

Fulbright-Hays Group Projects Abroad
Summer Institute on China 2018

MAGW: Making China Qin Again

Sam Young

Potential Resources

- [Vox](#) video
- Mr. Sam's pictures from China
- Various articles connecting Xi Jinping to Qin
- Homework/Extension Resource:
 - General [Chinese Perspective on Belt and Road](#)
 - Advanced [Chinese Perspective on Belt and Road](#)

Organizing Questions

1. To what extent can the history of a country inform historians about its future?
2. How do the actions of world powers impact the actions of others?
3. Where do fundamental ideas of nationalism spawn from?

Introduction

The primary goal of this lesson is to highlight two present day world leaders and establish a more rich context for the countries they are leading and the world they are shaping. This lesson will be comprised of comparisons to the present leader of China and the present leader of the US and the respective histories of each nation. Essentially, this lesson seeks to draw a direct connection between the world views of these current leaders and particular leaders/ periods in history.

The lesson will have a brief introduction section that pre-assesses and builds curiosity. Students will then break into groups and work both individually and together. Next they will regroup on work on another phase. Then they will complete an informal assessment.

Objectives

1. In this lesson, students will understand the role that history plays in shaping national identity
2. In this lesson, students will examine the relationship between leaders from the past and their respective epochs and leaders in the present
3. In this lesson, students will analyze the impact of the decisions of modern leaders on the global economy
4. In this lesson, students will appreciate the complexity of leadership in both modern and historical eras.

Standards

- Students compare the past with the present, evaluating the consequences of past events and decisions and determining the lessons that were learned.
- Students show the connections, casual and otherwise, between particular historical events and larger political, economic, and social trends and developments.

Materials/ Equipment

- Computer-both for the teacher and the students, projector, Internet, sticky notes, pens, and sufficient chairs and tables.

Teacher Preparation

1. Research and gather appropriate resources for students
2. Prepare questions for discussions
3. Post the various resources and questions on Google Classroom
4. Consider grouping and differentiation
5. Set up projector

Time

This lesson will take 2.5 65-minute class periods. The particular lesson will be the second day and will follow the lesson comparing Trump to Hoover/ Eisenhower. The third day will be a summary on the similarities between the leaders.

Procedures

Day 2:

1. Class begins with a commit and toss exercise. Students are asked a question and they have to write their responses to the question on a small piece of paper and then crumple it up and throw it at their teacher. The response should be 3-5 sentences.
 - a. Question: "To what extent can the history of a country inform one about its future? Explain."
2. Teacher opens papers and then leads a discussion on the answer to the question.
3. Teacher narrows discussion of broad concept → to China and the US.
4. Teacher then broadly explains lesson and the objectives of the lesson.
5. Teacher-led brainstorm on modern China.
6. Teacher counts students off into 1s and 2s.
7. Teacher explains that the 1s will begin examining the resources on Qin and the 2s examine the resources on Xi.
8. Both the 1s and 2s take part in a TPS. They examine, reflect, discuss, and present. They will be prompted by questions on a worksheet.
9. The teacher will use the share component of the TPS to assess the extent to which the students understood the content
10. Next, students will pair up with a member of the opposite group and they will discuss the similarities and differences between their leaders and respective periods.
11. The teacher will float around and assess the discussions and check for comprehension.
12. (Time permitting-- this can happen the next day)Then, each group will write 1-3 connections between the past and present on a Post-It note and stick it on the board.
 - The teacher will review the Post-Its
13. The teacher plays the Vox video on the Belt and Road
14. Before class ends, the teacher will review the objectives and recap what was learned.
15. Finally, the teacher will assign homework
 - Homework/ extension: students will be given a reading on the belt and road in China and answer questions about the future of China and the US. Connect back to the US in this reading. The next day will be discussion that connects the two.

Assessment

Assessment items include:

1. Commit and toss papers
2. Discussion/ presentation/ worksheet during TPS
3. Post-it exercise
4. Homework responses.

MAGW: Making China Qin Again

Worksheet

Directions: This assignment will be divided up into 4 phases.

1. First, you will examine the attached resources and respond to the THINK questions.
2. Next, you will discuss your responses with your group in the PAIR portion.
3. Third, you will SHARE your material with the other group.
4. Finally, you will partner with someone from the opposite group and COMPARE and contrast your leaders in an attempt to draw as many parallels as possible.

→ Responses should be in complete sentences for full credit.

THINK

1s: Xi Resources (note- you should scan and read at least one article):

- [NPR](#)
- [CNN](#)
- [Mongolia Lecture Notes](#)

2s: Qin Resources (note- you should scan and read at least one article):

- [BBC](#)
- [Britannica](#)
- [Dr. Duan Lecture Notes](#)

Reflect and answer the following:

1. After examining the resources on Qin/Xi, what accomplishments of your assigned figure should be noted? Why? (List at least 3.)
2. What critiques of your assigned figure should be noted? Explain? (List at least 3.)

PAIR

Discuss with your group and then write down:

1. What does the other group need to know about your leader and the actions that have defined their reign? (consider the 3 highlights/critiques.) Explain.
2. What events shaped/are shaping that leader's reign? Draw specific connections between events and actions by the leader.

SHARE

Present the information discussed above to the other group. Consider: What do they need to know about your leader, having not read about him.

COMPARE

Now that you have partnered with someone from the opposite group, answer the following: NOTE: You MUST use at least ONE QUOTE per answer. (You may do your own research or use the above docs. Be sure

to cite your sources.)

1. Discussing Qin first, then Xi: to what extent has each leader shaped their respective era? Explain.
2. Analyzing Qin first, then Xi: what connections can be drawn from the Qin Dynasty to the Chairmanship of Xi? Explain and provide examples.
3. React to this statement: "Xi Jinping is a 21st century Emperor Qin with regard to: regulation, national identity, expansion, and commerce."