Using the Five Themes of Geography to Teach About China (Grade 6)

This interdisciplinary unit may be used as an introduction to the Five Themes of Geography. Make a laminated copy of the reference card shown below for each of your students to refer to throughout the unit and to use as a reference afterward.

5 Themes of Geography

LOCATION: Absolute Location: Uses a definite reference to locate a place, e.g. latitude and longitude, street address
   Relative Location: Describes a place with respect to its connection to other places

PLACE: Describes human and physical characteristics of a location.
   Human characteristics are cultural features: e.g. land use, architecture, jobs, religion, food, customs, transportation & communication networks.
   Physical characteristics: mountains, rivers, terrain, animal & plant life

HUMAN-ENVIRONMENT INTERACTION: How humans adapt to and modify the environment through interaction with the land - can be either negative or positive.

MOVEMENT: People move around a lot; so do ideas, fads, goods, resources and communication.

REGION: Region divides the world into manageable units for geographic study.
   Formal regions have official boundaries that are clearly indicated, e.g. cities, states
   Functional regions are defined by their connections, e.g. the circulation area of a newspaper, the area covered by your soccer league.
   Perceived regions e.g. “The South,” the “Middle East”.

“The five themes of geography were created in 1984 by the National Council for Geographic Education and the Association of American Geographers to facilitate and organize the teaching of geography in the K-12 classroom. While they have been supplanted by the National Geography Standards, they provide an effective organization of the teaching of geography.”


Material contained in this unit addresses several of the Massachusetts Standards in History and Social Science, particularly those listed in:

Strand: Grade 6: World Geography

Topic: Grade 6 Concepts and Skills

6.CS.1 Use map and globe skills learned in prekindergarten to grade five to interpret different kinds of projections, as well as topographic, landform, political, population, and climate maps. (G)
6.CS.2 Use geographic terms correctly, such as delta, glacier, location, settlement, region, natural resource, human resource, mountain, hill, plain, plateau, river, island, isthmus, peninsula, erosion, climate, drought, monsoon, hurricane, ocean and wind currents, tropics, rain forest, tundra, desert, continent, region, country, nation, and urbanization. (G)

6.CS.4 Explain the difference between absolute and relative location and give examples of different ways to indicate relative location for countries or cities across the world. (G)

6.CS.5 Identify how current world atlases are organized and the kind of information they provide for each continent and country. (G)

6.CS.6 Identify what time zones are, when and how the precise measurement of longitude was scientifically and historically determined, the function and location of the international date line, and the function of the Royal Observatory in Greenwich, England, and give examples of differences in time in countries in different parts of the world. (G)

6.CS.7 Use the following demographic terms correctly: ethnic group, religious group, and linguistic group. (G)

**Topic: Grade 6 Learning Standards - North and East Asia**

6.NEA.1 On a map of the world, locate North and East Asia, the Pacific Ocean, and the Arctic Ocean. On a map of East Asia, locate the Sea of Japan, the Yellow Sea, the East China Sea, the Gobi Desert, the Himalayas, and the Yellow and Yangtze Rivers. . . . (G)

6.NEA.2 Use a map key to locate the countries and major cities in the various regions of East Asia. (G, E)

6.NEA.3 Explain how the following five factors have influenced settlement and the economies of major East Asian countries. (G, E)

A. absolute and relative locations
B. climate
C. major physical characteristics
D. major natural resources
E. population size
Optional Topics for Study

6.NEA.5
• Describe the general level of education in selected countries in East Asia and its relationship to the economy. (G, H, E)
• Describe the political and social status of women in selected countries in East Asia. (G, H, E)
• Describe major ethnic and religious groups in various countries in East Asia. (G, H, E)
• Explain why China’s geographical boundaries served to limit its interactions with other regions and cultures for many centuries. (G, H)
• Locate Tibet on a map and explain why its location may have influenced China . . . (G, H)
• Explain how location has made the Korean peninsula both a battleground and a cultural bridge between China and Japan. (G, H)
• Describe why the Chinese government seeks to control population growth and the methods it uses to control population growth. (G, H)
• Describe and explain the status of Taiwan. (H, G)
LESSON #1: LOCATION

LOCATION:

Absolute Location: Uses a definite reference to locate a place, e.g. latitude and longitude, street address

Relative Location: Describes a place with respect to its connection to other places

Materials:

- Unlined paper and pencils (for map drawing activity)
- Student atlases or map of the world for determining latitude and longitude of key cities
- To verify accuracy of latitude and longitude, internet access to http://www.latlong.net/ or http://itouchmap.com/latlong.html
- National Geographic (Winkel Tripel Projection) or other Atlantic Ocean-centered map of the world

Warm-up activity:
From memory, students draw a map of the world on a blank sheet of 8.5” x 11” paper, labeling China and any of its immediate neighbors. These maps may serve as a pre-assessment of student understanding.

Map Skills review:
Students practice map skills learned in earlier grades by completing an activity in which they identify the absolute and relative locations of key Chinese cities, such as Beijing, Xi’an, Chongqing, Shanghai, and Hong Kong. Students test their knowledge by creating a set of questions and answers, then challenging each other to find the city at a particular set of coordinates, listing the coordinates of particular cities, and identifying cities by their location relative to each other or to physical features on a map.

Students check the accuracy of their approximate coordinates against those found by entering the name of each city into either of the two websites listed above.

Discuss the difference and relationship between the terms “accurate” and “precise”.

Location as address: Study return address on a shipment from Xi’an, China. Discuss.

Comparison of World Maps:
Compare National Geographic map and official Chinese map. Students will be familiar with an Atlantic Ocean-centered projection, with the Americas to the west, and Europe, Africa, Asia, and Australia to the east. Before revealing the Chinese map of the world, ask students to make predictions about what they expect to see. Once revealed, ask students to make observations (“What do you notice about this map?”), including similarities and differences, going around the room (or discussion circle) so that every student has a chance to contribute a new observation to the discussion. Ask what the students wonder about. If you have any Chinese speaking students, ask if they would be willing to translate some of the Chinese characters.

- Why do these maps show the world differently?
- Do students have any other experience with world maps created in other countries?
LESSON #2: PLACE

PLACE: Describes human and physical characteristics of a location.

**Human characteristics** are cultural features: e.g. land use, architecture, jobs, religion, food, customs, transportation & communication networks.

**Physical characteristics**: mountains, rivers, terrain, animal & plant life

Materials:
- Small white boards and markers, or pencil and paper
- Blank maps of China, one per student
- Colored pencils or markers
- Thematic maps of China: see attached document
- Postcards, museum catalogs, and other print and internet resources about China.
- Internet access to National Geographic MapMaker Interactive which provides political, topographic, satellite, street, terrain, and ocean base maps that are customizable, printable, and bookmark-able at this website: [http://mapmaker.education.nationalgeographic.com/?ar_a=1&b=1&ls=000000000000](http://mapmaker.education.nationalgeographic.com/?ar_a=1&b=1&ls=000000000000)
- A partial list of additional resources:
  - Al, Stefan, ed. (August 2012) *Factory Towns of South China: An Illustrated Guidebook*, Hong Kong University Press, Hong Kong.
  - Thompson, Hugh, & K. Lane, eds. (2014) *DK Eyewitness Travel: China*, Dorling Kindersley, NY.

Warm-up activity:
What comes to mind when you think of China? Students to list as many ideas as they can on small white boards or sheets of paper. Generate a class list with two major categories: human characteristics and physical characteristics (as defined above). Read aloud Ed Young’s *Beyond the Great Mountains: A Visual Poem About China.*

Map Skills review:
Students practice map skills learned in earlier grades by completing an activity in which they identify key land and water features and determine the absolute and relative locations of various physical and cultural features such as the Great Wall, Three Gorges Dam and Grand Canal.

Two excellent ready-made activities are bolded in the list of resources shown above. Otherwise, take a blank map of China, such as the one provided on the following page, and instruct students to locate and label the following features:
Manchurian Plain, North China Plain, Gobi Desert, Taklimakan Desert, Kunlun Mountains, Plateau of Tibet, Loess Plateau, Tian Shan Mountains, Himalayan Mountains, Greater Khingan Range, Hainan, Taiwan, Korean Peninsula, Sea of Japan, Yellow Sea, East China Sea, South China Sea, Chang Jiang (Yangtze) River, Huang He (Yellow) River, and Pearl River.
• How did China’s physical features impact the history of the Chinese people?
• What happened to the territorial extent of four B.C.E. empires (Shang [12th c. B.C.E.], Zhou [8th c. B.C.E.], Qin [3rd c. B.C.E.], and Han [1st c. B.C.E.]), and why?

**Jigsaw Activity:**
Divide the class into 5 groups, one for each of the following cities: Beijing, Xi’an, Chongqing, Shanghai, and Hong Kong. Given the definition of “place”, challenge students to conduct research and make a poster presentation of each city’s: (a) physical setting and (b) human characteristics at key times in the past and in the present. Give students specific guidelines about poster size, layout, and number of details to include. (Consider using other examples: factory towns, Lhasa)

Student presentations may include some of the following information:

<table>
<thead>
<tr>
<th>City</th>
<th>Physical Characteristics</th>
<th>(Past) Human Characteristics</th>
<th>(Present) Human Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beijing</td>
<td>• Northern tip of No. China Plain</td>
<td>• Peking Man (homo erectus) - 400,000 years ago</td>
<td>• Capital of PRC (pop’n: 20 million)</td>
</tr>
<tr>
<td></td>
<td>• Mts. to north, northwest, &amp; west</td>
<td>• Kublai Khan (Mongol) made it his capital toward end of 13th c.</td>
<td>• Current name given in 1949 (Zhongdu, Dadu, Beiping of old)</td>
</tr>
<tr>
<td></td>
<td>• Hot, humid summers; cold, windy, dry winters</td>
<td>• Seat of Ming (1407+) &amp; Qing dynasties</td>
<td>• Still organized along N-S lines with straight, wide avenues and winding alleys around the Forbidden City.</td>
</tr>
<tr>
<td></td>
<td>• “Land of the Yellow Earth” - yellow limestone silt from the Gobi Desert, carried by wind.</td>
<td>• Forbidden City (officially known as Palace Museum) &amp; Tian’an Men</td>
<td>• Growing network of concentric ring roads to accommodate increased number of vehicles</td>
</tr>
<tr>
<td></td>
<td>• Rivers are part of Hai R. system, running to SE</td>
<td>Guangchang (Square of the Gate of Heavenly Peace)</td>
<td>• Peking University</td>
</tr>
<tr>
<td></td>
<td>• Northern terminus of Grand Canal to Hangzhou &amp; South-North Water Transfer Project</td>
<td>• Yonghe Gong (Lama Temple)</td>
<td>• Olympic Games</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Temple of Heaven</td>
<td>• Tourism</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Hutongs</td>
<td>• Has good air, rail, and bus links to other cities</td>
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<tr>
<td></td>
<td></td>
<td>• Great Wall</td>
<td>• Peking Opera (Qing+)</td>
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<td></td>
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<td></td>
<td>• No distinctive cuisine, but borrows from many traditions</td>
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<td></td>
<td></td>
<td></td>
<td>• Microcosm of modern China &amp; its contradictions: rich/poor, new/old</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Severe pollution problem</td>
</tr>
<tr>
<td>Xi’an</td>
<td>• In center of the Guanzhong Plain on a floodplain created by 8 rivers &amp; streams</td>
<td>• Banpo Site (Neolithic village from 6,000 years ago)</td>
<td>• Capital of modern Shaanxi Province</td>
</tr>
<tr>
<td></td>
<td>• Elevation: 1,312 ft</td>
<td>• Called Chang’an in ancient times</td>
<td>• Pop. 8.4 million, 1 of 3 most populous cities in Western China</td>
</tr>
<tr>
<td></td>
<td>• Borders Qin Mts. to south, and Wei R. to north, Loess Plateau to north.</td>
<td>• One of the birthplaces of the ancient civilization in the Yellow River Basin</td>
<td>• Thriving tourist economy due to a variety of sights: Xi’an City Wall, Forest of Steles Museum (housing stone pillars carved for ceremonial purposes dating from Han dynasty), temples and pagodas</td>
</tr>
<tr>
<td></td>
<td>• Temperate climate influenced by East Asian monsoon</td>
<td>• First emperor, Qin Shi Huangdi, unified China from this city</td>
<td>• Great Mosque (built in 742) - introduction of Islam across the Silk Road</td>
</tr>
<tr>
<td></td>
<td>• ‘tween semi-arid &amp; humid subtrop. climates</td>
<td>• Capital to 11 dynasties over 4,000 years</td>
<td>• Terra Cotta Army - discovered in 1974, and now built into an world-class, civilization-affirming tourist attraction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Eastern end - Silk Rd.</td>
<td>1 of 13 emerging PRC megacities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Largest, wealthiest city in world by 9th c.</td>
<td></td>
</tr>
<tr>
<td>City</td>
<td>Physical Characteristics</td>
<td>(Past) Human Characteristics</td>
<td>(Present) Human Characteristics</td>
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<td>------------</td>
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<tr>
<td>Chongqing</td>
<td>• criss-crossed by mts. &amp; rivers&lt;br&gt;• at transition between Qinghai-Tibet Plateau &amp; plain on mid-to-lower parts of Yangtze R. in subtropical zone&lt;br&gt;• late spring/early summer - night rains&lt;br&gt;• Mt. city/city on rivers&lt;br&gt;• Monsoon-influenced, humid sub-tropical&lt;br&gt;• Historical temp. range: 27°-111°F</td>
<td>• Dazu Rock Carvings - 650 C.E. &amp; later, Buddhist, Taoist, and Confucian art&lt;br&gt;• Luohan Temple - 1,000 year-old Buddhist temple&lt;br&gt;• Ciqikou&lt;br&gt;• World War II stronghold&lt;br&gt;• Sichuan face-changing performance art&lt;br&gt;• Sichuan cuisine (e.g. hot pot)</td>
<td>• Chongqing University (1929)&lt;br&gt;• over 220,078 sq. miles&lt;br&gt;• home to almost 120 million people&lt;br&gt;• heavily industrialized&lt;br&gt;• Three Gorges &amp; Three Gorges Dam nearby</td>
</tr>
<tr>
<td>Shanghai</td>
<td>• @ Yangtze R. delta&lt;br&gt;• Mid-coast, roughly equidistant from Beijing &amp; Guangzhou&lt;br&gt;• Includes a peninsula, large island, &amp; smaller islands&lt;br&gt;• Humid subtropical climate w/4 seasons</td>
<td>• major administrative, trading, &amp; shipping city&lt;br&gt;• 1 of 5 cities opened to foreign trade after 1st Opium War&lt;br&gt;• Center of E-W commerce in Asia Pacific in 1930s&lt;br&gt;• Economic decline after 1949 revolution</td>
<td>• Largest Chinese city by pop. 24+ million (Question to consider: How do the Chinese define population?)&lt;br&gt;• Largest city by pop. in world&lt;br&gt;• 1 of 4 directly administered cities&lt;br&gt;• world financial center&lt;br&gt;• world's busiest container port&lt;br&gt;• Tourism: The Bund, City God Temple, Yu Garden, museums, &amp; Lujiazui skyline&lt;br&gt;• Economic resurgence since 1990s</td>
</tr>
<tr>
<td>Hong Kong</td>
<td>• Hong Kong Island, Kowloon Peninsula, New Territories, &amp; 200+ offshore islands&lt;br&gt;• Hilly to mountainous terrain&lt;br&gt;• Less than 25% of territory is developed&lt;br&gt;• 40% of remaining area is nature reserves&lt;br&gt;• Humid subtropical climate with summer typhoons</td>
<td>• Originally inhabited by farmers and fishermen&lt;br&gt;• 155-year British rule (was colony of British Empire after first Opium War - 1839-42)&lt;br&gt;• Occupied by Japan during WWII (1941-45)&lt;br&gt;• History of land reclamation in Victoria Harbor&lt;br&gt;• Booming post-WWII manufacturing industry</td>
<td>• Control reverted to PRC in '97&lt;br&gt;• Special Administrative Region (SAR) of PRC&lt;br&gt;• 1 country, 2 systems&lt;br&gt;• different political &amp; judicial system than mainland&lt;br&gt;• Ongoing tensions (Occupy Central Movement)&lt;br&gt;• Famous, extended skyline&lt;br&gt;• Natural, deep harbors&lt;br&gt;• 7+ million pop. on 426 sq. mi., - one of world's most densely populated areas&lt;br&gt;• Among highest per capita incomes in world&lt;br&gt;• Largest income inequality among advanced economies&lt;br&gt;• World’s third most important international financial center&lt;br&gt;• Increasing pollution concerns, including significant smog from other parts of Pearl River Delta</td>
</tr>
</tbody>
</table>
LESSON #3: HUMAN-ENVIRONMENT INTERACTION

HUMAN-ENVIRONMENT INTERACTION:
How humans adapt to & modify the environment through interaction with the land - can be either negative or positive.

Materials:
- Images of: the Great Wall, Three Gorges Dam, Grand Canal, South-North Water Transfer Project, Hong Kong Harbor, terraced rice farming, and urban smog in China.
- Google Presentation or PPT capability, or traditional poster presentation materials
- Postcards, posters, museum catalogs, and other print and internet resources about China, past and present.
- A partial list of resources:
  - Thompson, Hugh, & Kathryn Lane, eds. (2014) *DK Eyewitness Travel: China*, Dorling Kindersley, NY.
  - Three Gorges Role Play, author unknown, set in 1992

Warm-up Activity: A picture is worth a thousand words. Show students several of the images listed above. Discuss commonalities; then introduce the third theme.

Student Research Activities - who, what, when, where, why, how?
Working in small groups, pairs, or independently, students pose as research journalists investigating examples of human-environment interaction listed above. After presenting their findings to the class, consider some of the extension activities listed below.

1. The Great Wall of China
Although originally built at great human cost as a defensive fortification along mountain ridges, it was unable to stop nomadic tribes ("barbarians") from invading China. Begun over 2,200 years ago by emperor Qin Shi Huangdi, it was later augmented by the Ming emperors of 500 years ago. Although much of it is in disrepair, restored sections are
popular tourist attractions. Students should also consider how and why the Chinese government may be using the Great Wall as a unifying national symbol to underscore its claim of being the oldest civilization on earth.

2. The Three Gorges Dam
This project has been called China’s biggest construction project since the Great Wall. Students investigate the pros and cons of this complicated and controversial project. Students should take care to investigate sources from all sides of the issue.

3. The Grand Canal
Begun in 486 B.C.E., and built in sections over the next 1,000 years, the Grand Canal is the world’s largest manmade waterway. Measuring 1,112 miles in length, from Beijing to Hangzhou, it connects the populous north with the southern rice-producing region.

4. The South-North Water Transfer Project
“This government-backed . . . undertaking aims to move billions of cubic meters of fresh water from the south of China, where water is relatively plentiful, to the north where there’s a shortage. The plan includes an East, Central and Western corridor. Since the supposed announcement of the project by Mao Zedong in the early 1950’s, a national water supply system has only been on the books until recently when the dream has become a reality in the form of the largest and most expensive water supply system in the world. While China is able to afford these projects now, in terms of money and political power, it’s questionable if it will be able to finish by 2050, its slated final date of completion.” (Guerringue, 2013)

5. Victoria Harbor, Hong Kong
Hong Kong is a natural deep-water port that has relied on repeated land reclamation projects in Victoria Harbor to accommodate its ever-increasing demand for land and access to the harbor. Refer to satellite images and maps of Victoria Harbor to observe depth of natural harbor and changing coastline.

6. Farming
• Terraced farming (e.g. photo of terraced rice paddies in wet, warm Chang Jiang Basins on p. 203 of History Alive! The Ancient World, Chapter 19: Geography & Settlement of China, TCI, 2011)
• Soils: “The unusual effects of more than twenty-five centuries of cultivation on some of China’s soils must also be considered. In China, more than any other nation, anthropogenic (human-induced) effects associated with wet-rice cultivation and terrace construction have formed distinct and extensive groups of soils that are rare in most other temperate nations.” (Veeck, et al, p. 920, Kindle edition)

7. Air, Water and Soil Pollution
Students should consider these questions: Why is pollution such a problem in China? Why is it unsafe to drink tap water in China? Will these problems get better or worse in the future? What is their impact on the rest of the world and on efforts to reduce global climate change? Investigate November 2014 US-PRC Joint Announcement on Climate Change.

Discuss potential for controversy with large human-environment interaction projects. Can progress and sustainable practices coexist?
LESSON #4: MOVEMENT

MOVEMENT: People move around a lot; so do ideas, fads, goods, resources and communication.

Materials:
• Postcard of poster depicting Marx, Engels, Lenin, Stalin, and Mao Zedong (“Long live Marxism Leninism and Mao Zedong Thought”)
• Multiple issues of China Daily and South China Morning Post newspapers
• A partial list of resources:
  China Digital Times, http://chinadigitaltimes.net/

This lesson could be conducted as a series of case studies of movement into and out of China.

Warm-up Activity:
Show images of commercial activity in China with ties to the rest of the world: Walmart, Starbucks, Kentucky Fried Chicken, Papa Johns, designer boutiques. Where were these pictures taken? These are relatively recent examples of movement of goods and ideas. What about in the past?

The Silk Road
Read about the Silk Road, a network of trade routes stretching over more than four thousand miles that connected the Han and Roman empires. (The History Alive! chapter and companion workbook pages is very good.) Goods, ideas, and people traveled the Silk Road. Chinese traded silk, fine dishware (china), ornaments, jewelry, cast-iron products, and decorative boxes. Goods from Central Asia included horses, jade, furs, and gold. Traders from India brought cotton, spices, pearls, and ivory. The Chinese valued Roman glass products such as trays, vases, necklaces and small bottles, as well as asbestos and coral. New foods and spices were introduced to China as a result of trade. Buddhism probably came to China from India by pilgrims and traders traveling the Silk Road in the 1st c. C.E. and eventually became the dominant religion. Investigate modern-day interpretations of the Silk Road.

Communist Ideology
Postcard of Marx, Engels, Lenin, Stalin, & Mao as backdrop to discussion of origins and history of Communist Party in China.
Movement or lack of movement of ideas:
(1) Compare several issues of *China Daily* and *South China Morning Post* newspapers from the same days. Can you tell which newspaper is endorsed by the central government? Is there a perceived “enemy” or “whipping boy” in either paper? Which paper is more critical of Japan? Which paper is more critical of the Beijing government? How can you tell?
(2) Research articles about China Weibo and “the Great Firewall”. Why is internet access different on mainland China than it is in Hong Kong? Compare internet access in the United States to internet access on mainland China.

Movement of people:
(1) Read excerpt from Evan Osnos book about travel by Chinese nationals outside China. Why is it so restricted?
(2) Why do so many people choose to leave China? If it seems appropriate to do so, ask Chinese-born students why their families have emigrated to the United States.
(3) Challenge students to think of other countries where citizens are thinking of emigrating to other countries. Are students, perhaps, descended from people who made similar choices?

Movement of goods:
What do you think of when you see the words “Made in China”?

[Images and links related to China and the United States, retrieved October 26, 2014.]
LESSON #5: REGION

REGION: Region divides the world into manageable units for geographic study. **Formal regions** have official boundaries that are clearly indicated, e.g. cities, states. **Functional regions** are defined by their connections, e.g. the circulation area of a newspaper, the area covered by your soccer league. **Perceived regions** e.g. “The South,” the “Middle East”.

Materials and Resources:
- Online quiz of China’s provinces: [http://online.seterra.net/en/ex/81](http://online.seterra.net/en/ex/81)
- Online map of China’s provinces (to assist in answering questions on the above-mentioned quiz): [http://www.sacu.org/provmap.html](http://www.sacu.org/provmap.html)
- A partial list of resources:
  - Notebook or PDF file entitled *An Assortment of Regional Maps of China* containing multiple images of China divided into a variety of regions

Warm-up Activities:
Looking back at the maps of the world from lesson #1, ask students: Why do you think the Chinese government discourages the display or sale of National Geographic world maps in China? (possible answer: The Chinese government disputes certain boundaries and is able to present its own perspective with its own map.) Challenge students to find differences in national boundaries when comparing the two maps. (Places to look for: Tibet, Taiwan, disputed islands in the South China Sea, etc.)

Observe how the **boundaries of China have changed over time** (e.g. 600 B.C.E., 100 B.C.E., 750 C.E., 1400 C.E. and current day China).

**How many countries share a border with the Peoples’ Republic of China?**
(14: Mongolia, Russia, and Kazakhstan to the north; North Korea to the east; Vietnam, Laos, Myanmar, India, Bhutan, and Nepal to the south; and India, Afghanistan, Pakistan, Tajikistan, and Kyrgyzstan to the west.)

**Thematic maps:** climate, land use, physical geography, and more
Use examples from *China’s Geography* (Veeck): rural vs. urban (depicting inequalities), eastern third vs. western two-thirds, and others.

Check out China Western Development [http://www.sacu.org/provmap.html](http://www.sacu.org/provmap.html) for map of China by region: East Coast, Rise of Central China, Revitalize Northeast China (similar to our Rust Belt), and China Western Development (these are political slogans).
Interdisciplinary Culminating Activity: China Narratives

Students create a character and place him or her in an authentic Chinese setting, then build a narrative around the character and setting that demonstrates mastery of the five themes of geography as they pertain to either ancient or modern-day China.

GEOGRAPHY IS A STORY
A story that begins ‘Once upon a place . . .’”

You will write a story about a place using the criteria outlined in the rubric below. You may include other details in your writing such as characters and events, but you must focus on the Five Themes of Geography as the central theme.

Please do your best work, and have fun!

<table>
<thead>
<tr>
<th>LOCATION</th>
<th>PLACE</th>
<th>HUMAN-ENVIRONMENT INTERACTION</th>
<th>MOVEMENT</th>
<th>REGION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss both types of location:</td>
<td>Include a minimum of 5 of the following:</td>
<td>Describe how the environment affects how people:</td>
<td>How do the following move from place to place?</td>
<td>Describe a particular region that your place is part of</td>
</tr>
<tr>
<td>absolute (2 pts.)</td>
<td>landforms (2 pts.)</td>
<td>live (2 pts.)</td>
<td>people (2 pts.)</td>
<td>2 pts.</td>
</tr>
<tr>
<td>relative (2 pts.)</td>
<td>climate (2 pts.)</td>
<td>work (2 pts.)</td>
<td>goods (2 pts.)</td>
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<td>plants (2 pts.)</td>
<td>dress (2 pts.)</td>
<td>ideas (2 pts.)</td>
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<td>animals (2 pts.)</td>
<td>travel (2 pts.)</td>
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<td>people (2 pts.)</td>
<td>communicate (2 pts.)</td>
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<td>language (2 pts.)</td>
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<td>culture (2 pts.)</td>
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CONVENTIONS

Use the rubric above alone or in conjunction with a dedicated narrative writing rubric.
Current Events – Focus on China!

Choose a topic that ignites your passion!

Title of news story: ________________________________

Source: __________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
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_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Why I am passionate about this topic: ________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Global Citizenship Connection: ________________________________
_____________________________________________________________________

Vocabulary: ________________________________

Definition (in your own words): ________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Choose one word from this story that is either a new word for you or a word that you would like to use more in your conversation or writing.

C. Christensen 9/10/2014
A global citizen is someone who:

1. is aware of the wider world & has a sense of their own role as a world citizen

2. respects & values diversity

3. has an understanding of how the world works economically, politically, socially, culturally, technologically & environmentally

4. is outraged by social injustice

5. participates in & contributes to the community at a range of levels from local to global

6. is willing to act to make the world a more sustainable place

7. takes responsibility for his or her actions

I am __________;
I am a global citizen.