



Purpose:

World History is the prerequisite course for the Social Studies Department. As such, the skills acquired in the course provide the foundation for all future coursework within the Department. From its inception the World History course has been predicated upon the idea that students, particularly freshmen, require formalized instruction in study skills. Given the vast number of terms, names, dates, places, ideas, maps, and images students must contend with in the World History classroom, many of them in foreign languages, students must learn to utilize organizational tools with which to chunk information into manageable sizes. Particularly during the beginning of freshman year, students may find the amount of information daunting. Teachers will typically provide highly structured study guides in anticipation of a test as a way to help students prepare. Over time, these guides should be phased out so that students may develop their own guides and be self-sufficient in their test preparation strategies.

Description of Activity:

More often than not, study guides are created prior to a test to assist students in organizing a large amount of information. As such, a study guide should not be a simple list of names and dates. Students should be provided with a structure that allows them to break down information into relevant categories. In addition, as the attached lesson suggests, students should also be able to access information in a variety of ways: cause and effect relationships, change over time, similarities and differences. Visual cues and diagrams are useful ways in which to help students organize materials and understand relationships.

Checking for Understanding:

The purpose of the study guide is to help students prepare for a test. Ultimately, the check for understanding will come in the form of an assessment. Teachers may, however, check for understanding prior to the test by asking students to turn in relevant portions of the study guide at different points prior to the exam. This strategy may be particularly useful for students that struggle with organization or require frequent prompts. Similarly, students may be asked to work together on the study guide and to justify their answers to insure completion and increase comprehension.

Reflection:

The nature of the study guide itself allows for multiple points of reflection on the part of students. As noted above, the study guide need not be completed all at once. Indeed, many students may find it more useful to complete it in smaller portions over time. Along the way, students may adapt how they use the guide and towards what end. As the student becomes increasingly self aware of what he or she needs, the size, strategies, and time spent on the guide will and should change.

Adaptation for Different Levels:

Based upon student needs, teachers may wish to modify the size and scope of the study guide. In addition, students in the two level may require additional structures in the form of diagrams and charts to be filled in.

World History Textbook Study Guide: China

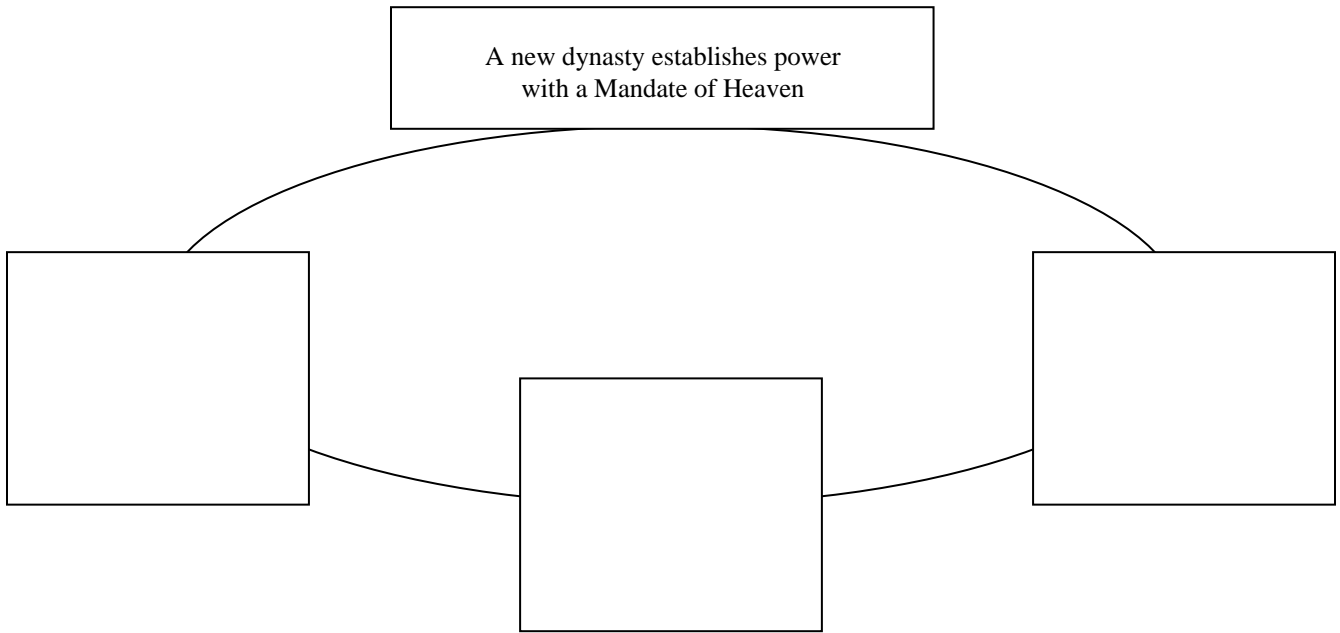
3.3: Shang, Zhou, and the Three Philosophies

1. Identify three ways that geography impacted early Chinese civilization. Complete the following PRAISE chart with information about the Shang and Zhou dynasties.

2. Complete the PRAISE charts as you read the sections in your text book.

	Shang Dynasty	Zhou Dynasty
Politics		
Religion		
Arts		
Ideas and Innovation		
Society		
Economy		

3. As you read this section, complete the diagram below that illustrates the dynastic cycle. Use as least TWO examples from the Shang dynasty or Zhou dynasty in your chart:

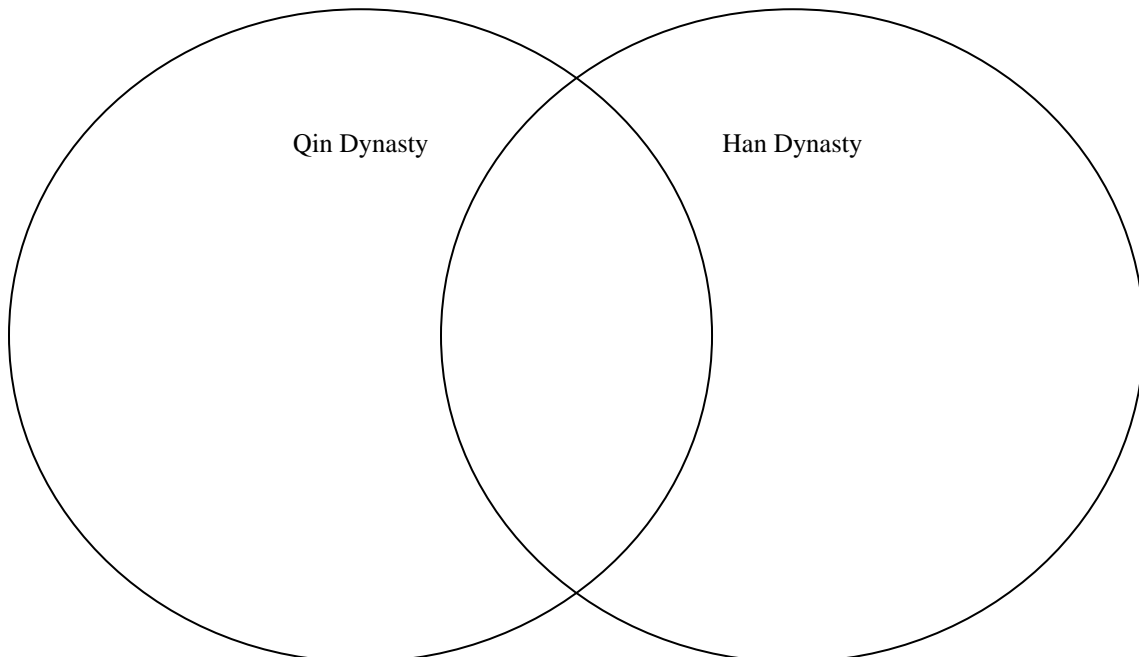


4. Describe a **modern day** example that illustrates each of Confucius' five relationships.

5. What are the advantages and disadvantages of a society based on legalism?

3.4: Qin and Han

1. As you read this section, compare and contrast the Qin and Han dynasties using a Venn diagram.



2. Use evidence from the text to explain the role of women in Chinese society. How was Empress Wu an exception?

3. What is the difference between the Buddhist and the neo-Confucian philosophies? What impact might these two philosophies have had on the way the early Chinese viewed life?

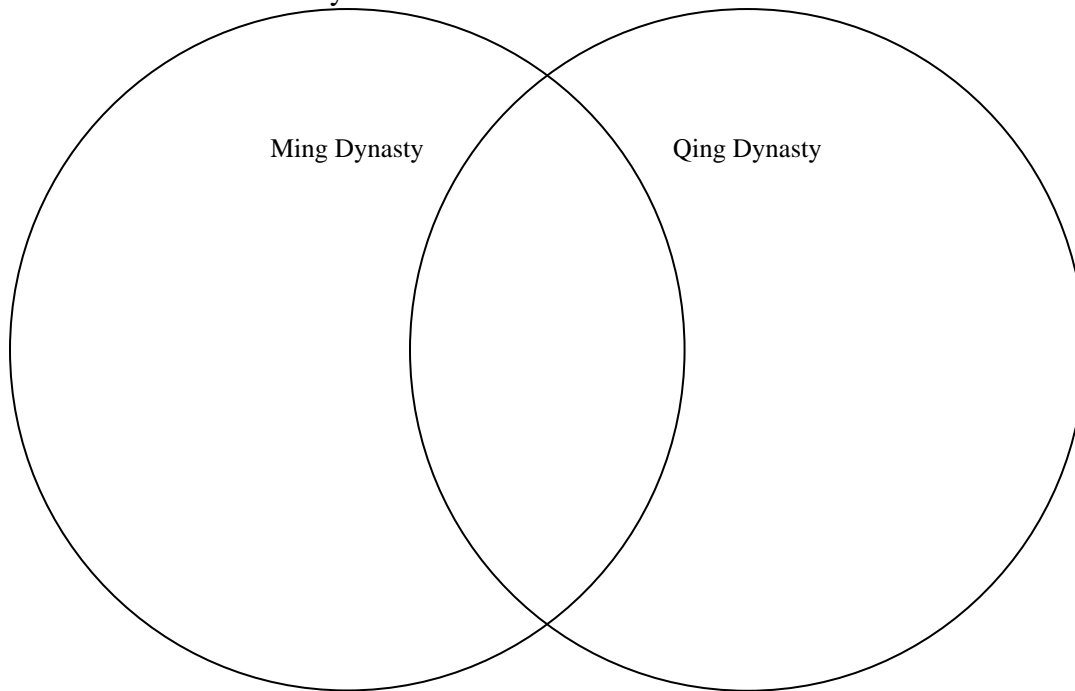
4. Identify some of the qualities of poetry, painting, and ceramics from the Tang to the Ming dynasties:

Poetry	
Painting	
Ceramics	

5. What does the Forbidden City tell you about Chinese culture in general? Use examples.

16.1: China at its Height; Contact with the West

1. As you read this section, complete a diagram like the one below to compare and contrast the achievements of the two dynasties:



2. Fill in the chart to show how both the Europeans and Chinese benefited from their early cultural exchange.

European Benefits	Chinese Benefits

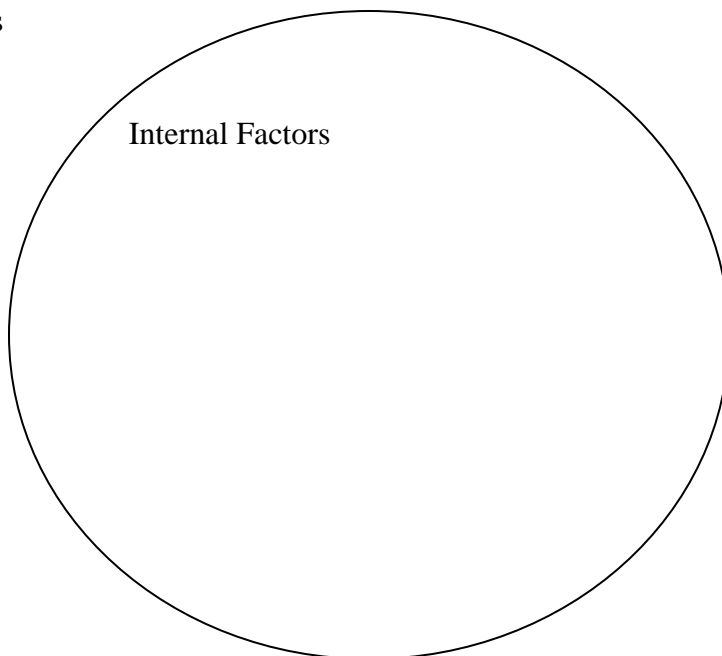
3. What was the general attitude of the Chinese regarding trade with the Western world? Give examples from your textbook to support your answer.
4. In your own words, explain the trade dispute between the Chinese and the British.

22.1 Decline of the Qing

1. Define and explain the significance of the following terms:
 - Opium War-
 - Tai Ping Rebellion-
 - Self-strengthening-
 - Spheres of influence-
 - Empress Dowager Ci Xi-
 - Open Door Policy-
 - Boxer Rebellion-
2. Why did European nations agree to follow the Open Door policy proposed by the United States?

3. Fill in the diagram listing the internal and external factors that led to the decline of the Qing dynasty:

External Factors



22.2 Revolution in China

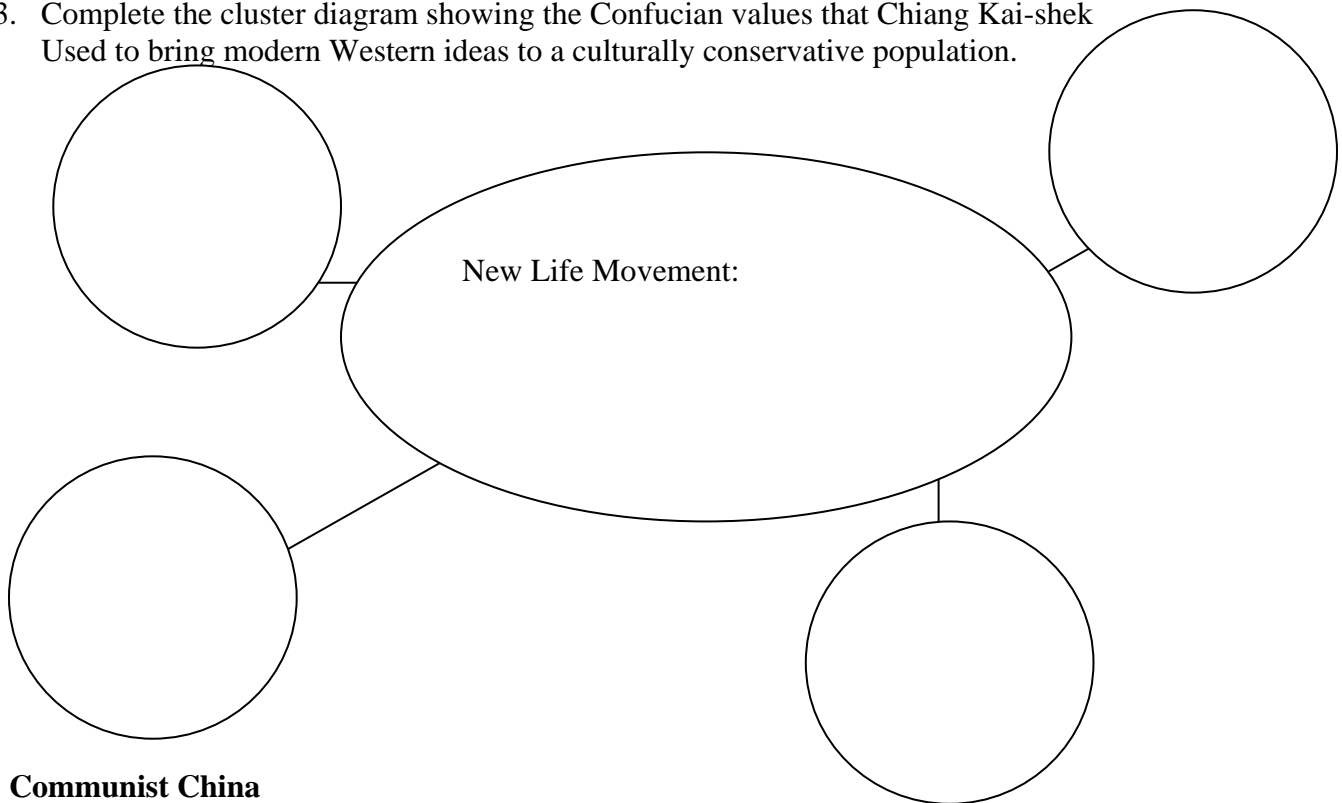
1. What was Sun Yat-sen's role in the collapse of the Qing dynasty?
2. List the stages in Sun Yat-sen's three stage process for reform. What principles did he hope to promote in China?
3. Why did the reforms introduced by Empress Dowager Ci Xi and General Yuan Shigai fail to improve the way China was governed?
4. Complete the diagram below showing the changes resulting from European traders' contact with China in the mid-nineteenth century.

European Contact	Effects

25.3 Revolutionary Chaos in China

1. Explain why the Communist Party aligned with the Nationalist Party.
2. What did Mao's Long March accomplish? Why was it successful?

3. Complete the cluster diagram showing the Confucian values that Chiang Kai-shek Used to bring modern Western ideas to a culturally conservative population.



31.1 Communist China

1. How did the Great Leap Forward and the Great Proletarian Cultural Revolution affect China?

2. What were the major economic, social and political developments in China after the death of Mao Zedong?

- Economic developments:

- Social developments:

- Political developments:

3. Complete the chart below listing communism's effects on Chinese international Affairs.

