

Unit 7: History is Important in Every Country
Lesson 2: Vignettes of Key Historical Figures in China

Recommendation:

Read the supporting document, “How to Use These Lessons,” for suggestions to help achieve successful implementation of this curriculum. It’s listed in the Instructional Resources in this lesson.

Standards

California World Language Standards - Stage I
<p>Content</p> <p>1.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines.</p> <p style="padding-left: 20px;">1.1 Students address discrete elements of daily life, including:</p> <p style="padding-left: 40px;">j. Important dates in the target culture</p>
<p>Communication</p> <p>1.0 Students use formulaic language (learned words, signs [ASL], and phrases).</p> <p>1.1 Engage in oral, written, or signed (ASL) conversations.</p> <p>1.2 Interpret written, spoken, or signed (ASL) language.</p> <p>1.3 Present to an audience of listeners, readers, or ASL viewers.</p>
<p>Functions</p> <p>1.4 List, name, identify, enumerate.</p> <p>1.5 Identify learned words, signs (ASL), and phrases in authentic texts.</p> <p>1.6 Reproduce and present a written, oral, or signed (ASL) product in a culturally authentic way.</p>
<p>Cultures</p> <p>1.0 Students use appropriate responses to rehearsed cultural situations.</p> <p>1.1 Associate products, practices, and perspectives with the target culture.</p> <p>1.2 Recognize similarities and differences within the target cultures and among students’ own cultures.</p> <p>1.3 Identify cultural borrowings.</p>
<p>Structures</p> <p>1.0 Students use orthography, phonology, or ASL parameters to understand words, signs (ASL), and phrases in context.</p> <p>1.1 Use orthography, phonology, or ASL parameters to produce words or signs (ASL) and phrases in context.</p> <p>1.2 Identify similarities and differences in the orthography, phonology, or ASL parameters of the languages the students know.</p>
<p>Settings</p> <p>1.0 Students use language in highly predictable common daily settings.</p> <p>1.1 Recognize age appropriate cultural or language use opportunities outside the classroom.</p>

Objective

Students become familiar with five key figures in Chinese history and are able to say their name, tell when and where they lived, what they did to become famous and influential, and an interesting fact about each of them.

Student Work

Interpersonal	Presentational	Interpretive
Students listen and speak to others to communicate knowledge, feelings, and opinions, or to negotiate meaning.	Students speak and write language to express information or opinions to an audience.	Students individually listen to, read, and view content without interpersonal interaction.

Domains of Language

Listening	Speaking	Reading	Writing
<p>Students as a whole class listen to teacher give a contextualized mini-lecture.</p> <p>Students listen to the teacher say a sequence of Mandarin words, holding up a “tone card” to identify which tone they hear.</p> <p>Students also demonstrate listening comprehension by pointing at pictures or <i>realia</i> or otherwise indicating their understanding.</p> <p>Students listen to each other in pairs, during teamwork, and to group presentations to the class.</p>	<p>Students speak to each other in pairs and teams using key vocabulary words and phrases.</p> <p>Students speak to the teacher and frequently present to the class with partners or teams.</p>	<p>Students read four to six new Chinese characters in simplified Chinese.</p> <p>Students read short class-generated stories written in pinyin based on the unit theme and/or lesson.</p>	<p>Students write pinyin phrases to describe storyboards created with teacher or team or partner collaboration.</p> <p>Students write four to six Chinese characters in simplified Chinese.</p>

Evidence of Learning – Assessment

Informal or Formal
<p>Informal assessments include teacher visual observations as students identify which tone they hear in newly learned words by using hand gestures.</p> <p>Teacher asks students to express their understanding of the meaning of a new word by saying its translation in English. During this check for understanding the teacher allows students time for metacognition and reflection if there is disagreement and provides immediate feedback on the correct tone.</p> <p>The teacher checks student listening comprehension by having students make gestures to indicate their understanding (using agreed-upon signals to represent the words). A variation is having students close their eyes and respond with such hand gestures to the words they hear, so the teacher can see which ones have and have not acquired the target vocabulary.</p> <p>Assessment of students interacting in pairs or teams during interpersonal communication includes “kidwatching,” as described by Yetta Goodman (<i>Notes from A Kidwatcher: Selected Writings of Yetta M. Goodman</i>, edited by Sandra Wilde and published by Heinemann, Portsmouth, NH, 1996). The teacher moves about the classroom and listens in on student conversations. The teacher records observations of student practice, notes misunderstandings or errors to emphasize in future mini-lessons, and guides students who need assistance or encouragement.</p> <p>The teacher assesses student reading comprehension by asking students to verbally read pinyin and Chinese</p>

characters projected on a screen or written on poster-sized charts, and when reading their storyboards. The teacher gives immediate feedback by asking the student to read again, asking another student, or giving the correction. In the beginning stages of second language acquisition in Chinese, students are expected to recognize Chinese characters by associating them with English translations.

Student written production of pinyin is informally assessed by peers and the teacher reading their storyboard descriptions and giving oral feedback.

When students are presenting their knowledge either orally or in writing, it is based upon a teacher- and class-generated rubric. Refer to the “Strategies Matrix: Teaching Strategies for World Language Classrooms,” in Instructional Resources for this lesson.

Formal assessments will be conducted at the end of each unit of study to ascertain internalization of key vocabulary words and phrases.

Background on Teaching Tones with Color-coding and Kinesthetics to Aid Long-term Memory

Color-coding Scheme for Mandarin Tones

*(Teacher demonstrates each and asks students to say the following and show the associated **kinesthetic gesture**)*

1st oral: “First tone – **blue, up high, like the clear, blue sky.**”

[hand at forehead level, palm down, flat] examples in pinyin: **kāixīn huān**

2nd oral: “Second tone – **green, going up, like a tree reaching to the sun.**”

[hand at nose goes upward] examples in pinyin: **pái hái**

3rd oral: “Third tone – **brown, swinging down and up, like a monkey in a tree.**”

[hand starts near mouth, goes down below chin, then up to nose level] examples in pinyin: **bǎi gǔ**

4th oral: “Fourth tone – **red, like an angry slap on the top of your head.**”

[hand does slap movement from forehead to chin levels] examples in pinyin: **yùnnqì sè**

5th oral: “Fifth tone – **neutral black, like a gentle tap.**”

[fingers of hand close as hand makes tap movement] examples in pinyin: **de, ge and ma**

Important Note: The Mandarin third tone is rare in normal speech. In conversation, it is cut in half, the “half dip,” and only the lower rising half (the second half) is heard. The full dip is only fully pronounced in a few circumstances:

- For emphasis
- At the end of a sentence
- List of individual words

Warm Up with Language through Repetition-Rhythm-Rhyme

Poems, Chants, and Songs

English	Chinese Characters	Pinyin
Chants (with clapping) for this lesson:		
Who, what, when, and where! Who, what, when, and where! Historical figures everywhere!	人物、事件、时间和地点！ 人物、事件、时间和地点！ 到处都有历史人物！	rénwù shìjiàn shíjiān hé dìdiǎn rénwù shìjiàn shíjiān hé dìdiǎn dàochù dòuyǒu lìshǐ rénwù
Poems for this lesson:		
I know an influential person, A very influential person, A very influential person, who changed the course of Chinese history.	我知道一个有影响力的人， 一个非常有影响力的人， 一个改变中国历史进程的有影响力的人。	wǒ zhīdào yīgè yǒu yǐngxiǎnglì de rén yīgè fēicháng yǒu yǐngxiǎnglì de rén yīgè gǎibiàn zhōngguó lìshǐ jìnchéng de yǒu yǐngxiǎnglì de rén
Song for this lesson (can be sung to the tune of “I Can Sing a Rainbow”):		
Five famous figures in Chinese history. Five characters in a poem’s line. Hua Mulan, and Kong Zi Qin Shi Huang, Lady Sun, Admiral Zheng He.	中国历史上的五个名人 诗歌中提到的五个人物 花木兰和孔子 秦始皇 孙尚香，海军上将郑和	zhōngguó lìshǐ shàng de wǔgè míng rén shígē zhōng tídao de wǔgè rénwù Huāmùlán hé kǒngzǐ, Qínshǐhuáng Sūnshàngxiāng, hǎijūn shàngjiàng zhènghé

Teacher Modeling of Communication followed by Student’s Structured Practice

Message Functions/Structure	Key Vocabulary/Phrases	Strategies for Oral Practice
Describing	This historical figure is _____ (man/woman) zhègè lìshǐ rénwù shì _____ (nán nǚ) 这个历史人物是 _____ (男、女). She/he was born in _____ (year). tā chūshēng yú _____ (nián) 她/他出生于 _____ (年). She/he was _____ (kind, wise, cruel, etc.). tā hěn (shànliáng/ yǒu zhìhuì/cánrěn děngděng) 她很 _____ (善良/有智慧/残忍等等) In this picture, she/he is _____ (tall/short) with _____ (long, short, black, etc.) hair, _____ (dark, kind, hard) eyes, and a _____ (large, smiling, angry- looking) mouth. zài zhèfú tú zhōng,tā (gāo/ǎi), líu 在这幅图中，她/他 _____ (高/矮)，留	Teacher provides <u>picture file cards</u> (photograph) of the historical figures studied in this lesson. Teacher models describing them and their clothing. Teacher also describes invisible characteristics such as cruel, intellectual, brave, hard-working, devoted, etc. These modeled phrases are written on chart paper so they can be referred to later (similar to pictorial input chart). The next step is for teams to practice saying and writing the descriptions, using the

	<p>zhē(cháng/duǎn/hēi)tóufà,yǎnjīng hěn 着_____ (长/短/黑)头发, 眼睛很 (hēi/shànliáng/xiōng) zuǐbā (dà) _____ (黑/善良/凶), 嘴巴_____ (大/ xiàoyíngyíng de/hěnxīōng) 笑盈盈的/很凶。 His/her clothes are _____ (colors, types, etc.) tāde yīfú yánsè, yàngshì dèng dèng 他/她的衣服_____ (颜色, 式样等等。)</p>	<p>teacher's model as a guide. The final step is for students to write their own descriptions with the charts removed, if it's an assessment.</p> <p><i>(Refer to the Instructional Resources of this lesson to access the Strategies Matrix: Teaching Strategies for World Language Classrooms, which describes the underlined strategies.)</i></p>
Evaluating	How does ___ rank against ____? What criteria did you use to judge ____?	Students complete a <u>ranking worksheet</u> on the five historical figures studied in this lesson (see blackline master). Then, using <u>snowball</u> strategy to randomly pick up different worksheets; read each others' ranking sheets aloud to partners through either <u>inside-outside circles</u> or <u>lines of communication</u> strategies.
Persuading and Justifying	<p>Do you agree? Why do you think _____ is/ isn't important in Chinese history? nǐ tóngyì ma nǐ rènwéi zài zhōng guó lìshǐ shàng 你同意吗? 你认为在中国的历史上 shì zhòngyào de/bù zhòngyào de _____是重要的/不重要的。 Can you prove it? How? How do you respond to people who have a contrary point of view? nǐ néng zhèngmíng ma nǐ rúhé zhèngmíng nǐ rúhé huídá hé nǐ yǒu bùtóng guāndiǎn de rén tíchū de wèntí 你能证明吗? 如何证明? 你如何回答和你有不同观点的人提出的问题。</p>	

**Teacher Bridges to the Content Connection or Builds Schema for Students
 (Direct Instruction: Age and Stage-appropriate)**

Please refer to the compilation, "Strategies Matrix: Teaching Strategies for World Language Classrooms" for detailed explanations of how to deliver the underlined strategies. It's listed in the Instructional Resources of this lesson. Other items named may be found in the Lesson Materials at the end of this lesson.

Students will brainstorm, in teams, lists of famous people from the history of the United States. Teacher may need to model by sharing one of his/her favorite historical figures, such as Benjamin Franklin, Harriett Beecher Stowe, Martin Luther King, Jr., etc. [You may need to give instructions in target language and contextualize, hint, or otherwise confirm understanding, accepting student use of L1 to show you they get it.] Using novel ideas only strategy, teams will stand and recite "Our team says one American historical figure is _____." The teacher will chart their ideas and provide the Mandarin translation. These charts will stay on the wall for students to refer to during the unit.

A short pictorial input chart on Hua Mulan (see blackline master). As the teacher draws the pictorial in front of the students' eyes (it has been penciled in lightly in advance, using techniques shared in the compilation "Strategies Matrix: Teaching Strategies for World Language Classrooms"), s/he says the words that describe what is being

drawn, also writing the Mandarin (characters and/or pinyin) translation of the blackline master. Students watch and repeat the words with the teacher, then read the words with the teacher once the words are written next to the part of the pictorial they describe. (The English should NOT be included, although students may add translation word cards later as a way to review the information.) This pictorial input chart describes and contextualizes one of the five historical and/or legendary figures of Chinese history who are the focus of this lesson.

Teacher will explain the process of the classic jigsaw reading strategy (see strategies list). The texts are used as the four expert group readings (see blackline master).

“Return to your seats to complete your learning log by duplicating the chart(s) and completing the “text and you” columns—three facts in the “text” column and an opinion, comment, feeling, reflection, or preference in the “you” column.”

Debrief in English

One way to debrief this input chart listed in the direct instruction section is to review it by pointing and talking about it again in the target language, but having the students say chorally, in English, what they think you are saying. That way if they are misunderstanding something, the teacher may correct, clarify, and reinforce the correct meaning. Another way is to have students give a kinesthetic gesture to show they understand specific words. Students — as a whole group, pairs, or individuals — may also point to the appropriate spot on the chart as the teacher says key vocabulary. The teacher may also choose to briefly “put on his/her English hat” or “click on his/her English speech” and ask if there are any questions or clarifications needed.

TPRS – Total Physical Response Storytelling AKA Teaching Proficiency through Reading and Storytelling

Circling is an intentional strategy to repeatedly expose students to the target structures and attune their ear to pronunciation. The teacher states this circling pattern in Mandarin Chinese with students responding and the teacher repeating as a way of affirming their statements.

“Circling” on the phrase, “Kong Zi is an important figure in Chinese history whose teachings help us make a good society.”

Teacher pre-teaches the phrase, making sure everyone knows what each word means and agreeing on gestures to indicate each word, such as showing a picture of Confucius for “Kong Zi,” pounding a fist in the other palm for “important,” pointing to the timeline done in lesson 1 for “Chinese history,” spreading hands outward, palms up for “sharing,” hands together like a book for “teachings,” and thumbs up for “good society.” Then the teacher starts to “circle” the phrase, with the students’ job only to make the gestures and respond in English or Mandarin to indicate their understanding.

The following is a short example of circling (which should go on for approximately ten minutes or when the teacher has repeated the key vocabulary in the area of 50-75 times) — focused on the teacher statements and questions — missing most of the parts the students either say or indicate comprehension of by shaking or nodding their heads, or making kinesthetic gestures:

[opening statement, circling begins] “Kong Zi is an important figure in Chinese history because he shared his teachings on making a good society.”

Is Kong Zi an important figure in Chinese history? [yes]

Yes, Kong Zi is an important figure in Chinese history.

Is Kong Zi unimportant in Chinese history? [no]

No, Kong Zi is not unimportant, Kong Zi is important.

Is Kong Zi an important figure in Chinese history because he shared his teachings on making a good society or because he ate lots of dumplings? [shared his teachings on making a good society]

Right, Kong Zi is an important figure in Chinese history because he shared his teachings on making a good society, not because he ate lots of dumplings.

Who is an important figure in Chinese history? [Kong Zi]

Very good, you got it!! Kong Zi is an important figure in Chinese history.

Who is an important figure in Chinese history, Kong Zi or Mickey Mouse? [Kong Zi]

Right, Kong Zi is an important figure in Chinese history, not Mickey Mouse!

Why is Kong Zi an important figure in Chinese history?

Kong Zi is an important figure in Chinese history because he shared his teachings on making a good society.

[closing statement, circle completed]

Extend the Learning: School-Home Connection and Class Projects, Small Group Activities, Individual Practice

SCHOOL-HOME CONNECTION

Students will ask their parents and families what they know about Chinese history. To verify, students will do an Internet search or visit a library to either research what their parents/family told them to look up or a figure from history they would like to know more about. Students will prepare a short (1-2 minutes) presentation about the person they've researched including visual and facts similar to those in the expert group readings.

CLASS PROJECTS

If at all possible, students should be given the opportunity to practice sharing their opinions about figures from Chinese history using their ranking sheets, sentence frames, and word banks to use as much of the target language as they can without putting a damper on the fun! (A little primary language here and there is acceptable.) This may be done by "affinity grouping" such as assigning five positions in the classroom, one for each of the five vignettes. Students form study groups by gathering in that area and signing a chart or sign-up sheet for accountability. These groups may combine to make collaborative posters comparing two of the five figures or to write a collaborative dialog between two or more of the figures from history. Debates may be the final step of this process.

Instructional Resources and References

How to Use These Lessons

<http://mandarin.sdcoe.net/cd3.html>

Refer to the guide for using these lessons for more information.

Strategies Matrix: Teaching Strategies for World Language Classrooms

<http://mandarin.sdcoe.net/cd3.html>

This matrix offers a compendium of instructional strategies that accelerate language acquisition, ensure student engagement, and lead to high levels of student achievement.

Historical Figures in China

Information on key historical figures in China

<http://www.cultural-china.com/chinaWH/html/en/33two.html>

List of historical figures to encourage students to do outside research, partly from the book, "Common Knowledge about Chinese Culture," by the Overseas Chinese Affairs Office of the State Council, published by Higher Education Press, 2006, and the Web forum at <http://www.asiafinest.com/forum/index.php?showtopic=163684>

- Qin Shi Huang – China's first emperor
- Liu Bang – Founding emperor of the Han dynasty
- Lao Zi – Teacher who found Taoism, the main religion practiced in Chinese culture
- Zhang Heng – scientist who invented the seismograph

- Sun Tzu – Great military strategist; wrote the “Sun Tzu Bing Fa” or Art of War
- Zu Chongzhi – Mathematician and astronomer (429-500), “zu ratio” and pi
- Zhuge Liang – One of the most intelligent people ever
- Hua Mu Lan – Female general during the Sui dynasty <http://www.yellowbridge.com/onlinelit/mulan.php>
- Li Shi Ming – The founding emperor of the Tang dynasty
- Mu Gui Ying – Female general during the Northern Song dynasty
- Zhu Yuan Zhang – Founding emperor of the Ming dynasty
- Sun Yat Sen – First president of the Republic of China, 1912
- Mao Ze Dong – Founder of People’s Republic of China, 1949

Reference books to locate in a public library:

Anderson, Jameson. History and activities of ancient China. CALL NO: J 931

Dean, Arlan. Terra-cotta soldiers: army of stone. CALL NO: J 931.04 DEA

Goh, Sui Noi. China. CALL NO: J 951 GOH

Harvey, Miles. Look what came from China. CALL NO: J 951 HAR

Jenner, Caryn. Welcome to China. CALL NO: J 951 JEN

Kalman, Bobbie. China: the culture. CALL NO: J 951 KAL

March, Michael. China. CALL NO: J 951 MAR

Millar, Heather. China's Tang dynasty. CALL NO: J 951.017 MIL

Paludan, Ann. Chronicle of the Chinese emperors. CALL NO: 951.009 PAL

Patent, Dorothy Hinshaw. The incredible story of China's... CALL NO: J 931.04 PAT

Sebag-Montefiore, Poppy. China. CALL NO: J 951 SEB

Shuter, Jane. Ancient China. CALL NO: J 931 SHU

Various. China: opposing viewpoints. CALL NO: YA 951.05 CHI

Lesson Materials

BLACKLINE MASTER for contextualized mini-lecture (with 10/2) for previous section: **Teacher Bridges to the Content Connection or Builds Schema for Students (Direct Instruction: Age and Stage-appropriate)**

History is Important in Every Country

(Pictorial Input Contextualized Mini-Lecture for Unit 7, Lesson 2)

Pictorial Input on Hua Mu Lan

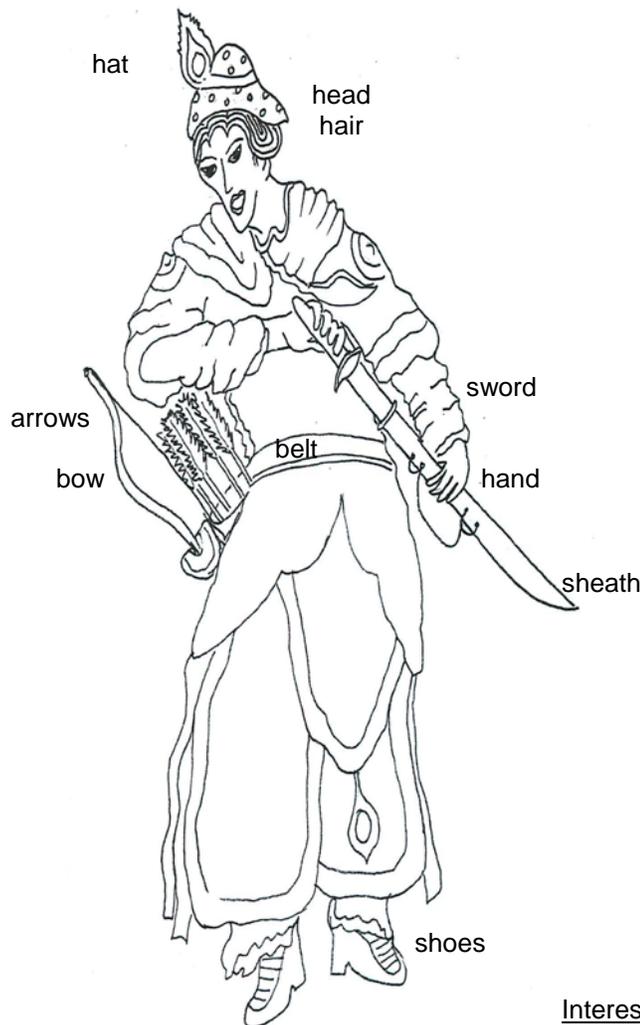
When born/family info:

*believed to have been born during Northern Wei dynasty approximately 386-534

*lived with elderly father, mother, and younger siblings

Where lived:

*lived in Hu Nan Shang Chui Shi, a province in northern ancient China



What did:

- *loved riding horses and shooting arrows when a child
- *joined army in her father's place because he was old; she was 18.
- *fought for 12 years dressed as a man
- *refused rewards; just wanted to go home to family
- *died of old age

Interesting facts:

- *read books about war when a child
- *a ballad (poem) was written about her
- *name means magnolia tree flower
- *Disney movie title mixes up her name using "Fa" (Cantonese) instead of "Hua"

S. R. Fox, SDCOE, 2011

Compare-contrast Matrix for Jigsaw Reading
 Master for each student to have and fill in.

	<i>When born, family</i>	<i>Where lived</i>	<i>What did</i>	<i>Interesting Facts</i>
Whole Class Pictorial Input – Hua Mulan				
Expert Group #1 - Kong Qiu aka Kong Zi (Confucius)				
Expert Group #2 - Qin Shi Huangdi				
Expert Group #3 - Sun Shangxiang				
Expert Group #4 - Admiral Zheng He				

S.R. Fox, SDCOE, 2011

Compare-contrast Matrix for Jigsaw Reading

Completed version (for teacher use only)

Person's Name	When born, family	Where lived	What did to become famous or influential	Interesting facts
Whole Class Pictorial Input Chart on Hua Mulan	<ul style="list-style-type: none"> born during Northern Wei dynasty (386-534) lived with father, mother, and younger siblings 	<ul style="list-style-type: none"> Hu Nan Shang Chui She, province in northern ancient China 	<ul style="list-style-type: none"> loved riding horses and shooting arrows when a child joined army in her father's place since he was old; she was 18 fought for 12 years dressed as a man refused rewards; just wanted to go home died of old age 	<ul style="list-style-type: none"> read books about war when a child a ballad (poem) was written about her name means magnolia tree flower Disney movie mixes her name up by using Cantonese "Fa" instead of "Hua."
Expert Group #1 - Kong Qiu aka Kong Zi (Confucius)	<ul style="list-style-type: none"> traditionally considered born Sept 28, 551 BCE from a warrior family his father died when he was 3 grew up poor 	<ul style="list-style-type: none"> born in Qufu City, State of Lu (now Shangdong Province) 	<ul style="list-style-type: none"> worked many jobs like shepherd, clerk, bookkeeper was a philosopher and thinker shared his ideas with disciples 	<ul style="list-style-type: none"> emphasized personal and governmental morality, justice, sincerity his ideas were likely written down by disciples the first emperor tried to have his books burned and killed many of Kong Zi's disciples.
Expert Group #2 - Qin Shi Huang	<ul style="list-style-type: none"> born in year 259 BCE 	<ul style="list-style-type: none"> western Qin 	<ul style="list-style-type: none"> won wars with other warlords making first Chinese empire connected and extended old walls starting Great Wall of China 	<ul style="list-style-type: none"> brutal and cruel made it illegal to talk about the past his tomb is filled with terra cotta soldiers
Expert Group #3 - Sun Shangxiang (Lady Sun)	<ul style="list-style-type: none"> born in year 188 daughter of Sun Jian and Lady Wu sister of first emperor of eastern Wu (Sun Quan) 	<ul style="list-style-type: none"> Fuchun County, Wu Prefecture (Presently Fuyang, Zhejiang Province) 	<ul style="list-style-type: none"> married Liu Bei, warlord and founder of Shu Han, in 209 alliance between Wu and Shu Han had no children tried to bring Liu Bei's heir to her brother's court surrendered the heir to two generals 	<ul style="list-style-type: none"> trained in the martial arts her attendants bore weapons Liu Bei afraid of her and her attendants
Expert Group #4 - Admiral Zheng He	<ul style="list-style-type: none"> 1371-1435 second son of a Muslim family great-grandfather was Persian 	<ul style="list-style-type: none"> born in Kunyang, present day Jinning in Yunnan Province 	<ul style="list-style-type: none"> taken captive by Ming at age 11 sent to imperial court became trusted advisor to Yongle Emperor became admiral of treasure fleet 	<ul style="list-style-type: none"> spoke Chinese and Arabic controlled over 300 treasure fleet ships and 200,000 men

姓名	出生时期	居住地方	贡献和影响	有趣的事实
Whole Class Pictorial Input Chart on Hua Mulan 花木兰	<ul style="list-style-type: none"> 出生于北魏 (386-534) 和父母, 年幼的弟妹一起生活 	<ul style="list-style-type: none"> 古代中国北部的省份 	<ul style="list-style-type: none"> 幼时喜欢骑马和射箭 十八岁时, 替年迈的父亲从军 女扮男装十二年作战 拒绝封赏, 只想回家 年老逝去 	<ul style="list-style-type: none"> 幼时喜欢读有关战争的书籍 有一首诗写的是她 名字的意思是蒙古花 迪斯尼电影把她的名字读成广东话的“发”。
Expert Group #1 - Kong Qiu aka Kong Zi (Confucius) 孔丘	<ul style="list-style-type: none"> 通常认定生于公元前551年, 九月二十八日 武士家庭出生 父亲在他三岁时去世 在贫困中长大 	<ul style="list-style-type: none"> 在鲁国曲阜出生 (现在是山东省) 	<ul style="list-style-type: none"> 做过很多杂役, 象牧羊, 小工, 图书员 是哲学家和思想家 和他的门徒分享他的思想 	<ul style="list-style-type: none"> 强调个人和政府的道义, 公正, 和真诚 他的思想被门徒记录下 中国第一个皇帝企图烧毁他的全部著作并杀害大量他的门徒
Expert Group #2 - Qin Shi Huang 秦始皇	<ul style="list-style-type: none"> 生于公元前259年 	<ul style="list-style-type: none"> 西秦 	<ul style="list-style-type: none"> 战胜其它诸侯统一中国 通过续连防御墙开始修长城 	<ul style="list-style-type: none"> 凶残和暴力 将谈论过去定为非法 他的墓中有大量的兵马俑
Expert Group #3 - Sun Shangxiang (Lady Sun) 孙尚香	<ul style="list-style-type: none"> 生于188年 孙俭和吴夫人的女儿 东吴第一个皇帝孙权的妹妹 	<ul style="list-style-type: none"> 富春县 (现在浙江省富阳地区) 	<ul style="list-style-type: none"> 于209年和刘备成婚 是吴国和蜀国的联系 没有子女。努力把刘备的继承人带到她哥哥的区域 让两个将军保护继承人 	<ul style="list-style-type: none"> 从小练习武术 她的随从佩戴武器 刘备当心她和她的随从
Expert Group #4 - Admiral Zheng He	<ul style="list-style-type: none"> 回族家庭的第二个孩子 曾祖父是波斯人 	<ul style="list-style-type: none"> 生于昆阳 (现在是在云南省晋宁) 	<ul style="list-style-type: none"> 十一岁时被明朝抓获 被送到王室 成为永乐帝的信臣 带领皇室舰队下西洋赢 	<ul style="list-style-type: none"> 会说中文和阿拉伯语 带领三百艘皇室舰船和十万随行人员

郑和			得尊崇	
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Process Grid by Sally Fox, Translation to Mandarin by Xu Ke

EXPERT GROUP READING #1

Kong Qiu aka Kong Zi (Confucius)

KONG ZI was born approximately 2,500 years ago. Although there is no concrete evidence, his birthday is traditionally considered to be September 28, 551 BCE. He was born into a warrior family but was raised by a single mother because his father died when he was three years old. KONG ZI grew up poor and learned to do many jobs to make a living.

KONG ZI was born in Qufu City, State of Lu (now Shangdong Province). **(Find on map. Qingdao is a major city there now.)**

KONG ZI worked many jobs like shepherd, clerk, and bookkeeper when he became an adult. Most of all, he was a philosopher and thinker who shared his ideas with disciples. The most important thing he did was to inspire the Chinese people to live well together and make a better society. The lessons of KONG ZI emphasize personal and governmental morality, justice, and sincerity. It is believed that his teachings were learned by memory by his students, then written down in books after his death by his disciples.

The lessons of KONG ZI form an important part of Chinese culture and have occasionally been outlawed by leaders. For example, one interesting fact is that the first emperor, Qin Shi Huang, ordered his books burned and had many of Kong Zi's disciples killed. One story says that some disciples were buried alive!

EXPERT GROUP READING #2

Qin Shi Huang (The First Emperor)

QIN SHI HUANG was born approximately 2,250 years ago.

QIN SHI HUANG was born in western Qin (now _____ Province). **(Find on map. _____ is a major city there now.)**

QIN SHI HUANG was a warlord who won wars with other warlords until he controlled much territory. The most important thing he did was to organize and connect these territories into one cohesive empire with himself as the first emperor. He protected this empire by connecting the smaller walls and fortresses along the northern border with Mongolia.

One interesting fact is that the first emperor, QIN SHI HUANG, was cruel and didn't want to be judged by KONG ZI (Confucius)'s teachings, so he had all the books of the teachings of KONG ZI burned and brutally killed KONG ZI's followers. QIN SHI HUANG made it illegal to talk about the past. He also ordered a huge terra cotta army of soldiers and horses to be buried with him in his tomb.

EXPERT GROUP READING #3

Sun Shangxiang (Lady Sun)

SUN SHANGXIANG was born approximately 1,800 years ago. She was the daughter of Sun Jian and Lady Wu, and sister of the first emperor of eastern Wu (Sun Quan).

SUN SHANGXIANG was born in Fuchun county in the Wu prefecture (now Fuyang, Jhejiang Province). **(Find on map. Hungzhou is a major city there now.)**

SUN SHANGXIANG was sent to marry Liu Bei, a warlord and founder of Shu Han, in the year 209 as a political alliance between Wu and Shu Han. The most important thing she did was to show that women can be brave and intelligent. Lady Sun and Liu Bei had no children. She showed political acumen when she tried to bring Liu Bei's heir (from a previous wife who had died) back to her brother's court. She showed intelligence when she surrendered the heir to two generals who captured her.

One interesting fact is that SUN SHANGXIANG (Lady Sun) knew the martial arts well enough to intimidate a warlord, her husband Liu Bei. It was said that Liu Bei was afraid of her and her servants because they all knew how to use weapons to protect themselves.

EXPERT GROUP READING #4

Admiral Zheng He

ADMIRAL ZHENG HE was born approximately 700 years ago in the year 1371. He died in 1435. He was the second son in a Muslim family that had moved to China four generations before. His great-grandfather was Persian and was sent to China in an official capacity.

ADMIRAL ZHENG HE was born in Kunyang, which is the present day Jinning in Yunnan Province. **(Find on map. Kungming is a major city there now.)**

ADMIRAL ZHENG HE was taken captive by the Ming forces at the age of 11. He was sent to the imperial court to be a servant. However, he became a trusted advisor to Yongle Emperor. The most important thing he did was to become the admiral of the empire’s treasure fleet of sailing ships. This was a powerful position of authority and ADMIRAL ZHENG HE controlled over 300 ships and 200,000 sailors, traveling to distant lands like India, Persia, and Arabia.

One interesting fact is that ADMIRAL ZHENG HE knew how to speak Chinese and Arabic. It is possible that his bilingual skills made him more valuable to the emperor.

Ranking Sheet for Lesson 2's Five Historical Figures in Chinese History

1. Most important: _____ (Why? _____
 _____)
2. Next most important: _____ (Why? _____
 _____)
3. Third most important: _____ (Why? _____
 _____)
4. Fourth most important: _____ (Why? _____
 _____)
5. Least important: _____ (Why? _____
 _____)

EVALUATION STATEMENT

Historical figures play important roles in their country's development, yet the roles they play differ in importance. In my opinion, of the five historical figures we studied in this lesson, the most important one was _____ because _____. The next most important one was _____ because _____. After that, the third most important historical figure was _____ because _____. The fourth most important historical figure was _____ because _____. The least important historical figure in Chinese history of the five we studied was _____ because _____.

Mandarin Miscellany

普通话集锦

pǔtōnghuà jíjīn

Add your own visuals (with your students) to make these award cards even more motivating for your students!

Who, what, where, and when!

人物，事件，地
点，时间

rénwù shìjiàn dìdiǎn shíjiān

Historical figures everywhere!

到处都有历史人物！

dào chù dōu yǒu lì shǐ rén wù

A very influential person

一个非常有影响力的人

yī gè fēi cháng yǒu yǐng xiǎng lì de rén

Changing the course of Chinese history!

改变中国历史的 进程！

gǎibiàn zhōngguó lìshǐ jìnchéng

Five famous figures in Chinese history

中国历史上的五个名人

zhōngguó lìshǐ shàng de wǔgè míng rén

Hua Mulan and Lady Sun are legendary Chinese women.

花木兰和孙尚香是中国妇女中的传奇人物。

huā mùlán hé sūn shàngxiāng shì zhōngguó fùnǚ zhōng de chuánqí rénwù

Kong Zi was not respected by Qin Shihuang

秦始皇不尊重孔子

qín shǐhuáng bù zūnzhòng kǒngzi

Admiral Zheng, he had an adventurous life!

海军上将郑和的一生很 爱冒险！

ǎijūn shàngjiàng zhèng hé de yīshēng hěn ài màoxiǎn!

Picture File Cards – Shrink or enlarge as needed for posters, playing cards, and so on. Use your own photos or search the Internet for more.



Statue of the First Emperor at the San Diego Chinese Museum.

Photo by Sally Fox