

ANCIENT CHINA

WORLD HISTORY

APPLYING COMMON CORE

ACTIVITIES TO MEET ANCHOR STANDARDS



CHARLIE BOONE



WORLD HISTORY

ANCIENT CHINA

CHARLIE BOONE



SOCIAL STUDIES SCHOOL SERVICE
CULVER CITY, CALIFORNIA



SOCIAL STUDIES SCHOOL SERVICE

Editorial Director: Dawn P. Dawson
Copy Editor: Emily Rose Oachs
Editorial Assistant: Melissa R. R. Gutierrez
Book Layout: Joseph Diaz
Cartography: Grant Hubert
Cover Design: Mark Gutierrez

© 2016 Social Studies School Service
All rights reserved.

Printed in the United States of America

Social Studies School Service
10200 Jefferson Boulevard, P.O. Box 802
Culver City, CA 90232-0802
United States of America

(310) 839-2436
(800) 421-4246

www.socialstudies.com
access@socialstudies.com

Only those pages intended for student use as handouts may be reproduced by the teacher who has purchased this volume. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means—electronic, mechanical, photocopying, recording—without prior written permission from the publisher.

Links to online sources are provided in the teacher pages and text. Please note that these links were valid at the time of production, but the websites may have since been discontinued.

ISBN: 978-1-56004-899-2
e-book ISBN: 978-1-56004-926-5
Product Code: Z353 v1.0.1

Contents

1	Introduction
2	Common Core Standards
3	Tracking Common Core Standards
5	CHAPTER 1: KEY IDEAS AND DETAILS
6	ACTIVITY 1: I Ching
12	ACTIVITY 2: Silk
17	CHAPTER 2: CRAFT AND STRUCTURE
18	ACTIVITY 3: Confucius Quotations
27	ACTIVITY 4: Inventions from Ancient China
33	CHAPTER 3: INTEGRATION OF KNOWLEDGE AND IDEAS
34	ACTIVITY 5: The Terra-Cotta Army
40	ACTIVITY 6: Chinese New Year
47	CHAPTER 4: WRITING STANDARDS
48	ARGUMENTATIVE WRITING: Current Issue
53	INFORMATIVE WRITING: Ancient Chinese Dynasties
57	NARRATIVE WRITING: Building the Great Wall of China
67	Selected Answers
71	Bibliography



Introduction

Goals

The main goal of this book is to help students develop skills outlined in the Common Core Standards by clarifying what the standards are asking for and by giving teachers specific activities they can use to address the standards.

Organization

The book is mostly organized by the categories into which Common Core places its standards. The first three chapters are “Key Ideas and Details,” “Craft and Structure,” and “Integration of Knowledge and Ideas.” Because “Range of Reading and Level of Text Complexity” is addressed every time students read, it does not have its own chapter. Also, because it is common for many writing categories to overlap on a paper, the fourth chapter covers all the writing standards and is divided into the three main paper types: argumentative, informative, and narrative.

Activities open with an introductory page that includes every standard covered by the activities, directions, estimated lesson length, and additional teaching ideas. At the back of the book are selected answers for the reading activities.

Tracking Common Core Standards

On page 3, there is a chart that can help you track which Common Core Standards you have addressed and with which activities.

Narrative Writing

Narrative writing is not required for social studies teachers, which is why there is no WHST.6-8.3. However, this form of writing was included in this book (W.6.3–W.8.3) because numerous social studies teachers also teach language arts, for the many educators who find creative writing a valuable way to explore history, and because other required writing standards can be covered with narrative writing.

Common Core Standards

If a teacher covers the six reading activities and three papers outlined in this book, he or she will have addressed every 6–8 History/Social Studies Common Core Standard at least once. Although it is not expected that teachers cover every standard in each unit of study, this gives teachers a great way to see examples of every standard and have numerous assignments to choose from.

Common Core Standards

READING

Key Ideas and Details

RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

» *Summarize primary or secondary sources.*

RH.6-8.3

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

» *Summarize the steps of a process or historical event.*

Craft and Structure

RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

» *Use context to decipher the meanings of difficult words.*

RH.6-8.5

Describe how a text presents information (e.g., sequentially, comparatively, causally).

» *Determine how the author has ordered the information.*

RH.6-8.6

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

» *Interpret a reading with a visual.*

RH.6-8.8

Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9

Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity

RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

SPEAKING AND LISTENING

Comprehension and Collaboration

SL.6.1–SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6–8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

WRITING

Text Types and Purposes

WHST.6-8.1

Write arguments focused on discipline-specific content.

» *Argumentative writing.*

WHST.6-8.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

» *Informative writing.*

W.6.3–W.8.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

» *Creative writing. (This is not required for social studies teachers.)*

Production and Distribution of Writing

WHST.6-8.4

Produce clear and coherent writing in which the development, organization,

and style are appropriate to task, purpose, and audience.

» *Write for a specific audience.*

WHST.6-8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

» *Use writing process.*

WHST.6-8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

» *Publish writing for an audience.*

Research to Build and Present Knowledge

WHST.6-8.7

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

» *Research to answer a question.*

WHST.6-8.8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

» *Use multiple credible sources when researching and summarize findings in own words.*

WHST.6-8.9

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

» *Support essays with information or quotes from texts.*

Range of Writing

WHST.6-8.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Tracking Common Core Standards

CCSS.ELA-LITERACY	Assignment	Assignment	Assignment	Assignment
<u>RH.6-8.1</u>				
<u>RH.6-8.2</u>				
<u>RH.6-8.3</u>				
<u>RH.6-8.4</u>				
<u>RH.6-8.5</u>				
<u>RH.6-8.6</u>				
<u>RH.6-8.7</u>				
<u>RH.6-8.8</u>				
<u>RH.6-8.9</u>				
<u>RH.6-8.10</u>				
<u>SL.6.1–SL.8.1*</u>				
<u>WHST.6-8.1</u>				
<u>WHST.6-8.2</u>				
<u>W.6.3–W.8.3*</u>				
<u>WHST.6-8.4</u>				
<u>WHST.6-8.5</u>				
<u>WHST.6-8.6</u>				
<u>WHST.6-8.7</u>				
<u>WHST.6-8.8</u>				
<u>WHST.6-8.9</u>				
<u>WHST.6-8.10</u>				

*Not required for social studies teachers.

Key Ideas and Details

ACTIVITY 1

I Ching

RH.6-8.1

RH.6-8.2

ACTIVITY 2

Silk

RH.6-8.2

RH.6-8.3

ACTIVITY 1

CHAPTER
Key Ideas and Details

DURATION
1 class period

I Ching

COMMON CORE STANDARDS

RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.10

By the end of grade 8, read and comprehend history/ social studies texts in the grades 6–8 text complexity band independently and proficiently.

SL.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

DIRECTIONS

- Students read the introduction to “I Ching” independently, highlighting all lines or phrases that explain how I Ching divinations work. Students share what they highlighted with a partner, then the class.
- The class completes the first two scenarios together.
- Students complete the last two scenarios with a partner. Students share what they wrote with the class.
- Students complete “I Ching Questions” independently. Questions 8 and 10 require students to access an I Ching reading online. The teacher will need to modify the activity if Internet access is not available for each student.
- The teacher may want to use the I Ching as a way to bring up the ideas of yin and yang.

IMPORTANT/DIFFICULT VOCABULARY

There are many ways to review vocabulary. Below are some words you may choose to create a review activity with.

- | | | |
|----------------|--------------|-------------|
| ▪ Auspicious | ▪ Folly | ▪ Profits |
| ▪ Confucianism | ▪ Hexagram | ▪ Protract |
| ▪ Cultivate | ▪ Importune | ▪ Steadfast |
| ▪ Divination | ▪ Litigation | ▪ Taoism |

I CHING 1/3

The I Ching is one of the oldest books in the world. Although its ideas had already been passed down for centuries, the book itself was first composed around 1000 BCE. The title translates to Book of Changes, and the book consists of wisdom connected to sixty-four hexagrams. Some believe that reading these hexagrams can inform a person on how to better live his or her life, or if someone applies a hexagram to a specific decision, it can be used to divine one's future. Traditionally, coins or sticks were tossed to determine which hexagram to consult.

The I Ching was highly influential in creating Taoism and Confucianism. Confucius supposedly once said, "If some years were added to my life, I would devote fifty of them to the study of the oracle [later called I Ching], and might then avoid committing great errors." For over three thousand years people have been interpreting and writing commentaries about the I Ching.

To get an idea of how the I Ching works, students have been given four scenarios. For each, a hexagram has been randomly selected and two poems from the hexagram's description in the I Ching are included. This is a simplification of the process as the I Ching includes more information about each hexagram. Also, true I Ching readings take into account whether or not lines are changing or unchanging, with changing lines altering the meaning of the hexagram. For the purposes of this activity all lines have been made unchanging. The students' job is to use the excerpts provided here from the I Ching to give the hypothetical person advice on what he or she should do. Make sure to quote at least two phrases from the poems to support your advice.

Scenario One

Trumaine is sixty-two and has been teaching middle school for thirty-plus years. He still likes his job and believes he has more to give. On the other hand, he dislikes spending his weekends grading and would like to see his grandkids more, who live in another state. What advice do you think hexagram forty-two, the "Increase" symbol, would give Trumaine?

JUDGMENT POEM

A Destination
Profits.
It Profits
To cross a Great
Stream.

**IMAGE POEM**

Wind and thunder . . .
This is
Increase
The True Gentleman,
Seeing goodness,
Moves
If there is error,
He corrects it.

Advice:

Scenario Two

Marsha is forty-two and has been a stay-at-home mom for the last seven years. Next school year her youngest child will start kindergarten. Marsha is unsure if she should continue being a stay-at-home mom, return to work as a social worker, which she had been before having children, or go back to school to get a degree that would allow her to become a librarian. What advice do you think hexagram 55, the “Canopy” symbol, would give Marsha?

JUDGMENT POEM

Fortune.
The King
Approaches . . .
He feels no sorrow.
It Profits
To be the Sun at noon.



IMAGE POEM

Thunder and Lightning
Arrive together . . .
The True Gentleman
Determines judgments;
He administers punishments.

Advice:

Scenario Three

Ryan is twenty-two years old and about to graduate college. In college, he majored in engineering and write science-fiction stories on the side. He has been offered a job at an engineering firm, but he is considering taking a year or two off to see if he can get a science fiction book published. To do that, he would need to live with his parents and find a job that would not take up too much of his time. What advice do you think hexagram 56, the “Wanderer” symbol, would give Ryan?

JUDGMENT POEM

Slight Fortune.
For a Traveler,
It is Auspicious
To be Steadfast.



IMAGE POEM

Fire on the Mountain . . .
In administering punishments,
The True Gentleman
Is wise and cautious;
He does not protract litigation.

Advice:

Scenario Four

Luisa is twelve years old and can only choose one sport in which to participate during the winter. She is really good at basketball, but all of her friends are going out for volleyball. What advice do you think hexagram 4, the “Youthful Folly” symbol, would give Luisa?

JUDGMENT POEM

Fortune.
I seek not
Youthful Folly,
Youthful Folly
Seeks me.
First Divination
Receives a response.
Second and third
Divinations,
Importunate questions,
Receive none.
To be Steadfast
Profits.

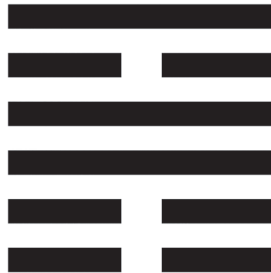


IMAGE POEM

Beneath the Mountain
Gushes a Spring.
The True Gentleman
Cultivates Spiritual
Strength
With determination..

Advice:

I CHING QUESTIONS 1/2

1. Why is the I Ching important?
2. What traditions in the United States does the I Ching remind you of?
3. What similarities were there between the written I Ching selections?
4. For which situation did you think the I Ching gave the clearest advice? Why?
5. For which situation did you think the I Ching was most unclear? Why?

6. Take one of the poems and apply it to a different situation than it was intended for. How does this change the advice for the person, if at all?
7. Write a question about your life that you are wondering about.
8. Use the Internet to get an I Ching reading for your above question. Most I Ching sites will provide you with a blank spot to write your question and a way to create a hexagram. Do this and read the accompanying poems/analysis. What is your interpretation of what the online I Ching is encouraging you to do?
9. Write a second question about your life that you are wondering about.
10. Use the Internet again to get an I Ching reading for your second question. What is your interpretation of what the online I Ching is encouraging you to do?

ACTIVITY 2

CHAPTER
Key Ideas and Details

DURATION
1 class period

Silk

COMMON CORE STANDARDS

RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.3

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

RH.6-8.5

Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

DIRECTIONS

- The class reads the first two paragraphs of "Silk" together, highlighting parts they can connect to, have a question about, or are surprised by. Students should draw a line from the highlighted part to the margins and explain their connection, ask their question, or describe why they were surprised.
- Students read the remaining paragraphs independently, annotating as they did in the previous step. Students share what they highlighted with a neighbor, then the class.
- Students independently answer questions.

IMPORTANT/DIFFICULT VOCABULARY

- | | | |
|--------------------|---------------------|------------------|
| ▪ Bombyx mori | ▪ Integral | ▪ Mulberry trees |
| ▪ Byzantine Empire | ▪ Mandarin | ▪ Persia |
| ▪ Commodity | ▪ Mediterranean Sea | ▪ Sericulture |
| ▪ Cultivation | ▪ Middle East | ▪ Silk Road |

SILK 1/2

The making of silk, referred to as sericulture, is a fascinating process. It all starts with a moth, the *Bombyx mori*. Before dying each female moth lays hundreds of eggs. The eggs are kept at a warm temperature until they hatch into caterpillars, called silkworms. The silkworms consume large quantities of freshly cut mulberry tree leaves for about six weeks, at which point the silkworms spin a puffy white cocoon around themselves. After spending about a week in their cocoons in a warm, dry place, the silkworms are killed, usually by steaming or boiling the cocoons. The cocoons are then unwound and wrapped around a spool. To make silk thread, multiple raw silk strands are woven together. It takes about 2,500 silkworms to make one pound of raw silk.

The history of silk is also interesting. Legend has it that around 2600 BCE, empress Lady Hsi-Ling-Shih, was drinking tea under a mulberry tree when a cocoon dropped into her cup. It began to unravel, and she found the fiber beautiful. She sought out its source and discovered it was from the *Bombyx mori* moth. She convinced her husband to give her a grove of mulberry trees, began cultivating the silkworms, and then taught others the process. Sericulture had begun. She is also credited with inventing the silk reel and loom. In reality, this story seems unlikely. Archaeologists have discovered spinning tools and silk threads dated to at least 4000 BCE. Regardless of its true beginnings, no one questions that silk production started in China, where the *Bombyx mori* and its food, mulberry trees, are native.

Silk has been popular throughout history. It is smooth, shiny, soft, and strong. In China silk was used not only to produce clothes, but also to make bowstrings, musical instruments, fishing line, and canvasses for painting. In fact, silk was so integral to Chinese culture that 230 common characters in Mandarin come from the character for silk. People outside of China also wanted this luxurious fabric. Trade of it began as early as 2000 BCE. Around the second century BCE, a historic trade route began, eventually stretching around 4,000 miles from eastern China to the Mediterranean Sea. Many different valuable goods were traded along it, but the route was named the “Silk Road” after its most precious commodity.

One reason silk was so valued abroad was that for thousands of years sericulture remained a secret to most of the world. This was not by accident. People who visited China were searched at border crossings; if they were

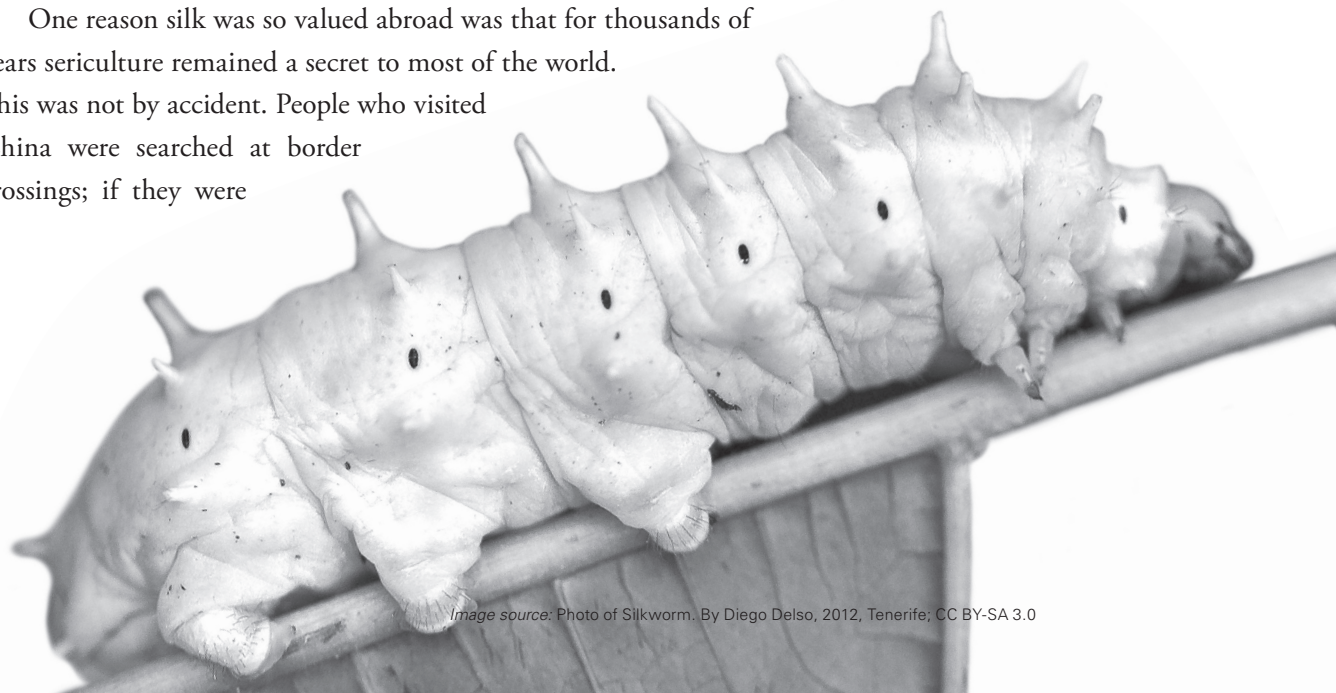
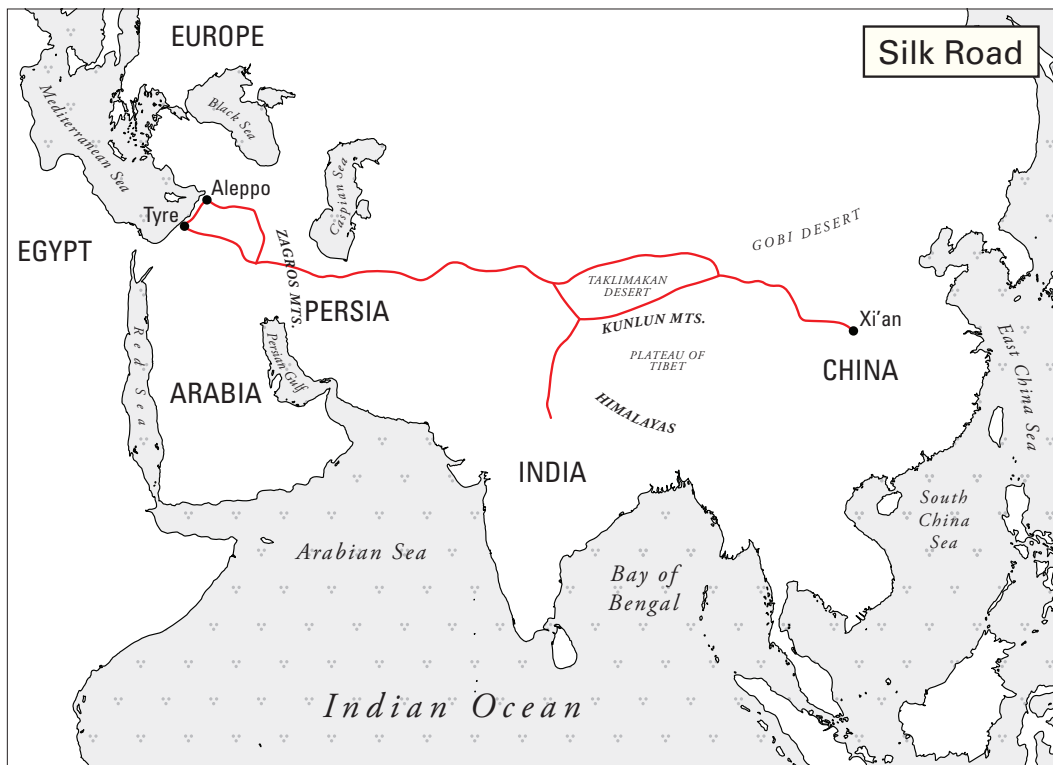


Image source: Photo of Silkworm. By Diego Delso, 2012, Tenerife; CC BY-SA 3.0

found with silkworms, they'd be killed. Not until around 200 BCE did other countries begin their own sericulture. Korea was the first foreign country to do so, after Chinese immigrants brought the necessary knowledge and requirements to Korea. By 300 CE, silk production had spread to Japan, India, and Persia (today's Iran). Famously, it is believed that the Byzantine Empire gained access through two monks who snuck out of China with silkworms hidden in their tunics. In the seventh century CE, Arabs conquered Persia. Not only did this bring sericulture to more of the Middle East, but also to North Africa and Spain as the Arab Empire expanded. As more countries learned the process, the prices dropped, making silk more affordable.

In the thirteenth century, Italy began to dominate the silk industry. Italian silk became so popular in Europe that a French king invited Italian silk makers to show the French how they did it. This helped spur an impressive French silk industry, which by the seventeenth century rivaled Italy's. In the nineteenth century, the center of silk production moved back east, as Japan began producing silk for much cheaper than European countries were. Japan was the world's biggest exporter until the 1970s. Today over half of the world's silk comes from China, making China, again, the center of silk production.



$\frac{1}{2}$

- ### 5. Why was silk so popular?

6. Why might the Chinese have tried to keep the process of making silk secret?
7. How do people think the silk-making process secret got to the Byzantine Empire?
8. Why would the production of silk in more countries lead to a drop in silk's price?
9. Who produces the most silk today?
10. Describe the process of making silk in six to eight bullet points.

Craft and Structure

ACTIVITY 3

Confucius Quotations

RH.6-8.4

ACTIVITY 4

Inventions from Ancient China

RH.6-8.5

RH.6-8.6

ACTIVITY 3

CHAPTER
Craft and Structure

DURATION
1 class period

Confucius Quotations

COMMON CORE STANDARDS

RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

SL.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

DIRECTIONS

- With a partner, students complete “Confucius Quotations Vocabulary Activity.” Students share their answers with the class.
- The class reads the first five Confucius quotations together, assigning each to one category on the “Confucius Chart” and discussing how many of the quotations can be placed in more than one category.
- With a partner, students go through the rest of the quotations, assigning each to at least one category on the “Confucius Chart.” All categories will need to have at least five quotations.
- Students are placed with a new partner. Pairs look to find quotations they placed in different categories and discuss whether they agree with their partner’s different placement or not. Pairs share with the class disagreements they had.
- Students are placed with a new partner. One student reads out loud all the quotations for one category; the other student generalizes Confucius’s apparent opinion on the category. Students record this in the “Generalize” column. Pairs repeat this process for the remaining categories, trading roles for each new category. Students share their generalizations with the class.
- Students independently complete “Confucius Questions.”

EXTENSIONS

- Provide students with quotations from Lao-tzu, and have them compare and contrast the beliefs of Confucius and Lao-tzu.
- Have the class delve deeper into Confucius’s influence on China and other East Asian countries.

CONFUCIUS QUOTATIONS VOCABULARY ACTIVITY

Write the letter of the definition in front of the vocabulary word. Use the context sentences or phrases for help.

- a. The state of not being known
- b. Integrity
- c. Ineffective
- d. Respect
- e. Showy
- f. Argue
- g. Someone who pays too much attention to minor details
- h. Extravagance
- i. Imitate

1. ____ Futile

To study without thinking is **futile**. To think without studying is dangerous.

2. ____ Pedant

When nature prevails over culture, you get a savage; when culture prevails over nature, you get a **pedant**.

3. ____ Affected

Clever talk and **affected** manners are seldom signs of goodness.

4. ____ Virtue

When the dead are honored and the memory of remote ancestors is kept alive, a people's **virtue** is at its fullest.

5. ____ Lavishness

In ceremonies, prefer simplicity to **lavishness**.

6. ____ Deference

If one can govern the country by observing ritual and showing **deference**, there is no more to be said.

7. ____ Remonstrate

When you serve your parents, you may gently **remonstrate** with them.

8. ____ Emulate

When you see a worthy man, seek to **emulate** him.

9. ____ Obscurity

A gentleman resents his incompetence; he does not resent his **obscurity**.

CONFUCIUS QUOTATIONS 1/3

Confucius is the most famous philosopher in Chinese history. He grew up during the sixth century BCE. This was a volatile time for China as the long-ruling Zhou Dynasty was weak and states within it were vying for power. Confucius believed this chaos led to lax morals, and he spoke much about how people could live their lives morally and with self-discipline. He lived most of his life editing influential Chinese books and working as a government official and a teacher. He died having no idea how influential his teachings would be.

After his death, his followers recorded his teachings in the *Analects*. These writings focused on advising how to live one's daily life ethically. Confucius's teachings spread across China, eventually becoming the official state religion for the Han Dynasty. His beliefs also influenced the cultures of other countries, in particular neighbors Japan, Korea, and Vietnam. Today, in China hundreds of millions of people still practice a faith that is sometimes referred to as "Chinese folk religion." It combines Confucius's principles (called "Confucianism"), Taoism, Buddhism, and traditional Chinese beliefs.

Even today, quotations attributed to Confucius give helpful guidance on how to approach life. The following are from Simon Leys's 1997 translation of *The Analects of Confucius*.

-
- 1.2.** To respect parents and elders is the root of humanity.
- 1.3.** Clever talk and affected manners are seldom signs of goodness.
- 1.9.** When the dead are honored and the memory of remote ancestors is kept alive, a people's virtue is at its fullest.
- 1.11.** When the father is alive, watch the son's aspirations. When the father is dead, watch the son's actions. If three years later, the son has not veered from the father's ways, he may be called a dutiful son indeed.
- 1.12.** When practicing the ritual, what matters most is harmony. This is what made the beauty of the way of the ancient kings; it inspired their every move, great or small. Yet they knew where to stop; harmony cannot be sought for its own sake, it must always be subordinated to the ritual; otherwise it would not do.
- 1.13.** If your manners conform to the ritual, you will be able to keep shame and disgrace at bay.
- 2.3.** Lead them by political maneuvers, restrain them with punishments: the people will become cunning and shameless. Lead them by virtue, restrain them with ritual: they will develop a sense of shame and a sense of participation.
- 2.5.** Never disobey. . . . When your parents are alive, serve them according to the ritual. When they die, bury them according to the ritual, make sacrifices to them according to the ritual.
- 2.11.** He who by revising the old knows the new, is fit to be a teacher.
- 2.15.** To study without thinking is futile. To think without studying is dangerous.
- 2.24.** Not to act when justice commands, that is cowardice.
- 3.4.** In ceremonies, prefer simplicity to lavishness; in funerals, prefer grief to formality.

- 3.12.** If I do not sacrifice with my whole heart, I might as well not sacrifice.
- 3.19.** A ruler should treat his minister with courtesy, a minister should serve his ruler with loyalty.
- 3.23.** What we can know of music is only this: first, there is an opening passage with all the instruments in unison; from there it flows harmoniously, clearly, and continuously; and then it ends.
- 3.26.** Authority without generosity, ceremony without reverence, mourning without grief—these, I cannot bear to contemplate.
- 4.5.** Riches and rank are what every man craves; yet if the only way to obtain them goes against his principles, he should desist from such a pursuit. Poverty and obscurity are what every man hates; yet if the only escape from them goes against his principles, he should accept his lot.
- 4.7.** Your faults define you. From your very faults one can know your quality.
- 4.13.** If one can govern the country by observing ritual and showing deference, there is no more to be said.
- 4.14.** Do not worry if you are not famous; worry lest you do not deserve to be famous.
- 4.17.** When you see a worthy man, seek to emulate him. When you see an unworthy man, examine yourself.
- 4.18.** When you serve your parents, you may gently remonstrate with them. If you see that they do not take your advice, be all the more respectful and do not contradict them.
- 4.23.** Self-control seldom leads astray.
- 4.24.** A gentleman should be slow to speak and prompt to act.
- 5.5.** What is the use of eloquence? An agile tongue creates many enemies.
- 6.18.** When nature prevails over culture, you get a savage; when culture prevails over nature, you get a pedant. When nature and culture are in balance, you get a gentleman.
- 6.27.** A gentleman enlarges his learning through literature and restrains himself with ritual.
- 7.2.** To store up knowledge in silence, to remain forever hungry for learning, to teach others without tiring—all this comes to me naturally.
- 7.20.** For my part, I am not endowed with innate knowledge. I am simply a man who loves the past and is diligent in investigating it.

Confucius

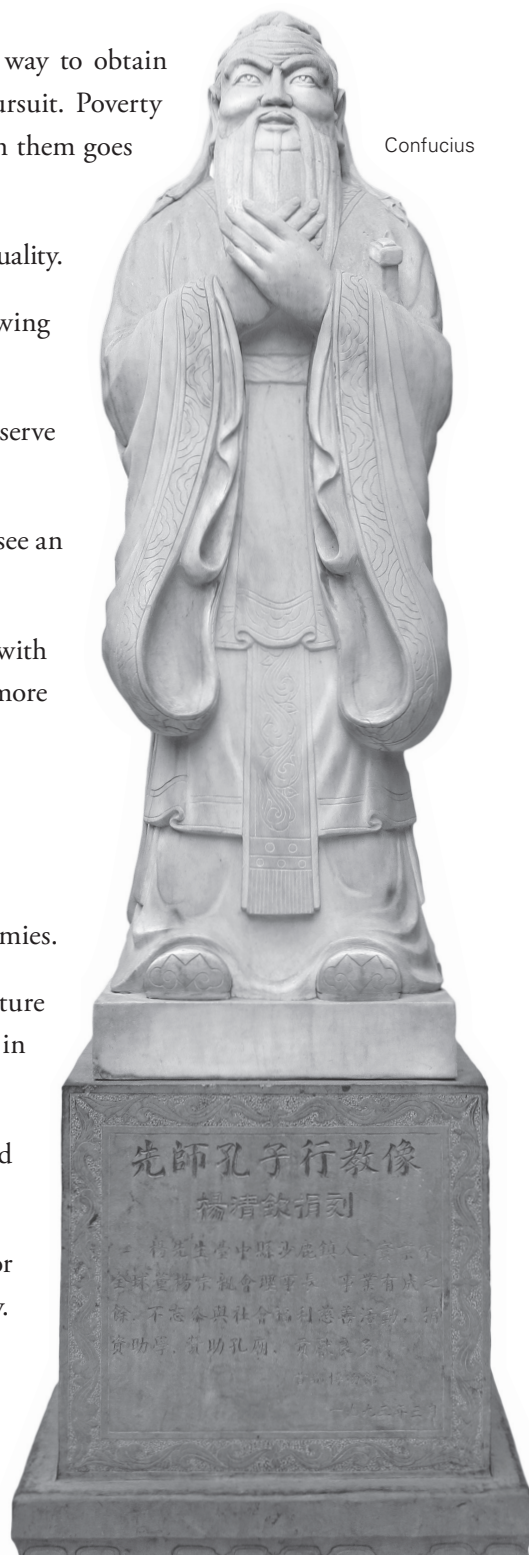


Image source: Statue of Confucius. By unknown artist, the Temple of Confucius, 1302, Beijing

7.22. Put me in the company of any two people at random—they will invariably have something to teach me. I can take their qualities as a model and their defects as a warning.

8.17. Learning is like a chase in which, as you fail to catch up, you fear to lose what you have already gained.

9.3. According to ritual, one should bow at the bottom of the steps; nowadays people bow on top of the steps, which is rude. Even though it goes against the general usage, I bow at the bottom of the steps.

9.25. Put loyalty and trust above everything else.

9.26. One may rob an army of its commander-in-chief; one cannot deprive the humblest man of his free will.

12.7. Without the trust of the people, no government can stand.

12.10. Put loyalty and faith above everything.

13.16. Make the local people happy and attract migrants from afar.

13.23. A gentleman seeks harmony, but not conformity. A vulgar man seeks conformity, but not harmony.

14.30. It is not your obscurity that should distress you, but your incompetence.

15.8. When dealing with a man who is capable of understanding your teaching, if you do not teach him, you waste the man. When dealing with a man who is incapable of understanding your teaching, if you do teach him, you waste your teaching. A wise teacher wastes no man and wastes no teaching.

15.15. Demand much from yourself, little from others, and you will prevent discontent.

15.20. A gentleman resents his incompetence; he does not resent his obscurity.

15.36. In the pursuit of virtue, do not be afraid to overtake your teacher.

15.38. In serving the prince, devotion to one's duty should come before any thought of reward.

17.3. Only the wisest and the stupidest never change.

17.11. They speak of the rites here, and the rites there—as if ritual merely meant offerings of jade and silk! They speak of music here, and music there—as if music merely meant bells and drums!

17.13. Those who make virtue their profession are the ruin of virtue.

Source: Leys, Simon. *The Analects of Confucius*. New York: W. W. Norton, 1997.

CONFUCIUS CHART ^{1/2}

	Confucius Quotations	Generalize
Education/ Learning		
Ritual		
Governing		

Respecting Elders		
Being Virtuous		

1. These Confucius quotations would be considered secondary sources. Why?
2. The translation of Confucius's teaching uses a lot of semicolons. For example, "Do not worry if you are not famous; worry lest you do not deserve to be famous." Why would a comma be incorrect in that quotation? Why does a semicolon make more sense than a period?
3. Why is Confucius considered so important?
4. What is a Confucius quotation you agree with? Explain.
5. What is a second Confucius quote you agree with? Explain.

6. What is a Confucius quote you do not agree with (or not completely agree with)? Explain.
7. What is a second Confucius quote you do not agree with (or not completely agree with)? Explain.
8. China is not a democracy today. Although the government holds elections to select China's leaders, the elections are often rigged and not open to all citizens. Also, citizens can be sent to jail for criticizing the Chinese government.
- Choose two of Confucius's quotations that a non-democratic government could use to make it sound like Confucius would want the people to follow whatever the government ordered.
 - Choose two of Confucius's quotations that someone could use to argue that Confucius would be opposed to the way China's government is currently running the country.

Inventions from Ancient China

COMMON CORE STANDARDS

RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.5

Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH.6-8.6

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH.6-8.10

By the end of grade 8, read and comprehend history/ social studies texts in the grades 6–8 text complexity band independently and proficiently.

DIRECTIONS

- The class reads the first two paragraphs of “Inventions from Ancient China” together, highlighting the two facts they think are the most important in each paragraph.
- Students read the rest of “Inventions from Ancient China” independently, highlighting the two facts they think are the most important in each paragraph. Students share what they highlighted with a neighbor, then the class.
- With a neighbor, students complete “Inventions from Ancient China Chart.” Students should be reminded that they are ranking the inventions in order, not judging the importance of each qualitatively. Students share what they wrote with the class.
- Students independently answer “Inventions from Ancient China Questions.”

EXTENSIONS

- Have students choose an ancient Chinese invention mentioned in the reading about which to learn more and write an informative paper.
- Have the class delve deeper into the history of gunpowder (for example, how it was invented, connections to fireworks, and effects on the world).
- Assign students to write a narrative paper imagining a day in their lives in which none of the ancient Chinese inventions existed.

28 INVENTIONS FROM ANCIENT CHINA 1/2

ACTIVITY 4 Craft and Structure

Do you know I went through my entire education and never learned one thing about ancient China? This seems strange considering it's only *the most populated country on this planet*. And it's not like it just started becoming important. It has consistently had one of the biggest economies in the world, and there are probably a few things textbooks could mention from China's *over five thousand years of continuous history*. What makes China's exclusion from my schooling even crazier is that it is a fascinating place with an amazing history. This essay is going to focus on just one of the areas in which ancient China stands out—its inventions.



Fine china

Where do I start? As you will see, there really are a lot of inventions to pick from. Let's go with . . . umbrellas. It appears that the ancient Egyptians had the first parasols; these were used to protect the nobles from the sun. But, as you can probably imagine, the Egyptians were not all that concerned with rain, so they never progressed to creating umbrellas. Around the eleventh century BCE, it is thought that the Chinese made the world's first waterproof parasols—aka, umbrellas. Besides shielding people from the rain, umbrellas became parts of important ceremonies and were used to denote status. Clearly, umbrellas were a really big deal for China. They still are, but in a different way. In 2008, most of the world's umbrellas were still made in China, and one city, Shangyu, was home to more than one thousand umbrella factories. Like rain and umbrellas, umbrellas and China have had long history together.

The next invention I'm going to educate you about is probably not too big of a surprise. It appears that fine china is originally from, yes . . . China! The official name for fine china is porcelain. It is made by putting a fine white clay, usually kaolin, in a kiln and baking it at somewhere north of 2200 degrees Fahrenheit. The result is a beautiful translucent white product. No one is sure when exactly porcelain was invented. It's not exactly the type of thing that is just created for the first time one day. Proto-porcelain, an early version of today's porcelain, was used as early as 1600 BCE, and the real thing was probably created during the Han Dynasty (which lasted from 206 BCE to 220 CE). Porcelain took off in the later dynasties and soon spread around the world. Europeans loved it and often just called it by where it came from, China. Today, porcelain, besides making itself onto quite a few wedding registries, has various modern uses. Porcelain is used for insulation purposes, especially for outdoor electronics such as high voltage cables and antennas. Porcelain tiles are actually used quite often for various buildings. And it shouldn't be forgotten that you come into contact with porcelain almost every day, as porcelain is the material of choice for toilets all around the world.

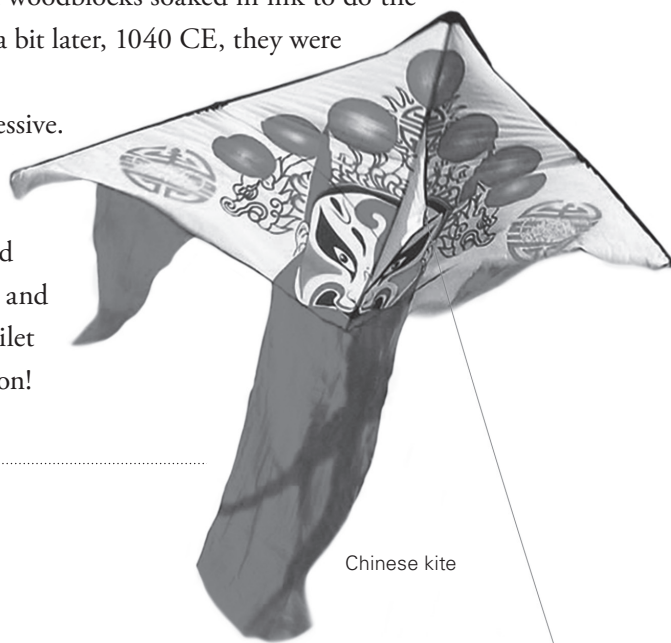
Let's now cover another invention you might have already known was from China, the kite. Legend has it that over two thousand years ago the idea for a kite came from a Chinese

farmer who tied his hat to a string so it wouldn't blow away. The first kites had bamboo frames covered in paper or silk. Kites are best known as toys for kids, but they've been in used in various other creative ways. For example, a Chinese general flew a kite over the walls of a city he was attacking. This let him know how far his army would need to tunnel under the walls. He and his army surprised their opponents and took over the city. The Chinese also used kites to fish, fastening bait to the kite's tail to enable a fisherman's reach to extend farther into the ocean. Outside of China kites have a long history as well. We all already know about Ben Franklin's kite and key that tested his theories about electricity. Since then kites have continued to be used for scientific purposes. For example, kites are used to help meteorologists assess weather conditions, and in the 1950s kites aided NASA in recovering spaceships. Kites are not just for flying at the beach, although they do that pretty well too.

What else did the ancient Chinese invent? Well how about the wheelbarrow. Zhuge Liang, a powerful political leader during the Three Kingdoms (220–280 CE), has been credited with it, but the wheelbarrow may have been invented as early as 100 BCE. Wheelbarrows might seem like a simple thing to come up with, but someone still needed to. And they were quite useful in carrying heavy items. Basically, a wheelbarrow allowed one person to transport items that previously would have needed to be moved by two people. One might think that wheelbarrows would have become unnecessary once modes of travel became mechanized, but wheelbarrows are still used in many industries. You often might see them when your parents are doing yard work. Wheelbarrows aren't complicated, but they just make certain work easier. And we can thank the Chinese for that.

Impressed yet? No? Then let's bring the big guns out. The Chinese invented paper. You heard me! Paper. They had less useful types earlier, but supposedly, in 105 CE Cai Lun smashed up linen, tree bark, hemp, and fishing nets, soaked it in water, dried it in the sun and then . . . voila! Paper! Do I really need to tell you all the uses for paper? Didn't think so. Connected to paper, the Chinese were also the first culture to print. Their earliest examples of this were not on paper, but silk. During the Han Dynasty they used woodblocks soaked in ink to do the job. Soon, they would be printing on paper. And then a bit later, 1040 CE, they were the first people to have a moveable type system.

See? I told you the ancient Chinese were impressive. And you don't have to progress too far after ancient times to get to even more astounding inventions like the mechanical clock (725 CE), gunpowder (around 800 CE), and the magnetic compass (1044 CE). Oh, and did I mention they were also the first culture to use toilet paper? Try going a day without using a Chinese invention! Actually, on second thought, let's not do that.



Chinese kite

INVENTIONS FROM ANCIENT CHINA CHART

Invention	When was it invented?	How can it be used?	Rank in Order of Importance (1 = least important, 5 = most important)
Umbrella			
Porcelain			
Kite			
Wheelbarrow			
Paper			

INVENTIONS FROM ANCIENT CHINA QUESTIONS

1/2

1. How did you rank the inventions? Why? Be specific about what factors you used to judge their importance.
2. Why wouldn't Egyptians need umbrellas?
3. How is porcelain used today?
4. What roles in science have kites played?
5. How is a wheelbarrow helpful?
6. What was the first paper supposedly made out of?

7. This reading was written using an informal voice. Cite three lines or phrases that are examples of this.
8. What do you think of the reading's use of first person ("I") throughout?
9. Cite three lines of loaded language that show the author thinks China and/or its inventions are remarkable.
10. Write a paragraph about how China was an impressive civilization. Use five to seven facts from the reading as support and write in a formal voice.

Integration of Knowledge and Ideas

ACTIVITY 5

The Terra-Cotta Army

RH.6-8.7

RH.6-8.9

ACTIVITY 6

Chinese New Year

RH.6-8.8

RH.6-8.9

ACTIVITY 5

CHAPTER
Integration of Knowledge and Ideas

DURATION
2 class periods

The Terra-Cotta Army

COMMON CORE STANDARDS

RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.9

Analyze the relationship between a primary and secondary source on the same topic.

RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

WHST.6-8.7

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WHST.6-8.9

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

SL.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

DIRECTIONS

- Students read the text and look at the images independently, filling in the first two columns of the "Terra-Cotta Army Chart." Students share what they wrote with a partner, then the class.
- The class discusses what else they want to know about the Terra-Cotta Army.
- Students research the Terra-Cotta Army independently, filling in the third column with new facts they discover. Students should keep track of their sources as they go.
- Students are placed into pairs and share what they learned while researching. Students add any new facts their partner found to the fourth column. Students share what they learned with the class; students can add any other new facts they hear to the fourth column.
- Students independently answer "Terra-Cotta Army Questions."
- The teacher may want to expand this into having students write an informational paper about the Terra-Cotta Army.

THE TERRA-COTTA ARMY ^{1/2}



Image source: Photo of Terra Cotta Army. By iStock.com/Arjen

In 1974, researchers uncovered the tomb of Shi Huangdi, the legendary Ch'in (Qin) emperor who unified China and reigned from 221 to [210] BCE. Inside of the tomb were life-sized soldiers made of terra-cotta (Italian for "baked earth"), lined up neatly in 38 rows. The soldiers were amazing in their detail, with each having different facial features, likely modeled after actual soldiers. They even carried real bronze weapons, with blades that remained razor sharp after 2,200 years.

However, what truly left archaeologists and the rest of the world watching on TV in awe was this: There were over 8,000 soldiers lined up in the tomb! Infantrymen, chariots pulled by life-sized clay horses, crossbowmen, it was a complete army, armed and armored. Stretching 650 feet back into the chamber, these soldiers were created to guard the emperor in the afterlife. Ordered by the emperor at age 13, it took 36 years and 700,000 workers to complete construction of the massive tomb and its army.

Source: Independence Hall Association. "China." UShistory.org. Last accessed December 15, 2015. <http://www.ushistory.org/civ/9.asp>.



Image sources: Photo of Terra-Cotta Army. By iStock.com/guojieyi
Xi'an Terracotta Warrior and Horse. By iStock.com/erichirota

THE TERRA-COTTA ARMY CHART

What did you learn from the images?	What did you learn from the reading?	What did you learn from your research?	What did you learn from your peers?

THE TERRA-COTTA ARMY QUESTIONS ^{1/2}

1. Would you consider the reading a primary or a secondary source? Explain.
2. Would you consider the images a primary or a secondary source? Explain.
3. How did the images enhance the reading?
4. What is a question you had about the Terra-Cotta Army after reading the text and looking at the images?
5. While you were researching, what was a source you found that was trustworthy? What made you think that it was trustworthy?

6. While you were researching, what was a source you found that was untrustworthy? What made you think that it was untrustworthy?
7. What is the Terra-Cotta Army?
8. What do you think is the most impressive thing about the Terra-Cotta Army?
9. Who made the Terra-Cotta Army? When?
10. Why was the Terra-Cotta Army made?
11. What questions do you still have about the Terra-Cotta Army?

ACTIVITY 6

CHAPTER
Integration of Knowledge and Ideas

DURATION
1 class period

Chinese New Year

COMMON CORE STANDARDS

RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.8

Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9

Analyze the relationship between a primary and secondary source on the same topic.

RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

DIRECTIONS

- The teacher shows a video of the Chinese New Year celebration in San Francisco. The class discusses what they notice.
- The class reads the first three facts together. Each student decides which fact they found the most surprising or interesting, stars it, and explains why in the margin beside the fact.
- Students read the remaining facts independently. For every five facts, each student decides which fact they find most surprising or interesting, stars it, and explains why in the margin beside the fact.
- The class reads Kathy Lee's account of Chinese New Year from "Chinese New Year Celebrations" together, highlighting any new facts mentioned and underlining any opinions.
- Students read the remaining two accounts independently, highlighting any new facts mentioned and underlining any opinions. Students share what they highlighted and underlined with a neighbor, then the class.
- Students independently answer questions

IMPORTANT/DIFFICULT VOCABULARY

There are many ways to review vocabulary. Below are some words you may choose to create a review activity with.

- | | | |
|----------------------|------------------|------------------|
| ▪ Calligraphy | ▪ Karaoke | ▪ Potluck |
| ▪ Gregorian calendar | ▪ Lunar calendar | ▪ Solar calendar |
| ▪ Huo guo | ▪ Mah-jongg | ▪ Taiko drummers |

EXTENSIONS

- Have students make a Chinese New Year craft, such as lanterns, paper cutouts, or a dragon mobile.
- One of the primary sources is from an American whose parents immigrated to America from Taiwan. The teacher could use this as an opportunity to discuss the history and current situation between Taiwan and China.
- Have students look more into Mao's banning of Chinese New Year and the effects that had on the celebration in China.
- Share with students the associated personality traits connected to their Chinese zodiac sign.

FACTS ABOUT CHINESE NEW YEAR ^{1/2}

Overall

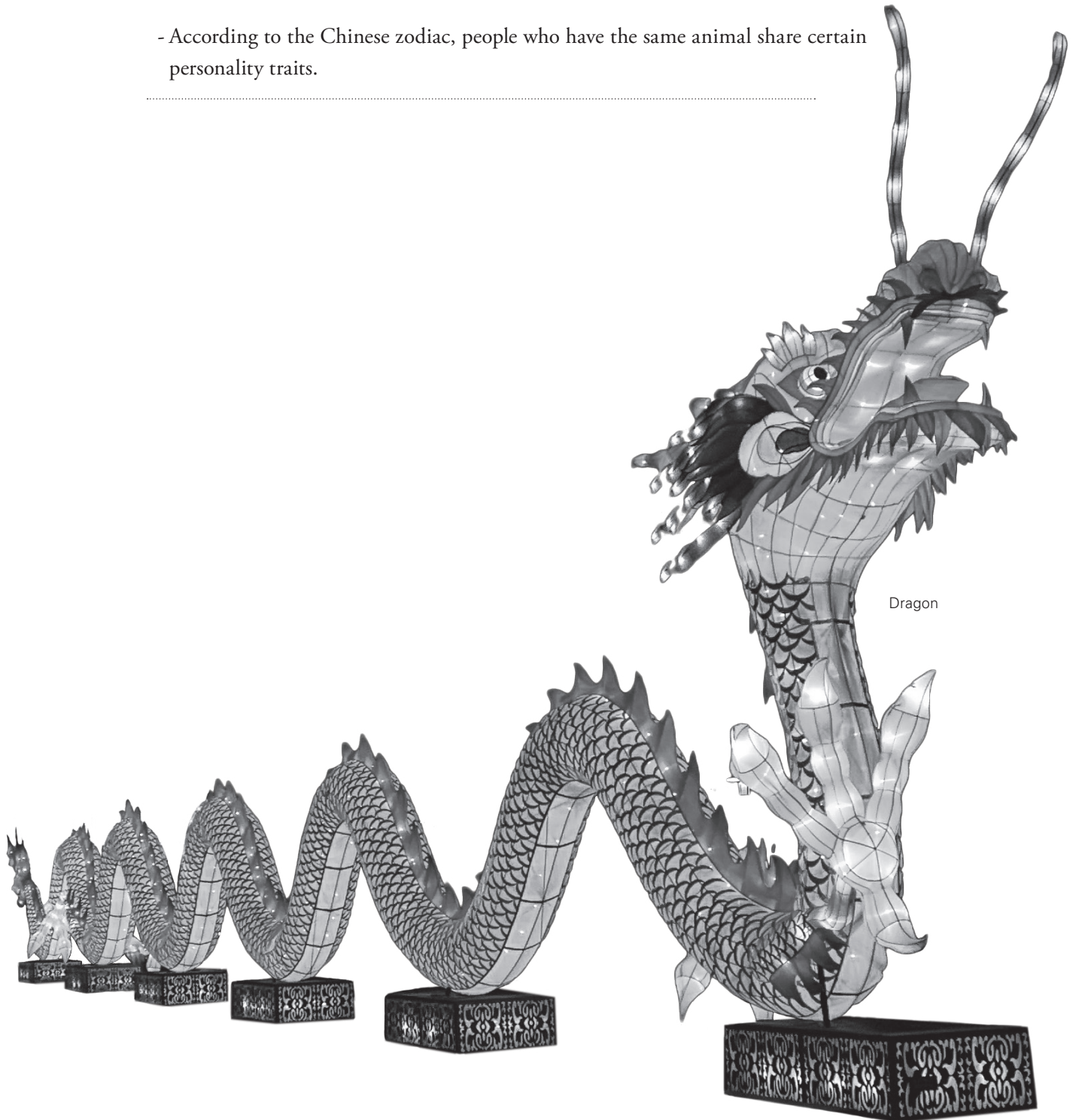
- Most important holiday in China.
 - Lasts for fifteen days.
 - Seen as a time to let go of the past and start anew. Many Chinese use this as a time to completely clean their homes.
 - Firecrackers, drums, parades, lanterns, and red cutouts play a big role in Chinese New Year festivities.
 - Some foods that are eaten include long noodles, sweet sticky rice cakes, and dumplings.
 - Children are given red envelopes filled with money.
 - On the final day of the New Year celebrations people walk through the streets carrying lanterns as part of the Lantern Festival.
 - According to legend, the Chinese New Year tradition was started to ward off an evil monster. The firecrackers, loud drums, and color red (the monster was afraid of red) were used to scare it off.
 - Dragons play a big part in the celebration.
-

History

- Probably started as a festival to celebrate the coming growing season.
 - Around the fourteenth century BCE, the Chinese began to use the calendar on which the Chinese New Year is based.
 - The Gregorian calendar (what America uses) was adopted in China in 1912, after which the government began pushing for people to celebrate the New Year on January 1. The Chinese greatly resisted this suggestion, and the date change was abandoned.
 - In 1967, during the Cultural Revolution, Mao banned New Year celebrations. The ban lasted thirteen years. China's current government supports the celebrations.
 - Many cities around the world that have Chinese immigrants hold celebrations for the New Year.
 - Chinese children get off about a month of school for the New Year.
 - Its exact date changes each year because, although China uses a calendar today that is based solely on the sun (as does the United States and much of the world), China still plans its New Year festival using its original lunar calendar. In 2014, the Chinese New Year was on January 31; in 2015, it was on February 19.
-

Zodiac

- The Chinese New Year also marks the beginning of a new zodiac sign. The Chinese zodiac consists of a rotating twelve-year cycle of animal signs. Every lunar year corresponds to a different animal sign. The animals are rat, ox, tiger, rabbit, dragon, snake, horse, goat (or sheep), monkey, rooster, dog, and pig.
- According to the Chinese zodiac, people who have the same animal share certain personality traits.



CHINESE NEW YEAR CELEBRATIONS ^{1/2}

The following descriptions of Chinese New Year celebrations were excerpted from e-mail interviews with the author in May 2015.



Chinese New Year fireworks

Kathy Lee

In the 1970s Kathy Lee's parents moved from Taiwan to America. Kathy Lee grew up in Michigan and moved to Portland, Oregon, when she was twenty-two.

I have so many memories of Chinese New Year growing up! Most of all—we always got money!!! Our [parents] would give us the little red envelopes stuffed with cash called *hongbao*. [The] direct translation is something like “red bundle.” On good years, I’d get hongbao from my parents and other relatives and my total loot could come out to over a thousand dollars!!

There’s always a food element too, of course. We spent most New Years when I was younger at parties—sometimes my parents would throw it but it would usually be held at a family friend’s house—the Wu’s—because they had the biggest place for adults and children (a huge basement with lots of games.) It would be a potluck party and people would bring all kinds of Chinese dishes to pass [around]. After we all gorged ourselves, the kids would all go to the basement while the parents would play [mah-jongg] or poker or sing karaoke.

When I was older, we chose to celebrate New Year’s at home and my mom would always make hot pot or “huo guo.” . . .

My mom STILL sends me hongbao! I’m 40 years old and she still sends me hongbao because according to her “I’ll always be her baby.” (You’re only supposed to give hongbao to little kids!)

Gaye Benson

Gaye Benson lived in Stockton, California, from 1996 to 2002.

I became acquainted with Chinese New Year celebrations while living in Stockton, CA. . . . Stockton was founded in 1850 and is the first city in California with an English name. It has had a substantial Chinese community from its beginnings. Stockton is known to the Chinese as “Sam Fow” which simply means *third city*. San Francisco was the first to which they had arrived when they came to the United States and Sacramento was the second.

In Stockton’s modern times, the Chinese New Year is celebrated in homes, churches and community groups and, most obvious, at the community-wide parade and festival. Everyone is invited!

The downtown parade includes marching bands, professional lion dance companies, martial arts and dance groups, taiko drummers, and other community and business groups. In this multi-cultural, multi-ethnic city you see people of all races participating.

The festival in the downtown convention center features lots of food, games and activities for all ages. (One of my favorites was using chopsticks to see how many marbles you could lift out of a bowl in one minute.) Entertainment varies from one year to another. Lion dancers, musicians, dancers, and martial arts groups perform . . . and sometimes even a magician or juggler! Art, craft, clothing, book displays and sales, and perhaps even calligraphy are part of the day. Lots of people wear something red and you see it everywhere in the decorations. In the Chinese tradition, red is the color of celebration. . . .

Everywhere, you heard people exchanging the traditional greeting, “Gung hay fat choy [Best wishes and congratulations]!” It was said by and to all, regardless of ethnic origins.

All in all, it’s lots of fun and a grand celebration of a vital part of the Stockton community and a proud part of its history.

Matt Love

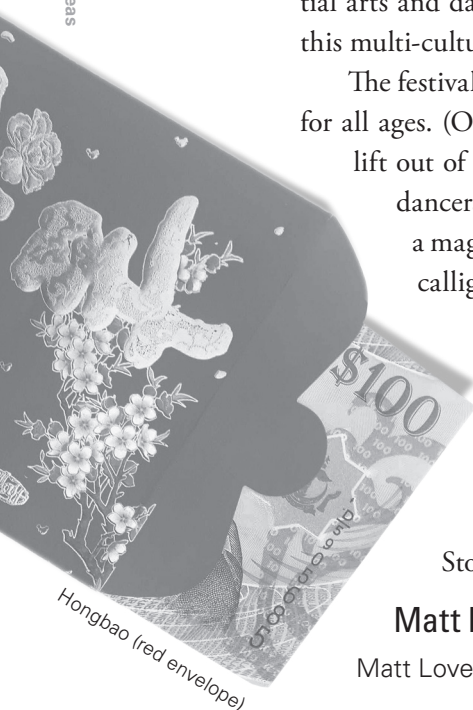
Matt Love, born in America, has lived in Shanghai, China, since 2011

Chinese New Year, more commonly called Spring Festival in China, begins with one of the largest annual migrations of humans on the planet! The train stations, airports, and freeways are jammed with people trying to make their way back to their ancestral home or to wherever they might be spending the two-week holiday that is typical here.

Over the course of the two weeks, people light off firecrackers at dawn, and again at sunset, and again at midnight—and each day over the two-week period the firecrackers get louder and louder until on the last day it seems like they never stop! [My] dog really hates Chinese New Year.

People spend lots of time with their families, making food and visiting. Adults give hongbao to the young and others who they want to thank—red envelope stuffed with money, always in amounts that signify luck or fortune, like 888. It is also customary to give gifts of food or fruit that are symbolic of some good fortune.

More and more Chinese, especially the younger generation, are beginning to travel (for leisure) instead of spending the Chinese New Year in their home country. So, you see a lot of Chinese vacationing around the world at this time each year.



Hongbao (red envelope)

$\frac{1}{2}$

1. In what ways is Chinese New Year similar to New Year's celebrations in the United States? How is it different?
2. What are some key aspects of the Chinese New Year?
3. Why is the Chinese New year celebrated all over the world?
4. Why might the Chinese people have been so upset by the government's attempt to change the date of Chinese New Year?

5. What reasons may Mao have had to ban Chinese New Year?
6. What are three facts mentioned in the primary sources, but not in the secondary source?
7. What are three facts mentioned in the secondary source, but not in any of the primary sources?
8. What is a fact that is mentioned in the secondary source and all three primary sources?
9. Cite three opinions from the primary sources. What makes them opinions?

Writing Standards

ARGUMENTATIVE WRITING

Current Issue

WHST.6-8.1
WHST.6-8.4
WHST.6-8.5
WHST.6-8.6
WHST.6-8.7
WHST.6-8.8
WHST.6-8.9
WHST.6-8.10

INFORMATIVE WRITING

Ancient Chinese Dynasties

WHST.6-8.2
WHST.6-8.5
WHST.6-8.7
WHST.6-8.8
WHST.6-8.9
WHST.6-8.10

NARRATIVE WRITING

Building the Great Wall of China

W.6.3–W.8.3
WHST.6-8.5
WHST.6-8.9
WHST.6-8.10

ARGUMENTATIVE WRITING

CHAPTER
Writing Standards

DURATION
4–6 class periods

Current Issue

COMMON CORE STANDARDS

WHST.6-8.1

Write arguments focused on discipline-specific content.

WHST.6-8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.6-8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST.6-8.7

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WHST.6-8.9

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

WHST.6-8.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DIRECTIONS

- Students decide on a current issue in China that they would like to learn more about.
- Students find three current event articles about their chosen issue, read them, and complete the research table about them.
- Students meet with a student who chose the same current issue. They share what they learned and work together to complete the outline.
- Students use the outline to write a final draft.
- Students form groups of three, each student having covered a different current issue. Students trade papers, read the other papers, and complete the questions for “Current Issue #1.” Students repeat with “Current Issue #2.”

CURRENT ISSUE

Overall

China, like every country, has controversies. For China many issues arise because it is not a democracy. This affects free speech, environmental standards, and the rights of minorities. For this assignment you will read current events to learn about an issue and then write a paper that summarizes the situation. Your final paper should be one to two pages long and include a Works Cited page.

Paragraphs

- An introduction that presents the basics of your issue.
- A body paragraph that describes the Chinese government's role in your issue.
- A body paragraph that describes the opposition's role in your issue.
- A conclusion that states what you hope ultimately will happen with your issue.

Current Issues in China

- Local people in China want more democracy.
- Local people in China want less pollution.
- People in Hong Kong do not want to lose democratic rights.
- Tibetans want independence.
- Uighurs want independence.
- Taiwanese want to maintain independence from China.

Rubric

	Exceeding	Proficient	Developing	Beginning
Informative	Covers a current issue from China comprehensively.	Covers a current issue from China sufficiently.	Includes many accurate facts about a current issue in China, but does not cover all the important aspects.	Includes few to no accurate facts about a current issue in China.
Argument	Writes a highly convincing opinion about what they hope will happen.	Writes a sufficiently convincing opinion about what they hope will happen.	At times is convincing about their opinion about what they hope will happen, but do not go into enough detail about it.	Does not give an opinion about what they hope will happen.

CURRENT ISSUE RESEARCH PAGE

	Summarize Key Parts
Article #1	
Article #2	
Article #3	

CURRENT ISSUE OUTLINE

Basics (e.g., Who, what, where, when)	
Government’s Role (e.g., What their stance is, what they are doing, reasons why they are doing what they are doing)	
Opposition’s Role (e.g., What they are upset about, what they are doing, reasons why they are doing what they are doing)	
Your Opinion (What you hope will happen)	

CURRENT ISSUE PEER SHARE

Current Issue #1

1. What current issue did your partner cover?
2. What did you learn about this issue?
3. What do you hope happens with this issue?

Current Issue #2

1. What current issue did your partner cover?
2. What did you learn about this issue?
3. What do you hope happens with this issue?

Ancient Chinese Dynasties

COMMON CORE STANDARDS

WHST.6-8.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.6-8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.7

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WHST.6-8.9

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

WHST.6-8.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DIRECTIONS

- Students are assigned a dynasty from ancient China.
- Students do open research on their dynasty, recording anything interesting they find in the “General Research” column of “Dynasty Research Page.” Students should make sure to keep track of their sources as they go.
- Students meet with a partner who was assigned the same dynasty. They share what they found and discuss what research questions they think would be interesting to look into.
- Students research three specific research questions and record what they find in the other three columns of “Dynasty Research Page.” Students should continue to keep track of their sources as they go.
- Students meet with a partner who was assigned a different dynasty. Students share information about their dynasties and complete “Comparing Dynasties.”
- Students use “Dynasty Research Page” and “Comparing Dynasties” to write a final draft.

ANCIENT CHINESE DYNASTIES

Overall

For this assignment you will be assigned a dynasty from ancient China. Your job is to write an informative paper on the dynasty using three research questions. Your paper should be one to two pages long and include a Works Cited page.

Paragraphs

- An introductory paragraph that previews what the paper will cover and gives basic information about the dynasty.
- Three body paragraphs that each answer a different research question of your choice.
- A concluding paragraph that compares and contrasts your dynasty to a different dynasty.

Possible Research Questions (feel free to alter or make new ones)

- For whom is this period named?
- What parts of China did the dynasty control? When?
- How did the dynasty come to power?
- How did the dynasty's reign end?
- Who is a famous emperor from your dynasty? What did he accomplish?
- Who is a famous person, not an emperor, from your dynasty? What is he or she famous for?
- What accomplishments is this dynasty known for?
- What is something about this dynasty's culture that makes it stand out?
- What was invented during this period?
- What art was being created during this period?
- What kind of food was popular?
- How was its society structured?
- What was its economy like?
- What was a major religious belief of that time?
- What is a famous book from the period? Why is it famous?

Dynasties

- Xia (ca. 2070 to ca. 1600 BCE)
- Shang (ca. 1600 to ca. 1046 BCE)
- Zhou (1046 to 256 BCE)
- Qin (221 to 207 BCE)
- Han (206 BCE to 220 CE)

Rubric

	Exceeding	Proficient	Developing	Beginning
Informative	Comprehensively informs about a dynasty from ancient China.	Sufficiently informs about a dynasty from ancient China.	Some of the paragraphs sufficiently inform about a dynasty from ancient China.	Does not sufficiently inform about a dynasty from ancient China.
Analysis	Extensively describes similarities/differences between two dynasties that are accurate, in depth, and/or unobvious.	Sufficiently describes accurate similarities/differences between two dynasties..	Describes accurate similarities/differences between two dynasties, but either needs to go into more depth or includes too many inaccurate examples.	Describes few to no accurate similarities/differences between two dynasties.

DYNASTY RESEARCH PAGE

General Research	Research Question #1:	Research Question #2:	Research Question #3:

COMPARING DYNASTIES

1. What is your partner's dynasty? When did it rule in China?
2. What similarities are there between your dynasties? List as many items as possible.
3. What differences are there between your dynasties? List as many items as possible.

Building the Great Wall of China

COMMON CORE STANDARDS

W.8.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

WHST.6-8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.9

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

WHST.6-8.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DIRECTIONS

- The class reads the first two sections of “Information about the Great Wall of China” together, highlighting parts they can connect to, have a question about, or are surprised by. Students should draw a line from the highlighted part to the margins and explain their connection, ask their question, or describe why they were surprised.
- Students read the remaining sections independently, annotating as they did in the previous step. Students share what they highlighted with a neighbor, then the class.
- Students choose a scenario or make up their own. Students go back through “Information about the Great Wall of China,” starring any bullets they think they may use in their story.
- Students complete “The Great Wall of China Brainstorm,” bouncing ideas off their neighbors as they go. They do not need to complete the questions in order.
- Students use “Information from the Great Wall of China” and “The Great Wall of China Brainstorm” to write a rough draft of their story.
- Students trade rough drafts with a partner, read their partner’s paper, and complete the peer edit.
- Students use feedback from the peer edit to write a final draft.

BUILDING THE GREAT WALL OF CHINA

Overall

If stretched out across North America, the Great Wall of China could run from Florida to the North Pole. It is the longest monument ever made. Its creation is a testament to the potential of human achievement. But what was it like to actually build it? For this assignment you will learn about how the wall was made during the Qin dynasty and write a scene from the perspective of someone building the wall.

Requirements

- First person (use “I”)
- Takes place during the Qin Dynasty
- One scene
- 1–2 pages

Possible Scenarios

- You are a veteran soldier who helped the Qin emperor unite China and hold off the northern barbarians. You are now in charge of guarding workers to make sure they don’t try to run away.
- You are a peasant who was forced to leave your family to work on the wall. The working conditions are terrible; you are hungry, overworked, and have to sleep outside without a bed or blankets.
- You were a law-abiding peasant, but you were not making enough money to pay your taxes and were sent to jail. You and other inmates have been sent to work on the wall. You have decided you are going to try to escape.
- You are a peasant woman whose husband died while building the wall. You have been ordered to replace him. You will have to leave your newborn with relatives.
- Make up your own scenario.

Rubric

	Exceeding	Proficient	Developing	Beginning
Writing	Writes an extremely engaging story by devising an interesting plot, using vivid word choice, and having strong details.	Writes an engaging story that includes a coherent plot, solid word choice, and sufficient details.	Story is at times engaging, but has issues with a confusing plot, ordinary word choice, and/or lack of sensory details.	Story is not engaging due to significant issues with plot, word choice, and/or sensory details..
Information	Fluidly integrates many accurate facts about the building of the Great Wall and the social class of the main character.	Includes a sufficient number of accurate facts about the building of the Great Wall and the social class of the main character.	Includes many accurate facts about the building of the Great Wall and the social class of the main character, but either needs more, many were inaccurate, or the inclusion of too many distracts from the story.	Contains little accurate information about the building of the Great Wall and the social class of the main character.

INFORMATION ABOUT THE GREAT WALL OF CHINA 1/4

Overall

- The New7Wonders of the World Foundation announced in 2007 that the Great Wall had been voted one of the world's new seven wonders.
- It is hard to determine the length since it is not a continuous wall; there are gaps and many sections of wall are nowhere near the main wall. One archaeological survey took into account every branch and found there to be over 13,000 miles of wall.

History

- Emperor Qin Shi Huangdi ruled in China from 246 to 210 BCE. By 221 BCE, he had unified China's warring states and was ruling over all of China (which occupied less than half of the area of today's China).
- Qin Shi Huangdi sought to rule a more united China. One step he took was to standardize weights, written language, laws, and currency.
- Before the Qin Dynasty, China went through a period of time referred to as the Warring States Period, when many states within China had significant power. During this time many walls were built between states.
- To protect China from northern tribes, around 214 BCE Qin Shi Huangdi decided to build the Great Wall of China. He integrated many of the old walls into it.
- Later dynasties repaired parts or added some, while others allowed it to fall apart.
- Under the Ming Dynasty (1368–1644 CE), some in China wanted a stronger wall to protect China from a Mongolian invasion. The old wall was refortified and more sections were added. Most of the best-preserved parts of the walls left today were built during the Ming Dynasty.

The Wall during the Qin Dynasty

- It was originally called the "Long Wall."
- The wall ultimately spanned from the seaport Shanhaiguan to Gansu Province, which was more than 3,000 miles.
- Chinese general Meng Tian was put in charge of the project.
- The workers were mostly made up of soldiers, commoners, and convicts.

- Towers were built alongside the wall to house archers and lookouts.
 - The average height of the wall was between 23 and 26 feet.
 - Much of the wall was built on the top of mountains to maximize defensive potential.
-

Building Practices of the Qin Dynasty

- Most of the wall was made using a procedure called “hang-tu.” This consisted of constructing a removable frame the width of the wall. These were usually made out of bamboo or wood. Next, workers poured in earth. After a few inches, they compressed the earth; this made the first layer. They repeated this, making multiple layers. When the compressed earth reached the desired height, the frames were moved to create the next section.
 - Workers did not have heavy equipment, so the compressing was done with simple hand tools, sticks, or rocks.
 - To dig out the earth, it is thought that some people used metal shovels and others their bare hands.
 - The wheelbarrow had not been invented yet, so earth was usually carried in baskets.
 - When going through the desert, earth could be hard to come by. Builders instead used sand and gravel.
 - Ladders, made from bamboo poles, were used to carry dirt to the builders and to help workers get to the higher parts of the wall.
-

Working Conditions of the Qin Dynasty

- Since so many farmers were working on the wall, food was scarce. Workers might only receive a bowl of rice and cabbage per day. At times, workers went without food for days.
- Many workers wore the same clothes they came with the entire time they worked on the wall. In the summer, many wore nothing.
- Workers worked as long as there was sunlight.
- There were thirty-four base camps along the path of the proposed wall. The massive amounts of supplies needed were sent here. Soldiers and engineers stayed at the base camp.
- Most workers slept in temporary camps near the wall, but there was not enough shelter or beds for all the workers. Many slept out in the open on the ground. Little food and strenuous labor took its toll on workers. Historians estimate that hundreds of thousands of workers died as a result of the project’s taxing physical conditions.

- Historians do not believe that people were buried in the wall, a claim that is often made. But, many people were buried in trenches near where they were working rather than brought back to their hometowns for burial.

Workers: Soldiers

- Many had fought in the battles to unite much of China under one emperor.
- Many fought to hold back the northern tribes as the wall was being constructed.
- Hundreds of thousands were ordered to build the Great Wall of China.
- Many slept at the base camps.
- Some were sent to work on the wall instead of fighting.
- Many soldiers were not doing the actual building. Instead, they protected supply routes or guarded the workers to keep them from running away.

Workers: Peasants

- The majority of the Chinese people were peasants.
- Men would be forced to work on the wall for years.
- They stayed in temporary camps close to the wall.
- Women would have to take care of everything while their husbands were gone, which often lasted for four years.
- Near the end of the building, many widows were forced to work in place of their dead husbands.

Workers: Criminals

- They were sent from prisons to work on the wall.
- People could have been sent to jail for murder, stealing, or not paying taxes. Many criminals working on the Great Wall were most likely impoverished peasants who had not been able to afford their taxes.
- They had shaved heads and faces blackened by charcoal to indicate that they were convicts.
- They often worked with chains on.
- They stayed in temporary camps close to the wall.

Ancient Chinese First Names

- Female: Feiyan, Hou, Ji, Jiangnu, Lihua, Shengtong, Zhi

- Male: Ao, Buwei, Chao, Kang, Sheng, Xin, Zhuo

Great Wall of China

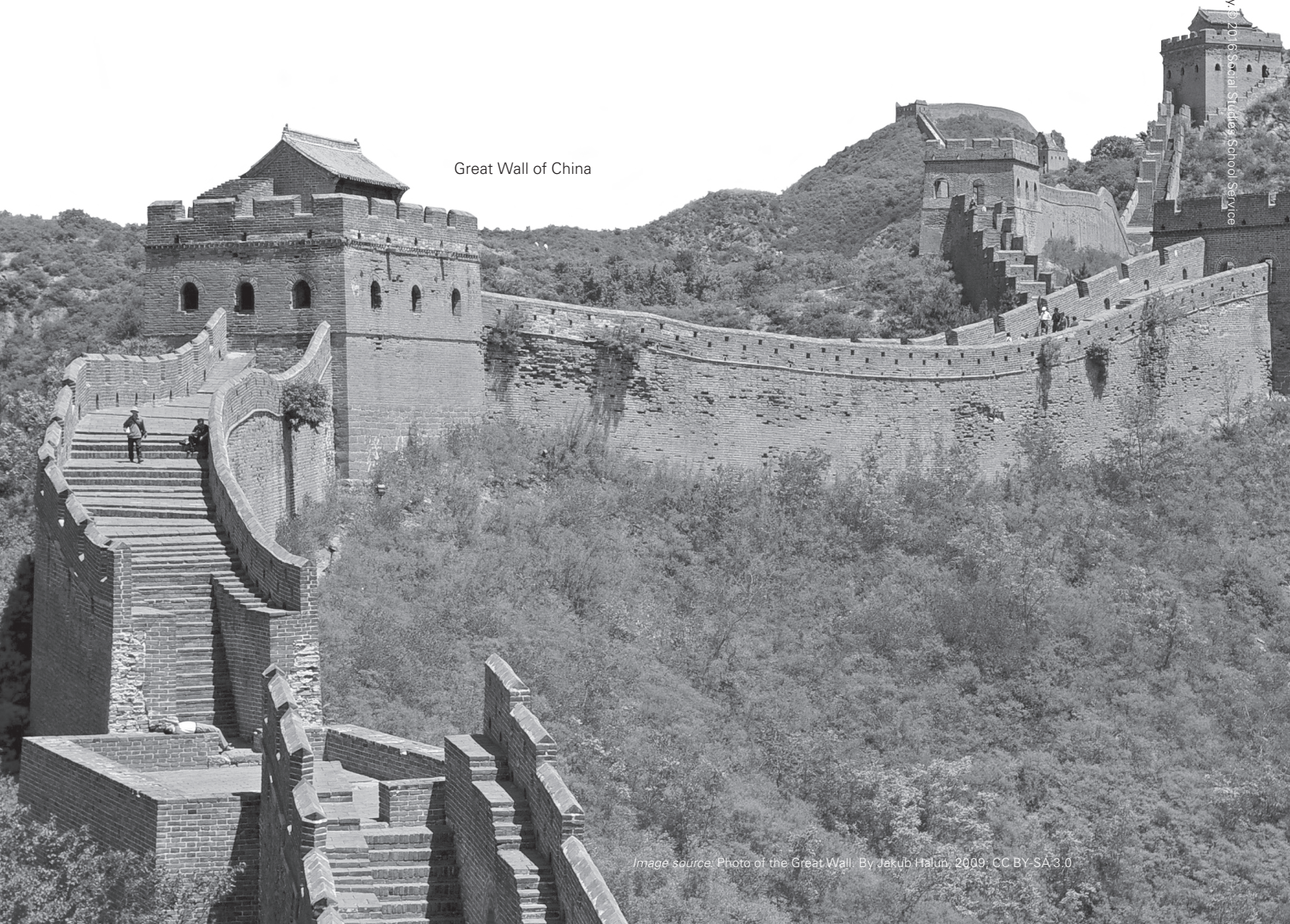


Image source: Photo of the Great Wall. By Jakub Haluzi, 2009. CC BY-SA 3.0

THE GREAT WALL OF CHINA BRAINSTORM ^{1/2}

You do not need to answer these questions in order.

1. What scenario will you write about? What is your character's name?
2. Which types of landforms or geographical features is your character working in (e.g., mountains, deserts, sea port)?
3. What role will your character play in the building of the wall (e.g., giving orders, carrying materials, building the wall)?
4. What is your character's attitude toward building the wall (e.g., are you just following orders, bitter, happy to be part of something so momentous)?

5. What other characters will be in the story? What are their names?
6. How will you hook the reader: Dialogue? Onomatopoeia (spelling a sound)? An in-depth description? An action? Something else?
7. How will your story end: Full circle (connect it to the hook)? Punch line (a short statement that leaves the reader thinking)? Cliffhanger? Describing a lesson that is learned? Something else?
8. Use bullet points to plan out your story below.

BUILDING THE GREAT WALL OF CHINA PEER EDIT

Overall

What are two other facts about your partner's character he or she could include?

What are two other facts about the wall your partner could include?

Cite two examples of vivid word choice from the paper.

What part of the plot either needs more information or less information? Be specific.

Assess the paper on the rubric. Explain why below it.

	Exceeding	Proficient	Developing	Beginning
Writing	Writes an extremely engaging story by devising an interesting plot, using vivid word choice, and having strong details	Writes an engaging story that includes a coherent plot, solid word choice, and sufficient details.	Story is at times engaging, but has issues with a confusing plot, ordinary word choice, and/or lack of sensory details.	Story is not engaging due to significant issues with plot, word choice, and/or sensory details.
Information	Fluidly integrates many accurate facts about the building of the Great Wall and the social class of the main character.	Includes a sufficient number of accurate facts about the building of the Great Wall and the social class of the main character.	Includes many accurate facts about the building of the Great Wall and the social class of the main character, but either needs more, many were inaccurate, or the inclusion of too many distracts from the story.	Contains little accurate information about the building of the Great Wall and the social class of the main character.

Selected Answers

ACTIVITY 1

I Ching Scenarios

Answer will vary, but the following are possible answers.

Scenario One: Trumaine should retire and move to live near his grandkids. As the I Ching says, “It profits to cross a Great Stream.” He should also not worry about bumps in the road because the I Ching claims, “If there is error, He corrects it.”

Scenario Two: This is less clear, but, if I had to say, it would be that she should continue being a stay-at-home mom. The line “To be the sun at noon” reminds me of someone being the center of a lot of people’s day, which would fit a stay-at-home mom.

Scenario Three: Ryan should take the job at the engineering firm. It will give him “Slight Fortune” and is the more “wise and cautious route.”

Scenario Four: Luisa should go out for basketball. It would be “Youthful Folly” to follow her friends. Also, “Beneath the mountain gushes a spring” might be talking about how by taking a more difficult path she will discover something wonderful.

I Ching Questions

1. It is one of the world’s oldest books, influenced Taoism and so on Confucianism, has been analyzed for over three thousand years, and so on.
2. Answers will vary, but the following is one possible answer: The I Ching divinations remind me of horoscopes. Although a horoscope does not provide any clear course of action, people still can apply their horoscope to their lives and take direction from it.
3. They were poems, they capitalize words that you would not expect, they mention a “True Gentleman,” and so on.
4. Answers will vary, but the following is a possible answer: I thought the advice for Trumaine was the clearest because it talked about moves and crossing streams. Both implied he should move or, at least, make a significant change.
5. Answers will vary, but the following is a possible answer: I thought the advice for Marsha was the least clear. I think many of the words or phrases could be used to support her pursuing any of the three paths she was considering.
6. Answers will vary.
7. Answers will vary.
8. Answers will vary.
9. Answers will vary.
10. Answers will vary.

ACTIVITY 2

Silk Questions

1. The reading was organized mostly sequentially. After the first paragraph, it went chronologically from the beginning of silk making to sericulture today.
2. The reading did not start with the beginning of silk production, but instead explained the silk-making process. Also, the second paragraph started with the legend that supposedly took place around 2600 BCE and ended with examples that silk production began earlier.

3. Answers will vary.
4. Archaeologists have discovered evidence of silk production from over a thousand years before she lived.
5. It is soft and shiny. Also, it was very rare, for thousands of years only being available in China.
6. By not sharing how silk was made, China could charge more for it.
7. Two monks snuck out silkworms.
8. Having a higher supply of a product leads to the price of that product dropping.
9. China
10. Answers will vary, but the following is one possible answer:
 - The Bombyx mori moth lays eggs.
 - The eggs hatch and become worms.
 - The worms are fed mulberry tree leaves.
 - The worms form cocoons.
 - The worms are killed.
 - The cocoons are unwound.
 - The fibers are wound together to make thread.

ACTIVITY 3

Confucius Quotes Vocabulary Activity

1. C 2. G 3. E 4. B 5. H 6. D 7. F 8. I 9. A

Confucius Questions

1. These are believed to have been written by his followers after he died; they were not written by Confucius himself.
2. A comma would be incorrect because each phrase is a full sentence; using a comma would create a comma splice. A semicolon makes more sense because the two phrases are meant to be connected.
3. Confucius influenced China and its neighbors for years. Even today, the religions of millions of people include his teachings.
4. Answers will vary.
5. Answers will vary.
6. Answers will vary.
7. Answers will vary.
8. a. Answers will vary, but the following are some possible quotations:
 - 1.1: To respect parents and elders is the root of humanity.
 - 3.19: A ruler should treat his minister with courtesy, a minister should serve his ruler with loyalty.
 - 15.38: In serving the prince, devotion to one's duty should come before any thought of reward.
- b. Answers will vary, but the following are some possible quotations:
 - 12.7: Without the trust of the people, no government can stand.
 - 9.26: One cannot deprive the humblest man of his free will.
 - 2.3: Lead them by virtue.

ACTIVITY 4

Inventions from Ancient China Questions

1. Answers will vary.
2. There is very little rain in Egypt.
3. Porcelain today is used in dishes, toilets, building tiles, and insulation.
4. Ben Franklin used a kite in experiments with electricity, meteorologists have used it to help with weather predictions, and NASA has used kites to locate spaceships.
5. A wheelbarrow allows one person to haul heavy items that would normally need to be carried by two or more people.
6. The first paper was supposedly made out of linen, tree bark, hemp, fishing nets, and water.
7. "Do you know," "where do I start," "let's go with," or other similar phrases.
8. Answers will vary.
9. "Fascinating place with an amazing history," "Just one of the areas that ancient China stands out," "I told you the ancient Chinese were impressive," or other similar phrases.
10. Answers will vary.

ACTIVITY 5

The Terra-Cotta Army Questions

1. The reading is a secondary source because it was written long after the construction and discovery of the Terra-Cotta Army.
2. The images are primary sources because they are photographs of the actual Terra-Cotta Army.
3. Answers will vary, but the following is a possible answer: Not only did the images show what the warriors looked like, but it also gave a better idea of the number of figures and their great detail.
4. Answers will vary, but the following are some possible answers: Why did the emperor make these, why did it take so long to find them, what else was found there, and how did they make the army.
5. Answers will vary.
6. Answers will vary.
7. The Terra-Cotta Army is a mass of over 8,000 individualized soldier figurines that were found in a tomb from over two thousand years ago.
8. Answers will vary.
9. Shi Huangdi ordered the figures to be made when he was thirteen. They were finished thirty-six years later.
10. The emperor wanted soldiers with him to protect him after he died.
11. Answers will vary.

ACTIVITY 6

Chinese New Year Questions

1. Answers will vary.
2. Fireworks, the color red, dragons, giving money in red envelopes (hongbao), and other similar answers.
3. Chinese New Year is celebrated all over the world because the Chinese have immigrated all over the world.
4. Answers will vary.
5. Answers will vary, but the following is one possible answer: During the Cultural Revolution, Mao tried to get rid of many traditional Chinese practices so the people could focus on being true communists. As one of China's biggest holidays, it would make sense that he would ban it.
6. Eating hop guo, how much money hongbao could add up to, taiko drummers, the number of people traveling to return home, and other similar facts.
7. Chinese children get a month off from school, the exact date changes, Chinese zodiac, and other similar answers.
8. The giving of money in envelopes is mentioned in all four sources.
9. Answers will vary, but the following are some possible answers:
 - Kathy Lee: "On good years, I'd get hongbao from my parents and other relatives and my total loot could come out to over a thousand dollars."
 - Gaye Benson: "All in all, it's lots of fun."
 - Matt Love: "On the last day it seems like they never stop!"
 - These are all opinions because others might not feel the same way. Some people might not think that getting hongbao makes it a good year, that Chinese New Year celebrations in Stockton are fun, or that the fireworks go on too long in China.

Bibliography

- Biography.com Editors. "Confucius." Last modified 2015. <http://www.biography.com/people/confucius-9254926#major-works>.
- Carr, Karen E. "History of Paper for Kids." History for Kids. Last modified June 15, 2015. <http://www.historyforkids.org/learn/literature/paper.htm>.
- . "History of Silk." History for Kids. Last modified June 15, 2015. <http://www.historyforkids.org/learn/clothing/silk.htm>.
- Chiu, Lisa. "The History of Chinese New Year." About News. <http://chineseculture.about.com/od/chinesefestivals/a/ChineseNewYear.htm>.
- DuTemple, Lesley. *The Great Wall of China*. Minneapolis, MN: Twenty-First Century Books, 2002.
- Encyclopædia Britannica Online*. s.v. "kite." <http://www.britannica.com/topic/kite-aeronautics>
- Gonick, Larry. *The Cartoon History of the Universe II: Volumes 8–13*. New York: Doubleday, 1994.
- History.com Staff. "Chinese New Year." A&E Networks. Last modified. 2010. <http://www.history.com/topics/holidays/chinese-new-year>.
- . "Great Wall of China." A&E Networks. Last modified 2010. <http://www.history.com/topics/great-wall-of-china>.
- Independence Hall Association. "China." UShistory.org. Last accessed December 15, 2015. <http://www.ushistory.org/civ/9.asp>.
- Kites.com. "History of Kites." <http://kites.com/history-of-kites.html>.
- Leys, Simon. *The Analects of Confucius*. New York: W. W. Norton and Company, 1997.
- Minford, John. *I Ching: The Essential Translation of the Ancient Chinese Oracle and Book of Wisdom*. New York: Penguin Group, 2014.
- Ministry of Culture, P. R. China. "Wheelbarrow." China Culture. Last accessed December 15, 2015. http://www.chinaculture.org/gb/en_madeinchina/2005-05/25/content_69096.htm.
- O'Neill, Joseph. *Great Wall of China*. Edina, MN: Abdo, 2009.
- Sebag-Montefiore, Poppy. *Eyewitness China*. New York: DK, 2007.
- Silkroad Foundation. "History of Silk." <http://www.silkroadfoundation.org/artl/silkhistory.shtml>.
- Stenudd, Stefan, ed. I Ching Online. <http://www.iching-online.org/>.
- Umbrella History. "History of Umbrella and Parasol." <http://www.umbrellahistory.net/>.
- Violatti, Cristian. "Confucianism." *Ancient History Encyclopedia*. Last modified August 31, 2013. <http://www.ancient.eu/Confucianism/>.

