

**COURSE TITLE: ANCIENT CHINA**

**NO OF CREDITS: 3 QUARTER CREDITS**  
**[semester equivalent = 2.00 credits]**

**WA CLOCK HRS: 30**  
**OREGON PDUs: 30**  
**CEUs: 3.0\*\***

**INSTRUCTOR: JESSICA BUCKNAM, M.A.**  
**503/774-4107**  
**jessicabucknam@msn.com**

#### **ASSIGNMENT CHECKLIST:**

The assignment checklist will help you plan your work. Check off completed assignments.

#### **CLOCK, CEU, PDU, 400 LEVEL, or 500 LEVEL ASSIGNMENTS**

##### **A. INFORMATION ACQUISITION:**

- \_\_\_\_\_ 1. Read *China, an Illustrated History* by Ho, Yong and *What a Chinese Knows about Ancient China* (the resource packet) by Jessica Bucknam.
- \_\_\_\_\_ 2. Investigate all the maps in the resource packet from the instructor.
- \_\_\_\_\_ 3. Select one dynasty in the resource packet. Conduct online research.
- \_\_\_\_\_ 4. Create an annotated bibliography of 5 or more items. Write 2-3 pages adding your opinion.
- \_\_\_\_\_ 5. Design an assessment to determine students' prior knowledge. Send to instructor.

**NOTE: If you are doing this course for Clock Hrs, PDUs or CEUs, then #5 is your final assignment.**

#### **400 & 500 LEVEL ASSIGNMENTS**

##### **B. LEARNING APPLICATION:**

- \_\_\_\_\_ 6. Go to Chinese stores to identify ancient culture. Briefly summarize in 1-2 pages.
- \_\_\_\_\_ 7. Create 3-4 lesson plans and teach them in your class. Write 1-2 page reflection for all lessons.
- \_\_\_\_\_ 8. Select one dynasty to design a poster, bulletin board, webpage, etc, with instructor's prior approval to share with your students or other educators.

##### **500 LEVEL ASSIGNMENT:**

- \_\_\_\_\_ 9. In addition to the 400 level assignments, do **one (1)** of the following:
  - Put together an article packet about modern-day China and its role in the world.
  - Another assignment of your own design with the instructor's prior approval.

#### **400 & 500 LEVEL ASSIGNMENT**

##### **C. SELF REFLECTION & INTEGRATION PAPERS:**

Send in these assignments together.

- \_\_\_\_\_ 10. Write 1-page summary about your own pre-conceptions concerning Ancient China.
- \_\_\_\_\_ 11. Write a 2-3 page Integration Paper responding to the 5 questions in the syllabus.

##### **NOTES:**

- You may work collaboratively with other teachers and submit joint assignments on all but the final Integration Paper, which must be individually authored and submitted.
- Alternatives to written assignments (video, audio tape, photo collage, a collection of products, letters to editor, brochure and Web pages) may be submitted as substitute assignments with the instructor's prior approval.
- To maintain privacy, please do not refer to students in your papers by their actual names, but rather use an alias or designation such as "Student A."

\*\*3.0 Continuing Education Units (CEUs) translate into 30 hours.

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**COURSE DESCRIPTION:**

Educator Ernest Boyer, author of *A Nation At Risk*, states: "We study Europe to learn about our past. We study China to learn about our future." Ancient China plays a significant role in civilization, which is a sixth grade social study theme. Many teachers' resources are limited and out-of-date compared to ancient Rome, Egypt, etc. This course provides helpful reading lists and other tools to lead the educators to explore the resources at hand.

Through a series of assignments, such as reading books, researching online, investigating maps or photos, visiting Chinese antique stores/art galleries/restaurants/other businesses or participating Chinese cultural events/community events to identify the link from ancient China to Modern Chinese lives, the participants will learn: about the development of Ancient Chinese civilization, appreciate the wisdom of the far east, connect the past and present, learn more about Chinese culture through examination of arts, literature and traditions.

The course is appropriate for teachers at all grade levels who want to integrate Chinese culture in their social studies curriculum.

A resource packet from the instructor explaining each topic in detail including comparing resources from both the US and China, along with reading lists will be available for you to order. \$30 for the resource packet and postage, payable to Jessica Bucknam, is to be paid after registration. Use the Order Form provided by The Heritage Institute with your registration confirmation. The additional required reading (*China, an Illustrated History*) can be found in most public libraries or purchased from Amazon.com.

**LEARNING OUTCOMES:**

As a result of taking the course, participants will learn:

- To understand the development of Ancient Chinese civilization
- To research on how people view Ancient China.
- To appreciate Chinese culture through arts, literature and traditions.
- To discover new, up-to-date resource materials to aid in creating teaching units.
- To connect the past and present Chinese culture in your city.
- To develop your Ancient China curriculum or integrate it into your curriculum

**COURSE REQUIREMENTS:**

Completion of all specified assignments is required for issuance of hours or credit. The Heritage Institute does not award partial credit.

**\*\*HOURS EARNED:**

Completing the basic assignments (*Section A. Information Acquisition*) for this course automatically earns participant's their choice of 30 Washington State Clock Hours, 30 Oregon PDUs or 3 CEUs (\*\*Continuing Education Units, which translates to 30 hours). The Heritage Institute is an approved provider of Washington State Clock Hours, Oregon PDUs, and CEUs by IACET (International Association of Continuing Education and Training, an official national and international certifier of CEUs).

## UNIVERSITY QUARTER CREDIT INFORMATION:

### • UNIVERSITY QUARTER CREDIT OPTION 400 & 500 LEVEL

Teachers may opt to register for 3 (three) Antioch University, Seattle, 400 or 500 level quarter credits, instead of hours, and will be required to:

1. Complete all assignments for clock hours/CEUs (*Section A: Information Acquisition*)
2. Complete the extra reading/viewing, writing and classroom application assignments specified in the syllabus for the 400 or 500 level credit option (*Section B: Learning Application*)
3. Complete an Integration Paper by answering 5 questions (*Section C: Integration Paper*)

### • REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT

Antioch University Seattle requires 75% or better for credit at the 400 level (Upper Division) and 85% or better to issue credit at the 500 level (Post-Baccalaureate). These criteria refer both to the amount of work submitted as well as the quality of work as determined by each instructor.

Teachers who register for Antioch University Seattle 400 or 500 Level Credit will be required to:

- |  |     |
|--|-----|
| 1. Complete <i>Section A: Information Acquisition</i> assignments                          | 30% |
| 2. Complete <i>Section B: Learning Application</i> assignments appropriate for your levels | 40% |
| 3. Complete <i>Section C: Integration Paper</i> assignment                                 | 30% |

### • CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalents on Transcripts)

Antioch University Seattle Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents will show on a transcript. At the 400 level credit granted is equal to a "C" or better, and at the 500 level credit granted is equal to a "B" or better. This information is stated on the back of the transcript.

## ADDITIONAL COURSE INFORMATION:

### REQUIRED READING:

- *China, an Illustrated History* by Ho, Yong. Hippocrene Books, Inc. 2000  
Available from Amazon.com for \$2 - \$10 used or new; or may also be found at public libraries.
- Resource Packet on Ancient China "*What a Chinese Knows about Ancient China*" available from the instructor. See Materials Fee below.

### MATERIALS FEE:

- \$30 for the Resource Packet on Ancient China "*What a Chinese Knows about Ancient China*" is payable to the instructor after the registration, including postal charges within the United States.
- Fill out the Order Form provided by The Heritage Institute (THI) after you register.
- Mail the Order Form and payment to me at the address listed.

### HEADING REQUIRED FOR ALL ASSIGNMENTS

A heading is required; please use the following format.

Your Name:

Course Number:

Date:

Assignment #:

Instructor Name:

Course Name:

Level: Clock/ PDU/ CEU/ Credit (400 or 500)

## **ASSIGNMENTS for CLOCK HRS/PDUs, CEUs, 400 or 500 LEVEL UNIVERSITY QUARTER CREDIT**

### **A. INFORMATION ACQUISITION:**

1. Read *China, an Illustrated History* by Ho, Yong and *What a Chinese Knows about Ancient China* from the resource packet, by Jessica Bucknam.
2. Investigate all the maps in the resource packet from the instructor and analyze the patterns you discovered, what's useful in the map, what can we tell through map study.
3. Select one dynasty in the resource packet from the instructor to conduct online research. Please keep a journal to record your research data, such as folk tales, artefacts, interesting articles, photos, and so on. Send a photocopy of your journal to me.
4. Create an annotated bibliography of 5 or more items. The annotation should include Title, Author, Publisher (or URL), length of the book or article and your review of information contained. In 2-3 pages add your opinion of possible ways to integrate this material into your curriculum using hands-on activities or field trips.
5. Design a graphic organizer, or create a thinking/concept map to be used to assess your students' prior knowledge about the topic. State the topic, the type of organizer, how and when you will use it. Include a sample.

***If you are doing this course for Washington Clock Hours, Oregon PDUs, or CEUs, then you have completed the assignments that are required.***

***If you are doing this course for University Quarter Credit, then please continue to the next section for the additional assignments required.***

## **ADDITIONAL ASSIGNMENTS REQUIRED for 400 or 500 LEVEL UNIVERSITY QUARTER CREDIT**

### **B. LEARNING APPLICATION**

6. Go to a Chinese antique store, art galleries, restaurants and other businesses, participating Chinese cultural events or community events to identify what reflects ancient culture and in what way. For example, was the Goddess of Mercy Chinese? How did Buddhism develop in China? Briefly summarize in 1-2 pages your findings or experiences.
7. Create 3-4 lesson plans as a thematic unit on Ancient China and teach them in your class. Write a 1-2 page reflection for all lessons.
8. Select one dynasty to design a poster, bulletin board, webpage, etc, with instructor's prior approval to share with your students or other educators.

### **500 LEVEL ASSIGNMENT (500 Level only)**

9. In addition to the 400 level assignment, do **one (1)** of the following:
  - Put together an article packet, a list of magazine articles about modern-day China and its important role in the world, and relate that as well to China's past.

**OR**

- Another assignment of your own design with the instructor's prior approval.

## **ADDITIONAL ASSIGNMENTS REQUIRED for 400 or 500 LEVEL UNIVERSITY QUARTER CREDIT**

### **400 & 500 LEVEL ASSIGNMENT**

#### ***C. INTEGRATION PAPER***

Send in these assignments together.

10. Write 1 page summary of what you learned about your own pre-conceptions concerning Ancient China.
  
11. Write a 2-3 page Integration Paper answering these 5 questions:
  1. What did you learn vs. what you expected to learn from this course?
  2. What aspects of the course were most helpful and why?
  3. What further knowledge and skills in this general area do you feel you need?
  4. How, when and where will you use what you have learned?
  5. How and with what other school or community members might you share what you learned?

#### **INSTRUCTOR EVALUATION OF WORK:**

Whether submitting your assignments by postal mail or email, please indicate if you would like to receive written feedback from the instructor. If you submit hard copies of your work and would like feedback from the instructor, please include a self-addressed, stamped envelope.

#### **QUALIFICATIONS FOR TEACHING THE COURSE:**

**Jessica Bucknam, M.A.**, is a native Chinese speaker, who grew up in China, had 16 years of formal education. With the B.A. Major in Bilingual education issued by Jilin Normal College, she came to America in 1998 following her love and dream. Jessica completed the Master of Arts in Teaching program at Pacific University in Forest Grove in 2000. After meeting all the requirements in Oregon, TSPC issued her the initial license to teach. At that time she devoted herself to teaching in the nation's first Public School Chinese Language Immersion Program (Woodstock Elementary in Portland Public Schools). She strongly believes in integrating curriculum so that all children can enjoy learning. She is currently teaching in Hermiston, Oregon and has been teaching for The Heritage Institute since 1994.

## ANCIENT CHINA BIBLIOGRAPHY

*Along The Silk Road* Arthur M. Sackler Gallery, Smithsonian Institution, c2002.

Summary: The cellist Yo Yo Ma is the founder of the Silk Road Project, designed to promote knowledge of the history, arts, and culture of an area spanning Central Asia into China. The Project was the guiding force behind this catalog, published by the U. of Washington Press for the Arthur M. Sackler Gallery at the Smithsonian. Chapters present essays and photos on music, textiles, astrology, sacred sites (featuring the photos of Kenro Izu), ancient bronzes, Iranian film, and an interview with Ma. Annotation copyrighted by Book News, Inc., Portland, OR

*Ancient China* Williams, Brian. New York: Viking, 1996.

Summary: Describes daily life in ancient China, discussing life in the country, life in the city, schools, festivals, and other aspects.

*Ancient China, Chinese High School Textbook for Elective Course* History Department at People Education Publisher 2003/2004

Summary: This textbook includes history from earliest Chinese to the Qing dynasty. Each chapter has a preface to state the world events at the time, international relationships and main characteristics of that time period in Chinese history.

*Ancient Civilizations.* Knight, Judson. Detroit: UXL, c2000

Summary: Profiles sixty men and women who shaped the ancient civilizations in Egypt, Mesopotamia, Israel, China, Asia Minor, and other places.

*A Traveller's History of China,* Haw, Stephen G. Interlink Books 2001

Summary: A Traveller's History of China provides a concise but fascinating journey from the country's earliest beginnings right up to the creation of the economic powerhouse that is China today.

*China, An Illustrated History,* Ho, Yong. Hippocrene Books, Inc. 2000

Summary: This concise, illustrated volume offers the reader a panoramic view of this remarkable land, from its remote antiquity to the twenty-first century. Among other topics, it explores sources of Chinese thought, cornerstones of Chinese political, religious and economic institutions and, above all, the cohesive ties that have bound China as a nation for thousands of years.

*China : Ancient Culture, Modern Land\_* general editor, Robert E. Murowchick. Norman, Okla.: University of Oklahoma Press,

Summary: This beautifully illustrated volume will provide a thorough and thought-provoking look at this complex and often volatile country and give the reader the experience of living in China today as well as an overview of ancient Chinese history and culture.

*Guide for Teaching Ancient China,* Boston, Massachusetts public schools, Primary Source 2001

*History Alive! The Ancient World,* Teachers' Curriculum Institute, 2003

*The Story of Ancient China,* Lincoln, MA: Pemblewick Press 2001