

Chinese Modernization (Supplemental Lessons: 1-2 days)

- **Purpose**
 - This lesson plan is designed to build the students' background knowledge of Chinese culture to help them appreciate why it was hard to modernize in the 19th century.
- **Background**
 - In China in the 19th century, the Qing rulers faced numerous problems as they attempted to modernize. As pressure to open more trade with foreign countries mounted, the Qing struggled to crush uprisings from the Chinese people. Their reliance on foreign powers to help stifle internal dissent only made it harder to maintain their sovereignty. While the Qing rulers attempted several reforms, they were unable to develop a coherent, lasting program to make China more competitive with the Western world.
- **Standards**
 - Ohio's New Learning Standards: Modern World History: Content Statements 2, 4, 12
- **Resources**
 - Schoppa, R. Keith. *East Asia: Identities and Change in the Modern World, 1700-Present*. Upper Saddle River, N.J.: Pearson/Prentice Hall, 2008.
 - Lyell, William A. Trans, and Lu Xun. *Diary of a Madman and Other Stories*. Honolulu: University of Hawaii Press, 1990.
 - Spielvogel, Jackson J.. *Glencoe World History: Modern Times*. New York: Glencoe/McGraw-Hill, 2005.
- **Assignments and Activities**
 - Reflection question for students to answer before reading Schoppa: "After you graduate from high school, what do you plan to do? What if your parents didn't want you to do that, would it affect your decision? Explain."
 - Assign students to read p. 2-12 from Schoppa to develop a broader understanding of the difference between Eastern and Western cultures. Hold a class discussion about the students' answers to the reflection question and the reading assignment to get into the shoes of someone from another culture. Make sure the students understand the significance of the past and tradition in Chinese culture.
 - After covering sections 1-2 from Chapter 15 in the Glencoe textbook, have your students read *Diary of a Madman* for homework.
 - Discuss the meaning of the story with them in class. Sample discussion questions could include:
 - What is the madman criticizing? Is this story about actual cannibalism?
 - What does he use as proof that his fears are well-grounded and not just insane paranoia?

- In part 8, what reason is given to the madman why some people eat others? How does this connect to the main theme of Lu Xun?
- Who, in this story, was truly insane?
- What happened to the madman?