

Lesson Title: Marketing Chinese Inventions

Class and Grade Level(s): History, Science, Grades 6-8

Goals and Objectives:

Essential Question: In what ways have Chinese inventions influenced the world?

The student will be able to:

1. identify Chinese inventions and discoveries and the periods of Chinese history with which they are associated.
2. compare/contrast China's advances in science and technology historically to those of western civilizations.
3. evaluate the significant contribution of Chinese inventions to the world.
4. recognize that Chinese inventions and discoveries are still in use today.
5. role-play the part of a Chinese inventor who wishes to market an invention.

Time required/class periods needed: 6 class periods = 240 minutes

Primary source bibliography: *The Diary of Matteo Ricci*

<http://acc6.its.brooklyn.cuny.edu/~phalsall/texts/ric-jour.html>

Other resources used:

1. Things Europe Never Invented: Ancient Chinese Inventions (Youtube documentaries)
<http://www.youtube.com/watch?v=cx-x7BrgjSA> and
<http://www.youtube.com/watch?v=5wnMC7FT7nM>
2. Ten Great Chinese Inventions <http://listverse.com/2009/04/18/10-great-ancient-chinese-inventions/>
3. Ancient China Dynasty timeline http://afe.easia.columbia.edu/timelines/china_timeline.htm

Required materials/supplies:

1. Flip camera for recording student "advertisements".
2. Computer and Projector for viewing student projects.

Vocabulary:

Abacus, Asia, Beijing, calligraphy, emperor, dynasty, bamboo, jade, rickshaw, lacquer, silk, lodestone, sedan chair, zinc

Procedure:

(Day 1)

1. Students will study the Chinese timeline and find other empires that existed at the time.
2. Students will determine where the major Chinese inventions fall on the timeline.
3. Students will watch the youtube videos and discuss the information about China and the West, focusing on differences in technological advances between the two countries.

(Day 2)

1. Students will be assigned a Chinese invention to “market”. This can be an individual or group activity. No two students will market the same invention. Inventions from which students can choose include:

Silk (1300 BCE),

Row planting (6th Century BCE),

Folding umbrella (approx. 300 BCE),

Lodestone (240 BCE),

Seed drill (202 BCE),

Iron plow (202 BCE),

Ship’s rudder (202 BCE),

Civil service exams (154 BCE),

Lacquer (approx. 100 CE),

Paper (105 CE),

Horse harness (220 CE),

Tea (300 CE),

Porcelain (300 CE), s

Sedan chair (400 CE),

Kite (549 CE),

Toilet paper (581 CE),

Playing cards (700 CE),

Dominoes (700 CE),

Gunpowder (approx. 700 CE),

Printed book (868 CE), m

Movable type (1049 CE), c

Compass (approx. 1000 CE),

Zinc (used for coins) (1098 CE),

Explosives (1161 CE),

Or other inventions as approved by teacher. It might be interesting to discuss the fact that “cash” is a Chinese term.

4. Students will be given one forty minute period in which to research their invention taking care to discuss any new and improved versions. They will need to cite sources and indicate the different ways the invention can be used.

4. Students will create advertisements or TV commercials that “sell” their products discussing when it was invented, who invented it (if known), its usefulness, its staying power, its importance to society. Students will then vote on whether or not they would buy it. Those products that would be bought by the most consumers are considered to have been well-marketed! “

Assessment/evaluation

Students will be quizzed on the inventions, both their own and their classmates'.
Dynasties will be a part of this quiz.

