

JOURNAL OF THE ASIA EDUCATION
TEACHERS' ASSOCIATION



ASIA

Volume 45, No 1 March 2017



Celebrating 40 Years – Valuing cultural diversity and promoting
intercultural understanding in a networked world



Mission Statement

AETA, a voluntary non-profit organisation, dedicates itself in this Mission Statement to endeavour to:

1. promote Asian Studies in Australian schools whether as a separate discipline, or as part of studies in other disciplines;
2. publish a journal dedicated to providing appropriate input about Asia to school teachers, as well as being a forum for the dissemination of ideas for improving Asian Studies in Australian schools;
3. publish resources which can be helpful in teaching about Asia in Australian schools;
4. promote and/or participate in conferences, seminars, or other discussions which are aimed at promoting Asian Studies or enhancing their quality
5. make representations to governmental or other bodies regarding Asian Studies courses or their content in school curricula;
6. make representations to tertiary institutions regarding Asian Studies in tertiary courses, particularly for teacher education; and
7. disseminate news about this Association's activities and its views about Asian Studies education through the media and through specialist newsletters and journals.

AETA Executive

President	Pauline Sheppard
Vice President	Ross Mackay
Secretary	Jenny Curtis
Treasurer	Judith Pilch
Editor	Diane Dunlop

AETA Committee Members

Dr Susan Bliss	Christine Cigana
Marcia Rouen	Jill Carroll
Sharon Moran	
Cec White - Advisor and Assistant to Executive (co-opted member)	

Contributions to the Asia Education Teachers' Association journal are most welcome. For policy guidelines for submission of articles to the AETA journal go to – www.aeta.org.au/journals.

Please send to:

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ISSN 1832-6870

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Publication design and layout: Wallula Munro



ASIA

Journal of the Asia Education Teachers' Association

Volume 45, No 1 March 2017

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From the Editor's Desk

`We have just commenced the Year of the ROOSTER in the Chinese Zodiac. The Rooster is the sign of Dawn and Awakening which may signal triumph, success achieved through hard work and patience. [I have included some information on Chinese New Year]



China is in the news almost daily, issues surrounding territorial disputes in the South China Sea which affect Australia's trade with China and, China is our most significant trading partner! China literacy is increasingly important for our students. Teachers need to have a greater understanding of the history and culture of the largest country in the world.

I recommend a recent S.B.S.series from the B.B.C. called 'The Story of China' [3 parts made in 2015.] For those who have not studied Chinese History, it is an excellent starting point. We have several History based units in this Journal which teachers will find useful. There are also units for Geography, Visual and Creative Arts, English and Business Studies.

I would like to thank all of our contributors, Dr Susan Bliss, Dr Peg White, Chris Cigana, Pauline Sheppard, Phillip O'Brien and Diana Ponnusamy.

Our June Journal will focus on How to Teach Controversial Issues. We look forward to your ongoing support for the work that we do. Do you have any units or articles that you would like to submit?

Di Dunlop.



Valuing cultural diversity and promoting intercultural understanding in a networked world



Presidents Report

(AGM) February 2017



Dear executive and members of the Asia Education Teachers' Association (AETA),

2016 flew by in a blink so it is nice to take some time to reflect on what happened in 2016 and thank those who made it happen.

AETA responded to questionnaires and contributed 'Position Statements' in response to proposals for senior Australian Curriculum in 2016 – advocating for all syllabuses to be subject to an 'Asia and Australia's engagement with Asia lens', and that Asia be represented in core studies. In 2017 we will follow this up by providing Professional Development for teachers as they resource the new Senior Australian Curriculum syllabuses.

In July I attended the 16th Annual HSIE professional associations and tertiary educators' day at the State Library of NSW. A common theme was how important associations are for supporting both new scheme and experienced teachers – but how difficult it is to actually showcase our resources so that more teachers join and support our voluntary work. Several of the Tertiary Educators present were impressed with the information and student activities in AETA journals and their relevance for their students. Our proposal to add to our membership options to support teachers in training – arose from this meeting.

AETA continues to function due to the work of dedicated teachers and retired teachers. I would like to extend a big thank you to each of our Executive for their enthusiasm and contributions. Thank you to all of you for attending our quarterly meetings as often as you can.

Editor Diane Dunlop has yet again succeeded in improving the quality of our journal 'ASIA! Di liaises with Wallula Munro (who is responsible for the great publication design and layout of our journals) and works with those who generously contribute journal articles. Di also finds time to be a prolific contributor herself. Our editor for over 30 years – Di continues to evoke such enthusiasm from our Executive as she leads discussion on what the focus of future journals should be.

I have copies of some of the very first journals of our Association and while today's journals continue the passion of early contributors; the quality and flexibility of our current online journals is a far cry from those early hand typed and photocopied black and white issues. Our last journal for 2016 (Volume 45, No 4) ran to a bumper 141 pages and the quality of the articles and their presentation was outstanding. Executive member Dr Susan Bliss was again our most prolific contributor and I would like to acknowledge all that Susan does to help make our world a better place by providing thought provoking articles and activities for

students – that assist them to understand issues such as the Syrian Crisis; that help them to have empathy for refugees and to have some understanding of the plight of children in conflict zones and which also assist students to better understand the dynamics of our fragile planet and the pros and cons of human action.

Thank you to all of the other teachers who generously gave their time this year to write and publish 'classroom ready' articles for our journals.

Judy Pilch our Treasurer has been carefully looking after the Association's finances and I thank her for her work and for smoothing out banking and membership payment methods. It is a big job and we are grateful that Judy, and John, do this task so willingly and well. We have continued our 'membership plus' payment option this year for those who find receiving a USB of the year's journals useful.

Jennifer Curtis, our Vice President, continues to look after our website, liaise with others in Education and support our Editor Di Dunlop and me by giving generously of her time. Marcia Rouen our Queensland based Executive continues to encourage our focus on resourcing for the expanding National Curriculum P-12, and our outstanding English educator Christine Cigana continues to contribute units of work to support the teaching of the Australian Curriculum for English. My thanks to each of these AETA Executives for all they do.

Although our membership is small compared to some other Professional Teaching Associations – hits and downloads on our website and copyright payments to our contributors indicate that many people are accessing information we publish. We would like more of these folk to join our Association and would love to see more teachers using our resources. To that end I really encourage all members to 'spread the word' and encourage others to join and support us.

In 2017 the Executive of AETA will again be looking to the future and considering how we can best meet our Mission. We are excited to work together again and look forward to enjoying the collegiality, friendship, personal and professional development that being involved brings.

We would love you to join us!

Paul Sheppard



AETA Financial Statement 2016

AETA Financial Statement 4th quarter 2016

Opening Bank Balance	17,306.15	
For period Covering	1.10.16 - 31.12.16	
Income/Receipts		
Membership 2016	493.55	As Advised
Bank Interest	3.85	From Bank Statements
Journal Sales	-	From Bank Statements
Conference/PD activities	-	
Grants PTC	-	
Copyright	-	
Sundry (Donation)	-	Government Grant
Total Income	497.40	
Payments		
Direct Journal Costs	1,663.92	
Other		
Bank Fees/Merchant Fees	-	
Postage - General		
Stationery		
Copyright	3,217.84	
Department of Fair Trading		
Copyright		
Insurance	336.00	
P O Box renewal		
Sundry		
Gifts		
Catering		
Other		
Total Payments	5,217.76	
Bank Balance as at 30 December 2016	12,585.79	
Unpresented Cheques		Cheques older than 12 months
Total Unpresented Cheques	-	Have been removed
Adjusted Account Closing balance	12,585.79	
Dated	Judith Pilch	Treasurer

AETA Financial Statement 4th quarter 2016

Subsequent	Bal @ 30/12/2016	12,585.79
	Recent Transactions	
	17-01-17 \$	(200.00)
	18-01-17 \$	97.95
	23-01-17 \$	(20.00)
	23-01-17 \$	(29.00)
	01-02-17 \$	(40.00)
	06-02-17 \$	(25.00)
	Total Transaction	\$ (216.05)
	Current Balance	\$ 12,369.74

Editors Report



2016 was a significant year for A.E.T.A. We were able to produce four wonderful Journals thanks to the hard work and generosity of so many educators; Dr Susan Bliss, Dr Jennifer Curtis, Dr Jennifer Lawless, Sedat Bulgu, Julie O’Keeffe, Chris Cigana, Phillip O’Brien, Adrienne Haddow, Lorraine Chaffer, Jim Lee and Chelsea Barton. We are always looking for new contributors to broaden our range of units.

Our first Journal focused on Human Rights and it seems that there has never been a greater need for this topic to be covered across the curriculum. The second Journal tackled such issues as Japanese whaling, Slavery in Asia and Climate Change. For our third Journal, we tackled Turkey, that amazing link between Europe and Asia. This was a result of a trip to Turkey by five of our Executive and explored historical, geographical and cultural topics for teachers. So much excellent material was produced that the fourth Journal had material on other parts of West Asia and the importance of Water to these countries and cultures.

2016 was a wonderful year for our contributors as thirty- seven different contributors received copyright payments...well deserved! Copyright for all contributors remains with the Author and this continues each year as material is downloaded. The Association distributes it when it is received from the Copyright Association. Thank you to all of our contributors, your work is really appreciated.

Thank you to our NEW Publication Designer, Wallula Munro, who this year has reinvigorated our Journal and made it more accessible to our members. She is an asset for our Association and her work and contribution is greatly valued.

I would also like to thank Susan Bliss for her regular ASIA NEWS which is available free online. I hope you have all had the opportunity to learn about the Chinese billionaire, Jack Ma, who set up a \$100 million Scholarship Scheme at Newcastle University for disadvantaged students. Why did he do this? When he was a child in China, he approached an Australian family, [travelling with the Australia – China Friendship Society] to practice his English. A life time friendship was formed and the families visited each other many times over the years. This is intercultural communication! This is why it is so important for our students to ‘get to know’ and understand and to accept and respect DIFFERENCE.

A final thank you must go to our amazing Executive for their tireless efforts and their continued support for me as your Editor, I could not do it without them.

Di Dunlop.



1. Introduction

Many Australian texts give the analytical details of China's geography and environment through western concepts and ways of presenting geography but these texts often fail to capture the transformation of the Chinese landscape that has occurred slowly and laboriously over countless generations through the labours of untold generations of Chinese peasants. The contemporary transformation of the Chinese earth has its roots deep in history and continues an age-old tradition unique in both its pace and its extent. The Chinese have left a most decisive mark on their landscape, moulding their environment through the skilful agricultural technical developments, labours and often misery of countless millions, draining and clearing and cultivating their land. As Keith Buchanan writes in *The Transformation of the Chinese Earth*, one of the most striking features of the contemporary China is the massive mobilisation of Chinese ingenuity, skill and muscle to transform their land, to create a condition where no Chinese people live in degrading, impoverished subhuman conditions, because they lack the capital and equipment of affluent nations.

Joseph Needham stresses that the skills and technology of this human transformation lie in antiquity:

The importance of irrigation channels for intensive agriculture, water conservation for preventing floods, and canal transport for the gathering in of the tribute to the Imperial Court from the provinces, led to establishment of a veritable tradition of great public works which is absolutely living in China today as much as it ever was in the Han or Ching or Tang dynasties. The role of the Communist Party there, in putting the accent on great public works is something which is much less new to Chinese society than it might be to any other nation in the world, except, perhaps the Egyptians and the Sinhalese.

2. Overview

The People's Republic of China is the third largest country in the world (after Russia and Canada), and has a total area of 9,562,904 square kilometres. The present area of China is probably the largest ever effectively controlled by a single Chinese government, although there are some territories (Outer Mongolia and North Vietnam, for example) which have been ruled by Chinese empires in the past but which are outside the present borders. The P.R.C. extends for about 5,500 kilometres from the Kalu River in the north-east to the Gulf of Tonkin in the south. Over 5,000 island groups and reefs are included in China's territories. The coastal provinces of the south-east and south have long traditions of seafaring, trade and overseas migration.

At the present time the large offshore island of Taiwan is politically separate from the mainland, but both the Communist Government in Beijing and the Nationalist Government in Taipei are agreed that Taiwan is an integral part of China. Each in its own way looks forward to reunification. The Chinese land border stretches for 28,072 kilometres. The countries bordering on China are the Mongolia, Kazakhstan, Tadzhikistan, Afghanistan, Pakistan, India, Nepal,

Source: White, P. (2000) *Changing Cultures: China and Australia*. Participant's booklet: Access Asia/RIAP workshop on China, Primary Schools Program.

Bhutan, Laos and Vietnam³.

3. Landform Regions

China may be divided in "four quarters":

- | | |
|---|--------------------------------------|
| 1. The plains of north and north-east China | { Eastern agricultural
China |
| 2. The hills and river valleys of the South | |
| 3. Basins surrounded by mountains in the north-west | { Western arid and
sub-arid China |
| 4. High plateau of Tibet to the south-west and the Himalayas to its south and the Kunlun to its north | |

Generally high in the west and low in the east, the relief map of China is like a three-tiered staircase:

1. The Qinghai-Tibet plateau, with the Himalayan Mountains to the south and the Kunlun mountains to the north, forms the highest land mass in the world and is mostly over 4,000 metres in height. The ranges run from east to west in several parallel chains and form the watersheds for all of China's major river systems in whose valleys Chinese society developed continuously and consistently for almost 4,000 years.
2. To the north and east lies a great arc of plateaus and basins, forming the second level in the steps, where the land drops away to between 2,000 and 1,000 metres above sea level.
3. Much of the land in the third and lowest flight (other than the mountains in the south-east and a number of east-west mountain ranges) lies below 500 metres above sea level.

Besides the mountains, plateaus and plains there are more than a million square kilometres of deserts - The Gobi, Ordos, The Tangulian, The Kurban, Tungan and the dreagul Taklamakan.

In the mountains and plateaus there is a conglomerate of many nations, peoples, languages and customs which have shaped Chinese culture - this is the area that the national minorities inhabit.

It has been calculated that throughout almost 90 percent of China, the terrain (nature of the land surface) limits or completely excludes human endeavour.

In the highest tier, in Western China there are a number of very high mountain ranges: The Himalayas, The Tianshan, The Kunlun, The Karakorum and other smaller ranges. These ranges enclose very deep valleys and surround high plateaus and lower-lying interior basins. Here are the sources of most of the major rivers of China, their year-round flow being ensured by the perpetual ice and snow of their source regions.

The middle tier plateaus account for over a quarter of China's surface area. The four major plateaus are the Qinghai-Tibet plateau in the far-west, the Yunnan-Guizhou plateau in the south and the Inner Mongolian and loess plateaus in the north. The loess lands formed the "cradle of Chinese culture".

The plains form the third and lowest tier. Only about one-tenth of China's area consists of plains, most of this flatter land being included in the three large plains of the north-east (Manchuria), the north and the Changjiang lowerlands. The fertile alluvial lowlands of floodplains have been formed by the rivers that flow across them, mainly from the west. The most important of these is the Huanghe - the Yellow River - which has brought down immense quantities of gravel, sand and silt from the loess uplands. Alluvial deposits have built up to a thickness of over 1,000 metres in places. As with all floodplains there have been frequent and sometimes major changes of river courses and regular flooding. On these floodplains almost a quarter of the world's people are fed.

It is important to understand China in relation to this tiered physical geography. The great mountains together with the deserts to their north and the Pacific Ocean to the east were a formidable barrier between China and the rest of the

This list of countries has been taken from: *Jacaranda primary atlas*, 2nd ed. (2001) John Wiley & Sons Australia, Ltd, Milton

world, insulating her until relatively recent developments in maritime engineering.

Gansu province, often referred to as the Long Corridor, is one of China's most fascinating provinces and will become a very important centre for communication in the development of China in the twenty-first century. Shaped like a long dumb-bell, it connects with Mongolia, the Southwest and lowland China. As it forms the route from the plains of China to Central Asia.

It is here that the Han race began, so claim the legends and myths. Archaeological research confirms this from thousands of early sites found here, dating back 7-9,000 years. It is through this province that Chinese rulers sought contact with the West through sporadic diplomatic and trading contacts.

China influenced and was influenced by Hellenism and Chinese armies established regular caravan routes through China and West Asia, along the Persian route of the Silk Road. It was along this route that many scientific and technological ideas from China were transferred and diffused into the West making very important contributions to human thinking in the modern world. As well as China was so far ahead in maritime and navigational technology that comparisons with the West are embarrassing.





Geography

Worksheets

By Julie O'Keefe

INSTRUCTIONS FOR TEACHERS:

- Enlarge the map outline onto A3 paper. Laminate.
- Make sets of labels. Cut and store in envelopes. Provide students with map, labels and mapping instructions.

Hong Kong	Great Wall	Himalayas
Chang Jiang (Yangtze River)	Beijing	Shanghai
Guangzhou (Canton)	Mongolia	Nepal
India	Bhutan	Myanmar
Laos	Vietnam	Korea
Russia	Kazakhstan	Kyrgyzstan
Tajikistan	Afghanistan	Pakistan
Zhumulangma Feng (Mt Everest)	Huang He (Yellow River)	

Read carefully, and follow the instructions.

USE PLASTICINE ON YOUR MAP OF CHINA TO DO THE FOLLOWING:

- Outline the perimeter of China with a long, thinly rolled out piece of plasticine.
- Sculpt some mountains with brown or green plasticine. Place Zhumulangma Feng (Mt Everest) and the Himalayas correctly on the map.
- Roll out some blue plasticine to form two rivers. Put in the Huang He (Yellow River) and the Chang Jiang (Yangtze River).
- Roll small balls of red plasticine. Place the plasticine to show the position of Beijing, Shanghai, Guangzhou and Hong Kong
- Using plasticine, sculpt some brick shapes. Place the Great Wall of China on the map.
- Use labels to show the positions of
 - all the bordering countries.
 - Zhumulangma Feng (Mt Everest)
 - Huang He (Yellow River)
 - Chang Jiang (Yangtze River)
 - Beijing
 - Shanghai
 - Guangzhou
 - Hong Kong
 - Great Wall
 - Himalayas



True or False?

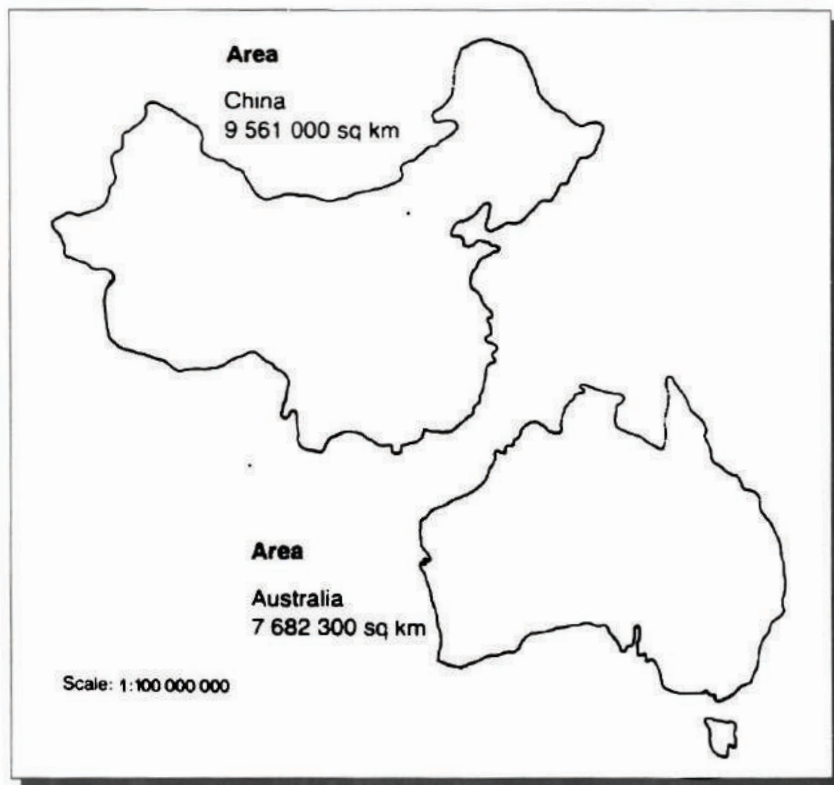
- Shanghai is on the eastern coast of China.....
- Mongolia and Iran border China.....
- Beijing is the capital city of China.....
- Kunming is in the north-east of China.....
- The Yellow Sea and South China Sea border the coastline of China.....
- Urumqi is in south-western China.....
- The area of China is 9 597 000 square kilometres.....
- The colours on the Chinese flag are yellow, white and red.....
- The Gobi Desert is in Mongolia and Northern China.....
- The Xizang Plateau is also known as the Plateau of Tibet.....
- The Yangtze River is 6830 kilometres long.....
- Turfan is below sea level.....
- Harbin is south-west of Yichun.....
- Beijing is north-east of Lanzhou.....
- The Kunlun Mountains are north of the Himalayas.....
- More than 1 000 000 people live in the cities of Fuxin and Fushun.....
- Most cities are in the western part of China.....
- Hami and Hotan have populations between 100 000 to 500 000 people.....
- I would locate the following places at:

BENXI	G4	.....	KORLA	C4	.....
GOLMUD	D3	.....	CHENGDU	E3	.....
GUIYANG	E2	.....	HONG KONG	F2	.....
BEIJING	F3	.....	TAIWAN	G2	.....
- Are the following places NORTH or SOUTH of the Tropic of Cancer?

HONG KONG	.....	ZHONGSHAN	.....
CHAOZHOU	.....	TAIPEI	.....
KAOHSIUNG	.....	
- The population of China is more / less than a billion.
- In the box, draw the flag of China.



Comparing China and Australia



	CHINA	AUSTRALIA
Capital city		
Population		
Type of government		
Head of government		
Major language		
Currency		
Major rivers		
Bordering ocean/s		
Neighbouring countries		
Highest mountain		

China at a Glance

- Agriculture:
.....
- Geography of East China:
.....
Geography of West China:
.....
- World's largest gathering place:
- Largest dam:
- Largest dam's location:
- Flora:
.....
- Fauna:
.....
- World Heritage Sites:
.....
.....
- Elevation - Lowest point: Highest point:
- Terrain:
.....
- Climate:
.....
- Highest mountain range:
- Nationality:
- Ethnic make-up:
.....
- Type of government:

China at a Glance

Complete the following as you gather information and find out things about China:

- Current Chinese President:
- Mandarin words for China:
- Major rivers:
- Countries bordering China:
.....
- Bordering water bodies:
- Natural hazards:
- Current environmental issues:
.....
- Capital city and population:
- Major cities:
- Sport and recreational activities:
.....
- Official name:
- Languages:
- Total area:
- Currency:
- Belief systems/religion:
.....
- Population: Percentage of world's population:.....%
- Economy:
.....
- Exports:
.....



The

Chinese New Year

Period

By Julie O'Keeffe

Little New Year

Little New Year begins with the departure of the Kitchen God, ten days before the New Year. It ends when he returns on New Year's Eve. It is a period of time when people get ready for New Year's Eve celebrations. It is a time of festivities, lion dances and dragon dances, and it is what we participate in when we say we are going to Chinatown to celebrate the Chinese New Year.

Little New Year is one of the three debt-settling periods in the Chinese Year. People must pay their debts so that they start the New Year clear of debt.

Traditionally, if a man could not find the money to pay his debts he could be chased through the streets by his creditor. If caught, he could be robbed or beaten. His only refuge was in a temple, where he could hide

in safety until Little New Year was over.

Only then could he safely come out of hiding and he would not have to pay his debts until the next debt-

settling period during the 5th moon. Because Little New Year is a debt-settling period, shops have sales so that owners can obtain cash to pay their bills. It is therefore a good time to visit Hong Kong.

During Little New Year all preparations are made for the New Year period. Food is bought and prepared, people purchase new effigies of the gods, new posters, talismans, incense sticks, and lucky money envelopes. The house is spring cleaned, hair is shampooed, gifts are purchased.

Lion dances are performed in the streets, in restaurants and shops.

The Lion Dance is performed by two men. In the lion dances, he is teased and prodded by a funny little fellow wearing a mask and carrying a pole, on top of which is a ball symbolising the sun. Fire crackers are let off and the lion dances to the deafening din of the beating of drums.

As the lion dances its way through restaurants, the evil spirits are frightened away. The deafening noise of the crackers and the drums scare them, but the demons are petrified of the lion itself. In actual fact they are allergic to them. No evil spirit will be lurking around after the lion has appeared?

The Lion Dance

Lion dances, named *Shua-Shih-Tze* or 'exercising the lion' were originally performed for exorcising demons, as the animal is considered to be the Protector of Religion.

Nowadays the Lion Dance has no special significance and is performed on any occasion.

The Chinese Lion

The lion is one of the four fabulous creatures of good omen (the others are the phoenix, the unicorn and the tortoise). The lion is the protector of temples. Their carved images are placed at entrances to temples and important buildings.

It is considered an omen of good luck to rub your hand on the lion's paw as you pass, and for this reason many of the statues have smooth paws, worn down over the years by people's hands.

What the Lion looks like

The lion was never indigenous to China, so early Chinese artists painted and carved the animal without having any idea what a real lion looked like.

They had to use their imagination, and used the Tibetan dog (known as the lion dog) as a model. The lion is nearly always depicted squatting down. It has a trifold tail instead of



a tufted one, its mane is curly, its forehead is domed, and its eyes are large and bulging.

Chinese New Year's Eve

According to the Chinese calendar, New Year's Eve falls between 21 January and 19 February, on the night of the 30th day of the 12th moon.

New Year's Day is celebrated indoors and is sacred as a family reunion.

Outsiders are not invited. New Year celebrations continue for the first five days of the new year, and each day is dedicated to a particular animal.

What happens on New Year's Eve?

On this evening, family members congregate for a family reunion and feast. People stay awake to see the New Year in.

At midnight the Kitchen God returns to the household, and a new effigy is placed in the kitchen. Two candles are lit at his shrine and he is given two bows, prayers, and his ration of incense.

Children pay their respect to their parents by bowing before them. They are given Lucky Money envelopes containing luck money to guarantee another year of life.

After dinner the courtyard is strewn with branches of sesame, fir and cypress. This is first trampled on, then set on fire to ensure that no evil spirit is lurking to enter with the New Year, and to mark the passing of the old year.

Fireworks are set off to scare away evil spirits from the house and, after they have been frightened off, the doors and windows of the house are locked and sealed to make sure they don't return.



Dawn on New Year's Day

At dawn the doors are unlocked and the seals are removed by the male heir, who utters words of good omen and asks for prosperity in the coming year. This ceremony is called 'Opening the Gate of Good Fortune'.

Sticks of incense are ignited on containers high on the wall facing the entrance. The incense is burned to ensure wealth and time to enjoy it. The head of the household burns branches of sesame and pine (symbols of longevity), paper effigies of the household gods and an inscription of thanks written on a strip of red paper, and then he lets off fire crackers. These are burned to worship Heaven and Earth. New effigies of the family gods are put up in the house.

Male members of the household take three deep bows before the family gods and ancestral tablets. Red paper strips with written inscriptions asking for such things as good luck, good fortune, good health, and happiness in the coming year, are hung up in the house.

New Year's Day is a fasting day and no meat is eaten. The family celebrates the New Year indoors.

New Year customs

Traditionally shops close for the first three days of the New Year.

No cutting implement (for example, knives or scissors) can be used, as this will cut good luck in half. One must not wash one's hair as this washes away good luck. One must not sweep the house because this will sweep away good luck.

Gifts are exchanged between all friends and relatives. Presents for relations usually consist of clothing, but friends are generally given food. Politeness demands that when one is given a gift of food one should give a portion of it back as an indication that the gift is too generous. It is impolite to accept all of the food.

For the first five days of the New Year, women are not supposed to go out. Only male members of the household can take part in ceremonies to honour ancestors and the household gods.

New Year is everybody's birthday

New Year is everybody's birthday, as it is from that date that age is reckoned, regardless of the actual date of one's birth. Once New Year has dawned everyone becomes a year older. On the universal day of mankind (the 7th day of the New Year) people should stay at home. Chinese conventions are the exact opposite to our own. In Western society, birthdays are a highlight of a child's life — a special day, presents, parties — while adults tend to dislike being reminded of their age. In Chinese society, old age is revered. Children are ignored on their birthday while adults are congratulated on having passed another milestone on the road to longevity.

The first anniversary of a child's birth is celebrated when the child has survived a month. Before that date the child is not considered as a member of society. When a child is one month old it is brought to the temple. Presents consist of food, but articles are placed before the child to determine the path of life in which he is most likely to succeed: pens and paper to indicate a scholar, an abacus to indicate a business career, and so on.

Afterwards no notice is taken of a birthday until a youth or maiden comes of age and marriage is contemplated. Then the parents-in-law give presents of food and clothing, but the youth's own parents tend not to. Generally speaking, it is not considered appropriate for those closely related to give presents, and there is no family party.

If you were a child in China you would honour your parents on their birthdays. Children bow before their parents on their parents' birthday and wish them long life. If the children are grown up, the younger child gives the parent a party. Chicken and long-life noodles would be on the menu.

The most important birthdays in a man's life are 21, 31, 41, ..., when he enters a new decade.

Popular household deities

There are several deities which are very close to the common life of Chinese people. You can generally find them in the home.

1. Tsao Wang, the Kitchen God.
2. The Door God
3. Kuang-ti (a deified ancient General) who, together with Ch'in-Shu-Pao and Yu Ch'ih Ching-Te, guard the entrance to ward off evil spirits.
4. The three most popular star gods Shou Hsing, the God of Longevity, Lu Hsing, the God of Luck and Good Fortune, and Fu Hsing, the God of Wealth. These three star gods always appear together, either as ornaments on a shelf or in posters and talismans. Tsao Wang and the Door God are generally depicted on a red scroll, on which their names are written in Chinese characters. The other gods are depicted as people.

Tsao Wang, the Kitchen God

Tsao Wang is one of the oldest and most important of the household deities. His effigy, which can be a highly coloured picture, or a red panel on which is written the characters for his name, may be pasted on a wall over the stove or may occupy a small wooden or bamboo shrine somewhere in the kitchen.

Tsao Wang travels on a horse, so he is often drawn with his horse beside him.

Tsao Wang's role in the household:

1. Tsao Wang looks after the stove and takes note of the moral behaviour of family members throughout the year.
2. Seven days before New Year he is ceremoniously sent up to heaven where he lays the family's moral record before the All Highest, the Jade Emperor. He tells on the family.
3. His departure from the household marks the beginning of Little New Year. He returns from his celestial visit on New Year's Eve.



The Door God

Tsao Wang

The Kitchen God

灶君



KUAN-TI

Kuan-Ti is one of the gods of wealth. He is the god of commerce, good luck and good fortune. He doesn't bring wealth, he guards against evil spirits entering the house or business and thus ensures success and wealth.

According to ancient mythology, he was a General during the Three Kingdoms period (221-263).

He is the god who represents war.

In pictures, he is portrayed as having a red face. He is usually attended by a black-faced man with a halberd on his left and a pink-faced youth with a money bag on his right.

Kuan Ti's birthday is celebrated on the second day of the Chinese New Year. On the morning of the second day, the old paper god is taken down and burned in the courtyard or street. Then a fresh effigy is installed with incense and firecrackers:

- incense to worship the god properly, and
- firecrackers to frighten away evil spirits.

A sacrifice of food or rice cakes is also offered according to the means of the family. When the offering is placed on the table before the picture, a cup of fiery wine is ignited and the head of the family makes the three-fold kowtow. Sacrifices (offerings) have to be carried out in order to maintain the goodwill of the ancestral spirits.

Religious rites have to be performed by the head of the family, a male — so male heirs were essential. It was necessary for the family to produce heirs to carry on these rites in the correct manner, and so maintain the family's status. Several sons were needed, to ensure that at least one survived into his parents' old age. Female children were of secondary importance.

(This practice seems to have originated during the Shan period, 1800-200BC.)

Tsao Wang's departure from the household

1. Tsao Wang departs on the night of the 23rd day of the 12th moon — seven days before the New Year.
2. On the night of his departure, his effigy is burned and the smoke takes him up to heaven. Incense is burned to make his departure happy, and some straw is burned by the stove as forage for his horse. A bowl of water is placed by the stove so that it will not go thirsty.
3. It is in the family's interest to ensure that Tsao Wang makes a good report before the Jade Emperor, and various measures are taken to ensure that this will happen.
A special sweetmeat (Tang Kua) is burned, along with the effigy, to ensure that he will only have sweet things to say. Alternatively, the family may make certain of his silence by smearing his mouth with opium or steeping him in wine. This is to make him drowsy or fuddled when he reaches the end of his journey so that he risks expulsion before he can get a word in with the Jade Emperor.
4. Firecrackers are ignited to speed him on his way.
5. It is interesting to note that women of the house-hold are debarred from his worship.

Lucky Money Envelopes

Front



喜

Happiness

禄

Wealth

寿

Longevity

福

Luck

The double *Hsi* is for married happiness

Back



Lucky Money Envelopes

The Lucky Money Envelope wishes the recipient happiness, longevity and affluence (wealth).

Longevity is important because an old person is someone on his way to becoming an ancestor.

Elders are therefore honoured and respected.

Zodiac Animals

RAT



Honest ambitious & clever

1900, 1912, 1924, 1936, 1948,
1960, 1972, 1984, 1996, 2008

You get along with Dragon and
Monkey, but not with Horse.

OX



Bright, patient & hard-working

1901, 1913, 1925, 1937, 1949,
1961, 1973, 1985, 1997, 2009

You get along with Snake and
Rooster, but not with Sheep.

TIGER



Courageous, powerful & adventurous

1902, 1914, 1926, 1938, 1950,
1962, 1974, 1986, 1998, 2010

You get along with Horse and Dog,
but not with Monkey.

HARE



Caring, talented & graceful

1903, 1915, 1927, 1939, 1951,
1963, 1975, 1987, 1999, 2011

You get along with Sheep and Boar,
but not with Rooster.

DRAGON Energetic, healthy & powerful



1904, 1916, 1928, 1940, 1952,
1964, 1976, 1988, 2000, 2012

You get along with Monkey and Rat,
but not with Dog.

SNAKE Wise, calm & elegant



1905, 1917, 1929, 1941, 1953,
1965, 1977, 1989, 2001, 2013

You get along with Rooster and Ox,
but not with Boar.

HORSE



Attractive, independent & stylish

1906, 1918, 1930, 1942, 1954,
1966, 1978, 1990, 2002, 2014

You get along with Tiger and Dog,
but not with Rat.

SHEEP



Gentle, artistic & creative

1907, 1919, 1931, 1943, 1955,
1967, 1979, 1991, 2003, 2015

You get along with Boar and Hare
but not with Ox.

MONKEY Intelligent, organised, enthusiastic



1908, 1920, 1932, 1944, 1956,
1968, 1980, 1992, 2004, 2016

You get along with Dragon and Rat,
but not with Tiger.

ROOSTER Careful, independent, hard-working



1909, 1921, 1933, 1945, 1957,
1969, 1981, 1993, 2005, 2017

You get along with Snake and Ox,
but not with Hare.

DOG



Honest, loyal & generous

1910, 1922, 1934, 1946, 1958,
1970, 1982, 1994, 2006, 2018

You get along with Horse and Tiger,
but not with Dragon.

BOAR



Generous, helpful & noble

1911, 1923, 1935, 1947, 1959,
1971, 1983, 1995, 2007, 2019

You get along with Hare and Sheep,
but not with other Boars.

According to the Chinese lunar calendar, the New Year begins on the second new moon after the first day of winter.

This day usually falls in late January or February.

Each year is named after a different animal. Children born during that year are believed to have the characteristics of that animal.

Twelve years form one zodiac cycle.

The Chinese Dragon

The Dragon Procession

The dragon is ten metres or more long, built of bamboo rods and cloth, with blue and gold eyes, silver horns and red tassels. It has a long green beard and a big mouth with a red tongue.

The whole animal is carried about by a group of men, each of whom holds a stick which supports one of the dragon's limbs. The body is illuminated by many candles fixed on the body.

The animal follows an 'ornamental sunball' — a big textile ball symbolising the sun — which is hunted by the rain-bearing dragon, the symbol of the clouds.

Onlookers open fire on the dragon with bamboo tubes filled with powder and iron chips.

The dragon procession is a feature of the Chinese New Year celebrations.



This dragon was the emblem of Imperial power. As a decorative motif, the Imperial dragon had five claws. Decorative dragons with only four claws were used by the common people.

The dragon's scales number 81 — which is 9×9 , the paramount lucky number.

Its voice resembles the beating of a gong. On each side of its mouth are whiskers, and under its chin is a bright pearl.

When its breath escapes it forms clouds, sometimes changing into rain and at other times into fire.

About the Chinese Dragon

1. He is a composite creature made up of different animals.
2. In ancient Chinese times the dragon was believed to rule over water, rain and drought.
3. The dragon also causes thunder and lightning in a storm that begins in spring and ends in summer.
4. He lives in the sky in spring and summer and in the water in autumn and winter.
5. This mythical creature suffers from deafness.
6. It breathes a sort of vapour which may turn into rain or become incandescent (be raised to such a high temperature as to produce artificial light.)
7. Its voice is the sound of copper pans clashing like cymbals.
8. The dragon can make himself visible or invisible, thick or thin, long or short.

The Imperial Dragon

The Imperial Dragon was distinguished by having five claws and the privilege of wearing it was limited to the Emperor, his sons and princes of the first rank. Those of the third and fourth ranks wore a four-clawed emblem, while those of the fifth and sixth rank, and certain officials, were entitled only to a five-clawed serpent.

The Chinese Gate Gods

The Gate Gods are the two tutelary deities of the household

1. The two Generals who stand on either side of *Kuari-Ti* deal with any evil spirits who attempt to intrude.
2. They guard the means of entry and prevent evil spirits entering the house.
3. They are *Ch'in-Shu-Pao* (the white-faced one) and *Yu Ch'ih Ching-Te* (with a black face) who is his companion in arms. Evil spirits are allergic to and frightened of black faces.
4. Both wear full armour. They hold a gemmed halberd (a combined spear and battleaxe) and they have a whip, chain, bow and arrows at their belt.
5. During the last week of the twelfth moon, the brightly coloured warriors are pasted on the double panels of the front door or inside facing the entrance.



This particular poster is pasted on the wall in every Chinese business. Often the outsider has to search for it, but it's generally found facing the main entrance. Sometimes this poster is also put in the house (but not always).

A Chinese Talisman

The three star gods on a Chinese Talisman

This talisman bestows wishes for longevity, wealth and good luck on its owner. Chinese buy this poster and put it at the front door and on the rice bin just before New Year.

The three star gods
in the middle are,
from left to right:
Shou Hsing, God of
Longevity; *Lu Hsing*,
God of Luck; and
Fu Hsing, God of
Wealth



Zodiac Animals

○ 'Characteristics of the animal' means

.....

.....

 LIST the characteristics of:

Dragon

Monkey

Boar

Hare

Snake

 What zodiac sign would have the following characteristics?

gentle & creative

graceful & talented

ambitious & honest

loyal & generous

calm & wise

energetic & healthy

patient & hard-working


independent & careful

○ DISCUSS the meanings of the words that describe the qualities of each animal.

○ COMPARE the Chinese and Vietnamese zodiac animal signs.

LIST similarities and differences:

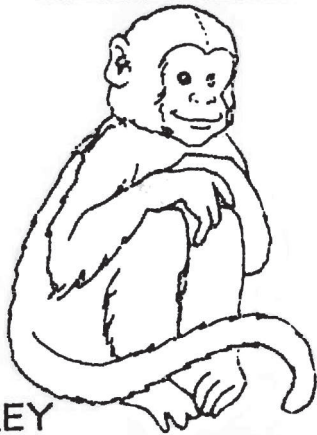
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 WRITE the zodiac sign you were born under. LIST the characteristics of your sign.

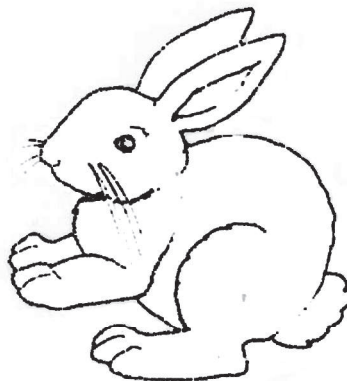
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Chinese New Year zodiac animals

- Reproduce the zodiac animals on card.
- Carefully cut out the 12 animals of the Chinese lunar calendar.
- Sequence the animals in correct calendar order.
- Match ordinals (both word and number) to each animal.



MONKEY



HARE



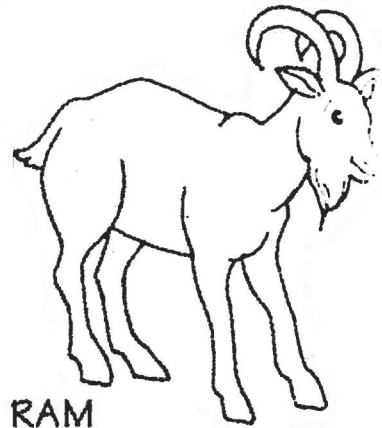
ROOSTER



TIGER



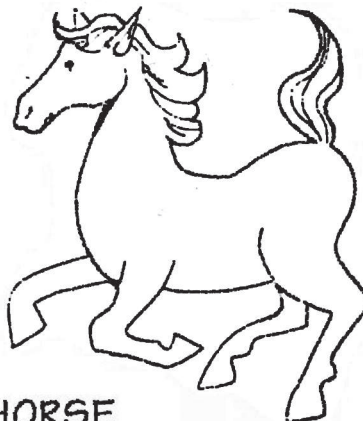
RAT



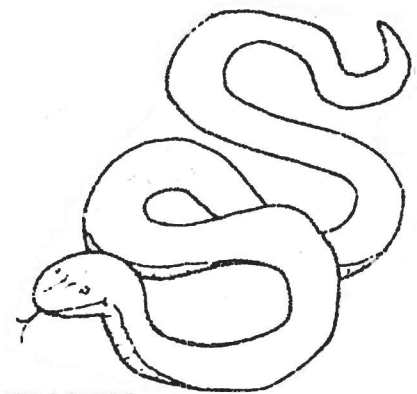
RAM



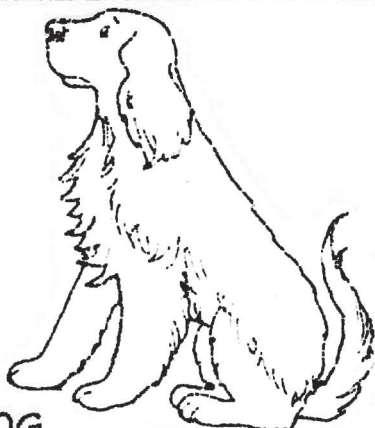
PIG



HORSE



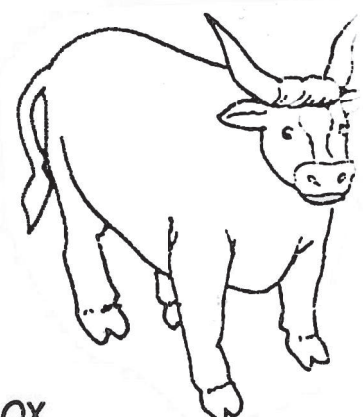
SNAKE



DOG



DRAGON



OX

Chinese New Year

Each lunar year is named after one of 12 animals.













The twelve animals in the Chinese zodiac are rat, ox, tiger, rabbit, dragon, snake, horse, sheep, monkey, rooster, dog, and boar.

There are 12 years to a cycle. Each cycle begins with the Year of the Rat.

Read the wheel in an anticlockwise direction to work out the order of the animals in the Chinese lunar calendar.



It is the Chinese custom to name each year after an animal. It is said that the animal ruling the year you were born will influence your life. Each animal is thought to have its own personality and emotions - which might characterise those born within its year.

 <p>鼠</p> <p>Year of the Rat</p> <p>1948, 1960, 1972, 1984, 1996, 2008</p> <p>Rat people are very popular. They like to invent things and are good artists.</p>	 <p>牛</p> <p>Year of the Ox</p> <p>1949, 1961, 1973, 1985, 1997, 2009</p> <p>People born in this year are dependable and calm. They are good listeners and have very strong ideas.</p>	 <p>虎</p> <p>Year of the Tiger</p> <p>1950, 1962, 1974, 1986, 1998, 2010</p> <p>Tiger people are brave. Other people respect tiger people for their deep thoughts and courageous actions.</p>	 <p>兔</p> <p>Year of the Rabbit</p> <p>1951, 1963, 1975, 1987, 1999, 2011</p> <p>People born in this year are nice to be around. They like to talk, and many people trust them.</p>
 <p>龍</p> <p>Year of the Dragon</p> <p>1952, 1964, 1976, 1988, 2000, 2012</p> <p>Dragon people have good health and lots of energy. They are good friends because they listen carefully to others.</p>	 <p>蛇</p> <p>Year of the Snake</p> <p>1941, 1953, 1965, 1977, 1989, 2001</p> <p>People born in this year love good books, food, music, and plays. They will have good luck with money.</p>	 <p>馬</p> <p>Year of the Horse</p> <p>1942, 1954, 1966, 1978, 1990, 2002</p> <p>People born in this year are popular, cheerful, and are quick to compliment others. Horse people can work very hard.</p>	 <p>羊</p> <p>Year of the Sheep</p> <p>1943, 1955, 1967, 1979, 1991, 2003</p> <p>People born in this year are very good artists. They ask many questions, like nice things, and are very wise.</p>
 <p>猴</p> <p>Year of the Monkey</p> <p>1944, 1956, 1968, 1980, 1992, 2004</p> <p>Monkey people are very funny. They can always make people laugh. They are also very good at solving problems.</p>	 <p>雞</p> <p>Year of the Rooster</p> <p>1945, 1957, 1969, 1981, 1993, 2005</p> <p>People born in this year are hard workers. They have many talents and think deep thoughts.</p>	 <p>犬</p> <p>Year of the Dog</p> <p>1946, 1958, 1970, 1982, 1994, 2006</p> <p>Dog people are loyal and can always keep a secret. Sometimes dog people worry too much.</p>	 <p>猪</p> <p>Year of the Boar</p> <p>1947, 1959, 1971, 1983, 1995, 2007</p> <p>People born in this year are very good students. They are honest and brave. They always finish a project or assignment.</p>

Chinese Zodiac Animal Puppets

by Julie O'Keefe



Make your own Chinese Zodiac Animal Puppets

Carefully cut out each Animal.

Attach a straw Or stick to each animal to make a puppet.

After watching the video of the Chinese Zodiac Animal Race, with a partner, retell the story of the Great Race.

Read stories about how the Chinese Years got their animal names. Stories are available on the Internet.

- ☐ The Chinese name their years after certain animals.
- ☐ There are twelve (12) animals in the zodiac cycle which is also 12 years.
- ☐ Each animal has qualities that are positive and negative.
- ☐ The animal year in which a person is born influences their character and potential. The animals of the Chinese zodiac are, in order: Rat, Ox, Tiger, Rabbit, Dragon, Snake, Horse, Goat, Monkey, Rooster, Dog, Boar.
- ☐ The date of the Chinese New Year is determined by a lunar calendar. The new year begins on the second new moon after the first day of Winter (Northern Hemisphere). This day usually falls in late January or February, so the date of Chinese New Year varies.
- ☐ **Recommended:** *Why Rat Comes First*. A story of the Chinese zodiac, retold by Clara Yen. ISBN 0 89239 0072 7
- ☐ Provide opportunities for students to identify the animal named for their year of birth. Read about its qualities and characteristics.
- ☐ Students draw their own version of their Chinese zodiac animal symbol.
- ☐ Australia Post puts out a series of stamps for Chinese New Year each year. This is a great resource for students to view and discuss the artist's representation of the relevant animal.
- ☐ Fantastic 2D and 3D door and wall decorations of the animal for the year are available from Chinatowns. They range from traditional designs to very cute modern interpretations of the animal. My students love them; and they make for a very bright, welcoming doorway to your classroom for the year.



Making Animal Puppets

For this activity my Stage 3 students developed a play script for a story about how the animals of the Chinese zodiac got their names, based on the reading of several narratives and versions of this story.

Turning narratives into scripts for performance works really well and develops reading, writing, listening and talking skills through the process. Making and using puppets enriches the performance and engages the students in a rewarding, enjoyable experience, as well as targeting Drama and Visual Arts outcomes.

There is no set way for making puppets for the play. The following is an outline of the process undertaken by my students. The puppets were all individual and designed and constructed during class time by the students. A couple of the puppets needed to go home with their creators for upgrading and repairs!

MATERIALS (What you need)	METHOD (What to do)
<ul style="list-style-type: none"> • Lots of books and instructions for making puppets. • Text and discussion about what a puppet is and the purpose/s of using puppets. • A wide range of images of each of the animals of the zodiac, including realistic as well as cartoon style. • Things with which to make the puppets (cardboard boxes, cardboard, corrugated paper, paper plates, wool, string, buttons, newspaper, cellophane, paint, split pins, cotton wool, sticks from the bush, dowel, fabric, sequins, glitter, coloured paper, tissue and crepe paper, textas, and loads of masking tape) • Craft and wood glue • Glue gun • Stapler • Scissors 	<ol style="list-style-type: none"> 1. Students work in pairs and draw the name of an animal out of a hat (include Jade Emperor). 2. Discuss possibilities, referring to puppet books and images. 3. Decide on the type of puppet to be made. 4. Draw a labelled plan of the animal character, including materials to be used for different parts. 5. List materials and tools needed. Decide who will be responsible for gathering these items. 6. Follow the labelled plan of the puppet to <ol style="list-style-type: none"> a) draw a basic outline of the puppet shape b) cut out shapes and parts c) assemble and decorate (interchangeable). 7. During the assembling stage, ensure that <ol style="list-style-type: none"> a) parts of the body such as the legs and head can move b) everything is attached securely so bits and pieces don't fall off during the performance c) the puppet can be easily manipulated and/or worn by the puppeteers. 8. Consider: <ol style="list-style-type: none"> a) Will the puppeteers manipulate the puppet by using sticks? If so, what is the number and length of sticks? b) Will the puppet be worn on the head of the puppeteer? c) Will the puppeteers be inside the puppet



Puppet Play – Chinese Zodiac

A story of how the Chinese zodiac years got their names, adapted by JULIE O'KEEFFE

THIS PLAY ALLOWS FOR TWENTY-EIGHT (28) STUDENTS TO BE ACTIVELY INVOLVED

Storytellers: ☐ Two (2)

Characters: ☐ Jade Emperor

☐ Each animal puppet is operated by 2 students

STORYTELLER: Once upon a time, a monkey, a dog and a dragon had a terrible argument. They were arguing about who the New Year should be named after.

DRAGON (*roaring*): This year should be called the Year of the Dragon because I'm the most energetic and powerful.

MONKEY (*shouting*): Oh no it shouldn't! It should be called after me because I have good ideas!

DOG (*barking*): What? Why should it be named after you? It should be named after me. I work the hardest and am loyal and honest.

DRAGON AND MONKEY: Oh no you don't! Oh no you're not!

DOG: Oh yes I am!!

STORYTELLER: And so they argued on for hours and hours and hours!! And, as they argued, other animals came along to listen. But, after a while, they also joined in the argument. Each animal wanted the year named after itself.

TIGER, HORSE, SNAKE, PIG, OX, ROOSTER, RABBIT, GOAT, RAT: Each animal gives a reason why it should be first. The students scripted this themselves, and based their reasons on their knowledge of the characteristics and qualities of each.

STORYTELLER: In the end, there were twelve animals arguing together, and soon a fight broke out. There was roaring and chattering, barking and growling, neighing and bellowing, squeaking and thumping, hissing and bleating, crowing and grunting. There was so much noise that it disturbed the Jade Emperor, who lived in the heavens.

JADE EMPEROR (*annoyed*): What on earth is the matter with those animals? I'll go and see what's happening!!

STORYTELLER: The Jade Emperor appeared in the sky. This gave the animals such a fright that they stopped their arguing and stared up at the Emperor.

JADE EMPEROR (*demanding*): Why are you making such a noise?
What are you quarrelling about?

STORYTELLER: All the animals started to answer at once.
The noise was deafening!

JADE EMPEROR (*ordering*): Stop it! Please tell me slowly, one at a time.

STORYTELLER: The animals bowed their heads. They were ashamed of their bad manners. One by one, the animals explained the problem.

MONKEY, DOG, TIGER, HORSE, SNAKE, PIG, OX, ROOSTER, RABBIT, GOAT, RAT: (*The students scripted this part themselves.*)

The Jade Emperor called each animal forward. The 'animals' scripted their own explanations and presented them to the Jade Emperor.

STORYTELLER: The Jade Emperor listened to each of the animals carefully, and came up with an idea to solve the problem.

JADE EMPEROR (*wisely*): I have an idea that will solve this problem. There will be a race across the river. The animal that gets across the river first will be the winner, and will have the honour of the New Year being named after it.

STORYTELLER: The animals liked the idea, and each one thought that he would win. They rushed to the river bank, and lined up ready for the start.

JADE EMPEROR (*shouting*): On your marks! Get set! Go!

STORYTELLER: And with a great splash, all twelve animals jumped into the river and began swimming as fast as they could towards the opposite bank. The river was quite deep, and there was a strong current.

OX (*bragging*): I'm the strongest swimmer out of all the animals. I'm going to win this race easily. No problem.

STORYTELLER: The Ox was soon in the lead in the race. But he hadn't noticed Rat, who was swimming behind him.





RAT: Oh dear, this water is too deep and strong for me! I'm smart and clever. I must think of a way of getting across the river before I drown! I know, I'll grab onto Ox's tail and hitch a ride on his strong back!

STORYTELLER: Rat swam as hard as he could, and managed to grab the end of Ox's tail. He climbed up it without Ox noticing and tiptoed along Ox's back, and settled down for the ride just behind Ox's ear.

OX (*looking over his shoulder, boastfully*): I'm way out in front of all the other animals. I'm definitely going to win this race!!! Only a few more strokes with my strong legs and I'm there!

STORYTELLER: Ox felt so sure he was going to win, he laughed out loud. But as he did this, he swallowed a big mouthful of water and began to cough and splutter. Rat took advantage of this opportunity and jumped over Ox's head onto the river bank.

RAT (*squeaking*): I'm the winner!!! I'm the winner!! I'm the winner!!

JADE EMPEROR: Bad luck Ox! You were the strongest, but Rat was too clever for you. This year will be the Year of the Rat and next year will be the Year of the Ox.

JADE EMPEROR: Congratulations to you all for finishing this challenging race. To reward your effort, I will name a Year after each of you according to the order you finished the race. Tiger, you will be the third year, Rabbit the fourth, Dragon the fifth, Snake the sixth, Horse the seventh, Goat the eighth, Monkey the ninth, Rooster the tenth, Dog the eleventh, and Pig the twelfth.

As each animal year is named, animals bow low before the Jade Emperor, and move away.

ANIMALS (*in appreciation*): Thank you Jade Emperor!!!

STORYTELLER: And that's how the Years got their names!!

All animals come together, neighing, bellowing, bleating, etc., and bow.

THE END



Some tips from our experience of using the puppets and performing this play.

- Adding a soundscape of animal noises adds humour and impact.
- When manipulating the puppets, move like the animal - which takes practice!
- Hold the puppets on sticks high during the performance.
- O Have the narrator meander and weave through the characters and action on the stage - not standing off to the side.
- Ensure puppets are constructed in a way so that some parts of them can move (eg. arms, legs, head).
- Puppets can be worn (eg. on the head) and the rest of the student's body becomes part of the puppet.
- Students can be inside the puppet (eg. inside a box).
- O Make the puppets large! They look fantastic, and pack a punch on stage.
- Dress in all black for performing (eg. black pants, black T-shirts), with bare feet.
- Speak in the voice of the animal character.
- Glue the narrator's script to large red and gold pieces of cardboard.
- Relax and enjoy the process.



Rabbit (or Hare)



Dragon



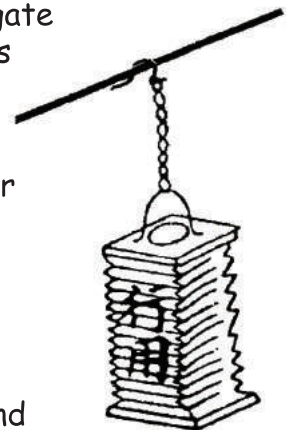
Goat

Chinese Lanterns

By Di Dunlop

<https://pixabay.com/en/lanterns-chinese-asian-balloons-828880/>

- YUAN XIAO JIE (Lantern Festival), or the Feast of the Full Moon, falls on the 15th day of the first lunar month. Traditionally the celebrations began several days after the first day of the New Year and continued until the 18th — bringing the Spring Festival to its climax.
- It originated in ancient times as a ceremony to usher in the increasing light and warmth as winter ended. From Tang times even the Emperor and courtiers joined in the activities.
- During the celebrations everyone carried colourful lanterns. These celebrations culminated in a Lantern Fair—where all the lanterns were displayed, Fireworks displays and riddle-guessing contests were later incorporated to add to the festivities of the occasion.
- Homes are decorated with even more lanterns, and families perform ancestral worship at their family shrines.
- Firecrackers are a popular aspect of this celebration, the only time of year when they are allowed.
- Lanterns come in many forms—cubed, round, square, in the shapes of animals. Some are cunningly constructed to roll along the ground, or are set on wheels. A popular style is made of red paper, in which small holes are made in lines so as to form an auspicious Chinese character such as happiness or longevity. Other lanterns are made in human shapes—which are intended to represent children or some object of worship such as the Goddess of Mercy. The most expensive are covered with white gauze or thin white silk, onto which historical scenes or individual characters have been painted.
- Food is always an important part of Chinese celebrations, and the Lantern Festival is no exception. One custom is known as 'eating taro under the lanterns'. Large quantities of taro are boiled until soft. At midnight all the family members congregate underneath the brightest lantern to eat the taro. It is believed that this makes people 'clear-sighted'. Some believe it helps avoid transmigration of the soul—which Buddhists believe follows one's death.
- Another ancient food custom was eating 'tang yuan'— glutinous rice-flour balls with sweet fillings, served in a soup.
- In some areas families would light a lantern for each family member and display extra lanterns to indicate a desire for more children.
- The Lion Dance is commonly performed during the Lantern Festival (originally a demon-expelling ritual). The lion symbolised a Bodhisattva and acted as guardian of Buddhism.



Making Chinese Lanterns

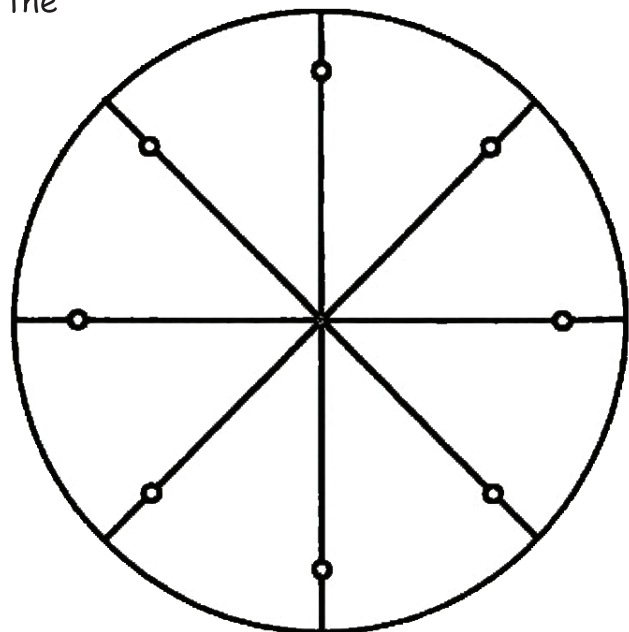
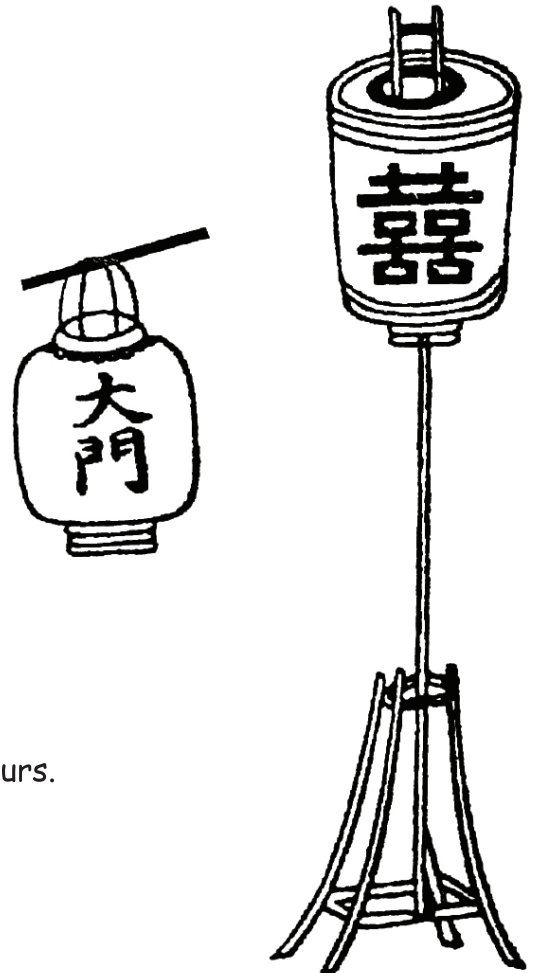
At the Lantern Festival, bright paper lanterns are hung up with lighted candles inside them. They are really quite easy to make. Always light the candle carefully and never leave it unattended.

MATERIALS

- a 30 cm length of thin split bamboo or cane
- a short length of dowel for base 4-5 cm
- 12 mm length of dowel for tassel
- coil of thin florist's wire
- fine string
- tissue paper
- skein of scarlet and of yellow embroidery floss
- some Chinese paper cuts
- quick-drying epoxy glue
- all-purpose glue
- an old paint brush
- a lump of plastic clay
- hammer, awl, wire cutters, round-nosed pliers, two small headless nails, large scissors
- red and gold enamel paint
- paint brush

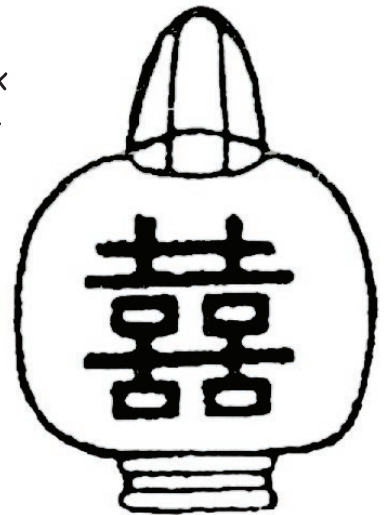
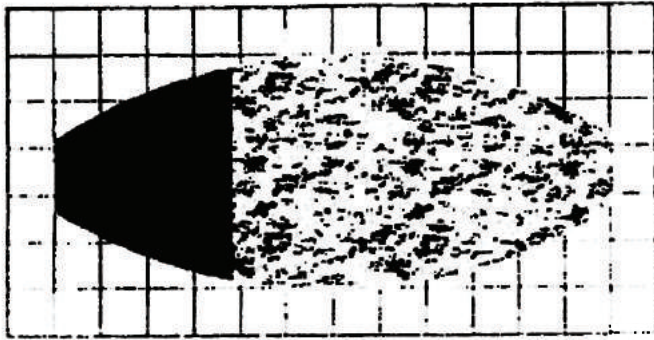
INSTRUCTIONS

1. Soak the bamboo or cane in warm water for a few hours. Flex it gently, then twist it into a ring, overlapping the ends by 2.5 cm. Then tie with string. Shape the ring around a mug or cup.
2. Cut eight (8) lengths of wire from the coil.
3. Paint the dowel, which will be the base of the lantern (red with gold stripes).
4. Hammer a nail into the base of the dowel and bend it over to form a loop for the tassel. Pest the dowel the plastic clay to form a flat, stable working base.
5. On the base (the dowel) mark into eighths and make holes for the wires using the awl and a small hammer (see the diagram at right).
6. Glue wires into the holes with epoxy glue and leave to dry. Knock a headless nail into



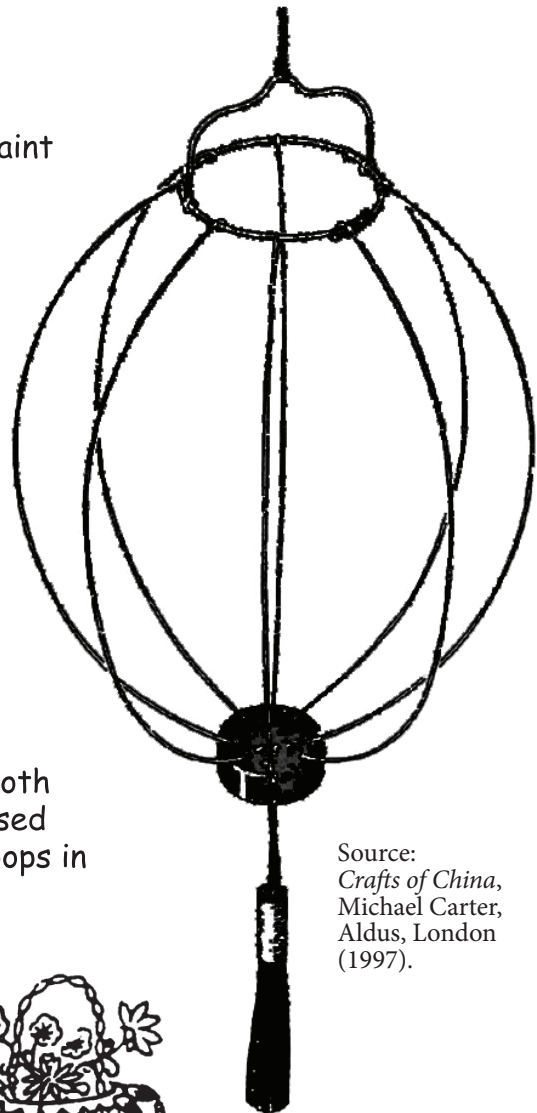
the centre of the dowel to hold the candle.

7. Mark the bamboo ring into eighths and twist the wires over it. Fix wires in opposite pairs. Check the balance and shape of the frame after attaching each pair of wires.
8. Make sure the wire frame is evenly spaced all around. Make a paper pattern for the lantern cover. Place onto a stack of eight



(8) sheets of tissue paper and cut out.

9. Pour some glue into a saucer, and with the old paint brush spread glue over a pair of wires. Starting at the base of the lantern, smooth a sheet of tissue paper over the wires.
10. Trim the paper at the top and down the sides close to the wires. Fold the edges over the wire. Repeat, covering four alternate sections of the lantern in this way. The last four sections are covered differently from the first four. Spread glue over a pair of paper-covered wires, then lay a piece of tissue paper over the wire. Cover all four sections and allow glue to dry before trimming paper. With small sharp scissors, trim the tissue paper neatly as close to the wires as possible.
11. To make the handle, cut a length of wire, loop both ends and fix around the bamboo ring. Round-nosed pliers will make it easier to bend tight-fitting loops in the wire.
12. Glue on paper cuts to suit yourself.
13. For the tassel, cut a short length (12 mm) of dowel. Cut a skein of scarlet embroidery floss into equal lengths of roughly 20 cm. Tie them together and spread over the sides of the dowel, then secure the ends with glue. Attach a tassel to the base of the lantern with glue.

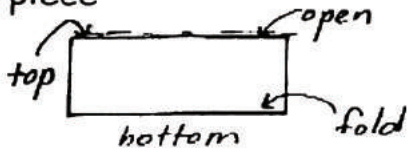
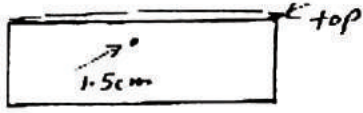

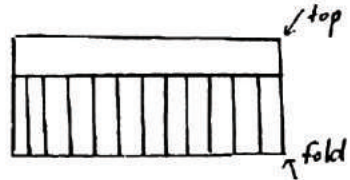
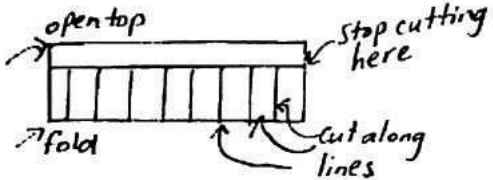
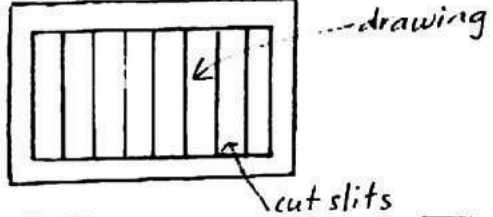

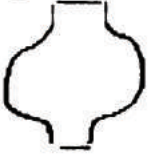


Source:
Crafts of China,
Michael Carter,
Aldus, London
(1997).



Chinese New Year Lanterns

METHOD (What to do)

1. Decide on the images to be drawn onto the lantern.
2. Draw and colour the image to cover the whole piece of art paper. Make it bright and colourful.
3. Fold the art paper in half, bottom to top, with the drawing on the inside.
 
4. Measure 1.5 cm down from the centre of the top of the paper. Put a dot at the 1.5 cm mark.
 
5. Rule a line from one side of the paper to the other, going through the dot. This line ensures you won't cut too far to the top of the page and spoil your lantern.
 
6. Apply your mathematical skills to measure the length of the line and divide it into intervals between 1.5 cm and 2 cm widths. Put a dot at each interval, then draw lines to the fold. Don't make the strips too narrow.
 
7. Cut along the lines from the fold, stopping at the horizontal line drawn across the page.
 
8. When all lines have been cut, open out the paper. Your drawing should be facing you. Fold your paper in half, with the drawing facing out, and gently press along the fold-line.
 
- Otherwise your lantern will look like this:  But it should look like this: 
9. Pick up the paper from the top corners and curve around until both meet, forming the lantern shape. Run a glue stick along the edge of one side of the lantern. Curve the other side around and stick onto the glue. Press firmly to make sure it stays together.
10. Cut an extra strip of paper for the handle. The width and length of the handle is your choice. You may like to decorate the handle or cut it from gold paper. Put glue onto both ends of the handle and stick firmly inside the top of the lantern.
11. Scrunch up some cellophane and gently place inside the lantern.
12. Display.

(CHINA) Through the Eyes of One MESMORISED

by Chris Cigana

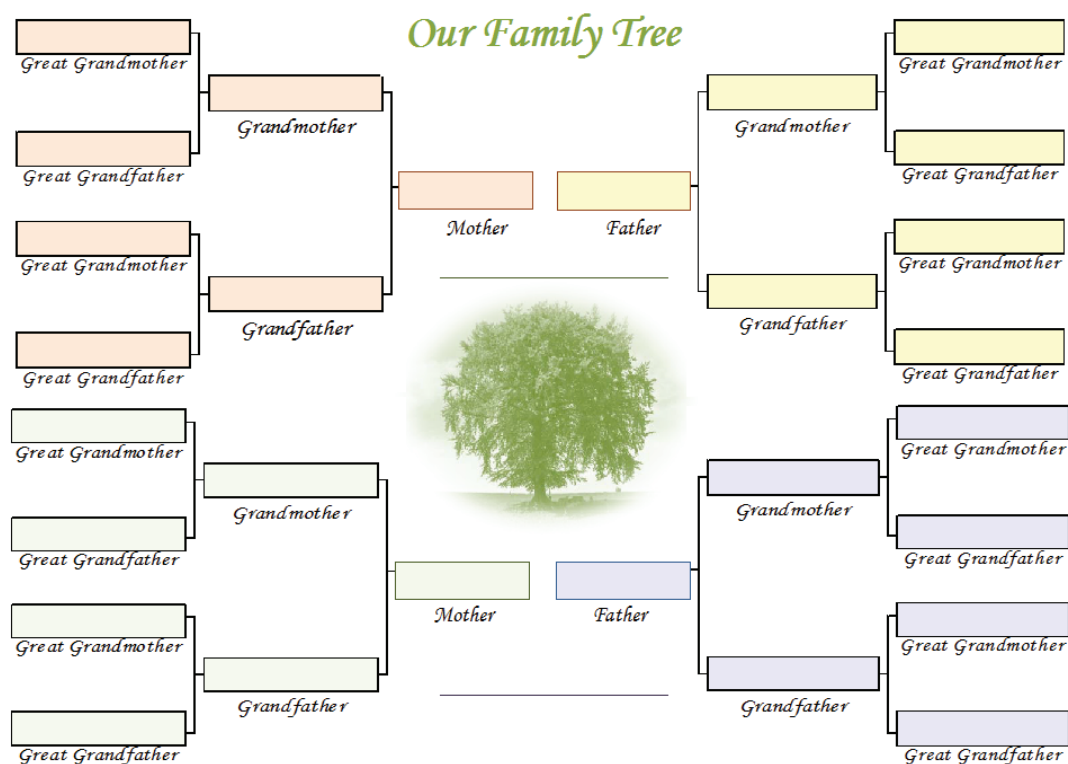
FOCUS OF UNIT: This unit is for Years 5 or 6 and looks at students' background knowledge of China and the 'symbols', 'culture' and 'historical icons' that make China known as an historical giant that has had an effect on very country in our world, especially Australia.

STAGE: 3

LITERACY and ICT INTEGRATION: Through research on ipads and/or that also integrates the BYOD 'Bring Your Own Device' in DoE schools.

BACKGROUND KNOWLEDGE OF STUDENTS:

1. Begin by getting students to take home attached sheet and as a family, complete.



Trace your family history with www.Irish-Genesalogy-Toolkit.com

2. Ask students to use BYOD – a device to capture ‘orally’ their parents and/or grandparents past stories of descendants and from where they have originated from.

{ Teacher to help class create questions to ask family members }

3. In class organise students in groups and get them to share family tree and family stories.

4. Whole class discussion – count up numbers of students who are descended from different countries.

[a] Discuss the following to gain deep knowledge and understanding:

[i] When and why was the structure in Image A built?

1. A very long time ago for defence.
2. At the start of last century for farming.
3. Very recently for tourists.
4. Thirty years ago for a railway.



Image A



[ii] Which implements are more commonly used in traditional Chinese cooking?

- A. toaster, spoon, eggflip
- B. cleaver, chopsticks, wok
- C. barbecue, saucepan, waffle iron
- D. griddle, tongs, fork

[iii] Which annual festivity, celebrated in Australia, began in Asia?

- A. Halloween
- B. Lunar NewYear
- C. Easter
- D. Corroboree

- [iv] From which country did immigrants come to Australia in large numbers in the 1850s gold rush?
- China
 - India
 - Pakistan
 - Vietnam
- [v] In which country were fireworks, paper and gunpowder invented?
- China
 - India
 - Japan
 - Thailand
- [vi] Which of these is the official language of China?
- Cantonese
 - Mandarin
 - TaiChew
 - Taiwanese
- [vii] Which of the following lists only includes countries from the region of “South East Asia”?
- China, India, Philippines, Vietnam
 - Indonesia, Singapore, Malaysia, Thailand
 - India, Bangladesh, Bhutan, Nepal
 - Mongolia, Nepal, India, Cambodia



5. Provide a map of the world - get students to use their devices to research map specifics, then clearly mark :

- boundaries of China on their map
- Mark Australia on map.
- Countries they feel are important on the line between Australia and China.
- Place the main capital cities on the map of both Australia and China
- Label main seas, oceans



EAL/D Strategies: [Differentiating: this lesson provide students with a list of names that they can find, also give them a map with already mapped main sites. They can then transfer this knowledge onto their own map.]



6. a: Create a FIND-A-WORD.
 b: Provide students with a list of words they need to find and highlight
 c: Give instructions to students – example: only UP and DOWN or IN ANY DIRECTION

T	N	O	O	D	L	E	S	D	U	C	K
H	P	O	R	K	E	C	I	R			S
E	C	H	O	P	S	T	I	C	K	S	H
G	B	E	I	J	I	N	G	M	A	O	A
R	D	U	M	P	L	I	N	G	S	G	N
E	S	E	D	N	E	M	A	I	T	O	G
A	E	R	A	U	Q	S	P	S	C	B	H
T	R	A	N	I	H	C	D	E	R	I	A
W	T	E	R	R	A	C	O	T	T	A	I
A	X	W	A	R	R	I	O	R	S	U	W
L	I	Z	Y	S	E	A	Z	E	D	O	N
L	T	M	S	I	N	U	M	M	O	C	G

Terracotta Warriors	Beijing	Yellow River	Shanghai	Communism	
Tiananmen Square	Rice	Gobi Desert	Mao Zedong	The Great Wall	Duck
Red China Sea	Chopsticks	Pork	Noodles	Dumplings	

7. a: Give students a list of key words that they should be aware of in this ‘knowledge finding’ lesson.
 b: Get students to use their devices to find meanings and/or definitions for these words

[Can use words from Find-A-Word or choose others.]



1.

2.

3.

4.

5.

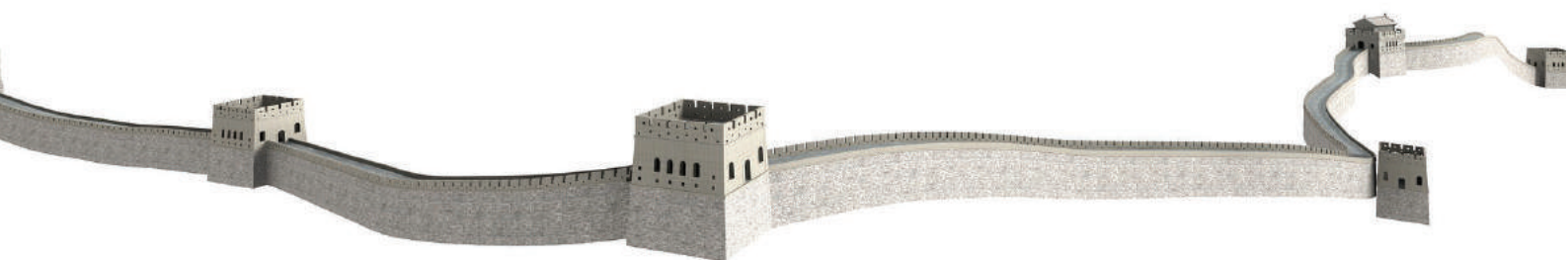
6.

7.

8.

9.

10.



8. a: Students need to complete the attached CLOZE passage by providing students with a list of 'answer' words. EAL/D STRATEGY [provide meanings for words]

DRAGONS - IMPORTANCE TO CHINESE CULTURE.



Dragons are found everywhere in everyday Chinese They are prominent as decorations and artwork, at parades and, in poetry, legends and folklore, and even in the Chinese Zodiac. You will definitely encounter them if traveling through China.

Since the Dragon is a creature from Chinese mythology and not a real animal, it adopts characteristics from several animals. In Chinese the dragon has: the **body** of a **serpent**, the **claws** of an, the **legs** of a **tiger**, the of a **catfish**, or the **antlers** of a

Dragons can also be found with the **Chinese** The Phoenix is also a creature from Chinese and symbolizes good luck, peace, kindness and glory. People would put offerings in the river so that the would bring rain for their crops. Another tells **the story of Qu Yuan**, an old man that drowns himself by jumping from a, because he couldn't stand to see his country being destroyed by the poor leaders.

When the people went to look for him, it was too late. They threw offerings of into the water to calm the man's spirit.

One day, Qu Yuan's spirit returned and told them the rice meant for him, was being devoured by the river dragon. He asked that they **wrap the rice in leaves, in shapes like small** Today, people eat these rice dumplings, known as *zongzi* in memory of the old man.

Pyramids village rice boat mythology dragons phoenix

Deer celebrations legends eagle life creature whiskers



9. Imagine if you are a craftsman. You have been told to help create one of the Terracotta Warrior figures found at the excavation site.

Background work for EAL/D students.

- Teacher to provide images of Terracotta Warriors
- Use a Picture Book as background information.
- Use Storybird to create story.
- Design and create a Mindmap of vocabulary that will assist the students in writing their creative writing pieces

Decay	mud	pick	artefact
Excavate	currency	pots	
Wagon	horses	pit	
Weapon	chart	preserve	

Noble	peasant	emperor	
feudal	nobles	conquest	
tomb	remains	chariot	helmet
sword	crossbow	armour	coat

Excavation Site 'Vocabulary'

Chinese past characters 'Vocabulary'

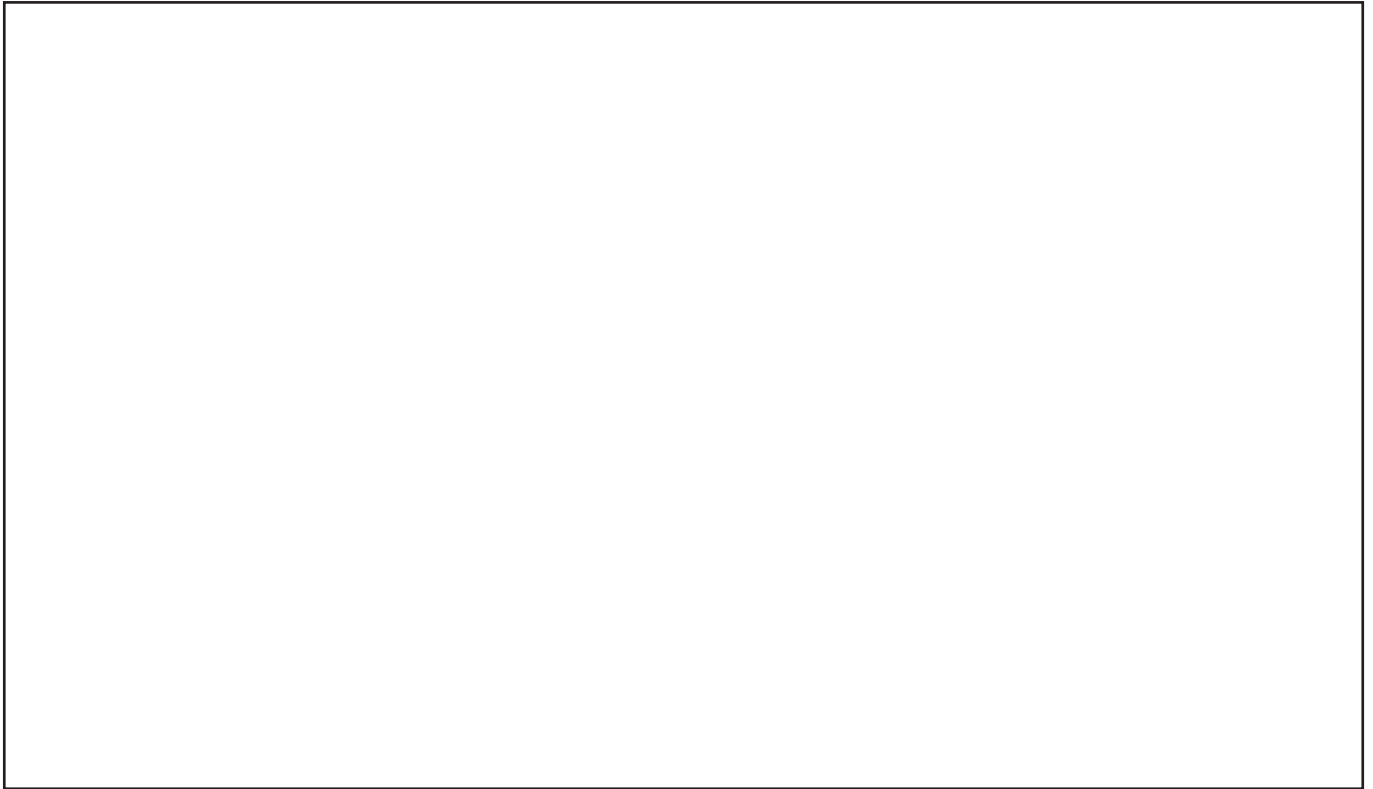
Examples of Mindmaps.



[i] Describe a 'Day in the Life of a Craftsman making the Terracotta Warriors'.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

[ii] Sketch and label the excavation site. [What tools would be used? How would they make a Terracotta warrior? Who else would be present? What would the site look like – vegetation, quarry etc.]



[iii] Imagine YOU are one of the Terracotta warriors. Describe your life as one of the Emperor's soldiers.

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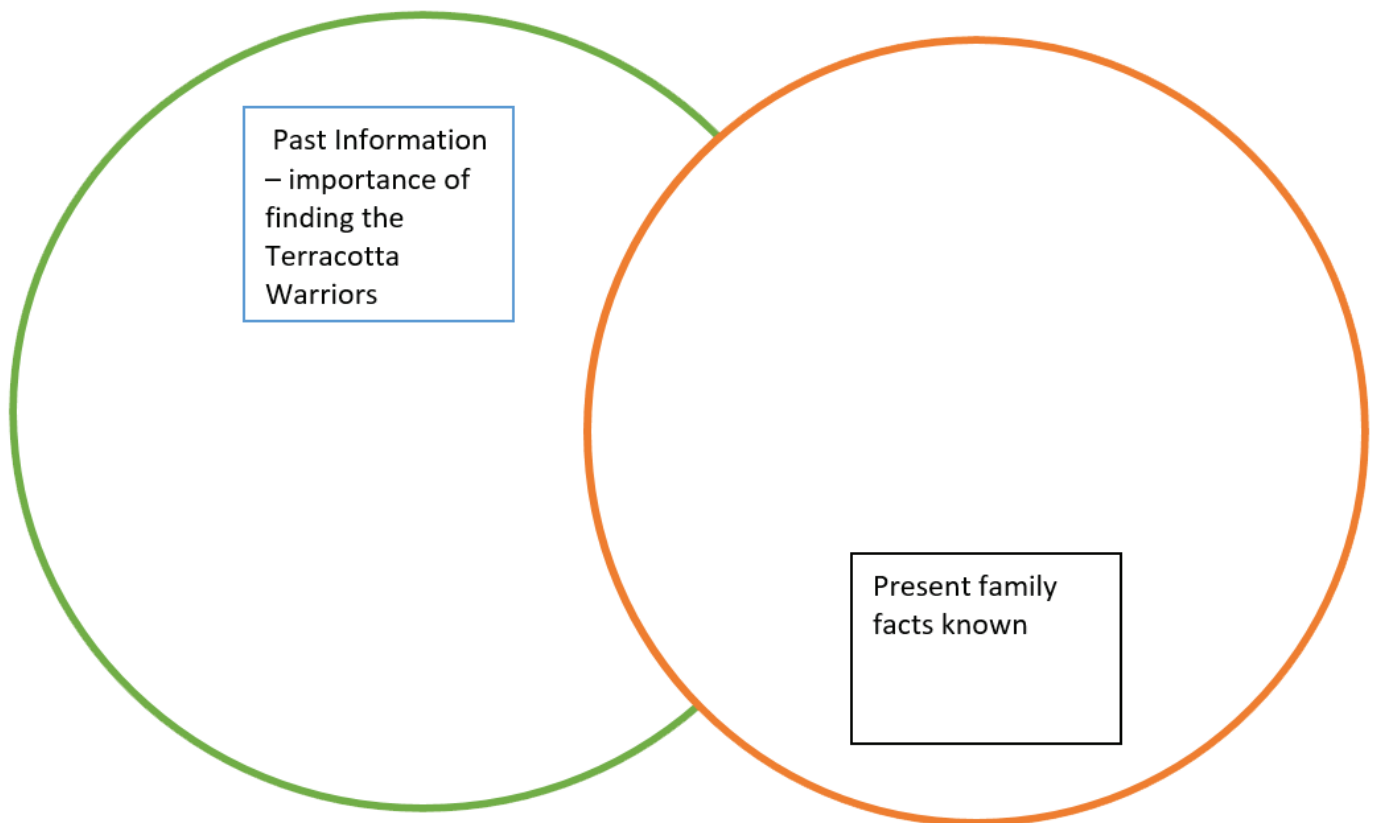
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10. Revisit earlier lessons

Think – Pair – Share

- a. Ask students to think and/or make inferences concerning how looking into one specific event in China's history , the terracotta warriors , we can learn about our own links with past heritage, ancestors and culture.





CHINA

True or False Quiz

By Di Dunlop

<https://pixabay.com/en/oriental-pearl-tower-shanghai-city-415474/>

Write 'T' OR 'F' in the box at the end of each statement:

1. The country of China was named after the QIN Dynasty..... ☐
2. The first Emperor of China was Confucius..... ☐
3. The Great Wall of China no longer exists..... ☐
4. The Opium War was fought between the British and the Chinese..... ☐
5. The idea of Yin Yang originated in China ☐
6. Jade is considered very valuable in China..... ☐
7. Ming and Shang are not Chinese dynasties..... ☐
8. Calligraphy is Chinese music..... ☐
9. Twenty-five dynasties ruled China..... ☐
10. Hwang-Ho means Yellow River..... ☐
11. The early Chinese worshipped the Hwang-Ho as a god..... ☐
12. Villages were next to the river so that the villagers had good water views..... ☐
13. Windows in peasant houses were made of paper ☐
14. The first Han ruler was Liu Pang..... ☐
15. The wheelbarrow was introduced to China by Marco Polo..... ☐
16. The rice crop was harvested with a scythe..... ☐
17. The Summer Palace was in Peking..... ☐
18. Chinese Society was divided into four groups..... ☐
19. Merchants were the most important people in China..... ☐
20. Peasant houses were made from wood..... ☐



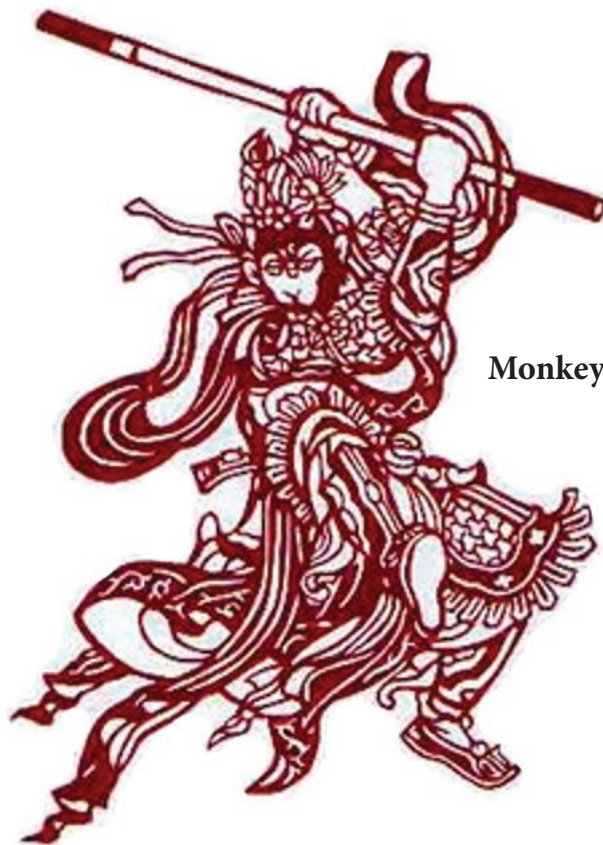
CHINESE Papercuts Factsheet

By Di Dunlop

- Papercutting is a traditional folk art of China requiring only scissors or a sharp knife and paper which has been enjoyed throughout China for over 1500 years.
- Colourful papercuts, 'window flowers' have traditionally been pasted on windows, telling traditional folk tales and depicting popular characters from operas, plays and stories. Other topics include mythical beasts, birds, flowers and plants.
- Papercuts have had a significant impact on other crafts such as silk weaving and porcelain. Some common themes and content include: flowers, animals, birds, mandarin ducks, fairy tale characters, the Eight Immortals, Peking Opera characters, symbols for longevity, happiness and prosperity, as well as characters and incidents from novels such as 'Journey to the West' and 'The dream of the Red Chamber'.
'Journey to the West' was a Ming Dynasty story by Wu Cheng'en and tells the story of 'MONKEY' and TRIPITAKA in their search for the BUDDHIST scriptures from the Western Heavens. 'The Dream of the Red Chamber' is a Yuan Dynasty play by Wang Shifu. It tells the story of a student who meets a girl in a temple and falls in love.
- Two streams of Papercutting developed -the Peasants who practiced Papercutting as an amateur cultural activity, and professional artisans whose work was for purely aesthetic purposes.
- Papercutting does not belong in China alone but also developed in several places in Europe such as Poland. The artist, Matisse, famously used them in his later works.
- There are four categories of use: decorative effects for windows, walls, lanterns etc
decoration of gifts, offerings, ornaments, pillow cases
stencils for embroidery, for hats, shawls etc, and
stencils for indigo prints for clothing, quilts etc.
- There have been many famous Papercut artisans e.g. Wang Laoshang [1890- 1951], Zhang Yongshou [1905 – 1991] and Yan Xifang [1898- 1979.]



Lantern



Monkey



Painted Opera Mask



1960's During Cultural Revolution



Double Happiness



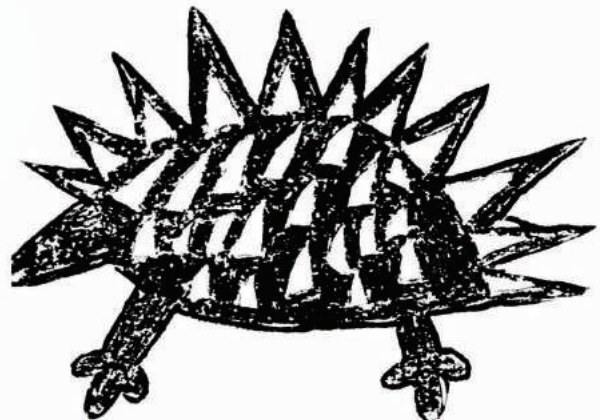
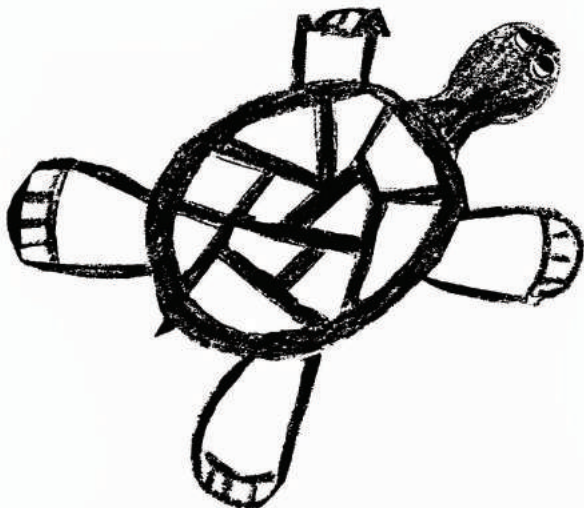
Chinese Papercuts

By Julie O'Keefe & Jim Lee

- Chinese papercuts are generally available from shops in Chinatown .
- Introduce students to papercuts by showing examples on an overhead projector (allows the 'skeleton' of the papercut to be seen easily), as well as close observation through handling.
- Students will notice how delicate, soft and fragile Chinese papercuts are.

THE FISH PAPERCUT

- Students work in very small groups closely supervised by an adult when using the knives.
- Once students have completed the fish papercut, repeat the process with the butterfly papercut.
- Encourage students to design their own papercuts. Simple animal shapes from blackline master books are ideal.



Today, papercuts are mainly decorative. They adorn walls, windows, doors and columns. Entrances decorated with papercuts are thought to bring good luck. Designs include dragons, birds, flowers, and Chinese characters.

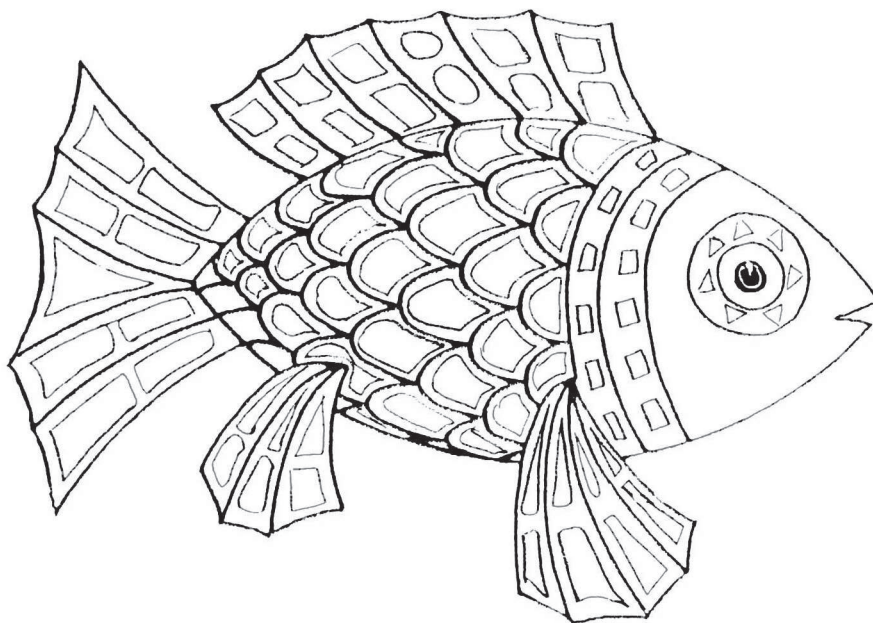
FISH PAPERCUT

MATERIALS (What you need)

- ☐ one fish outline (template)
- ☐ textas — a variety of your favourite colours
- ☐ scissors
- ☐ Stanley knife
- ☐ a piece of polystyrofoam approximately 25 cm by 25 cm
(cut-up fruit boxes are perfect)

METHOD (What you do)

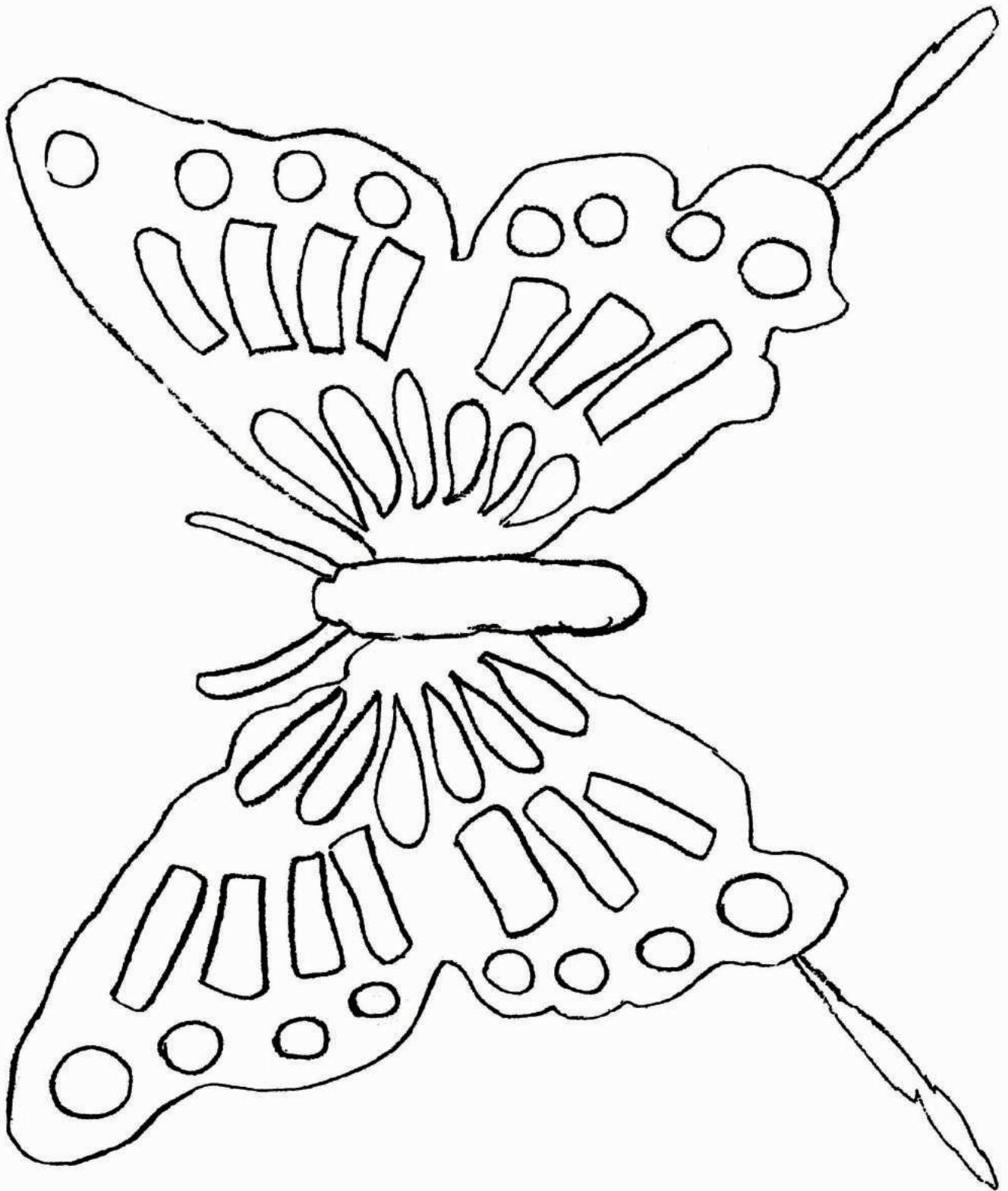
1. Carefully colour the fish shape with textas.
Leave the space between the lines blank.
2. Place sheet onto polystyrofoam board. Use the Stanley knife to cut out uncoloured parts of the fish. Do this slowly and carefully to avoid tearing the paper.
3. Use scissors to cut around the outside of the fish shape.
4. Display on windows.



Fish Template



Butterfly Template

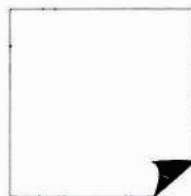


Chinese Papercut Pattern

Chinese papercut folding instructions for DOUBLE HAPPINESS

1. Begin with a square piece of red-coloured paper (eg. Brenex).
2. Fold the square paper in half, with the coloured part *facing inside* the fold.
3. Fold #2 once more, equal to the width of the template. Ensure the continuous part of the paper on the fold of #2 is *turned inwards*.
4. Place the template onto the folded paper and TRACE the outline.
5. Then CUT along the outline.

#1



#2



#3



#4

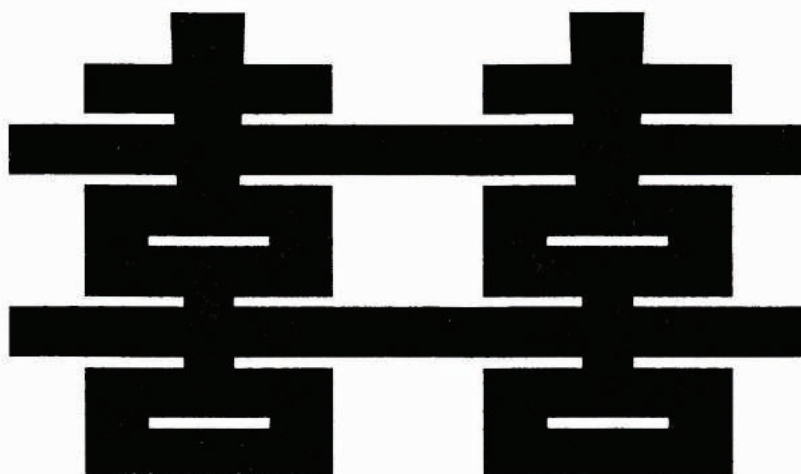
PATTERN
TEMPLATE



#5



DOUBLE HAPPINESS PATTERN UNFOLDED



CHINA

Investigating the Megacities of China

By Phillip O'Brien

*An assessment task and rubric designed for use within
Year Eight Geography: Changing Nations.*



Geography, as an area of study, offers students the opportunity to explore the world; more specifically, to examine the relationship between natural processes and human activities. In Year Eight, students can explore this relationship in the context of urbanisation (the growth of cities and urban environments). In addition to global patterns and case studies, the Australian Curriculum asks students to investigate changes to urban environments in China, specifically “the reasons for and effect of internal migration in China” (*Australian Curriculum: Content Descriptor ACHGK056*).

Within a teaching context, one can cover a broad range of geographic content investigating China, including:

Key Language	Megacity, region, place, space, urban, rural, infrastructure
Geographic Concepts	Push/Pull factors, population movement, spatial change over time
Comparison	How might population change and movement in China compare to Australia (or any other nation)?
Geographic Factors	Social, Historical, Environmental, Economic, Political and Technological factors affecting people and both human and natural environments
Impacts	How does internal migration affect people? Rural China? Urban China? The environment? Are these impacts positive/negative? Short term or long term?

The Australian Curriculum outlines a number of possibilities within this teaching context, including:

1. Identifying and explaining the patterns of temporary and permanent internal migration in China and the effects on the places of origin and destination
2. Examining the role of labour migration in the urban development of China (for example, the growth of Shenzhen, Guangdong Province)
3. Exploring the issues relating to China’s ‘floating population’
4. Examining the environmental problems of China’s megacities (for example, air pollution in Beijing)

These offer many exciting options for the classroom and plenty of scope for deep investigations into China in the classroom.

In terms of assessment, investigating the megacities of China also offers students a chance to individualise their research and apply their geographic skills. The following is a sample of such a task, including an assessment rubric based on the Australian Curriculum.

Task: Investigating the Megacities of China

“The evolution of cities is a protean process – and never more so than now. With over 50% of people living in metropolitan areas, there have never been so many rapidly rising urban areas.”

- Joel Kotkin, Demographer

Rising urbanisation is one of the great population changes of this century - it also presents one of the greatest challenges for the Earth's population. Your task is to select one of the cities from the list below and prepare a geographic investigation. You will need plan your inquiry around the following topics, developing questions like the suggested ones below:

- Location.
 - o E.g.: Where is it? (regional/international scale)
 - o E.g.: What is found nearby?
- Characteristics.
 - o E.g.: What are its principal industries and attractions?
 - o E.g.: What natural features are there and how have they influenced its growth?
- Change
 - o E.g.: How has it become increasingly urbanised?
 - o E.g.: Where are its new residents coming from? Where do they live?
- Challenges
 - o E.g.: How is growth affecting the city?
- Sustainability
 - o E.g.: What initiatives are being taken, or could be taken, to make the city more sustainable?



Your investigation is to be compiled as a booklet, large poster or digital presentation and will contain a range of supporting geographic data (including images, graphs, satellite maps, statistics, topographic maps, et cetera).

You are to work in pairs and ensure all of your data sources are acknowledged.



Possible cities for presentation:

Guangzhou (China)	Shanghai (China)
Beijing (China)	Chongqing (China)
Chengdu (China)	Tianjin (China)

Outside of China:

Manila (Philippines)	Karachi (Pakistan)
Bangkok (Thailand)	Jakarta (Indonesia)
Tehran (Iran)	Seoul (South Korea)
Dhaka (Bangladesh)	Mumbai (India)

Rubric for Assessment - Investigating the Megacities of China

National Curriculum		Above Standard (Three Marks)	At Standard (Two Marks)	Below Standard (One Mark)	Not demonstrated (No Marks)
Geographical Inquiry & Skills	Observing, Questioning & Planning	A detailed plan, in line with the inquiry questions, for exploring the causes and consequences of urbanisation in the megacity is evident.	A solid plan, in line with the inquiry questions, for exploring the causes and consequences of urbanisation in the megacity is evident.	A rough plan, in line with most of the inquiry questions, for exploring the causes and consequences of urbanisation in the megacity is evident.	No planning evident.
	Collecting, Recording, Evaluating & Representing	Relevant data is created using reliable information and further data is presented in range of appropriate forms, with and without the use of digital and spatial technologies.	Relevant data is presented in range of appropriate forms, with and without the use of digital and spatial technologies.	Data is presented in range of appropriate forms, with and without the use of digital and spatial technologies. Some data may not support the investigation.	No data presented, or data may be incorrect or completely irrelevant.
		A range of appropriate maps at different scales have been created or annotated to support the megacity investigation.	Appropriate maps at different scales have been created or annotated to support the megacity investigation.	Appropriate maps at different scales have been sourced to support the megacity investigation.	No map(s) included, or map may be inappropriate to the investigation.
	Interpreting, Analysing & Concluding	A range of relevant geographical data has been integrated to identify and propose explanations for the growth of the megacity and the changes and consequences of this growth.	Relevant geographical data has been sourced to identify and propose explanations for the growth of the megacity and the changes and consequences of this growth.	Some geographical data has been sourced to identify and/or propose explanations for the growth of the megacity and the changes and consequences of this growth.	No supporting data included, or data may be irrelevant or unsuitable.
		Relevant data has been used to explain and support the findings of the megacity inquiry questions in detail.	Data has been used to explain and support the findings of the megacity inquiry questions.	Data has been used to explain and support most of the findings of the megacity inquiry questions to some extent.	Findings are not supported by data.
	Communicating	Detailed findings of the megacity investigation are presented, in poster or booklet format, as concise responses in a visually engaging format, integrating geographical terminology.	The findings of the megacity investigation are presented, in poster or booklet format, as concise responses in a visually engaging format, using geographical terminology.	The findings of the megacity investigation are presented, in poster or booklet format, in a visually engaging format, with relevant responses and detail.	Findings not presented.
	Reflecting & Responding	The future of the megacity is reflected upon in detail, based on the investigation findings and the city's social, political, economic and environmental contexts.	The future of the megacity is considered, based on the investigation findings and the city's social, economic and environmental contexts.	The future of the megacity is briefly discussed, based on the investigation findings.	The future of the megacity is not considered, or is done so without use of the findings or data.
	General Capabilities	Literacy	Advanced language and structure has been used to record, explain, question, argue, describe and link ideas, evidence and conclusions.	Suitable language has been used to record, explain, question, argue, describe and link ideas, evidence and conclusions.	Age-appropriate language has been used throughout the work, although spelling and grammar may be inconsistent.	Language is unsuitable or in need of thorough revision and/or proof-reading.
ICT		Advanced ICT skills evident in the acquisition, organisation and presentation of information.	ICT Search facilities have been used to locate, retrieve or generate information and organise information in meaningful ways.	ICT skills have been applied to source information and present it clearly.	ICT skills lacking in finding and organising information.
Critical & Creative Thinking		Information and evidence has been analysed to produce a thorough investigation of the megacity inquiry. Thinking 'outside the box' is evident through classroom commitment and responses to the topic.	Information and evidence has been analysed for validity and relevance. A deeper investigation of the megacity inquiry is evident through classroom commitment and work.	Information relevant to the task has been analysed and processed to assist in the megacity investigation.	Irrelevant information and wasted class time indicate a lack of critical and creative thinking.
MARK:					/30

Feedback:

MADE IN CHINA: Cancer Villages

By Dr. Susan Bliss

Photograph: Pollution turns water red. A ship sails across the junction of the polluted Yangtze River (left) and the Jialin River (right) in Chongqing, China, 2012; <http://www.dailymail.co.uk/news/article-2199800/The-river-DID-run-red-Residents-Chinese-city-left-baffled-Yangtze-turns-scarlet.html>

During the past few decades China has developed from a poor agricultural economy to an industrialised country experiencing high rates of economic growth. This rapid growth associated with years of unregulated industrialisation and inadequate environmental laws, forced 200 million Chinese inhabitants to drink and irrigate crops, using water severely contaminated with hazardous chemicals. As a result settlements located close to polluting industries contain *abnormally high cancer rates*. These settlements are referred to as *cancer villages*. Locals in one village called Tongzhou, located east of Beijing, refer to their main street as ‘Cancer Road.’ This is an example where China’s economic growth has compromised the sustainability of human life and the environment.

Inquiry Questions

What are cancer villages?

What are the causes of cancer villages?

What geographic areas tend to have cancer villages?

How does cancer causing toxic waste enter water bodies, soil and crops? (Processes)

How do non-government organisations (NGO) activities and local protests affect the situation?

What are the government plans to reduce cancer villages?

Source photo: <http://forum.thefreedictionary.com/postst34235-Chinese-Cancer-Villages-Officially-Acknowledged.aspx>

Cancer Villages (Aizheng cun)

In 2013 the Chinese government eventually acknowledged the link between cancer and environmental pollution after receiving reports of 459 cancer villages across 29 of the 31 provinces. The top twelve Chinese provinces with the highest number of cancer villages are located in the six coastal provinces and their six neighbouring inland provinces. This highly productive area contains about 55% of China's population and 60% of its gross domestic product (GDP).

Location of cancer villages

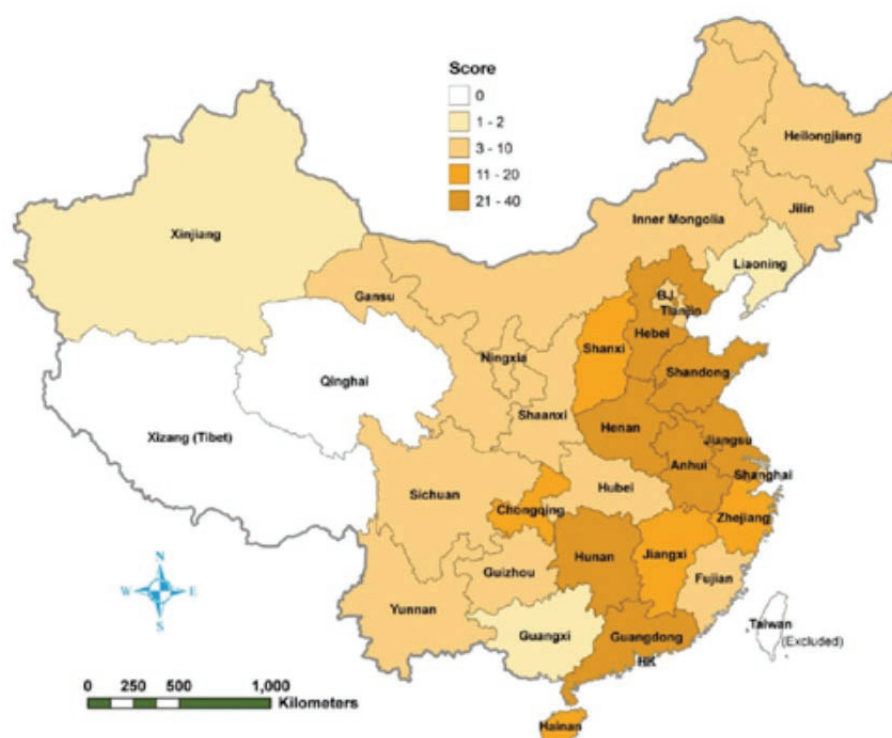
COASTAL AND INLAND PROVINCES	WITHIN PROVINCES
<p>The largest cancer clusters tend to be located in Hebei 16%, Henan 14%, Guangdong 10%, Anhui 10% and Jiangsu 8%.</p> <p>In these provinces:</p> <ul style="list-style-type: none"> • Guangdong, Jiangsu and Henan contributes 25% to China's GDP and produces 20% of China's industrial output. • Hebei, Henan and Jiangsu produces 20% of China's agricultural output. These provinces register below the Water Scarcity or Water Poverty level of 1,000m³ per person per year, which restricts food production, economic development and the protection of environmental ecosystems. <p>Water pollution is intensified in water scarce provinces.</p>	<p>Most cancer villages are located in prosperous provinces but in poorer areas within these provinces, for example:</p> <ul style="list-style-type: none"> • Henan and Hebei-largest number of officially reported cancer villages • Shandong and Hunan-largest number of counties with unofficially reported cancer villages. <p>Unfortunately the majority of poor people living in these cancer villages have been powerless to prevent industries polluting water, air and soil.</p>

Spatial distribution of cancer villages by province

Source: <http://www.environmentmagazine.org/Archives/Back%20Issues/March-April%202010/made-in-china-full.html>

Refer to map

- List the number of provinces in each category.
- Explain the spatial pattern in the number of cancer villages.



Main Rivers: High Concentration of Cancer Villages

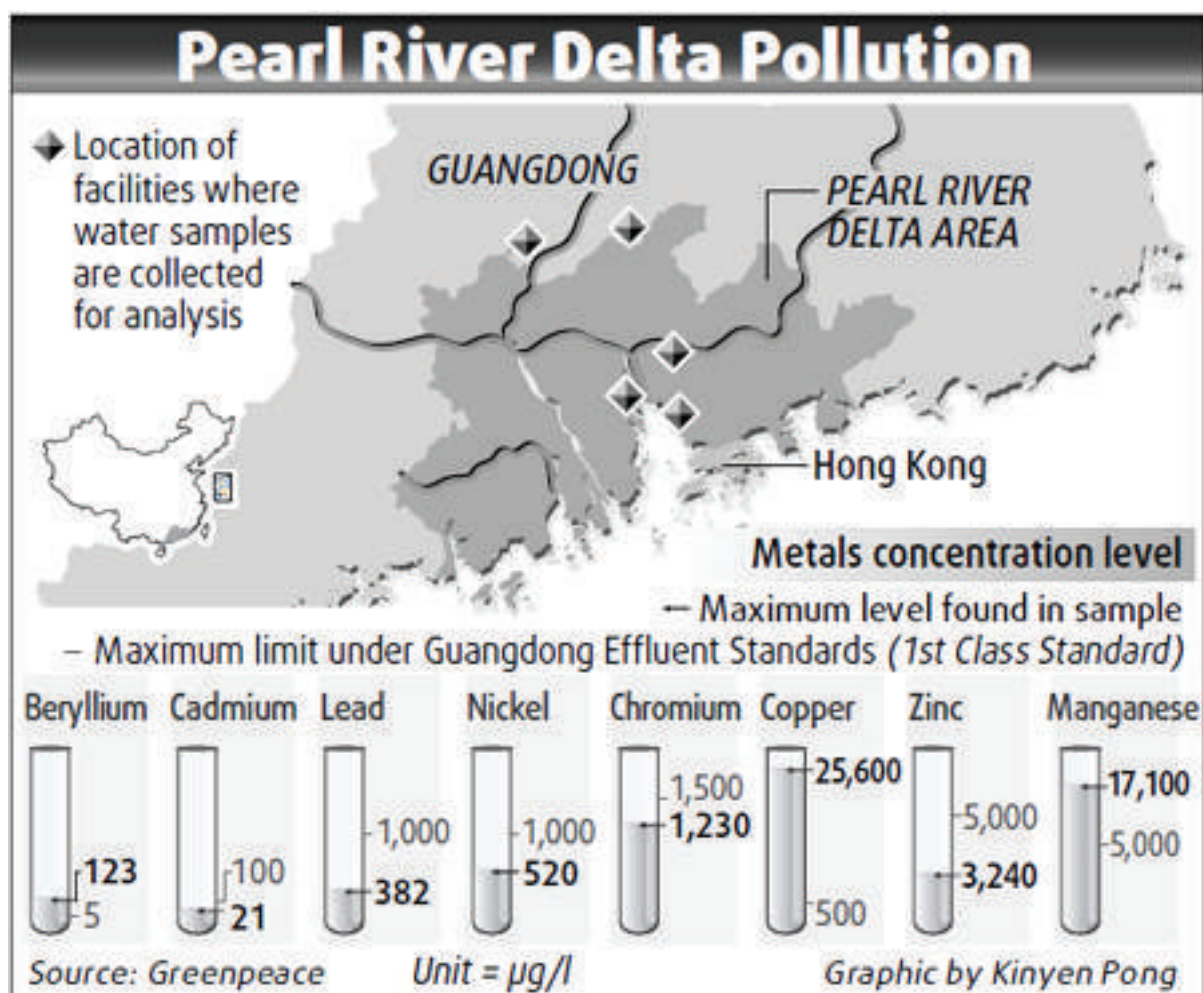
The largest concentrations of cancer villages are located along the lower reaches of the *Yellow River*, *Yangtze River* and *Pearl River delta*. These rivers are the main centres of China's economic growth and sustains millions of people, large cities and industrial parks. As a result:

- *Yellow River* is so polluted that 34% is unusable for industrial and agricultural purposes.
- *Pearl River delta* is polluted with industrial water waste and sewage. Greenpeace's report called '*Poisoning the Pearl River*' noted high levels of heavy metals associated with cancer.
- *Yangtze River* sustains more than 400 million people and over 50% of crops grown in China. The river contains 42% of China's sewage discharge and 45% of its industrial discharge. As a result over the past 50 years the river experienced a 73% increase in water pollution from cities, industries and agriculture.

Approximately 50% of China's rivers are unsuitable for domestic use and 20% are unusable even for industrial purposes

Pearl River Delta Pollution

Source: http://www.china.org.cn/environment/2009-10/29/content_18787997.htm

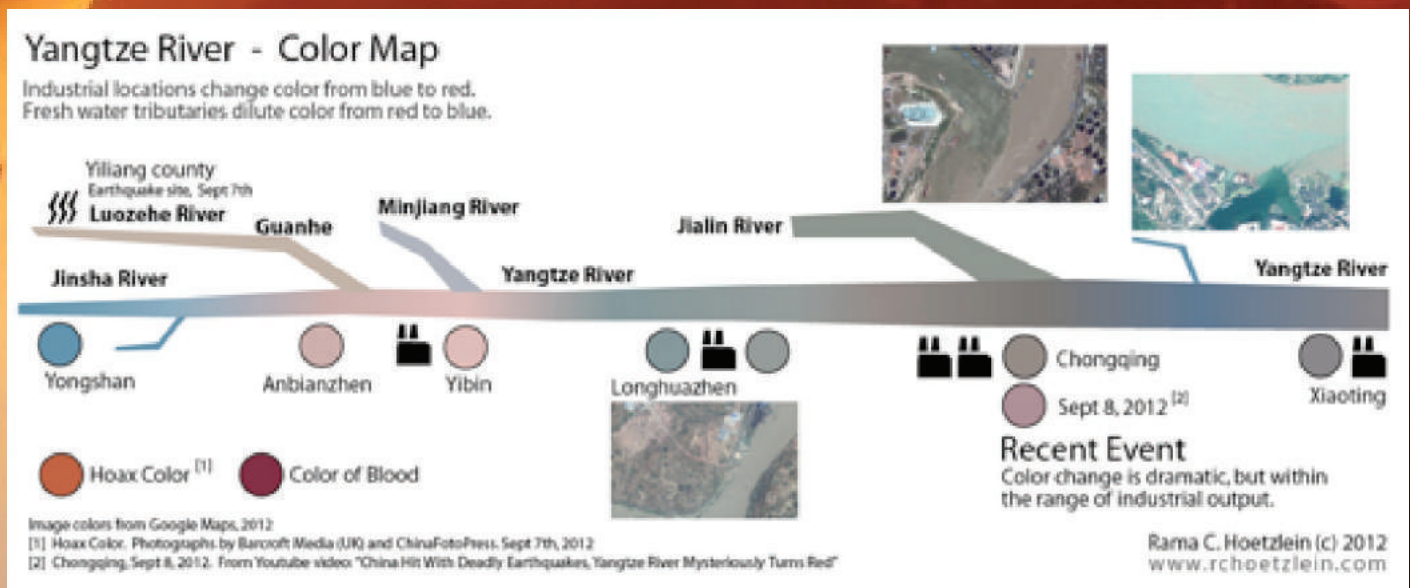


Activities

Refer to map and graphs:

- Where is the Pearl River delta located?
- Discuss the maximum level of metals found in the Pearl River Delta area.
- Explain how the high concentration of metals would impact on people's health.

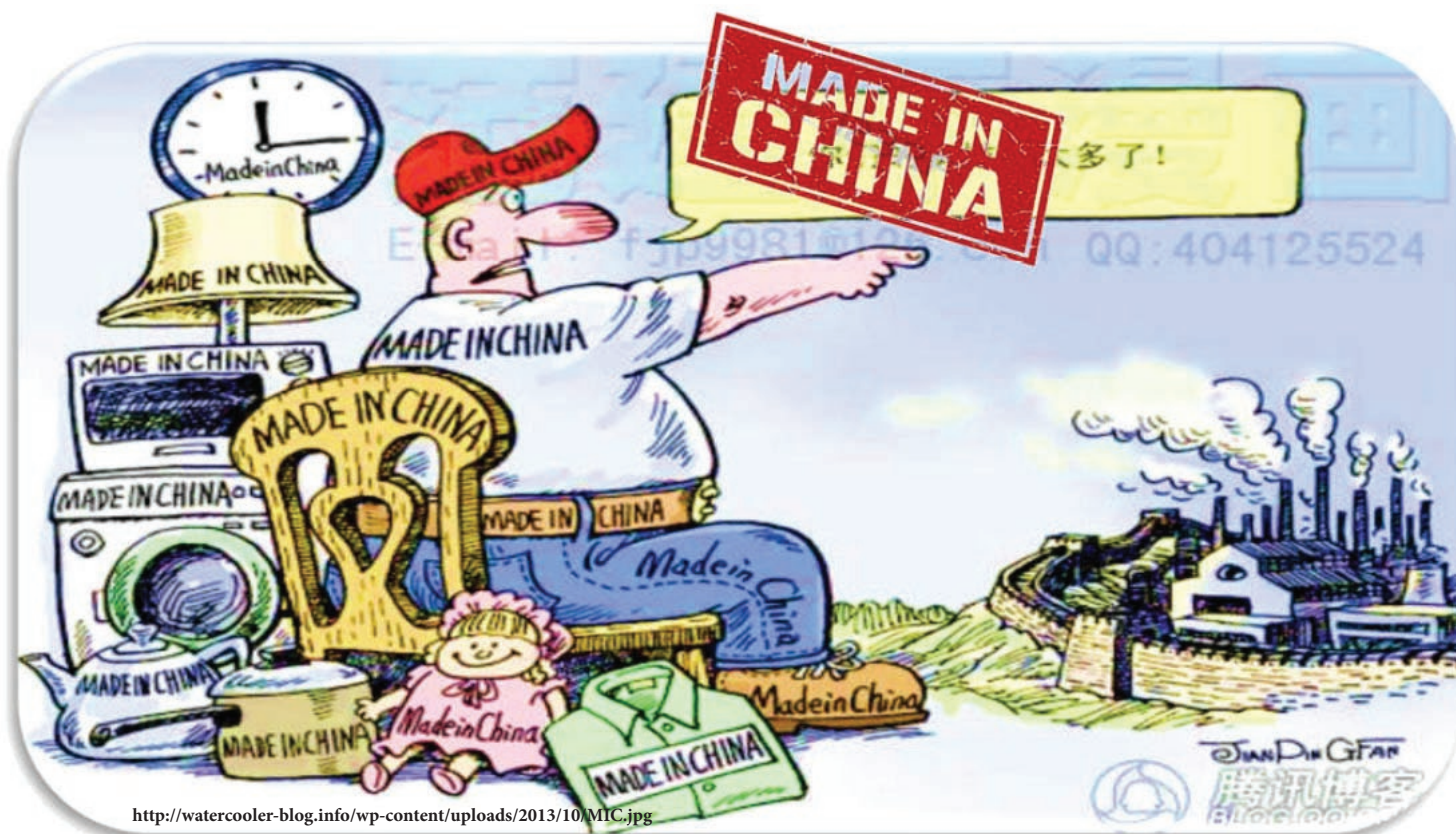
Yangtze River Changes Colour: Blue to Red



Source: <http://images.huffingtonpost.com/2012-09-12-Untitled1.png>

Causes of Cancer Villages





Activities

Comment on the following quotes:

- 'Goods manufactured in China, such as clothes, are not good for the environment'
- 'Is it ethically right to pollute water in China with chemicals just to put clothes on our backs in Australia? Do you think this is right?' Justify your answer.
- 'Would you drink polluted water if you had no other choice? That's the decision people have to make daily as factories in China continue to pollute rivers with chemicals just so they can produce the clothes you demand! So who is to blame? Us? Or the factory?' Explain your answer.



Toxic glamour shoot in China by Greenpeace

Source: http://media.greenpeace.org/GPIDoc/GPI/Media/TR1_WATERMARKED/5/6/c/6/GP04CXH.jpg
http://www.nature.com/polopoly_fs/7.18679.1406634898!/image/China2.jpg_gen/derivatives/landscape_630/China2.jpg

Consequence of 'Made in China'



The downside of China producing cheap goods and clothes is the poisoning of rivers and lakes, and creating cancer villages. The increase in cancer cases is related to toxic water, air and soil from chemical, steel, electronic, plastics, clothing and paper factories, mines and pesticides. Greenpeace's 2012 Report *'Toxic Threads: The Big Fashion Stitch-Up'*, found residues of hazardous chemicals in clothing made by 20 global fashion brands, including Armani, Zara and Levi. After goods are produced contaminated waste is dumped into water sources (e.g. rivers, lakes) or in landfill sites (e.g. polluting groundwater). China's development into the *'Factory of the World'* may have lifted millions of people out of poverty, but has also brought cancer to others.

'Greenpeace spotted a black plume of waste water, the size of 50 Olympic swimming pools, on the sea's surface near the city of Shishi in the province of Fujian. The city is a large centre for the manufacturing of children's clothing. Greenpeace found that the plume came from a waste-water plant that treats 19 of the city's textile dyeing plants. Tests showed it contained hazardous chemicals.'
<http://metronews.ca/news/world/1030403/cancer-villages-alert-china-to-urgent-water-crisis/>

The multimillion dollar Fuan textile company in Guangdong Province produces T-shirts and clothes for export. In 2008 it was shut down for dumping waste into the Maozhou River. The factory produces 47,000 tons of waste a day but could only process 20,000 tons. The remainder was dumped into the river, turning it red. The factory later reopened in a new location.

Economy Before Environment! A Sick Dragon



China's rapid industrialisation threatens to undermine the country's growth. As a result water and air pollution threatens the population's health



Dangerous Algae



Source: diseases http://www.whatsonsanya.com/ent_images/a31fa257c2e4ea06c31fef86_cancer_village_1.jpg

A fisherman fills his cupped palms with water from the algae-filled Chaohu Lake.

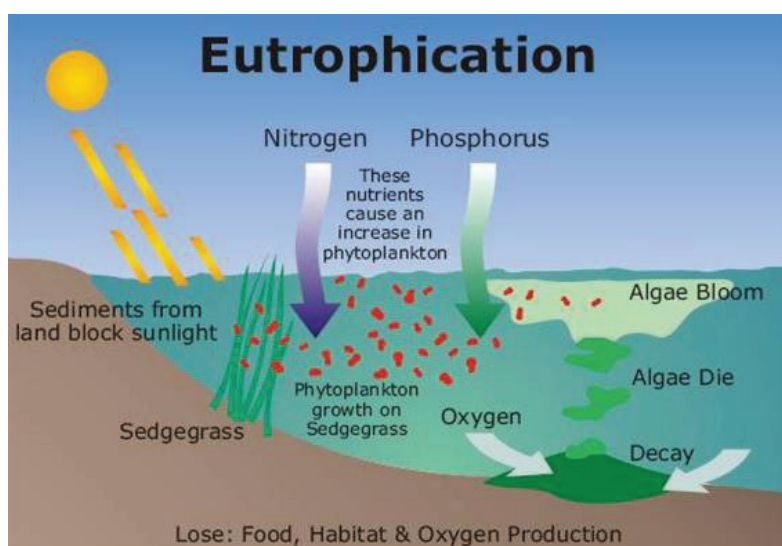
As a result of rapid economic growth Chaohu Lake in Anhui province is now one of China's most polluted lakes. In some places the levels of contamination have led to an increase in cancer and other diseases. One of the main causes is the runoff of agricultural fertilisers and sewage. This has caused the growth of algae (**eutrophication**) turning the water a bright green. The toxic algae reduces oxygen resulting in the death of fish and the drinking water impure and foul-smelling. Around the lake irrigated crops are contaminated with toxic pollutants as they bio-accumulate up the food web. To reduce concerns some grocery stores advertise 'clean water rice' that has been grown and transported from other places.

'Efforts of cleaning up Chao Lake have included closure of some of the worst factories that caused pollution, improvement of municipal sewage treatment, reduction in the use of phosphorous containing detergents, some changes to farming practices, and adding algae eating fish'.

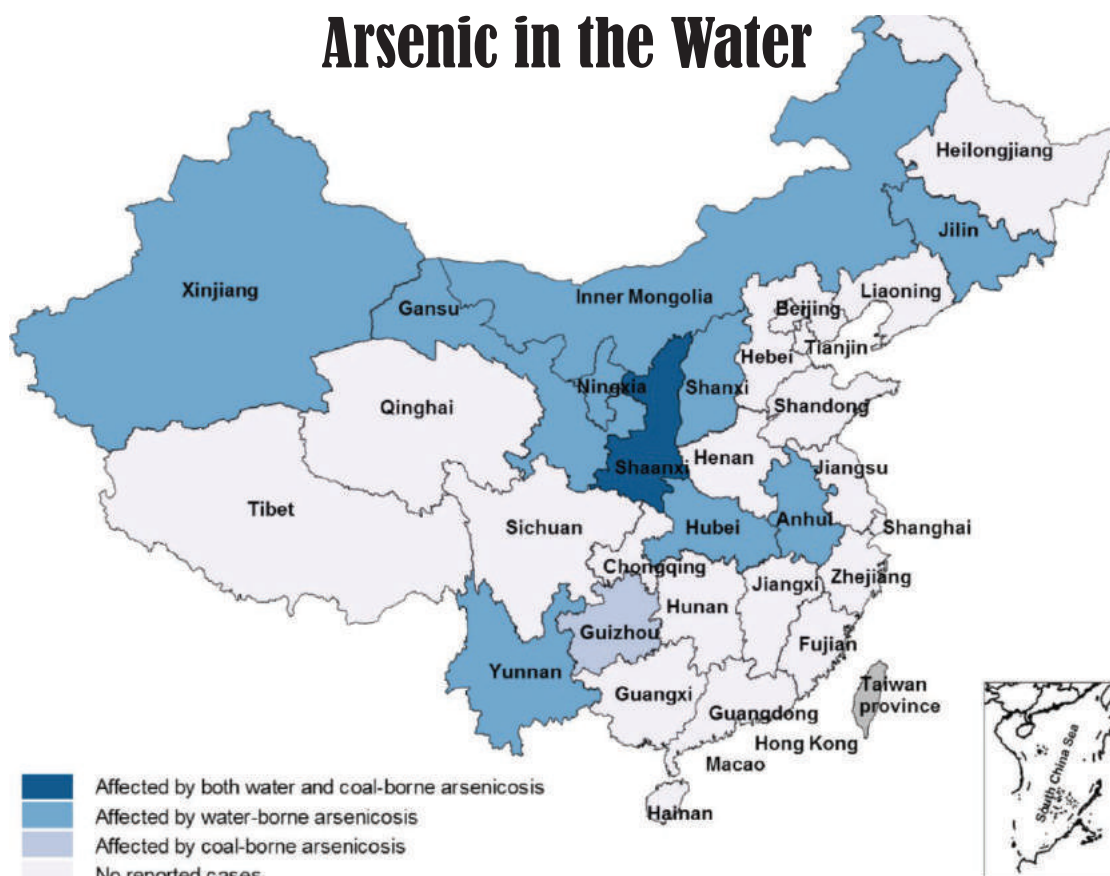
http://www.mssanz.org.au/MODSIM07/papers/34_s36/AnalysisofWater_s36_Hong_.pdf

Eutrophication Process

Source: https://cr2014studyabroad.files.wordpress.com/2014/12/0032_vizkeszletgazdalkodas_es_vizminoseg.jpg



Arsenic in the Water



Arsenic affected provinces

Source: <http://www.unicef.cn/en/uploadfile/2015/0113/20150113012332609.jpg>

Arsenic concentrations in water near mining areas such as Heshan in Hunan province was absorbed by rice and other crops that poisoned villagers.

'Mines and chemical plants were located around Heshan from the 1950s until they were shut down in 2011 due to pollution. Unfortunately arsenic dust and runoff still plagues Heshan. In 2010, 157 villagers from Heshan, with a population of about 1,500, had died of cancer caused by arsenic poisoning in the previous two decades, and another 190 had developed cancer due to arsenic poisoning'.

Arsenic in drinking water enters the food chain

Source: <http://www.circleofblue.org/2011/world/infographic-an-elemental-concern-arsenic-in-drinking-water/>



Guangdon Province

Guangdong is the richest province in China, surpassing a GDP of \$1 trillion in 2013. The downside of this high performing economic powerhouse is the number of cancer villages in Guangdong's four economic regions such as in the Pearl River Delta, East, West and North (mountain region). The worst cancer villages (Liangqiao, Tangxin, Yanghe, Shangba, and Xiaozhen) are located in the North-Dabao mountain region.

Cancer casts a shadow over villages in southern Guangdong province, as industries producing heavy metals are used to make batteries, computers, mobile phones and other electronic devices. These metals enter water sources (e.g. rivers and groundwater) damaging the health of humans and the environment.

Since 1970, iron and copper mines have dumped cancer-causing cadmium, lead, and other heavy metals into the water and soil.

As a result 'a dozen kilometres downstream from the mines, riverside agricultural settlements in the valley became cancer villages: Liangqiao, Tangxin, Yanghe, Shangba, and Xiaozhen. Liangqiao is the village closest to the mines and is believed to be the worst polluted. However, the death toll has been the heaviest in the most populated Shangba farther down the river.'



Source: <http://www.environmentmagazine.org/Archives/Back%20Issues/March-April%202010/made-in-china-full.html>

Fish found dead at a lake in Huizhou City in Guangdong Province

<http://www.dailymail.co.uk/news/peoplesdaily/article-3037028/Something-fishy-s-going-Chinese-village-awakes-mystery-100-tonnes-dead-fish-floating-local-pond.html>



Shangba 'Village of Death'

Shangba, an agricultural village in Guangdong, is the most infamous cancer village in China. In 2007 the village was called the 'Village of Death' and the polluted Hengshui River running through the village nicknamed the 'Dead River'. The rusty coloured Hengshui River containing copper, lead, zinc, iron and arsenic, is Shangba's only source of water.

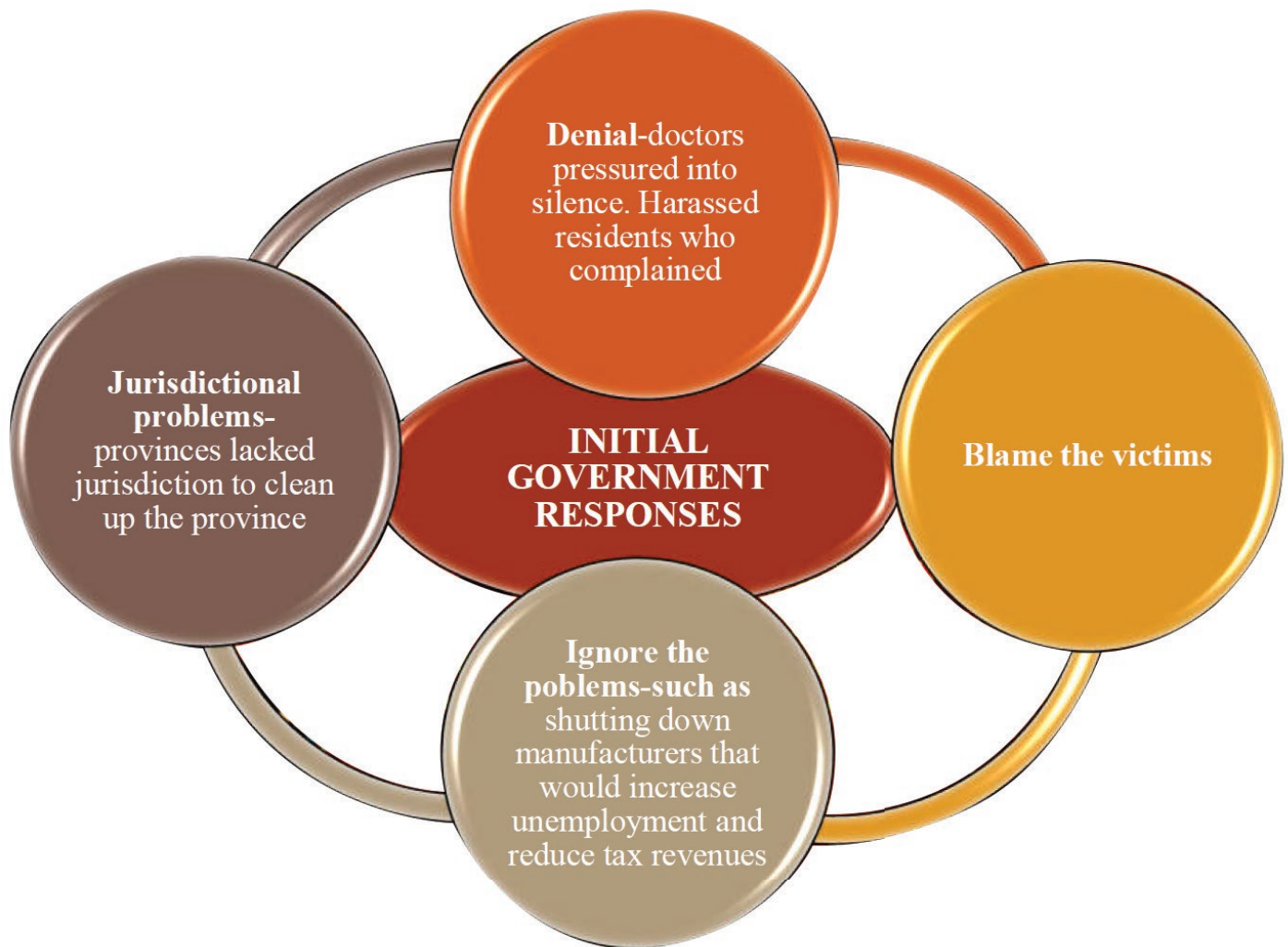
The main cause of toxic pollution is the *Dabaoshan Mine*, once Asia's largest mine for zinc. As a consequence villagers noted there were no fish, and since 1987 out of a population of 3,000 people more than 250 had died of cancer.

After years of complaints drinking and irrigating water now comes from a reservoir built by the provincial government. While the water supply has improved, Shangba's soil remains polluted. Toxic rice has resulted in farmers planting sugar cane (source of energy) and purchasing rice from cleaner locations. The Dabaoshan Mountain Mine compensates the village with each person receiving approximately \$1.30 a year. This is the equivalent to a cheap bowl of soup in Guangdong.

Google Earth map showing the mines and five cancer villages - Liangqiao, Tangxin, Yanghe, Shangba, and Xiaozhen



Initial Government Responses



'In 2013 the Chinese government admitted that decades of reckless pollution had spawned a string of toxic cancer villages.' With a map of cancer villages disseminated via the internet, public outrage was spread via Twitter (Weibo) and blogs. These social media sites were used by activists to raise local and national awareness of this environmental, social and economic catastrophe.

Detox campaign exposed the direct links between global clothing brands, their suppliers and toxic water pollution in China



Source: <http://www.greenpeace.org/eastasia/campaigns/toxics/problems/water-pollution>

Management Strategies - Local to National

Local scale. In 2013, Zeng, an environmental lawyer supported a protest in Liuchong village in Hubei province against Dasheng Chemical. The villagers blamed a rise in cancer cases on the company and the negligent local government. Henan province NGOs and Greenpeace work to reduce water pollution.

National scale: Alarmed by the extent and volume of pollution in its rivers the Chinese government has enacted new environmental laws and promises to spend billions of dollars to clean water supplies



Farmers in Liuchong Village, in China's Hubei province

Source: http://www.marketplace.org/sites/default/files/field_images/2013/04/P1080284.JPG

Plans for cancer villages: *In 2013 the Ministry of Environmental Protection (MEP) released the first 12th Five-Year Plan on Prevention and Control of Environmental Risks of Chemicals. The document recognises existence of "Cancer Villages" where relatively high incidences of the disease occur in areas of industrial and agricultural contamination of drinking and irrigation water.'*

<http://chinawaterrisk.org/resources/analysis-reviews/cancer-villages-toxic-tipping-point/#sthash.UXAkRfNX.dpuf>

Economic growth has been at the expense of the environment and peoples' lives. So far, strategies to improve water pollution have been minimal and ineffective as the scale of the disaster is huge and the population is over 1.4 billion people.

Geofacts

Approximately 60% of China's rivers and 60% of groundwater suffers from pollution that is too toxic to use safely as a drinking source.

Activities

- Answer the key geographical questions on the first page.
- Outline the reasons for the rapid expansion of cancer villages.
- What are the impacts of polluted water on people, crops and environments?
- Discuss what is meant by the phrase 'develop first – people and environment last'
- Explain strategies to improve water quality and its restraints.
- Name four provinces with the highest number of cancer villages.
- What is the probability of arsenic contamination in Beijing and Chengdu?
- Explain how arsenic moves from rocks to food.
- If you are not part of the great race to industrialisation, you are not important. So you live in a village where the water you drink and the food you eat are carcinogenic. There are always casualties in economic growth. Explain this statement.

YouTube

- Cancer villages a reality of life <http://edition.cnn.com/2013/05/28/world/asia/china-cancer-villages-mckenzie/>
- Cancer villages in central China <http://www.youtube.com/watch?v=Hok8NYyWYqg>
- 'Clusters of cancer, infertility, birth defects and other pollution-related health problems are a major matter of concern for China's citizens. They are increasingly taking action through civil litigation, complaints and petitions to state institutions – efforts aided by environmental NGOs, the media, and the effect of mass protest.'
<https://www.chinadialogue.net/article/show/single/en/6136-China-s-cancer-villages-are-victims-of-rural-urban-inequality>

Weblinks

- Google map showing China cancer villages
<https://maps.google.com/maps/ms?hl=en&ie=UTF8&oe=UTF8&msa=0&msid=104340755978441088496.000469611a28a0d8a22dd&dg=feature>
- Greenpeace in China's cancer villages
<http://www.greenpeace.org/eastasia/news/blog/greenpeace-in-chinas-cancer-villages-testing-/blog/38533/>
- Made in China; Cancer villages
<http://www.environmentmagazine.org/Archives/Back%20Issues/March-April%202010/made-in-china-full.html>
- Inside cancer villages <http://www.theguardian.com/world/2013/jun/04/china-villages-cancer-deaths>
- China's cancer villages <http://www.sbs.com.au/news/dateline/story/chinas-cancer-villages>
- Phosphogypsum – Living with Danger
<http://www.greenpeace.org/eastasia/Global/eastasia/publications/reports/food-agriculture/2013/Living%20with%20Danger%20report.pdf>



SIGNIFICANT EVENTS IN CHINA'S HISTORY

By Dr. Margaret White

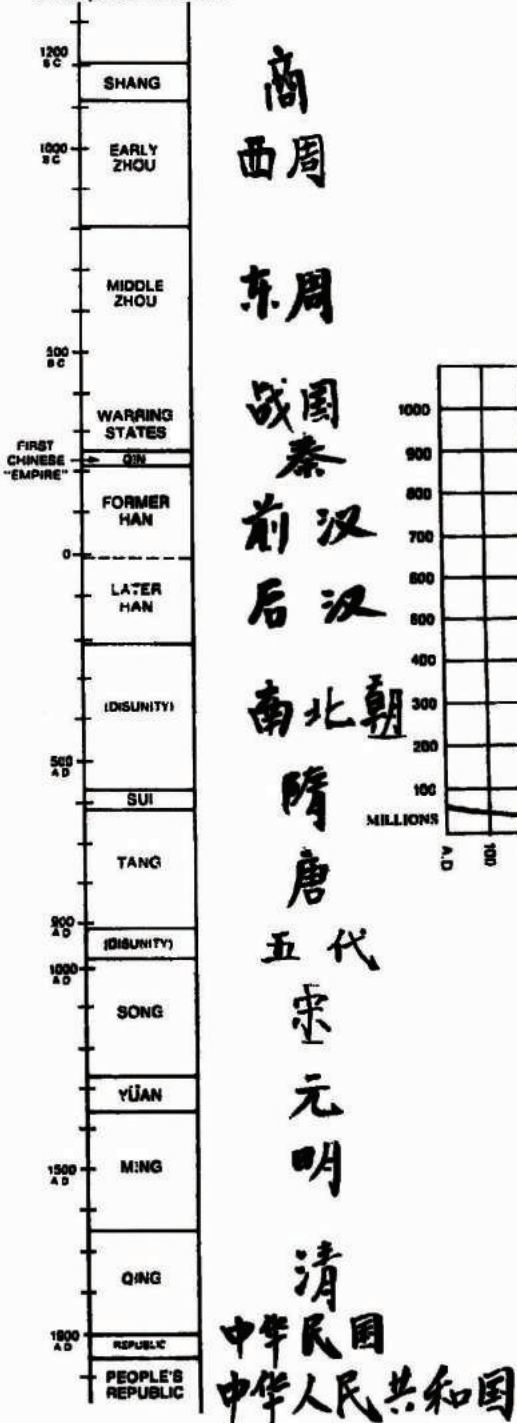
Events	Dates
The Boxer Rebellion	1931 CE
Chiang Kai-shek is forced to seek refuge in Taiwan, seeing the formal declaration of the People's Republic of China and Mao Zedong's principle of "one China".	1368 CE
The Japanese invade China, beginning the War of Resistance.	1966 CE
The beginning of the Shang Dynasty.	1979 CE
The formation of the Chinese Republic, ending dynastic rule.	1600 BCE
The end of the Cultural Revolution.	1949 CE
The end of the rule of the Mongolians (the Khans).	1683 CE
Massacre in Tiananmen Square.	1899/1890 CE
The beginning of the Qin Dynasty.	1951 CE
The modernisation and opening up of China, seeing formal diplomatic recognition between China and the United States of America.	1997 CE
The beginning of the Cultural Revolution	221 BCE
China annexes the whole of Tibet.	1911 CE
The Manchus complete their invasion of China by conquering the island of Formosa.	1937 CE
Hong Kong is returned to China from the British	618 CE
The beginning of the Tang Dynasty.	1989 CE
The beginning of civil war between the forces of Mao Zedong and Chiang Kai-shek	1976 CE



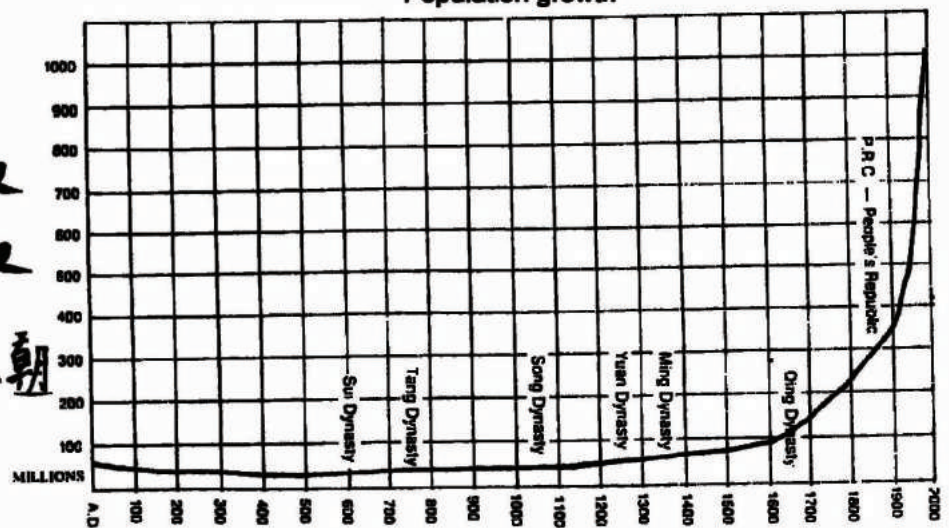
TIMELINES OF CHINESE DYNASTIES¹²

CHINESE DYNASTIES

A Simplified Time Line



Population growth



¹² Sources: McRae, Janet & White, Peg (1984) *The Chinese Way*, William Brooks. Sydney, p.88 & White, Peg (2000) *Changing Cultures: China and Australia*, Support materials for the Access Asia/RIAP Workshop on China, Primary Schools Program, 6.

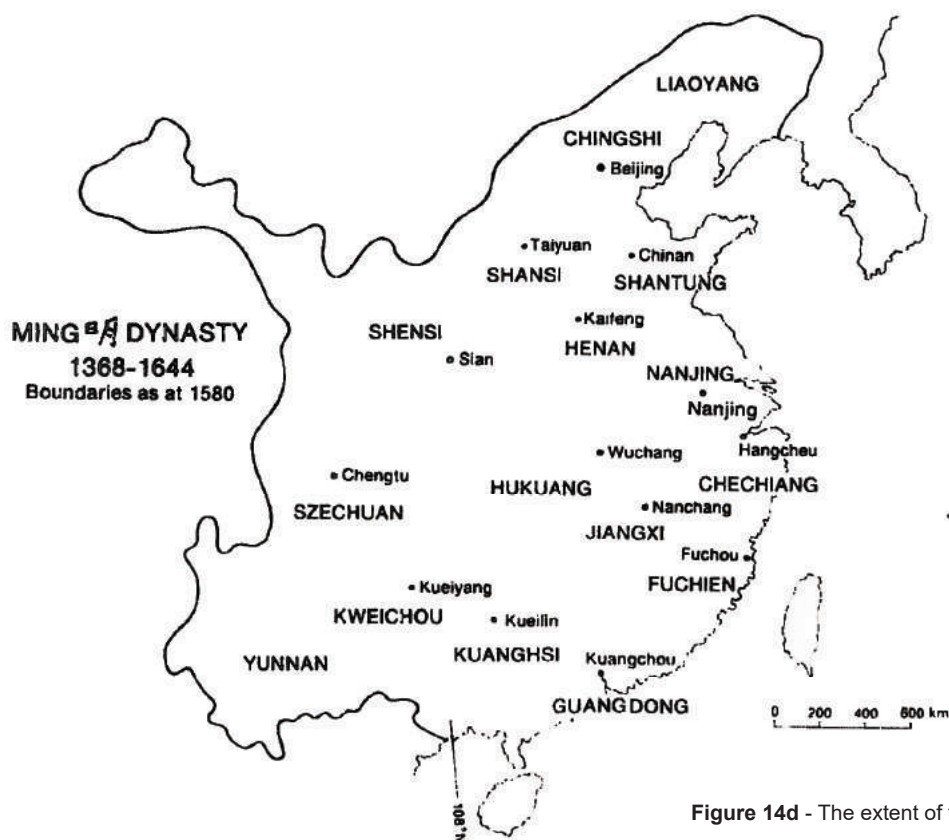


Figure 14d - The extent of the Ming Dynasty

MING DYNASTY A.D. 1368-1644

Ming Tai Zu became the first emperor of the Ming dynasty. China was restored to the Chinese and people worked with a new enthusiasm. The Great Wall was repaired to keep the marauding nomads out and agricultural techniques were improved. Ships built in China sailed the oceans as far west as Africa, but efforts were directed to restoring the China of the past and new ideas in literature and art did not appear. Jesuit missionaries followed Portuguese traders to China and their knowledge of mathematics and astronomy diffused through the country. The first opportunity had arrived for the interchange of ideas between the East and the recently modernised West. Zheng He, a highly skilled navigator and naval commander, made expeditions through South-East Asia.

The dynasty is largely remembered for its magnificent pottery; the government was itself weak and inefficient. Heavy taxes on the peasants and food shortages led to revolts. During the fifteenth and sixteenth centuries the population is estimated to have doubled. Agricultural output had to increase in order to feed the people. China's staple crops at that time were rice and wheat but Europeans introduced the peanut, maize and potatoes they had brought from the Americas.

The Manchurians to the north were attracted to the country. With strong forces they poured over the Great Wall. In 1644 China was again subjected to outside rule. This second invasion was to last almost 300 years — the longest period of foreign control over China.

QING (CHING) DYNASTY 1644-1912 (MANCHUS)

The Manchus completed their conquest of China in 1683 when they conquered the island of Formosa (Taiwan). Poets, artists and scholars were encouraged, as were skilled craftsmen making

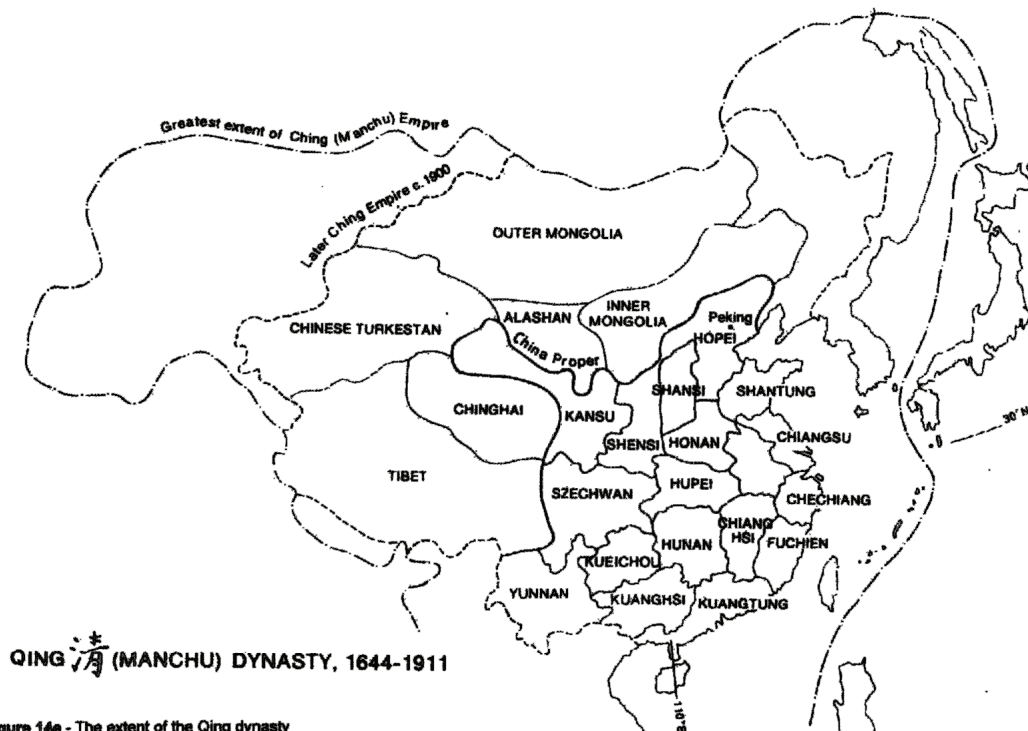


Figure 14a - The extent of the Qing dynasty

porcelain, pottery, textiles, silks and cottons. Contact was made with the outside world and it was expected that the barbarians should pay tribute to the Son of Heaven, the Emperor. Unbalanced preoccupation with the "golden past" led to difficulties. To the Chinese old ways were best. They saw no reasons to make changes and this led them into conflict with the West which was progressing far ahead of China. The Industrial Revolution had brought increasing production. As a consequence trade and commerce were expanding and interdependence was developing as standards of living rose. Westerners resented the practice of "kowtowing" before the Emperor. China was forced from world isolation to deep involvement with the West. War broke out between China and Britain. With superior Western technology Western domination was imposed on the Chinese and China was treated as an inferior nation.

The Taiping Rebellion of 1850 would probably have produced the next change of dynasty if the West had not changed the course of events. By 1894 Japan had invaded China and Russia had pressed into Manchuria; Germany, Britain and France divided up China into "spheres of influence". In 1898 and 1899 increasing frustration with the failure of the government to withstand the foreigners led to a series of violent attacks on all things foreign by a secret society called the Boxers. The Dowager Empress, Ci Xi, encourage them in order to direct their anger from the government. The Boxers believed that they could deflect bullets with magic. The foreigners won and proved to be very harsh victors. They humiliated the Chinese, who developed a deep-seated loathing for them. The Manchus failed to provide defence for China — the money was spent instead on building the Summer Palace.

The country was ready for a new style of government. By 1911 revolt in China was widespread and in 1912 Sun Yat-sen became the first President of the Chinese Republic.

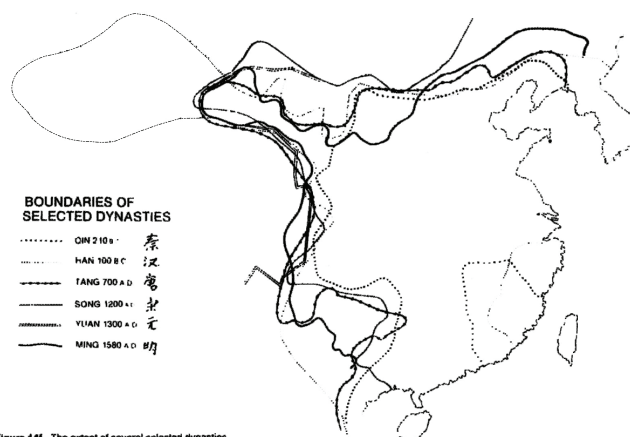


Figure 14f - The extent of several selected dynasties

THE DYNASTIES OF CHINA - A SUMMARY

(Source. McRae, Janet & White, Peg (1984) *The Chinese Way* William Brooks. Sydney pp.89-95)

SHANG DYNASTY c. 1600-1100 B.C.

We do not know how the Shang dynasty began, but we know solar energy, water and soil were most important to their agrarian people. They made figurines, vases and other forms of pottery as well as weapons and tools; written records existed then. The people used bronze and silk and in transportation, chariots and carts were used and the wheel was an essential piece of technology.

ZHOU DYNASTY c. 1100-221 B.C.

Invaders from the west, called the Zhou, managed to gain control of the Yellow River Valley about 1100 B.C. During the next eight centuries they gradually extended their control over a larger and larger area.

Chinese ideas about the family, government and the world developed during this period and their ideas shaped attitudes and values until the twentieth century. People sought to live in harmony with nature, not above or apart from it. The feudal state emerged during this period. The Zhou rulers sent their relatives and followers out to occupy more and more territory. Each group controlled its own region but the Zhou ruler was supreme. The feudal lord ruled over the people, mostly farmers, on his land. The lords fought for more land and greater power. Political and military rivalry developed.

People, seeking refuge, built walls around their towers. Despite the bitter fighting, which gives these years the name of the Warring States period, there were many significant advances in China's civilisation. Irrigation canals were dug to control water to farmlands, crop yields improved and war weapons and tools were cast out of iron. People like Confucius and Lao Zi lived during this time. Under the influence of Confucius it became established policy (in principle if not in practice) that people should be able to rise through society on merit. By 221 B.C. the tough, constant fighting of the strong warlords had eliminated the weak after two centuries of increasing violence.

QIN (CHIN) DYNASTY 221-207 B.C.

The man who in 221 B.C. took the title of First Emperor was the King of Qin Qin Shihuangdi. He reorganised the 'Chinese world'. A governor was appointed for each section of the country and he became directly responsible to the Emperor. Governors

QIN 秦 DYNASTY
221-207 B.C.

- Great Wall
- Canal
- Principal roads
- Capital
- Strategic city
- Regional administrative centre

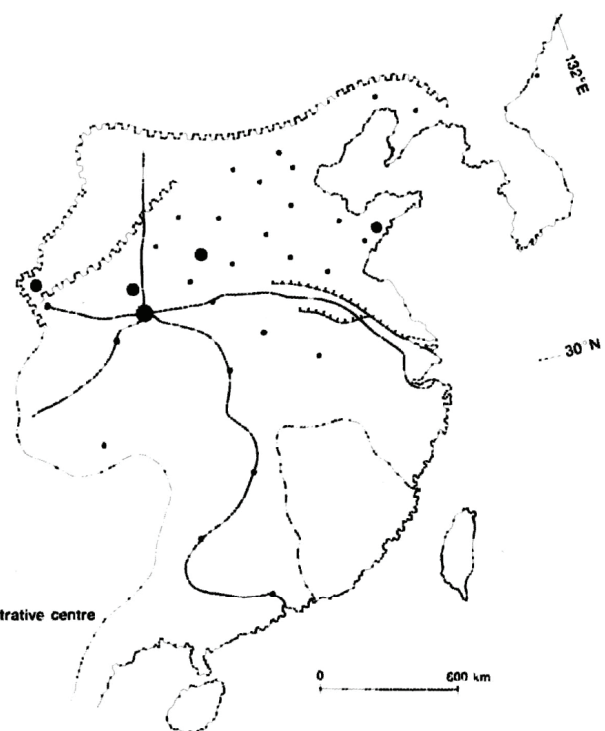
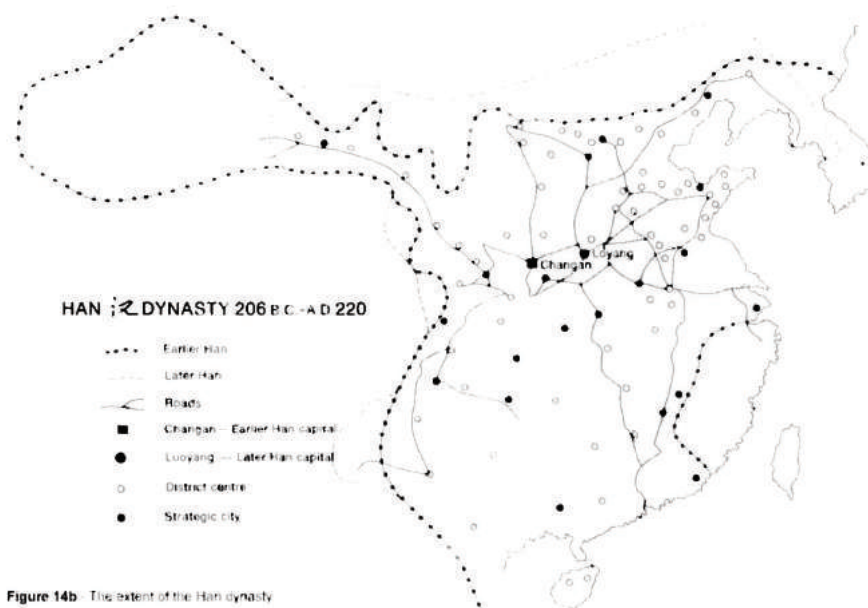


Figure 14a - The extent of the Qin dynasty



had to keep order in their provinces and call up young men whenever they were required to serve in the army or workforce. In 213 B.C. the Emperor issued an order that all those in possession of books should destroy them. He was trying to stop new and possibly revolutionary ideas permeating to his extensive domain. He required peasants to do forced labour, for a month at a time, on public projects. A census (a detailed count of the population) was required to carry this out and the working class was given surnames to assist the census collectors. Qin Shihuangdi insisted that the written language be standardised. This meant people from different regions could communicate with one another and understand each other.

Weights and measurements were made the same everywhere. The width of the roads was made the same; people did not have to change carts when they passed from one region to another because the axles on the carts were standardised. But changes were too rapid. People found adjustments difficult. The burden of taxation was placed on the lower classes who were living in great poverty. When the Emperor died the dynasty crumbled. But the unified Empire had been firmly established and it continued to expand, as Imperial China, for 2000 years. The names by which China is known in other languages have been derived from the name of the Qin dynasty.

HAN DYNASTY 206 B.C. – A.D. 220

The Han Dynasty was to be just as powerful and glorious as the Roman Empire that ruled the West. The Chinese call themselves the "people of Han" because they are very proud of this period. Trade grew in silk, salt, iron and silver with central Asia and the world's first paper was made in A.D. 105. This invention had a profound influence on world civilisation. The Han re-established learning and education. Books that had been hidden from the Qin book-burners reappeared and in 124 B.C. a university was established for the study of Confucian classics. Graduates became "mandarins" or educated men. Water clocks were developed and they kept accurate time. The Chinese kept up constant and continuous observation of the stars and planets and calculated the year as 365.25 days.

During this period the Chinese started to perceive themselves as people separate from others — the people of the Middle Kingdom, occupying the centre of the world. A sense of national identity began to emerge.

Later in the dynasty some of the rulers and their generals became greedy. Taxes were increased to help pay for fighting. The rich landlords were excused from paying taxes so the burden fell more and more on the peasants. Bandits travelled the countryside stealing and terrorising the inhabitants. A number of natural disasters occurred, including massive flooding of the Yellow River, which changed its course and caused great loss of life. The Mandate of Heaven theory appeared to be operating as the simple pattern of strength declining into weakness developed. The peasants rose in rebellion.

Buddhist missionaries came to China during the later Han period (about A.D. 65). The impact of Buddhism was important because it was through this new religion that outside ideas were brought into China. These missionaries, many from India, brought with them Indian music and art and introduced new words and phrases into the Chinese language as well as building temples and monasteries.

THE PERIOD OF DIVISION A.D. 220-589

On the collapse of the Han Dynasty the Empire divided into three rival kingdoms; Wei, based on the Yellow River; Shu-Han, the present Sichuan province; and Wu, centred in south China.

This difficult and confused period is similar to the Dark Ages in the West. It is a story of turmoil, war and destruction as various groups struggled for power.

Tribes of Huns from the West crossed the wastelands and moved into northern China; later invaders from Tibet and Mongolia moved in to take control.

In the south fighting was continuous as one Chinese ruler after another tried to gain control of the country. Continuous fighting led to the destruction of crops and villages. Surprisingly, despite 350 years of internal civil war, the culture of China survived. It is not surprising that Buddhism flourished in this period because it was a religion suited to troubled times. The aspiration to a state of complete serenity must have greatly appealed to the people as a goal through these great upheavals.

THE SUI A.D. 589-618

For many of the 700 years after A.D. 589 China was ruled by three dynasties. The first, the Sui, lasted only thirty years but during that time order and unity were restored and the base developed for the Great Tang period to follow. Yang Wan (541-604) became Emperor Wen Di of all China through astute alliances, marriages and diplomatic deals. His son, Yang Di, who was one of the conspirators in Wen Di's murder, constructed the dynasty's



Figure 16c: The extent of the Three Kingdoms

enduring monument — the Grand Canal. But his demands on the peasants for compulsory labour to build the canal, the palace and the Dragon Boat were so heavy the peasants revolted and Yang Di was assassinated.

TANG DYNASTY A.D. 618-907

The early Tang rulers were good organisers. Peasant resentment declined and the peasants directed their energies into more constructive efforts. The empire extended south into what is now north Vietnam and northward into Manchuria and Mongolia.

Craftsmen started to use iron in building and bridge construction, about a thousand years ahead of the development of the technology in Europe. Outstanding poets and artists appeared. Poetry and painting were encouraged and artisans developed the technique of printing using wood blocks. Raised furniture became fashionable when people started to sit in chairs in preference to sitting on mats.

Tang pottery and porcelain were very beautiful. Some cups were so delicately made that when tapped sharply they produced a musical sound. China was in advance of the West in most fields of science. However, the dynasty came to an end in social disorder and rebellion when the Tang Emperor was murdered in A.D. 907.

SONG DYNASTY A.D. 960-1279

During the early Song period China appeared to be on the brink of an industrial revolution. The momentum of invention and economic expansion declined. North China was conquered by "barbarians" and, during its most brilliant period, the Song ruled only over south China from their capital at Nanjing. South China was the centre for commerce and trade with the rest of Asia and with Europe. Workers became highly skilled in a variety of crafts, making beautiful wood carvings,

porcelain, silken goods and jewellery. These products were in great demand in other countries and were exchanged for luxury goods such as ivory, gold and peacock feathers (used by officials as a sign of rank).

During this period the Chinese began to make explosives for use in warfare. The compass was perfected. Algebra came into use, probably introduced by Arab traders and sailors. The Chinese developed the technology and the capacity to build large seaworthy ships. An elementary banking system came into use and books about history, science and mathematics were published.

YUAN DYNASTY A.D. 1279-1368 (MONGOL PERIOD)

Genghis Khan's horde swept in from Mongolia. The Mongols were nomads and were accustomed to a life-style very different from Chinese agriculture; the harsh Mongolian environment did not encourage refinement and the arts. The Mongolians killed and crushed and burned as they swept through China, Persia, south-west Asia and Korea.



Statue of Genghis Khan

<http://s3media.freemalaysiatoday.com/wp-content/uploads/2015/07/Genghis-Khan.jpg>

Genghis's grandson Kublai Khan became Emperor of China. He used structures the Chinese had developed to govern but placed Mongols in the top posts. Traders came to buy the products of the skilled artisans who were encouraged to visit China. The most famous was the Venetian, Marco Polo, who held office in the Mongol administration. He wrote expressing amazement at the advanced culture and although at first he was not believed, he caused much greater interest in Chinese things in the West.

The Mongols' tastes in food, housing, dress and language appalled the sophisticated Chinese. Finally a Buddhist monk, Ming Tai Zu, organised an army that drove the Mongols out of China.

A dense collection of terracotta warrior statues from the Terracotta Army of China. The figures are arranged in rows, wearing detailed armor and having distinct facial features. The background is a textured, earthy surface.

THE FIRST EMPEROR OF CHINA

By Di Dunlop

- The man who gave his name to China was born at a time of endless wars known as the Warring States Period. It was 259 B.C.E. and he was the son of XIAN OF QIN. At birth he was given the name ZHENG and family name of ZHAO. His father came to the throne in 246B.C.E. but died after only three years which meant the ZHENG became king at the age of thirteen. During his early years the State was administered by LU BUWEI but was dismissed by ZENG and then committed suicide after a scandal involving his mother, the Queen Dowager.



- QIN was merely one of the seven warring States when ZHENG became King. He made it his mission to unify these States with his new advisor LI SI [Chancellor of the Left]. He firmly took control, forming alliances which were to bring him successful unification and the QIN Dynasty was proclaimed in 221B.C.E. Unification had caused over one million deaths and took twenty-five years to achieve. He was to live only eleven more years after founding his dynasty.
- Most of the information that we have on QIN SHI HUANG comes from a single source: “THE RECORDS OF THE HISTORIAN OR SHIJI” by SIMA QIAN. This is China’s first real History book and was designed to cover the whole of Human History [as the Chinese saw it] from its origins to the author’s death in 90B.C.E. and it deals with the State of QIN before and after unification.
- The efficacy of this as a source on QIN SHI HUANG must be treated with caution as it was written one hundred years after the fall of the QIN Dynasty. It was written when CONFUCIANISM was the official State ideology and when LEGALISM [dominant in QIN’S time] stood discredited. We must consider then the problems of bias against QIN SHI HUANG. Chinese traditional historiography means that “history” is primarily court history written to serve as a ‘mirror’ for future Ministers and their Rulers.
- QIN SHI HUANG is famous today because of his tomb that was rediscovered in Xian when local farmers were drilling wells for water in 1974. Initially they discovered pottery fragments but continuing archaeological work revealed three underground pits housing over 7500 life-sized pottery figures [all different] of soldiers and horses. Today, these pits are covered by huge hangar like buildings and is a Museum open to the public. The total circumference of the tomb is some fourteen kilometres and the earthen mound covering the mausoleum is about forty- five metres high. At this time, the inner tomb has not been opened. It is believed that the entrances are ‘booby-trapped’ so the Government is not rushing to attempt an opening.

There are numerous clips and videos on YOU TUBE about QIN SHI HUANG.







QIN SHI HUANG... THE MAN

- He was a man of vision who believed that strong central control would provide a peaceful and therefore prosperous land.
- He strongly believed in respect for authority by the people and worked tirelessly to raise the dignity and awe of the throne.
- He was a ruthless man, who acted swiftly and decisively to destroy anyone who plotted against him. Dismemberment was inflicted on those who were disloyal and conscripted their families into forced labour.
- He was a cautious man [his reign began with betrayal by his own mother.] This caution turned into paranoia in his later years and developed into an abject fear of death.
- He was prepared to accept wise counsel and to reconsider decisions. [He had exiled his mother, but, on advice, had returned her to the court as it may have appeared unfilial.]
- He was a clever statesman who had studied the lessons in leadership displayed by his ancestors. **When he became the Ruler, he chose for himself the title of “August Emperor” or HUANGDI. The term huang had been used for a series of three cultural heroes of legend: di had been used to address the supreme deity for a thousand years and the shi part meant ‘first’ as he expected that his DYNASTY would last “ for generations without end.”**
- He developed a symbolism for his regime. In Chinese culture at that time, there were five elements: fire, earth water, wood and metal –each destroying its predecessor in a continuous cycle. To legitimise a Ruler’s reign, he would harness a dominant element along with a colour and number. Qin chose WATER, the colour BLACK and the number SIX. [Six became the standard measurement for axle widths, a man’s pace etc.]
- He was a LEGALIST, the belief that all morality was tied to the STATE, which was the highest good and that anything done to preserve, strengthen and expand it was, by definition, good. Under these principles, the best Ruler would accept no criticism, nor advice unless specifically requested.

THE THREE PRINCIPLES OF LEGALISM

- Supreme power vested in an absolute ruler
 - Subtle techniques of Statecraft to manipulate officials
 - Harsh, detailed law applied regularly and without exception to everyone below the Ruler.
-
- He believed that a Ruler held the Empire by a ‘MANDATE FROM HEAVEN’ and if Heaven was dissatisfied with the ways of the Ruler then it would send omens and portents to the Ruler to warn him to change his ways.

- One of the signs of his increasing paranoia and quest for power was his search for the Elixir of Immortality. During his reign, he sent magicians with 'thousands of youths and maidens' to find the mysterious potion on an island in the 'Eastern Sea' where the IMMORTALS lived. It is believed that none ever returned. His belief that he would not die was demonstrated by his refusal to name a successor.
- Dissent within the Empire grew and criticism of Qin reached its peak with THE GREAT DEBATE when a scholar was foolish enough to suggest that the earlier dynasties had survived for so long because of the distribution of land to favoured members of the ruling family and ministers who set up loyal tributaries. This scholar, YUE, SAID that the survival of QIN depended on its ability to learn from the Past. The Chief Minister, LI SI, attacked the scholar and suggested that all official Histories of the earlier States should be burned including the works of KUNG FU TSE [Confucius] and that any public display of these works would result in execution. This 'book burning' was to be condemned throughout Chinese history and was instrumental in the ultimate decline of the Dynasty. At least four hundred scholars were executed for allegedly plotting against the Emperor. These two events ensured that QIN was seen as a cruel, megalomaniacal despot which unfortunately overshadowed his achievements.
- He set out on his final tour of his kingdom in 211 B.C.E. fuelled by his search for immortality. Although still young, he was not healthy and his growing agitated mental state brought him to an early death possibly brought on by the many potions his doctors gave to him[many contained mercury.]
- He died in his special litter on his return journey to the Capital. LI SI kept the death secret as the line of succession was not finalised. The Emperor had wanted Fu Su to become Emperor but Li Si conspired to have him killed and Hu Hai, the less able son became Emperor.

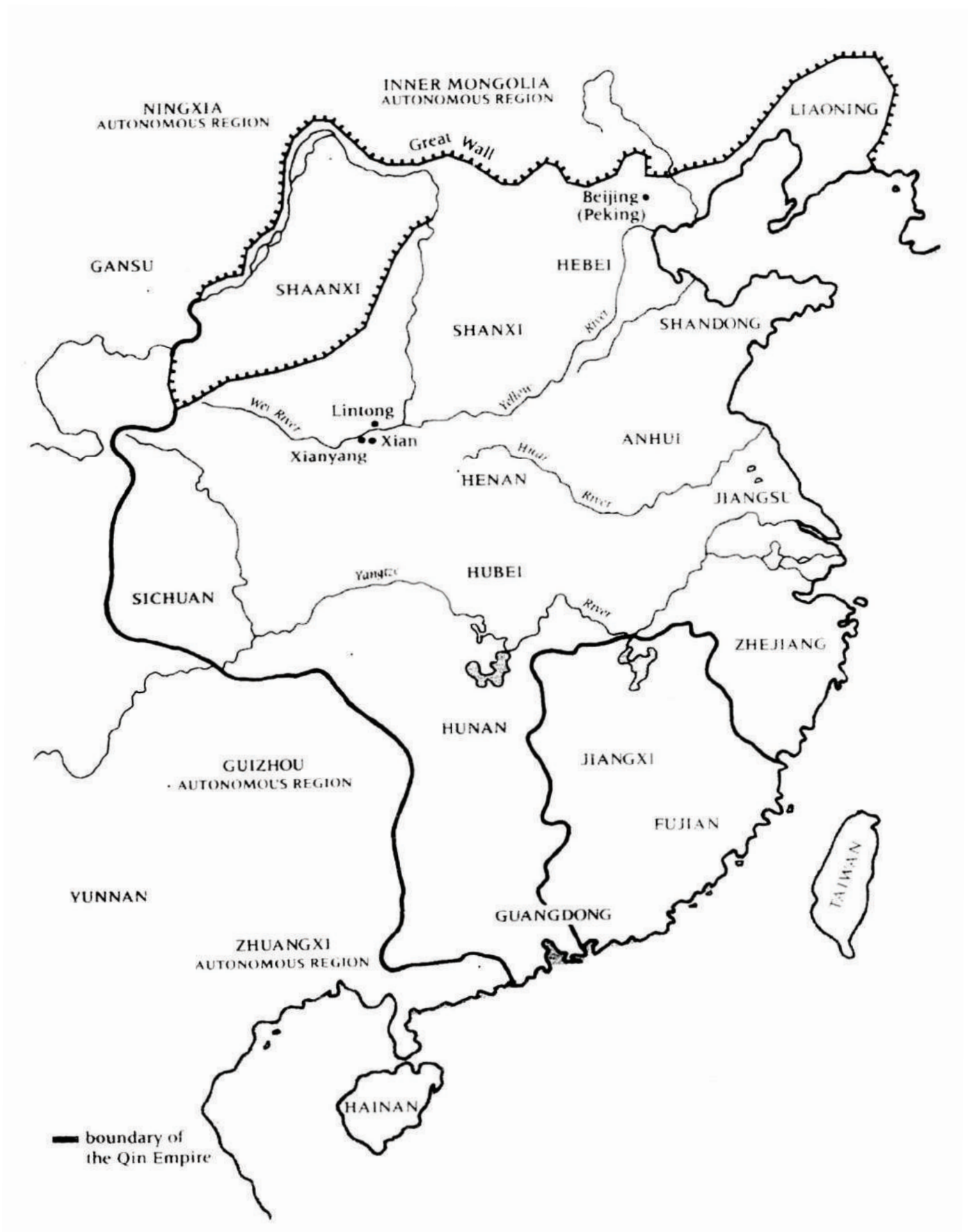
ACHIEVEMENTS OF QIN SHI HUANG

Standardisation of Chinese script:	<ul style="list-style-type: none"> • added new characters. • dictionary of 3300 characters. • Qin small-seal script and its off-shoot “clerk” style was the standard for evolution of the Chinese language. • uniform script enabled the evolution of one country.
Setting up a civil government structure:	<ul style="list-style-type: none"> • with peace, the State was divided into 36 civil administrative units, the basis of modern prefectures. • in each, there were three government officials: Civil [Shou], Military [Wei] and the Imperial Overseer [Jian-yu-shi.] • This meant the end of a feudal structure run by Aristocrats, as these Central Government officials were Appointed on merit. • Each county had a centrally appointed magistrate. • The educated administrator replaced the warrior as the dominant figure in society.
A System of Law was established:	<ul style="list-style-type: none"> • A series of specific punishments was instituted for both civil and political crimes. Many of these were listed on bamboo strips of QIN law [these were discovered in a tomb of a magistrate [217 B.C.E.] in 1975 near Wuhan. • Laws relating to the management of Granaries [Grain was used to pay official salaries, so its protection from rats and moisture was essential for the efficient running of the Empire.] • Magistrates functioned as detectives and had the power to determine the crimes committed as well as delivering the punishment which included torture. • Punishments included beheading, being torn apart by chariots, forced labour, strangulation, flogging, tattooing, fines, banishment and castration. • Murder, adultery and the injuring of citizens were all serious crimes and immaturity was no excuse for murder. • Premeditation was a crucial condition in an accusation. • Family morality was heavily regulated and was the responsibility of the senior male of the Household.
The Great Wall of China:	<ul style="list-style-type: none"> • Before Qin, there had been many sections of walls constructed. Qin Shi Huang set about consolidating and extending them. It was to be a continuous line over 3000 kilometres in length as a defence against northern invaders. • Thousands of convicts and labourers were used to build the Wall which stretched from the sea north of Beijing to the deserts of Central Asia.
Royal Road Network:	<ul style="list-style-type: none"> • In 220 B.C.E., a network of roads was commenced to assist easy movement around the Empire. They covered 6000 km and radiated from the capital like the spokes of a wheel. This united the Empire, stimulating commercial development.

CHRONOLOGY OF EARLY CHINA AND THE QIN DYNASTY

BC <i>circa</i> 2100 - 1600	Xia dynasty
<i>circa</i> 1600 - 1027	Shang dynasty
1027 - 771	Western Zhou dynasty
772 - 221	Eastern Zhou dynasty
770 - 475	Spring and Autumn Annals
475 - 221	Warring States period
246	Yin Cheng (aged 13) ascends the Qin throne
230 - 221	Remaining warring states annexed by Yin Cheng
221	To mark the unification of China, Yin Cheng assumes the title of Qin Shi huang, the First Emperor. Li Si, the Prime Minister, recommends the abolition of feudalism. Shi huang issues administrative reforms including the introduction of a uniform code of law, a standardised currency and weights and measures system, as well as a written language, and establishes a centralised state governed by a non-hereditary bureaucracy. China is divided into 36 provinces (later 42) garrisoned by Qin soldiers. Roadways are constructed to interconnect the provinces. All weapons, except those in the hands of Qin troops, are collected and destroyed.
219	Shi huang tours his empire and attempts to find the elixir of immortality. Li Si becomes the Prime Minister and head of the Imperial bureaucracy. Assassination attempt made on the First Emperor.
215	Second attempt made by the First Emperor to find the elixir of immortality: victories over the northern nomads by General Meng Tien.
214	General Meng Tien Begins construction of the Great Wall to hold back the northern nomads.
213	A speech delivered by the scholar Shun-yu Yueh results in the 'Burning of the Books'. These included books on philosophy and history. Books on subjects like agriculture, medicine and forestry were spared.
212	460 scholars were ordered to be killed by the First Emperor. His eldest son was banished to the Great Wall. Construction of the Apang Palace is started.
210	The First Emperor died while inspecting the empire. His eldest son and General Meng Tien were forced to suicide by Li Si and Zhao Gao. A younger son became the Second Emperor.
209	The Imperial family, bureaucracy and court is purged. Peasant rebellions occur.
207	The Second Emperor suicides. He was succeeded by the Third Emperor.
206	The Qin dynasty ended, with the submission of the Third Emperor to rebel forces.

THE QIN EMPIRE (221 - 206BC) WITH MODERN PROVINCES



from *Qin Shi Huang - Terracotta Warriors and Horses*,
Catalogue for Exhibition by Edmund Capon (1983)

THE FIRST EMPEROR - QIN SHI HUANG

- When was the Qin dynasty established?.....
- When did it end?
- Explain why such a successful beginning of a dynasty lasted such a short time
.....
.....
.....
- What is the major source of information on Qin Shi huang?.....
- Is it a primary or secondary source?
- Research the roles of Lu Buwei and Li Si in the life of Qin Shi huang.

LU BUWEI	LI SI
<div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div>	<div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div>

- Explain the term Qin.....
.....
- What is 'Legalism' and why was it important?
.....
.....
- How did Legalism differ from Confucianism?
.....
.....
.....

THE FIRST EMPEROR - QIN SHI HUANG

- List five characteristics of the man Qin Shi Huang
 1.
 2.
 3.
 4.
 5.
- What was life like for the ordinary people in Qin China?
.....
.....
- Explain the symbolism of the reign of Qin Shi Huang, including the use of WATER and BLACK
.....
.....
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.....
- Explain the concept 'the mandate of heaven'
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.....
- Research and explain the following:

(a) The 'burning book'

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(b) The execution of the scholars

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THE FIRST EMPEROR - QIN SHI HUANG

- Why did Shi Huang build the Great Wall?
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.....
- What difficulties do you think were involved in the building of the Great Wall?
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- Explain why transportation was so important to the Empire
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- What changes were made to the written language during the Qin dynasty?
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- Explain why the diversity of the Warring States was a problem for unification
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- What measures did Qin Shi Huang introduce to maintain power?
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THE FIRST EMPEROR - QIN SHI HUANG

- Explain why the laws were so harsh under Qin rule. Do you think that this is an effective way of dealing with crime? Explain
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- What were the major achievements of the Qin Emperor?
 1.
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CHINA'S GREAT WALL

World Heritage and History

By Dr. Margaret White

DID YOU KNOW...?*

What we today think of as the Great Wall is not in fact very old at all. The remnants that exist near Beijing, which is the area that tourists visit, in fact only dates to the Ming dynasty (1368-1644). This section was constructed as a response to the widespread invasions from the north that were occurring at this time.

The Great Wall or Walls were not one unifying structure until the time of the Ming. Smaller walls were constructed as early as the 5th century BCE. Initially these rough walls simply linked watch-towers and fortifications.


Eventually these walls came to delineate a type of frontier—a line between two different types of societies and cultures: on one side, nomadic peoples raising animals ('barbaric') the other a settled, agricultural people ('civilised').

Once China was unified under Qin Shi Huangdi (221-210 BCE) the border walls were eventually linked to form the 'Great Wall of 10 000 Li'. Obviously in the border regions there was a 'mixing' of the populations—the barbarians became more Chinese and the Chinese became more barbarian. Such 'assimilated' Barbarians went on to conquer and rule China at different times throughout Chinese history.

The Wall is often compared to the dragon, an ancient symbol of China which followed even the smallest irregularities in relief as it disappears and reappears on the horizon.

For some 2000 kilometres the Wall snakes its way along the Yellow River. It is here that the Wall divides into two parallel segments—the Inner and Outer Walls of the Ming dynasty. The northern fork is the boundary between the Mongolian Autonomous Region and Shanxi province, and the southern fork crosses the loess plateau of northern Shanxi and converges at Juyongguan.

Source: Dunlop, D. (2004). "A Unit of Work for Stage 4 History". *Asia Education Teachers Journal*, 32(4), pp.44-5.



From the time of a united China through to the 16th century huge changes occurred in construction methods, weaponry, war technology, social and political organisations. To maintain their soldiers along the border the Hans (2nd and 1st centuries BCE) installed military colonies and systematically irrigated and settled whole regions. The Tangs created major horse-breeding installations to prepare for military offensives. During Ming times an army of 1 million men maintained the Wall along a stretch of 6000 kilometres.

At no time did the Wall impede contact and exchange between the Chinese and those who visited to trade from along the Silk Road. Access was also available to Ambassadors, who enabled technology and religious exchange. The nomadic herdsmen served as intermediaries and it was they who enabled the introduction of gunpowder and wood engraving. With the constant raids for plunder by nomadic tribes, farming was continually disrupted, and walls were seen as the obvious defence system.

There are many myths and legends, connected with the Wall. They have been immortalised in literature and theatrical works (eg. legend tells of a helpful dragon who traced out the course of the Wall for workers over the mountains and across valleys for them to follow). Many songs and poems have been written about the Wall—even Mao Zedong wrote one.

The Wall reaches the sea west of the 120th meridian of longitude near the fortress of Shanhaiguan. The fortress has an inscription which reads 'The First Pass in the World'. At one time it ended to the far west in the Yellow Desert at the 59th meridian. The town and fortress there are called Jiayuguan (the Jade Gate)—the end of the inhabited world, the limit of safety and shelter.

Earth, stone, timber and tiles were the chief materials for building the Wall before the Ming dynasty; bricks were used in the later periods. The use of local materials was essential. Therefore on the flat areas tamped earthen walls were used, while stones were quarried in the high mountain areas. During the Ming period kilns were built on the spot to make bricks. Towers were strategically placed at regular intervals with the requirement that smoke or fire must be visible to the next two towers.

Along the Wall in the hundreds of towns stand temples and monasteries, including caves and rock temples such as the Hanging Buddhist temple at Mt Heng.

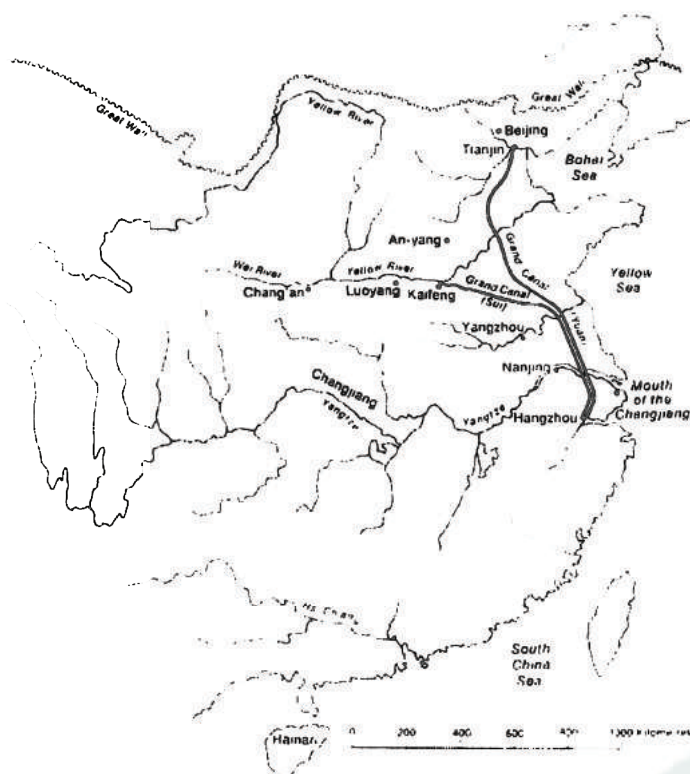
The Wall varies in height between 10 and 20 metres. Along the top is a path 4-5 metres wide, protected by crenellated parapets.

Genghis Khan had very little respect for the Wall as an obstacle. In 1211 he attempted to take over Yenching, then capital of the Chinese empire. The hoards were able to overrun the Exterior Wall, but turned back when they could not take the fortress of Juyongguan.

THE GREAT WALL OF CHINA¹⁰

A walk along the Great Wall, made wide enough to accommodate six horses running abreast, enables one to understand more fully time, space and human endeavour.

The Great Wall, 5000 kilometres in length, is one of the astounding feats of human history. The amount of brick and stone employed to construct the Great Wall could be used to surround the earth with a dyke 4.2 metres high.



Figure

The Great Wall and the Grand Canal accentuate the basic geographical patterns in China. The Wall follows to a remarkable extent the isohyet (rainfall line) marking the edge of the region where rainfall is sufficient for growing crops. Within the Wall the land is subject to crippling drought in some years, but beyond it there is almost never enough rain for arable farming. The Grand Canal Was built to transport tribute grain from the abundant south to the north where the dynasties maintained their capitals and their courts. It has provided an immensely valuable north-south water link in a country where the great navigable rivers flow from west to east.

You must try to visualise the conditions under which the workers toiled — in the summer, extremely fine particles of dust burned the eyes of the people working on the wall as they tried to turn their faces away from the blazing hot winds blowing in from the Gobi Desert. In winter, people worked in freezing temperatures, at minus 20°C.

The purpose of the Great Wall was not only to keep out the barbarians of the north; it was also designed to act as a barrier to migration from China itself, to stop any movement out to the grasslands and the possible formation of mixed agricultural and pastoral economies.

In the northern provinces the soil was not as fertile as in the valleys of the Huanghe and the Changjian. In the dry years the crops withered and people starved. the peasants knew the cattle-raising nomads always found pasture land for their herds somewhere in the steppes (level grass

¹⁰ Source: McRae, Janet & White, Peg (1984) *The Chinese Way*, William Brooks, Sydney.

plains without trees) and never died of hunger. At these times the peasants became predatory nomads and the Empire wanted to keep the world of the nomad and the cultivator apart. The Wall served to keep the hungry peasants within the Middle Kingdom — a visible, immense defence structure dividing the people of the grassy steppe, herding sheep, horses and cattle, and the people of the cultivated, good land, growing millet and producing wine.

The Chinese were always highly vulnerable to raiding assaults. They were sedentary farmers and city dwellers, tied down to their lands and property on which their livelihood depended, and defences had to be spread thinly across the whole frontier region. With their horses, the nomadic people were totally mobile and organised by massed, concentrated attack. To help slow down these assaults feudal lords began building frontier walls. In the third century B.C. 300 000 men (many political prisoners) were put to work to connect and consolidate the segments into one huge rampart of stone and earth, which became the precursor of the Great Wall. It was built as a unified, central government developed the capacity to co-ordinate the great task of engineering and collective human labour necessary for the community project.

The building materials always came from the surrounding area; the method of construction was standard. The space between the double brick wall (5.8 metres) was filled with sand and stones and battlements were built every 140 metres, to be used for both defence and news signalling transmissions. The most solid fortresses are located in the north-west where the rock of the mountain range provided excellent material. On the plains and deserts the workers had to make do with baked mud bricks or simply with solidly pounded earth and sticks.

Poor maintenance combined with wind and weather — the blazing heat of summer and icy cold of winter — affected the Wall and, after the Mongols overran it, it fell into total neglect. Rebuilt by the Ming, the Wall allowed China to live in seclusion from the outside world. To feed the workers, boatloads of rice and wheat were sent as close to the northern frontier as China's waterways would allow. Then the grain was put into baskets and the baskets carried to the camps where the workers lived. Some claim as many as 1 million were drafted for the job. For seven years, winter and summer, they pounded earth, dug trenches and baked bricks. The wall became obsolete as an effective barrier against determined invaders (for whom bribes of silk, silver and women were far more effective weapons).

Its restored sections are much more than a passing. The Wall symbolises the minds and muscle of human endeavour in the past — the hopes, fears and sufferings of people — the ebb and flow of the endless frontier wars as people tried to balance population and resources.



WEBSITES RELATED TO THE GREAT WALL OF CHINA

- INCLUDING BANDALING

There is a vast array of websites on the Great Wall of China; Bandaling in particular. The ones listed below represent those sites that can be used by students within the unit of work. The list is by no means complete.

Introduction to the Great Wall with a good map

http://www.travelchinaguide.com/china_great_wall/scene/beijing/

An overall introduction to China with many worthwhile links

<http://www.atozkidsstuff.com/china.html>

The Great Wall — a virtual tour

<http://www.chinavista.com/travel/greatwall/greatwall.html>

Introduction to Bandaling and images

http://www.travelchinaquide.comichina_great_wall/scene/beijing/badaling.htm

Basic information and satellite image

<http://www.crystalinks.com/chinawall.html>

360 degree view of a section of the Great Wall of China

http://www.thebeiqinguide.com/great_wall_of_china/

Photo essays on the Great Wall of China

<http://www.homeworkspot.com/fieldtrip/qreatwall.htm>

Websites related to the geography of China

About.com: China — links to maps

<http://geography.about.com/library/maps/bIchina.htm>

National Geographic Society: China

<http://www.china-inc.com/education/qeoqraphy/>

CIA Fact Book: China

<http://www.cia.gov/cia/publications/factbook/geos/ch.html>

China — country study; physical environment

http://www.mongabay.com/reference/country_studies/china/GEOGRAPHY.html

Department of Foreign Affairs and Trade

Up to date information about China and China's relationship to Australia

<http://www.dfat.gov.au/qeo/china/>

Embassy of the People's Republic of China

<http://www.chinaembassy.org.au/>

WEBSITES RELATED TO ANCIENT CHINA

A students' introduction to Chinese History, including dynasties and Marco Polo

<http://www.mrdowling.com/613chinesehistory.html>

Chinese cultural studies

<http://academic.brooklyn.cuny.edu/core9/phalsall/texts/chinhist.html>

Dynastic timeline

<http://www-chaos.umd.edu/history/time line.html>

History of China — extensive links

<http://www-chaos.umd.edu/history/toc.html>

The Silk Road

<http://www.channe14.com/history/microsites/H/history/n-s/silkroute.html>

History for Kids: Ancient China

<http://www.historyforkids.org/learn/china/>

Ancient China — extensive links

<http://www.historylink101.com/china history.htm>

Ancient China — maps, timelines and basic information

<http://www.mnsu.edu/ennuseum/prehistory/china/>

Ancient Civilisation for Kids: China

<http://www.kathimitchell.com/ancivil.html#China>

Stage 3-4 Ancient China

<http://www.fairfield.k12.aus/Roclerludlowe/crocierludiowe03/6ss.htm>

CyberSleuth Kids Ancient Civilisations: China

<http://cybersleuth-kids.com/sleuth/History/Ancient Civilizations/China/index.htm>

The Emperors of China

<http://www.friesian.com/sandoku.htm#china-era>

Maps of China: historical and physical

<http://www.lib.utexas.edu/maps/china.html>

WORLD HERITAGE SITES OF CHINA*

Imperial Palaces of the Ming and Qing Dynasties in Beijing and Shenyang (1987, 2004)
Mausoleum of the First Qin Emperor (1987)
Mogao Caves (1987)
Mount Taishan (1987)
Peking Man Site at Zhoukoudian (1987)
The Great Wall (1987)
Mount Huangshan (1990)
Huanglong Scenic and Historic Interest Area (1992)
Jiuzhaigou Valley Scenic and Historic Interest Area (1992)
Wulingyuan Scenic and Historic Interest Area (1992)
Ancient Building Complex in the Wudang Mountains (1994)
Historic Ensemble of the Potala Palace, Lhasa (1994, 2000, 2001)
Mountain Resort and its Outlying Temples, Chengde (1994)
Temple and Cemetery of Confucius and the Kong Family Mansion in Qufu (1994)
Lushan National Park (1996)
Mount Emei Scenic Area, including Leshan Giant Buddha Scenic Area (1996)
Ancient City of Ping Yao (1997)
Classical Gardens of Suzhou (1997, 2000)
Old Town of Lijiang (1997)
Summer Palace, an Imperial Garden in Beijing (1998)
Temple of Heaven: an Imperial Sacrificial Altar in Beijing (1998)
Dazu Rock Carvings (1999)
Mount Wuyi (1999)
Ancient Villages in Southern Anhui - Xidi and Hongcun (2000)
Imperial Tombs of the Ming and Qing Dynasties (2000, 2003, 2004)
Longmen Grottoes (2000)
Mount Qingcheng and the Dujiangyan Irrigation System (2000)
Yungang Grottoes (2001)
Three Parallel Rivers of Yunnan Protected Areas (2003)
Capital Cities and Tombs of the Ancient Koguryo Kingdom (2004)
The Historic Centre of Macao (2005)



*Source: World Heritage List at the United Nations Education, Scientific and Cultural Organization website, <http://whc.unesco.org/en/list/>

THE CRITERIA FOR SELECTION OF A WORLD HERITAGE SITE*

To be included on the World heritage List, sites must be of outstanding universal value and meet at least one out of ten selection criteria. The criteria are regularly revised by the Committee to reflect the evolution of the World Heritage concept itself.

2005 selection criteria:

- i. to represent a masterpiece of human creative genius;
- ii. to exhibit an important interchange of human values, over a span of time or within a cultural area of the world, on developments in architecture or technology, monumental arts, town-planning or landscape design;
- iii. to bear a unique or at least exceptional testimony to a cultural tradition or to a civilisation which is living or which has disappeared;
- iv. to be an outstanding example of a type of building, architectural or • technological ensemble or landscape which illustrates (a) significant stage(s) in human history;
- v. to be an outstanding example of a traditional human settlement, land-use, or sea-use which is representative of a culture (or cultures), or human interaction with the environment especially when it has become vulnerable under the impact of irreversible change;
- vi. to be directly or tangibly associated with events or living traditions, with ideas, or with beliefs, with artistic and literary works or outstanding universal significance. (The committee considers that this criterion should preferably be used in conjunction with other criteria);
- vii. to contain superlative natural phenomena or areas of exceptional natural beauty and aesthetic importance;
- viii. to be outstanding examples representing major stages of earth's history, including the record of life, significant on-going geological processes in the development of landforms, or significant geomorphic or physiographic features;
- ix. to be outstanding examples representing significant on-going ecological and biological processes in the evolution and development of terrestrial, fresh water, coastal and marine ecosystems and communities of plants and animals;
- x. to contain the most important and significant natural habitats for in-situ conservation of biological diversity, including those containing threatened species of outstanding universal value from the point of view of science or conservation.

The protection, management, authenticity and integrity of properties are also important considerations. Since 1992 significant interactions between people and the natural environment have been recognised as **cultural landscapes**.

*Source: World Heritage at the United Nations Education, Scientific and Cultural Organization website, <http://whc.unesco.org/en/criteria/>

GETTING THE GREAT WALL OF CHINA LISTED*

WORLD HERITAGE LIST

N° 438

A) IDENTIFICATION

Nomination: The Great Wall

Location: 17 provinces of northern and central regions

State Party: China

Date: December 29, 1986

B) ICOMOS RECOMMENDATION

That the proposed cultural property be included on the World Heritage List on the basis of criteria I, II, III, IV and VI.

C) JUSTIFICATION

Traditionally known to the Chinese as the "Long Wall of Ten Thousand Li", the stretch of formidable defensive structures built to ward off invasion of the Celestial Empire by barbarians is most often called the "Great Wall" or the "Wall of China" by Europeans.

The principle of these extraordinary fortifications goes back to the Chunqiu period (722-481 B.C.) and to the Warring States period (453-221 B.C.), so-called because of the long struggle among seven rival dynasties for supreme power. The construction of certain walls can be explained by these feudal conflicts, such as the one built by the Wei in 408 B.C. to defend their kingdom against the Qin. Its vestiges, conserved in the centre of China, antedate by many years the walls that the Kingdoms of Qin, Zhao and Yan erected against the northern barbarians around 300 B.C.

Beginning in 220 B.C., Qin Shi Huang, the founder of the Empire of the Ten Thousand Generations, undertook to restore and link up the separate sections of the Great Wall which had been built in the 3rd century B.C., or perhaps even earlier, and which stretched from the region of the Ordos to Manchuria. Towards the west, he had the fortifications extended in the valley of the Huanghe all the way to Lanzhou. Thus was the first cohesive defense system of which significant vestiges still remain, completed, shortly before the accession of the Han dynasty (206 B.C.). During their reign the Great Wall was extended even further, and under the emperor Wudi (140-87 B.C.) it spanned approximately 6,000 kms between Dunhuang in the west to Bohai Sea in the east. The danger of incursion along northern Chinese border by the federated tribes of Mongols, Turks and Tunguz of the Empire of the Xiongnu, the first empire of the steppes, made a defense policy more necessary than ever. Alternating military actions with intensive diplomatic efforts, this policy entailed massive relocation of Chinese peoples within the frontier zone. In 102 B.C., there were 180,000 peasant soldiers in the "command posts" of Gansu.

After the downfall of the Han dynasty (220 A.D.), the Great Wall entered its medieval phase. Construction and maintenance work were halted, only occasionally being recommenced. Under the

*Source: http://whc.unesco.org/archive/advisory_body_evaluation/438.pdf

Northern Wei, for example, a 1,000-km section of wall was built in 423; this was added to in the 6th century, but work was suspended during the Tang period (618-907). China at that time enjoyed such great military power that the need for a defense policy was no longer felt.

It was the Ming emperors (1368-1644) who, after the long period of conflict which ended with the expulsion of the Mongols, revived the tradition begun by Qin Shi Huang. During the Ming dynasty, 5,650 kms of crenelated wall were built. The stones used were incredibly well matched, and the wall was fortified by 25,000 towers and protected by 15,000 outposts. To defend the northern frontier, the Wall was divided into nine Zhen, which were military districts rather than simple garrisons. At strategic points, fortresses were built to defend the towns (e.g. Jinshanling for Peking), passes or fords. The passageways running along the top of the wall made it possible to move troops rapidly and, in peace time, for imperial couriers to travel. Two symbolic monuments still proudly stand at either end of the wall. These are the "First Door under Heaven" at Shanhaiguan, located at the wall's eastern end, and the "Last Door under Heaven" at Jiayuguan, which, as part of the fortress entirely restored after 1949, marks its northwestern end.

Having been presented with a nomination concerning one of humankind's most striking cultural properties, ICOMOS can only give a wholeheartedly favorable opinion, while noting that the Great Wall satisfies criteria I, II, III, IV and VI.

- **Criterion I.** The Great Wall of the Ming is, not only because of the ambitious character of the undertaking but also the perfection of its construction, an absolute masterpiece. The only work built by human hands on this planet that can be seen from the moon, the Wall constitutes, on the vast scale of a continent, a perfect example of architecture integrated into the landscape.
- **Criterion II.** During the Chunqiu period, the Chinese imposed their models of construction and organization of space in building the defense works along the northern frontier. The spread of Sinicism was accentuated by the population transfers necessitated by the Great Wall.
- **Criterion III.** That the great walls bear exceptional testimony to the civilizations of ancient China is illustrated as much by the tamped-earth sections of fortifications dating from the Western Han that are conserved in the Gansu province as by the admirable and universally acclaimed masonry of the Ming period.
- **Criterion IV.** This complex and diachronic cultural property is an outstanding and unique example of a military architectural ensemble which served a single strategic purpose for 2000 years, but whose construction history illustrates successive advances in defense techniques and adaptation to changing political contexts.
- **Criterion VI.** The Great Wall has an incomparable symbolic significance in the history of China. Its purpose was to protect China from outside aggression, but also to preserve its culture from the customs of foreign barbarians. Because its construction implied suffering, it is one of the essential references in Chinese literature, being found in works like the "Soldier's Ballad" of Tch'en Lin (c. 200 AD.) or the poems of Tu Fu (712-770) and the popular novels of the Ming period.

Having underscored the outstanding quality of a cultural property exceptional by its significance, its function, its form and its size, ICOMOS should like to express a few comments purely on form concerning the nomination.

It is obviously not possible to guarantee the integral protection of the 50,000 kms of ancient walls preserved in China (this figure includes the fortifications of the inner kingdoms), nor even the some 6,000 kms of great walls erected in the north, approximately half of which subsist materially. It is, however, indispensable for the World Heritage Committee to ascertain whether the government of the People's Republic of China envisages, as it would seem, making a global classification of the Great Wall or, on the contrary, delimiting specific representative sections, according to principal periods of construction or principal regions crossed (desert plateaus, mountains, valleys, etc.), or the different types of associated fortifications (fortresses, garrisons, fortified gates, bastions, terraces, watch towers, etc.). In the absence of these specifications, the present proposal may, in fact, be taken in various ways. This will inevitably bring about conflicts in the short term as to the definition of the property and in the medium term as to the role the international community might play in cooperation with the People's Republic of China concerning the study and conservation of the Great Wall.

ICOMOS, April 1987





CHINA:

History through Architecture: Temple of Heaven

By Di Dunlop

- THE TEMPLE OF HEAVEN is situated in a very large park [273 hectares] in the Chongwen District of Beijing and has been designated as a World Heritage Site which dates from the fifteenth century. It was first built in 1420 C.E. the eighteenth year of the reign of the Emperor Yongle of the MING Dynasty[1368 to 1644].
- It is divided into two parts by encircling walls; the Northern Semicircle symbolizes the HEAVENS and the Southern square symbolizes the EARTH.
- The three main structures are: THE HALL OF PRAYER FOR GOOD HARVESTS [Qiniandian]. This is a triple gabled circular building, 36 metres in diameter and 38 metres tall, built on three levels of marble stone base, where the EMPEROR prayed for good harvests. The building is completely wooden with no nails.
- THE IMPERIAL VAULT OF HEAVEN [Huangqiongyu]. This is a single gabled building on a single level of a marble base. It is a smaller version of the Temple and contains the smooth wall known as the ECHO WALL. The Vault is connected to the Hall of Prayer by the VERMILION STEPS BRIDGE which is a 360 metre -long raised walkway.
- THE CIRCULAR MOUND ALTAR [Huanqiutan]. This is an empty circular platform on three levels of marble stones each decorated with lavishly carved dragons.
- THE TEMPLE OF HEAVEN was the centre of Imperial ritual ceremony for the MING and QING Dynasties. The Emperor was believed to be 'THE SON OF HEAVEN [Tianzi]. The son of Heaven ruled with 'THE MANDATE OF HEAVEN'. The Emperor was not divine but divinely appointed which meant that once overthrown, the Emperor had lost the Heavenly Mandate and it could not be restored to that DYNASTY.
- Historical records show that the worship of Heaven and Earth dates back to the XIA DYNASTY, some 2000 years ago and that these sacrificial ceremonies occupied a conspicuous place in the

political life of Ancient China.

- The duty of the Emperor was to ensure that society expressed its 'natural order' as a part of the cosmic order of heaven and earth.
- The Emperor 'worshipped' his own ancestors expressing the concept of FILIAL PIETY which was the obligation of all Chinese regardless of their position in society. He was also required to worship the Sun and Moon, CONFUCIUS, the earlier Emperors and the God of Agriculture. An important ritual was the symbolic plowing by the Emperor of the first furrow of the new farming season.
- Twice a year, the Emperor would move from THE FORBIDDEN CITY to the Temple Complex wearing special robes. The ordinary people did not participate in any of the ceremonies. A series of strict rituals was followed by the Emperor, which had to be delivered seamlessly. It was believed that the smallest error would be a bad omen for the whole nation in the coming year.



On the Winter Solstice, fifteen minutes before sunrise, the ceremony was performed on the Mound accompanied by ceremonial music. The ceremonies included making libations at various locations including at the Sacred Tablets. Silk scrolls and offerings were burnt in Firewood stoves. A whole calf, slaughtered for the occasion would also be burnt. At the conclusion of the burning of offerings, the Emperor returned to the Forbidden City.

- The Temple was occupied by the Anglo- French Alliance during the Second Opium War. In 1900 during the BOXER REBELLION, the Eight nation Alliance turned the complex into the forces temporary command in Beijing which lasted for a year. The buildings and gardens were seriously damaged and artifacts were looted from the temple.
- Today, the gardens of the complex, draw thousands of people daily to perform tai chi in all its forms as well as other physical activities involving swords etc. It has become a sanctuary for retired Chinese.

Aspects of Architecture in the Complex

- The architecture of the Temple of Heaven was influenced by ancient philosophy and the aristocratic hierarchy.
- According to THE BOOK OF CHANGES [the ancient manual for Divination], south is the location of YANG, the masculine, positive principle of the Universe as opposed to YIN, the feminine, passive force. Therefore, the Temple of Heaven should be located in the south of Beijing.

- All structures relating to Heaven are required to be round and are meant to remind you of the circle of life.
- The highest tier of the roof of the Temple is one tier higher than the highest building in the Forbidden City.
- Originally the Hall of Prayer had many coloured tiles, the top tier and the roof was blue for heaven, the middle tier was yellow for the Emperor and the lower tier was green for the people and all things under heaven.
- The Hall of Prayer is supported by four main DRAGON pillars which represent the four seasons, the twelve interior posts represent the twelve months and the outer ring of twelve pillars represent twelve two hour periods of the day. Together the twenty-four pillars represent the twenty-four solar terms of the year which served as a guideline for agriculture.
- All of the pillars were decorated with dragon-algae patterns in very bright colours.
- The flagstones on the Upper Terrace are arranged in concentric circles in multiples of nine, [nine is the number of yang forces which are concentrated where the altar is set], there are nine stairs. The first circle has nine stones, the second has eighteen, the third has twenty- seven etc.
- The Seven Star Stone Group, which is East of the Hall of Prayer for Good Harvest, represents the seven peaks of TAISHAN mountain, a place of worship in classical China.

Activities:

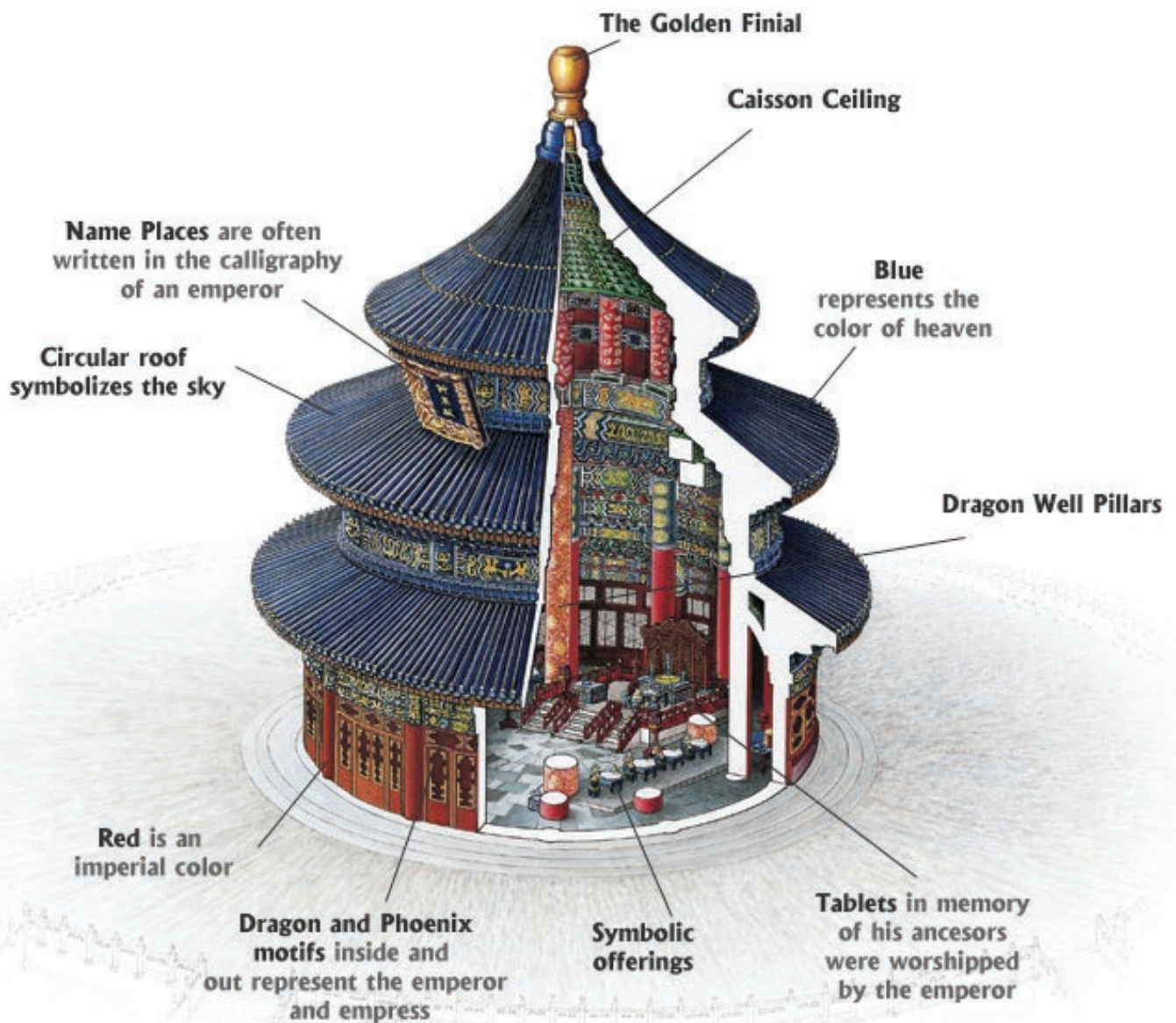
- Draw a timeline of China's Dynasties. Mark in their dates.
- Explain the term DYNASTY.
- What is the MANDATE OF HEAVEN?
- What is ANCESTOR WORSHIP? Explain.
- Explain the term FILIAL PIETY.
- Who was CONFUCIUS and what did he have to do with filial piety?
- Explain why the God of Agriculture was so important to both China and the Emperor.
- Research the Temple of Heaven and explain the importance of 'working with nature' from the Emperor to the peasant.
- Research the concept of YIN YANG and explain its significance in daily life.
- What role did the DRAGON play in Chinese culture?
- What was the role of music in the Emperor's ceremonies at the



<https://commons.wikimedia.org/wiki/%E5%AD%A9%E5%AD%90#/media/File:Konfuzius.jpg>

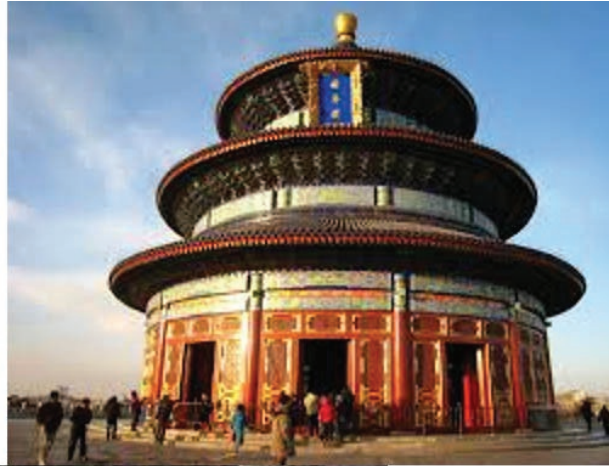
Temple of Heaven?

- What is the Echo Wall and the Vault of Heaven?
- Research the Opium Wars and explain their consequences for China.
- What was the Boxer Rebellion and what were the Boxers?
- Have a class discussion on the RIGHTS and WRONGS of the Opium Wars.
- Explain your position on the issue.
- Watch the movie '55 Days in Peking'. Explain how you feel about what happened at that time.







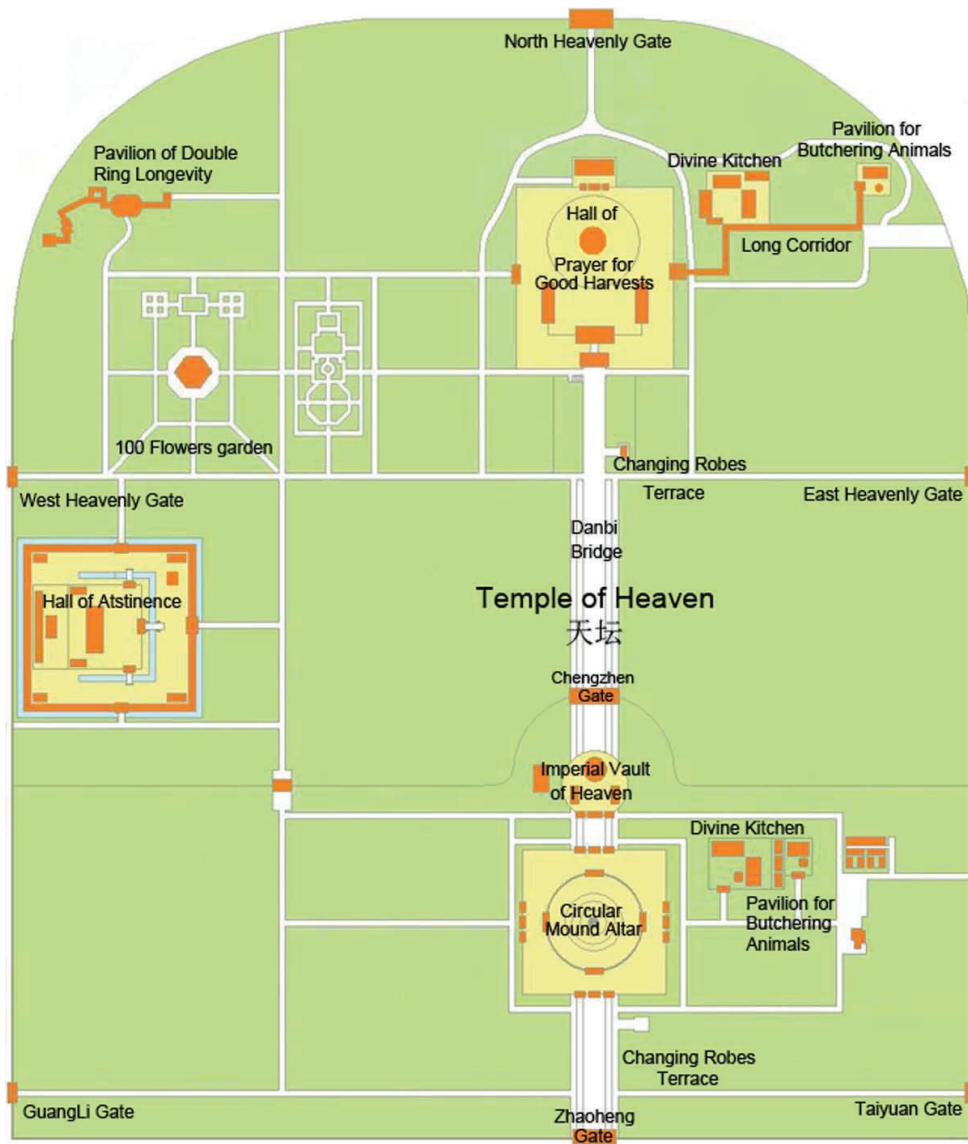


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Temple of Heaven

天壇







Daily activities in the park





Doing Business in China

AUSTRADE & EVALUATING WEBSITES

By Pauline Sheppard

This article includes general advice for Australians wishing to do business in China and specific advice and information about exporting food and beverages. Advice included under the heading 'BUSINESS CULTURE' shows that intercultural understanding is vital.

Also included is information for students regarding the use of government websites such as AUSTRADE which is the source of information used here.

Finally there is an activity suggested for students to complete - whereby they are asked to devise their own 'Advice for students regarding evaluating websites'.

Austrade is the source of information that follows on 'Doing Business in China' - So who or what is AUSTRADE?

The Australian Coat of Arms on the top left hand corner of the Austrade website with the words 'Australian Government' underneath is one clue that Austrade is an Australian Government entity. The full name of the organisation is also included on the next line down "The Australian Trade and Investment Commission". The other clue is the fact that the website includes '.gov.au' which indicates that it is a government site - <http://www.austrade.gov.au>

If researchers are relying on a website for information – apart from looking for such clues - they should visit the 'About Us' page to find out about the people behind the site they are using and to gauge how reliable and unbiased information may be.

Usually Australian Government websites are considered to be very reliable because the government of the day employs experts to help ensure that information included is correct. They are also responsible for updating information and making sure the Government is not embarrassed by someone pointing out that it has inaccurate information on its sites. Because it is a government site the user should be aware that it may not include information critical of the Ministers and policies of the current government. For such commentary newspaper articles or the websites of political rivals may be a good place to start.

Apart from Australian Government sites there are other media and non-for profit sites that aim to provide reliable information free of charge. In Australia - these sites often have the following included as part of their domain names

edu.au - this indicates that it is an education site e.g. www.uq.edu.au

org.au - this indicates that is a public organisation, usually non-profit e.g. www.aeta.org.au

On its 'About Us' page Austrade includes a left hand navigation panel that includes links to information such as that about the Minister in charge and about Austrade's Programs and Services. The page is filled with the following information under the heading 'Purpose':

Purpose: The Australian Trade and Investment Commission–Austrade–contributes to Australia's economic prosperity by helping Australian businesses, education institutions, tourism operators, governments and citizens as they:

- develop international markets and promote international education
- win productive foreign direct investment
- strengthen Australia's tourism industry
- seek consular and passport services.

Austrade achieves this by generating market information and insight, promoting Australian capabilities, developing policy, making connections through an extensive global network of contacts, leveraging the badge of government offshore and providing quality advice and services. Austrade aims to create value for businesses and institutions, in a way that represents a good investment for the taxpayer and meets or exceeds all appropriate standards of ethical behaviour.

Austrade's role is to advance Australia's international trade and education, investment, and tourism interests by providing information, advice and services. Specifically, Austrade:

- Helps Australian companies to grow their business in international markets, including through administration of the Export Market Development Grants (EMDG) scheme and the TradeStart programme, and promotes the Australian education and training sector in international markets.
- Provides coordinated government assistance to promote, attract and facilitate productive foreign direct investment (FDI) into Australia.
- Provides advice to the Australian Government on its trade, tourism, international education and training, and investment policy agenda.
- Develops policy, manages programmes and provides research to strengthen Australia's tourism industry and to grow Australia's tourism market share.
- Delivers Australian consular, passport and other government services in designated overseas locations. Through *Brand Australia*,
- AUSTRADE promotes awareness of contemporary Australian skills and capability to enrich Australia's global reputation.

Clearly AUSTRADE is 'upfront' about its purpose and method. Information included is likely to be accurate – which is why it has been used here for current information on Doing Business In China.

Information most relevant to 'Doing Business in China' – is found at: <http://www.austrade.gov.au/Australian/Export/Export-markets/Countries/China/Doing-business>

There is a lot of information on the Austrade site about doing business in China. Included here is:

- General information about the current business situation
- Information about Business culture and tips for maintaining good business etiquette in China
- General information about the complexity of the market
- Useful links and resources
- General information about why exporting can be a profitable method of businesses expanding and spreading risk
- Comprehensive information about exporting FOOD & BEVERAGES to China.
(If students would prefer to find out about other industries they can select from a list on the website – or can look at the pages of examples of success stories (<http://www.austrade.gov.au/News/Success-stories>) - which include exporters to China.

<http://www.austrade.gov.au/Australian/Export/Export-markets/Countries/China/Doing-business>



[Home](#) > [For Australians](#) > [For Exporters](#) > [Export markets](#) > [Countries](#) > [China](#) > Doing business

Current business situation

China is Australia's largest trading partner and Australia is China's seventh largest trading partner with two-way trade valued at over \$A155 billion in 2015. A decline in global commodity prices in 2015 saw a reduction of 9.5 per cent in the value of Australia's merchandise exports to China.

Business culture

Austrade's partners at Asialink Business have identified the following tips for maintaining good business etiquette in China:

- Never publicly criticise or contradict anyone, refer to a mistake, show anger or disagree with a business contact – this is known as losing face. Discuss any concerns discreetly in private, or use an intermediary.
- The Chinese concept of guanxi refers to the quality of your agent or representative's contacts. Business introductions are vital – companies will not deal with unknown contacts. Your agent or representative

should have sufficient *guanxi* with the right people and companies.

- Chinese business hours vary from 8:00am-5:00pm, 8.30am-5.30pm or 9:00am-6:00pm. At government offices, working hours are usually 9am-5pm. If you are not sure what time your business contacts commence work, avoid scheduling meetings early or late in the day.
- Ensure you bring a large amount of business cards with you. Present your business card by holding it in both hands between your thumb and index finger at the top of the card. If you've had your card translated into Mandarin (recommended), present that side face up.
- Remember that with Chinese names the family name comes first. A contact with the name of Wong Li Qiang should be addressed as Mr Wong.
- Building good business relationships and trust are very important in China, so expect to spend plenty of time at meetings and banquets with your potential business partners. Often these will be done out of business hours, with karaoke or business dinners being a favourite medium for developing relationships.
- Chinese business people prefer to establish a strong relationship before closing a deal, and never start a discussion or meeting by getting straight to the point about business - they will expect to develop a personal connection first.
- You may be applauded when you first meet your Chinese contacts. This is common in Chinese greetings and should be reciprocated.
- If you are asked 'Have you eaten?' you are not being asked if you are hungry, but rather 'How are you?'
- Don't use red ink when writing or signing documents – this implies you are severing ties.
- The number eight is considered the luckiest number, while the number four is considered unlucky due to it sounding similar to the word for death.
- Direct questioning is common in China, so don't be offended if you're asked how old you are and how much money you make. Privacy, especially of one's personal life, is generally not practiced in China.
- Draw on the informal, personal relationships you have with local cultural informants to understand the hierarchy.
- In meetings or negotiations, note the key Chinese decision makers by observing who walks into the room first, who opens the discussions in the meeting, who sits in the middle of the table and who the delegation defers to.

Setting up in the market

China is a complex and challenging market with an often uncertain regulatory environment. Investing time and resources in understanding your market segment is essential to build the right networks and develop a market entry strategy. Relationships are key, as is engaging local Chinese staff or China based partners to provide on the ground insight and representation. Companies should not assume that success in Australia, or other export markets, will automatically translate in China.

Links and Resources

Government, business and trade

<https://asialinkbusiness.com.au/country/china>

<http://www.australiaunlimited.com/Landing-Pads>

<https://www.brookings.edu/wp-content/uploads/2016/07/tt20-china-growth-prospects-yao.pdf>

<http://www.china-briefing.com/news/2013/11/11/introduction-to-chinas-plenary-sessions-and-the-cpc-central-committee.html>

<http://dfat.gov.au/trade/agreements/chafta/Pages/australia-china-fta.aspx>

[http://www.ey.com/Publication/vwLUAssets/EY-FTZ-Interpretation-en/\\$FILE/EY-FTZ-Interpretation-en.pdf](http://www.ey.com/Publication/vwLUAssets/EY-FTZ-Interpretation-en/$FILE/EY-FTZ-Interpretation-en.pdf)

<https://www.efic.gov.au/education-and-tools/country-profiles/asia/china/>

<https://globalconnectionsfund.org.au/>

<https://www.business.gov.au/assistance/global-innovation-linkages-programme>

<http://en.shftz.gov.cn/>

<http://english.gov.cn/>

Please note: This list of websites and resources is not definitive. Inclusion in this list does not imply endorsement by Austrade. The information provided is a guide only. The content is for information and carries no warranty; as such, the addressee must exercise their own discretion in its use. Australia's anti-bribery laws apply overseas and Austrade will not provide business related services to any party who breaches the law and will report credible evidence of any breach. For further information, please see

<https://www.ag.gov.au/CrimeAndCorruption/CrimePrevention/Pages/default.aspx>

Expand your business by exporting

Exporting can be a profitable way of expanding your business, spreading your risks and reducing your dependence on the local market.

Austrade research shows that, on average, exporting companies are more profitable than their non-exporting counterparts. Exporting exposes you to new ideas, management practices, marketing techniques, and ways of competing that you wouldn't have experienced by staying at home. All this considerably improves your ability to compete in the domestic market as well. By going overseas, you can become more efficient and increase your productivity. Exporting companies have better growth prospects, highly skilled, highly productive staff and tend to adapt technology and best practice techniques faster.

Even if you have a limited domestic market, you should think about exporting - around a quarter of new exporters are born 'globals'. Global brands can be built from small local companies – especially in rural and regional Australia

CASE STUDY FROM THE AUSTRALDE WEBSITE: AUSTRALIAN FOOD & BEVERAGE BUSINESSES EXPORTING TO CHINA

Food and beverage to China Trends and opportunities

The market

With a population of over 1.3 billion, China has emerged as the world's largest consumer market for food and beverage (F&B), surpassing the United States in 2011. According to a recent study conducted by *Euromonitor*, China is one of the fastest growing F&B markets in Asia, with an average annual growth rate of 35.4 per cent from 2011 to 2014. In 2016, the overall Chinese consumer expenditure for F&B products is expected to reach a total of US\$976 billion. (Source: *Euromonitor*)

Food consumption patterns in China have changed significantly as living standards have risen and more consumers are exposed to a greater diversity of choice, both locally and through travel abroad. Chinese consumers are becoming increasingly discerning and more are seeking the following qualities when making purchases:

- confidence in food safety and ingredients' integrity
- higher quality
- better nutritional value
- variety
- modern packaging
- freshness
- convenience.



Opportunities

Increased interest and demand for Australian F&B is being driven by China's strong economic growth and its rising per capita income. Emerging second tier markets, wealthy coastal cities and not just the hubs of Beijing, Shanghai and Guangzhou, are providing opportunities for Australian companies to access a share of the market.

Australia is recognised by local consumers as having a clean and green environment with good quality products and brands. Many Australian exporters have taken advantage of this competitive edge by establishing a position as suppliers of meat, dairy products, fresh fruits, seafood and other products.

Market feedback has shown interest in Australian suppliers of:

- milk powders (including infant formula and adult milk powder), UHT and pasteurised milk, cheese and butter
- seafood (particularly saltwater shell fish such as oysters, crabs and live/frozen lobster and abalone)
- fresh fruits (e.g. citrus, table grapes, cherries)
- wheat and barley
- chilled or frozen meat (limited to red meat and frozen deer meat, there is currently no protocol in place for other white meat and game meat)
- processed foods

- baby food
- wine and beer
- natural fruit juice
- convenience and 'instant' foods
- confectionery and snack products
- condiments.



Market access for Australian agribusiness products to the mainland Chinese market remains a significant issue. In general, it is easier for processed foods and wine to access the market.

The China Australia Free Trade Agreement (ChAFTA) came into effect on 20 December 2015, significantly reducing the tariff barriers affecting bilateral trade in goods, including agricultural and F&B products. For more information regarding the staged tariff reductions, visit China MOFCOM website in Chinese or English Version. F&B suppliers are urged to study ChAFTA carefully. For more information, visit the Department of Foreign Affairs and Trade website.

For fresh produce, quarantine and protocol requirements act as hurdles to market entry. Australia has legal market access for citrus, mango, cherries, table grapes and Tasmanian apples and is currently seeking market access for summer fruit.

Exporters are encouraged to confirm the eligibility of their product to enter the Chinese market before engaging in commercial activities with Chinese customers or directly investing in a business opportunity. Exporters can make initial enquiries to their local Australian Quarantine and Inspection Service (AQIS) office or Austrade.

Tariffs, regulations and customs

Following entry into the World Trade Organization, China has reduced its overall average tariff for agricultural products to 15.3 per cent. There are still pockets of high tariff protection, some key agricultural products of interest to Australia are as high as 65 per cent. ChAFTA provides improved market access for most products.

Industry standards

All imported foodstuffs and beverages are subject to inspections by the China Entry-Exit Inspection and Quarantine Bureau (CIQ). This can be a complicated and challenging process, be prepared and do not underestimate the cost, documentation and time required. Accessing up-to-date information on quarantine requirements such as labelling and packaging requirements, Chinese national food standards and allowable ingredient listings can be challenging.

All imported pre-packaged food must be labelled in Chinese (simplified Chinese as used in mainland China). In addition to Chinese characters, English and other foreign languages may also be used; this is useful in differentiating an imported product from local produce.

e-Commerce

With the rapid growth of internet use and penetration in China, particularly in major urban centres, e-commerce is seen to offer considerable potential. Online trading is rapidly expanding and there are a number of e-commerce sites and developers such as JD.com, Alibaba,

(including Taobao and Tmall), Amazon and providers who specialise in F&B products, such as Yihaodian. Online food sales continue to grow in popularity as consumers seek convenience and choice. Improving cold chain logistics, particularly in first tier cities, allows same day delivery of imported beef, milk and fruit. Several dozen online marketplaces currently deliver fresh and ambient Australian food to Chinese homes, including Yihaodian.com, fruitday.com and yiguo.com.

Austrade estimates that between five and 10 per cent of retail food is sold online. Popular categories include snack foods, milk, infant nutrition and health foods.

For new exporters, working with an online marketplace or shopfront can be a cost and time effective way to test the market, build a brand profile and gain consumer feedback. Pilot 'cross-border' policies in eight ports across China allow many products to be held on consignment in bonded warehouses and sold online directly to consumers without the requirement to comply with regular import standards or pay duties and taxes.

Austrade's e-commerce in China: A guide for Australian business (<http://www.austrade.gov.au/australian/export/export-markets/countries/china/doing-business/e-commerce-in-china>) offers practical advice, facts and insights on how China's e-commerce marketplaces work and how to access them.

Distribution channels

Distribution channels in China are complex and changing constantly. Exports into China can be handled through a number of intermediaries including import agents and distributors, wholesalers and sub-distributors.

Only licensed importers can handle import procedures and have the right to import products, with different product categories requiring different import licences and distribution channels. Traditionally many food distributors or traders do not hold import licences and licensed importers usually do not act as distributors. This situation is changing, with more and more distributors acting as import agents or as wholesalers with a network of sub-distributors they have developed.

Chinese partners are often keen to secure exclusive product rights; however the decision to provide exclusivity should be based on a thorough understanding of the parties' knowledge in the sector, import capabilities and/or relationships and distribution channels. In the F&B sector, distributors tend to be strong in select areas and rarely possess the extensive distribution networks and national coverage to justify exclusivity. Partner selection and location is critical, with a multi-party approach preferable that is underpinned by both an on and offline strategy.

The Chinese Government has taken more measures to curb smuggling into mainland China via Hong Kong or Vietnam. Australian exporters should deal with trading partners who comply with the law and duly pay import duty and undergo and comply with quarantine and quality inspection procedures.

To import products via the so called 'grey channel' is illegal and exporters are encouraged to establish a direct relationship with mainland importers and to invest in supporting their importers/distributors with product and marketing to build their brand in China.

Consumers have limited brand loyalty and distribution channels are fragmented and the main competitive differentiation is making products available to a wider selection of customers. While an online platform can help you access a large market much faster, off-line channels still possess the advantage of pushing the products to targeted customers e.g. older customers.

There are huge regional differences in consumption patterns in China and it is important to consider, compare and select the most appropriate channels for different markets and regions. Typically a mix of online and offline presence is recommended, rather than focusing exclusively on one channel.

Working in partnership with Australian state and territory governments, Austrade provides information and advice that can help Australian companies reduce the time, cost and risk of exporting. We also administer the Export Market Development Grant Scheme and offer a range of services to Australian exporters in growth and emerging markets.

RELATED NEWS ARTICLES - ABOUT AUSTRALIAN COMPANIES CURRENTLY EXPORTING TO CHINA

After reading through the information above - students may wish to investigate Australian Food and Beverage businesses that are currently exporting to China. A simple google search for example; found the following articles about dairy exports to China:

China's Aussie milk thirst – by Andrew Marshall – published in the Farm Weekly.

The article includes information about Australian A2 milk breaking into new territory with a “huge splash on the ‘powerful Chinese internet retailing site Jingdong” and information about Bega Cheese brokering a \$100 million deal to supply UHT milk to China. Included are positive and negative blog comments in response to the article. See:

<http://www.farmweekly.com.au/news/agriculture/agribusiness/general-news/chinas-aussie-milk-thirst/2712968.aspx>

Major NSW dairy processor's success in creaming cheese market with Chinese chefs - by Michael Cavanagh for ABC News online - Rural

This article chronicles the efforts of Australian chef Glenn Austin to demonstrate the merits of cream cheese to the Chinese market. Included is an audio recording ‘Creaming the Chinese cheese market’. See:

<http://www.abc.net.au/news/2014-11-27/china-cheese-cake/5921568>

Free trade deal gives Australia edge over US in selling cheese to China – published in the Australian – Business Review –

This article reports that exports of cheese to China have grown in the past year - ‘thanks largely to a trade deal between the two countries that went into effect at the end of 2015’. See:

<http://www.theaustralian.com.au/business/free-trade-deal-gives-australia-edge-over-us-in-selling-cheese-to-china/news-story/f0befcf0a1ab202c0982714709abfb84>



STUDENT ACTIVITY – Evaluating Websites/Online Information

In terms of important ‘21st Century Skills’ – teaching students to be savvy users of the internet when researching information is one of the most important.

In this activity students are asked to devise their own checklists or points of advice regarding evaluating websites/online information.

Students could work individually, in pairs or groups and be challenged to provide easy to follow information that could be:

- Published on the school’s website (including acknowledgements and being mindful of copyright)
- Made into posters for classroom use (information would need to be appropriately condensed)
- Included on a single page ‘flyer’ that could be kept digitally or in hard copy for ‘ready reference’ when researching.
- Communicated digitally (in a Video Clip/PowerPoint/or other as permitted)

GETTING STARTED

Some schools may already include advice on their website and some school diaries include information. School librarians are also an excellent source of information. The following are some sites that the author considers to be reliable and useful. You may choose to provide them to your students as a ‘starter’. You could ask each individual or group to evaluate which they consider to be the best, most accessible or most comprehensive.

Some sources that include information about evaluating online information

<http://ergo.slv.vic.gov.au/learn-skills/research-skills/select-resources/identify-bias>

This site includes information written in language that many students are likely to find easy to understand. On the ‘About this site’ page of this website it states that the website is provided by the State Library of Victoria and is designed for Victorian students and their teachers. Apart from relevant information regarding identifying bias there is also information on: Questioning the Text, Evaluating Images, Evaluating Websites and about Primary and Secondary Sources.

<http://www.monash.edu/rlo/research-writing-assignments> - This Monash University website page is provided to give beginning university students skills in research and writing. The section on “Finding and evaluating information” includes information and quizzes that include examples for consideration.

<http://guides.lib.berkeley.edu/evaluating-resources> - This University of California Berkeley website page is about evaluating resources. It suggests that when students encounter ANY source that they should consider aspects such as Authority, Purpose, Publication & Format, Relevance, Date of Publication and Documentation. It includes links to information explaining each aspect.

<http://www.ed.ac.uk/information-services/library-museum-gallery/finding-resources/library-databases/databases-overview/evaluating-websites> - This University of Edinburgh website page is all about ‘How to evaluate website content’. It asks “How do you tell when information you find on the internet is reliable?” It then provides information for students to help them evaluate

web content and decide on its suitability for their research and study purposes. It includes information under the following headings: Audience, Authority, Accuracy, Objectivity, Currency and The URL.

<https://emedia.rmit.edu.au/learninglab/content/checklist> - This RMIT University (Australia) page includes information communicated in the form of a checklist that is meant for students to use before writing a literature review. It includes questions and information under the following headings: Authority, Validity, Accuracy, Objectivity, Currency, Coverage, Location, and Final Check.

If you wish to give your students the opportunity to have their final work published – please submit it to our editor who may select it to be included in a future journal.

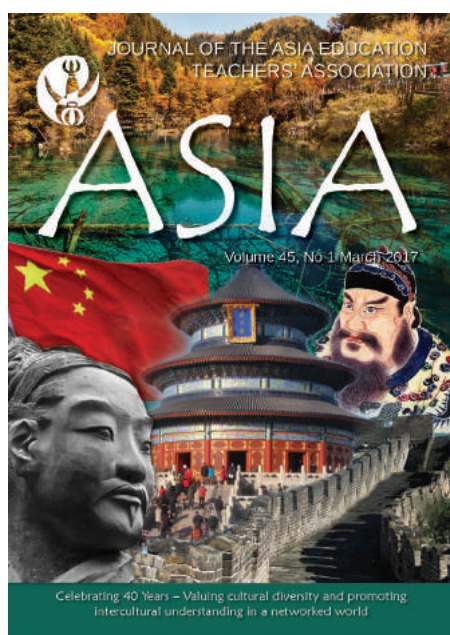
(Recently we passed on copyright payments to student contributors. It may not always happen but when it does students are delighted.)





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- As the Association is a non-profit organisation, no payments are made to those who submit articles which are subsequently used.
- Copyright remains with the author and any copyright payments will be paid to the author.
- No members of the Executive are paid for their work or contributions to the Journal.
- The authorship of all articles is acknowledged in the Journal.
- Copyright of material must be acknowledged for any material used by a contributor where original material is used, and proof of permission must be provided to the Editor.
- The use in the Journal of an article is at the discretion of the Editor.
- Material, including images submitted for publication, must be in editable digital format and may be accompanied by hard copy.



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