

# *Asia's Expansion: Treasures and Travels*

## Teacher's Guide

**Grade Level:** 9-12

**Curriculum Focus:** World History

**Lesson Duration:** Two class periods

### Program Description

*China's Unified Empire* (5 min.) – Explores the great dynasties of ancient China and their transformation from a collection of warring states into a single empire. *Lost Treasures of the Yangtze Valley* (31 min.) – Shows how a modern construction project is destroying some of China's ancient artifacts. *Mongols and Warlords* (5 min.) – Examines the end of China's Golden Age, and how feudal warlords made an indelible mark on Japan's history and culture. *India's Faithful* (5 min.) – Profiles the birth and evolution of Hinduism and Emperor Asoka's role in the growth of Buddhism.

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### Onscreen Questions

- How did China become unified?
  - What concerns do archaeologists have about the Three Gorges Dam in China?
  - In what ways did China influence early Japanese culture?
  - How did Buddhism and Hinduism spread beyond India?
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### Lesson Plan

#### *Student Objectives*

- Review basic information about the Three Gorges Dam.
- Discuss some of the benefits and drawbacks of the dam.
- Write an editorial either for or against the dam.

#### *Materials*

- *Asia's Expansion: Treasures and Travels* video and VCR, or DVD and DVD player
- Up-to-date information about the Three Gorges Dam
- Computer with Internet access

## Procedures

1. After watching the video, review basic information about the Three Gorges Dam. You may want to use the following questions to prompt discussion:
  - Where is the Three Gorges Dam being built?
  - What is the purpose of the dam?
  - When did the construction begin? When is the water expected to reach its full height?
  - Who will be affected – positively and negatively – by the dam's construction?
  - Why is the dam's construction so controversial?
2. In your discussions, make sure students understand the following facts:
  - The Three Gorges Dam is being built on the Yangtze River in China.
  - It's the biggest engineering project in China since the Great Wall, and will be the most powerful dam ever built.
  - The dam will be the world's largest producer of hydroelectric power, creating an abundance of non-polluting power for China.
  - Construction began in 1994; completion is expected in 2009.
  - Although the hydroelectric power should help people living in the area, its construction will flood cities, towns, and villages. More than a million people will have to find new places to live.
  - The construction is controversial because the rising waters will engulf shrines, artifacts, and relics from 4,000 years of Chinese civilization. In the Three Gorges area, there are more than 1,200 ancient sites above and below ground. These sites have tremendous historical value, especially regarding the mysterious ancient people called the Ba.
3. Have students work with a partner to create a list of benefits and drawbacks to the building of the Three Gorges Dam. They should use current print and online resources to learn more about this controversial issue. The following Web sites may provide a good starting point:
  - China Online: Three Gorges Dam Project (see chart for summary of arguments)  
[http://www.chinaonline.com/refer/ministry\\_profiles/threegorgesdam.asp](http://www.chinaonline.com/refer/ministry_profiles/threegorgesdam.asp)
  - CNN: China's Three Gorges Dam  
<http://www.cnn.com/SPECIALS/1999/china.50/asian.superpower/three.gorges/>
  - Time for Kids: China's Big Dam  
<http://www.timeforkids.com/TFK/class/wr/article/0,17585,89377,00.html>
4. Finally, have students work individually to create a written piece expressing their opinion of the construction of the Three Gorges Dam. They can create posters, write editorials, or produce their own mock TV or radio public service announcements. They could also write a letter or

journal from the point of view of someone who will be affected by the dam, such as a villager who's being displaced, an archaeologist studying the Ba culture, or the person directing the construction project. Their final pieces should include at least three reasons for or against the construction.

## Assessment

Use the following three-point rubric to evaluate students' work during this lesson.

- 3 points: Students were highly engaged in class discussions; demonstrated a clear understanding of the Three Gorges Dam; showed strong research skills; created a clear and thorough piece including at least three reasons for or against the dam's construction.
- 2 points: Students participated in class discussions; demonstrated an adequate understanding of the Three Gorges Dam; showed on-grade research skills; gave a complete class presentation including three reasons for or against the dam's construction.
- 1 point: Students did not participate in class discussions; demonstrated an incomplete understanding of the Three Gorges Dam; showed weak research skills; gave an incomplete class presentation including fewer than three reasons for or against the dam's construction.

## Vocabulary

### archaeologist

*Definition:* A scientist who studies the life and culture of ancient peoples by uncovering and identifying buried artifacts.

*Context:* While an army of construction workers rushes to complete the dam, a small but dedicated group of archaeologists continues the struggle to salvage the past.

### artifact

*Definition:* An object made or modified by people and representing a culture or a stage in the development of a culture.

*Context:* Enough artifacts have been recovered to fill several museums, but there are many more and time is running out.

### gorge

*Definition:* A deep, narrow passage between mountains.

*Context:* Passage through the gorges is strictly controlled by a network of signal stations.

### shrine

*Definition:* a place that is considered sacred; a place of worship associated with a god or person

*Context:* Fengdu, known as "The City of Ghosts," has become a shrine to the gods of the underworld.



## Academic Standards

### Mid-continent Research for Education and Learning (McREL)

McREL's Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education addresses 14 content areas. To view the standards and benchmarks, visit

<http://www.mcrel.org/compendium/browse.asp>.

This lesson plan addresses the following national standards:

- World History: Era 2 – Understands how agrarian societies spread and new states emerged in the third and second millennia BCE; Era 3 – Understands how major religious and large-scale empires arose in the Mediterranean Basin, China, and India from 500 BCE to 300 CE; Era 5 – Understands the rise of the Mongol Empire and its consequences for Eurasian peoples from 1200 to 1350
- Geography: Human Systems – Understands the patterns of human settlement and their causes
- Geography: Environment and Society – Understands the changes that occur in the meaning, use, distribution and importance of resources.

### The National Council for the Social Studies (NCSS)

The National Council for the Social Studies (NCSS) has developed national standards to provide guidelines for teaching social studies. To view the standards online, go to

<http://www.socialstudies.org/standards/strands/>.

This lesson plan addresses the following thematic standards:

- Culture
  - People, Places, and Environments
  - Production, Distribution, and Consumption
  - Science, Technology, and Society
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## Support Materials

Develop custom worksheets, educational puzzles, online quizzes, and more with the free teaching tools offered on the Discoveryschool.com Web site. Create and print support materials, or save them to a Custom Classroom account for future use. To learn more, visit

- <http://school.discovery.com/teachingtools/teachingtools.html>
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## DVD Content

This program is available in an interactive DVD format. The following information and activities are specific to the DVD version.

### How To Use the DVD

The DVD starting screen has the following options:

**Play Video** – This plays the video from start to finish. There are no programmed stops, except by using a remote control. With a computer, depending on the particular software player, a pause button is included with the other video controls.

**Video Index** – Here the video is divided into four parts (see below), indicated by video thumbnail icons. Watching all parts in sequence is similar to watching the video from start to finish. Brief descriptions and total running times are noted for each part. To play a particular segment, press Enter on the remote for TV playback; on a computer, click once to highlight a thumbnail and read the accompanying text description and click again to start the video.

**Curriculum Units** – These are specially edited video segments pulled from different sections of the video (see below). These nonlinear segments align with key ideas in the unit of instruction. They include onscreen pre- and post-viewing questions, reproduced below in this Teacher's Guide. Total running times for these segments are noted. To play a particular segment, press Enter on the TV remote or click once on the Curriculum Unit title on a computer.

**Standards Link** – Selecting this option displays a single screen that lists the national academic standards the video addresses.

**Teacher Resources** – This screen gives the technical support number and Web site address.

### Video Index

#### I. China's Unified Empire (4 min.)

Ancient China consisted of several kingdoms ruled by separate leaders. See how China's first emperor created a unified society and discover the advancements made during the Qin and Han dynasties.

#### II. Lost Treasures of the Yangtze Valley (31 min.)

The Three Gorges Dam is China's largest engineering project since the Great Wall. But at what cost? See how China's plans to prepare for its future may also bury important parts of its past.

#### III. Mongols and Warlords (5 min.)

Discover the changes China went through after the Mongol invasion. And learn how the Chinese culture had an early influence on Japanese society.

#### IV. India's Faithful (5 min.)



Explore ancient India and discover how early religious beliefs laid the foundations for Hinduism and Buddhism.

## Curriculum Units

### 1. A Unified China

*Pre-viewing question:*

Q: How would you go about uniting members of rival sports teams?

A: Answers will vary.

*Post-viewing question:*

Q: What were the achievements of China's first emperor?

A: China's first emperor abolished feudalism and created a centralized government that became the model for later dynasties. He built a network of roads and canals that converged on the new Chinese capital. He standardized the written language and created uniform laws. He also built the original Great Wall of China.

### 2. The Yangtze

*Pre-viewing question:*

Q: What are some major rivers that you know of and where are they located?

A: Answers will vary.

*Post-viewing question:*

Q: Describe the Yangtze River.

A: The Yangtze River begins its journey in the high plateaus of Tibet. At nearly 4,000 miles long, the Yangtze is the third longest river in the world. Its drainage area is the size of Mexico.

### 3. Hanging Coffins

*Pre-viewing question:*

Q: What are some historical sites in your area?

A: Answers will vary.

*Post-viewing question:*

Q: How do you think the hanging coffins above the Yangtze River got there?

A: Answers will vary.

### 4. The Price of Three Gorges Dam

*Pre-viewing question:*

Q: Describe instances when technology or progress created some sort of cultural destruction.

A: Answers will vary.

*Post-viewing question:*

Q: Do you think the archaeological and environmental price of building the Three Gorges Dam is too high?



A: Answers will vary.

## 5. Archaeological Finds

*Pre-viewing question:*

Q: Which ancient cultures do you think were the most advanced?

A: Answers will vary.

*Post-viewing question:*

Q: What do the ancient Yangtze people have in common with ancient Egyptian or Roman civilizations? How do they differ?

A: Answers will vary.

## 6. Planning for a Flood *Pre-viewing question:*

Q: What would you take with you if you were evacuated from your hometown?

A: Answers will vary.

*Post-viewing question:*

Q: How do you think the people scheduled to be evacuated feel about the Three Gorges Dam?

A: Answers will vary.

## 7. Shrines and Temples of the Yangtze

*Pre-viewing question:*

Q: What are some spiritual and cultural artifacts found in your area?

A: Answers will vary.

*Post-viewing question:*

Q: Do you think engineers will be able to save the Yangtze temples?

A: Answers will vary.

## 8. Examining Wu Gorge *Pre-viewing question:*

Q: How many artifacts do you think will be lost when the Three Gorges dam is complete?

A: Answers will vary.

*Post-viewing question:*

Q: What will happen to the Daning River area once the Three Gorges dam is complete?

A: When the dam is complete, the Daning will rise more than 152 meters.

## 9. Navigating Through the Three Gorges

*Pre-viewing question:*

Q: What are some safety measures used on transportation routes in your area?

A: Answers will vary.

*Post-viewing question:*

Q: What are some measures taken to keep boats passing through the Three Gorges safe?

A: To warn ships away from hidden rocks, China maintains some 4,000 warning beacons along the middle and upper Yangtze River, some in anchored metal boats. A network of signal stations strictly controls passage through the Three Gorges area.

## 10. The Dam Project Moves Forward

*Pre-viewing question:*

Q: What do you think the Yangtze River area will be like in 20 years?

A: Answers will vary.

*Post-viewing question:*

Q: In your opinion, will the completed Three Gorges Dam be a success or failure?

A: Answers will vary.

## 11. Chinese-Japanese Connections

*Pre-viewing question:*

Q: Why do societies sometimes view outsiders as a threat?

A: Answers will vary.

*Post-viewing question:*

Q: What is a samurai?

A: A samurai is a highly trained Japanese warrior. These warriors lived by a strict code of conduct, requiring them to show courage, loyalty, courtesy and pride at all times. Keywords: China, dynasties, warlords, Tang, Sung, Mongols, Silk Road, Japan, samurai

## 12. From the Vedic Age to Hinduism and Buddhism

*Pre-viewing question:*

Q: What beliefs does your religion or culture share with others?

A: Answers will vary.

*Post-viewing question:*

Q: What was life like during the Vedic Age?

A: Aryan society was built on castes, a system in which every person is born into a fixed social class. Brahmanism was the main religion during the Vedic Age. According to tradition, only priests of the highest caste, the Brahmins, could perform rituals and sacrifices to the Vedic nature gods.