### JOURNEY TO THE WEST

**SECTION 1: Teachers Notes - Understanding the Story and Putting it into Context**

#### What Children Like about *Journey to the West*:
This tale is the best known of the Classics in the West. With magic, animals and a good dose of cheeky behaviour alongside deities that try their best to help, it can easily appeal to all ages and is a good place to start amongst the four classics for KS2.

#### When was the story set?
- Based on the real life of the monk Xuan Zang (ca.602-664) who made a 17-year journey to India and back to collect Buddhist scriptures.
- Xuan Zang wrote his own account of his travels on which the novel is partly based.
- The modern city of Xi’an stands on the site of Tang Dynasty Chang’an, and you can still see the pagoda built to house Xuan Zang’s scriptures.
- Xuan Zang lived during the reign of Taizong, 2nd emperor of the Tang Dynasty (618-907).
- The Tang Dynasty was another of China’s golden ages, when its capital Chang’an was the largest city in the world.
- The wealth of the Tang Dynasty was built on trade along the Silk Route that stretched from China to the shores of the Mediterranean.
- Buddhism was the principal religion of China, but Islam reached the Tang capital during the reign of Taizong.

#### Implications:
In literary terms the book is interesting for its creation of a story from an interpretation of true events that left a physical presence, some of which remain intact and can be visited today. It reveals just how important diverse characters are to good story telling in any language. In a cross curricula sense, the story reminds us of another time when China’s influence over global affairs was large, as it is now. Linked to global flows, a very current topic, the story shows the importance of trading routes and how cultural exchange (in this case religion) can occur alongside commercial exchange.

#### What was happening elsewhere in the world at the time?
- **England & Europe**: end of Roman Empire; Dark Ages; Moors invade southern Spain.
- **Near East**: Byzantine Empire.
- **Americas**: middle Maya period in Mexico.
- **India**: King Harsha, ruler of North India, establishes diplomatic relations with China.

#### When was the story written?
Written in the 2nd half of the Ming Dynasty (1368-1644) when corruption in central and local government was increasing.

#### What was happening elsewhere in the world at the time?
- **England & Europe**: Tudor period- Henry VII and Elizabeth I; Spanish Armada; Reformation; Age of Discovery.
- **Americas**: Cortez in Mexico, Pizarro in Peru; Spanish in Mexico; Raleigh in Virginia.
- **Middle East**: Suleiman the Magnificent.
- **India**: beginning of Mogul Period – Akbar the Great.
### SECTION 2: Lesson activities - Cross-curriculum, Chinese Language & Bi-cultural

#### 2 a: Cross-curriculum

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| Literacy & ICT      | Multi-media presentation | Describe the characteristics of a person in words, sounds and pictures. Connect the characteristics to the actions of the character. | Non-digital:  
- Digital:  
- Prezi: Online presentation tool using ‘blank canvas’. Good for uploading images/sound.  
- Bubblr: Create a short presentation with speech bubbles. Photos can be uploaded from Flickr.  
- Voki – to create avatar of character. Upload sound files. |

#### Differentiation

**Less able children** are given a selection of sound files and pictures and a list of potential characteristics including inappropriate ones.

More able discuss how the nature of the characters affects their interactions with other characters in their part of the story.

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| Geography          | The challenges of travel  
- In the story Xuanzang and his disciples travel from China to India. The real life Xuanzang made this journey, starting in a city now called Xi’an in China and ending in a city in Afghanistan called Jalalabad.  
- Use atlases and/or on-line maps (see resources) to find these two cities investigate the kind of journey Xuanzang made. What challenges did they face where and why, given they travelled by foot and horse?  
- How could you make the same journey today and what different challenges would you face? | Evaluation and appreciation of the challenges in travelling across long distances now and in the past.  
**Connections to other SoW for other Classics:** The importance of knowing a language when travelling! | Non-digital:  
- Atlas  
- Map of China  
Digital:  
- [Map of Xuanzang’s route to the west](http://en.wikipedia.org/wiki/Xi’an)  
- Use ‘tripline’ to create your own reenactment of the journey  
- [http://tripline.net/](http://tripline.net/). If you don’t have own photos of places upload photos from [Flickr](http://www.flickr.com) of places on the route eg ‘Liangzhou’. |

**Assessment Opportunities (AFL)**  
- Generally: how easily and effectively did the child work in finding, selecting and interpreting information?  
- How much ICT technical and/or group work help did the children need to create and articulate their presentation?  
- How creative was their selection of sounds, pictures and general presentation?  

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<td>More detailed description of the territory between the two countries can be explored and linked to longitude and latitude for example.</td>
<td>- The city of Xi’an can be looked at in more detail. How might you travel to the city from your school’s location? How might you travel between tourist sites within Xi’an? (The city has an airport, ring-roads, train stations and metro).</td>
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| Art and design     | The faces of Monkey  
- Monkey is one of the most popular characters in all of Chinese literature and tradition. He still appears today in lots of films, TV programmes and other media in modern China. He is often known by his name Sun Wukong or as the Monkey King.  
- Investigate different images of Monkey and comment on their differences along dimensions such as purpose of the image, media type, country of origin.  
- A version of the stage show is coming to your town. Ask the children to create their own image of Monkey in whatever medium as a poster for the show.  
If ICT is available the online poster publishing application ‘Glogster’ could be used (see resources). | Understand the importance of interpretation (personal and cultural) as well as purpose when characters from books are illustrated. | Non-Digital:  
- Materials to create a poster.  
Digital:  
- Online poster creator: [Glogster](http://www.bbc.co.uk/blogs/olympics/2008/05/monkeys_journey_begins.html)  
- Monkey images:  
  - BBC Olympics Beijing 2008: [http://www.bbc.co.uk/blogs/olympics/2008/05/monkeys_journey_begins.html](http://www.bbc.co.uk/blogs/olympics/2008/05/monkeys_journey_begins.html)  
  - Damon Albarn/Royal Opera House production: [http://www.youtube.com/watch?v=NR7EEoOwIdg](http://www.youtube.com/watch?v=NR7EEoOwIdg)  
  - Metro article showing new and original TV series: [http://www.metro.co.uk/metrolife/818941-monkey-tv-series-filming-begins-on-cult-revamp](http://www.metro.co.uk/metrolife/818941-monkey-tv-series-filming-begins-on-cult-revamp) |
| Differentiation | Extension | |
| Children provided with an example of how an image can be interpreted along the different dimensions. Children able to justify their choices of design and medium within their own representation. | How does a current mascot design of a multi-cultural event hosted in a single country (e.g. Olympics or other international sports event) represent both many cultures and the host country or whatever else it sets out to represent? Ask children to:  
- list attributes of mascot  
- discuss which attributes most represent host country  
- discuss how mascot has mass cross cultural appeal |
<table>
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<tr>
<th>Assessment Opportunities (AfL)</th>
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<tbody>
<tr>
<td>- Generally: how easily and effectively did the child work in finding, selecting and interpreting information?</td>
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<td>- How eloquently can the children talk about how design reflects purpose and cultural origins?</td>
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<td>- How creatively have they used their chosen medium to connect their design criteria to their design/art?</td>
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<tr>
<td>Generally: how easily and effectively did the child work in finding, selecting and interpreting information?</td>
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### 2b: Chinese Language

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</table>
| **1. New to Chinese:** When speaking in English about the story or when reading the story, the teacher intersperses words in Chinese. The children when talking about the story add the occasional word in Mandarin. | All levels *(to be used selectively at level 1):*  
西游记 *xī yóu jì* Journey to the West  
西 *xī* West  
游 *yóu* journey, travel  
记 *jì* record, remember  
玄奘 *Xuán Zàng*  
孙悟空 *Sūn Wùkòng* Monkey  
猪八戒 *Zhū Bājiè* Piggy  
沙僧 *Shā sēng* Sandy  
观音 *Guān Yīn* Guanyin  
佛 *fó* Buddha  
佛教 *fó jiào* Buddhism  
和尚 *héshàng* Buddhist monk  
道士 *dàoshi* Daoist monk  
很 *hěn* very  
什么？ *what？*  
**Level 1 sentence patterns**  
玄奘是和尚。*Xuán zàng shì hé shàng*  
Xuanzang is a Buddhist monk.  
孙悟空是猴子。*Sūn wù kǒng shì hóu zi*  
Sun Wukong is a monkey.  

g五戒是猪。*Zhū bā jiè shì zhū*  
Zhu Bajie is a piggy  
沙僧是妖怪。*Shā sēng shì yāo guài*  
Shaseng is a monster.  
白龙马是龙。*Bái lóng mǎ shì lóng*  
Bailong is a dragon. | The children understand that this story is a translation and that Chinese is ‘real’. | Digital:  
Pictures of Chinese versions of book  
**Differentiation**  
More or less integration of vocabulary into oral English recounting of story. Whether more able children can not only remember translation (Chinese to English) but also English to Chinese. | The teacher explains the connections between pin-yin *(phonetic version of Chinese)* with the pictorial/logographic characters. See also, if non native teacher  
**Assessment Opportunities (AfL)**  
Whether children remember any Chinese vocabulary when prompted e.g. How do we say Monkey in Chinese?  
Whether children are seen to engage more in story when Chinese introduced into its reading. |
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| **2. Some level of Chinese** (e.g. learning at upper elementary / primary KS2(UK)) | **Level 2:** (including any words also from Level 1)  
宗教 zōng jiào religion  
佛教 fó jiào Buddhism  
道教 dào jiào Daoism  
信仰 xìn yǎng belief in religion  
勇气 yǒng qì courage  
诚信 chéng xìn honesty, integrity  
虔诚 qián chéng piety, devotion (to a religion)  
决心 jué xīn determination, will-power  
**Level 2 sentence patterns:**  
我不是和尚/道士。Wǒ bùshì héshang/dàoshi  
I am not a Buddhist/Daoist  
你是和尚/道士吗？Nǐ shì héshang/dàoshi ma?  
Are you a Buddhist/Daoist?  
你信仰什么？Nǐ xīnyǎng shénme  
What is your religion?  
他信仰佛教。他信仰道教。tā xīnyǎng fójiào tā. xīnyǎng dàojiào  
He believes in Buddhism. He believes in Daoism.  
他不信仰佛教他信仰道教。tā bù xīnyǎng fójiào , tā xīnyǎng dàojiào.  
Children reinforce their current level of Chinese by having to use it in somewhat unfamiliar circumstances, avoiding rote repetition without thinking of sentence patterning. | **Learning Objectives (LOs):**  
Integration of new vocabulary into shorter / longer sentence patterns and/or multiple linked sentence patterns.  
**Digital:** Use word magnets to create sentences on interactive whiteboard. Download at http://www.triptico.co.uk/. Word magnets are part of Triptico’s desktop application suite. |

<table>
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<td>Integration of new vocabulary into shorter / longer sentence patterns and/or multiple linked sentence patterns.</td>
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**Use this more complicated sentence patterns and encourage children to insert alternative vocabulary from the ‘all levels’ and ‘level 2’ vocabulary lists:**  
玄奘是 一个 和尚 Xuánzàng shì yī gè héshàng  
Xuanzang Is a Buddhist monk  
玄奘 是一个很有勇气的和尚 Xuánzàng shì yī gè hěn yǒuyǒngqì de héshàng  
Xuanzang Is a courageous Buddhist monk  
玄奘信仰 佛教。 Xuánzàng xīnyǎng fójiào  
Xuanzang believes in Buddhism  
玄奘 虔诚的信仰佛教。 Xuánzàng qiánchéng de xīnyǎng fójiào  
Xuanzang is very committed (religiously) to Buddhism.  
孙悟空 很有勇气。 Sūnwùkōng hěn yǒuyǒngqì
<table>
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<th>Real Reads Chinese Classics</th>
<th>Scheme of Work</th>
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<tbody>
<tr>
<td>He doesn’t believe in Buddhism, he believes in Daoism.</td>
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<td>Monkey is very brave</td>
</tr>
<tr>
<td>你 信仰 佛教 吗 nǐ xīn yǎng fó jiào Do you believe in Buddhist ma?</td>
<td></td>
<td>猪八很常有决心。Zhūbājiè hěn yǒu jué xīn</td>
</tr>
<tr>
<td>Pigsy is very determined</td>
<td>沙僧 很有 诚信。 Shā sēng hěn yǒu chéng xīn</td>
<td>Sandy is very honest</td>
</tr>
<tr>
<td>Assessment Opportunities (AFL)</td>
<td></td>
<td>How many times any single new word can be correctly incorporated into a new sentence pattern and how many new words are worked with.</td>
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<td>Fluency with which know sentences can incorporate new vocabulary. Maintenance of pronunciation when using new words in know sentence patterns.</td>
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### Activity

3. **Beginning to develop competence (e.g. learnt at upper elementary/primary/KS2 (UK) and upwards or in latter stages lower senior/high school/KS3 (UK))**

Provided in the vocabulary section is the poem about Creation from the beginning of the novel. Use a dictionary to make a literal word by word translation. Then ask the pupils to turn it into good expressive English. Compare the versions created with those in available English translations (such as Arthur Waley – Monkey). Explore the linguistic reasons for the more precise Chinese and the more wordy English.

**Note:** Poem in pin-yin

混沌未分天地乱，茫茫渺渺无人见。 
自从盘古破鸿蒙，开辟从兹清浊辨。 
欲知造化会元功，须看西游释厄传。

**Level 3:** You might wish to cover also words from Level 1 and 2 including the exercise of Level 2 expecting children not to need the prompts of suggested sentence patterns as well as those from poem.

**Poem:**

混沌未分天地乱，茫茫渺渺无人见。 
自从盘古破鸿蒙，开辟从兹清浊辨。 
欲知造化会元功，须看西游释厄传。

**Learning Objectives (LOs)**

Children understand how language reflects cultural differences in how meaning is transferred but still understood.

**Resources**

Non-digital

http://www.esrc.ac.uk/my-esrc/grants/RES-000-22-3338/read provides an article that exemplifies Chinese cultural differences in face processing and their importance. Download Elementary/Primary/KS2 (UK) Mandarin Chinese SoW containing other tang poetry and associated exercises at http://www.thechinesestaffroom.com/resources/lesson-plans/10-09-16/celebrating-mid-autumn-moon-festival-scheme-work-no-3-series

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<tr>
<td>More or less help in finding words in dictionary or more or less provision of a number of words already translated. More or less lines of poem already translated into good English to provide an example that can be followed.</td>
<td>Either look at other (Tang ) poems or look at Chinese art where spaces have more meaning than spaces in Western art (where spaces are connected with user’s need in Chinese culture to interpret more for themselves) or perform literal and sense translations of Chinese being learnt in general lessons by pupils. Similar work can be done in other languages with bilingual children present in the class.</td>
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</tbody>
</table>

**Assessment Opportunities (AFL)**

Successful translation (both literal – character by character and literal – good English) as well as insightful thoughts about how different languages convey meaning in different ways.

The activities above have been graded according to ability in terms of length of study of Mandarin.

1. simple vocabulary for beginners
2. more advanced vocabulary, including abstract ideas, for intermediate students. Use some of the religious terminology for cultural investigation (linked to activity 2 of the bi-cultural section – see below).
3. An exercise in discovering how Chinese poetry increases understanding of how Mandarin works as a language. This is not as difficult as it may first look and is an excellent starting point for more advanced students to develop both their linguistic and cultural knowledge.
### 2c: Bi-Cultural

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<tr>
<td><strong>Ours, yours or both?</strong></td>
<td><strong>Appreciation of cultural similarities and differences through their identification e.g. universal cultural interests (e.g. magic), minor differences (Emperors versus Kings and Queens), larger differences (story based around Buddhism versus own religion)</strong>&lt;br&gt;<strong>Connections to other areas of SoW</strong>&lt;br&gt;Activity 1 is performed across all books and books ordered into having a more or less shared cultural foundation (so placed on a continuum)**</td>
<td><strong>Non-digital:</strong>&lt;br&gt;A template of a continuum&lt;br&gt;&lt;br&gt;<strong>Digital:</strong>&lt;br&gt;Use Polldaddy to collate the results of the class.</td>
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**Differentiation**<br>Work in groups and require less elements or work as individuals requiring more elements!<br>Provide a list of elements of the story for the children to place on a continuum.<br>

**Extension**<br>Children select a book of their own choice and think through which elements of the story they consider Chinese children will relate more or less to. Can be shared with a partner school in China and involve a book known to be familiar to partner school.<br>

**Assessment Opportunities (AFL)**<br>(applies to all activities)<br>- Can children describe any cultural similarities / differences they have learnt about?<br>- Can children comment on the importance of any cultural differences/similarities they have learnt about?<br>- How they came about?<br>- Whether we should become more or less culturally similar?
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<tr>
<td>Differentiation</td>
<td>Pupils either search for objects and develop own criteria or are given objects and criteria to comment on.</td>
<td>Pupils look at the rise of Christianity in China starting with the fact (see resources) that more people go to Christian churches in China than in the whole of Europe. Or for a more simple extension look at what other religions are represented in China or look at Buddhism in own community of country. Or look at how technology makes journeying and general cultural exchange easier today and how that can have certain cultural consequences (e.g. Western brands and values arriving in China).</td>
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**Assessment Opportunities (AFL)**

- Can children describe any cultural similarities / differences they have learnt about?
- Can children comment on the:
  - importance of any cultural differences/similarities - they have learnt about?
  - how they came about?
  - whether we should become more or less culturally similar and whether that would be a good idea?
### Activity  
**Bi-cultural objects (book based)**

Either children pick-out, or teacher suggests, objects mentioned within the book that are of particular cultural significance to China. Their significance then and now is explored. Examples might include:
- Dragons (rather than scary or evil in China are considered as worthy and powerful especially as regards control over weather)
- The Lotus Flower (Buddhist symbol of birth)
- Sandalwood (Of Indian origin, used as incense by Buddhists in both India and China, used to make furniture in both China and India)
- Jade (known from ancient times as a gem, comparable in West to diamonds)
- Princess Iron Fan is the owner of the Iron Fan. Iron fan is the only magic weapon that can put out the fire on the Flaming Mountains.

### Learning Objectives (LOs)

Children learn the different cultural importance, and use, attached to different objects in different countries.

### Resources

**Non-digital:**

**Digital:**

- **BM Chinese Jade – with examples.**
- **Sandalwood:** China Today article [http://www.chinatoday.com.cn/English/e200310/p68.htm](http://www.chinatoday.com.cn/English/e200310/p68.htm)

### Differentiation

Teacher suggests, versus children find, own objects to explore. Note if children choose own, it might turn out that there is less cultural significance than thought.

### Extension

Children select a flower or plant, wood, mineral or jewel that they consider reflects their country or community and justifies their choice.

### Assessment Opportunities (Afl)

- Can children describe any cultural similarities / differences they have learnt about?
- Can children comment on the importance of any cultural differences/similarities they have learnt about?
- How they came about?
- Whether we should become more or less culturally similar?
### Activity

**A moment in time across the world**

Children investigate what happened in the children’s country of origin when the Chinese classic story was happening. Relevant information given in the introduction and also in the resources section.

Children relate the time of the story to their own national history comparing and contrasting:
- time of strife or time of harmony.
- standard of living
- type of living

Record findings on interactive whiteboard. If used as a homework activity children can record their findings on a virtual class sticky notes board ‘Linoit’

### Learning Objectives (LOs)

- Understanding that the current cultural and economic importance of a country varies in history.
- Understanding that cultural differences are created as the history of a country develops.

**Connection to other SoW**

Activity is performed across all books. Comparisons and contrasts drawn out. Was one country always more civilized than another?

When in history has own country undergone similar period of travel to other countries or internal struggle or period of stability and progression?

### Resources

**Digital:**
- Tang (China):
- Anglo Saxon (UK)
  - BBC mini Anglo Saxon site [http://www.bbc.co.uk/history/ancient/anglo_saxons/](http://www.bbc.co.uk/history/ancient/anglo_saxons/)


For extension podcasting activity: [Audacity_Podomatic](http://www.audacity-podomatic.com) and [Garageband (Mac)](http://www.garageband.com). To record [Easispeak mics](http://www.easispeak.com)

### Differentiation

Children provided with resources that contain information they require or have to search for them to a greater or less extent.

Children provided with a way of displaying the information e.g. a table versus they create this themselves.

More able children are asked to predict changes in the cultural and economic status of countries in the future.

### Extension

Present the information in the form of a history radio programme by creating a podcast. Use audacity/podomatic or garagebank (see resources above) and share with partner school or other school learning Chinese or

Children repeat activity exploring another country that is neither their own nor China and compare it with China and their own country at that moment in history

### Assessment Opportunities (AFL)

Are children able to talk of the greatest and smallest difference?

Are children able to wonder about the significance of any difference in what ever terms they choose?