China 1750 to 1912

# Purpose

This 15-hour unit of work has been designed to provide students with an opportunity to work towards achieving a year nine standard in the *Australian Curriculum: History*. The focus area for Knowledge and Understanding is the depth study Asia and the World, incorporating the content descriptions and historical skills: ACDSEH093, ACDSEH094, ACDSEH142, ACDSEH141, ACHHS164, ACHHS165, ACHHS169, ACHHS171, ACHHS172, ACHHS173, ACHHS174, ACHHS175.

# Learning Outcomes

On successful completion of this unit, students will be able to:

* Describe the political, social, economic and cultural features of the Qing Dynasty in the second half of the 18th Century
* Explain the causes of the opium war or the boxer rebellion, with reference to both the Chinese and European perspectives
* Identify the key changes that occurred in China during the period 1750 to 1912
* Interpret, process, analyse and organise information from a range of sources and use it as evidence to answer inquiry questions
* Use historical terms and concepts, evidence identified in sources, and references for those sources in developing a digital text

# Topics

#### Topic 1 – The Reign of Qianlong

* Identify the key social, economic, cultural and political features of the Qing dynasty during the reign of Qianlong
* Annotate electronic texts or artefacts about or from the Qing Dynasty

#### Topic 2 – War and Famine

* Identify the key changes which occurred during the period 1750 to 1912
* Create a timeline to display and explain the key changes which occurred during the period 1750 to 1912

#### Topic 3 – Foreign Trade and the Opium War

* Identify the causes of the so-called ‘opium war’ between China and the British
* Describe the perceptions the Chinese and British had of one-another during the late 18th and early to mid-19th Century
* Identify the key changes to China during and because of the ‘opium war’

#### Topic 4 – The Boxer Rebellion

* Explain the motivations of the Chinese people for the Boxer rebellion
* Explain the perspectives of the European people involved in the Boxer rebellion
* Outline the significance of the Boxer rebellion for China
* Outline the significance of the Boxer rebellion for the European countries involved
* Identify the domestic and international causes of the Boxer rebellion

# General Capabilities and Cross-Curriculum Priorities

This unit also provides opportunities for students to develop their skills in the following general capabilities as outlined in the Australian Curriculum:

**ICT:** Recognise intellectual property; define and plan information searches; locate, generate and access data and information; select and evaluate data and information; generate ideas, plans and processes; generate solutions to challenges and learning area tasks; select and use hardware and software

**Intercultural understanding:** investigate culture and cultural identity; explore and compare cultural knowledge, beliefs and practices; develop respect for cultural diversity; consider and develop multiple perspectives; empathise with others

**Critical and creative thinking:** pose questions; identify and clarify information and ideas; organise and process information; imagine possibilities and connect ideas

**Literacy:** navigate, read and view learning area texts; listen and respond to learning area texts; interpret and analyse learning area texts; compose spoken, written, visual and multimodal learning area texts; use knowledge of text structures; use knowledge of text cohesion; use knowledge of sentence structure; understand learning area vocabulary; use spelling knowledge

**Numeracy:** interpret maps and diagrams; interpret data displays; operate with clocks, calendars and timetables

This unit addresses organising ideas from the cross-curriculum priority *Asia and Australia’s Engagement with Asia*:

**OI.1 -** The peoples and countries of Asia are diverse in ethnic background, traditions, cultures, belief systems and religions

**OI.2 -** Interrelationships between humans and the diverse environments in Asia shape the region and have global implications

**OI.3 -** The peoples and countries of Asia have contributed and continue to contribute to world history and human endeavour

**OI.6 -** Australia is part of the Asia region and our histories from ancient times to the present are linked

# Organisation

This unit has been organised so that students complete the first topic in the electronic resource, addressing the key features of China in the 1750s, as a class. The first topic is designed to be completed over five hours of class time (or three 100 minute lessons).

Students will then work through three more electronic units, each of which considers one of the other knowledge and understanding topics for this depth unit. Students may select the order in which they complete these, and the time they take with each. There will be a specified time frame for students to complete all three units.

At the completion of the unit of work, each student will present a digital text they have developed, demonstrating their achievement of specified learning outcomes.

# Assessment

Electronic Unit

Throughout the electronic unit, students will have opportunities to assess their progress through the completion of learning activities.

There is a quiz at the end of each of the four topics for students to assess their learning.

Students notes will be collected and collated for display at the completion of each topic as well, for self-assessment.

Digital Text

Students will develop an inquiry question related to one of the four Topics and create a digital text to discuss or explain their chosen question.

Students will be assessed using the assessment criteria and standard descriptors in the rubric found at the end of this section.

## Digital Text Assignment Instructions for Students

### The Task

Your task is to create a digital text that answers an inquiry question related to one of the four topics covered in this unit: The Qing Dynasty; War and Famine; Trade; The Boxers.

You will be assessed using the following criteria:

1. Use of evidence from sources, and references for these sources (15%)
2. Use of language, including: use of historical terms; sentence structure and cohesion; text structure; spelling (10%)
3. Demonstrated understanding of political, cultural, social and economic features of the Qing Dynasty during the period (30%)
4. Demonstrated understanding of causes and/or effects of events or changes during the period (30%)
5. Analysis of different perspectives of an event during the period (15%)

There is an assessment rubric at the end of this document, which describes the achievement standards for each criterion.

### The Process

1. Complete all the activities in the topic - The Qing Dynasty
2. Complete the Overview section for each of the topics: War and Famine, Trade, and The Boxers.
3. Formulate an inquiry question, and have it approved by your teacher
4. Conduct research and identify useful resources
5. Decide on the mode your digital text will be presented in, and have it approved by your teacher
6. Create your digital text
7. Share your digital text with classmates, give and receive feedback on the text
8. Modify your text, based on the feedback of your peers, and submit to your teacher

### Some Possibilities for the Text Mode

* Time Toast Timeline (with text, images, and links to credible sources)
* Common craft style video
* Narrated PowerPoint
* PowToon Animation
* Written article with related images
* Image slide-show, with text
* Web page or site
* Audio recording
* Video – many formats and options
* GoAnimate video

### The Assessment Rubric

This is on the next page – you will be using this rubric to give feedback to your peers. Your teacher will be using this to give feedback to you.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Assessment Criteria | A | B | C | D | E |
| **well above standard expected** | **above standard expected** | **meets expected standard** | **approaching expected standard** | **below expected standard** |
| Use of evidence from sources, and references for these sources (15%) | Text includes evidence from six or more different sources, each of which is acknowledged in-text as well as in a list of references.  References meet Harvard style guidelines. | Text includes evidence from four or more different sources, each of which is acknowledged in-text as well as in a list of references.  References meet Harvard style guidelines. | Text includes evidence from four or more different sources, each of which is acknowledged in-text.  References mostly meet Harvard style guidelines. | Text includes evidence from two or more different sources.  Sources are acknowledged.  Some References mostly meet Harvard style guidelines. | Text includes evidence from one or more sources.  Sources are not clearly acknowledged  A bibliography containing urls is provided. |
| Use of language, including: use of historical terms; sentence structure and cohesion; text structure; spelling (10%) | The structure of the text matches the selected mode.  The choice of language enhances the sense of time and place. Some reference to Chinese terms is included.  Grammar and spelling are accurate. | The structure of the text is very well suited to the selected mode.  Historical terms and vocabulary relevant to the time and place are used effectively.  Grammar and spelling are mostly accurate. | The structure of the text is well suited to the selected mode.  The vocabulary used makes it clear what the time and place being discussed is.  The accuracy of grammar and spelling enables ease of comprehension. | The structure and mode of the text do not match very well.  Some use of historical terms or language suited to the period.  Errors in grammar and/or spelling detract from the ease of comprehension. | The structure of the text clashes with the mode chosen.  Limited use of historical terms and language.  Many grammatical or spelling errors. |
| Demonstrated understanding of political, cultural, social and economic features of the Qing Dynasty during the period (30%) | The text presented seamlessly incorporates discussion and analysis of each of these four features of Qing society at the time. | The text contains accurate information, including some personal analysis, on each of the four features.  An in-depth look into at least one of these features is incorporated into the text. | The text contains accurate information about each of the four features.  An in-depth look into at least one of these features is incorporated into the text. | The text contains mostly accurate information about each of these four features. | The text contains some information about some or all of the four features.  Not all of the information is accurate. |
| Demonstrated understanding of causes and/or effects of events or changes during the period (30%) | Both the causes and consequences of a significant change are discussed and analysed.  Alternative possibilities are presented and connections between evidence from different sources are made. | Connections are made using information and ideas from different types of sources to explain the causes or consequences of a significant event or change.  In discussing the event or change, both international and domestic factors are considered. | An event or change is discussed, with connections made using different sources.  Information and materials are presented to provide an analysis of the causes or consequences of it.  The causes or consequences include reference to both domestic and international aspects. | An event or change is explained.  Most of the information is accurate.  The explanation includes information about the causes or consequences. | Some information is provided about an even or change.  Not all of the information is accurate and/or relevant. |
| Analysis of different perspectives of an event during the period (15%) | Two or more perspectives are clearly explained, with connections to reasons and consequences made effectively | Two or more perspectives are presented, with a clear explanation of why they differed, and/or the consequences of the different perspectives | Two or more perspectives are presented, with some explanation for how they differed, why they differed, and/or what the result of the different perspectives was or may have been | Two or more perspectives are presented | Only one interpretation or perspective of the event is presented |

# Lesson Plans

### Lesson One (100 mins) The Qing Dynasty (Qian Long)

**Lesson Outcomes:**

Students will be able to:

* Locate China on a map of the world
* Describe simple aspects of Chinese society during the reign of Qian Long, using historical terms and concepts

**Lesson Sequence:**

First 50 minutes

1. Introduce the topic to the class, and then use Google Earth to travel to China. Remove all of the layers, except **Labels** and **Places**. Ask a couple of students to draw where they think the borders of the Qing Dynasty in the 1750s to 1800s might have been.
2. Get students to access the electronic unit and complete the Zhong Guo Google Earth activity on their own computers. Ask students to share their bordered maps with a partner and then compare to the map provided. Discuss the differences.
3. Watch the video as a class, then students complete the worksheet individually. Students may wish to re-watch the video on their own computers as they complete the worksheet. Quick finishers can continue on by writing ‘Australia’ and ‘Hello’ in characters as well (as per worksheet).
4. Students complete the quiz questions for the Qing Dynasty in the electronic unit.

Second 50 minutes

1. Students work through the Qian Long sub-topic in the electronic unit. Circulate and offer assistance, ideas and suggestions for answers.
2. Students print off their responses, or save them into an electronic file and submit them to the teacher.

### Lesson Two (100 mins) The Qing Dynasty (The Farmers)

**Lesson Outcomes:**

Students will be able to:

* Imagine what life may have been like for different groups of people in China in the 18th Century
* Identify the perspectives Chinese farmers in the 18th Century may have had about life
* Connect ideas from two or more sources to explain a relationship between an event or development in Qing China
* Demonstrate a respect for intellectual property through the appropriate use of in-text referencing

**Lesson Sequence:**

1. Review from last class: Q&A with the class about what they learnt/can remember from last class. Complete the “Fun Facts about the Qing Dynasty quiz” as a class. As a class, note on the board three or four key ideas/elements of the rule of the Qian Long Emperor.
2. Warm Up: Ask students what they know about farmers and farming practice, as well as land ownership, in other continents and countries during the 18th century (including Australia). Note some of the ideas on the board.
3. Students start working on the Nong Min sub topic. After 5-8 minutes, of reading and writing for the first page, ask students to share their answers in groups of 3 or 4. Then have the groups share with the class.
4. Students complete the Farmers in Qing China page in the electronic unit. (This may be best completed as a pair activity.)
5. Review as a class approaches to paraphrasing and connecting ideas. Ask two students to write a sentence each on the board – workshop as a class how to best connect the two sentences together. Review in-text referencing convention.
6. Students complete ‘The spread of agriculture (and people)’ page in the electronic unit.
7. Students submit/print their notes page.
8. As a class, workshop sentences that could be connected and what the connection is. Discuss the relationships between the different ideas.

### Lesson Three (100 mins) The Qing Dynasty (The Ruling Class)

**Lesson Outcomes:**

Students will be able to:

* Describe the Imperial Examination system in China during the 18th Century
* Imagine what life might have been like for members of Chinese society at the time
* Demonstrate an ability to reference sources
* Identify similarities between ideas from Qing China and modern Australia

**Lesson Sequence:**

1. Review from previous classes: Q&A with students about what they learnt/can remember from last the last two lessons. Create a table on the board with the column headings, *Social, Political, Economic, Cultural*, and note down ideas and information under each of them – this will require prompting from the teacher.
2. Students work in the electronic unit, looking at the sub-topic of the Mandarins, completing the first three activities. As a class, review the answers and discuss what the students’ impressions are about the Imperial Examinations and how they might have felt about them if they were living in China at the time.
3. Students watch the ‘Taking the Examination’ video in the electronic unit – how many times do they think they could have gone through this cycle?
4. Read the information about *the wider influence of the examination system*. As a class, consider the way this information has been presented – discuss and identify where the author’s own ideas are present, and where the author has used ideas from sources.
5. Provide students with a brief overview of how a nationwide public service test was used in Australia for many years, and was the easiest way of getting the opportunity to apply for a job in the public service in Tasmania, or nationally. Students complete the activities on the *China to Australia – any similiarities?* page.
6. Students complete the Topic Quiz: *Qian Long & The Qing Dynasty*.

### Lesson Four (100 mins) Trade with the World

**Lesson Outcomes:**

Students will be able to:

* Explain the requirements of the digital text assignment
* Describe the trading situation in China that existed in the late 18th and early 19th Centuries
* Demonstrate an understanding of the two sides to the trade problems between Britain and China
* Identify possible causes for the Opium War

**Lesson Sequence:**

1. Review from previous lessons: Q&A with students about what they learnt/can remember from last the last three lessons. Create a table on the board with the column headings, *Social, Political, Economic, Cultural*, and note down ideas and information under each of them – this will require prompting from the teacher.
2. Complete the Topic Quiz: *Qian Long & The Qing Dynasty* as a class group, discussing the answers as you go.
3. Introduce the Digital Text assignment: provide students with the outline, answer questions, and highlight important features; give students the assessment rubric and students look at it in pairs, explaining what they think they would need to do to obtain a C for each criteria. Pairs then form groups of four and explain again; Q&A with the class about what they have to do
4. Students work individually or in pairs to formulate a possible inquiry question for the topic *The Qing Dynasty*
5. Students complete the first 2 pages in the electronic topic *Trade* and share their ideas with a partner after each slide
6. Students watch the video and take notes on the 3rd slide

### Lesson Five (100 mins) The Opium War

**Lesson Outcomes:**

Students will be able to:

* Describe the trading situation in China that existed in the late 18th and early 19th Centuries
* Explain the factors that contributed to the Opium War
* Identify some of the reasons for the British victory in the Opium War
* Identify some of the direct consequences of the Opium War

**Lesson Sequence:**

1. Review from previous lessons: Q&A with students about what they learnt/can remember from last the last four lessons. Create a table on the board with the column headings, *Social, Political, Economic, Cultural*, and note down ideas and information under each of them – this will require prompting from the teacher.
2. Create a new section of the table titled ‘After the Opium War’ and note down ideas about what might have changed for China as a result of this loss
3. Work through the electronic unit from slide 3 – *The Opium Wars*
4. Complete the Topic Quiz: Trade and the Opium Wars

### Lesson Six (100 mins) Famine and Rebellions

**Lesson Outcomes:**

Students will be able to:

* Explain some of the movements of people and changes to Chinese Society that occurred during the 19th century
* Sequence events in time order
* Reference sources appropriately
* Analyse sources to identify their credibility
* Make judgements about the relevance and importance of contributing factors to the costs of the northern Chinese famine in the 1870s

**Lesson Sequence:**

1. Review from previous lessons: Q&A with students about what they learnt/can remember from last the last five lessons. Create a table on the board with the column headings, *Social, Political, Economic, Cultural*, and sub sections ‘Before the Opium War’ and ‘After the Opium War’ and note down ideas and information from the class under each of them
2. Working individually, or in pairs, students write an inquiry question for the topic Trade and the Opium Wars
3. Students complete the activities in the topic *War and Famine*
4. Complete the Topic Quiz: *War and Famine*
5. Working individually, or in pairs, students write an inquiry question for the topic War and Famine

### Lesson Seven (100 mins) The Boxer Rebellion

**Lesson Outcomes:**

Students will be able to:

* Explain two differing perspectives of the Boxer rebellion
* Explain the causes of the Boxer rebellion

**Lesson Sequence:**

1. Students work through the activities in the electronic topic: *The Boxers*
2. Complete the Topic Quiz: *The Boxers*
3. Working individually, or in pairs, students write an inquiry question for the topic The Boxer Rebellion
4. Students select and gain approval for their inquiry question
5. Student gather relevant materials to use and decide upon and gain approval for their text format

### Lesson Eight (100 mins) Creating a DIgital Text

**Lesson Outcomes:**

Students will be able to:

* Interpret, process, analyse and organise information from a range of sources and use it to answer an inquiry question
* Use historical terms and concepts, evidence identified in sources and references to those sources in developing a digital text

**Lesson Sequence:**

1. Review from previous lessons: Q&A with students about what their inquiry question is, and what format their text will be.
2. Students work on developing their digital text.

### Lesson Nine (100 mins) Peer Review

**Lesson Outcomes:**

Students will be able to:

* Reflect on how well a digital text demonstrates achievement of assessment criteria
* Provide relevant and effective feedback to peers
* Receive and reflect on feedback from peers

**Lesson Sequence:**

1. Students will open their digital text and then review three classmates’ texts, completing an assessment rubric for each one. Students will also write at least two recommendations for improvement on the assessment rubric
2. Students will collect the three rubric which were completed for their text and then modify and improve their text
3. Students submit their final draft of their digital text for assessment