

Dear educators,

We are excited about the upcoming year's seminar sessions and the opportunity we have to introduce the Chinese culture to teachers in our state. This programming is sponsored by the University of Oklahoma East Asia Institute, and funded by the Freeman Foundation as part of the National Consortium for Teaching Asia (NCTA).

The National Consortium for Teaching about Asia (NCTA) is generously funded by the Freeman Foundation as a multi-year initiative to encourage and facilitate teaching and learning about East Asia in elementary and secondary schools nationwide.

Benefits:

- \$75.00 stipend (China) \$25.00 stipend (book study)
- 32 hours of professional development credit
- *Analects of Confucius* book
- Presenters who are noted experts in their field
- Access to the online resources at <http://afe.easia.columbia.edu>
- Refreshments and lunch provided
- Collaboration with other educators
- Aligned with Oklahoma Academic Standards

Enroll at <http://eai.ou.edu/east-asia-seminar-documents-and-resources>

Expectations:

- Participate in all 4 face-to-face sessions (Must attend 4 to receive stipend).
- Create 3 lesson plans based on 3 of the 4 presenter's topics.
- Participate in Book Study (4 online sessions)

China Course Overview: *Modern China Faces the Future* - This course is a look into Chinese culture, its philosophy, history, art, and language. We will explore China's present and future opportunities, the many facets of Chinese traditions and culture, and its ongoing struggle with history and modernity.

Where: All workshops will be held at OU Schusterman in Tulsa, OK. 74135. Main Building, Room 1D18.

When: All workshops will be from 9:30 am to 1:00 pm in Oct. and November (China) and February (Japan).

Book Study: Participants will be provided a book on the *Analects of Confucius*. Teachers will read and discuss the book each week online. Dr. Jessica Stowell, East Asia Institute at the University of Oklahoma former director, will moderate these online sessions. Online sessions will be held on Nov. 11th, 18th, 25th, and Dec. 2nd. We will be accessing the Canvas platform for each session. A link to access each session will be sent to each participant at a later date.

Culture (Traditional)

- The Chinese way of life has developed over thousands of years into a rich and vibrant culture. We will take a look at some of the differences in Eastern and Western cultures. What can we learn from a culture that is over 3,000 years old?

Language (Chinese)

- Participants will gain knowledge and understanding of the Chinese culture through basic comparisons of the English and Chinese language. Participants will learn to pronounce the names of people and places of China. (Chinese Characters)
- Examine some basic characters and what they reveal about Chinese thinking.

Taoism (Philosophy)

- Examine the origins, traditions, beliefs, and effect of Taoism in Chinese society.

Presenter: Rex Burnett-Director of the East Asia Institute and Associate Director of the Confucius Institute at the University of Oklahoma.

http://eai.ou.edu/Websites/okitea/images/Rex_Burnett_Bio_2014.docx

Communism in China

- The longest period of Sino-American tension came after the founding of the People's Republic of China (PRC in 1949).

Presenter: Dr. Thomas Buoye, University of Tulsa Associate Professor; Department of History Chair. <http://www.personal.utulsa.edu/~thomas-buoye/>

Three Streams of Thought (Confucianism)

- Confucian ethics helped shape China's social structure and that of East Asia. An educational system based on Confucian thought prevailed for centuries.

Presenter: Dr. Jessica Stowell- Past Director of the East Asia Institute and Associate Director of the Confucius Institute at the University of

Oklahoma. <http://eai.ou.edu/contact-us>

Session Three*Title:* Buddhism**Nov. 4th**

Three Streams of Thought (Buddhism)

- Examine the origins, traditions, beliefs, and impact of Buddhism in China and why the Chinese allow a “foreign” religion to have such a lasting effect.

Presenter: Dr. Jessica Stowell- Past Director of the East Asia Institute and Associate Director of the Confucius Institute at the University of Oklahoma. <http://eai.ou.edu/contact-us>

Session Four*Title:* **Tang Poetry****Nov. 11th**

History-literature (Tang Dynasty poetry)

- Explore early Chinese poetry and its’ connection to Chinese culture, particularly during the Tang Dynasty. Teaching Oklahoma K-12 students Chinese Culture Through Poetry

Presenter: Dr. Jonathan Stalling, University of Oklahoma Associate Professor of English.
<http://www.ou.edu/cas/english/people/faculty/facultypages/stalling.htm>

NOTE: All lesson plans are due **Jan. 6th**. Please send by e-mail to rexburnett@ou.edu and mgaspar@ou.edu

OKLAHOMA ACADEMIC STANDARDS FOR THE SOCIAL STUDIES

Grade 7

WORLD GEOGRAPHY *Eastern Hemisphere*

The Why of Where – Places, Patterns of Settlement, and Global Interactions

Content Standard 3: The student will examine the interactions of physical systems that shape the patterns of Earth's surface in the Eastern Hemisphere.

1. Integrate visual information to identify on a physical map and describe the major landforms and bodies of water including

A. Landforms – the Iberian, Scandinavian, and Indochina

B. Bodies of water –Ganges, and Yangtze Rivers;

2. Analyze from multiple perspectives the impact of natural disasters on human populations resulting in forced migration, scarcity of consumer goods, and loss of employment including

D. Regular flooding of China's rivers resulting in the accumulation of loess.

Content Standard 4: The student will analyze the world's peoples and cultures in the context of the human systems in the Eastern Hemisphere.

1. Compare and contrast the common cultural traits including language, ethnic heritage, social systems, religions, and traditions and how cultural diffusion impacts societies.

2. Describe the world's major religions including Buddhism, Christianity, Daoism, Hinduism, Islam, and Judaism including the geographic origins, major beliefs, and customs of the six major world religions and the significance of religion in contemporary societies.

4. Compare and contrast the market and command economic systems and how governments affect economic activities in such systems including

A. Economic reforms in China that are moving China from a command system toward a market system.

7. Evaluate and summarize the impact of geography on population location, growth, change and density and on the availability of resources, settlement patterns, and migration including the

D. Impact of China's one-child policy on population growth and culture.

Content Standard 5: The student will analyze the interactions of humans and their environment in the Eastern Hemisphere.

1. Cite specific textual and visual evidence to describe the relationship between the distribution of major renewable and nonrenewable resources and evaluate how the three levels of economic activities (primary, secondary, and tertiary) contribute to the development of a country or region including...

C. Transformation of the environment and population centers caused by the construction of the Three Gorges Dam in China.

WORLD HISTORY:

Cultural Connections, Turning Points, and Transformation of the World into the Modern Era

Content Standard 1: The student will analyze and summarize the impact on the modern world of the major world religions and the philosophical political principles of ancient and classical societies.

4. Examine the origins, traditions, and beliefs of Hinduism and **Buddhism**, and explain their influence on the civilizations of India, **China, and Southeast Asia**, and their influence into the modern eras.
6. Examine the origins, traditions, beliefs, and impact of Confucianism and Daoism including how those ideas and beliefs influenced Asian civilizations into the modern eras.

Content Standard 5: The student will evaluate post World War II regional events leading to the transformations of the modern world.

2. Compare the Chinese Communist Revolution under the leadership of Mao Zedong, the effects of the Great Leap Forward and the Cultural Revolution to recent attempts toward economic and democratic reforms including the Tiananmen Square demonstrations, limited privatization, and foreign investments.

Content Standard 6: The student will evaluate contemporary global issues and challenges.

1. Describe the ongoing impact of interdependence on the world's economies resulting in the creation and growth of multinational organizations including the challenges faced by the European Economic Community, the cooperative efforts of OPEC, the emergence of the **Pacific Rim economy**, and the roles of the World Bank and World Trade Organization.

For accommodations on the basis of disability please contact Rex Burnett at
rexburnett@ou.edu.

