

**Axis of Culture: Chinese & American Centers: Past, Present & Future**  
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**Introduction**

*“Contemporary societies are marked by new global trends - economic, cultural, technological, and environmental shifts that are part of a rapid and uneven wave of globalization. The growing global interdependence that characterizes our time calls for a generation of individuals who can engage effective global problem solving and participate simultaneously in local, national, and global civic life. Put simply, preparing our students to participate fully in today’s and tomorrow’s world demands that we nurture their global competence.”*

**Educating for Global Competence: Preparing Our Youth to Engage the World**  
**Veronica Boix Mansilla & Anthony Jackson**

In order for students to be globally competent, they must have the knowledge and skills to investigate the world, weigh perspectives, communicate ideas, take action, and apply disciplinary and interdisciplinary expertise. Keeping these competencies in mind, this collection of lessons was designed for sophomore level global studies students. The theme binding all lessons has to do with strengthening global competency skills using personal, local, national and international concepts of “center.” The unit is broken into four lessons concentrating on historical, philosophic, cultural and economic centers of China. They can be taught together or used as mini lessons broken up over the year; they are flexible to meet the needs of the 21st century educator. Lessons begin with an investigative phase asking students to view Auburn, Maine; the United States; and China visually using technology. Technology is the language of the 21st century learner and as such, there is a heavy emphasis on development of technological skills throughout. Our students are afforded use of an iPad as we are a 1:1 state. For schools that do not have 1:1 capabilities or use different technology, a myriad of website and program choices are offered. Students are asked to seek and examine multiple perspectives on different Chinese and US personalities. Students will communicate effectively among group members to develop ideas and produce final products reflecting knowledge gained. They will take action by sharing the knowledge gained about China in person and virtually with the younger students in their community. Students are given opportunity to work across disciplines with studies of Chinese science, art and architecture. Although the unit is specific to Maine, it can be adapted by teachers from any state merely by changing local information pertaining to history, philosophy, culture and economics.

## **Rationale:**

In 2012, Maine Governor Paul LePage led his first gubernatorial trade mission abroad, accompanying 14 Maine businesses and organizations on a trip to China and Hong Kong. Participants had 77 meetings with potential business partners during the weeklong trip. This signaled an important step for Maine's economy as exports represent a greater share of business for more Maine companies, a greater share of the state's jobs and a greater share of the state's hopes for economic growth than in previous years. The world has become a much more global market. Educating Maine students to think globally in terms of economics is a necessity for our state to grow as the U.S. market stagnates. According to a research report put out by an association of chief executive officers of American companies called [Business Roundtable](#), Maine's economy will continue to benefit greatly from international trade and investment. Currently, China ranks as Maine's 3rd largest export market. With such close economic ties, it is crucial that students grasp knowledge of history, culture and economy in China. Education fosters better communication and respect, two things that are essential for good business and personal relationships between countries.

## **Standards:**

Maine Cohort For Customized Learning: Social Studies Standards

1. Understands the physical features that are common and unique to various parts of the World. (SS.02.GWG.01.03) Geography: World Geography
2. Understands the relationship between the geography and cultures of World regions. (SS.06.GWG.01.04) Geography: World Geography
3. Understands that a map is a visual representation of a place (room, home, neighborhood). (SS.01.GMT.01.02) Geography: Maps & Tools
4. Understands how culture impacts society. (SS.03.CAU.01.03) Culture: Awareness & Understanding
5. Understands how a specific aspect of popular culture has evolved in history. (SS.01.CPC.01.04) (Culture: Pop Culture)

Common Core English Language Arts Standards: History/Social Studies 11-12

### **Key Ideas and Details:**

#### [CCSS.ELA-LITERACY.RH.11-12.1](#)

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

#### [CCSS.ELA-LITERACY.RH.11-12.2](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

[CCSS.ELA-LITERACY.RH.11-12.3](#)

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

**Craft and Structure:**

[CCSS.ELA-LITERACY.RH.11-12.6](#)

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

**Integration of Knowledge and Ideas:**

[CCSS.ELA-LITERACY.RH.11-12.7](#)

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

[CCSS.ELA-LITERACY.RH.11-12.9](#)

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

## LESSON 1 - Xi'an, China & The Mausoleum of the First Qin Emperor

### Objectives:

Students will explore Qin Shi Huangdi's Mausoleum and artifacts using articles, photos and visual applications and websites.

Students will identify how Qin Shi Huangdi centralized China.

Students will explain the rationale, science and technology used to build China's famous Terra Cotta Army.

Students will create an informational site about what they learned using Weebly.com or another web building site of class choice.

Students will share their knowledge with a middle school classroom.

### Process

1. Read, "*Terra-Cotta Army: True Colors*," *National Geographic*. Write 20 facts from article.
2. Watch: [National Geographic: "China's Ghost Army \(Terracotta Warriors\)"](#). Write 20 facts from documentary about how the army was built. Mention specific Chinese scientific methods, technological strategies & tools that were used.
3. Read/Watch: [UNESCO World Heritage List: Mausoleum of the First Qin Emperor](#)  
Discuss techniques and ideas Qin Shi Huangdi used to unify China. What are the artistic characteristics of the army?
4. Tour Blog: [Teacher Abroad: Towns Goes To Kazakhstan and Beyond: "The Famous Terracotta Army Is Cool. Bury Me With Oreos Please To Enjoy In My Afterlife."](#) Use this travel blog to finish your research about the Terra Cotta Army.
5. Download [Weebly app](#) on iPad or go to [Weebly.com](#) from a computer or laptop.
6. Students will break into 4 groups. Each group will create a page for a website dedicated to recording information about the Terracotta Army for middle school students.

Group 1: The Man: Qin Shi Huangdi

Group 2: Finding China's Terracotta Army: Recreate the story of how the army was found in 1974. Include visuals to illustrate your story.

Group 3: Science Behind The Army: This group page is dedicated to the science of building this vast army. What tools & and technology were used? Include visuals to illustrate your page.

Group 4: Artistic Characteristics: What materials were used to create the army? What colors were used and what was the significance of color choices? Collect 10 images of different artistic features of the army and create captions that explain each.

7. Travel to Auburn Middle School. Unveil the website and explain how it works to students.

Create a game of your choice for the younger students to acquire information off of the website.

## LESSON 2 - Beijing: Zijin Cheng

### Objectives:

Students will visualize Beijing using a variety of short film clips and computer/laptop/iPad applications.

Students will identify characteristics of Chinese palatial architecture.

Students will identify characteristics of local governmental and religious architecture.

Students will identify Taoist, Buddhist and Confucian architectural influences within the Forbidden City.

Students will design their own architectural center which reflects local cultural characteristics.

### Process:

1. Watch, [Beijing From Above](#), by Trey Ratcliff. As you watch come up with 20 adjectives describing Beijing's architecture and infrastructure.
2. Using one of the following computer/laptop/iPad applications, take a virtual tour of Beijing's Forbidden City. Describe, list, or draw elements of Chinese architecture that appear again and again. Note the colors.  
Applications: [Google Earth](#), [Google Maps](#), [Sphere 360 Camera](#), or one of the numerous virtual tours that can be found online.
3. History of the Forbidden City: lecture on Ming Dynasty
4. Review of Taoism, Buddhism & Confucianism. Quotation activity: Find 3 quotes, 1 Taoist, 1 Confucian, 1 Buddhist - write about why you chose the quote and how it connects to your own life.
5. Make a chart that compares the following Chinese philosophies: Taoism, Buddhism, Confucianism. Include information pertaining to the following:
  - Political - who was in charge (name of Dynasty).
  - Intellectual - names of central texts important to each philosophy.
  - Religious - central beliefs of each religion or philosophy.
  - Art - symbols, animals or shapes and significance.
  - Social - impact of religion/philosophy on Chinese society and culture.
  - Architecture - 1 specific example of a Taoist, Buddhist and Confucian influence which appears in the Forbidden City.
6. Explore a visual history of Auburn, Maine, with a field trip to [Museum L-A](#). Collect facts about elements of local area architecture that appear over and over. Note materials, colors, symbols, etc.
7. Using information gained about local culture, like the Forbidden City, design an architectural creation that uses and reflects local area culture in Auburn. Students will conference about their topic and choice of how to create it with teacher.

## LESSON 3 - Chungking: Nationalist Center WWII

### Objectives:

Students will examine the history of the provisional capital of the Republic of China, 1937-1945. Students will compare eastern and western descriptions of Generalissimo Chiang Kai-shek. Students will use photographs of General Joseph Stilwell's Museum to help them create a story about his time in Chungking.

In groups, students will choose one section of present day Chongqing and create a visual showing 3 stages of change from 1945-2014.

Students will choose one section of present day Washington, DC, and create a visual showing 3 stages of change from 1945-2014.

Students will compare changes of both cities from 1945-2014.

### Process:

1. Research the following terms, groups, leaders and events. Create a [Keynote](#), [PowerPoint Online](#), or [Prezi](#) to display your answers.

Causes of the Second Sino-Japanese War    Chiang Kai-shek    Kuomintang (KMT)  
Allies    Joseph Stilwell    Causes WWII (Pacific)    Nationalists    Communists  
Sun Yat Sen    Mao Zedong    Soong Mei-ling ("Madame Chiang")  
New Life Movement    Four Big Powers (WWII)

2. Read articles about Generalissimo Chiang Kai-shek. One is listed below. Using the class resource list, find another 3 articles that discuss him. (Our class resource list includes links to major historical periodicals, both on line and hard copy. Other school lists will depend on availability of technology and resources). Collect eastern perspectives and western perspectives of him as you read along. Write a response discussing Eastern and Western views about his leadership. The response should not exceed 500 words. Include specific references from texts used.

*"Chiang Kai-Shek"*: The History Channel

3. Using Google images, investigate and explore images of historical Chungking, China. Choose 3 images that depict historical features of the city during the 1940s. Investigate and explore images of present day Chongqing. Choose 3 images that depict modern features of the city as it looks today.
4. Using Google images, investigate and explore images of historical Washington, DC. Choose 3 images that depict historical features of the city during the 1940s. Investigate and explore images of present day Washington, DC. Choose 3 images that depict modern features of the city as it looks today.

5. Further examine the following links and [Ms. Towns' blog](#) (note: a section will be added about Chongqing and Joseph Stilwell Museum visit before I submit to Department of Education), and then choose one section/aspect/neighborhood/city center of present day Chongqing and create a visual showing 3 stages of change from 1945-2014.

[Picturing China: A Photographic Tour of Chongqing](#)  
[2011 Chongqing From Above](#)

6. Compare the two cities in terms of what you found. Are there any similarities? What are the notable differences?

## LESSON 4 - Shanghai: Global Trade Center

### Objectives:

Students will define terms relevant to trade.

Students will explore Maine links to Chinese markets in terms of tangible goods/products traded.

Students will use technology to acquire forms and research.

Students will use Tripline app to show what they have learned.

### Process:

1. Why is international trade and exporting important to Maine? Class Discussion

Article: *"How Maine's Economy Benefits From International Trade and Investment"*

Video: [export.gov Helping U.S. Companies Export: Begin Exporting](#)

2. Students research useful terminology regarding international trade.

Imports      exports      globalization      world price      exporting industries      free trade  
trade protection      tariff      import quota      international trade agreements  
outsourcing      purchasing power      Trans-Pacific Partnership

3. Commercial Invoice - download a template for a commercial invoice. Choose a Maine product that is currently traded with China's market. Fill in the commercial invoice using accurate average amounts of goods for one trip from Maine to China.

Resource: [International Trade - Useful Terms](#)

4. Visualization: Shanghai's Port

Use any virtual tour or virtual tour application and look up Shanghai's International Port.

Describe what you see by writing, drawing or painting a picture.

Article: *"Creating Opportunities: Maine in China,"* Maine Lobsterman's Community Alliance

Discussion: What does what you see and what you read tell us about China's economy, in particular, in Shanghai? How did the author describe Shanghai's International Port? How did the Chinese director describe it?

5. Using Tripline, students will create a map that charts the journey of a Maine product from Maine to Shanghai.

Resource: [Tripline Application Description](#)