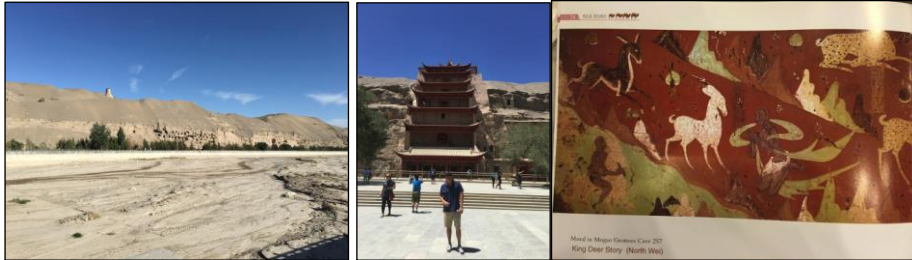


# Institute on China 2016 Group Projects Abroad Fulbright-Hays

## ANCIENT CHINA UNIT

Edward Arias



### GRADE LEVEL

6<sup>th</sup> grade English Language Arts and Social Studies

### GUIDING QUESTIONS

1. How has geography, writing, music, literature, and art shaped Chinese culture?
2. What can be gleaned about Chinese culture (art) based on the Buddhist paintings in the Mogao Caves?

### INTRODUCTION

I teach sixth grade Language Arts and Social Studies at Robertson Intermediate School, Bayshore School District in Daly City, California. My teacher partner and I share forty or so students each year. Bayshore S.D. currently serves 380 students. Bayshore Elementary serves grades TK-4 while Robertson Intermediate serves students in grades 5-8. We serve a diverse student population comprised of 35% Hispanic, 28% Filipino, 18% Asian, 7% Black or African American, and 6% Native American or Pacific Islander. English Learners make up 19% of our student population, 13% of our students are students with disabilities, while 70% are socioeconomically disadvantaged. Unduplicated Foster Youth, EL and low-income students make up 79% of our student population.

My purpose in creating this unit is to have students take a comprehensive look at the cultural roots that have shaped China and address specific ELA, Literacy in Social Science, and Writing Common Core Standards. Throughout this unit we revisit what we have learned in our Reader's and Writer's Notebooks and Reading Analyzing Non-Fiction (RAN) Charts and what questions arise so that students can compose an essay (in tandem with a Lucy Calkins writing unit) as a summative piece based on the research students' have conducted during our social studies lessons and Writer's Workshop blocks of time. I want students to have the opportunity to learn Ancient China content through a variety of learning lenses, group/dyad activities, and especially through literacy

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approaches we have trained in all year; continue developing metacognitive strength in reading comprehension, and digging deeper into text.

This particular Mogao Caves lesson is reached after constructively building substantial background knowledge (and formative assessments) on the geography, writing, music, literature, and art of Ancient China—and parallel to the historic sites I visited as a *2016 China Institute Teacher Participant*. The emphasis is on analyzing and discussing select stories of Mogao Cave Buddhist paintings et. al., through literature circles to learn about perspectives that shaped Chinese culture through art.

There are about 492 extant cave-temples ranging in date from the fifth to the thirteenth centuries. During the thousand years of artistic activity at Dunhuang, the style of the wall paintings and sculptures changed. The early caves show greater Indian and Western influence, while during the Tang dynasty (618-906 C.E.) the influence of the Chinese painting styles of the imperial court is apparent. During the tenth century, Dunhuang became more isolated and the organization of a local painting academy led to mass production of paintings with a unique style.

The art also reflects the changes in religious belief and ritual at the pilgrim site. In the early caves, jataka tales (previous lives of the Historical Buddha) were commonly depicted. During the Tang dynasty, Pure Land Buddhism became very popular. This promoted the Buddha Amitabha, who helped the believer achieve rebirth in his Western Paradise, where even sinners are permitted, sitting within closed lotus buds listening to the heavenly sounds and the sermon of the Buddha, thus purifying them. Various Paradise paintings decorate the walls of the cave-temples of this period, each representing the realm of a different Buddha. Their Paradises are depicted as sumptuous Chinese palace settings.

## OBJECTIVES

Students will:

- Recall background knowledge on China utilizing RAN chart.
- Identify and use unit vocabulary: *oracle bone, pictograph, dynastic cycle, Mandate of Heaven, philosophy, legalism, Confucianism, filial piety, Buddhism, Daoism, Qin, Shi Huangdi, Han Dynasty, bureaucracy, Silk Road, Terracotta Warriors, Mogao Caves, erhu*
- Analyze and infer how a character behaves or thinks in a way we don't expect, or an element of a setting is something we would not expect
- Identify a word or image is repeated in text, sometimes used in an odd way, over and over in Mogao related story.
- Understand the ongoing flow of a narrative is interrupted by a memory that comes to the character, often taking several paragraphs to recount before we are returned to events of the present moment.
- Discover that phrases usually expressing suddenness, like:  
“Suddenly I understood...”  
“It came to me in a flash that...”  
“The realization hit me like a lightning bolt...”  
“In an instant I knew...” reveal an “aha” moment and demonstrate plot and/or character development.
- Read and look for signposts in *A Man Betrayed the Nine-Colored Deer Who Had Saved His Life* based on a Mogao Cave #257 Buddhist painting.
- Explain and give arguments for Qin's successes and drawbacks in unifying China.
- Compare and contrast the ways in which Shang, Qin, and Han dynasties met human needs and concerns and create artifacts for display.
- Pair ancient dynasties with their major achievements.
- Write several calligraphy brush strokes on rice paper.
- Analyze articles on *Meng Jaingnu*, Silk Road, Mogao Caves, and erhu stringed instrument.
- Compose an informational or argumentative essay defending a claim related to ancient Chinese history we have learned and researched in-class and for homework using *Googleclassroom*.
- Present artifacts to peers and parents using negotiated rubric assessment.

## ANCIENT CHINA UNIT OVERVIEW & LESSONS

- RAN Chart: *What do you know about Chinese culture?*
- Vocabulary (frontload): *oracle bone, pictograph, dynastic cycle, Mandate of Heaven, philosophy, legalism, Confucianism, filial piety, Buddhism, Daoism, Qin, Shi Huangdi, Han Dynasty, bureaucracy, Silk Road, Terracotta Warriors, Mogao Caves, erhu*
- Geography: Draw map of China (one 50 minute period)
- The 1<sup>st</sup> Emperor of China* Video:  
<https://www.youtube.com/watch?v=Yb1CcvqJ0gc#t=926>
- (one 50 minute period)
- Guided Reading: Qin Shi Huangdi Mausoleum and Terracotta Warriors (one 50 minute period)
- Museum Curators* Project & Presentation Display (three 50 minute class periods)
- Calligraphy video demo of Kai Ming Huayan and teacher (one 50 minute period)
- Great Wall video of teacher, Meng-jaing nu legend comparisons and reenact story presentations with finger puppets and cardboard Great Wall creations (two 50 minute periods)
- Guided Reading of Silk Road text with text dependent questions (one 50 minute period)
- Reread Buddhism notes from India unit (one 50 minute period)
- Pictures, videos, anecdotes of teacher at Mogao Caves (one 50 minute period)
- Mogao Caves literature circles with *A Man Betrayed the Nine-Colored Deer Who Had Saved His Life (Cave 257)* (one 50 minute period)**
- Erhu video demonstration at Shanghai Conservatory of Music, music comparison, and article close read (one 50 minute period)
- Argumentative Essay (Calkins) as summative assessment on topic of their choice
- Writing Celebration and share “artifacts” from Museum Curators lesson (above) in Gallery-style visit by other grades students’.

## ASSESSMENTS

### Formative and summative

- RAN Chart runs throughout unit
- Vocabulary Work
- Presentation and discussion rubrics
- Reader's and Writer's Notebooks
- In-class & HW reading text-dependent questions
- Exit Coupons
- Ancient China Vocabulary and content Quiz
- Argumentative Essay
- Peer evaluation rubrics at culminating "Gallery" presentation

## RESOURCES AND MATERIALS

- Notice and Note text by Kylene Beers and Robert E. Probst
- Copies of *A Man Betrayed the Nine-Colored Deer Who Had Saved His Life* and other famous Mogao Cave stories such as those of *Siddhartha* or *Five Hundred Robbers*. Other suggested texts to take non-fiction chunks from: Silk Road: Dunhuang, Appreciation of Dunhuang Grottoes, Dunhuang & Silk Road, Good Earth Extravaganza. (see book covers below).
- Reading & Analysis of Non-Fiction (RAN) Charts (see below)
- Teacher Vlog from China Institute 2016.
- Clay
- Calligraphy brushes, rice paper, and ink
- Erhu
- Artifacts: terracotta warrior, Buddha, et. al., figurines

## BIBLIOGRAPHY

### Print

- Beers, Kylene & Robert E. Probst. Notice and Note, Heinneinan, 2013.
- Daniels, Harvey. Literature Circles: Voice and Choice in Book Clubs and Reading Groups, 2001.
- Daniels, Harvey. Mini-Lessons for Literature Circles, 2004.

### Film

- <https://www.youtube.com/watch?v=Yb1CcvqJ0gc#t=926>

## STANDARDS

### Reading Standards for Literacy in History/Social Studies

#### *Key Ideas and Details*

1. Cite specific textual evidence to support analysis of primary and secondary sources.
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.
3. Identify key steps in a text’s description of a process related to history/social studies.
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.
5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

Write arguments focused on *discipline-specific content*.

- a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

**SAMPLE LESSON OF ANCIENT CHINA UNIT**  
**Using Literature Circles and Mogao Cave related text**

**TIME REQUIREMENT**

1 CLASS PERIODS (50 minute-period)

**EQUIPMENT**

Large picture of Cave 257 painting projected on screen, scarf I bought in Dunhuang of painting, copies of *A Man Betrayed the Nine-Colored Deer Who Had Saved His Life* and other famous Mogao Cave painting stories such as those of *Siddartha* or *Five Hundred Robbers*, RAN Chart, Copy of Notice and Note bookmark, post-its, document camera, laptop, audio, video, copies of stories from Mogao Caves or related literature, paper, highlighters.



## TEACHER PREPARATION

**LESSON:** This lesson is done with extensive prior training on Literature Circles implementation and practice using Harvey Daniel’s Literature Circles: Voice and Choice in Book Clubs and Reading Groups and Mini-Lessons for Literature Circles methodology.

1. Familiarize students with the Mogao Caves with video and ask question on RAN Chart such as *What do you know about Mogao Caves* and fill in *What I Think I Know About* column.
2. Show a brief video on Mogao Caves from Youtube.  
Elicit responses from students and Fill in *Yes I’m right* column based on what students picked up from video and add *Any New Ideas* and *Questions* to appropriate columns.
3. Pre-teach VOCABULARY.
4. Have students view image of Nine-colored Deer Cave painting.
5. Read Aloud of *A Man Betrayed the Nine-Colored Deer Who Had Saved His Life*.
6. Locate Contrasts and Contradictions in texts.
7. Students discuss in groups.
8. Students discuss in small groups what Contrasts and Contradictions in characters they discovered.
9. Students or volunteers present to the class.
10. Students listen to another Mogao Cave story the next day, add more “Signposts.” Add a couple of different Mogao Cave narratives to the mix for different groups to become “experts.”



11. Closing: Discuss what Buddhist lessons we can interpret from the story and they can also complete an exit coupon based on the story in comparison with the Cave painting. Discuss the symbolism of painting as it relates to the written story.

## Lesson Procedure

### Day 1 (50 minutes)

1. Class reviews RAN Chart (see chart below) with teacher
  - a. Front-load vocabulary
  - b. Teacher Reads Aloud—students may chime in.
  - c. Check for comprehension, vocabulary
2. VOCABULARY:  
*Mogao Caves, Buddhist, bodhisattvas, Ganges, monk, grievances, festered*
3. Students view the painting on scarf or large projected image of Nine-colored Deer Cave painting and ask questions of what they see in painting from Mogao Cave #257.
4. Students listen to examples of Contrasts and Contradictions with Teacher on enlarged Read Aloud of *A Man Betrayed the Nine-Colored Deer Who Had Saved His Life* on document camera; could also be conducted as a Guided Reading *with* students if desired. Using the *Notice & Note Bookmark* focus on Think Aloud and on where Contrasts and Contradictions occur.  
For example, on page 257, 2<sup>nd</sup> paragraph, the Man remembers what the Deer had told him and he bids him farewell. Ask yourself, “why is the Man doing that? *Maybe The Man believes in himself that he will never tell anyone where the nine-colored deer lives. He has faith in himself, is appreciative and humble.*  
Another easy Teacher example: Hmmm, at the bottom of page 257, last paragraph, it says, “*When the man heard this order, evil ideas rose in his mind. Why is he thinking this?*” *Hey look the writer tells me right after what the Man is thinking and the Why but what do I think? I think he sees a chance at money ad fame for himself too. Maybe he ....what do you think kids? Why is the Man deciding to do this and tell the King?* Elicit a few different answers from students and write them on board. List the characters from story.
5. Students should READ silently a chunk of text teacher designates-- for 10-15 minutes searching for Contrasts and Contradictions based on one of the Characters from the story (i.e, The Man, the Deer, the King, Queen ...)
6. Students should break into groups of four (or dyads if preferred) and focus on finding more Contrasts and Contradictions within the rest of *A Man Betrayed the Nine-Colored Deer Who Had Saved His Life* story.
7. Students should discuss in small groups what Contrast and Contradictions they found and share what they wrote on their post-its.

8. Students present to class on document camera any Contrasts and Contradictions examples they discovered and **explain** their evidence and thinking about the character and what they wrote on their post-it.
9. Tell students tomorrow we will learn another secret way to read Mogao Cave stories. We will read about *Siddartha* and the *Five Hundred* Robbers and focus on something called “Again and Again” and “Memory Moment” (see bookmark).” *What do you think that’s about?*
10. Review the RAN Chart and add questions to the appropriate especially any questions that arise for the summative essay assignment.
11. Have students complete Exit Coupon on Buddhist lesson from story.

### **After Lesson Activities**

Peer-review based on rubrics of student success or needs improvements during group discussions.

Oral presentations

Student-teacher conference (online or in person)

### **Assessment**

- RAN Chart runs throughout unit
- Post-its placed in the Notebooks.
- Vocabulary Work
- Exit Coupons
- Group discussion peer rubrics for feedback

## Notice & Note Bookmark

# Notice & Note

Name \_\_\_\_\_

Book \_\_\_\_\_

### SIGNPOSTS YOU MIGHT NOTICE

**Contrasts & Contradictions**  
 When a character does something that contrasts with what you'd expect or contradicts his earlier acts or statements, **STOP** and ask, "Why is the character doing that?"

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**Aha Moment**  
 When a character realizes, understands, or finally figures out something, **STOP** and ask yourself, "How might this change things?"

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**Tough Questions**  
 When a character asks herself a very difficult question, **STOP** and ask yourself, "What does this question make me wonder about?"

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**Words of the Wiser**  
 When a character (probably older and wiser) takes the main character aside and offers serious advice, **STOP** and ask, "What's the life lesson and how might it affect the character?"

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**Again & Again**  
 When you notice a word, phrase, or situation mentioned over and over, **STOP** and ask yourself, "Why does this keep happening again and again?"

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**Memory Moment**  
 When the author interrupts the action to tell you about a memory, **STOP** and ask yourself, "Why might this memory be important?"

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*Use the back to jot down page numbers of the signposts you spot.*

## Reading and Analysis of Non-Fiction (RAN) Chart

What I <i>Think</i> I Know About _____	Yes, I'm Right!	N
•	✓	

**A Man Betrayed the Nine-Colored Deer Who Had Saved His Life**

Cave 257

an animal. What does it matter whether he is alive or not."

So he told the king's messenger that he could tell where the deer was living. The king's messenger brought the man before the king. When the man told the king he knew where the deer was sores appeared on and covered up his face.

"Though this deer is an animal," the man told the king, "he has great magical power, so Your Majesty should send many people to go with me and only then can he be captured."

The king immediately detached his troops to accompany the man to the river bank. This was seen by a crow and it doubted that they were coming to catch the deer, so it shouted aloud, "Hurry up, my friend! The king is coming to catch you!"

But the deer was fast asleep, so the crow cried in vain. Seeing that the king's troops were approaching, it flew down on the deer's antlers and shouted more loudly, "Hurry up, my friend! The king's troops are come to arrest you."

This time the deer woke up from his sleep. He looked around and saw that he was already surrounded by the soldiers ring upon ring. Realizing that there was no way to escape, the deer went toward the king's troops. The soldiers drew their bows and were about to shoot when the deer opened his mouth, "Don't kill me," he said. "I want to see your king and I have something to tell him."

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The king heard these words and ordered his soldiers to put down their bows and arrows. Then the deer said to the king, "Your Majesty, please spare my life first. I have done a great favour for your country."

"What favour?" asked the king.

"A few days ago I saved one of your people," the deer said. Then he knelt before the king and asked, "Who told you that I am here?"

The king pointed at the sore-covered man and told the deer that it was he who had told him his whereabouts.

The nine-coloured deer looked at the man and tears rolled down his face. "Your Majesty," he told the king, "a few days ago, it was that man who was almost drowned by the flood and was saved by me. He swore that he would not tell where I live but he now has gone back to his promise. If I had known he would tell my presence, I would have carried ashore the log which he was holding then."

When the king had heard the deer's grievances, he felt angry and ashamed. He reproached the man on the spot and then set the deer free. When he returned to the capital, he issued an order throughout the country: "From now on, whoever chases the nine-coloured deer will be severely punished and his kinsmen will be killed too."

The man went home. He festered all over and stank in the mouth. He died not long after that. The queen, having failed to get what she wanted, died of shame, too.

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From then on, throngs of deer came to the country. They strolled in the fields and grazed the rich grass. There were favourable climate and abundant harvests of all food crops all over the land. People were free from diseases and disasters. They were working in contentment and peace.

*from Taisho Shinshu Daizokyo, vol. 3, p. 452*

*Translated by Ia Yuliang*