MEDIEVAL TIMES IN CHINA AND BEYOND

TEACHER’S GUIDE

DVD VIDEO

BY: ALANA SAWATSKY AND MARY CONNOLLY

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Medieval Times in China and Beyond focuses on life in the Middle Ages, centering specifically on the political, social and economic developments in four regions: China, Japan, India, and the Americas. The Middle Ages are considered to be an era between 420CE and 1500CE, in between the fall of the Roman Empire, and the rise of the Renaissance. This time period is often associated with significant European events such as the Battle of Hastings, the Crusades, and Black Death, yet there were many notable advances occurring simultaneously in other regions of the world.

This DVD is narrated by Confucius, a much-revered sage from the earlier era of Ancient China, who returns to shine light on life in the Middle Ages. He first begins in medieval China, describing technological advances and inventions, daily life, as well as the role of trade and exploration – notably through a discussion of the Silk Road. Confucius describes the Mongol invasion of China, and then moves on to the development of the feudal empire in Japan. Medieval government systems and society are compared and contrasted to that of China. The third section focuses on the rise of arts and culture in India, as well as the effects of segregation associated with the development of the caste system. Last, the program moves to the Americas, comparing and contrasting the rise of aboriginal civilizations such as the Olmecs, Aztecs, Mayans, Incas, Great Plains and the Pueblos.

Each section can be viewed independently, or as a sequence, depending on the needs and time of the educator. The Teacher’s Guide complements each section with numerous activities, discussion questions, follow-up activities and assessments. Answer keys to the quizzes and activities are also included for teacher reference.
THE TEACHER’S GUIDE FORMAT

- PRE-VIEWING ACTIVITIES: These are designed to help students access background knowledge that will aid comprehension, as well as help students make connections between the material and their everyday lives.

- COMPREHENSION ACTIVITIES: These are designed in numerous formats, in order to help students identify, categorize and process content information. They include activities such as:
  - Vocabulary Skills, Focus questions, Note-taking activities, and Compare and Contrast.

- FOLLOW-UP ACTIVITIES: These are designed to enhance the material presented, as well as offer direction towards possible extension activities. Discussion questions focus on the ‘big ideas’ being presented, while multiple-intelligence based activities provide students with opportunities for enrichment learning.

- ASSESSMENT AND EVALUATION: Quizzes are provided in order to gauge student learning. They can be used for both formal and self-evaluation.
OVERVIEW OF UNIT ACTIVITIES

PRE-VIEWING ACTIVITIES - ACCESSING BACKGROUND INFORMATION

1. Defining Civilization – Brainstorm and Analysis
   - Students will brainstorm possible definitions of the term civilization, and apply their criteria to a list of possible civilizations.
   - Students will think critically about sensitive issues that may arise when studying new cultures.
   - This activity could also be used at the end of the unit using the examples given in the DVD.

2. Life in Medieval China: What do you Know?
   - 10 high interest true/false questions that are designed to generate interest in the topic, while encouraging students to make connections between prior and new knowledge.
   - Answer Key is provided.

3. Medieval Times in China – Brainstorm
   - Students will gather background information on China and the Middle Ages through two brainstorm questions. Background information is accepted in written or visual format.
   - Students will then identify possible questions or points of interest regarding the topic.
COMPREHENSION ACTIVITIES

1. Vocabulary Terms: Power of Prediction Activity
   - Before viewing the DVD section, students will predict the definitions of important vocabulary terms using text/diagrams/drawings.
   - After watching the DVD section, students will complete the definitions for the vocabulary terms using the info from *China and the Silk Road*, as well as additional text-based resources.
   - Answer Key for Definitions is provided.

2. Note-taking Assignment: The Big Ideas
   - Students will have a list of topics to help focus their attention on the central ideas as they watch the sections: *China and the Silk Road, and Japan*.

3. Compare and Contrast Chart: China vs. Japan
   - Students will identify similarities and differences between medieval China and Japan, and classify information into social and political categories. Some outside resources may be necessary.
   - Answer Key is provided.
FOLLOW-UP ACTIVITIES

1. Discussion Questions: China and the Silk Road; Japan
   - Questions can be used in several formats: paragraph questions, partner discussion – think/pair/share, or as topics for class discussion.
   - Critical-thinking based questions focus on ‘the big ideas’ of the first two DVD sections, and have been designed to give students practice defending their reasoning and opinions.

2. Extension Activities: What Interests Me?
   - Multiple-intelligence follow-up activities that provide options for students to pursue as individual or group projects.
   - This is found at the end of Section Activities.

ASSESSMENT AND EVALUATION

1. Quiz: China and the Silk Road; Japan
   - Answer Key is provided
1. Life in India: What do you know?
   - 5 high interest true/false questions that are designed to generate interest in the topic, while encouraging students to make connections between prior and new knowledge.
   - Answer Key is provided.

2. Life in Medieval India: Brainstorm
   - Students will gather background information on India and the issue of segregation through one brainstorm question.
   - Students will then predict what the social and economic divisions in society were based on.
   - It is important for students to realize that socio-economic divisions exist in all societies, not just India. Also, that examples of segregation often demonstrate power relationships.
   - Other examples of segregation to discuss include:
     - Civil Rights/Segregation – United States
     - Apartheid System – South Africa
     - Jews – Holocaust and Nazi Germany
     - Socially disenfranchised – homeless, mentally ill,
COMPREHENSION & ASSESSMENT ACTIVITY

1. Reflection Assignment: Caste System/Segregation
   □ Students will complete a directed reflection assignment from a choice of two topics.
   □ The objective of the reflection is for students to process the new information they have gained about segregation in India, while also thinking about the implications of social divisions in general.
   □ Marking Rubric is provided.

FOLLOW-UP ACTIVITIES

1. Extension Activities: What Interests Me?
   □ Multiple-intelligence follow-up activities provide options for students to pursue as individual or group projects.
   □ These are found at the end of Section Activities on page 45.
OVERVIEW OF UNIT ACTIVITIES

PRE-VIEWING ACTIVITIES - ACCESSING BACKGROUND INFORMATION

1. Understanding Stereotypes
   - Students will predict the definition of stereotype. They will then derive the correct definition through discussion and research.
   - Students will then discuss possible stereotypes held about different social groups, as well as those represented in Hollywood television and movies.
   - Students will then examine the positives and negatives of stereotypes and relate this to the discussion of Aboriginal (Native Indians) peoples.
   - Answer key is provided.

COMPREHENSION ACTIVITIES

1. Focus Questions
   - These questions focus on information from the DVD section. This could also be used as a comprehension or assessment quiz.
   - Answer key is provided.
1. Discussion Questions: Grasping the ‘Big Ideas’
   - Questions can be used in several formats: paragraph questions, partner discussion – think/pair/share, or as topics for class discussion.
   - Critical-thinking based questions focus on ‘the big ideas’ of the last DVD section, and have been designed to give students practice defending their reasoning and opinions.

2. Extension Activities: What Interests Me?
   - Multiple-intelligence follow-up activities that provide options for students to pursue as individual or group projects.
     - These are found at the end of Section Activities on page 45.
DEFINING CIVILIZATION

Task:

- To determine a definition for the term ‘civilization’
- To use this criteria to compare and contrast different cultural societies.

PART ONE: BRAINSTORM

- Complete the mind map by writing down characteristics that you believe a civilization should have.

**Civilization Criteria**

**Every civilization has...**

Ex. Tools

Definition: A civilization is...
PART TWO: WHAT IS A CIVILIZATION?

- Using the ‘Civilization Criteria,’ choose 3 of the following societies and decide if they fit your definition of a civilization. Provide 3 supporting reasons that help to explain your ‘thesis’.

Choices:

1. Neanderthal Society (ex. Cavemen)
2. Ancient Egypt
3. European society in the Dark Ages
4. Vikings
5. First Nations groups in Canada
6. Contemporary Canada

Choice One: _______________________

Thesis: This society (is)/(is not) a civilization.

Supporting Reasons:

•

•

•
Choice Two: ________________________

Thesis: This society (is)/(is not) a civilization.

Supporting Reasons:
  •
  •
  •

Choice Three: ________________________

Thesis: This society (is)/(is not) a civilization.

Supporting Reasons:
  •
  •
  •
PART THREE: CRITICAL THINKING

Discussion Questions

1. What are some of the advantages of learning about new cultures and societies?

2. What are some of the possible disadvantages of deciding that a certain society is more civilized than another?

3. A friend of yours is going to study a new culture. What advice would you give them to help them show respect to the people of this foreign culture?
TEACHER’S NOTES

PART ONE – BRAINSTORM, MIND MAP

Potential answers include:

Tools, organization, interdependence on a group, form of government or rules, energy source (i.e. fire)

Students may have more sophisticated criteria, such as technology, roads, etc. which could promote a discussion on the essential components of civilization, or the controversial aspects of ranking cultures.

The mind map can be an individual, or pair/small group activity. Once time has been given for brainstorming, potential criteria for determining the definition of civilization can be established as a class. Students will use this definition to complete part two of the activity.

PART TWO: WHAT IS A CIVILIZATION?

In the categorization section, students will provide supporting examples for their decisions. Students can be encouraged to share their answers and defend them with other classmates.

Students should be reminded of the difficult nature of this task, and that classmates may have differing answers and criteria.

PART THREE: CRITICAL THINKING

Questions may serve as points of discussion, or as potential writing topics.
LIFE IN MEDIEVAL CHINA: WHAT DO YOU KNOW?

ACCESSING BACKGROUND KNOWLEDGE

**TASK:** Answer True or False to the following questions. If you don't know the answer, take your best guess!

1. The Chinese invented gunpowder.
2. The main religion in medieval China was Islam.
3. Some people believe that the Chinese may have arrived in North America before the Vikings.
4. China has the largest geographic land area of any country in the world.
5. China has the largest current population of any country in the world.
6. The Mongols were excellent horsemen and warriors.
7. Marco Polo was a man who traveled between Europe and China and traded goods between the two areas.
8. Chinese sailing ships in the Middle Ages were called ‘junks’.
9. Samurai warriors were from China.
10. The religion of Buddhism started in China.
TEACHER’S NOTES

This is an activity designed to pique student interest BEFORE watching the DVD section. It is a warm-up activity that will help focus students on the topic at hand, and hopefully lead to valuable discussion. Student could also be encouraged to discuss their responses with partners and come to a consensus before the answers are revealed.

Answer Key

1. The Chinese invented gunpowder.
   - **TRUE**: The Chinese are acknowledged to have invented gunpowder.

2. The main religion in medieval China was Islam.
   - **FALSE**: The most common religion in Ancient China was Buddhism.

3. Some people believe that the Chinese may have arrived in North America before the Vikings.
   - **TRUE**: While the argument remains in dispute, several historians have made claims that the Chinese reached North America before the Vikings arrived.

4. China has the largest geographic land area of any country in the world.
   - **FALSE**: Currently the country with the largest land area is Russia.

5. China currently has the largest population of any country in the world.
   - **TRUE**: China currently has the largest population. China had an extremely large population in the Middle Ages as well.

6. The Mongols were excellent horsemen and warriors.
   - **TRUE**: The Mongols were a nomadic tribe in medieval China who ended up defeating the Chinese during the medieval era.

7. Marco Polo was a man who traveled between Europe and China and traded goods between the two areas.
   - **TRUE**: Marco Polo used to travel along the Silk Road between Italy and China, with goods to trade between the nations.

8. Chinese sailing ships in the Middle Ages were called ‘junks.’
   - **TRUE**: The Chinese began exploring the world early in the medieval era, and their ships had excellent technology for their time.

9. Samurai soldiers were from China.
   - **FALSE**: Samurai warriors lived in Japan during the Middle Ages.

10. The Buddhist religion began in China.
    - **FALSE**: Buddhism actually originated in India, and spread to China.
MEDIEVAL TIMES IN CHINA – BRAINSTORM

ACCESSING BACKGROUND KNOWLEDGE

TASK: Answer the next two questions using words, diagrams or pictures. Add as many details as possible.

1. What are some things that I already know about life in China?

2. What are some things I already know about the Middle Ages – in Asia, Europe, or the Middle East?

3. What are some things that I would like to learn about while studying medieval China?
**VOCABULARY TERMS: THE POWER OF PREDICTION**

**TASK:**

1. Before watching the DVD, predict the meaning of each of the following key terms. You may show your predictions using words or pictures, and write your answers in the BEFORE columns.

2. After watching the DVD, provide the correct definition in the AFTER column using your new knowledge, as well as other resources.

<table>
<thead>
<tr>
<th>VOCAB TERMS</th>
<th>BEFORE</th>
<th>AFTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foot Binding</td>
<td></td>
<td></td>
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<tr>
<td>Buddhism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tang Dynasty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mongols</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Silk Road</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Junk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shoguns</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### ANSWER KEY

Pictures will vary depending on the student

<table>
<thead>
<tr>
<th>VOCAB TERMS</th>
<th>BEFORE</th>
<th>AFTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foot Binding</td>
<td>The feet of female babies were wrapped tightly so they would remain small.</td>
<td></td>
</tr>
<tr>
<td>Buddhism</td>
<td>A religion that was started by Buddha. Encourages self-discipline and meditation.</td>
<td></td>
</tr>
<tr>
<td>Tang Dynasty</td>
<td>A set of emperors that ruled ancient China for over 300 years.</td>
<td></td>
</tr>
<tr>
<td>Mongols</td>
<td>Members of the nomadic tribes of Mongolia that were excellent horsemen.</td>
<td></td>
</tr>
<tr>
<td>Silk Road</td>
<td>An overland travel and trade route between Europe and Asia.</td>
<td></td>
</tr>
<tr>
<td>Junk</td>
<td>Huge, sailing ships used to travel from China to the west for exploration and trade.</td>
<td></td>
</tr>
<tr>
<td>Shoguns</td>
<td>Japanese military leaders who ruled territories during the Middle Ages.</td>
<td></td>
</tr>
<tr>
<td>Samurai</td>
<td>A person who was part of the warrior class in Ancient Japan.</td>
<td></td>
</tr>
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</table>
### MEDIEVAL CHINA: THE BIG IDEAS

**TASK:** Take point form notes on the following topics. In the first section, your notes will focus on the ‘big ideas’ about medieval China. The second section of notes will be about the same topics, except they will focus on medieval Japan.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Details</th>
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<tbody>
<tr>
<td><strong>DAILY LIFE</strong></td>
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<tr>
<td><strong>ARTS, CULTURE AND INVENTIONS</strong></td>
<td></td>
</tr>
<tr>
<td><strong>RELIGION</strong></td>
<td></td>
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<tr>
<td><strong>FIGHTING, AND DEFENSES</strong></td>
<td></td>
</tr>
<tr>
<td><strong>TRADE AND EXPLORATION</strong></td>
<td></td>
</tr>
</tbody>
</table>
MEDIEVAL JAPAN: THE BIG IDEAS

DAILY LIFE

ARTS, CULTURE AND INVENTIONS

RELIGION

FIGHTING, AND DEFENSES

TRADE AND EXPLORATION
MEDIEVAL CHINA VS. MEDIEVAL JAPAN

COMPARE AND CONTRAST

When we compare and contrast, we are trying to find the similarities and differences between two different places, people or events, in order to understand their cultures and histories more clearly.

Important Terms:

Social – Aspects of society, and culture: What’s life like for the people? (Ex. religion, daily life)

Political – Aspects involving the government and the way the country was run. (Ex. Role of the leaders, military)

Describe the similarities and differences of life in Ancient China, and life in Medieval Japan.

<table>
<thead>
<tr>
<th>Compare (Similarities)</th>
<th>Contrast (Differences)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCIAL</td>
<td>SOCIAL</td>
</tr>
<tr>
<td></td>
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<tr>
<td>POLITICAL</td>
<td>POLITICAL</td>
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<td></td>
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</tr>
</tbody>
</table>
**Important Terms:**

**Social** – Aspects of society, and culture: What’s life like for the people? (Ex. religion, daily life)

**Political** – Aspects involving the government and the way the country was run. (Ex. Role of the leaders, military)

Describe the **similarities and differences** of life in Ancient China, and life in Medieval Japan.

Answers may vary, and these are simply some suggested responses.

<table>
<thead>
<tr>
<th>Compare (Similarities)</th>
<th>Contrast (Differences)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SOCIAL</strong></td>
<td><strong>SOCIAL</strong></td>
</tr>
<tr>
<td>❑ Religion – Buddhism</td>
<td>❑ Japan did not practice the act of foot binding</td>
</tr>
<tr>
<td>❑ Similar customs and traditions</td>
<td>❑ The religion of Shintoism also plays a role in Japanese culture</td>
</tr>
<tr>
<td>❑ Different economic classes existed in both nations – strict boundaries between rich and poor, warriors and civilians.</td>
<td>❑ Different foods and traditions specific to their cultures</td>
</tr>
<tr>
<td>❑ Men and women both lived with different societal expectations.</td>
<td>❑ China would have had a much larger population than Japan</td>
</tr>
<tr>
<td>❑ Both nations were concerned with their defenses – the Chinese with the threat of the Mongols, while Japan with civil war and outside attacks.</td>
<td>❑ Many Japanese men fought as samurai warriors.</td>
</tr>
<tr>
<td>❑ Both nations would have experienced racism from European nations due to their location in Asia</td>
<td>❑ As an island nation, Japan was much more geographically and politically isolated than China</td>
</tr>
<tr>
<td></td>
<td>❑ Japan’s society was very closed to foreign intervention during this time.</td>
</tr>
<tr>
<td></td>
<td>❑ China was ruled by a central power (dynasties), while Japan was ruled by shoguns and warrior clans.</td>
</tr>
</tbody>
</table>
MEDIEVAL CHINA AND JAPAN: DISCUSSION QUESTIONS

These are some of the ‘big ideas’ concerning life in China and Japan during the Middle Ages. When you are considering your answers to these questions, be sure to think about the reasoning behind your beliefs.

1. What do you think would have been some of the challenges of living in medieval China or Japan?

2. What is your perception of the Mongols? How do you think they managed to bring down a strong civilization like China?

3. How did the Silk Road change life in Europe and Asia?

4. How does war affect a country’s trade and economy (the exchange of money)?

5. What was it about medieval China that encouraged so many artistic, scientific and technological inventions to occur?

6. If you went back in time to the Middle Ages, would you choose to live in China or Japan? Be sure to give supporting reasons for your opinion.
LIFE IN MEDIEVAL CHINA - QUIZ

TRUE/FALSE

1. The Silk Road was a travel and trade route between Asia and North America.

2. Chinese society experienced many cultural advances and inventions during the Middle Ages.

3. The lives of rich and poor varied greatly in medieval China.

COMPARE AND CONTRAST: COMPLETE THE CHART USING DETAILED POINT FORM RESPONSES. DESCRIBE TWO SIMILARITIES AND TWO DIFFERENCES OF LIFE IN MEDIEVAL CHINA, AND JAPAN.

<table>
<thead>
<tr>
<th>Compare (Similarities)</th>
<th>Contrast (Differences)</th>
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<tbody>
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<td></td>
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</tbody>
</table>
1. Name three inventions that were created in medieval China.

2. Describe two ways in which Chinese inventions have affected our current lives?

3. How do you think life would have differed for men and women living in China during the Middle Ages?
ANSWER KEY

TRUE/FALSE

1. The Silk Road was a travel and trade route between Asia and North America.
   - False – Trade route between Asia and Europe

2. Chinese society experienced many cultural advances and inventions during the Middle Ages.
   - True – Many scientific, technological and cultural advances occurred during this time period

3. The lives of rich and poor varied greatly in medieval China.
   - True – As in most societies, life differed greatly between social classes. The rich participated in less labor-intensive work, had a richer and more varied diet, and more privileges.

COMPARE AND CONTRAST: COMPLETE THE CHART USING DETAILED POINT FORM RESPONSES. DESCRIBE TWO SIMILARITIES AND TWO DIFFERENCES OF LIFE IN MEDIEVAL CHINA AND JAPAN. ANSWERS WILL VARY.

<table>
<thead>
<tr>
<th>Compare (Similarities)</th>
<th>Contrast (Differences)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Geography – Both located in Asia</td>
<td>- Government: Japan ruled by shogun system, while China was ruled by a central power.</td>
</tr>
<tr>
<td>- Shared similar customs</td>
<td>- Japan was a closed society during this time; they followed a policy of isolationism.</td>
</tr>
<tr>
<td>- Buddhism played a prominent role in both societies</td>
<td>- Chinese society was more concerned with exploration, ship building, and more open to foreign interactions.</td>
</tr>
</tbody>
</table>
1. Name three inventions that were created in medieval China.
   - Answers will include gunpowder, umbrella, paper, wheelbarrow, kite, abacus, paper money, water clock, and noodles, seismograph.

2. Describe two ways in which Chinese inventions and technological advancements have affected our current lives?
   - Gunpowder has contributed to advances in modern warfare, as well as changing the strategy and nature of warfare.
   - The Chinese boat building skills led to advances in exploration, as well as increased trade.
   - Many of the inventions, such as umbrellas, are still used today in North America.
   - Their inventions have led to an increased appreciation for the sophistication of Chinese society.

3. How do you think life would have differed for men and women living in China during the Middle Ages?
   - The act of foot binding leads many to believe that women were thought of as subordinate to men.
   - Women were seen as more 'delicate' than men, particularly in upper classes.
   - Upper class women would have lived more domestic lives than men.
   - In lower classes, the roles of men and women might not have differed to such a large degree, as both sexes would have contributed to the economic success of the household.
   - Many traditional gender roles would have been visible – such as women doing most of the cooking and cleaning.
LIFE IN MEDIEVAL INDIA: WHAT DO YOU KNOW?

ACCESSING BACKGROUND KNOWLEDGE

**TASK:** Answer True or False to the following questions. If you don't know the answer, take your best guess!

1. People living in India were divided into different social groups.

2. The main religion in India is Christianity.

3. Indians living in the Middle Ages played cards, chess and the sport of polo.

4. Reincarnation is important to many people living in India.

5. The social group who were forced to do the dirtiest and most difficult manual labor work in India were called the Brahmins.
Note to Teachers:

This is an activity designed to pique student interest BEFORE watching the DVD section. It is a warm-up activity that will help focus students on the topic at hand, and hopefully lead to valuable discussion.

Answer Key

1. People living in India were divided into different social groups.
   - True: The divisions were called the caste system, a hierarchy of social groupings.

2. The main religion in medieval India was Christianity.
   - False: Hinduism was the dominant religion in medieval India, though there are currently many different religions thriving there today.

3. Indians living in the Middle Ages played cards, chess and the sport of polo.
   - True: The Gupta Empire existed in the early Middle Ages from roughly 300-500CE. They had a successful culture and enjoyed many games.

4. Reincarnation is important to many people living in India.
   - True: Reincarnation is the idea that when you die, you are reborn into another body for your next life. This is a key part of Hinduism.

5. The group of people who were forced to do the dirtiest and most difficult manual labour work in India were called the Brahmins.
   - False: Brahmins were considered scholars and priests. The lowest group were called the Untouchables – forbidden to have contact with any other group.
MEDIEVAL TIMES IN INDIA: BRAINSTORM

ACCESSING BACKGROUND KNOWLEDGE

TASK: Answer the next two questions using words, diagrams or pictures. Add as many details as possible, and your information can be historical or recent.

1. What are some things that I already know about India?

2. Predict: People living in India were divided into different groups. What do you think those divisions were based on?

3. What are some examples of how people are divided into groups in our current society?

4. What are some questions you have about life in India?
LIFE IN MEDIEVAL INDIA: REFLECTION

RESPOND TO WHAT YOU HAVE JUST SEEN

We have just viewed examples of segregation in both India, as well as the civil rights movement in the United States. Now it is your turn to explain your opinion about how the quest for power affects people.

Task: Choose ONE of the following questions, and complete a reflection response that consists of words, pictures, quotes, or a combination of all formats. Your reflection will be assessed based on the amount of detail in your reflection, as well as your effort.

Hint: Be sure that your reflection has lots of supporting details, and that your reasoning is explained.

CHOICE ONE:

Why do you think the caste system became so widespread in India?

CHOICE TWO:

In what ways are people separated in 21st century societies?
# MARKING RUBRIC

Reflections will be judged on the following criteria:

## Student Name: ____________________________

<table>
<thead>
<tr>
<th>Category</th>
<th>1</th>
<th>2</th>
<th>3</th>
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</thead>
<tbody>
<tr>
<td><strong>Detail</strong></td>
<td><strong>Writing/Drawing:</strong> There is an attempt to explain the opinions and reactions, but the response seems incomplete.</td>
<td><strong>Writing:</strong> Several reasons are provided to back up their opinions and reactions, but some ideas are a little unclear. <strong>Drawing:</strong> The visuals attempt to explain an idea, but more detail is needed.</td>
<td><strong>Writing:</strong> Many clear reasons are provided that back up their opinions and reactions to the question. <strong>Drawing:</strong> The visuals provide a clear picture of the students’ response. Lots of detail is provided.</td>
</tr>
<tr>
<td><strong>Effort</strong></td>
<td><strong>Writing/Drawing:</strong> More thought, time and effort was needed to properly explain the point of view.</td>
<td><strong>Writing:</strong> This is a good start, but more thought and effort is needed in grammar and/or analysis. <strong>Drawing:</strong> More time and effort would increase the clarity of this reflection.</td>
<td><strong>Writing/Drawing:</strong> The reflection shows that time and attention was given to supporting details, as well as clarity, and/or grammar.</td>
</tr>
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</table>
UNDERSTANDING STEREOTYPES

PREVIEWING ASSIGNMENT: ACCESSING BACKGROUND INFORMATION

TASK: Answer the following in complete sentences.

1. Predict: What does the word stereotype mean?

   A stereotype is...

2. Compare what you wrote with a partner. After this discussion, edit your definition to include any new ideas that you and your partner came up with.

3. Then, compare your ideas to the dictionary definition of stereotype. How does your definition compare?

4. Brainstorm a list of examples of stereotypes in our society today. Use the headings to help you get started:

   What stereotypes exist about the following groups of people:

   - Women
   - Men
   - Homeless people
   - Athletic students ('jocks').
5. Stereotype characters are often a part of Hollywood movies and TV shows. Think of some characters in TV shows and movies that you watch, and describe the stereotype that they represent.

6. What could be some of the negative effects of using stereotypes to describe people? Describe a minimum of 3 effects.

7. Could there be any positive effects of using stereotypes to describe others?

8. What are some stereotypes that are held about Aboriginal/Native peoples? How widely held are these views?
IMPORTANT NOTE TO EDUCATOR:

This assignment deals with topics that are often not discussed because they are viewed as controversial. We have included them here because the conversations that may arise can be very valuable, as students are often anxious to have questions answered that they not normally ‘allowed to discuss.’ For example – stereotypes about teenagers – that ‘they are all shoplifters’ and need to be followed around in stores.

It is important to note that many of these topics are quite sensitive to both students and educators, and can be emotional. It is advisable to do a quick reminder at the beginning of the activity of the sensitive nature of the topic, and that students need to be aware of other people’s feelings. Teachers are also encouraged to emphasize the fact that the objective of this assignment is to recognize the difference between truth and assumptions, and to understand that stereotypes are often complicated.

It is easy to recognize racist comments, but sometimes we ignore statements that seem positive on the outset. For example, the idea that ‘all Asians are smart’ or that ‘all men are strong’. Comments such as these still make assumptions about an entire group of people, and ignore individual differences. Also, when facilitating the discussion, it is advisable to review responses in a structured manner, as students will have lots to say about some of the responses. Also, the questions can be amended to suit the teacher’s preference. Not all answers in the key need to be included.

ANSWER KEY

1. Predict: What does the word stereotype mean?

   A stereotype is... **answers will vary**.

2. Compare what you wrote with a partner. After this discussion, edit your definition to include any new ideas that you and your partner came up with.

   □ Students should **edit** their original predicted definition.
3. Then, compare your ideas to the dictionary definition of *stereotype*. How does your definition compare?

**Definitions should be similar to the following:**

A description or characteristic about a group of people, that is assumed to be true for everyone within the group. Often these beliefs are held without any evidence or proof.

- Ex. All women are bad drivers.

4. Brainstorm a list of examples of stereotypes in our society today. What stereotypes exist about the following groups:

Some possible answers might include:

- **Women** – Bad drivers, always emotional, take forever to get ready, ‘high-maintenance’, less intelligent than men, weaker than men, ‘gold-diggers’– want to marry someone for money

- **Men** – Can’t process emotions, less intelligent than women, never ask for directions, stronger than women, lazy, are reckless drivers, all are athletic, dislike romance,

- **Homeless people** – All are addicted to drugs, they have no home because they don’t want to work, they are lazy, they are weak, they like living on the street, they are worthless to our society, they have no skills, they are not intelligent

- **Athletic students (‘jocks’)** – less intelligent, not sensitive or emotional people, loud and obnoxious, love to party, they all love playing sports

5. Stereotype characters are often a part of Hollywood movies and TV shows.

- These answers will depend on the students

6. What could be some of the **negative effects** of using stereotypes to describe people? Describe a minimum of 3 effects. Answers may include:

- Promotes racist ideas, prevents tolerance from developing

- Makes it acceptable to laugh at, or minimize devastating historical events – ex. Holocaust

- Makes other people feel uncomfortable

- Stereotypes are often hurtful, and untrue
Prevents change, or new laws and regulations from occurring when leaders also hold stereotypes.

Dealing with drug addiction, effects of residential schools, illegal immigration

Hatred is passed on to further generations

7. Could there be any positive effects of using stereotypes to describe others?

- It could be argued that stereotypes are sometimes used in satire to point out mistakes in our thinking, or the existence of stereotypes.
  - Ex. Movie: Borat

- Can lead to a ‘teachable moment’ where we can discuss taboo subjects
  - Ex. How do stereotypes develop in the first place?

- Can lead to discussions where people realize that something they thought was true wasn’t actually so.
  - Ex. The entire continent of Africa is a desert.

8. What are some stereotypes that we hold about Aboriginal/Native peoples?

- They need to be taken care of by the government
  - Ex. The Indian Act – Canadian laws

- They are backwards and primitive

- They are less intelligent

- They are all alcoholics or drug addicts

- They get ‘everything for free’

- They all sacrificed young girls to the gods

- They are all warriors and live in teepees.

Note: This discussion is intended to precede the viewing of the section: The Americas. It is hoped that after viewing the DVD section, and gaining more knowledge through the discussion and questions, students will have a clearer understanding of how stereotypes related to the topic of Aboriginal peoples.
THE AMERICAS: FOCUS QUESTIONS

TASK: While watching the DVD section: The Americas, answer the following questions.

1. Where did the following groups of people live:
   - Olmecs –
   - Aztecs –
   - Mayans-
   - Incas –
   - North American Tribes –
   - Pueblos –

2. How did the civilizations in the Americas use math skills and engineering ideas to help them?

3. Describe some of the uses of the buffalo.

**Matching:**

A. Pueblos ___ Places built to worship the gods
B. Nomadic ___ Tent-like living structures
C. Teepees ___ Lived in the adobe houses
D. Temples ___ Lifestyle is based on travel in order to find resources.
1. Where did the following groups of people live:
   - Olmecs - Mexico and parts of Central America
   - Aztecs - Mexico and parts of Central America
   - Mayans - Southeastern Mexico, Guatemala, Belize, Honduras
   - Incas – Peru; took over much of South America in different stages of development
   - North American Tribes – Central Canada and United States
   - Pueblos – Southwestern United States

2. How did the civilizations in the Americas use math skills and engineering ideas to help them?
   - Building roads and transportation systems
   - Building earthquake proof buildings (Incas in Peru)
   - Building temples and monuments to the gods
   - Sculpture and Art
   - Farming practices

3. Describe some of the uses of the buffalo.
   - Skins for clothing and shelter
   - Tools and weapons
   - Food
   - Thread for sewing

Matching:

A. Pueblos
   D. Places built to worship the gods

B. Nomadic
   C. Tent-like living structures

C. Teepees
   A. Lived in the adobe houses

D. Temples
   B. Lifestyle is based on travel in order to find resources.
THE AMERICAS: DISCUSSION QUESTIONS

GRASPING THE ‘BIG IDEAS’

These are some of the ‘big ideas’ concerning life in the Americas during the Middle Ages. When you are considering your answers to these questions, be sure to think about the reasoning behind your beliefs.

1. How were the many Aboriginal civilizations in North and South America different from each other?

2. Using examples from the civilizations in the Americas, discuss how the physical geography (landscape) of a region affects the development of a culture.
   - Ex. Coastal civilizations depended on fish for food.

3. What are some examples of how First Nations people depended on animals for survival?

4. What were some of the technological advances that were developed by the Olmecs, Aztecs and the Incas?

5. How do you think life would have differed for tribes that were ‘nomadic’, and groups that lived in cities?
The theory of Multiple Intelligences was first put forward by Howard Gardner in his 1983 publishing Frames of Mind: The Theory of Multiple Intelligences. Gardner proposed that the traditional definitions of intelligence did not account for many of the skills and abilities that humans display, and argues that a more inclusive idea of ‘intelligence’ should be embraced.

This psychological and educational theory has been accepted by many educators, and the assignment and extension projects in this section have been designed with Gardner’s theory in mind. By offering students choice in their assignments and presentation formats, we give them more opportunities to excel.

Further information regarding Gardner’s theory:

- [www.education-world.com/a_curr/curr054.shtml](http://www.education-world.com/a_curr/curr054.shtml)
- [www.newhorizons.org/strategies/mi/front_mi.htm](http://www.newhorizons.org/strategies/mi/front_mi.htm)

**ACTIVITIES, PROJECTS, AND EXPLORATIONS**

1. **Art:**

   *Create and design an original masterpiece:*

   - Scale model of a Chinese ‘junk’.
   - Collage that represents the significant features of Buddhism.
   - Ceramic pottery and decorate the pottery using some of the ancient Chinese designs.
   - Scale model of Machu Pichu – the lost city of the Incas.
2. **Drama and Theater:**

   *Work with a group and prepare a dramatic presentation of:*
   - The journey of Marco Polo on the Silk Road.
   - The relationship of a shogun to a samurai
   - The Mongol invasion of China.

3. **Computer projects:**

   - Build a web page for Chinese explorers. Advertise the advantages of ‘junks’ in comparison with European ships.
   - Compare medieval maps of Asia, Europe or the Americas to modern day maps of the same areas. Discuss the similarities and differences of the boundaries on the maps. Discuss reasons for these changes.

4. **Interviews:**

   Interview one of the following people. Prepare for the interview by having your questions ready in advance. Tape record the interview and prepare to present your findings. Interview:
   - Interview a person who runs a print shop. Find out what you can about how the process of printing is carried out.
   - Interview a person who is of Indian origin. Find out what you can about this person's ideas about the caste system.
   - Interview an Aboriginal (Native Indian) person who has lived in a residential school, or on reserve land. Discuss their ideas of racism, and the effects of these initiatives on Aboriginal culture.

5. **Journal:**

   *Write daily journal entries over a period of one week, based upon:*
   - Your ideas of what it might have been like to accompany Marco Polo on his journey on the Silk Road.
6. **Research report:**

*Find out what you can about:*

- The role of women in the Medieval Ages: Write a report from the vantage point of a woman living in that time.

- The mathematical and engineering advances of the Incan civilizations. Research the ways in which they prevented seismic damage to their buildings due to frequent earthquakes. Examine which cities and villages still exist today in the form of ruins.

7. **Compare and Contrast:**

Compare and contrast the similarities and differences between:

- The religious practices in the Middle Ages of Buddhism and Hinduism.

- The Shogun feudal system in Japan and the feudal system in Europe.

8. **Teaching as Learning:**

Create a teaching plan about the "big ideas" for members of your class, or a younger student. After teaching your mini-lesson, reflect on how successful you felt your lesson was, and why. Some ideas could be:

- The caste system in India

- The Aztec civilization in the Americas

- The Leader: Genghis Khan

- The Life of a Samurai Soldier