

# Tributary System in Ancient China



## Unit Goals

### ❖ **Communication:**

1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

### ❖ **Culture:**

2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures and the Chinese speaking world.

### ❖ **Connections:**

3.1 Students reinforce and further their knowledge of other disciplines through the Chinese language.

### ❖ **Comparison:**

4.2 Students demonstrate understanding of the concept of culture through comparisons of Chinese culture with their own.

# Today's learning goals



- ❖ **I can explain what the silk roads and tributary system are.**
- ❖ **I can identify special goods produced in each silk road country.**
- ❖ **I can describe the location of the countries in directions.**



# 丝绸之路

古代连接中西方的商道

**Qing Liang, Janny Wong, Grace Wang, Xiaojing Zhang**



sīchóu

丝绸

綢

𦉳𦉳 𦉳𦉳 𦉳𦉳 絲 丝



素拌萝卜丝



凉拌萝卜丝(组图)...

550x450



香辣萝卜丝



絲 絲 絲 絲 絲 絲





末 (mò) 丝 (sī) 丁 (dīng) 条 (tiáo)  
块 (kuài) 片 (piàn) 球 (qiú)





mǎ

马

The character is a stylized representation of a horse, with a curved line for the neck and a tail-like shape at the bottom.

早期甲骨文

The character is a more refined version of the early Oracle Bone Script, with a more defined head and tail.

晚期甲骨文

The character is a highly stylized, circular form with a central vertical line and a tail-like shape at the bottom.

大篆

The character is a stylized form with a curved line for the neck and a tail-like shape at the bottom.

金文

The character is a stylized form with a curved line for the neck and a tail-like shape at the bottom.

小篆

The character is a stylized form with a curved line for the neck and a tail-like shape at the bottom.

隶书

The character is a stylized form with a curved line for the neck and a tail-like shape at the bottom.

简体

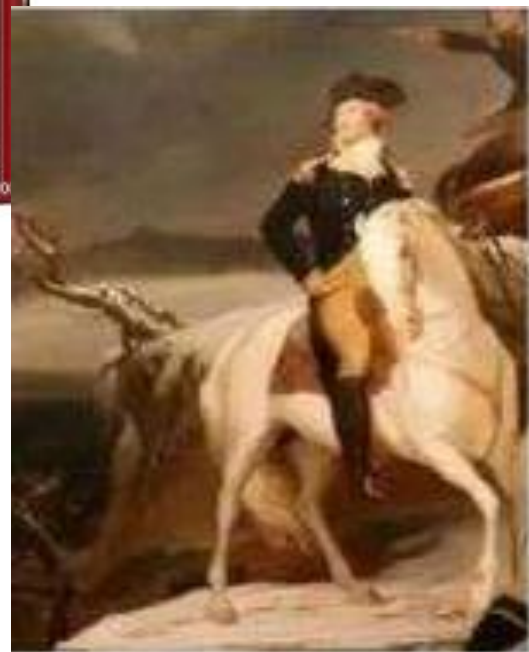
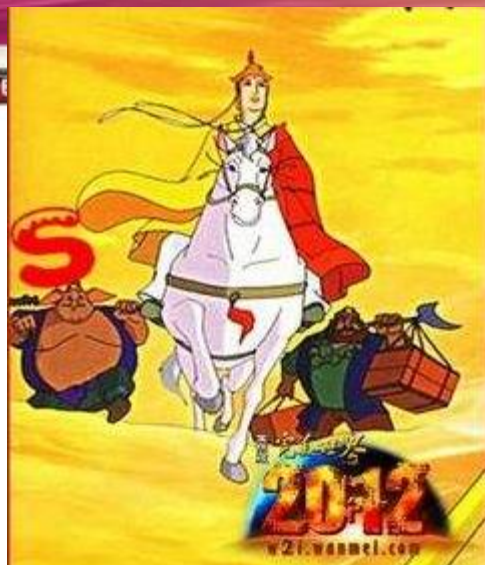






天馬行空與時進  
甲辰陽曆相之於北京







miánhua

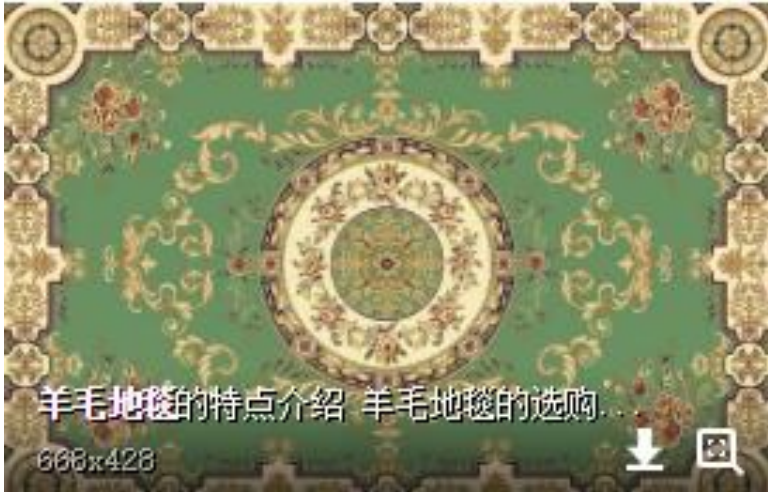
棉花

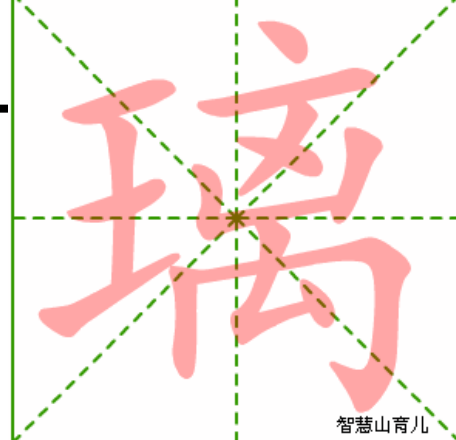
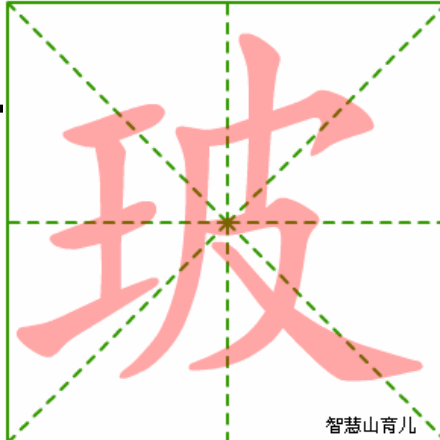




dìtǎn  
地毯

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bō li  
玻璃

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cǎicí

彩瓷

彩色的瓷器



彩色



瓷器



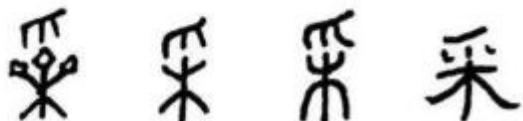
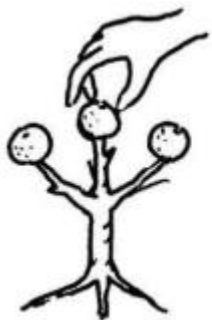
青菜



姿势

采

第一次





I can recognize all the stuff and say it



I can review vocabulary words



joinpd.com



# Go fish game 去钓鱼

- 你有stuff吗？
- 有，我有stuff。  
or没有，去钓鱼。

2:00

PANTRONIC III

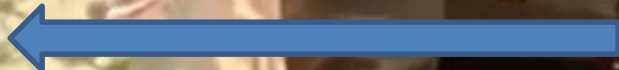
CCTV 13  
新闻

CCTV.com





VR



What's a father?  
A good teacher.  
What's a teacher?  
A strict preacher.



平板电脑向习近平夫妇  
可拉贝拉演唱的中文歌曲



# Brainstorm

- Flowers make good gifts, but for happy occasions one should **avoid bouquets of white flowers**, which are typically for **funerals 葬礼 (zàng lǐ)**.
- People don't usually open gifts in front of the gift giver in China.

Are there any taboos about gift giving in U.S.A.?

# The presents that can't be given to Chinese



In Chinese, saying 'giving a clock' (sòng zhōng ) sounds exactly like the Chinese words for 'attending a funeral ritual' ( sòng zhōng) and thus it is bad luck to gift clocks or watches.

On top of that, clocks and watches also symbolize the running out of time. This is especially true for seniors. Giving a clock or watch as a gift is the biggest no-no in Chinese culture.



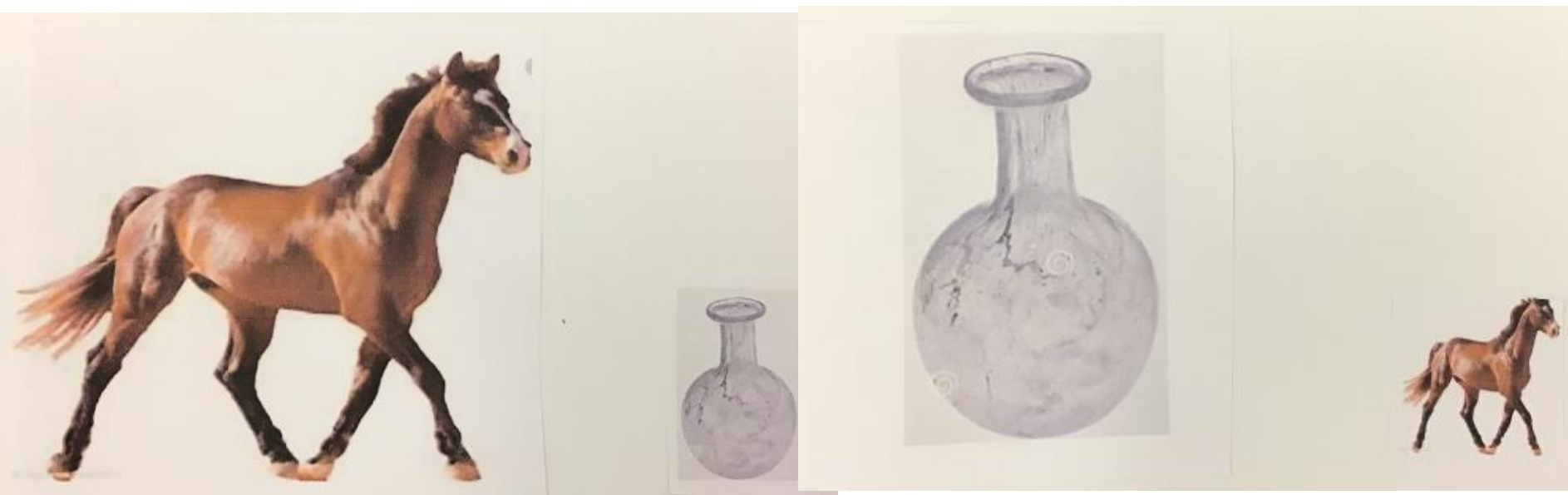
# The presents that are safe in China





# Group activity-find your secret friend

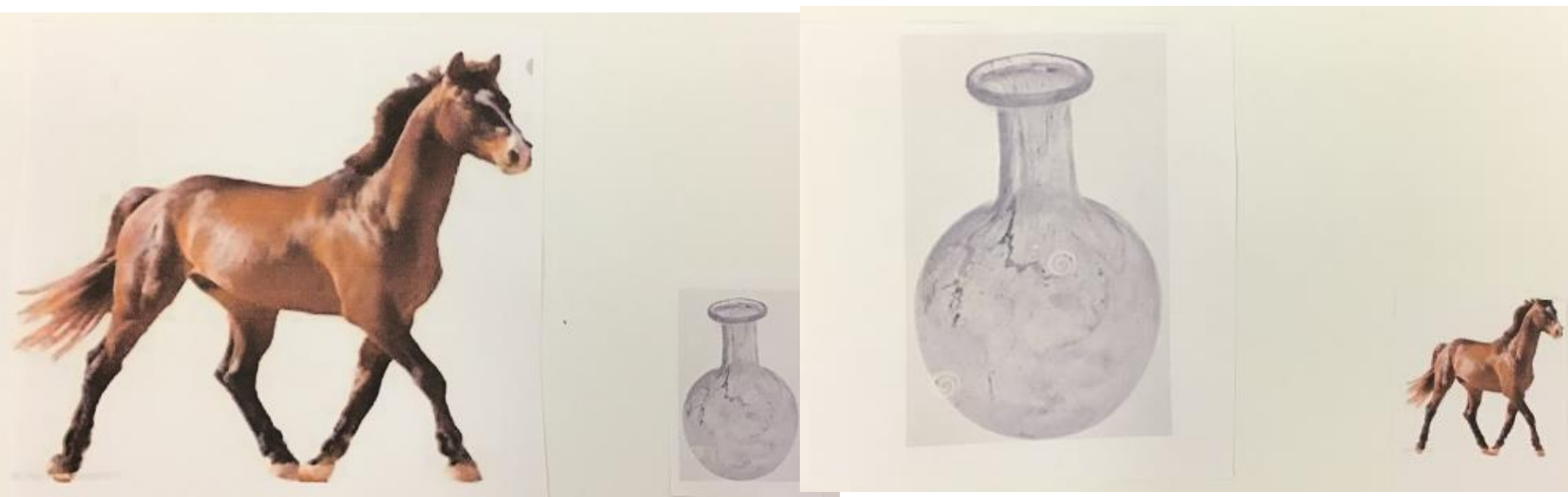
Each learner picks one card. On your card, there is a stuff for example “horse” on it. on the bottom right is another stuff for example “glass”, whoever has the “glass” is your secret friend. You have to walk around to ask until you find your friend.



# Group activity-find your secret friend

You must use the following sentence structure.

- 你有什么？(Or你有stuff吗？)
- 我不喜欢stuff, 我们不是朋友。
- Or太好了，你是我的朋友。我们是朋友。



# Discussion time-KWL chart

## K-W-L Chart

Topic: Silk roads & Tributary system in Ancient China

**What I know**

What I Want to Know

What I Learned

**2:00**



# reflection time-KWL chart

K-W-L Chart	
Topic: <u>Silk roads &amp; Tributary system in Ancient China</u>	
What I Know	What I Want to Know

**What I learned**

**2:00**

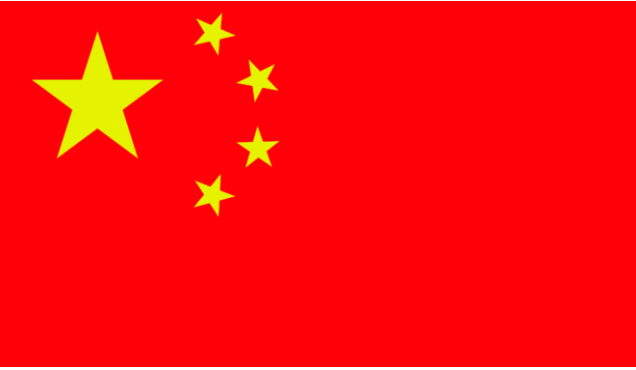
DEAD SEA UNIVERSITY

# sīchóu zhī lù 丝绸之路





# I can recast each country on the silk roads



中国



印度



蒙古



伊朗



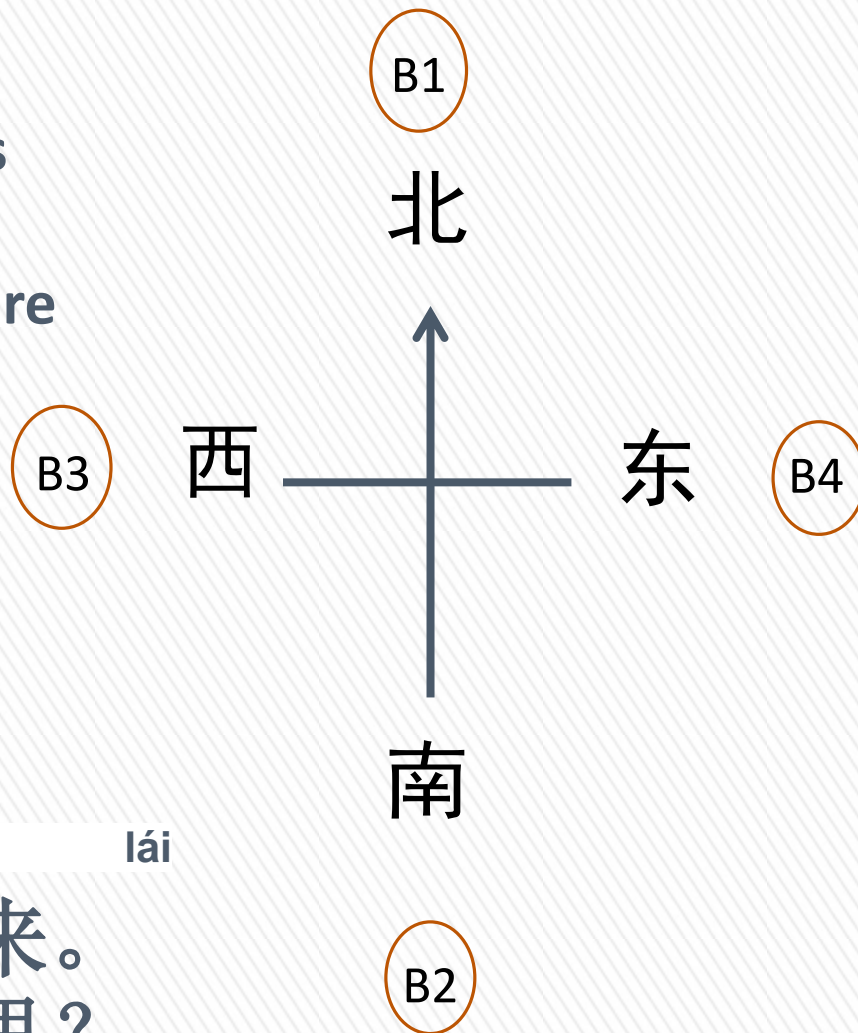
土耳其



意大利

# class work

- line up with a represent flag on hand and walk as a dragon.
- use the sentence structure below to get the information.



cóng nǎ li lái

A: 你从哪里来?

cóng lái

B: 我从country 1来。

A: country 1在哪里?

B: country1在country2的direction边。



I can review the directions and countries  
through [Kahoot](https://kahoot.it).

**kahoot.it**



# Pair work at Museum



Student A: match the goods with the right country

Student B: find out the missing directions with a map

	国家	位置 (方向) (Student A)	贡品 (Student B)
1	中国 C1 C2		
2	蒙古 C2 C1		
3	印度 C2		
4	土耳其		
5	伊朗		
6	意大利 C1		玻璃





# Pair work

Student A: match the goods with the right country

Student B: find out the missing directions with a map

	国家	位置 (方向) (Student A)	贡品 (Student B)
1	中国 C1 C2		
2	蒙古 C2 C1		
3	印度 C2		
4	土耳其		
5	伊朗		
6	意大利 C1	西北	玻璃

5:00

Stop

# Close the gap with dialogue

zài nǎlǐ  
Student B: Country 1 **在哪里?**

zài biān  
Student A: Country 1 **在** Country 2 **的** direction **边**。

sònggěi shénme gòngpǐn  
Student A: Country 1 **送给** Country 2 **什么贡品?**

sònggěi  
Student B: Country 1 **送给** Country 2 goods.

	国家	方位 (Student A)	贡品 (Student B)
1	中国	南	丝绸
2	蒙古	东北	马
3	印度	东南	棉花
4	土耳其	西北	彩瓷
5	伊朗	东南	地毯
6	意大利	西	玻璃



# Final project

-  什么是**进贡制度 tributary system**?

- 用**自己的方法** (your own way) 表达这个概念。

e. g. **故事**

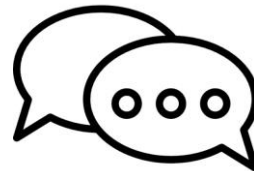


**歌**

**画**



**对话**



**视频**

**video**

# Example: Story



蒙古很小，中国很大。



蒙古有马。中国  喜欢马。

蒙古想和中国做朋友，

蒙古送给中国马，蒙古和中国成为了朋友。

# Video example



优酷视频

康熙王朝



# Exit ticket

I can complete [Quizizz.com](https://www.quizizz.com) with the score of minimum 90%. I will redo it as the independent work later if I did not master it.