

LESSON PLAN:

Title of Segment: Learning English in China

This lesson has been designed to support *the.News* video “English in China.” The video can be found online at http://www.pbs.org/newshour/thenews/theglobe/story.php?id=3048&package_id=632.

Lesson Author: Greg Timmons

Learning Objectives: From McRel

Economics

Standard 10: Understands basic concepts about international economics

Geography

Standard 11: Understands the patterns and networks of economic interdependence on Earth’s surface.

Business Education

Standard 17: Understands that cultural difference, export/import opportunities, and current trends in a global marketplace can affect an entrepreneurial venture

Standard 31: Understands significant aspects of international business and trade and the opportunities they create at the local, state, national, and international level

Thinking and Reasoning

Standard 2: Understands and applies basic principles of logic and reasoning

Time Frame: 2-3 class sessions

Background: China will host the 2008 Summer Olympic Games in Beijing. This is a “coming out party” for China as it continues to be one of the fastest growing economies in the world. Playing host to the world for the Summer Olympics could potentially bring billions of dollars and international recognition and prestige to the world’s only major communist state.

The decision to hold the Summer Games in China was made in July of 2001 amid some controversy. For decades, China has sustained strong criticism from Western powers, especially the United States, for its human rights record. China made the bid for the Games hoping to encourage more openness and create a better international understanding of its government and society. The world will be waiting to see if playing host to the Olympic will also bring more openness in China’s society.

With China’s booming economy, many multinational corporations are hoping the Games will bring some economic benefit. In this lesson, students will review *the.News* report on young Chinese learning English, initially to assist visitors to the 2008 Summer Olympics, but also to help prepare them for the global market. Then students will gain a perspective on the global economy from writer Tom Freidman and examine an in-depth look at China’s growing economy from the *Newshour*’s Paul Solomon. Finally, students will reflect on the impact of China’s economic emergence on the U.S. economy and write a paper on ways to address this impact.

Key Concept: The importance of marketable skills in the global economy.

Key Vocabulary:

- Globalization
- Infrastructure
- Venues
- Refurbish
- Innovation
- Purchasing power
- disaggregated

Content Area: Social Studies, world affairs, geography, economics, business management, emphasis on learning a language.

Materials:

- Series of maps showing China in relation to the world, regional map showing China in Asia, and map showing Beijing and Shanghai (from *the.News* story)
- *The.News* story on “Learning English in China,” <http://macneil-lehrer.com/thenews/video/englishinchina.html>
- Graphic Organizer for notes on *the.News* story “Learning English in China”
- Graphic Organizer for notes on the *Newshour* story “China’s Growing Economy”
- Final Assessment Project

LESSON PLAN: “Learning English in China for fun and profit”**Opening Activity/Discussion**

1. Have students look at the map from the website or pass out copies of the map to the class.
2. Hold a class discussion on the following questions:
 - What do you feel are the political and economic implications for China with the growing number of countries speaking English?
 - What countries might have the greatest influence in encouraging China to adopt English as an unofficial language and why?
 - What do you think will be the costs/benefits if China continues to incorporate the English language into its society?

Main Activity**Part 1**

1. Distribute the graphic organizer for the “Learning English in China” news story.
2. Have students work in pairs and review the news story “Learning English in China” taking notes on their graphic organizer. You may also download and print the transcript for easy review.
3. Have the student pairs share their findings with the class.

Part 2

4. Distribute the short summary of Tom Friedman’s book, “The World is Flat.”
5. Have students work in pairs to review the summary and discuss the questions at the end.

6. Have the student pairs share their thoughts with the class.

Part 3

7. Organize students into small groups of 3-5. Distribute the graphic organizer on “China’s Growing Economy.” This tool is organized for discussion and written answers so students have a record of what they viewed in the news segment.
8. Have students watch the first segment of Paul Solomon’s *China on the Rise* series entitled “China’s Growing Economy,” http://www.pbs.org/newshour/bb/asia/july-dec05/china_10-04.html and take notes on the graphic organizer. You may also download and print the transcript for easy review.
9. Review students’ findings with the entire class.

Part 4

10. Distribute the Final Assessment Project to students and review its requirements.

Listing for Curriculum Credit:

Greg Timmons, former social studies teacher, now freelance writer and educational consultant

Graphic Organizer for the News story on “Learning English in China”

Name(s) _____

Directions: Working in pairs, review *the News* story on “Learning English in China” either online or from a printed transcript. Answer the questions on this graphic organizer to prepare for a general class discussion and additional activities in this lesson.

1. Evidence of English language’s influence in China:

2. Benefits of globalization on China:

3. Benefits for China in hosting the 2008 Summer Olympics in Beijing

Short Term Benefits	Long Term Benefits

4. Benefits of learning English for Chinese trade and business

Short Term Benefits	Long Term Benefits	Countries with English as primary language

5. Advice to American students on ways to participate in the Chinese economic boom

Summary of “The World is Flat” by Tom Friedman

Name _____

Directions: Review the following summary with a partner then discuss the questions at the bottom and be prepared to share you findings with the class.

In Tom Friedman's 2005 book, "The World is Flat" he contends that due to several key technological advancements economic opportunities the once deemed "third world countries" have gained a strong advantage in competing with more advanced countries leveling the playing field for doing business. Though the 1990's saw a boom and bust in the technology industry, there was a massive investment in its infrastructure – putting broadband connectivity around the world. At the same time, computers became cheaper and were dispersed all over the world. Crucial software programs needed to effectively utilize this infrastructure was developed – email, search engines and real time communication software. Suddenly there was a platform for intellectual work could be digitized, disaggregated, distributed to different groups anywhere in the world, worked on, and put back together. If a company didn't have someone who was knowledgeable enough or inexpensive enough to do the job, it could send out the work to *someone* in the world who was. They were out there; all that was needed was to find them.

This leveled the playing field (or metaphorically, the earth) in the global market place. Anyone in any part of the world with a computer and Internet access could do business with anyone else. Examples are already plentiful with tax preparation and x-ray analysis conducted in many Asian countries for U.S. clients. Workers in several different parts of the world can collaborate online on any task imaginable. As many countries acquired this technology and the training that went with it, countries like China, Russia, and India also began to open their economies to trade with western nations like the U.S. and Europe. More and more of what they are trading is information and services – things that can be transported on fiber optics and microwave at the speed of light.

Friedman goes on to say that these countries are not racing along to keep pace with the U.S. and Western nations, but to surpass those nations' economies. And they have the tools to do this. Both China and India are investing billions of dollars in education, technical training, and yes, teaching their people how to speak English, one of the most commonly used languages in business. They also have the numbers. The 200 million Chinese learning English are potentially adding that many more people into the international workforce. And they have the ambition realizing they no longer have to be observers of economic prosperity but can be participants.

Discussion Questions:

- How have technological developments leveled the economic playing field of the world?
- Describe the advantages and disadvantages countries like China and India have to successfully compete in the global market place
- What effect will more than 100 million educated workers, trained to speak English, have on your employment prospects in the global economy?

Graphic Organizer for “China’s Growing Economy”

Name(s) _____

Directions: Work with a partner to complete the following questions. Watch the first segment of Paul Solomon’s *China on the Rise* series entitled “China’s Growing Economy,” http://www.pbs.org/newshour/bb/asia/july-dec05/china_10-04.html. You may also download and print the transcript for easy review. Keep this information for later use in the lesson.

1. Discuss how the Pudong Shangri-La Tower 2 is a symbol of China’s economic prosperity.

2. List ways the hotel’s amenities will help boost the economy of Shanghai?

3. Compare and contrast the economic growth of China and the United States since the late 1970s.

China	United States

4. Discuss why China’s economy hasn’t surpassed the United States economy yet and the reasons you think it will or won’t.

5. What is “purchasing power” and how has China’s purchasing power grown over the past 25 years?

6. Discuss why this increase in Chinese purchasing power has been an enticement for multinational retailers like Wal-Mart to build stores in China.

7. Comment on the optimism of the two Chinese students featured in the news segment. What is your reaction to their enthusiasm? Do you think this ambition is typical of urban Chinese students? Is it typical of U.S. students? Why or why not?

8. Identify the cause and effect reaction of people moving from the countryside to the cities in China.

Numbers of people who move to the city each year	Reasons for moving to the city	What cities will need to do to accommodate these people	Positive/negative effects on the economy

9. Discuss how the \$1.25/hour average wage for Chinese factory workers gives China's companies a competitive advantage in the global market.

10. Site evidence from the report that shows how this low wage has affected China's economy.

Effect on manufacturing compared to other countries	Effect on what is begin exported from China	Effect on China's ports

11. Discuss the potential advantage in the global market for Chinese school children who learn two or more languages. Where do you see evidence of this same potential in United States schools?

12. In the final part of his report, Paul Solomon describes some of the world's biggest problems facing China. Review the list below and discuss how each of these problems might affect its economic growth:

- Innovation in a repressive society
- Protecting intellectual property and copyright in a economy where piracy is rampant
- Making solid and save investments where corruption runs rampant
- Finding work for millions of unskilled peasants from the countryside in ever more mechanized and technological economy.
- Environmental concerns with 16 of the worlds' 20 most polluted cities.

Final Assessment Project

Name _____

Tom Friedman concludes his book with a warning to young people in the United States. Their counterparts in China are not looking just to develop products to be sold in China, not just made in China, but designed and dreamed up in China. The Chinese are poising themselves to not just be a location for inexpensive manufacturing labor, but a “low-cost, high-quality, hyper-efficient collaborator with worldwide manufacturing on everything.” Collaborating on what in the past has always been Americans’ forte: innovation – the ability to think up new methods for doing things in more efficient and productive ways. Friedman goes on to say that the Chinese and Indians will challenge our pre-eminent capacity to innovate and our place in the global market. He identifies three gaps now plaguing American society that are creating this crisis:

1. Ambition gap: Compared to young Chinese, too many Americans have gotten lazy, believing that advancement and good paying jobs will always be there.
2. Numbers gap: The United States is not producing enough scientists and engineers. In the recent past we imported Chinese and Indians too fill the labor-shortage in hi-tech jobs. But in a world where anyone can work “from home” these foreign workers are now working for their home countries.
3. Education gap: Many U.S. multinational corporations are outsourcing not just to save on salaries but because they can often get better skilled and more productive people than American workers.

Discussion Questions:

- How will learning the English language give the Chinese another economic tool for doing business in the global economy?
- Do you think the Chinese with all they are doing pose an economic threat to the United States?
- Describe the three gaps Tom Friedman sees the United States is facing and that challenge its future position in the world as an economic leader.
- Do you agree with Tom Friedman’s conclusions? Why or why not? What actions do you feel the next president of the United States should do to address this issue? What role might you play in this effort?

Write an open letter to the American public regarding China’s rise in economic power and its potential effect on the United States. In the paper, site evidence from your notes on the news segments that describe China’s growing economy, the attitude of its young people, the technological changes that have made “the world flat” and increased advantages for less developed countries, and what you suggest be done to address the three concerns brought up by Tom Friedman.

LESSON PLAN:

Title of Segment: Learning English in China

This lesson has been designed to support *the.News* video “English in China.” The video can be found online at http://www.pbs.org/newshour/thenews/theglobe/story.php?id=3048&package_id=632.

Lesson Author: Greg Timmons

Learning Objectives: Taken from McRel

Language Arts

Writing

Standard 1: Uses the general skills and strategies of the writing process

Standard 2: Uses the stylistic and rhetorical aspects of writing

Standard 4: Gathers and uses information for research purposes

Reading

Standard 5: Uses the general skills and strategies of the reading process

Standard 7: Uses reading skills and strategies to understand and interpret a variety of informational texts

Listening and Speaking

Standard 8: Uses listening and speaking strategies for different purposes

Viewing

Standard 9: Uses viewing skills and strategies to understand and interpret visual media

Media

Standard 10: Understands the characteristics and components of the media

Thinking and Reasoning

Standard 2: Understands and applies basic principles of logic and reasoning

Career Goals – Business Education

Entrepreneurship

Standard 17: Understands that cultural difference, export/import opportunities, and current trends in a global marketplace can affect an entrepreneurial venture.

Time Frame: 2-3 class sessions

Background: In the summer of 2008, China will host the 2008 Summer Olympic Games in Beijing. Communist party leaders to young Chinese students alike are eager to show the world China’s hospitality and culture. Many young people are hoping to be a part of the event by working as tour guides to greet foreigners who have come to the Olympics. Playing host to the world for the Summer Olympics has the potential of bringing billions of dollars and international recognition and prestige to the world’s only major communist state.

In this lesson, students will develop an online recruitment brochure encouraging young and intelligent Chinese to volunteer as tour guides and greeters for Americans coming to the Summer Olympics in Beijing in 2008. Depending on time and class resources, you may have students construct their brochures in a web development program, or PowerPoint, or even on paper. You

can make this as competitive as you want (or not) with students working in teams to develop the “best” online pamphlet for the client. A culminating activity calls for students to present their pamphlet to other members of the class for evaluation.

Key Concept: Write an effective online volunteer recruiting brochure for the 2007 Summer Olympics Games in Beijing to recruit top level young Chinese to serve as tour guides and hosts.

Key Vocabulary:

- Globalization
- Infrastructure
- Venues
- Refurbish
- Innovation
- Purchasing power

Content Area: Language Arts/Media Literacy, Cultural Geography

Materials:

- Internet access computers
- *The News* story on “Learning English in China,” <http://macneil-lehrer.com/thenews/video/englishinchina.html>
- Student Handout: “Developing an Effective Online Volunteer Website”

LESSON PLAN: “One World, One Dream”

You can stage this activity as a work project in an American public relations firm that specializes in tourism. Emphasize to students this project puts their work on a world stage utilizing tools of the Internet to produce a product for the global economy. Their task is to develop a recruitment pamphlet aimed at bright, young Chinese to volunteer as tour guides and greeters at the 2008 Summer Olympic Games. These volunteers will greet American tourists at the airport or hotels and act as guides during their stay. The task for students is to make sure their pamphlet explains the expectations, requirements, and duties of the volunteers so that applicants are the most qualified.

Procedure:

1. Divide students into small work teams to develop the brochure. The first step is to generate information for the content of the brochure. Have students review *the News* story “Learning English in China” and identify points they feel are important for potential volunteers to know. These could be interesting facts about China, China’s preparation for the Olympics, and the benefits hosting the Olympics can have on China and the Chinese.
2. Students should take a little time to view the official website of the 2008 Summer Olympics to get a feel of the spirit of the Games. <http://en.beijing2008.cn/>. Click “Image and Look” on the top menu bar.

3. Then students should brainstorm ideas on what they feel are important qualifications for applicants such as age, lingual talents, education and knowledge of China, personality traits and attitudes, and physical appearance.
4. Next have students make a list of what volunteers should know about Americans and American culture. Have them examine themselves and list things they feel their Chinese hosts should know about themselves as a culture.
5. Now have students begin development of the online brochure. Depending on time and class resources, you may have students construct their brochures in a web development program, or PowerPoint presentation, or in script format on paper. Distribute the handout “Developing an Effective Online Volunteer Website” and review the directions with them.
6. After students have finished their websites, have them present to the class for review.

Listing for Curriculum Credit:

Greg Timmons, former social studies teacher, now freelance writer and educational consultant

Developing an Effective Online Volunteer Website

When you design your volunteer website, keep in mind the best type of design is one that is appealing to you. But it is always a good idea to see what other people have done with their websites. Before you begin, do a little research to see how other organizations have developed their volunteer sites and note how they have incorporated the ideas listed below. You can look on the Internet by using key words like “online volunteer recruiting” or check out the following websites:

- Idealist.org <http://www.idealist.org/>
- Points of Light Foundation <http://www.pointsoflight.org/>
- VolunteerMatch.org <http://www.volunteermatch.org>
- Online Volunteering <http://www.onlinevolunteering.org>

As you review the example websites, look to see how they incorporate the following elements:

- The Title – is it attractive and eye-catching? Does it convey the purpose of the site?
- How is information distributed on the page? In paragraphs, bullet points, or icons? Which seems the easiest to review?
- How much scrolling is required to review a specific page? (It’s best to keep page scrolling to a minimum.)
- How are the pages laid out? How many columns are used? Illustrations? Blocks or sections?
- What colors are used? Color selection is important to attract people’s attention and project an inviting impression. Colors shouldn’t be boring, but should not distract the viewer. Bright colors work well, as do contrasting colors that aren’t too clashing.
- How easy is it to navigate the site? It’s a good idea to have every additional page link back to the home page. This will keep viewers on your website and help them navigate around. Place navigation buttons at the top, bottom, or in a side column to help viewers link to any section in the website. Make sure all links work!
- What content do you want to be on the site? Content should be brief and to the point. You don’t want anything unnecessary or confusing. Incorporate information from the brainstorming lists you developed earlier. Also consider online applications and a procedure for interviewing and evaluating the candidates.