



# CHINA

## A simulation of ancient Chung Kuo, the world's most ancient civilization

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This simulation is dedicated to the memory of Chuck Stanearth, the inspiration for Chung Kuo and a true man of history. He will forever be a partner in this endeavor—and a friend in our hearts.

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## PURPOSE/OVERVIEW - 1



### Purpose

China is not “China” in China! Rather it’s Chung-Kuo, the Central Kingdom. China is the longest continuous civilization the world has ever known, stretching from prehistory to the present; therefore, it is unique when compared to the West. The purpose of this simulation is to have your students learn about and participate in the “ways” of ancient Chinese history and culture, so different from our western civilization “ways,” yet so remarkably influential on how our “ways” have evolved.

### Overview

CHINA is organized into five major phases, or *li*. Students may spend about one week on activities in each *li* which focuses on a major aspect of Chinese history, culture, and geography. In these phases, students join one of five clans called a *hsing*, each representing one of the cardinal directions and a unique position in the universe—all symbolically important to Chinese philosophy. Each *li* is briefly described below:

● **Li 1: Introduction to Chinese Culture** After reading a short background essay on the ancient Chinese conception of the universe, each *hsing* constructs a vertical banner depicting the clan name, its sacred animal, season, color, and lucky number—all items representing one of the five essential world elements in Chinese philosophy. Students also draw a freehand map of China, use calligraphy to write Chinese words and numbers (including their own names), and learn about the virtues taught by ancient Chinese mythology. Learning is enhanced by giving and taking notes on tableau performances presented by each *hsing*. (Each *hsing* has its own Student Guide containing background material and directions for various activities.)

● **Li 2: The Great Wall** Students are introduced to Chinese history through analyzing a background essay and building a Great Wall illustrated timeline. They then test their fate on the Great Wall Gameboard by throwing the “I Ching” instead of dice and by answering questions about what they have learned in Li 1 and Li 2. *Hsings* now begin to accumulate Civil Service Points and what they learn to call the Chinese “flying money,” the precursor to modern government promissory notes, or what we know today as “paper money.” Finally, based on their performances in the above competition, students are awarded “clan rank” and complete their Chinese identity badges begun earlier.

## PURPOSE/OVERVIEW - 2

“  
...through  
the maze  
of the  
Forbidden  
City ...  
”

● **Li 3: The Silk Road** Hsings construct 3-D representations of the diverse geographic features they encounter as they “travel” the ancient caravan route and meet Marco Polo. During the journey they listen to the ancient fairy tales of China (many that we often, today, call our own) and use their historical travel experiences to write and illustrate original fairy tale pop-up books. Additionally, each hsing creates one or more Billboards of the Silk Road, advertising the science and technology of China that became so important to the West.

● **Li 4: The Forbidden City** Student clans first make their way through the maze of the Forbidden City while participating in a variety of activities testing their fate with the Yin and the Yang. Next they illuminate the universe with lantern poetry and reach for the heavens with a kite competition, all for the coveted throne of the emperor and the Mandate of Heaven.

● **Li 5: The Banquet of Fortune** In this final li students participate in a tournament where they construct and compete in three of China’s most treasured pastimes: Chinese Chess, Chinese Dominoes, and the ancient game of Go. Students learn brush-painting techniques when not competing in the tournament. As the simulation comes to its end, students have a unique opportunity to sum up their experiences in a personal proverb and a self-made fortune cookie. Then it is time to discover who has gained the Mandate of Heaven!

In summary, using a Civil Service Rubric for self-evaluation throughout the unit as well as participating in activities designed to highlight the “seven intelligences,” students learn the geography, literature, history, art, science, philosophy, and religion of one of the world’s great countries, while using the type of team-building and collaboration for which Interact simulations are best known.

### ■ **Flexibility is a key component**

This simulation is designed to offer you considerable flexibility in time, depth, and configuration of study. You may decide to spend as little as two weeks or up to five weeks involved in the varied activities—depending on how many of the activities you choose to have students complete and how you may wish to embellish the unit of study with your personal curriculum. Consider interrupting and augmenting the unit sequence with appropriate literature, direct lessons about the period, and enrichment materials, for Chinese culture is more than three thousand years rich. Most of all, enjoy yourself. Let your students become as involved and inventive as they are inclined and see what happens. You’ll be amazed!

## SETUP DIRECTIONS - 1

The items listed below are for general use during all li activities. In later tab sections, each li will have its own setup directions.



*If you're fortunate and have a computer(s) in your school linked to the **Internet**, encourage students to use it for their research.*

***Note:** If they find **Internet Home** Pages leading them to excellent information that helps them with their CHINA activities, please have them write us and give us these sources so we can pass them on to other teachers and students across America.*



*This concept is explained on page 11 of the General Student Guide.*

- 1. Setting up a classroom library** A classroom library is essential to facilitate classroom research activities. Books should provide information on the subject of China during ancient and medieval periods—arts, daily life, historical costumes, history of the dynasties, as well as mythology, famous personalities, and traditions and contributions of Chinese civilization. Although much of the information your students will use is provided in CHINA, reference books such as atlases, almanacs, and encyclopedias as well as those giving information about inventions and the events throughout the ages will help students use research skills and feel more involved. Other sources of information and resources are your local travel agents. With travel to China now becoming popular, they sometimes have old travel brochures that they are happy to give away. Check your school and local public libraries for additional resources. If there is a university nearby, many times it has liberal lending privileges for classroom teachers. The more resources you have available, the easier time your students will have in researching the challenges this simulation presents.
- 2. Acquiring activity materials** These materials include construction paper, 5"x8" cards, yardsticks, rulers, crayons, markers, colored pencils, scissors, unlined 8-1/2"x11" paper, butcher paper, paint brushes, hole punch, and yarn as needed. You may not need or have all of these items available. As you preview the activities, you'll be able to determine what is best for your students. However, the greater the variety of materials available, usually the greater the variety in students' products.
- 3. Determining quantity of Civil Service Points** Civil Service Points are the invention of this simulation, but something called "Flying Money" did actually exist and was used like credit or notes of exchange, partially due to a shortage of copper coinage beginning early in the 9th century. Read through each li to determine the quantity of these items you'll award to students/groups for each assignment in a li. As you read through Li 1, decide at what point you will begin awarding Civil Service Points and how many points you will award to meet your classroom criteria. If you wish to speed up things a bit or plan to eliminate a number of activities that would allow a hsing to accumulate money, consider allotting each hsing with a minimum bankroll to start the game. In any case, be sure to duplicate an ample amount so you don't run out at an inconvenient moment. (See Li 1:1 Setup for specifics on how to prepare the Civil Service Points.)

## SETUP DIRECTIONS - 2

4. **Setting aside a place for storage** Here teams will store their materials. In this way, if students are absent, other students will have the team materials they need to continue with the work. Large manila pockets or the large envelopes that close with an attached elastic band are convenient for keeping group papers, etc.
5. **Establishing a classroom atmosphere**
  - a. To enhance your students' study of CHINA, take some time to prepare your classroom to provide an atmosphere of ancient China by displaying maps, pictures, posters, artwork, etc.
  - b. Ideally, large group tables or groups of flat desks pushed together into five groups works best. This arrangement facilitates teamwork on larger activity projects as well as encourages group dynamics. If this is impossible, give teams designated classroom work areas and have them arrange their chairs or desks accordingly.
6. **Understanding the goal of the hsing**
  - a. The hsing, or team, that obtains the greatest number of accumulated Flying Money credits, as verified by its FLYING MONEY CREDIT RECORD, will be honored at the banquet for having won the Mandate of Heaven. It thus becomes the ruling family of Chung-Kuo.
  - b. Hsings accumulate Civil Service Points and Yin-Yang cards recorded on their credit records during the activities you select to use during the time you have allocated for CHINA.
  - c. **Note well:** Award points for any of the activities and assignments or even for behavior during this unit.
  - d. At the end of each li, make sure that all Civil Service Points have been collected from each hsing and recorded on their credit record. At the end of this "audit" you may want to announce which hsing is currently in the lead and perhaps reward its members with an extra good service credit.
  - e. Impress upon students the importance of doing well in each li as their efforts determine who will win the Mandate of Heaven. After all, "The longest journey begins with a single step."

“

The longest journey begins with a single step.

”

## INTRODUCTION - 1

**T**eaching  
tip →

*All Daily Directions in Chung Kuo are meant to suggest, not dictate. We have provided a great deal of material from which you will probably need to select those lessons and activities that meet the needs of your curriculum and students. Feel free to vary any of these to fit your students and your situation. In all li's, you will need to decide how you will distribute the Civil Service Points. Some suggestions are given throughout.*



Welcome to Chung-Kuo. (This is the name the Chinese use for their country and the one we will use from now on.) In Li 1 (“li” in English means the “way” and is pronounced “Lee”) your students will participate in activities that are intended to build team spirit while encouraging individual responsibility. This li includes activities that set

the stage for students to understand a culture whose philosophy and orientation to everyday life is quite different than our own.

### Setup

- 1. Background** In preparation for Day 1 activities, teachers—especially those in the middle-school grades—may wish to provide a unit of study or brief background on prehistoric or early cultures of China—Yang shao, Lungshan, Xia. These cultures primarily developed as river civilizations, much like those of Mesopotamia and Egypt with many similarities to western civilization.
- 2. Resource materials** Assemble resource materials: textbooks, maps and globes, reference books, art prints and artifacts, such as fans, porcelain, silk swatches, etc.
- 3. Student grouping** Decide how you will group your students and how many groups of three to six you want. (The simulation kit has materials for five groups of seven.)
- 4. Group work folders** Set up manila folders for completed student work—one for each group—with the following titles:
  - Zhou Hsing
  - Tang Hsing
  - Han Hsing
  - Sung Hsing
  - Ming HsingStudent groups may want to decorate their folders with appropriate group symbols, etc.



## INTRODUCTION - 2

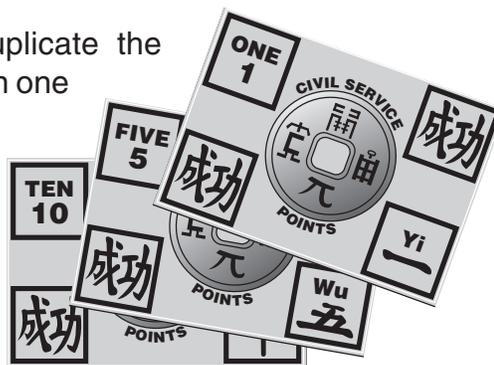


The filled-in map  
(FREEHAND MAP  
OUTLINE KEY) on  
page 17 is for your  
reference.

5. **Duplication** Duplicate the following as indicated and place in marked folders:
- GENERAL STUDENT GUIDE (one per student)
  - **Civil Service Rubric** Duplicate this rubric on a large piece of chart paper for posting in the room. The chart will make it easier for you to refer quickly to a standard when handing out Civil Service Points during class activities. Note also that it is reproduced in the Hsing Student Guides.
  - **Civil Service Points** (a liberal amount to get you started in Li 1 for all classes—see #6)
  - FLYING MONEY CREDIT RECORD (one per group plus some extras)
  - **Map** (an overhead transparency of the blank map on page 16 to use during Day 2: Geography, mapmaking assignment)
  - FREEHAND MAP (one per student)
  - CHINESE VIRTUES GRAPHIC ORGANIZER (one per student)
  - COUNTING CHART (one per student)
  - CHART OF CHINESE CHARACTERS (one per student)
  - CALLIGRAPHY PRACTICE SHEET (one per student)
  - HOW TO WRITE YOUR OWN CHINESE NAME (one per student)

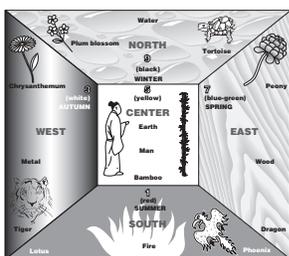
6. **Civil Service Points** Duplicate the Civil Service Points either on one side only or as a two-sided graphic.

- **Two-sided points** Personalize each point by using a unique stamp and colored ink (a Chinese-style stamp and red ink would be great) or simply your initial on the back. This will discourage students from doing their own duplication outside the classroom.
- **One-sided points** Use your stamp down the center of the page so that half your stamp graphic is on each of the two horizontal points. This way you will only need to make four stamps per page rather than eight.
- **Preparation** Cut sheets into separate points and bundle with a rubber band. If you wish to laminate the points, do so prior to cutting. You also might want to punch a hole through the middle of the graphic and give student groups rings on which to store their points.



## DAILY DIRECTIONS - 1

### Day 1: Introduction and organization



*Have the students write a poem or song (use Chinese instrumental music tape) about their hsing. Require them to include their clan's specific behavior as indicated in their I Ching quote and details about their clan's achievements in history.*

1. Before beginning the simulation, set the stage by reading the short passages on Li 1:8 taken from Marco Polo's own writings, *Impressions of China by a Medieval Traveler*. Polo describes the Winter Palace in Beijing (Yenjing) built by Kublai Khan in 1264. The second segment is Polo's impressions when he visited Hangzhou. He called Hangzhou the finest city in the world where the people dressed in silk and the streets were paved in brick and stone.
2. Assign students to their various groups or hings and hand out the Student Guides for each hsing. Explain to the students that they will be involved in a simulation game of ancient Chinese history and that they will participate in a number of activities, both as individuals and as group members.
3. Have students read *The Chinese Universe* background essay in their Hsing Student Guides (pages 1-2). Students will need to study together about the Chinese view of the universe in general. You may want to conduct a review discussion with the class as a check for understanding and perhaps contrast the information in the handout with the general view we commonly hold about creation stories and symbolic representations.
4. Next, students should read page 3 in their Hsing Student Guides. This information provides each hsing its cardinal direction, color, animal, season, and number. An overview is provided for you in this tab section—Li 1:9.
5. Explain that you will award Civil Service Points for effort in citizenship and group participation as well as for the quality of completed work. Call students' attention to the Civil Service Rubric in the Hsing Student Guides on page 4. Review the rubric as a standard for awarding Civil Service Points.
6. Explain that later during the simulation—Li 3: *The Silk Road*—they will learn about the Chinese Flying Money system and the uniqueness of this concept in the ancient and medieval world.
7. Distribute a FLYING MONEY CREDIT RECORD form to each hsing. Clearly set your "banking" times when students can deposit and verify their Civil Service Points. We suggest one day per week as Bank Day when 1st ranking hsing leaders can come to you for this purpose. At that time you can collect the Civil Service Points (for recycling), record their assets, and initial or stamp your verification. You need to decide whether to have hings keep their own FLYING MONEY CREDIT RECORD or file them yourself.

## DAILY DIRECTIONS - 2



*You may choose to have students use red paper or just make a red or red-and-black border around white paper to simulate Chinese color schemes.*

- Using the Hsing Student Guide covers as models, hsings should construct a group vertical banner. You will need to provide lengths of butcher paper cut to a size that best fits your classroom needs as banner paper for each group. Upon completion—one or more class periods will be needed unless you assign the banner's construction as homework—the banners should be hung, preferably above each group's meeting place. (An alternative is to put them on wood stanchions.) Inserting rulers in a curtain-rod-like fold at the top and bottom will hold them straight. Award Civil Service Points for effort and achievement when completed banners are hung.

### Day 2: Geography, mapmaking

- On the FREEHAND MAP ASSIGNMENT sheet designate either the Map of China list or the Map of Asia list as the mapping assignment for your students. Use the blank FREEHAND MAP OUTLINE provided on Li 1:16 to make an overhead transparency.
- Distribute plain white ditto or copy paper and the FREEHAND MAP ASSIGNMENT sheet to each student. Review the directions. Students should understand that they are to carefully copy the map displayed on the overhead onto their paper. At first, some students may feel that this task is difficult, but continued practice with this type of map work pays off by the end of the year. Students learn the shapes of continents and countries more effectively than assignments where maps are traced or already outlined on a copy.
- Some students may need to use an atlas instead of the overhead image if they are uncomfortable with copying from a distance. This is acceptable as long as they do not trace the map.
- Assign a due date for completed maps either individually or as a group and check for accuracy. A FREEHAND MAP OUTLINE KEY is provided on Li 1:17. Award Civil Service Points. You may wish to display selected maps in the room.



*You can also use a grid overlay technique to break down the task into smaller parts.*

### Days 3-5: Chinese Virtues Tableaux

- Have students read the Chinese virtue stories in their Hsing Student Guides, pages 5-6. Each hsing has a different story. Distribute a blank copy of the CHINESE VIRTUES GRAPHIC ORGANIZER to each student. They should be kept in the group folder until the myth presentations, but students should be aware of the ORGANIZER's format ahead of time.

