- F. **People and Culture:** Students will describe how religion, language, and traditions impact China today. Also, students will describe the role that globalization has had on China (both negative and positive consequences).

## STANDARDS, OBJECTIVES, MATERIALS

Louisiana Content Standards:

G-1B-H2: Analyzing the ways in which physical and human characteristics of places and regions have affected historic events.

G-1B-H3: Analyzing the various ways in which physical and human regions are structured and interconnected.

G-1B-H4: Explaining and evaluating the importance of places and regions to cultural identity.

G-1C-H3: Analyzing trends in world population numbers and patterns and predicting consequences.

G-1C-H4: Analyzing the characteristics, distribution, and interrelationships of the world's cultures.

G-1C-H5: Describing and evaluating spatial distribution of economic systems and how economic systems affect regions.

G-1D-H1: Describing and evaluating the ways in which technology has expanded human capability to modify the physical environment.

### **Louisiana Grade Level Expectations (GLEs)**

3. Analyze or interpret a map to locate geographic information, using a variety of map elements (i.e. compass rose, symbols, distance scales, time zones, latitude, longitude) (G-1A-H1)

6. Construct a chart, diagram, graph, or graphic organizer to display geographic information. (G-1A-H1)

7. Analyze, interpret, and use information in charts, diagrams, and graphs to explain geographic issues. (G-1A-H1)

11. Draw conclusions about a place or area from its geographic or physical features. (G-1B-H1).

15. Analyze world regions in terms of given characteristics. (G-1B-H3)

17. Explain how technological advances have led to increasing interaction between regions. (G-1B-H3)

25. Compare and contrast past and present trends in human migration. (G-1C-H2)

26. Assess the role of environmental changes, economic scarcity, conflict, political developments, cultural factors, and prosperity in human migration. (G-1C-H2)
27. Analyze patterns of urban development in an area or region. (G-1C-H3)
28. Compare, contrast, and analyze the distribution, growth rates, and other demographic characteristics of human populations in various countries or regions. (G-1C-H3)
29. Analyze the current and future impact of population growth on the world (i.e. natural resources, food supply, standard of living). (G-1C-H3)
32. Analyze how certain cultural characteristics can link or divide regions (i.e. language, religion, demography). (G-1C-H4)
33. Identify the geographical distribution of different economic systems (market, command, traditional, and mixed). (G-1C-H5)
38. Identify technological advances that have expanded human capacity to modify the environment. (G-1D-H2)
39. Describe challenges to human systems and activities posed by the physical environment or the impact of natural processes and disasters on human systems. (G-1D-H2)
40. Analyze or evaluate strategies for dealing with environmental challenges (i.e. dams or dikes to control floods, fertilizers to improve crop production) (G-1D-H2)
41. Analyze the relationships between the development of natural resources in a region and human settlement patterns or regional variations in land use (G-1D-H3)
42. Describe the impact of the scarcity of natural resources or pollution. (G-1D-H3).
43. Analyze world or regional distribution of natural resources in terms of import need and export capacity. (G-1D-H3)
45. Describe the impact of the scarcity of natural resources or pollution (G-1D-H3)
46. Assess the role of government in preserving natural resources and protecting the physical environment (G-1D-H4)
48. Evaluate import or export policies in regard to a country's need for resources. (G-1D-H4)
49. Debate a position on an environmental issue involving conservation or use of natural resources. (G-1D-H5)

## **National Standards**

- I. Culture (a, c, d, e, g)
  - a. Analyze and explain the ways groups, societies, and cultures address human needs and concerns.
  - c. Apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, tradition, beliefs and values, and behavior patterns
  - d. Compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change.
  - e. Demonstrate the value of cultural diversity, as well as cohesion, within and across groups.
  - g. Construct reasoned judgments about specific cultural responses to persistent human issues.
- II. Time, Continuity, and Change (a, f)
  - a. Demonstrate that historical knowledge and the concept of time are socially influenced constructions that lead historians to be selective in the questions they seek to answer and the evidence they use.
  - f. Apply ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues.
- III. People, Places, and Environments (g, h, i, j)
  - g. Describe and compare how people create places that reflect culture, human needs, government policy, and current values and ideals as they design and build specialized buildings, neighborhoods, shopping centers, urban centers, industrial parks, etc.
  - h. Examine, interpret, and analyze physical and cultural patterns and their interactions, such as land use, settlement patterns, cultural transmission of customs and ideas, and ecosystem changes
  - i. Describe ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings
  - j. Propose, compare, and evaluate alternative policies for the use of land and other resources in communities, regions, nations, and the world.
- VI. Power, Authority, and Governance (d, e, f)
  - d. Compare and analyze the ways nations and organizations respond to conflicts between forces of unity and forces of diversity
  - e. Compare different political systems with that of the United States
  - f. Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations
- VII. Production, Distribution, and Consumption (g, i)
  - g. Compare how values and beliefs influence economic decisions in different societies.

- i. Distinguish between the domestic and global economic systems, and explain how the two interact

IX. Global Connections (a, b, c, h)

- a. Explain how language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding.
- b. Explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations
- c. Analyze and evaluate the effects of changing technologies on the global community.
- h. Illustrate how individual behaviors and decisions connect with global systems.

## LESSON ONE: PERCEPTIONS OF CHINA

### Objectives:

- Describe China's physical, cultural, and historical characteristics.
- Determine whether or not impressions about China are accurate.

### Activity:

1. Students will brainstorm what comes to mind when they think about China. Areas they will brainstorm are China's history, people, economy, cultural aspects (music, dance, art), politics/government, geography, housing, food, and clothing.
2. Reconvene as whole group and discuss student charts. Students should be encouraged to share responses with the whole group. Student information may be displayed using Inspiration software, a hand-drawn chart on butcher paper, or any other medium the teacher deems appropriate
3. After students have shared their responses, discuss where these images of China may have derived (television, news, etc),
4. Show PowerPoint Presentation: **China: A Brief Overview**. As students view PowerPoint presentation, they should compare the responses on their charts with the information in the presentation. They should reflect on the following items:
  - a. How did preconceived notions of China compare with the images in the presentation?
  - b. Were student images accurate depictions of China?
  - c. Consider where most of their preconceived notions derive.
  - d. Explain what images from the PowerPoint surprised them and why.

Slides in Presentation include:

- **History:** Picture of Great Wall, Forbidden City, French Concession in Shanghai, Terracotta Warriors
- **People:** (2 slides): Pictures include rural women and children in Guizhou province; middle aged couple; middle school aged children at Dandelion School (school for children of migrant workers in suburban Beijing); women doing morning exercises in Beijing; street vendors in Xi'an and Shanghai; fashionable teenager in Beijing; vendor at temple in Beijing; children at Huangguoshu waterfall in Guizhou.
- **Economy:** Slide includes images of Beijing Olympics Tower; street vendors; and rural women in Guizhou province selling corn
- **Music, Dance, Arts:** Images include picture of Chinese Acrobatic Performance; Beijing Opera; Martial Arts demonstration; morning exercises; Batik prints
- **Transportation:** Slide includes: picture of rickshaw; bicycles parked in Beijing; boat in Beihai Park; covered bicycle; bridge; woman on bike

- **Food:** Candied apples sold by street vendor on Wangfujing in Beijing; fresh vegetables for sale; banquet style meal; duck; dumplings; using chopsticks
- **Housing** (2 slides): Hutong courtyard and alley and information about life in hutong; French style homes in Shanghai; and home in Miao village in Guizhou province.
- **Landscape:** waterfall, terraced farm; bridge in Guizhou province; bridge in Beijing park
- **What Do Chinese Think About Americans:** I chose to place a picture of Mickey Mouse on this slide because when I asked the people I met in China what they thought about Americans most said they thought of Americans as very wealthy and pretty people. I selected this picture of Mickey because, although he is a universal symbol, he may mean different things to different cultures. As a class, we will discuss what we perceive him to mean and what the Chinese might perceive him to mean.

5. As students view PowerPoint, they should check their lists or add information. This chart will be kept in student notebooks for reference for the duration of the unit on China. After the class has discussed the presentation, students will address what images surprised them and what images they expected. (This activity can be done as a whole group or through a journal reflection.)

# PERCEPTIONS OF CHINA

Working with a partner, brainstorm what comes to mind when you think about the following items and China.

<b>HISTORY</b>	<b>PEOPLE</b>
<b>ECONOMY and JOBS</b>	<b>MUSIC, DANCE, ARTS</b>
<b>POLITICS and GOVERNMENT</b>	<b>GEOGRAPHIC FEATURES</b>
<b>TRANSPORTATION</b>	<b>FOOD, CLOTHING, HOUSING</b>

## LESSON TWO: THREE GORGES DAM

### Objectives:

- Identify technological advances that expanded human capacity to modify the environment.
- Describe challenges in China posed by the physical environment.
- Describe challenges in China posed by the impact of natural processes and disasters on human systems.
- Analyze environmental impact of the Three Gorges Dam (silt accumulation, its location on seismic fault).
- Assess the role of government policies in China in preserving the environment.
- Debate impact of Three Gorges Dam on China's environment.

**Time: 2-3 class periods (will need computer access)**

### Activities:

- A. Discuss the various regions of China (Northeast, Northwest, Southeast, and Southwest). As discuss students should create a chart that lists landforms, climate, economic activities, and unique aspects for each region.
- B. After students have completed Regional Charts of China, they will work with a partner and discuss the impact that large population can have on the following elements:
1. Water Supply
  2. Deforestation
  3. Waste
  4. Demand for Energy
  5. Air Pollution
  6. Preservation of wildlife
- C. Discuss findings with the class. Explain to students the demands that increased population can have on energy needs. Discuss reasons for the building of the Three Gorges Dam (hydroelectricity, water storage, flood control, etc.) Emphasize with students that construction began in 1994 and is scheduled for completion in 2009.
- D. Students will be divided into four groups and assigned one of the following perspectives:
1. Local Residents
  2. Environmentalists
  3. Government Officials
  4. Human Rights Groups

Each group is to prepare an argument based on their assigned perspectives.

Consider the following:

- a. Provide supporting evidence as to why your group supports or is against the Three Gorges Dam.

- b. Based on assigned groups, explain the consequences of building the dam on the people.

As students conduct research for their assigned perspective, they will complete the “Debate Log” Sheet.

Students will use the following website to conduct the majority of their research. <http://trackstar.4teachers.org>. (Trackstar is a fantastic website designed for educators to monitor which websites students browse.)

Track Number: 284488

(I have inputted the sites that students will need to utilize for this particular research assignment)

- E. Once ample time has been given for research, students will debate the issue of the Three Gorges Dam from their assigned perspectives.
  - a. Environmental Implications of Dam
  - b. How the dam benefits China
  - c. Does the government have the right to force people off land they may have farmed for generations?
- F. After students have debated the argument, discuss how the issue of the Three Gorges Dam in China is similar to the displacement of people in the aftermath of Hurricane Katrina.
  1. Many of the families displaced by the Three Gorges Dam and Hurricane Katrina lost homes that may have been in their family for generations. In both New Orleans and cities impacted by the dam in China, many people will never be able to return home. Students will discuss this aspect of the dam.
  2. What are some environmental issues caused by the building of dams and rivers? How can these issues impact agricultural production?
  3. From their assigned perspectives, students will argue the environmental impact of the dam.
- G. After students debate the issue, discuss the following issues as a class:
  1. The Three Gorges Dam is built on seismic faults. Explain what would happen to the dam and the surrounding areas if an earthquake were to strike the region. What lasting consequences can a dam collapse have on a region?
  2. Explain the future consequences of silting behind dam walls? How does this process cause problems in the future? What are some cost effective approaches the government can implement to prevent silt build-up?

# DEBATE LOG SHEET

Name \_\_\_\_\_

Assigned Group: \_\_\_\_\_

Debate Due Date: \_\_\_\_\_

<b>Possible Questions Opposition Will Ask Our Group</b>	<b>Our Argument and Potential Responses</b>	<b>Questions We Will Ask The Opposition</b>	<b>Their Possible Responses</b>	<b>Our Rebuttal</b>

## LESSON THREE: China's Great Leap Forward

### Objectives:

- Explain the emergence of modern China from ancient times to the rise of Communism.
- Assess the role of governmental policies during the Great Leap Forward.
- Analyze population pyramid of China and consider the effects of the Great Leap Forward on China's population.

A component of my World Geography Unit on China is the discussion of circumstances that led to the rise of Communism in China. During the unit, students will learn about the Great Leap Forward and the Cultural Revolution. A film that I learned about while on the Fulbright-Hays Program is the 1994 Chinese film, "To Live."

A population pyramid of China (1990) can be activated from the following website:  
[http://www.iiasa.ac.at/Research/LUC/ChinaFood/data/pop/p\\_23c\\_m.htm](http://www.iiasa.ac.at/Research/LUC/ChinaFood/data/pop/p_23c_m.htm)

Prior to viewing the film clip, students will discuss the rise of Communism in China. Then, based on what they know about the policies implemented during the Great Leap Forward, they will answer the following questions:

- A. What was the primary motivation of the Chinese government for implementing the Great Leap Forward?
- B. How did the Great Leap Forward impact agricultural production and eventually lead to one of the worst human-caused famines in history?
- C. How did the Great Leap Forward impact people in urban areas?
- D. Analyze China's Population Pyramid (1990) and answer the following questions:
  - a. What are some reasons for the decline in people between the ages of 28-31?
  - b. When did the birth rate begin to increase? What factors may have led to this increase?
  - c. Despite restrictions placed by the government on how many children a couple may have, what would be some reasons for the large number of births between 1985-1990?
- E. After the class has had ample time to discuss the rise of Communism in China, students will view the 1994 Chinese film "To Live." This film may be shown in its entirety, but due to time constraints in my state mandated curriculum, I chose to focus on the segment dealing with the Great Leap Forward. As students view the film, they will explain whether or not the ideals promised by the new Communist government were actually met.

Another reason I selected this film is because the cinematographers did a fantastic job of portraying images of China. The movie is subtitled so students will hear Mandarin Chinese.

Name \_\_\_\_\_  
Date \_\_\_\_\_ Period \_\_\_\_\_

### “TO LIVE”

**Today, you will be watching a segment from the Chinese film “To Live.” The film focuses on the lives of one couple, Fugui and Jiazhen, who survive the Communist Revolution, the Great Leap Forward, and the Cultural Revolution. For our purposes, we will view the segment that focuses on the Great Leap Forward. As we view the movie, consider the following items:**

1. Why has the local town chief come to visit Fugui and Jiazhen?
2. As the local town chief is about to leave the young boy, Youqing wants to make a last minute contribution. How does Fugui convince the town chief that the contribution of the puppets would not be in the town’s best interest?
3. Jiazhen asks what they will eat since they have donated their pots and pans to the steel drive. What does the local town chief promise them in regards to their meals?
4. What communal effort has prevented Youqing from sleep deprivation?
5. As Fugui and Youqing make their way to school, Fugui describes the ox as communism. Explain what you think he means.
6. Why do you think many of the promises made by the Communist government failed? (i.e. ample food in the communal kitchen; promises of industrial development; rapid increase of agricultural production)

## LESSON FOUR: Mrs. Means Goes to China

A major component of my follow-on plan is a blog that I created as a result of my participation in this program. I chose this medium since so many of my students are technologically savvy and respond more to information on the Internet. In addition, my entries can be updated regularly to ensure students are learning about current issues in China. Through my blog entries, my students can compare and contrast various components of Chinese culture to our own culture in Louisiana.

The following link can be used to access my blog entries entitled: *Mrs. Means Goes To China*

<http://www.gaggle.net/blog/meanstriptochina>

The topics which I chose to focus upon for my entries were Beijing and the Olympics; food; environment; ethnic minorities, in particular the Miao people;

1. **Beijing Olympics:** In this entry my main focus is on the how much preparation an event on this international scale takes. Students will compare and contrast the necessary preparations that must be made for two venues: The 2008 Summer Beijing Olympics and New Orleans Mardi Gras, particularly post-Hurricane Katrina. The reason I selected Mardi Gras as a comparison is because prior to and during the 2006 Mardi Gras season there was much controversy as to whether or not New Orleans was ready to host such a large scale event. Many people throughout the state of Louisiana were opposed to hosting Mardi Gras that year since so many people were unable to return to their homes and so much of the infrastructure was lacking. However, Mardi Gras was a great success that year, and plans are still being made to host this festival in the future.

Students will consider the following issues:

- A. Create a list of the major components of a city's infrastructure that must be complete before hosting a large scale event. After you have listed the various components, explain why these must be in place. How could the lack of a strong infrastructure impact the success of an event?
- B. After Hurricane Katrina, much criticism surrounded the response that various insurance companies and Federal Emergency Management Agency (FEMA) had to the people impacted by the storm. In addition, Beijing is rapidly preparing for the Olympics at the cost of many local homeowners. Large skyscrapers are being erected in place of these homes. Shopping centers, businesses, and high-end apartments are rapidly replacing private homes, and these new developments are often too costly for the average Chinese citizen. Many people have complained that the

government has not given them just compensation for their property. Furthermore, many of the areas where people are relocated are substandard or located at inconvenient regions on the outskirts of the city. In both New Orleans and Beijing, some of the homes destroyed either by natural or human-made causes had been in families for generations. (In the case of Beijing, many of the homes dated back from 600 years ago!)

As students compare and contrast both situations, they should work in small groups to determine:

- a. What would be considered just compensation for the people who lost their homes?
- b. What they would do if they were in a position to make the decision regarding compensation?

*Note: One of the main reasons that the local government of New Orleans wanted to host the 2006 Mardi Gras was because they wanted to show the nation and the world that life had continued. In addition, they wanted to promote tourism, thus strengthening the economy. Local businesses, the city, and the state of Louisiana would benefit from the event. However, in Beijing, much of the profit for the development of the city, namely the destruction of private homes, has gone to government officials, not individual property owners.*

- c. Consider the long-term and short-term impact that the Olympics will have on China's society and culture.
- d. Analyze how hosting events can open up one's culture to the rest of the world. How can understanding other cultures improve international relations?
- e. Brainstorm the long-term consequences of how the destruction that hundreds of years of culture in just a few decades can have on a future generations.

**2. Comparing Louisiana to China:** Due to time constraints and computer access, this entry will serve as an introduction where students will ponder various issues:

- Brainstorm images that come to mind when they think about China.
- Explain whether or not cultural differences exist between northern and southern Louisiana. After they have considered the various differences, they should consider what cultural barriers might exist in a country the size of China. (In particular, students will contemplate language and cuisine.)

**3. Food:** Before students read the entry to learn about Chinese cuisine, they are prompted to think about a meal they have eaten in the past week. Then, with a partner, they will describe their meals and answer the following:

- **What would the meal say about the region of the United States in which we live?**
- **Did the meal seem traditional to Louisiana?**
- **Where did the preparer of the meal find the recipe?**
- **Which Louisiana foodways would intrigue, surprise, or, maybe, repulse the visitor?**

After they have brainstormed these items, students will continue to read the entry regarding food in China. Various images of food that I encountered while in China have been included in this entry. As students learn about the different foods, they should consider the similarities and differences between foods they are accustomed to in Louisiana and how those compare to foods in China. In addition, students should consider why in many areas of the United States people buy a week's worth, or even a month's worth of food, at one time; whereas, in many regions of China, people might buy food daily. Students will account for the differences in food purchases.

**4. Environment:** Students will read this entry to learn about major environmental issues in China. Before they read the entry, they will consider two items: first, environmental issues that may arise due to overpopulation and industrialization; second, organizations in the United States that work to conserve the environment.

They will then read about the Chinese organization, Friends of Nature, which was organized to raise public awareness of environmental issues in China. A major issue that China encounters due to its large population is scarcity of drinkable water. Students will work in groups to create a proposal which includes the following items:

- Other measures that the Friends of Nature can implement to further promote environmental awareness.
- What measures can China's government take to ensure that suitable drinking water reaches all

**5. Ethnic Groups:** While traveling in China, our group learned about the Miao ethnic group. My goal for this entry is to convey to my students that China is not a homogenous region solely consisting of the Han group—a common misconception. In this entry, I introduce the Miao group to my students.

A. Students will consider common perceptions that an outsider to Louisiana may have. Then, students will describe the diversity that exists in our state by listing at least five ethnic groups that reside in Louisiana.

B. Students will learn about the Miao people—a Chinese minority ethnic group. In this entry I focus on music and dance—two major components of Louisiana culture. After

students view various images of clothing and instruments, they will consider the following:

a. Clothing:

- Who made the jewelry and clothing?
- Where here were the materials obtained?

b. Instruments

- What materials are used to construct the instruments pictured?
- Where were the materials obtained?
- Who taught the men how to construct these instruments?

c. Mardi Gras “Indians”

- What crafts, arts, music, foods, etc. are traditional to our culture?
- Students will read an article about Louisiana’s Mardi Gras Indians:
  - Designing costumes is an important tradition among the Mardi Gras Indians. Why is it important for societies such as the Miao to share their culture with others?
  - What songs or dances have been passed down to us from our ancestors?
  - Why is it important to pass down knowledge of traditional dance and instruments in a society? How does this information bond a society?
  - What similarities and differences can be found between the costuming and masking traditions of the Mardi Gras Indians to the Miao in China?
  - As China continues to develop its economy, how will the Miao be impacted? How will globalization impact Miao culture and language?
  - Who serves as the ‘folk tradition bearers’ in Miao society? Who serves this role in our society?

**6. Globalization in China:** As students read the blog entry, they should consider how globalization will impact traditions in China. In addition, students should consider the following items:

A. Determine whether or not the terms globalization, diffusion, and assimilation are related.

B. China has rapidly industrialized since the 1980’s which has led to the introduction of many Western businesses into China. I chose to include pictures of Starbucks, McDonalds, KFC, Wal-Mart, etc. I am, by no means, implying the “Americanization” of China by using these images. I selected these images because these are establishments with which my students are most familiar.

After students view the pictures, they will click on the link to the Starbucks article. Students will discuss the controversy surrounding the operation of the coffee chain in the Forbidden City.

- C. Students will read about Wal-Mart’s booming business in China and how Wal-Mart has had to adapt to its Chinese customers. Then, students will:
- a. Determine whether or not they feel Wal-Mart will continue to expand in China as it has in the United States.
  - b. Decide whether or not they agree with the statement made by Oded Shekar in The Chinese Century (page 20) that China and Wal-Mart have a “symbiotic relationship.”
- D. After they have read about Western impact on China, students will learn more about how other countries, such as Japan, have influenced Chinese culture.
- E. In conclusion, to this particular blog entry, the teacher should discuss with the students that while many Western/American businesses have moved into China, there are still many Chinese that do not patronize these establishments due to money or lack of exposure. For instance, many rural Chinese have never seen a McDonald’s or Starbucks. These businesses have different meanings for different people.

(As alternate assignment, students may read article in James Watson’s book, Golden Arches East: McDonalds in East Asia regarding the impact McDonald’s has had on China.)

**7. Miscellaneous:** I also included brief entries about Shaanxi and Guizhou Provinces, as well as entries on Shanghai and Beijing.

*Refer to the handout entitled “Mrs. Means Goes To China.” Each student can record their responses on the handout or respond directly to the entry through their Gaggle.net email accounts.*

**Follow Up Activities to Blog Assignment:**

**1. ETHNIC MINORITIES IN CHINA:**

- A. Conduct Internet research to locate where various ethnic minorities are concentrated in China.
  - B. On a blank map of China, students will
    - a. Create a color coded map key of the distribution of the various ethnicities in China.
    - b. Color in map accordingly.
2. Assign students to read “China’s Brave New World” by Jeffrey Wasserstrom. The selected excerpt, “Burgers, Beepers, and Bowling Alleys” (pages 3-12) describes how international symbols have different meaning to different cultures. (Students can be assigned the reading excerpt as homework or as in-class discussion.)

Name \_\_\_\_\_  
Date \_\_\_\_\_ Period \_\_\_\_\_

### MRS. MEANS GOES TO CHINA

Today, you will be viewing a blog I created as a result of my participation in the Fulbright-Hays Program to China in June 2007.

Using the following URL, respond to questions for each entry.

<http://www.gaggle.net/blog/meanstriptochina>

Complete the questions only for the entries listed below. Read the entries and answer them as they appear in the blog entries. You may write your responses on this sheet or use your Gaggle.net email account to respond directly to the entry. If you are working with a partner, include both your names in the response or turn in one sheet with both names.

#### BEIJING OLYMPICS

1. Before you read the entry, compile a list of the various components that must be in place so planned festivities can run smoothly. (i.e. Mardi Gras in New Orleans: Think about components of New Orleans' infrastructure must be in place so New Orleans can accommodate the tourists who come to participate in the festivities.)
2. Reflect on the Summer 2008 Olympics motto, "One World, One Dream." Why do you think this motto is particularly important for China?

#### COMPARING AND CONTRASTING LOUISIANA AND CHINA

3. What images come to mind when you think about China?
4. Does a language barrier exist between northern and southern Louisiana? Explain.
5. What sort of language barriers might exist in a country the size of China?
6. Is there a difference between northern and southern Louisiana cuisine? If so, what factors might have led to these differences?
7. What factors might cause China's cuisine to vary from region to region? Explain.

#### FOOD

8. Think about a meal you ate in the past week. Imagine a visitor from another culture dined with you during that meal.
  - a. What would that meal say about the region of the U.S. in which we live?
  - b. Was the meal traditional to Louisiana?
  - c. Which Louisiana foodways would intrigue, surprise, or, maybe, repulse the visitor?

#### ENVIRONMENT

9. What are some environmental issues that might arise due to overpopulation and rapid industrialization?

10. List some organizations in the United States that work to conserve the environment.
11. Define sustainability.
12. In your opinion, what are some other programs that Friends of Nature could introduce to further promote environmental awareness?
13. What measures would you propose to the Chinese government to ensure all of its citizens have access to clean drinking water?

### **ETHNIC MINORITIES**

14. Brainstorm at least FIVE ethnic groups that live in Louisiana. What regions of the world do the groups derive?
15. Look at the instruments in the photo. From what materials are the instruments constructed? Where do the men obtain the materials to create the instruments?
16. Who makes the jewelry worn by the women and the instruments played by the men in the photos? Do you think the construction of the instruments and the jewelry is a tradition passed down from one generation to the next? Explain.
17. What arts, crafts, music, or food is traditional to our culture?
18. Read about the Mardi Gras Indians found in Louisiana.
  - A. Why is it important to pass knowledge about traditions to the next generation?
  - B. As China continues to develop its economy, how will the traditions and culture of the Miao be impacted?
  - C. Who serves as the folk tradition bearers in the Miao society? Who serves as the folk tradition bearers in our society?

### **GLOBALIZATION IN CHINA**

19. Do you think Starbucks should have been able to remain open in the Forbidden City? Explain.
20. Why do you think foreign businesses rely so heavily on China?

## LESSON FIVE: China: Its People and Culture PowerPoint

### Objectives:

- Analyze patterns of urban development in China.
- Assess how unequal distribution of resources has led to trade between nations.
- Analyze how certain characteristics, such as language and religion, have unified and divided China.
- Identify the impact that Communism has had on China's attempts at modernization.

As a result of my participation in the Fulbright-Hays Program to China, I created a 34 slide PowerPoint presentation entitled "China: Its People and Culture" which addresses the following topics:

- I. China's Government Today
- II. Agriculture
- III. Language
- IV. Religion
- V. Population
  - a. Incentives
  - b. Exceptions to the rule
  - c. Unintended Consequences
    1. "Little Emperors"
    2. Aging population
  - d. Population Pyramid of China: 1950-2050
- VI. Education
  - a. Formal and mandatory education
  - b. Education for the children of migrant workers
    1. Problems
    2. Example: Dandelion School
- VII. Urbanization and Industrialization
- VIII. Globalization in China
- IX. Beijing
  - a. Daily Life
  - b. Preparations for 2008 Summer Olympics
- X. Shanghai

As a class, we will view the PowerPoint Presentation and discuss the following:

A. How will China's government balance its desire to open China to the world and the Communist government? (Democracy vs. Communism; Free Market System vs. Government-Owned State)

B. How has industrialization impacted agriculture? How could a large population impact China's agricultural production?

C. How has the development of terrace farming led to erosion and topsoil runoff?

D. Explain various language barriers that could arise in a country the size of China.  
E. How do you think Communism impact Chinese traditional religious beliefs?

F. Although China's government has implemented population policies, China still remains the most populous nation in the world. Discuss why this fact still remains true. Additionally, students should discuss whether or not they think that the population controls impede individual freedoms.

G. Compare and contrast China's educational policies to the United States. Discuss how United States laws deal with the movement of its citizens and educational policies. Are rights of migrant students being violated? Explain.

H. What are the environmental effects of industrialization and urbanization in China?

I. How will globalization continue to impact China's traditions? (Remind students of the Starbucks that existed in the Forbidden City. Then, students should express whether or not that chain should have remained open at that location.

Review the definition of globalization found on [www.globalization101.org](http://www.globalization101.org)

Discuss the following:

- a. How does globalization connect China to the rest of the world?
- b. How does globalization lead to environmental issues in China?
- c. Does globalization ensure human rights in China?
- d. How are Americanization and globalization different? Explain.

*Note:* The images that I chose to use to describe globalization are Starbucks, Wal-Mart, and other American businesses. I selected these images because my students are most familiar with these not because I am implying that the introduction of American businesses means globalization. By using the example of Wal-Mart, I intend to convey the dependent relationship that America has on China. Businesses, such as Wal-Mart, continue to thrive because of their reliance on China for cheap products which essentially means cheaper products for the consumer.

J. After learning about Shanghai and Beijing, what were the students most struck by? How did the images fit into their pre-existing notions of these two cities?

K. After students have viewed and discussed PowerPoint presentation, they should write one paragraph in their journals comparing and contrasting life in China to that in the United States.

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