

## Asia's Global Influence: Teacher's Guide

**Grade Level:** 6-8

**Curriculum Focus:** Geography

**Lesson Duration:** Three class periods

### Program Description

Among the nations of Asia, diverse economic conditions and traditions lead to differences in lifestyles. Through this study, students consider economic situations in light of the political and cultural influences that help create them. This program includes one feature segment and four short segments.

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### Onscreen Questions

- Why were China's Se-Mu-Jen officials in a good position to become merchants?
  - How will the Great Green Wall of China help stop desertification?
  - What are the similarities and differences between North Korea and South Korea?
  - How might a more Western lifestyle change the family structure in Vietnam?
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### Lesson Plan

#### *Student Objectives*

- Review the geography of Hong Kong.
- Discuss Hong Kong's different forms of transportation and major landmarks.
- Choose and research images of three sites for a travel brochure.

#### *Materials*

- *Asia's Global Influence* video and VCR, or DVD and DVD player
- Computer with Internet access
- Print and online resources about Hong Kong
- Materials to create travel brochures (plain paper, markers, colored pencils, glue, scissors)

## Procedures

1. After watching the program, ask students to find Hong Kong on a world map. Explain that Hong Kong is not an independent country, but a territory. In 1898, after a war between Britain and China, the two countries signed an agreement that gave Britain control of Hong Kong for 99 years. In 1997, it was returned to China. However, unlike socialist China, Hong Kong has a market economy, one of the world's most prosperous.
2. Ask students to describe the physical geography of Hong Kong. (Located between mountains and the sea, it consists of a mountainous mainland and islands. Its climate is tropical. The main surrounding bodies of water are Victoria Harbor and the South China Sea.)
3. Have students share their impressions of Hong Kong from the program. Ask them what they think it would be like to live there. (Answers will vary, but try to reinforce the idea that Hong Kong is prosperous and has a rich history; its urban areas are crowded and expensive; its residents have strong traditions; and its cities stand in great contrast to the less-densely populated, lush rural areas where most people farm.)
4. Ask students to name landmarks, sites, and places mentioned in the program:
  - Star Ferry
  - Victoria Peak
  - Stanley Market antique shops
  - Hollywood Road
  - Man Mo Temple
  - Lantau Island
  - Great Buddha on Lantau Island
  - Tai chi school
  - Cheung Chau Island
  - Lamma Island
  - Wet markets
5. Ask students to list different forms of transportation mentioned in the program.
  - Ferry (Star Harbor)
  - Taxi
  - Train
  - Peak Tram to Victoria Peak
  - Subway (MTR)
  - Double-decker bus
  - Rickshaw

- Sampans (small traditional boats)
  - Walking
6. Divide students into groups of three. Explain that teams will choose three sites they'd like to visit in Hong Kong (from the list above or from their research) on a virtual day trip. Each site should reflect a different aspect of Hong Kong, such as its history, geography, religion, economy, or daily life. Students must research their sites, then create a travel brochure for their day trip.
7. As students conduct their research, encourage them to sketch or print out images. They should also answer the following questions for each site:
- How would you describe the site?
  - Where is it?
  - What aspect of life does it reflect?
  - What does it show us about Hong Kong?
  - What do you think it might be like to visit?
  - What are the site's most interesting or unusual details?
  - What form of transportation could you take to reach this site?
  - How does it compare to a similar site in the United States?
8. Have students use print and online resources in their research. The following Web sites may be helpful:
- Hong Kong Map  
[http://www.lonelyplanet.com/mapshells/north\\_east\\_asia/hong\\_kong/hong\\_kong.htm](http://www.lonelyplanet.com/mapshells/north_east_asia/hong_kong/hong_kong.htm)
  - Images of Life in Hong Kong  
<http://WWW-Geolimages.Berkeley.EDU/Geolimages/Semans/semansone.html>
  - Virtual Gallery (Images of Hong Kong)  
<http://www.cuhk.hk/pearl.htm>
  - Hong Kong Voyage  
<http://www.hongkongvoyage.com/index.shtml>
  - Discover Hong Kong: Interactive Gallery (see Virtual Tour and E-cards)  
<http://www.discoverhongkong.com/eng/interactive/tour/index.jhtml>
  - Hong Kong: Destination Guide (for general information)  
[http://www.lonelyplanet.com/destinations/north\\_east\\_asia/hong\\_kong/](http://www.lonelyplanet.com/destinations/north_east_asia/hong_kong/)
  - Hong Kong: Getting Around (for transportation information)  
[http://webserv1.discoverhongkong.com/eng/mustknow/nformation/mk\\_info\\_gett.jhtml](http://webserv1.discoverhongkong.com/eng/mustknow/nformation/mk_info_gett.jhtml)

9. Hand out materials for students to create their brochures. Have them fold their paper into three equal panels. For each site, their brochures should include information from their research and at least one picture. Site descriptions should provide reasons for visiting, such as interesting or impressive details, why it's unique to Hong Kong, or what it reveals about life there. The brochures should include a map and information on different forms of transportation.

## Assessment

Use the following three-point rubric to evaluate students' work during this lesson.

- **3 points:** Students participated actively in class discussions; showed a strong understanding of the geography of Hong Kong; named several sites and modes of transportation from the program; created a clear, complete travel brochure that included at least two images and several details about each site.
- **2 points:** Students participated in class discussions; showed a satisfactory understanding of the geography of Hong Kong; named some sites and modes of transportation from the program; created an adequate travel brochure that included at least one image and some details about each site.
- **1 point:** Students participated minimally in class discussions; showed a minimal understanding of the geography of Hong Kong; named few or no sites and modes of transportation from the program; created an incomplete travel brochure with few or no details and images for each site.

## Vocabulary

### Buddhism

*Definition:* A world religion or philosophy based on the teaching of the Buddha; asserts that enlightenment can be reached by suppressing worldly desires

*Context:* Buddhism is the major religion in Hong Kong.

### feng shui

*Definition:* An ancient Chinese tradition based on the balance between people and their environments; the system of arranging one's surroundings to achieve harmony with the environment and bring peace, health, and wealth

*Context:* All new buildings in Hong Kong must be approved by feng shui masters.

### landmark

*Definition:* A popular or familiar sight

*Context:* The Great Buddha on Lantau Island is one of Hong Kong's most famous landmarks.

### tai chi

*Definition:* A Chinese form of physical exercise designed for self-defense and meditation; characterized by a series of very slow and deliberate movements

*Context:* Many people in Hong Kong practice tai chi.



## Academic Standards

### Mid-continent Research for Education and Learning (McREL)

McREL's Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education addresses 14 content areas. To view the standards and benchmarks, visit <http://www.mcrel.org/>.

This lesson plan addresses the following national standards:

- Geography – Places and Regions: Understands the physical and human characteristics of place, Understands that culture and experience influence people's perceptions of places and regions
- Language Arts – Viewing: Uses viewing skills and strategies to understand and interpret visual media; Writing: Uses the general skills and strategies of the writing process, Gathers and uses information for research purposes

### The National Council for the Social Studies (NCSS)

NCSS has developed national guidelines for teaching social studies. To become a member of NCSS, or to view the standards online, go to <http://www.socialstudies.org>

This lesson plan addresses the following thematic standards:

- Culture
  - People, Places, and Environments
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## Support Materials

Develop custom worksheets, educational puzzles, online quizzes, and more with the free teaching tools offered on the [Discoveryschool.com](http://www.discoveryschool.com) Web site. Create and print support materials, or save them to a Custom Classroom account for future use. To learn more, visit

- <http://school.discovery.com/teachingtools/teachingtools.html>
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## DVD Content

This program is available in an interactive DVD format. The following information and activities are specific to the DVD version.

### How To Use the DVD

The DVD starting screen has the following options:

**Play Video** – This plays the video from start to finish. There are no programmed stops, except by using a remote control. With a computer, depending on the particular software player, a pause button is included with the other video controls.



**Video Index** – Here the video is divided into five parts (see below), indicated by video thumbnail icons. Watching all parts in sequence is similar to watching the video from start to finish. Brief descriptions and total running times are noted for each part. To play a particular segment, press Enter on the remote for TV playback; on a computer, click once to highlight a thumbnail and read the accompanying text description and click again to start the video.

**Curriculum Units** – These are specially edited video segments pulled from different sections of the video (see below). These nonlinear segments align with key ideas in the unit of instruction. They include onscreen pre- and post-viewing questions, reproduced below in this Teacher's Guide. Total running times for these segments are noted. To play a particular segment, press Enter on the TV remote or click once on the Curriculum Unit title on a computer.

**Standards Link** – Selecting this option displays a single screen that lists the national academic standards the video addresses.

**Teacher Resources** – This screen gives the technical support number and Web site address.

## **Video Index**

### **I. The Merchants of China (2 min.)**

The merchants of China have been an integral part of Chinese society since the days of Kublai Khan. Learn the history of the ancient Chinese merchant class, the Se-Mu-Jen.

### **II. A Great Green Wall (3 min.)**

Once nearly covered with forests and trees, China is now facing a major environmental issue – desertification. See how Chinese officials and residents are attempting to curb this growing problem.

### **III. A Personal Tour (39 min.)**

Come along for the ride as movie star Jackie Chan takes us on a whirlwind tour of his hometown, the metropolis known as the “City of Life” – Hong Kong.

### **IV. Rich and Poor (3 min.)**

North Korea and South Korea have been separated since the end of World War II. Learn about the economies and cultures of these divided neighbors.

### **V. The Extended Family (3 min.)**

Although Western culture is becoming popular in Vietnam, at least one traditional belief has remained strong. Explore the importance of family in Vietnamese culture.



## Curriculum Units

### 1. A History of Sales

*Pre-viewing question*

Q: Why is trade important to a nation's economy?

A: Answers will vary.

*Post-viewing question*

Q: What kinds of goods and products are made in China?

A: Answers will vary.

### 2. Desertification in Asia

*Pre-viewing question*

Q: What is desertification?

A: The process by which land loses its ability to support life and turns into a dry, parched desert

*Post-viewing question*

Q: What do you think China will be like in 100 years if desertification continues?

A: Answers will vary.

### 3. Welcome to Hong Kong

*Pre-viewing question*

Q: Why do you think locals call Hong Kong the "City of Life"?

A: Answers will vary.

*Post-viewing question*

Q: What makes Hong Kong different from other international cities?

A: Answers will vary.

### 4. View From the Peak

*Pre-viewing question*

Q: What is your favorite location in your hometown?

A: Answers will vary.

*Post-viewing question*

Q: Why do you think land is so expensive near Victoria Peak?

A: Answers will vary.

### 5. Hong Kong Markets

*Pre-viewing question*

Q: How do people get around in most major cities?

A: Answers will vary.



*Post-viewing question*

Q: What is the difference between Hong Kong's wet and dry markets?

A: The famous open-air markets that sell fresh fish and other live goods in Hong Kong are called wet markets. Dry markets are the open-air markets that specialize in preserved and dried foods.

## 6. Dinner and Nightlife

*Pre-viewing question*

Q: What are some typical Chinese food dishes?

A: Answers will vary.

*Post-viewing question*

Q: How do table manners in China differ from those in your home?

A: Answers will vary.

## 7. Shopping for a Deal

*Pre-viewing question*

Q: Where do you shop to get a good deal on products?

A: Answers will vary.

*Post-viewing question*

Q: Why is Hong Kong such a good place to buy antiques?

A: Hong Kong is the only place in the world where you can legally buy Chinese antiquities at their source. Also, purchases made in Hong Kong are tax-free.

## 8. Authentic Antiques, Bustling Market

*Pre-viewing question*

Q: How can you tell a real antique from a fake one?

A: Answers will vary.

*Post-viewing question*

Q: How do you know you are getting a real antique when shopping in Hong Kong?

A: Any shop carrying authentic antiques will display an official sign in the window.

## 9. Temples and Superstitions

*Pre-viewing question*

Q: What are some of your culture's superstitions and beliefs?

A: Answers will vary.

*Post-viewing question*

Q: What are some Chinese superstitions and cultural beliefs?

A: According to Chinese beliefs, red is the color of luck, happiness, and good fortune. White is viewed as the color of misfortune or sadness. The principles of Buddhism are important to the Chinese; incense, offerings, and candles are used during prayer rituals.

## 10. Martial Arts and Movie Making

*Pre-viewing question*

Q: What makes Western culture so alluring to outsiders?

A: Answers will vary.

*Post-viewing question*

Q: What is the purpose of martial arts?

A: Martial arts were conceived as a harmonious way of living. They were not originally intended as just a fighting art. For example, tai chi is an ancient martial art designed for self-defense but also for meditation.

## 11. Downtime on Cheung Chau Island

*Pre-viewing question*

Q: What are the downsides of life in a bustling city?

A: Answers will vary.

*Post-viewing question*

Q: What are the pros and cons of the continued development of Hong Kong?

A: Answers will vary.

## 12. North and South Korea

*Pre-viewing question*

Q: What are some differences between democracy and communism?

A: Answers will vary.

*Post-viewing question*

Q: How come South Korea is wealthy while North Korea is not?

A: After the Korean War, South Korea used aid money from the United States to build factories. The products made in South Korea are sold worldwide. North Korea's economy has been hurt by unproductive factories and the loss of its former communist trading partners, the Soviet Union and Eastern Europe.

## 13. Life in Vietnam

*Pre-viewing question*

Q: What are some of your family's most important values?

A: Answers will vary.

*Post-viewing question*

Q: How is life in Vietnam's cities similar to life in the Vietnamese countryside?

A: Answers will vary.