

# *Destiny Determined: Power and Ritual in Asia:* Teacher's Guide

**Grade Level:** 9-12

**Curriculum Focus:** World History

**Lesson Duration:** One to two class periods

## **Program Description**

*Behind the Great Wall*—Explores the history of the Great Wall of China and the Dynasty of Qin Shi Huangdi. *Story of the Silk Road*—Examines the history of the Silk Road, trade, and the Han Dynasty. *Secrets of the Samurai*—Explores the science and technology of Samurai sword making and the Japanese history of ritual. *Between Two Cultures: Japanese in America*—Meet Japanese students living in America and the problems they encounter living with two sets of cultures.

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## **Onscreen Questions**

Segments 1 & 2, Behind the Great Wall and Story of the Silk Road (14 min.)

- Who was powerful in ancient China and how did they display that power?
- What do these choices reveal about the values of Asian civilization?

Segments 3 & 4, Secrets of the Samurai and Between Two Cultures: Japanese in America (32 min.)

- How is Japan a land of rituals and why do they need these rituals?
  - How do rituals affect your cultural world?
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## **Lesson Plan**

### *Student Objectives*

- Create a list of symbols that represent our cultural values.
- Research and develop a list of Chinese and Japanese cultural symbols.
- Create a time line showing the evolution of cultural symbols in China and Japan.
- Report findings to the class.

## Materials

- Paper and pencils
- Computer with Internet access
- *Destiny Determined: Power and Ritual in Asia* video and VCR, or DVD and DVD player

## Procedures

1. Begin the lesson by introducing the idea that every culture has symbols that represent that society's values. Ask the class to identify symbols that represent our cultural values in this society. Record students' responses. Some examples of symbols might include the following:
  - United States flag (symbol of unity)
  - Statue of Liberty (symbol of freedom)
  - White House (symbol of leadership)
  - Capitol building (symbol of democracy)
  - Supreme Court (symbol of justice)
  - Arlington National Cemetery (symbol of heroism)
2. Show students video segments 1 and 3, Behind the Great Wall and Secrets of the Samurai. Discuss the cultural symbols introduced in these segments, including the Great Wall of China, samurai rituals, and Himeji Castle. Guide dogs for the blind
3. Have students choose a partner. Give each team the option to research cultural symbols in China or Japan. Ask each team to develop a cultural time line. The Chinese time line will cover from 221 B.C. to the 17th century, and the Japanese time line from the 12th to the 17th centuries. (These suggested time frames may be modified.) For each period on the time line, students should identify at least one representative cultural symbol.
4. Allow time during class for teams to complete their research. Suggest that students explore the following Web sites for additional information:

### *China*

- <http://www-chaos.umd.edu/history/imperial.html#first>
- <http://www-chaos.umd.edu/history/ancient2.html>
- <http://www-chaos.umd.edu/history/imperial3.html#yuan>
- <http://www-chaos.umd.edu/history/modern.html>
- <http://www-chaos.umd.edu/history/modern2.html>
- <http://www-chaos.umd.edu/history/modern3.html>
- <http://www-chaos.umd.edu/history/republican.html>
- <http://www-chaos.umd.edu/history/republican2.html>
- <http://www-chaos.umd.edu/history/republican3.html>



- <http://www.asterius.com/china/china2.html#Qin>
- <http://www.asterius.com/china/china3.html>
- <http://www.asterius.com/china/china4.html>

### *Japan*

- <http://www.japan-guide.com/e/e2133.html>
  - <http://www.wsu.edu:8000/~dee/TOKJAPAN/WARRING.HTM>
  - <http://www.jinjapan.org/kidsweb/japan/i.html>
  - <http://www2.kanawa.com/japan/history.html#kamakura>
  - <http://www.belmont.edu/philosophy/courses/Japanhist.html>
  - <http://www.askasia.org/image/maps/timejape.htm>
  - <http://www.himeji-castle.gr.jp/index/English/>
5. Ask teams to present their findings. Record them for discussion.
  6. Conclude the lesson by asking the class to compare these examples of Chinese and Japanese cultural symbols. What does each set of symbols reveal about the culture.

### *Assessment*

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

- **3 points:** Students researched the topic carefully and thoroughly; developed a thoughtful and comprehensive time line; participated actively in class discussions.
- **2 points:** Students researched the topic; developed a competent time line; participated somewhat in class discussions.
- **1 point:** Students did not complete their research; developed a time line with gaps and/or inaccuracies; did not participate in class discussions.

### *Vocabulary*

#### **Great Wall of China**

*Definition:* A fortress built around the country that extends 6,400 kilometers from the Bo Gulf of the Yellow River to north-central China; the Great Wall was built by Emperor Shi Huangdi of the Qin Dynasty in the year 200 B.C.

*Context:* Because the world was so unsettled during the Qin Dynasty, the emperors built the Great Wall as a way to keep out invaders.

#### **Himeji Castle**

*Definition:* A large, indestructible Japanese fortress that originally was built in 1333; it was transformed into a three-story castle in 1581 and expanded into a five-story structure in 1601.

*Context:* The Himeji Castle is so well built that it has never been damaged, even during World War II.

#### **Qin dynasty**



*Definition:* Period in Chinese history between 221 and 206 B.C. when a strong central government was established in China

*Context:* Shi Huangdi, the first emperor of the Qin dynasty, set up a strong central government and standardized the country's weights and measures, currency, and writing system.

### **samurai**

*Definition:* Members of the warrior class in Japan; they influenced Japanese culture from the 11th through the mid-19th centuries.

*Context:* The samurai introduced a unique system of values and conduct that prized personal honor and obedience as well as loyalty to their lords.

### **Silk Road**

*Definition:* The network of primary trade routes linking China and Europe that was used from 100 B.C. to the 1500s

*Context:* Although its name came from the major silk trade carried out along this network, the Silk Road brought many other items to China, including new ideas.

## **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/>.

This lesson plan addresses the following national standards:

- Geography – Human Systems: Understands the nature and complexity of Earth's cultural mosaics
- Language Arts – Viewing: Uses viewing skills and strategies to understand and interpret visual media; Reading: Uses reading skills and strategies to understand and interpret a variety of informational texts

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

NCSS has developed national guidelines for teaching social studies. To become a member of NCSS, or to view the standards online, go to <http://www.socialstudies.org>

This lesson plan addresses the following thematic standards:

- Culture
- People, Places, and Environments
- Power, Authority, and Governance
- Production, Distribution, and Consumption
- Global Connections

## 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. Behind the Great Wall (7 min.)

Travel back in time to learn about the origins and construction of the Great Wall. Built by Emperor Qin, the wall protected Chinese civilization from outside marauders.

#### II. Story of the Silk Road (7 min.)

The Han dynasty expanded the Great Wall to protect China's burgeoning trade along the Silk Road.



### III. Secrets of the Samurai (23 min.)

In an era of warlords and violence, samurai warriors earned distinction as skilled swordsmen and master craftsmen. Many generations later, some samurai rituals endure in Japan.

### IV. Between Two Cultures: Japanese in America (9 min.)

For Japanese students in America, life means balancing two distinct cultures. Take a look into the lives of some students at an American high school and its neighboring Japanese academy.

## Curriculum Units

### 1. The Great Wall

*Pre-viewing question*

Q: Is a wall a good way to protect a society?

A: Answers will vary.

*Post-viewing question*

Q: Why was the Great Wall built?

A: It was built as a barrier to protect civilized China from the outside world's "barbarians."

### 2. Emperor Qin

*Pre-viewing question*

Q: What does it take to unify a country under one ruler?

A: Answers will vary.

*Post-viewing question*

Q: What were some of Emperor Qin's contributions to China?

A: A unified writing system, a standardized weight and measurement system, better roads and canals for transportation, and the Great Wall.

### 3. Building the Wall

*Pre-viewing question*

Q: What materials do you think were used to construct the Great Wall?

A: Answers will vary.

*Post-viewing question*

Q: How was the Great Wall built?

A: Compressed earth filled in the spaces between parallel wooden planks that were laid down as wide apart as the wall's thickness. The process of watering and stomping down the earth was continued until the wall stood tall and long.

### 4. The Han

*Pre-viewing question*

Q: What is expansionism?

A: A policy of territorial growth by a nation.



*Post-viewing question*

Q: Why was the Great Wall important to the Han?

A: It protected the Silk Road, thereby ensuring continued trade for China. Trade was the most important income during the Han rule.

## **5. Trade and Buddhism**

*Pre-viewing question*

Q: How might modern-day China be different if trade had not blossomed along the Silk Road?

A: Answers will vary.

*Post-viewing question*

Q: Why did Buddhism become popular in China?

A: It offered a promised escape from suffering through prayer, good work, and devotion. Buddhism also offered a promise of eternal happiness.

## **6. The Samurai**

*Pre-viewing question*

Q: Do you think samurai warriors were more highly skilled than modern U.S. forces?

A: Answers will vary.

*Post-viewing question*

Q: Who were the shogun?

A: Supreme military commanders who lived in clans

## **7. Samurai Sword Making**

*Pre-viewing question*

Q: Do you think the samurai were superstitious?

A: Answers will vary.

*Post-viewing question*

Q: What were some samurai superstitions relating to their swords?

A: Samurai believed that each sword had its own personality. An evil sword maker would make an evil sword; therefore, only men of high morals could become samurai sword makers.

## **8. Swordsmanship**

*Pre-viewing question*

Q: Would the samurai still be legendary were it not for their swords?

A: Answers will vary.

*Post-viewing question*

Q: What was the difference between Japanese and European swordsmanship?

A: The Europeans focused on straight thrusts, while the Japanese focused on moving their swords in a continuing circular motion, creating big slashing motions.



## 9. Battle Dress

*Pre-viewing question*

Q: What is the best material for armor?

A: Answers will vary.

*Post-viewing question*

Q: What were the benefits of the samurai composite armor?

A: It was more flexible than the metal armor worn by Europeans, and it offered greater ease of movement.

## 10. Way of the Gun

*Pre-viewing question*

Q: Why would the introduction of the gun create more violence?

A: Answers will vary.

*Post-viewing question*

Q: Why did the samurai begin building castles?

A: The fortresses protected their warlords from the new gunnery.

## 11. Himeji Castle

*Pre-viewing question*

Q: Why was it necessary to heavily fortify samurai castles?

A: To protect the warlords against invaders.

*Post-viewing question*

Q: What do you think is most impressive about Himeji's design?

A: Answers will vary.

## 12. End of the Samurai

*Pre-viewing question*

Q: Where in your world do you see Japanese traditional values?

A: Answers will vary.

*Post-viewing question*

Q: How did samurai warfare end?

A: One warlord defeated his rivals in the late 1600s with the use of guns and he united all the clans.

## 13. Scarsdale High

*Pre-viewing question*

Q: Why might it be difficult for Japanese students to adjust to American life?

A: Answers will vary.



*Post-viewing question*

Q: What are the largest obstacles facing Japanese students in American public schools?

A: Language barrier and limited English skills, different school clothes because Japanese students wear uniforms, and different foods.

#### **14. Retaining Japanese Culture**

*Pre-viewing question*

Q: What are some benefits and drawbacks for international students attending American schools?

A: Answers will vary.

*Post-viewing question*

Q: What are some benefits and drawbacks of attending a specialized school like Keio Academy?

A: Answers will vary.

