

THE OUTSIDERS INSIDE

What does it mean to belong to a community?

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Cyrus Tang Hall of



CHINA

ACTIVITY DESCRIPTION

Students will analyze the concept of “outsiders,” or ethnic minorities, in Chinese history through artifacts in the museum. They will connect the concept to present experiences.

If you are planning to use this as part of a visit to The Field Museum, see the field trip guide on page 6.

BACKGROUND INFORMATION

When we think of people from China, most of us are really thinking about the *Han Chinese*—the largest ethnic group in China. Han Chinese account for 90% of the population of modern-day China. The remaining 10% of the population are members of the more than 50 ethnic groups. These groups include the Uyghur, Tibetans, Manchu, and Mongols.

The name Han has historic origins: the Han Dynasty is considered to be one of the earliest dynasties. The Han Dynasty followed the Qin Dynasty, which unified China for the first time. Before this, China was composed of several different states, and there were periods of wars during which different leaders vied for power. Following the initial unification under the Qin, the different regions continued to become more unified into one empire over the course of the Han Dynasty.

Other ethnic groups have played major roles in Chinese history, and have led many of the major dynasties we know of today. Most famously, the Yuan Dynasty (1271-1368 AD) was established by Kublai Khan, a Mongolian leader. The Jin Dynasty (1115-1234 AD) was founded by the Jurchen tribes, whose claimed descendants, the Manchu, would go



Image: Detail of *The Hawk Hunt*, Qianlong period, AD 1776, China, Shaanxi Province, Xi'an. © The Field Museum, Cat. No. 116088

on to found China's final Dynasty, the Qing Dynasty (1644-1911 AD). In addition to leaders from outside groups, Han Chinese encountered many different communities along their northern border and as they engaged in trade along the Silk Road.

As with most groups of people around the world, China's relationship with those perceived as outside groups has fluctuated over time. At times the Chinese government actively pursued relationships with outsiders and rich cultural exchanges took place, while at other times they maintained policies that closed borders tightly.

By looking at the way these outsiders are represented in artifacts and artwork we can get a sense of the relationships and impressions left in the many cross-cultural exchanges in China's long history.

Keywords: 6-8, 9-12, object-based learning, untold stories, discussion, world history, geography, cultural empathy, social empathy, historical empathy

Lens: history, geography, civics

COMPELLING QUESTIONS

What does it mean to belong to a community?
 What does it mean to be an “outsider”?
 How do we know when someone is an outsider?
 What impact does being an insider/outsider have on history?

OBJECTIVES

Students will analyze objects in the museum and draw conclusions about cross-cultural relationships throughout Chinese History.
 Students will create an argument about why groups have been considered outsiders across time, drawing comparisons between the past and the present.

STANDARDS

C3 Framework

D2.Civ.14 Compare historical and contemporary means of changing societies, and promoting the common good.
D2.Geo.5 Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.
D2.Geo.6 Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.
D2.Geo.7 Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.

Common Core

CCSS.ELA-LITERACY.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

CPS Framework Alignment:

Grade 6, Unit 1: Introduction to Geography; Unit 7: Rise of Asia
Grade 9, The Roots of Humankind; Unit 4: Interrogating Power

APPROXIMATE TIME

1-2 class periods

PREPARATION NOTES

Students may be sharing personal reflections, and talking about different ethnic groups can be charged. Set up a safe classroom tone, and establish norms before discussions.

Students will be working in groups to explore content, both in the classroom and in the museum or online exhibition exploration.

OTHER MATERIALS

Access to museum content in the exhibit or the online exhibition: <http://chinahall.fieldmuseum.org/>

Graphic organizer

Clipboards (in exhibit)

Map of China with Mongolia and Manchuria highlighted

OBJECTS OF FOCUS

Tomb figures: <http://chinahall.fieldmuseum.org/gallery-3/case-305>

Detail of The Hawk Hunt: <http://chinahall.fieldmuseum.org/gallery-3/case-305/g3-5 m1 b1>

Women's shoes: <http://chinahall.fieldmuseum.org/gallery-3/case-305/g3-5 m1 b5>

PROCEDURES

› Engage

Lead students in a discussion or journal prompt – What groups are you a part of? How might people know you are part of that group? What groups are you outside of? How do you know? Students can focus on the school community specifically, or the broader community they consider themselves a part of.

Students can write independently and/or share out in class. This is also a good opportunity for a think-pair-share.

Before opening for a group discussion, establish a set of class norms including being respectful and keeping statements made by other during the conversation inside the classroom.

› Explore (Questions and Inquiry)

Explain that throughout history and across societies, there have been inside groups and outside groups. Open a class discussion by prompting students to think about why that might be the case.

Direct students to the tomb figures in the museum. Content can be explored in one of two ways:

- Visiting the museum in person
- Using the online exhibition: <http://chinahall.fieldmuseum.org/>

First, **observe** figures, then direct students to make **inferences**. Make a public record of their ideas using chart paper or another visible space in your classroom.

Use questions to direct thinking:

- How are they different?
- Is either figure portrayed more positively or negatively? What do you see that makes you say that?

Students can focus on one object first and then report to a partner who looked at a different object. They can then conduct comparison work together.

› Explain (Apply Disciplinary Lens)

Direct students to explore the reading rails in Gallery 3 on the following topics.

- Changing views of foreigners – using the tomb figures
- The price of peaceful borders – using *The Hawk Hunt*
- Hair and fashion – using the women in *The Hawk Hunt*:
http://chinahall.fieldmuseum.org/gallery-3/case-305/g3-5_m1_b1/a-diplomatic-marriage-and-women's-shoes
- China's Northern Borders – using tomb figures

These topics can be split up to areas of focus and split between groups. Students can share their ideas through group discussion or by creating a visual representation of their findings and engaging in a gallery walk.

PROCEDURES (CONTINUED)

➤ Elaborate (Gather and Evaluate Evidence)

Direct students to analyze the wall mural leading into Gallery 5 (large image of *The Hawk Hunt*: http://chinahall.fieldmuseum.org/gallery-3/case-305/g3-5_m1_b1).

Lead them in discussion of the following questions:

- Who is this depicting? What do you see that makes you say that?
- Do you think it is positive or negative? What do you see that makes you say that?

➤ Evaluate (Develop Claims, Communicate and Critique Conclusions)

Lead students in a discussion connecting these ideas to modern times. How is this similar to how “outsiders” are depicted in modern times? How is it different?

- Why do we have outsiders?
- What influence does this have on our world?
- Is it a good thing or a bad thing?

After the discussion, students can respond in writing. They can evaluate each others work using the rubric shared below.

ENRICHING THE LESSON

Background Knowledge Needed:

Students will benefit from broad knowledge of Chinese history, including information about social customs, the role of women, and international relationships. Much of this content is featured throughout the exhibit.

Anticipated Misconceptions:

Students are likely unfamiliar with different Chinese ethnic groups and may be surprised to learn that so much of Chinese history was under “foreign rule.”

The idea of ethnic groups may be a bit confusing. Bringing in modern examples with which students may be familiar may help students grasp the concept. It might help to show photographs of contemporary Han and Mongolian peoples.

The concept of “outsiders” may be challenging to conceptualize and talk about. If you have concerns about your students finding the subject too personal, direct the subject to society more broadly. In society who is considered the “in crowd” and who is “outside?”

Methods to Build Empathy:

Cultural Empathy

Students will develop a new understanding of the idea of outsiders, which will help them in perspective-taking and interpreting secondary texts.

Social Empathy

Students will be working together in groups and forming consensus around critical cultural issues in China. This will require active listening, restating each other’s ideas, and engaging in discussion.

Historical Empathy

Students will be thinking critically about decisions and actions taken by people outside their own time and perspective. .

ENRICHING THE LESSON (CONTINUED)

Opportunities for Informed Action and Contemporary Connections:

Students can research modern situations where an “outsider” is struggling unjustly and write a letter to the editor or plan a service project

DIFFERENTIATION

Extensions

For an additional challenge, ask students to analyze these communities in modern times. Reading articles like the one listed below can prompt students to think about nomadic groups in China and around the world.

Have students select a topic they are interested within the exhibit and analyze the role of outsiders.

One example is to explore how different ethnic groups approached foot binding.

For additional support, share maps to help students visualize geographic differences.

EXTERNAL RESOURCES

Outsiders Today – an article exploring Nomadic relocation in modern China.

<http://www.nytimes.com/2015/07/12/world/asia/china-fences-in-its-nomads-and-an-ancient-life-withers.html?smid=nytcore-iphone-share&smprod=nytcore-iphone&r=0>

LESSON GLOSSARY

These concepts are embedded in the museum content and may be unfamiliar to students.

Han Chinese – the largest ethnic group in China

Mongol – a member of an ethnic group in China, refers to a people originally living in Mongolia

Manchu – a member of an ethnic group in China, refers to a people originally living in Manchuria who formed the last imperial dynasty of China, the Qing Dynasty (1644-1912)

nomad – a member of a people having no permanent settlement, who travel from place to place to find fresh pasture for their livestock

dynasty – a line of hereditary rulers of a country

foreign – characteristic of a country or language other than one's own

ethnicity – a social group that has a common national or cultural tradition

NOTES FOR FIELD TRIP PLANNING

Before

The “Engage” and “Explore” sections of the lesson plan can be used as a pre-visit activity as a helpful preview of objects in the exhibit. It might be helpful to share images of the objects with students before they enter the exhibit so they can easily locate them when they arrive. You may also wish to show students how the Digital Rails work using the online exhibition: <http://chinahall.fieldmuseum.org/> as an example.

During

While in the museum, students can complete the research described in and “Explain.”

After

After the exhibit, students will share their findings in the museum and engage in the discussion and writing described in “Elaborate” and “Evaluate.”

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Graphic Organizer

	Observe What do you see?	Infer Are these figures portrayed positively or negatively? What makes you think that?	Question What new questions does this object bring up?
The Hawk Hunt			
Tomb figures			

STUDENT HANDOUT

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Graphic Organizer

How are those perceived as outsiders portrayed in art and artifacts?

How do you know they are the dominant culture perceived them as outsiders?

Are they shown in a positive or negative way?

Why do outsider groups exist in societies throughout history?

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Rubric

	4 Exceeds Expectations	3 Meets Expectations	2 Approaches Expectations	1 Does not meet Expectations
Make a clear argument relevant to the content	Argument is clear, and illuminates something new about the content	Argument is clear and connected to the content	Argument is either unclear or not connected directly to the content	Argument is neither clear nor connected to the content.
Use evidence from objects or readings	Student uses 3-4 pieces of evidence from objects or readings, describing them fully	Student uses 1-2 pieces of evidence from objects or readings, describing them fully	Student uses 1-2 pieces of evidence from objects or readings, but does not describe them fully	Student does not mention specific objects or readings, or uses unrelated objects/readings
Explain why the evidence supports their argument	Explanation of connection between evidence and argument offers innovative interpretation and illuminates something new about the content.	Explanation of connection between evidence and arguments is clear and convincing	Explanation of connection between evidence and arguments is unclear or disconnected	No explanation of connection between evidence and argument
Listen to others and restate their ideas	In Speaking			
	Clearly restates the ideas of others and incorporates other's ideas into their own argument, whether agreeing or disagreeing	Clearly restates ideas of others before returning to original argument	Incorrectly restates the ideas of others before returning to original argument	Does not restate the ideas of others before returning to original argument
	In Writing			
	Addresses other perspectives and/or counter arguments and uses them to strengthen their argument	Addresses other perspectives and/or counter arguments and clearly explains reasoning for their original argument	Addresses other perspectives and/or counter arguments but does not connect them to original argument	Does not address other perspectives and/or counter arguments.

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