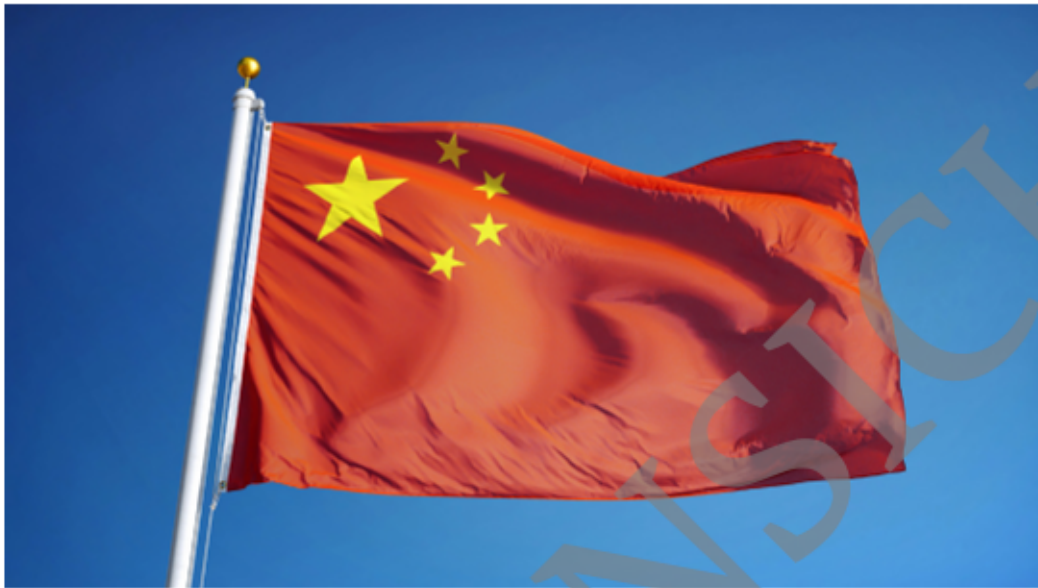


## B.VII.41

### Advanced skills – Case studies

# China auf einen Blick – Understanding China's history, economy, culture and global influence

Clemens Kaesler, Ruben Kaesler



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Diese Unterrichtseinheit macht die komplexe Geschichte, Wirtschaft und Gesellschaft Chinas für junge Lernende leicht verständlich. Die Schülerinnen und Schüler erkunden Chinas Einfluss auf die Welt und auf ihr eigenes Leben auf dynamische Weise. Sie lesen hierzu didaktisch aufbereitete Texte (u. a. in Lernstationen) und erarbeiten Grafiken und Tabellen mit den notwendigen Fakten und Daten. Am Ende der Unterrichtsreihe verfügen die Lernenden über eine abgerundete Perspektive auf Chinas Rolle in der Welt.

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#### KOMPETENZPROFIL

<b>Niveau/Lernjahr:</b>	B1, 1.–3. Lernjahr
<b>Dauer:</b>	8 Unterrichtsstunden
<b>Kompetenzen:</b>	1. Lesen: Texten wichtige Informationen entnehmen; 2. Medienkompetenz: Diagramme und PowerPoint-Präsentationen erstellen; 3. Sprechen: Präsentationen halten
<b>Thematische Bereiche:</b>	<i>China, politics, history, culture, tradition, technology, economy, globalisation</i>

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## Auf einen Blick

### 1./2. Stunde

<b>Thema:</b>	Introduction to China and comparison with Germany
<b>M 1</b>	<b>China and Germany – Comparing facts /</b> Fakten zu China und Deutschland vergleichen; Diagramme erstellen und präsentieren
<b>M 2</b>	<b>Key events in Chinese history – A timeline /</b> Einen Zeitstrahl zur Geschichte Chinas erstellen und einzelne Ereignisse erläutern
<b>Hausaufgabe:</b>	Ggf. den Zeitstrahl fertigstellen
<b>Benötigt:</b>	<ul style="list-style-type: none"> <li>• Beamer/Whiteboard</li> <li>• Digitale Endgeräte mit Excel zum Erstellen der Diagramme</li> </ul>

### 3.–5. Stunde

<b>Thema:</b>	Learning stations about China
<b>M 3</b>	<b>Station 1 – Chinese culture, tradition and modern society /</b> Das Zusammenspiel traditioneller und moderner Elemente in der chinesischen Kultur erarbeiten
<b>M 4</b>	<b>Station 2 – China’s economy and its evolution /</b> Die wirtschaftliche Situation und Entwicklung Chinas erarbeiten
<b>M 5</b>	<b>Station 3 – China’s role in global trade and politics /</b> Chinas Rolle im globalen Handel und in der Politik erarbeiten
<b>M 6</b>	<b>Station 4 – How technology is transforming life in modern China /</b> Den Einfluss von Technologie auf das Leben in China erarbeiten
<b>Benötigt:</b>	Vier Lernstationen im Raum verteilt

### 6. Stunde

<b>Thema:</b>	China’s youth
<b>M 7</b>	<b>Young people in China – Challenges and opportunities /</b> Thementeilig Aufgaben zur Situation der Jugend in China bearbeiten und einen persönlichen Vergleich ziehen
<b>Hausaufgabe:</b>	Eines der im Unterricht nicht gewählten Themen bearbeiten

## 7./8. Stunde

**Thema:** Assessment of learning outcomes

**M 8** **Test your knowledge! – Creating a quiz in PowerPoint / Ein Quiz zur Unterrichtseinheit erstellen**

**Benötigt:**

- Computer/Tablets mit PowerPoint
- Beamer / Smartboard
- ZM 1 und ggf. ZM 2



### Minimalplan

Sie haben nur drei Stunden zur Verfügung? So können Sie die wichtigsten Inhalte erarbeiten:

1. Stunde: Facts on China in comparison to Germany M 1
2. Stunde: China's economy and its evolution M 4
3. Stunde: Challenges and opportunities for young people in China M 7



### Zusatzmaterial zum Download

**ZM 1** How to create an animated quiz in PowerPoint

**ZM 2** Possible questions and answers for the quizzes

### Erklärung zu den Symbolen

	Dieses Symbol markiert differenziertes Material. Wenn nicht anders ausgewiesen, befinden sich die Materialien auf mittlerem Niveau.	
 einfaches Niveau	 mittleres Niveau	 schwieriges Niveau

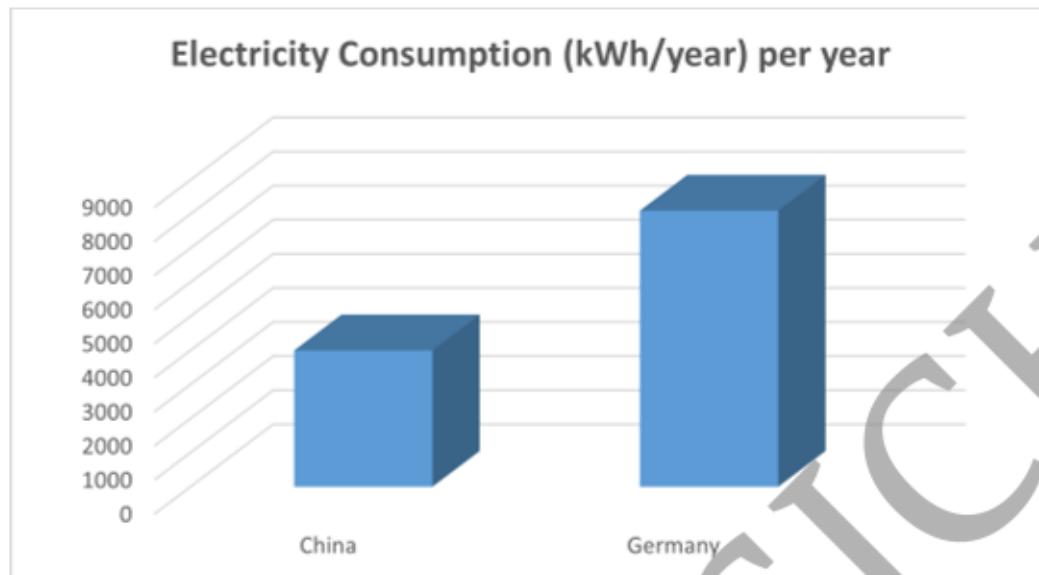
## China and Germany – Comparing facts

M 1

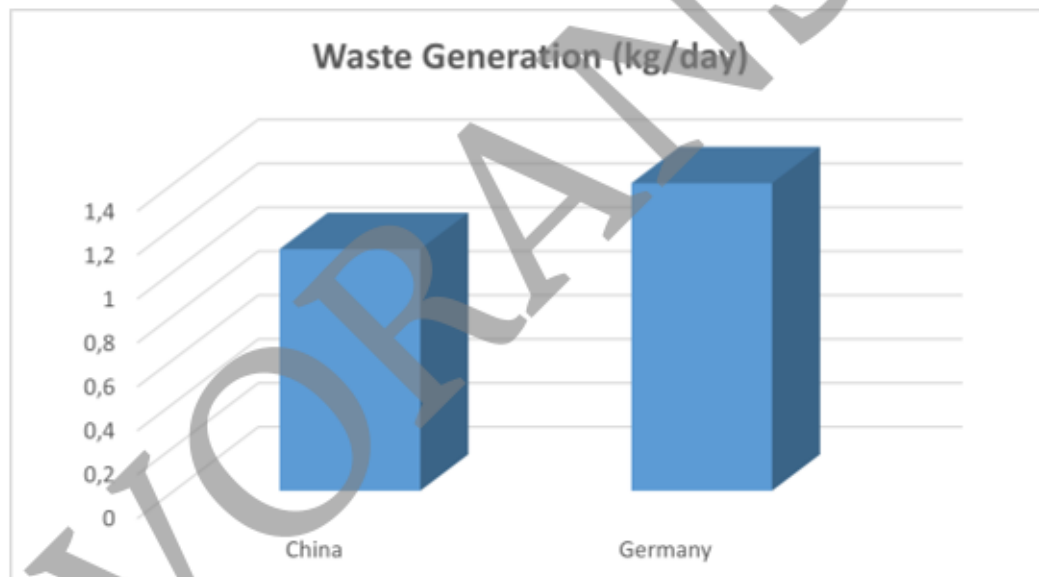


### Tasks

1. Work in pairs: Interpret and analyse the bar charts comparing electricity consumption and waste generation per capita of China and Germany. What kind of insight into the economic and environmental situations of both countries do these two charts provide?



Clemens Kaesler/Ruben Kaesler, © RAABE



Clemens Kaesler/Ruben Kaesler, © RAABE

## M 2



## Key events in Chinese history – A timeline

## Tasks

1. Read the text and highlight important information.
2. In pairs, design a visual timeline that summarises these key events and dynasties. Use colours, symbols and short phrases to highlight important changes (e.g., dynasty shifts, inventions, invasions or reforms).

Ancient China	Imperial unification	Golden age	Foreign rule	Republic & civil war	People's Republic
1600 BC–221 BC	221 BC–220 AD	618–1279	1279–1911	1911–1949	1949–present

3. Pick three major events from the timeline (e.g., the Opium Wars, the Great Leap Forward or the fall of the Qing Dynasty). For each event, briefly describe:
  - What caused it?
  - What were its short-term and long-term effects?
4. Focus on the last section of the text (People's Republic of China). Create a two-column table:
  - Column A: Strengths of modern China (e. g., economy)
  - Column B: Criticisms (e.g., censorship)

## The history of China

With a legacy stretching back thousands of years, China stands as one of humanity's oldest continuous civilisations. Its past is a tapestry<sup>1</sup> of flourishing empires, internal strife<sup>2</sup>, cultural milestones and political transformations. Located in East Asia, China has endured waves of growth and turmoil, facing outside invasions and internal revolutions before evolving into the global powerhouse we see today. This timeline offers a condensed look at the defining chapters of its rich and complex history.

**Ancient beginnings (1600 BC–221 BC):** China's early days unfolded under the Shang and Zhou Dynasties, the first known rulers of the land. At this stage, the region was fragmented<sup>3</sup> into smaller territories frequently clashing with one another. A key concept emerged under the Zhou – the "Mandate of Heaven" – which claimed emperors ruled with divine favour, a favour lost through misrule. This idea shaped Chinese political thought for generations. Toward the later Zhou period, the philosophical foundations of Confucianism and Daoism took root, leaving a profound<sup>4</sup> and lasting impact on Chinese society and governance.

**The age of unification (221 BC–220 AD):** The warring states were eventually brought under one rule by Qin Shihuangdi, who established the short-lived but pivotal<sup>5</sup> Qin Dynasty. Under his reign, China was centralised: laws were standardised<sup>6</sup>, a common script was adopted, roads were constructed, and the early foundations of the Great Wall were laid to guard against northern threats. The following Han Dynasty built upon this unity, launching a civil service system and opening trade routes such as the Silk Road, which boosted the empire's wealth and connected China with distant cultures across Asia and Europe.

**The golden age (618–1279):** The Tang and Song Dynasties marked a high point in Chinese civilisation. These centuries saw a remarkable<sup>7</sup> blossoming of the arts, literature and science.

## M 3



## Station 1 – Chinese culture, tradition and modern society

This is the first out of four learning stations. At this station, you will deepen your understanding of the unique blend of traditional and modern elements in Chinese culture.

### Tasks

1. Read the text about Chinese culture. Pay attention to how traditional and modern elements coexist and influence various aspects of life in China.
2. Answer the multiple-choice questions. These questions are designed to test your comprehension and encourage critical thinking about the material. For each question, read all the options carefully before selecting an answer.
3. Discuss your answers with a partner at the station. Compare your thoughts and reasoning for each choice.
4. Consider how the information you have learnt might relate to other cultural contexts or your own experiences.
5. Once you have completed the questions and any optional discussion, proceed to the next station.



### Questions

1. What is the primary focus of Confucianism in Chinese culture?
  - a) Meditation and reincarnation
  - b) Respect, family and social order
  - c) Living simply and in harmony with nature
  - d) Technological innovation
2. Which of the following is NOT one of the “Three Teachings” that guide Chinese culture?
  - a) Confucianism
  - b) Daoism
  - c) Buddhism
  - d) Hinduism
3. What does the concept of yin and yang in Chinese cooking emphasise?
  - a) The use of only spicy ingredients
  - b) Balance between hot and cold, strong and mild flavours
  - c) Preference for sweet and sour dishes
  - d) Exclusively vegetarian meals
4. Which festival is known for celebrating the full moon and sharing mooncakes?
  - a) Chinese New Year
  - b) Dragon Boat Festival
  - c) Mid-Autumn Festival
  - d) Qingming Festival
5. How do modern Chinese films often blend traditional and contemporary elements?
  - a) By focusing solely on traditional martial arts
  - b) By incorporating modern beats with old poems
  - c) By combining martial arts with science fiction
  - d) By excluding any traditional influences