Victorian Essential Learning Standards

LOTE Unit Plans

The Great Wall of China

Level 4:

Interpersonal Development; Personal Learning; English; History; Geography; The Arts; LOTE; Mathematics; Communication; Design, Creativity and Technology; Information and Communications Technology; Thinking Processes

Contents

Introduction .............................................................................................. 2
Learning focus .......................................................................................... 2
Victorian Essential Learning Standards .................................................... 3
Teaching and learning activities ................................................................. 6
  Activity 1: Tuning-in and establish prior knowledge: ............................... 6
  Activity 2: Practise Chinese calligraphy: .................................................. 7
  Activity 3: What did you see? .................................................................. 7
  Activity 4: Colour Symbolism: ................................................................. 8
  Activity 5: Chinese measurement and money .......................................... 8
  Activity 6: Post visit activities for evaluation ........................................... 9
Assessment ............................................................................................... 10
Unit resources ............................................................................................ 13
  Websites ................................................................................................... 13
  Reference books ....................................................................................... 13
  Video ........................................................................................................ 13
  PMI .......................................................................................................... 14
Appendix 1: ............................................................................................. 15
  What can you see? ................................................................................... 15
Appendix 2: ............................................................................................. 16
Introduction

The Great Wall of China: dynasties, dragons & warriors exhibition gives students the opportunity to discover more about one of the world’s greatest ancient civilizations. Students will be able to gain insights into the extraordinary 2000-year history of China from the collections of artefacts on display. This LOTE unit has been developed to support the Exhibition to be held at the Melbourne Museum in 2007 and enhance Chinese language learning. Activities include: establishing prior knowledge, practising Chinese calligraphy, learning about Chinese measurement and money, and creating presentations. It is important that students be well-prepared for their Melbourne Museum visit.

Learning focus

This unit addresses learning focus statements from all three strands of the Victorian Essential Learning Standards at Level 4.
## Victorian Essential Learning Standards

<table>
<thead>
<tr>
<th>Strand</th>
<th>Domain</th>
<th>Dimension</th>
<th>Key elements of the standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical, Personal &amp; Social Learning</strong></td>
<td>Interpersonal Development</td>
<td>Working in teams</td>
<td>...work cooperatively to allocate tasks and develop timelines</td>
</tr>
<tr>
<td>Personal Learning</td>
<td>Individual Learner</td>
<td></td>
<td>...identify their preferred learning styles and use strategies to promote learning</td>
</tr>
<tr>
<td></td>
<td>Managing personal learning</td>
<td></td>
<td>...develop and implement plans to complete tasks within time frames ...undertake some set tasks independently...</td>
</tr>
<tr>
<td><strong>Discipline- based Learning</strong></td>
<td>English</td>
<td>Reading</td>
<td>...read, interpret and respond to a wide range of texts, both print and electronic. ...draw on knowledge of text organisation when interpreting texts containing unfamiliar ideas and information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Speaking and listening</td>
<td>...project their voice adequately for an audience. ...modify texts to clarify meaning and information ...plan, rehearse and make a presentation about their research.</td>
</tr>
<tr>
<td></td>
<td>The Humanities - History</td>
<td>Historical knowledge and understanding</td>
<td>...demonstrate an understanding of key aspects of China ...explain significant events and people in the history of China</td>
</tr>
<tr>
<td></td>
<td>Historical reasoning and interpretation</td>
<td>...use a range of primary and secondary sources to investigate the past. ...research questions and plan their own enquiries. ...use historical language and concepts to develop historical explanations.</td>
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<td>-------------------------</td>
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<td>------------------------------------------------------------------------------------------------</td>
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<tr>
<td>The Humanities - Geography</td>
<td>Geospatial skills</td>
<td>...uses atlases to accurately locate places and landmarks in China ...identify features from maps, and satellite images.</td>
<td></td>
</tr>
<tr>
<td>The Arts</td>
<td>Creating and making</td>
<td>...plan, develop, refine, make and present art works.</td>
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</tr>
<tr>
<td>LOTE</td>
<td>Communicating in a language other than English</td>
<td>...participate in oral interactions to convey and receive information... ...show awareness of the Chinese language... ...acquire and use new information and language... ...apply grammatical information and knowledge of words...</td>
<td></td>
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<tr>
<td>Intercultural knowledge and language awareness</td>
<td></td>
<td>...demonstrate effective reflection ... by sharing a learning strategy they use successfully...</td>
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</tr>
<tr>
<td>Mathematics</td>
<td>Space</td>
<td>...developing students’ understanding of shape and location</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Measurement, chance and data</td>
<td>...developing students’ understanding of unit, measure... ...learn important common measures relating to money...</td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary Learning</td>
<td>Communication</td>
<td>Listening, viewing and responding</td>
<td>...develop interpretations of the content...</td>
</tr>
<tr>
<td>Presenting</td>
<td>Students summarise and organise ideas and information, logically and clearly in a range of presentations. …evaluate the effectiveness of their own and others’ presentations.</td>
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<tr>
<td>Design, Creativity and Technology</td>
<td>Investigating and designing</td>
<td>…generate and communicate alternative design ideas in response to a design brief…</td>
<td></td>
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<tr>
<td>ICT for Visualising Thinking</td>
<td>…use of graphic organisers to organise and analyse information</td>
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<td></td>
</tr>
<tr>
<td>Information and Communications Technology</td>
<td>ICT for creating</td>
<td>…use design tools to represent how solutions will be produced and the layout of information products…</td>
<td></td>
</tr>
<tr>
<td>ICT for communicating</td>
<td>…use search engines to locate information quickly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thinking Processes</td>
<td>Reasoning, process and inquiry</td>
<td>…develop their own questions for investigation…</td>
<td></td>
</tr>
<tr>
<td>Reflection, evaluation and metacognition</td>
<td>…use a range of thinking processes and tools, and reflect on and evaluate their effectiveness.</td>
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</tbody>
</table>
Teaching and learning activities

Activity 1: Tuning-in and establishing prior knowledge

Ask students, “What do you know about ancient Chinese civilization?” Tell students that China is one of the world’s oldest civilizations, dating back more than 3,000 years. Introduce the Great Wall (长城) of China, in Chinese if possible. Discuss why for many people the symbol of China is its Great Wall. Ask students to define the terms dynasty, emperor, artefact, and civilization. Explain that centralized government was established and territory was expanded during the Qin Dynasty. It’s the Qin Dynasty’s greatest achievement was the Great Wall, when separate smaller walls were linked up under Qin Shihuang (秦始皇), which means “first emperor”.

Get students to look at the map of China at http://www.maps-of-china.net/province/Greatwallmap.htm. Photocopy the map in China Today p 32. Students could trace and label various sections of the Great Wall (长城) on the map.

The Great Wall is one of China’s most visited tourist attractions. The Great Wall at Badaling has become the most popular site. The map at http://www.maps-of-china.net/province/Greatwallmap.htm will allow students a close look at the Badaling Great Wall. Students are then introduced to vocabulary related to the Great Wall:

cháng chéng 长城 (Great Wall),

The four most popular Great Wall of China sites:
- bā́dā́lǐng 八达岭 (Badaling Great Wall)
- mù́tiányú 慕田峪 (Mutianyu Great Wall)
- jínshān lǐng 金山岭 (Jinshanling Great Wall)
- sīmā́tà́í 司马台 (Simatai Great Wall)

shàn hǎ́i guā́n 山海关 (Shanhaiguan Pass),
jiā́ yǔ́ guā́n 嘉峪关 (Jiayuguan Pass),
jū́ yōng guā́n 居庸关 (Juyongguan Pass),
fḗng huò́ tái 烽火台 (beacon towers),
bīngmá́yǒ́ung 兵马俑 (terracotta warriors),
qín shìhuǎ́ng 秦始皇 (Qin Shihuang)

Use information from the website http://www.travelchinaguide.com/attraction/shaanxi/xian/terra_cotta_army/qin_shihuang_1.htm to help students discuss Qin Shihuang’s other accomplishments: the unification of writing, money, measurement and bureaucratic systems.
Activity 2: Practise Chinese calligraphy

Writing developed in China during the Shang Dynasty (商) at least 1500 BCE and it was standardised in 221 BCE by Emperor Qin – Qin Shihuang.

Painting and calligraphy were very much connected. The same tools and skills were used. Calligraphy gave painting vitality, rhythm of line and economy of strokes.

Calligraphy was also very much a part of a painting and considered just as beautiful as a mountain or stream.

Show students some Chinese calligraphy, explaining that it is an ancient Chinese art form dating back 3,000 years with characters that began as pictures.

Refer to pp.7-8 ZHONGGUOTONG Stages A&B student book, and also get students to watch the video Part 2, CD No 1, ‘The Scholar Cat’ (“学问猫教汉字”) in order for students to get some ideas about how Chinese characters evolved.

Chinese writing done traditionally meant using a brush and ink. The brush is held between the thumb and third finger in an upright position.


Part 2: Photocopy the worksheet on p.9 ZHONGGUOTONG Stages A&B student book. Get students to create their own symbol for each of the pictures and compare their version with how the pictures are written in China today.

Activity 3: What did you see?

When attending the exhibition, students could have some fun working on the worksheet What did you see? (Appendix 1) This activity allows students to learn to ask and express what they will see at the exhibition. Students learn new sentence structures while revising the vocabulary they have already learnt. Download and photocopy the worksheet before the trip. Students fill in the blanks while on the excursion.
Activity 4: Colour Symbolism

The Forbidden City uses red and yellow heavily. Red was a sacred colour in Mongolia, representing festivals and weddings in China; and the colour yellow was also sacred, representing prosperity. Ask students to compare the symbolism of colours in different cultures, and discuss how an understanding of colour symbolism is important in relating to people from a different culture.

At the exhibition, students are asked to use their imagination to draw the first emperor – Qin Shihuang. They then colour the picture in the colours they consider appropriate in terms of time and culture, and label the colours in Chinese.

Colour list:
- hóng 红 red
- huáng 黄 yellow
- chéng 橙 orange
- zǐ 紫 purple
- lán 蓝 blue
- lǜ 绿 green
- hēi 黑 black
- bái 白 white

Activity 5: Chinese measurement and money

Remind students that the unification of measurement and money was achieved during the Qin dynasty.

Part 1: 斤 jīn and 克 kè are the Chinese units of weight. 1 斤 = 0.5 kg/500g.
1 克 = 1g.
Students design a school canteen snapshot. After completing the picture, label the things they draw with 斤 jīn and 克 kè.

Part 2: The currency of China is Renminbi (RMB), which means ‘people’s money’.
The Chinese currency units are 元 yuán, 角 jiǎo, 分 fēn. 1 元 = 10 角 = 100 分
6 元 = A$ 1
Get students to go to the website http://www.thechinaguide.com/money/money3.html and look at the images of the Chinese currency while listening to the sounds.

Students are then to design their own Chinese currency on the ZHONGGUOTONG Stages p.62 Chinese Stage B and write the characters for the currency units on their notes and coins.
Activity 6: Post-visit activities for evaluation

The following post-visit activities could be used for assessment.

Part 1: Have students, either individually or in pairs, design a wall frieze in the shape of the Great Wall. Colour and label it in Chinese. Decorate with Chinese pictures and characters relating to the Great Wall. Students present their work to the class and make a short speech about their work.

Part 2: Make a timeline about the dynasties building the Great Wall. For this activity, the teacher will need to print Internet resources related to the Qin, Han and Ming dynasties. Suggested websites include the Dynasties building the Great Wall:
- www.chaos.umd.edu/history/time_line.html
- www.asterius.com/china

Procedures:
- Begin with a discussion of the meaning of the word dynasty 朝代.
- Then ask students to hypothesize why the teacher used the plural, walls 城墙, instead of just referring to the Great Wall of China.
- Next explain that several different dynasties participated in the creation of the walls. List Qin 秦(朝), Han 汉(朝), and Ming 明(朝) on the board.
- Give each student a copy of the action plan (Appendix 2) and review its elements with the class. Students discuss in small groups. The teacher then explains that each student will be expected to present their report to the class and the camera.
- After the teacher has reviewed each action plan, have the students decide on their selected form of multimedia to present their work to the class. Use the language of Chinese as much as their ability allows. Tape these, if possible, to share with parents or another class.
- Students use the graphic organizer PMI to evaluate the positives, minuses and interesting features of their peers’ work.
- After the presentation, students talk about what they enjoy most, as well as what they enjoy least, so that they get a better picture of their own learning styles.
- Also get students to talk about what they did well and what they need to improve to make them a better learner.
Assessment

The Victorian Essential Learning Standards supports a combination of assessment practices:
- assessment of learning (summative)
- assessment for learning (formative)
- assessment as learning (ongoing)

Post-visit activities could be used for assessment.

Assessment (of learning) Activity Number One: Design a wall frieze in the shape of the Great Wall.

<table>
<thead>
<tr>
<th>Domains/Dimensions</th>
<th>Assessment Focus</th>
</tr>
</thead>
</table>
| LOTE               | • ability to participate in oral interactions to convey and receive information  
                     • ability to write characters and show awareness of cultural requirements related to the Great Wall of China. |
| Communication      | • ability to summarise and organise ideas and information, logically and clearly in the presentation. |
| Humanities-history | • ability to demonstrate an understanding of key aspects of the Great Wall  
                     • ability to explain significant events and people in the history of China. |
| Arts               | • ability to plan, develop and present art works |

Assessment rubric:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Below the Level</th>
<th>At the Level</th>
<th>Above the Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organisation</td>
<td>Difficulty following presentation because there is no sequence of information.</td>
<td>Student presents information in logical sequence which audience can follow.</td>
<td>Student presents information in logical, interesting sequence which students can follow.</td>
</tr>
<tr>
<td>Content Knowledge</td>
<td>Three or less pictures with characters relating to the Great Wall.</td>
<td>At least four pictures with characters relating to the Great Wall.</td>
<td>Six pictures or more with characters relating to the Great Wall.</td>
</tr>
<tr>
<td>Graphics Clarity and Relevance</td>
<td>Pictures are not clear and do not relate to the Great Wall.</td>
<td>Most pictures are clear, related to the Great Wall and easily understood.</td>
<td>All pictures are easily viewed and understood, and reflect creativity in creation.</td>
</tr>
</tbody>
</table>
**Assessment (of learning) Activity Number Two:** Make a timeline about the dynasties building the Great Wall.

<table>
<thead>
<tr>
<th>Domains/Dimensions</th>
<th>Assessment Focus</th>
</tr>
</thead>
</table>
| LOTE                                      | • ability to participate in oral interactions to convey and receive information  
                                          • ability to write characters and show awareness of cultural requirements related to the dynasties building the Great Wall of China.                                    |
| Humanities-history                        | • ability to demonstrate an understanding of key aspects of the Great Wall  
                                          • ability to explain significant events and people in the history of China.                                                                                                             |
| Interpersonal Development                 | • ability to work cooperatively to allocate tasks and develop the action plan.                                                                                                                                       |
| Personal Learning                         | • ability to identify their preferred learning styles and use strategies to promote learning  
                                          • ability to develop and implement plans to complete tasks within timeframes and undertake some set tasks independently.                                                |
| Information and Communications Technology | • ability to use search engines to locate relevant information quickly  
                                          • ability to use design tools to represent how the timeline will be produced and its layout.                                                                 |
| Thinking Process                          | • ability to develop their own questions for investigation and use a range of thinking processes and tools, and reflect on and evaluate their effectiveness.                                                        |
| Communication                             | • ability to summarise and organise ideas and information, logically and clearly in the presentation  
                                          • ability to evaluate the effectiveness of their own and others’ presentations.                                                                 |


### Assessment rubric:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Below the Level</th>
<th>At the Level</th>
<th>Above the Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organisation</strong></td>
<td>Audience has difficulty following the presentation because there is no sequence of information.</td>
<td>Student presents information in logical sequence which audience can follow.</td>
<td>Student presents information in logical, interesting way which students can follow.</td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td>No sentence in Chinese related to the Great Wall is written. Unable to write the four dynasties in Chinese.</td>
<td>Write at least one sentence in Chinese related to the Great Wall. Able to write the four dynasties in Chinese.</td>
<td>Write two or more sentences in Chinese related to the Great Wall. Able to write the four dynasties with rulers in Chinese.</td>
</tr>
<tr>
<td><strong>Content Knowledge</strong></td>
<td>Less than four dynasties building the Great Wall are listed, or not in proper order.</td>
<td>List the four dynasties building the Great Wall in the proper order.</td>
<td>List the four dynasties building the Great Wall in the proper order with dates and/or description.</td>
</tr>
<tr>
<td><strong>Action Plan</strong></td>
<td>The task is incomplete and/or it is apparent that little effort is put into the development of the task.</td>
<td>At least one area of the task is not addressed, demonstrating an acceptable level of thought.</td>
<td>All areas of the task are addressed, demonstrating a great deal of thought.</td>
</tr>
<tr>
<td><strong>Delivery</strong></td>
<td>Student mumbles with no or only occasional eye contact with the audience.</td>
<td>Maintain eye contact with the audience most of the time with clear pronunciation.</td>
<td>Maintain eye contact with the audience all the time with excellent voice projection.</td>
</tr>
</tbody>
</table>
Unit resources

Websites

http://www.maps-of-china.net/province/Greatwallmap.htm
http://www.travelchinaguide.com/attraction/shaanxi/xian/terra_cotta_army/qin_shihuang_1.htm
http://www.thechinaguide.com/money/money3.html
www.chaos.umd.edu/history/time_line.html
www.asterius.com/china
http://www.crystalink.com/chinawall.html
http://www.travelchinaguide.com/attraction/shaanxi/xian/terra_cotta_army/qin_shihuang_1.htm
http://www.chinahighlights.com/travelguide/Weights_Measures.htm
http://www.teachers.net/lessons/posts/432.html
http://www.thelearningfederation.edu.au/tlf2/
http://vels.vcaa.vic.edu.au

Reference books


Department of School Education, Victoria, *ZHONGGUOTONG Stages A&B student book*, Curriculum Corporation, PO Box 177, Carlton South Vic 3053

Department of Education, Queensland. (1991), *Chinese Stage B*, GOPRINT, Locked Bag 500, Coorparoo DC Qld 4151

Anthony Norman, *Journey to the East*, Association of Independent Schools of Victoria Inc. 20 Garden Street, South Yarra, Victoria 3141 P.O. Box 2138, Prahran, Victoria 3181

Video

*The Scholar Cat* “学问猫教汉字”, 北京电视艺术中心音像出版社
The pluses, minuses and interesting (PMI) tool can be used to assist students in evaluating and unpacking the details of a product, piece of writing, text or issue. This tool encourages students to look at all sides of the topic and recognize the strengths and weaknesses rather than focusing on their immediate emotional reaction. This organizer also assists students to evaluate their own work, the work of others and reflect on their progress and learning. Students sort data into logical categories based on their relationship. Teachers may choose to collect the data on sticky notes as a brainstorming exercise. The teacher acts as facilitator and groups the data to show the relationship between the issue and the category.

Plus / Minus / Interesting

P(+)  
plus

M(-)  
minus

I(?)  
Interesting
Appendix 1

What can you see?

This activity provides you with the opportunity to learn to ask and express what you will see at the exhibition.

The same question is asked several times. Choose the words from the list below or what you’ll see at the exhibition to complete the sentences.

E.g.

你看到什么？ What can you see?
Nǐ kàn dào shén mo?

我看到... I can see ...
wǒ kàn dào ...

1. 你看到什么？ 我看到__________________________.

2. 你看到什么？ 我看到__________________________.

3. 你看到什么？ 我看到__________________________.

4. 你看到什么？ 我看到__________________________.

5. 你看到什么？ 我看到__________________________.

cháng chéng 长城 the Great Wall
shān hǎi guān 山海关 Shanhaiguan Pass

jiā yù guān 嘉峪关 Jiayuguan Pass
jū yōng guān 居庸关 Juyongguan pass

Fēng huǒ tái 烽火台 beacon towers
bīng mǎ yǒng 兵马俑 terracotta warriors
Appendix 2

**Action Plan**

**Title**: Descriptive and engaging.

**Introduction**: Provide brief background about the time periods.

**Main body**: Describe in English the main rulers of the dynasties building the Great Wall. Investigate the roles played by the varied dynasties in the construction of the great walls of China and their contributions to ancient Chinese civilization. Write at least one sentence in Chinese about Qin Shihuang, the first emperor of China.

**Conclusion**: Make a timeline about the dynasties building the Great Wall in Chinese.