

HUCK FINN- SAILS DOWN THE DONG JING RIVER

I. Essential Questions

1. How did the Communist revolution impact the general population of China in terms of their everyday lives?
2. What part does family play in Asian culture as displayed in the literature?
3. Why has the Chinese culture maintained the longest, continuous history on Earth?
4. How does Colors of the Mountain provide a window into the changing social structure in post World War II Asia?
5. How do the varied cultural regions of Asia reflect its physical geography?
6. How do climate and landforms affect patterns in human geography?

II Objectives

Students will be able to:

1. Analyze the relationship between the physical geography of Asia and its patterns of human development.
2. Develop an appreciation for the diverse cultures among the regions.
3. Compare pre and post communist revolution society.
4. Recognize the author=s skill in the development of his characters, setting, and importance of familial relations.
5. Gain the appreciation of the success of Asian culture in the face of political challenges such as represented by its epoch. (i.e. The Early Period, Dynastic Period, Colonial Period, Communist Period, Post Maoism.)
6. Evaluate the importance of family in the Asian culture and how it positively impacted the author=s life.
7. Research three Asian poets and discuss the many influences on their work and the theme or focus for their poems. Provide a selection of each poet=s work and

model the style of each poet in three original poems of their own.

8. Write their own Haiku (and share with the class), after having been exposed to the art and understanding of Haiku.

III. Resources/Materials

- < Colors of the Mountain (Da Chen)
- < Textbooks
- < Internet
- < Library
- < Selected Literature/Poetry (i.e. Chiyo, Matsuo Basho, Li Po)
- < Movie clips (Crouching Tiger, Shogun, Last Emperor, The King and I, The Red _____, Seven Years in Tibet)
- < National Geographic Magazines and CD Rom

IV. Multiple Intelligence Activities

1. Through the use of pictograms students will display the correlation between the character based Chinese language and symbols of nature.
2. Using the Pictogram and characters, students will create a Haiku.
3. * Further Enrichment Activity - Students will send a holiday/celebratory card home utilizing their pictogram/character knowledge.
4. Create a museum type display in the AD@wing case celebrating the cultural diversity of Asia.
5. Utilizing Colors of the Mountain, students will select a paragraph from each chapter and write it in their notebooks. They will respond to their choice by explaining why it is so meaningful to them or explain the significance of their choice.
6. Research the Chinese calendar and create a graphic display showing symbols of the calendar.
7. Suggested Activities: Demonstration/instruction in the art of origami, creation of the animal (in various mediums) of their birth year.

V. Categories for Assessment

- < Writing pieces
- < Performance based
- < Technology presentations
- < Teacher designed tests/quizzes

Assessment

- < Formulate a timeline of the author=s life in Colors of the Mountain.
- < Write three Haiku modeling three Asian poets
- < Create a bulletin board depicting noted Asian landmarks (i.e. The Great Wall, The Forbidden City, The Bamboo Forest, Three Gorges Dam)
- < Pictograms
- < Creation of Paper in traditional method
- < Create an Asian Atlas
- < Create a timeline of the Dynasties of China