

**THE WATER MARGIN****SECTION 1: Teachers notes -Understanding the story and putting it into context**

**What children like about *The Water Margin*:** An ancient story of heroes, outlaws, rebellion centered around a lake in China make this a questioning tale of right and wrong and the role of power in making these judgments. The large number of characters creates a vision that the children enjoy embracing. Important elements of Chinese culture that have relevance today including friendship, family duty and ethics feature amidst the struggle.

**When was the story set?**

- Set at the beginning of 12<sup>th</sup> c during the Song Dynasty (960-1279) before a 200 year period of invasion by northern nomadic peoples, including Mongols
- Divided into Northern (960-1127) and Southern Song (1127-1279) after invaders forced them to move their capital from Kaifeng in north China to Hangzhou in the south
- Novel is a mixture of historical fact and folk-tales
- Tells story of 106 outlaws who take refuge in the marshlands of Shandong province in north-east China
- The outlaw leader, Song Jiang, and others are mentioned in real historical records
- Story ends with the outlaws being pardoned and sent to fight against the emperor's real life enemies: both internal rebellions and invading nomads

**Implications:**

It is impossible not to compare the outlaws of the Water Margin with the tales of Robin Hood and his Merry Men. Both are stories of righteous men driven beyond the law by injustice, and both end with the heroes being brought back into loyal service, with mixed consequences. As with the moralities exhibited in Journey to the West, however, it is not always possible to reconcile some of the Chinese outlaws' behavior with our image of the noble hero, more worthy than those who outlawed him.

**What was happening elsewhere in the world at the time?**

- *England, Europe & Middle East*: Henry I King of England; 1<sup>st</sup> Crusade ends in capture of Jerusalem 1099
- *Americas*: Mayas in Mexico
- *India*: rise of Islam in India

**When was the story written?** Attributed to Shi Nai'an (ca.1296-1372). China was under Mongol occupation during Yuan Dynasty (1271-1368). Empire in the grip of famine, floods, popular unrest and incompetent government

**What was happening elsewhere in the world at the time?**

- *England & Europe*: Edward III King of England; 100 Years War – battles of Poitiers and Crecy; the Black Death
- *Americas*: Inca and Aztec Empires
- *Middle East*: foundation of Ottoman Empire
- *India*: Mongol invasion of N India by Tamerlane (Timur)

## SECTION 2: Lesson activities - Cross-curriculum, Chinese Language &amp; Bi-cultural

## 2 a: Cross-curriculum

Area of Curriculum	Activities	Learning Objectives (LOs)	Resources
<b>Geography</b>	<p><u>Changing Marshlands</u></p> <p>1. Show the current location of what were the marshlands in the book on a map (i.e. Dongping Lake in Shandong Province). Ask the children / pupils how the geography of the area has changed and why they think it has?</p> <p>Answer- During the period of the story the Yellow River passed through the area with Mount Liang as part of the territory. The Yellow River moved North and the only element of the marshland that remains today is Dongping Lake. As sediments filled the land, it was reclaimed.</p> <p>Why might a marshland with a mountain within it, be a good place for a lack of government control / rules?</p> <p>2. Study a local marshland and see whether it too is changing either from natural or man-made pressures.</p> <p>- what type of marshland is it? - why does it exist?</p>	<p>- Understanding that the geography of our planet is always changing</p> <p>- Exploring how humans play a part in that change and its implications</p>	<p><u>USA</u> Marshes of the USA <a href="http://en.wikipedia.org/wiki/Category:Marshes_of_the_United_States">http://en.wikipedia.org/wiki/Category:Marshes_of_the_United_States</a> New York State University statistics on loss of wetlands in USA <a href="http://www.water.ncsu.edu/watershedss/info/wetlands/wetloss.html">http://www.water.ncsu.edu/watershedss/info/wetlands/wetloss.html</a> United States Environmental Protection Agency <a href="http://water.epa.gov/type/wetlands/people.cfm">http://water.epa.gov/type/wetlands/people.cfm</a></p> <p><u>Australia</u> See Kakadu National Park as well as others <a href="http://www.environment.gov.au/parks/kakadu/index.html">http://www.environment.gov.au/parks/kakadu/index.html</a></p> <p><u>UK</u> Romney Marsh including wind farm <a href="http://en.wikipedia.org/wiki/Romney_Marsh">http://en.wikipedia.org/wiki/Romney_Marsh</a> Cley marsh Norfolk <a href="http://www.norfolkwildlifetrust.org.uk/cley.aspx">http://www.norfolkwildlifetrust.org.uk/cley.aspx</a> Search on 'Faversham marsh' and 'gravel' to see latest on this initiative and counter initiatives</p> <p><u>Artificial constructed wetland</u> that copies the removal of sediment and pollutants by natural marshlands <a href="http://en.wikipedia.org/wiki/Constructed_wetland">http://en.wikipedia.org/wiki/Constructed_wetland</a></p>

	<ul style="list-style-type: none"> <li>- does it have any important natural functions (e.g. flood defence, habitat for unusual plants or animals, removal of pollutants)?</li> <li>- does it have any important functions for humans? (i.e. is it a nature reserve / a place for people on holiday to visit or does it defend houses from floods)?</li> <li>- are there any controversies surrounding the marshland under study (e.g. filling in for housing / farming/ protection or not of species diversity /over fishing/ industrial use such as extraction of gravel or peat /effect of pollution)?</li> <li>- has it changed in the past, how is it changing or what might cause it to change or to stay in the same state?</li> </ul>	<p><b>Differentiation</b></p> <p>Provide more or less information on local/national marshland yourself rather than requiring that the pupils undertake the research themselves.</p> <p>Expect more able to children to articulate both sides of any debate on human effects on marshlands</p>	<p><b>Extension</b></p> <p>Investigate the life of the Marsh Arabs within the marshes of Mesopotamia The names means ‘in between rivers’, in this case the Tigris and the Euphrates, which flow from eastern Turkey, through what to day is called Iraq, to The Gulf. The Euphrates also flows through northern Syria.</p> <ul style="list-style-type: none"> <li>- how extensive is the history of the marshes?</li> <li>- what is its geography?</li> <li>- what were the central parts of the culture that grew around the marshes for 1000s of years?</li> <li>- how did the reign of Saddam Hussein and the Iraq war change the marshes and the life of the marsh Arabs?</li> </ul> <p><b>Resources</b></p> <p>NASA pictures comparing marshes between the 70s and the year 2000  <a href="http://earthobservatory.nasa.gov/IOTD/view.php?id=1716">http://earthobservatory.nasa.gov/IOTD/view.php?id=1716</a>          Smithsonian article on the redevelopment of the marshes after the Iraq war  <a href="http://www.smithsonianmag.com/people-places/marsh.html">http://www.smithsonianmag.com/people-places/marsh.html</a>          Construction of a reed house in the Marshes  <a href="http://www.youtube.com/watch?v=VXjNTEVwxQA">http://www.youtube.com/watch?v=VXjNTEVwxQA</a></p> <p>Look up the book the ‘Marsh Arabs’, a Penguin Classic written by Wilfred Thesiger about his time visiting the area in the 1960s before its destruction          What would a book of a study of your local marshland area look like in comparison?</p> <p><b>Assessment Opportunities (AFL)</b></p> <p>Are the children able to transfer their knowledge to think about</p> <ul style="list-style-type: none"> <li>- how their local environment has changed over time through natural and human causes?</li> <li>- how human causes are thought to be a the centre of climate change (and related debates)?</li> </ul>
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Area of Curriculum	Activity	Learning Objectives (LOs)	Resources
<p><b>Science (late elementary / primary school or early secondary/high school)</b></p>	<p><b><u>Chinese steelmaking ahead of its time</u></b>  Refer the children to page 41 and hence how 'Resourceful' Wu designed a special weapon like a spear with a steel hook at the end. One hundred men were trained to use it to trip up the horses, which fell like dominoes as they were attached to each other to create a wall of steel.</p> <p><i>Do the children know how steel is and was made?</i></p> <p>Iron (Fe) that is easily removable from other minerals is present in the form of hematite (Fe<sub>2</sub>O<sub>3</sub>) iron (III) oxide. It needs to be heated to remove the oxygen. Carbon is added to the melting process as carbon-iron bonds are stronger helping to break the oxygen-iron bonds.</p> <p>Steel is a form of iron ore containing (&gt;0.3-2.2% carbon. Wrought iron has virtually no carbon (0.0-0.3%). Cast iron has the most carbon (&gt;2.2%)</p> <p>The Song Dynasty was characterized by the development or art, science and technology. As the Song Dynasty expanded it needed steel for military purposes, tools for the kitchen and farm as well as within new canals built to join up cities. Today 95% of metal used is steel.</p>	<p>Understanding of how steel is made and its relationship with the element iron</p> <p>Appreciation of Song Dynasty as an era of rapid development</p> <p>Appreciation of its use in modern day living</p> <p>Exploration of recycling and the continual development of technology in its reproduction (recycling of steel without heating it and releasing carbon dioxide)</p>	<p>Video of steel making <a href="http://www.youtube.com/watch?v=9l7JqonyoKA">http://www.youtube.com/watch?v=9l7JqonyoKA</a></p> <p>Current large manufacturer of steel in China (note ability to switch website between Chinese and English) <a href="http://www.baosteel.com/">http://www.baosteel.com/</a></p> <p><b>Uses of steel booklet</b> produced by the World Steel Organization (in English and the second link provides the same in Chinese. Paper copies can be ordered.</p> <p>English - <a href="http://worldsteel.org/dms/internetDocumentList/bookshop/Steel-and-You-2010/document/Steel%20and%20You.pdf">http://worldsteel.org/dms/internetDocumentList/bookshop/Steel-and-You-2010/document/Steel%20and%20You.pdf</a></p> <p>Chinese - <a href="http://worldsteel.org/dms/internetDocumentList/bookshop/Steel-and-You-2010/document_zh/%E9%92%A2%E9%93%81%E5%92%8C%E4%BD%A0.pdf">http://worldsteel.org/dms/internetDocumentList/bookshop/Steel-and-You-2010/document_zh/%E9%92%A2%E9%93%81%E5%92%8C%E4%BD%A0.pdf</a></p> <p>Child friendly recycling website that includes steel recycling <a href="http://www.ollieworld.com/recycle/index.html">http://www.ollieworld.com/recycle/index.html</a></p> <p>American steel recycling website <a href="http://www.recycle-steel.org/">http://www.recycle-steel.org/</a></p> <p><b>Cambridge University Document</b>  Steel solid bonding as a way of reusing steel without melting it - see page 8  Categories of steel and recycling potential - see page 3  <a href="http://www.lcmp.eng.cam.ac.uk/wp-content/uploads/WellMet2050-Conserving-our-metal-energy-Sept-2010-Web.pdf">http://www.lcmp.eng.cam.ac.uk/wp-content/uploads/WellMet2050-Conserving-our-metal-energy-Sept-2010-Web.pdf</a></p> <p>Note in 2011 the People's Bank of China issued silver coins of the outlaws of the marsh. <a href="http://www.silvercoinstoday.com/2011-chinese-outlaws-of-the-marsh-silver-coins-issued/105430/">http://www.silvercoinstoday.com/2011-chinese-outlaws-of-the-marsh-silver-coins-issued/105430/</a></p>

	<p>Importantly and ahead of its time, steel was produced by blasting air through it to reduce the carbon content. In the West this method was only developed much later, in the industrial revolution, through the Bessamer process. Previously carbon was introduced wrought iron to make steel.</p> <p>Using the 'Uses of Steel Booklet' – see resources children list the uses of steel in the booklet, in their school, at home and devise categories for them (e.g. packaging, consumer goods, vehicles, industrial machinery, construction see page 3 of Cambridge document in resources). Children draw a recycle steel diagram to show how steel is recycled in their area (e.g. can bank or doorstep recycling. Note steel can be recycled endlessly.</p>	<p><b>Differentiation</b></p> <p>More confident or older children explore and debate the carbon footprint of steel - should we reduce our consumption of steel given the amount of CO2 emissions required to (re)create it - should we use the solid re-bonding of steel is investigated</p>	<p><b>Extension</b></p> <p>Children investigate how their school could recycle more or use less of it.</p> <p>Local museums investigated as a source of information about steel an steel making in local area.</p> <p><b>Assessment Opportunities (AfL)</b></p> <p>Children are able to independently research and discuss different uses of steel. Assess lateral connections/understanding of global responsibilities eg, carbon footprints/recycling etc.</p>
<b>Area of Curriculum</b>	<b>Activities</b>	<b>Learning Objectives (LOs)</b>	<b>Resources</b>
<b>History, Art and Design</b>	<p><b><u>Making and comparing Chinese Armour</u></b> Following an introduction to Chinese armour (see resources) that might include: - explaining the essential element of Chinese armour 'mountain pattern armour' made of</p>		<p>A history of Chinese armour <a href="http://en.wikipedia.org/wiki/Chinese_armour">http://en.wikipedia.org/wiki/Chinese_armour</a> A slide show of both the Song and later Yuan dynasty <a href="http://www.youtube.com/watch?v=FilHUqnCtBs&amp;feature=related">http://www.youtube.com/watch?v=FilHUqnCtBs&amp;feature=related</a> Further details and a template for mountain armour and instructions of</p>

<p>steel - interlocking pieces backed by cloth or leather - noting it is possible early versions of mountain pattern armour were made of iron or copper - previous materials from which Chinese armour was made include leather, stone and iron - showing the template for mountain pattern armour alongside the character for mountain 山 <i>shān</i>. - explaining that this armour was used to cover parts of the body that need to move whereas others were covered with plate armour The children make their own mountain pattern armour from paper rather than metal. They time themselves and comment on each others quality of production and extent of production. Note some will produce more of low quality and some will produce less of high quality. You might get both in same child! They extend their thoughts to commenting on how much work it would take to produce, out of metal, a whole body armour.</p>		<p>how it interlocks <a href="http://www.armorarchive.org/essays/Shanwenkia.pdf">http://www.armorarchive.org/essays/Shanwenkia.pdf</a> Another template of mountain armour that can be used to create a paper version <a href="http://en.wikipedia.org/wiki/File:Chinese_Mountain_Scale_Scheme.jpg">http://en.wikipedia.org/wiki/File:Chinese_Mountain_Scale_Scheme.jpg</a></p>
	<b>Differentiation</b>	<b>Extension</b>
	<p>More confident children design their own shape of armour based on the design criteria that is has to interlock and be made of metal. What shape might they choose? Less confident children can be helped to interlock the individual 'mountains'.</p> <p>Children can be given a way of assessing armour (e.g. points out of ten for quality and time taken to interlinking how ever many units) or devise their own within a group.</p>	<p>Can compare with the armour of Japan of a not dissimilar period (1270 onwards) used by Samurai soldiers. This was chain mail (Kusari – Japanese mail armour) so was made of rings either stitched onto leather or between leather to conceal it. The rings tended to be smaller than the European chain mail equivalent. <a href="http://en.wikipedia.org/wiki/Kusari_(Japanese_mail_armour)">http://en.wikipedia.org/wiki/Kusari_(Japanese_mail_armour)</a></p>
		<b>Assessment Opportunities (AFL)</b>
		<p>Are the children able to assess the quality of their work and that of others?</p> <p>Are they able to devise a way of assessing the work of others or, if not, show they understanding the importance of both quality and time in design?</p> <p>Do they appreciate that historically things were made by hand and that took time and that the quality of armour needed to be high for obvious reasons?</p>

2 b: Chinese Language					
Activity	Vocabulary	Learning Objectives (LOs)	Resources		
<p><b>1. Nicknames</b></p> <p>In the Water Margin there are many characters including ‘The 36 Heavenly Spirits’ and the ‘72 Earthly demons’, each having their own nickname, such as ‘River Dragon’ or ‘Beautiful Beard’.</p> <p>These nicknames are caricatural based on the person's physical attributes, speaking style or character. A nickname may consist of the prefix such as ‘little’, ‘fierce’ or ‘blue-faced’ followed by an additional component: nowadays in China this would be a surname but in the case of the book is usually something like ‘Rain’ or ‘Beast’ or ‘Arrow’.</p> <p>Create a new nickname for your outlaw, perhaps based on you. Use the vocabulary list and choose a prefix and an additional component to create the nickname. Then create your own ‘Wanted’ poster for you own outlaw. The following details could be added to the poster: ‘Wanted!’ in Chinese is 缉拿 jī ná (note that exclamation marks are not used with characters). A drawn caricature of the outlaw. ‘Reward’ is 奖金 jiǎng jīn. Currency is 元 yuán so ‘Reward 100 Yuan’ would be 奖金一百元 jiǎng jīn yì bǎi yuán Refer to SoW for Dream of the Red Chamber to learn about numbers</p>	<p><b>Prefix:</b></p> <p>大 <i>dà</i> Big            小 <i>xiǎo</i> Little            凶 <i>xiōng</i> Fierce            黑发 <i>hēi fà</i> Black (haired)            金发 <i>jīn fà</i> Blonde (haired)            红发 <i>hóng fà</i> Red (haired)            强 <i>qiáng</i> Strong            快乐 <i>kuài lè</i> Happy            凶险 <i>xiōng xiǎn</i> Deadly            美 <i>měi</i> Beautiful            河 <i>hé</i> River            雨 <i>yǔ</i> Rain            日 <i>rì</i> Sun            月 <i>yuè</i> Moon            快 <i>kuài</i> Fast            铁 <i>tiě</i> Iron</p> <p><b>Additional component:</b></p> <p>龙 <i>lóng</i> Dragon            笑 <i>xiào</i> Smile            矛 <i>máo</i> Spear            剑 <i>jiàn</i> Sword            鹰 <i>yīng</i> Hawk            狗 <i>gǒu</i> Dog            猫 <i>māo</i> Cat            王 <i>wáng</i> King            后 <i>hòu</i> Queen            鬼 <i>guǐ</i> Devil</p>	<p>Learning how to combine Chinese words to create nicknames.</p> <p>Learn about the cultural significance/types of nicknames in contemporary China.</p>	<p><b>Chinese names information:</b></p> <p>More info about the Water Margin  <a href="http://homepage3.nifty.com/suikosai/dankin_dir/dankin_28.htm">http://homepage3.nifty.com/suikosai/dankin_dir/dankin_28.htm</a></p> <p>And  <a href="http://history.cultural-china.com/en/171History5130.html">http://history.cultural-china.com/en/171History5130.html</a></p> <p><b>Chinese name creator:</b>  <a href="http://www.mandarin tools.com/chinesename.html">http://www.mandarin tools.com/chinesename.html</a> You will have be given a first and middle name too but just get children to use the surname (given name) in association with a prefix in the vocab list.</p>		
				<b>Differentiation</b>	<b>Extension</b>
				<p>For LA children the additional component could just be their surname, eg ‘Little Smith’ etc. Alternatively use a Chinese name finder to create a ‘given’ surname. Use Mandarin tools in resources section.</p>	<p>Try some verbal roleplay using their nickname. Either teacher led of children in pairs. 你叫什么? <i>nǐ jiào shénme?</i> What is you name? 我叫。。。 <i>wǒ jiào...</i> (nickname)</p> <p><b>Assessment Opportunities (Afl)</b></p> <p>When the posters are finished get pupils to walk round the classroom and view each others work and choose favorites justifying their answer. Teacher asks pupils to articulate their favourite characters and why.</p>

	上将 <i>shàng jiàng</i> General 蛇 <i>shé</i> Snake/serpent		
Activity	Vocabulary	Learning Objectives (LOs)	Resources
<p><b>2. I am called this because.....</b></p> <p>Using a nickname created from the level one activity above, justify the use of the name by including a ‘because’ statement.</p> <p>‘Because’ in Chinese is 因为 <i>yīn wei</i> so an example could be: 我叫铁龙因为我很强 <i>wǒ jiào Tiě Lóng yīn wei wǒ hěn qiáng</i> ‘My name is Iron Dragon <b>because</b> I am very strong’</p> <p>Lesson could be initiated on the interactive whiteboard with teacher using word magnets (see resources) to show examples.</p>	<p>因为 <i>yīn wei</i> because 很 <i>hěn</i> very 宽舒 <i>kuān shū</i> carefree, relaxed 聪明 <i>cōng míng</i> clever, intelligent 明智 <i>míng zhì</i> wise 美丽 <i>měi lì</i> beautiful 饿 <i>è</i> hungry 狡猾 <i>jiǎo huá</i> cunning, crafty 很会 <i>hěn huì</i> to be very good at... 游泳 <i>yóu yǒng</i> swim(ming) 跑步 <i>pǎo bù</i> run(ning) 睡觉 <i>shuì jiào</i> sleep(ing) 吃饭 <i>chī fàn</i> eat(ing)</p>	<p>Learning how to use ‘because’ to justify. N.B. remember that Chinese likes to use 很 <i>hěn</i> (very) before the adjectival verb for a balanced sound</p> <p><b>Differentiation</b></p> <p>Advanced students could record their statement for use on a podcast/Voki etc.</p>	<p><a href="#">Word magnets</a></p> <p><b>Extension</b></p> <p>Use of 又。又 <i>yòu..yòu</i>” which means ‘both’ ...and’. An example could be ‘My name is Great King because I am <b>both</b> strong <b>and</b> wise.’ which would be 我叫大王因为我又很强又很明智 <i>wǒ jiào Dà Wáng yīn wei wǒ yòu hěn qiáng yòu hěn míng zhì</i></p> <p><b>Assessment Opportunities (AFL)</b></p> <p>Check pupils understanding of the use of 因为 <i>yīn wei</i> by getting students to write their sentence on mini whiteboards and then peer assess. During plenary assess understanding by getting pupils to verbally present their sentences. Also provide incorrect sentences on the whiteboard and get students to amend.</p>
Activity	Vocabulary	Learning Objectives (LOs)	Resources

<p><b>3. Combination of words to create new meaning.</b></p> <p>Use an online Chinese dictionary (see resources) to understand how different Chinese words are frequently combined to create a new word. For example, the word for 'restaurant' 饭店 fàndiàn is literally made of 'rice' and 'hall'</p> <p>In the vocab column, pupils should look up the component words in the dictionary and then decide what they would mean when combined: 3 possible answers are given. Pupils can check which one is correct by inputting each of the choices into the dictionary to compare with the component words.</p>	<p><b>Component words:</b></p> <p>1 电 <i>diàn</i> electric 2 话 <i>huà</i> speech</p> <p><b>Choices:</b></p> <p>1 television 2 telephone 3 computer</p>	<p>Understanding the way Chinese create new words by the use of compound words that combine the meanings of the original characters</p>	<p><b>Digital:</b></p> <p>Chinese dictionary: <a href="http://www.mdbg.net">www.mdbg.net</a></p>
	<p>1 电 <i>diàn</i> electric 2 脑 <i>nǎo</i> brain</p> <p><b>Choices:</b></p> <p>1 television 2 telephone 3 computer</p>	<p><b>Differentiation</b></p> <p>LA : Cut and paste each part of component word into Chinese dictionary to find the combined meaning.</p> <p>HA: Input the English choices into the dictionary. Several translations will usually be given and pupil will have to find the correct translation to match the component words.</p>	<p><b>Extension</b></p> <p>Give children some additional component words and let them determine/guess what meaning would be if combined:</p> <p>电池 <i>diàn chí</i> lit: electric pond (battery) 电梯 <i>diàn tí</i> lit: electric ladder (lift, elevator – n.b. NOT escalator) 客车 <i>kè chē</i> lit: guest carriage (coach) 叉车 <i>chā chē</i> lit: fork carriage (forklift truck)</p>
	<p>1 电 <i>diàn</i> electric 2 视 <i>shì</i> sight</p> <p><b>Choices:</b></p> <p>1 television 2 telephone 3 computer</p> <p>1 火 <i>huǒ</i> fire 2 车 <i>chē</i> carriage</p> <p><b>Choices:</b></p> <p>1 bicycle 2 train 3 motor car</p> <p>1 汽 <i>qì</i> vapour, fumes, steam 2 车 <i>chē</i> carriage</p> <p><b>Choices:</b></p>		<p><b>Assessment Opportunities (AfL)</b></p> <p>Get pupils to show their understand the concept by providing examples in English.</p> <p>Children working independently or in pair to determine the correct answers then get together in groups to share/compare answers.</p> <p>Teacher could use extension words above with all students in plenary to test understanding of concept.</p>

	<p>1 bicycle 2 train 3 motor car</p> <p>1 自行 <i>zì xíng</i> self-propelled 2 车 <i>chē</i> carriage</p> <p><b>Choices:</b> 1 bicycle 2 train 3 motor car</p>		
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<b>c: Bi-Cultural: Global differences and similarities in rebellion</b>			
<b>Activity</b>	<b>Learning Objectives (LOs)</b>	<b>Resources</b>	
<p><b>Activity 1</b> <b>Global Outlaws – different or the same?</b> Define outlaws as people determined to be out with the law and therefore anyone can penalized them as they wish! Outlaws no longer exist in international law! The term outlaw also refers, in more popular culture, to people operating against political systems they disagree with.</p> <p>Note a version of the Water Margin states that the Emperor did a deal with the outlaws to stop fighting the Imperial Court and do help him maintain the integrity of his empire by battling against invaders. In other cases outlaws replace the politicians they fight against to create a new political system.</p> <p>Supply the children with profiles of outlaws. The children analyse these against a number of criteria</p> <ul style="list-style-type: none"> <li>- country of outlaw</li> <li>- system against which outlaw(s) is rebelling</li> <li>- methods used</li> <li>- advantages of outlaws</li> <li>- advantages of politicians /system being rebelled against</li> <li>- different types outcome - death / becoming part of the system /replacing the system</li> <li>- how justified was their action</li> </ul>	<ul style="list-style-type: none"> <li>- Understanding how terms can be popularized to mean something broader and more enjoyable but less factual</li> <li>- Understanding that at times in history in all countries people object to political system and may resort to violence!</li> </ul>	<p><b>Digital:</b> List of outlaws and general information <a href="http://en.wikipedia.org/wiki/Outlaw">http://en.wikipedia.org/wiki/Outlaw</a></p> <p>From least recent to today – specific cases from which profiles can be generated.</p> <p>UK – Robin Hood (1300 - 1400) <a href="http://en.wikipedia.org/wiki/Robin_Hood">http://en.wikipedia.org/wiki/Robin_Hood</a></p> <p>China - Shanlin bandits recruited into the army (within Qing dynasty 1644- 1912 and later in 1937-45 war) <a href="http://en.wikipedia.org/wiki/Pacification_of_Manchukuo#Bandits">http://en.wikipedia.org/wiki/Pacification_of_Manchukuo#Bandits</a> <a href="http://en.wikipedia.org/wiki/Shanlin">http://en.wikipedia.org/wiki/Shanlin</a></p> <p>USA – Old West (1800s) <a href="http://en.wikipedia.org/wiki/List_of_American_Old_West_outlaws">http://en.wikipedia.org/wiki/List_of_American_Old_West_outlaws</a></p> <p>Brazil - Cangaço (1800-1900) <a href="http://en.wikipedia.org/wiki/Canga%C3%A7o">http://en.wikipedia.org/wiki/Canga%C3%A7o</a></p> <p>Global - Motorcycle clubs (current) <a href="http://en.wikipedia.org/wiki/Outlaw_motorcycle_club">http://en.wikipedia.org/wiki/Outlaw_motorcycle_club</a></p>	
		<b>Differentiation</b>	<b>Extension</b>
		<p>More confident and older pupils can</p> <ul style="list-style-type: none"> <li>- search for the profiles themselves</li> </ul>	<p>Upload comparison of outlaws onto Wikipedia site on outlaws - <a href="http://en.wikipedia.org/wiki/Outlaw">http://en.wikipedia.org/wiki/Outlaw</a></p> <p>Look at how pirates are portrayed in popular culture – as looking for</p>

<p>Children use their analysis to inquire into:</p> <ul style="list-style-type: none"> <li>- What is more common – differences or similarities in the nature of outlaws?</li> <li>- How does national culture appear (or not) to influence the nature of the outlaw?</li> <li>- Which is the least and most favourite outlaw(s) and why?</li> </ul>	<ul style="list-style-type: none"> <li>- can create the criteria for evaluating the profiles themselves</li> <li>- include fictional characters and compare these to real ones of the same country</li> <li>- debate the legal and moral implications of fighting against a political system you disagree with and doing deals with that system</li> </ul>	<p>treasure, as killers and as trouble makers. Often what they stole they used in the everyday life (e.g. food), often ships surrendered immediately knowing the pirates could fight until death, they were often misplaced people with little choice (e.g. misplaced from Spain to fight as pirates in the Caribbean as different countries were ousted from colonizing America)</p> <p><b>Assessment Opportunities (AFL)</b></p> <p>How clearly can children articulate:</p> <ul style="list-style-type: none"> <li>- the effect of national culture on the nature of outlaws</li> <li>- why outlaws exist</li> <li>- which they like and why</li> </ul>
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Activity	Learning Objectives (LOs)	Resources
<p><b><u>Activity 2</u></b> <b><u>Governing systems across the world</u></b></p> <p>The outlaws challenged laws of the land – but what were the ways in which the world was governed in the period 1100-1200? Introduce or ask that the children research the following:</p> <p><u>China - The Northern Song Dynasty (960-1127)</u> Governing might have been made easier by the period of progress – through inventions (including paper money) and art (often promoted by the Imperial Court). Civil service continued to be efficient and grow with local gentry organizing local areas. Legal system a continuation of previous era. The encouragement of education and block paper printing allowed for an increased sense of organization.</p> <p>It is suggested the following governing systems are looked at</p> <p><u>The Caribbean – Indigenous Taino cultures (1200 onwards)</u> Small communities, small population, Divided into nobles and commoners. Chiefs (both male and female) governed villages with symbolic gestures such as wearing of golden jewelry, living in square rather than round huts and being seated when welcoming guests.</p> <p>Considered as theocracies or tribal chiefdoms</p>	<p>- Appreciation of how different areas of the world in any moment in time have different histories</p> <p>- Comparative knowledge of small governing systems (Taino) with monarchies (Northern Song Dynasty) that begins to have a devolved system with the acceptance that Monarchs must behave within the law (England)</p>	<p><b>The Southern Song Dynasty</b> <a href="http://www.metmuseum.org/toah/hd/ssong/hd_ssong.htm">http://www.metmuseum.org/toah/hd/ssong/hd_ssong.htm</a> <a href="http://en.wikipedia.org/wiki/Song_Dynasty#Civil_service_examinations_and_the_gentry">http://en.wikipedia.org/wiki/Song_Dynasty#Civil_service_examinations_and_the_gentry</a></p> <p><b>Images</b> <a href="http://www.metmuseum.org/toah/hd/nsong/hd_nsong.htm#slideshow1">http://www.metmuseum.org/toah/hd/nsong/hd_nsong.htm#slideshow1</a></p> <p><b>Taino cultures</b> <a href="http://www.metmuseum.org/toah/ht/?period=07&amp;region=cac">http://www.metmuseum.org/toah/ht/?period=07&amp;region=cac</a> <a href="http://en.wikipedia.org/wiki/Ta%C3%ADno_people">http://en.wikipedia.org/wiki/Ta%C3%ADno_people</a> (see cultural and lifestyle section)</p> <p>Images <a href="http://www.metmuseum.org/toah/works-of-art/1997.35.2">http://www.metmuseum.org/toah/works-of-art/1997.35.2</a> 3 cornered face <a href="http://www.metmuseum.org/toah/hi/hi_taino.htm">http://www.metmuseum.org/toah/hi/hi_taino.htm</a> range of objects</p> <p><b>Magna Carta</b> <a href="http://www.bl.uk/treasures/magnacarta/index.html">http://www.bl.uk/treasures/magnacarta/index.html</a> See the people section in particular Details of King John (brother of Richard I, third son of Henry VIII) <a href="http://www.britroyals.com/kings.asp?id=john">http://www.britroyals.com/kings.asp?id=john</a></p>

<p><b>England - The Magna Carta (1215)</b> A document, a written constitution, (that can be viewed online, see resources) written to resolve a crisis but which still has importance today in how England is governed. A complicated situation between King John III, the church, the barons who lorded over villeins and free people able to make their own living.</p> <p>King John entered into conflict with the church by rejecting Langton the Pope's nominated person in the area. In this era the Pope (Pope Innocent III) was head of the Church of England. King John was reliant on barons as a source of military defence. He also charged them high taxes. The Magna Carta helped reduce the powers of the King over lords and made the King subject to the law of the land. William Marshal was a crucial negotiator of the mess!</p>	<p><b>Differentiation</b></p>	<p><b>Extension</b></p> <p>Children / pupils look at the way in which their school is organized and governed. What would they change and why? What are the constraints of changing what they propose? What might other stakeholders think and why and how might they change any views if needed?</p> <p>OR</p> <p>What rules exist within their own network of friends? It is said that most people do not have substantial and regular contact with more than 200 people as beyond that a more organised and often written form of governance is needed.</p> <p><b>Assessment Opportunities (AFL)</b></p> <p>Can children relate the concept of governance:</p> <ul style="list-style-type: none"> <li>- to their own lives in some form</li> <li>- different forms of governance</li> <li>- why forms of governance change</li> </ul>
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