

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

What children like about *The Three Kingdoms*: More easily used at KS3/High school, the way in which this book introduces the concept of strategy appeals to children beginning to understand how individuals fit into a social world. Specifically, the notion that innovative planning can ensure success despite overwhelming odds introduces leadership, followership and the dynamics of allegiances. It helps that it is also a book full of action and passion.

When was the story set?

- Set between the 2nd halves of the 2nd and 3rd centuries CE: 169 -280 CE
- The great Han Dynasty, one of the golden ages of China, is losing its grip on power, and the states of Shu, Wei and Wu emerge as the main contenders for power
- Based on fact and legend and its main characters are some of the most famous leaders and strategists in Chinese history: Liu Bei, Cao Cao, Zhuge Liang and Guan Yu
- Spanning over 100 years of history it includes some of the greatest campaigns and battles of Chinese history: the Yellow Turban rebellion, the Battle of the Red Cliffs
- The novel ends with the, albeit temporary, re-unification of China under the Jin Dynasty.

Implications

This story has characters that reveal the dynamics of political change, bringing to the child a sense of realism provided in an exciting form. It is a story that helps the child grow-up into a world that can be full of strife that is reacted to. In cross curricula terms, the story provides rich detail as to how history develops through the interaction of people who take on different definitions of leadership. It allows for discussions of personal characteristics, specifically comparing and contrasting humble leadership by Liu Bei with the manipulative leadership of Cao Cao.

What was happening elsewhere in the world at the time?

- *England & Europe*: Roman Empire
- *Near & Middle East*: spread of Christianity; Jewish revolts against Rome
- *Americas*: early Mayas in Mexico
- *India*: rise of Kushan empire

When was the story written? Attributed to Luo Guanzhong (ca.1340-ca.1400). Period of transition in China when Mongol invaders of Yuan Dynasty (1271-1368) were being driven out by native Chinese Ming Dynasty (1368-1644)

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 North India by Tamerlane (Timur)

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

2 a: Cross-curriculum: All 3 cross-curricula activities focus on developing thinking skills related to being persuasive. In activity 1 (leaders' speeches) the focus is on oracy. In activity two the persuasion centres around the power of presenting a side of a debate. Activity 3 centres around presenting a battle strategy. A learning objective common to all 3 activities is the ability to construct meaning that is persuasive whether oral, written or diagrammatic.

| Area of Curriculum | Activity | Learning Objectives (LOs) | Resources |
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| Themes of Persuasion/ Opinion: Oracy skills | <p>Leaders' Speeches</p> <p>Create a leadership speech to persuade others to follow the leader. The resources section contains inspiration allowing the children to define general and specific characteristics of good speeches. There are 2 options for this activity:</p> <p>1. In the Three Kingdoms there are 3 main leaders, Cao Cao, Liu Bei and Sun Quan. Choose your favourite leader and write down a list of their leadership characteristics. Then imagine that you are that leader about to take your troops into battle. Create a battle speech that persuades and motivates an army into battle.</p> <p>2. Alternatively, think of any leader or role-model past or present. Write down a list of their qualities and then create a speech that they might give</p> | <p>-Understanding differences and similarities of different leadership speeches and hence the character of leaders</p> | <p>Look on You Tube for example of leadership speeches</p> <p>A selection feature in these links: http://www.youtube.com/watch?v=mQerL6YmxR8 http://www.youtube.com/watch?v=Z2PloBdHeow&feature=related</p> <p>Colonel Tim Collins inspirational speech (UK army - Iraq war 2003): http://www.youtube.com/watch?v=UpdeNch1H8A (reenacted by Kenneth Branagh) Text of speech: http://journal.dajobe.org/journal/2003/03/collins/</p> <p>Martin Luther King 'I have a dream' speech http://www.americanrhetoric.com/speeches/mlkihavedream.htm</p> <p>List of speeches including Australian and Rest of the World leaders: http://www.ourcommunity.com.au/leadership/leadership_article.jsp?articleid=2835</p> |
| | | Differentiation | Extension |
| | | <p>Less able pupils create isolated persuasive sentences as opposed to a flowing speech.</p> <p>More able pupils are required to identify the characteristics of their speech that are the most powerful and effective.</p> | <p>Children list occasions either in the past, now or in the future when they consider they have had, or might have, the opportunity to show leadership. They list 10 reasons why they consider the (potential) experience as leadership, from which they generate their own definition of leadership. Children debate what should be <i>the</i> definition of leadership – can they, and should they, formulate a definition or should definitions be individual?</p> <p>Assessment Opportunities (AFL)</p> <p>- Pupils are able to associate with or choose their own leader from the book or their own world without help.</p> <p>- Pupils actively and constructively peer review each others speeches, by saying whether their language used has been persuasive/motivational.</p> |

| | to their followers/potential followers. Pupils in groups share their speeches and choose the most powerful. Each of these is presented to the class; for example, go outside onto the school field and re-enact a battle speech (followed by a 'charge!' of course). Moderate a discussion on which is the best speech and why. | | - Pupils are able to articulate what makes an inspirational leadership speech. |
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| Area of Curriculum | Activities | Learning Objectives (LOs) | Resources |
| Themes of Persuasion/ Opinion: Literacy (writing) | <p>Building an Army</p> <p>In this activity children practise persuasive writing skills, then assess their effectiveness through class voting at different stages of the lesson.</p> <p>Introduction: Conscription is the compulsory enlistment of people in some sort of national service, most often military service. During the period of The Three Kingdoms military service was abolished, other than in cases of urgency when men might be conscripted for temporary duty. The armies instead comprised of Buqu (部曲), professional soldiers</p> | <ul style="list-style-type: none"> - Writing persuasively. - Understanding the value and power of enquiry. | <p>Military Service in The Three Kingdoms: http://en.wikipedia.org/wiki/Military_history_of_the_Three_Kingdoms See section 'Buqu and hereditary armies' for more information about 'military service' and conscription. List of countries with military service: http://en.wikipedia.org/wiki/Military_service Conscription in the UK: http://en.wikipedia.org/wiki/Conscription_in_the_United_Kingdom Debates about military service in general:http://debatepedia.idebate.org/en/index.php/Debate:_Mandatory_military_service</p> |
| | | Differentiation | Extension |
| | | <p>For LA pupils or those who are struggling to provide reasons for agreeing/disagreeing, use the 'Debates about Military service' resource.</p> <p>For more HA pupils discuss what can lead to</p> | <p>Students can work in teams and debate the issues before second and third votes are taken.</p> |
| | | Assessment Opportunities (AfL) | <p>Vote three encourages children to peer review by assessing which arguments are the most persuasive. If combined with an extension activity of debating, there is an opportunity to assess oracy effectiveness too.</p> <p>Pupils written work during vote 3 can form the basis of assessment too.</p> |

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| | <p>whose positions were inherited by a family member should they be killed in action.</p> <p>Main activity: The children are asked whether they think conscription operates in the current day. Some ideas are provided in the 'Debates about military service' resource.</p> <p>Vote 1: Pupils vote on whether they agree with conscription or not. Mini-whiteboards are ideal for pupils to record their answer. Teacher records the votes on the board. Pupils are also asked how many of the class they reckon will change vote over the course of the lesson. Pupils then discuss in pairs/groups the pros/cons of having conscription. Write down ideas using persuasive language: each pair/group must take at least one 'pro' and one 'con' standpoint. Internet research can be undertaken to help generate viewpoints.</p> <p>Plenary: Teacher collates different pros/cons on the whiteboard.</p> <p>Vote 2: The class votes again</p> | <p>changes in opinion:</p> <ul style="list-style-type: none"> - information - personal background - general context in which you live. <p>Link to how leadership can help change views.</p> | |
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| | <p>about whether they agree or disagree that conscription should exist.</p> <ul style="list-style-type: none"> • Determine whether there has been a change in opinion and by how much. Compare with Vote 1. • Look at the pupil vote switch percentage and discuss why (ie the power of writing and speaking persuasively). <p>Vote 3: Pupils select which aspect of the argument comes closest to making them change their mind. On what basis are they making their decision? Students note this down and then in a plenary the teacher explores the value of inquiry and how to make it compelling.</p> | | |
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| Area of Curriculum | Activities | Learning Objectives (LOs) | Resources |
| Themes of Persuasion/ Opinion: Geography/Art | <p><u>Creating an Explanatory Campaign Strategy Map</u></p> <p>This is a collaborative class activity that generates a large class display in the style of a traditional battle campaign map based on the book.</p> <p>Introduction: Focusing on the</p> | <p>Able to interpret important information in the book from a number of perspectives (both people and geography and then display that in the form of art).</p> <p>Develop the ability to</p> | <p>Synopsis of the Battle of the Red Cliffs: http://en.wikipedia.org/wiki/Battle_of_Red_Cliffs</p> <p>Look at the section entitled 'Battle' and 'Analysis'</p> <p><u>Battle of the Red Cliff Strategy Map:</u> http://en.wikipedia.org/wiki/File:Battle_of_Red_Cliffs_208_extended_map-en.svg</p> <p>Note there is also an excellent film, <i>Red Cliffs</i> directed by John Woo and suitable for over 15 year olds.</p> |

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| <p>campaign 'Battle of the Red Cliffs', discuss the key elements of the battle. See the resources section synopsis and map. Discuss the geography of area (rivers, roads, mountain etc). Identify where armies of Cao Cao and the Alliances were stationed and where they moved during the course of the campaign. Look at where the key battles took place and discuss the outcome. Analyse why Cao Cao was overcome. Again the 'analysis' section of the synopsis in the resources section can be used as a guide.</p> <p>Main: In groups, pupils collaboratively create a campaign map similar to the map in the resources section. Consider including illustrations of major armies and their leaders, use of different colour arrows to show advancement of armies and scenes of significant battles. Include a clear legend/key. What other elements of the design of the map could help make the representation more compelling and more</p> | <p>unpack why leadership has been successful or unsuccessful.</p> | |
| | <p>Differentiation</p> <p>Deploy pupils on specific tasks depending on artistic/creative ability or whether able to interpret the strategic details of the battle.</p> <p>This differentiation can be made part of the task. Can the pupils think through who would be best at which task?</p> <p>Can in fact those not natural in some area constructively critique the work of others, effectively by coming at it from a new perspective?</p> | <p>Extension</p> <p>Discuss how Cao Cao should have fought the battle in order to defeat the Alliance. Discuss the pros and cons of a current military strategy. Define the perspectives from which the strategy can be viewed – military strategy, political, geographic, technological. The Falklands Island war can form a basis for this exercise rather than a current campaign. Note 30 year anniversary in 2012 can be a source of information and opinion and new tension http://www.bbc.co.uk/news/uk-17580449</p> |
| | | <p>Assessment Opportunities (AFL)</p> <p>Written down reflection of individual contribution before last plenary can be assessed for both contribution and ability to reflect on own contribution.</p> |

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| | <p>explanatory of the outcome? Creativity is important and children could use a variety of media to create elements of the map.</p> <p>Using their map, the pupils create a short list of bullet points that explain the outcome. Pupils must try and see the outcome from a number of perspectives to make their explanation more persuasive. What was it about the strategy of the Alliance, in particular the ideas of Zhuge Liang that worked? How did decisions and assumptions made by Cao Cao contribute to the outcome? What other factors affected the outcome?</p> <p>Plenary: Children comment on their contribution and its value. They write down their best contribution and assess it. These are then discussed in a plenary.</p> <p>Was it valuable because it was from a new perspective/ helped that perspective become real/ added detail/ communicated that detail well/</p> | | |
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| | joined up two perspectives/ facilitated creative conflict? | | |
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| 2 b: Chinese Language | | | | | |
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| Activity | Vocabulary | Learning Objectives (LOs) | Resources | | |
| <p>1. New to Chinese: <u>Introduction</u> The book shows how the ruling of countries is turbulent, with the borders of Kingdoms shifting over time.</p> <p>Does this turbulence exist today? In today's globalised world, (courtesy of ICT, travel and trade) there is now far more turbulence between super powers and continents than historically. There are also still countries still in flux as to their own integrity. See if the children know of cases of each.</p> <p><u>Activity</u> Children learn different country names and to say where they are from. Flags of different countries can be used to help learning. Teacher holds up flags and uses bean bags to select a child to respond who then who then throws bean bag to next student</p> <p><u>Stages</u> - learn country names - learn question and answer format -speed up question and response using bean bags.</p> | <p>Level 1 国 <i>guó</i> country Names of countries with 国 <i>guó</i>: 中国 <i>zhōng guó</i> China 英国 <i>yīng guó</i> England; UK 美国 <i>měi guó</i> America; USA 法国 <i>fǎ guó</i> France 德国 <i>dé guó</i> Germany but most countries are “sound alike”: 印度 <i>yìn dù</i> India 巴基斯坦 <i>bā kē sī tǎn</i> Pakistan 意大利 <i>yì dà lì</i> Italy 克罗地亚 <i>kè luó dì yà</i> Croatia 土耳其 <i>tǔ ěr qí</i> turkey By adding 人 <i>rén</i> you get the word for someone from that country e.g. 中国人 <i>zhōng guó rén</i> Chinese (person). Make simple statements using 我/他/她/你是 xxx 人 <i>wǒ/tā/nǐ shì xxx rén</i> I/he/she/you am/is/are xxxx (person)</p> <p>Each of the country names with 国 <i>guó</i> in the vocabulary list, as well as sounding a little like that country's name for itself, also has a lucky/complimentary meaning. Look up the first characters of each to see what they mean. Do you think these are good names for the countries?</p> | <p>Learn the names of different countries and people who come from them. Formulate simple statements and questions about nationality. Place this learning in the broader context of changes in distribution of power within and between countries/nations/super-powers</p> | <p>For an interactive game see My Languages Online (MYLO) Specifically: http://www.nationsonline.org/oneworld/country_names_in_chinese.htm</p> <p>For resources and thoughts on countries dividing – see bicultural section</p> <p>For extension below, this resource provides translations of country names from English in to Chinese http://www.nationsonline.org/oneworld/country_names_in_chinese.htm</p> | | |
| | | | | Differentiation | Extension |
| | | | | <p>Make questions and answers about nationality using question words 吗 <i>ma</i> and 哪 <i>nǎ/něi</i> e.g. Q: 你是中国人吗? <i>nǐ shì zhōng guó rén ma?</i> Are you Chinese? A: 不是; 我是英国人。 <i>Bú shì; wǒ shì yīng guó rén.</i> No; I am English</p> <p>Q: 你是哪国人? <i>nǐ shì nǎ guó rén?</i> Where are you from? (lit: You are which country person?) A: 我是印度人。 <i>wǒ shì yìn dù rén.</i> I am Indian.</p> | <p>Research the latest news on distribution of power around continent of Africa between UK, USA, India and China and / or Identify the names of all the countries in one continent (we suggest Africa) and make a map labeled in Chinese; you can look them up and cut and paste the Chinese characters here: http://www.nationsonline.org/oneworld/country_names_in_chinese.htm</p> |
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| | | | <p>As a class using the bean bag game Peer assessment using pairs of children Use of MYLO game on Nationality and Language</p> | | |

| Activity | Vocabulary | Learning Objectives (LOs) | Resources |
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| <p>2. Some level of Chinese (e.g. learning at elementary /KS2 or at high school/ KS3) Introduce the concept of measure words</p> <p>The Chinese name for this novel is 三国演义 SĀN GUÓ YǎN Yì _ The Romance of the 3 Kingdoms (三 国). Because here the "3 Kingdoms" is taken as a name or epithet, there is no measure word between 三 and 国 but modern Chinese always uses measure words when counting things. See resource section for information on the development / history of measure words.</p> <p>Unlike English, modern Chinese always uses measure words when counting things. Many of these words have no meaning of their own; their meaning comes from being associated with content.</p> <p>The more accurate you are in your use of measure words, the better your Chinese sounds. So although you can often get by with using the all-purpose</p> | <p>Measure words: 五.....汽车 qì chē 5 cars 两.....书 shū 2 books 三....裤子 kù zi 3 pairs of trousers 一....花瓶 huā píng a pair of vases 几...桌子? zhuō zi how many tables? 六....朋友 péng yǒu 6 friends 八....房子 fáng zi 8 houses 三....冰淇淋 bīng qí lín 3 kinds of ice cream 一....糖 táng a packet of sweets 一....蛋糕 dàn gāo a box of cakes 三....天 tiān 3 days 几....月? yuè how many months?</p> <p>Measure words 个 gè 条 tiáo 包 bāo 种 zhǒng 张 zhāng 辆 liàng 盒 hé 个 gè 本 běn 所 suǒ 对 duì</p> | <p>Understand the concept of measure words being part of both languages – English and Chinese.</p> <p>Understand that just as you might in English improve your literacy or oracy using more specific describing words (adjectives), in Chinese you can improve your language skills by using specific measure words</p> <p>Be able to use and pronounce a small number of measure words correctly.</p> <p>Appreciate how playful and dynamic language is.</p> | <p>General article on measure words including information about their origins and history: http://en.wikipedia.org/wiki/Chinese_classifier Note how much the use of measure words has changed over time.</p> <p>For a list of measure words search the internet for ‘Chinese measure words’</p> <p>See also Fang and Connelly’s ‘Dictionary of measure words’ published by Cheng and Tsui</p> |
| | | Differentiation | Extension |
| | | <p>More confident children make up to 10 further phrases using the same measure words but with different objects.</p> <p>Less confident children are given fewer measure words to</p> | <p>Investigate the different types of measure word: i.e. ones that aren’t used in English; standard measures such as metre, kilo etc; informal measures such as handful, pair etc; words that act as their own measure</p> <p>List words or phrases used by pupils, less used by</p> |

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| <p>measure word 个 <i>gè</i>, it is much better to have a good range of measure words in your vocabulary.</p> <p><u>Activity</u> Use the English translations (provided in the vocabulary section) to match the measure words with the phrases: (n.b. 个 can be used only twice and one phrase does not require a measure word)</p> <p>List ways in which the children generally improve their English.</p> | | <p>choose from for each noun.</p> | <p>previous generations. Is there a reason for this change?</p> <p>Assessment Opportunities (AfL)</p> <ul style="list-style-type: none"> -Can children within the lesson introduction suggest some measure words in English? - How accurately can children match Chinese measure words with the phrases? - How accurately can children pronounce the measure words and use them correctly? - Do children appreciate the dynamism of language in terms of: <ul style="list-style-type: none"> • own ability to improve language skills • how language changes over time • how sense and literal translations differ |
| <p>Activity</p> | <p>Vocabulary</p> | <p>Learning Objectives (LOs)</p> | <p>Resources</p> |
| <p><u>3. Beginning to develop competence (e.g. learnt at KS2/elementary and now in KS3-high school or in latter stages of KS3/high school)</u></p> <p><u>Introduction</u> Chinese people often like to use proverbs and sayings in their everyday speech. Some of the more colourful and popular ones have even made their way, in translated form, into other languages. Proverbs are defined as phrases or sayings stating a general truth often derived from literature. A number of Chinese proverbs in use today are derived from the book – see</p> | <p>The first three examples of proverbs below relate to the Romance of the 3 Kingdoms. The last three are 成语 <i>chéng yǔ</i> (idioms) in common use today. The activity follows: 说到曹操曹操就到 <i>shuō dào Cáo Cāo Cáo Cāo jiù dào</i> 刘备借荆州 <i>Liú Bèi jiè Jīng Zhōu</i> 少不读水浒, 老不读三国 <i>shǎo bú dù Shuǐ Hú, lǎo bú dù Sān Guó</i> 画蛇添足 <i>huà shé tiān zú</i> 掩耳盗铃 <i>yǎn ěr dào líng</i> 守株待兔 <i>shǒu zhū dāi tù</i> Use a dictionary to translate the saying character by character (watch out for names).</p> | <p>Understanding the cultural universality of proverbs (most nations / languages have them but they are highly representative of the culture and often need to be explained to be understood).</p> <p>Specifically learn the challenges involved in translating languages when cultural meanings are included.</p> | <p><u>Resources to explore Chinese proverbs and idioms to introduce the activity</u></p> <ul style="list-style-type: none"> - For a list of proverbs derived from the book: http://en.wikipedia.org/wiki/Romance_of_the_Three_Kingdoms - For a list of military proverbs/stratagems from the text <i>Thirty Six Stratagems</i> which relate to battles, including those in the Three Kingdoms period, see here: http://en.wikipedia.org/wiki/Thirty-Six_Stratagems - Twitter @Chinese_proverb provides a daily example in English and Chinese in both pinyin and characters - For Chinese idioms (words with figurative meaning) see http://en.wiktionary.org/wiki/Category:Mandarin_idioms_in_simplified_script |

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| <p>the resources section.</p> <p>Spoken Chinese uses many sayings generally called 谚语 <i>yàn yǔ</i> proverbs, and 成语 <i>chéng yǔ</i> idioms. 成语 are always short, mostly 4 characters but sometimes up to 8, and 谚语 are often rather longer “sayings”. They usually make little sense unless you know the story behind them, and these stories often come from ancient Chinese history and literature. As such they transport Chinese culture through time.</p> <p>For the <u>activity</u> see the vocabulary section.</p> | <p>Try to work out from their literal meaning, what their meaning as a saying or proverb might be. By doing so you are converting the proverb from a literal to a sense translation.</p> <p>Compare the meaning the pupils reckon the proverb contains with the meaning given in the on-line resources. Find the closest English equivalent saying, either if one exists, or make up your own. How easy or not is it to do this and why? (This activity explores culturally dependent generation of meaning and expression as well as how values might vary between countries/cultures .)</p> | <p>Differentiation</p> <p>For less confident children provide the character per character literal translation of a selection of proverbs.</p> <p>For more confident children expect them to use the online dictionary to create the literal character per character translation that they use to generate a sense translation.</p> | <p>For translation work from Chinese to English and English to Chinese</p> <p>- Online translator link: http://www.chinese-tools.com/chinese/chengyu/dictionary/detail/26580.html</p> <p>For comparison with British sayings / proverbs and idioms look at this school website. If your Chinese is fluent enough some of these could be translated into Chinese: http://www.woodlands-junior.kent.sch.uk/customs/sayings.html#Proverbs</p> <p>Extension</p> <p>Identify three sayings/idioms from the references above that have their origins in ancient history or literature and research their origins and the context in which they first occurred, to compare to their modern usage.</p> <p>Assessment Opportunities (AfL)</p> <p>Teacher works with class to translate into English a Chinese proverb into a literal and then sense translation.</p> <p>Children perform group or paired-up work at suitable level on at least one proverb done by all groups and then other proverbs according to ability.</p> <p>Children present their sense translation of initial Chinese proverb. Teacher led debate as to which translation is best.</p> |
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| 2 c: Bi-Cultural | | |
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| Activity | Learning Objectives (LOs) | Resources |
| <p><u>Activity 1 –Global ideas and globalizing ideas</u></p> <p>Countries may originate ideas that they use to their advantage or which other countries adopt. This is as true today as it ever has been. This activity explores the flows of ideas, reasons for their diffusion and how ideas can be developed over time in different countries.</p> <p>Zhuge Liang, the great military strategist and adviser in the romance of the 3 Kingdoms, is credited with several military inventions such as the landmine, the wheelbarrow (as a form of military transport and mobile defence) and a hot-air balloon for signalling. In fact, the Chinese made many inventions that were later taken up by other civilisations.</p> <p>Introduce the Four Great Chinese inventions (see resources section) as well as other Chinese inventions.</p> <p>Introduce the differences between invention (a creative process results in something new), innovation (making inventions of use to a group of people) , adoption (take up of the invention by people), diffusion (geographic and speed of adoption). Present and explain an image of the ‘innovation – diffusion curve’.</p> <p>Activity – Working in groups pupils investigate 3 contrasting case studies of diffusion patterns. Find out about the diffusion patterns of the following 3 inventions. What forces led to the diffusion patterns and how to these impact today? How have (if they have) the inventions been improved over time?</p> | <p>Understanding of the difference between concept of invention, innovation, diffusion and adoption</p> <p>Understand what speeds up and slows down innovation diffusion using case studies</p> <p>Appreciate how rates of innovation diffusion do on average increase</p> | <p>General information on the diffusion of innovations http://en.wikipedia.org/wiki/Diffusion_of_innovations</p> <p>The Four Great Chinese inventions http://www.china.org.cn/e-gudai/8.htm http://en.wikipedia.org/wiki/Four_Great_Inventions http://www.sacu.org/greatinventions.html</p> <p>Other Chinese inventions http://chineseculture.about.com/od/historyofchina/tp/Chinese-Inventions.htm http://en.wikipedia.org/wiki/List_of_Chinese_inventions</p> <p>Inventions improved over time Dyson wheelbarrow Paper money (from Gold coins to paper money to credit cards etc)</p> <p>Comparison of diffusion Chinese moveable type http://en.wikipedia.org/wiki/Movable_type Indian number system http://en.wikipedia.org/wiki/Hindu%E2%80%93Arabic_numerical_system Apply digital music player http://en.wikipedia.org/wiki/Kane_Kramer</p> <p>A further activity is provided here http://asiasociety.org/education/resources-schools/elementary-lesson-plans/chinese-inventions</p> |

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| <p>Then discuss within the group how best to present the ideas using brainstorming (see differentiation) followed by selection. Pupils record their own ideas for presentation and comment on how the final chosen idea was developed.</p> <p><u>1. Printing press invention</u></p> <p>Pupils investigate the printing press invention by the Chinese (who also invented paper). They discern the main reason for its lack of diffusion (namely the need for many blocks for each character). They look too at the development of the idea by Johannes Gutenberg</p> <p><u>2. Hindu numerals (1,2,3,4,5,6,7,8,9,10)</u></p> <p>These numbers often referred to as Arabic numbers were first invented in India as part of the positional decimal numbering system. They were adopted by the Arabs (who have an Eastern Arabic version) who passed them onto Europe where they tend to be known as Arabic numbers.</p> <p>Here wide diffusion might be attributed to the logic of the system, combined with regional differences combined with the relatively coincidental interest of successive people in mathematics (Persian Mathematicians, Pope Sylvester II and the Italian Libonnacci)</p> <p><u>3. The invention of the iPod</u></p> <p>The concept of a portable digital audio player was the subject of a legal battle between Apple and a company Burst that claimed it held patents that Apple breached. Kane Kramer, a British inventor was called by Apple to testify that he had invented the digital player. Apple claimed they wished to recognise the contribution of Kramer but it is not well known whether Kramer was ever given substantial amounts of money by Apple.</p> | <p>Differentiation</p> <p>Different abilities are incorporated into how the work is presented i.e. less able pupils write or talk about the diffusion patterns. More able pupils create posters / world maps of the diffusion of their studied inventions. Or group work mixes good writers with good artists etc.</p> | <p>Extension</p> <p>Pupils investigate the development and diffusion of the internet or the development of a laser equivalent of the movable type by Wang Xuan.</p> <p>Students select a modern invention of their choice and predict its global diffusion pattern.</p> <p>Pupils work with a partner Chinese school to assess recent adoption patterns of technology amongst teenagers / children in each country and what they are affected by.</p> <p>Assessment Opportunities (AFL)</p> <ul style="list-style-type: none"> - What ideas does each pupil offer for presenting their findings? - How does each pupil view the contribution they made to the development of the presentation idea chosen? - In a plenary how well do children contribute to a discussion on how important national cultures are now in the diffusion of inventions versus at the time of the invention of the printing press. |
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| Activity | Learning Objectives (LOs) | Resources |
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| <p><u>Activity 2 – Are Western versus Eastern concepts of division and unity different?</u></p> <p><u>Introduction</u></p> <p>This activity is derived from the theme of unification in the Three Kingdoms. It requires that pupils reflect on the following two sayings and whether they represent divisions between Western and Eastern thinking or not.</p> <p>Western: ‘United we stand, divided we fall’ Attributed to the Greek write Aesop, who lived around 600B.C. The phrase appeared in two tales ‘The bundle of sticks’ and ‘The Four Oxen and Lion’. See resources section for other historical and current uses.</p> <p>Chinese: ‘(The empire) Long united must divide, long divided must unite’ This saying is a translation of the opening sentence of the original text by Luo. (These sayings could alternatively be explored for HA pupils only - see ‘differentiation’)</p> <p><u>Activity</u></p> <p>Pupils research different uses of ‘united’ such as: Countries (United States of America, United Kingdom etc), football teams (eg, Manchester United) or institutions such as the United Nations, United against Racism charity or companies such as Union Carbide, United Airlines, United BMX company. They can also look at countries that have divided such as Korea, Ireland and India partitioning into India and Pakistan, Russia or indeed current tensions that might result in the division of countries (e.g. devolution of Scotland from the UK) . Or they can look at cases of becoming united after division (the UK, Germany, Italy).</p> | <p>Understanding of the dynamic relationship between unity and division in the form of:</p> <ul style="list-style-type: none"> - historical battles and wars - achievement of social harmony (through awareness of its dynamics – Eastern view?) versus promulgation of ideal (Western view?) <p>Exploration of the use of language and how the association of words with phrases and organizations constructs meaning.</p> | <p>For information on #United we stand, divided we fall’ http://en.wikipedia.org/wiki/United_we_stand,_divided_we_fall</p> <p>In the Four Oxen and the Lion, the Oxen stand with their tails together to form a star able to see in all directions to defend themselves against the lion.</p> <p>Links to the organizations/countries pupils might wish to explore</p> <p>United Nations: http://en.wikipedia.org/wiki/United_Nations USA: http://en.wikipedia.org/wiki/United_States Union Carbide: http://en.wikipedia.org/wiki/Union_Carbide and http://www.unioncarbide.com/ United Airlines: http://en.wikipedia.org/wiki/United_Airlines Manchester United: http://en.wikipedia.org/wiki/Manchester_United_F.C. and http://en.wikipedia.org/wiki/Munich_air_disaster United against Racism: http://www.unitedagainstracism.org/ Division of India: http://en.wikipedia.org/wiki/Partition_of_India Info about :Unitary states: http://en.wikipedia.org/wiki/Unitary_state</p> |
| | <p>Differentiation</p> <p>Research is restricted to either organizations or countries and not both</p> <p>Research is provided to pupils of lower ability for example a list of websites / sources of information.</p> <p>More discussion of the differences</p> | <p>Extension</p> <p>Tensions surrounding the Commonwealth can also be explored. Another option is the unification of religions or ‘the Church’.</p> <p>Assessment Opportunities (AFL)</p> <p>How active and articulate are the children in initially discussing the two sayings (if this happens in the plenary) and during the</p> |

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| <p>Then look to respond to the following questions:</p> <ul style="list-style-type: none"> - Why has the word 'united' been incorporated into these phrases/names? - When in the history of these organizations have there been signs of greater or lesser levels of unity or division and what have been the origins of these different states? - As regards countries, what were the reasons/forces for division or unification and/or advantages and disadvantages/ Pupils can display this information using a force field analysis (see resource section). <p><u>Debate</u></p> <p>On the basis of their exploration, the pupils vote for their favourite saying, share their views and then justify their choice (whether the same or now altered) in a written piece of text.</p> | <p>between the two sayings is included in the introductory plenary for a class of less able or younger children.</p> | <p>debate phase.</p> <p>How thorough and or broad is their research? Pupils may evaluate their own performance in both of these two categories.</p> <p>How well does each pupil defend their preference of which saying ?</p> <p>N.B. There are two main arguments that can be made:</p> <ul style="list-style-type: none"> - Firstly that the sayings are different. The Western version delineates an ideal; namely that division is not good whereas the Chinese version is drawing attention to the notion that one state inevitably leads to another without making judgment . - That they are both ideological. The Western version indicating that being united is beneficial. The Chinese version drawing attention to the inevitability of needing to overcome divisive forces to create harmony. <p>Equally the pupils may define their own reasons for preferring one over the other.</p> |
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