

Chinese Minority Cultures Literature Review

Purpose:

Students will review literature and non-fiction sources concerning the Chinese minority culture groups in order to identify the traditions and values of these cultures as being unique and important.

Target Grade Level: 7

Topic: Minority Culture Values as Evidenced through Literature and Children's Non-Fiction Sources

Concepts:

Identifying elements that characterize culture in literature
Analyzing the representation of Chinese minority peoples in textbooks.
Appreciating differences among the peoples of China

Materials:

Texts and various picture and storybooks, the internet and newspaper

Key Idea:

Minority cultures used storytelling to portray the belief system and the values of their culture.
Some Chinese minority cultures are struggling for fair representation.

Procedures:

1) After reading a variety of literature that is taken from the Han or major Chinese culture group, students will examine a map of China and locate areas that are traditionally designated for

minority groups. Most of these areas are on the borders. To be considered a minority an ethnic group must have:

- a specific language
- a homeland
- distinct customs
- strong self identity

A good source to explain how a group becomes a minority in China is www.c-c-c.org/chineseculture/minority/minority.html

What are the minority cultures in the United States? How is “minority” defined in the United States?

2) Discuss with the students how China provides for their minority groups? What may be some problems that minority groups are having in China?

Good sites for these discussions:

www.ahcpr.gov/research/minorhlth.htm

www.hartford-hwp.com/archives/55/421.html

There are also political protest sites representing Chinese minorities.

3) The students will read literature from the Minority Groups of China below and complete the attached questionnaire concerning each story. Note that the stories need to be appreciated on a literary level in addition to identifying a specific ethnic minority. While they are reading the stories they may locate the Ethnic group’s current location on the map.

Your Name Here _____

Name of Chinese Ethnic Minority _____

Name of Story _____

Basic Story Line of the Piece of Literature

Setting _____

Characters _____

Name four things that are valued in the story

Name two general problems identified in the story:

1) _____

2) _____

Tell two way the characters solve the problem in the story.

1) _____

2) _____

What did you learn about the specific Ethnic Minority Group from this story?

4) Students will read excerpts from the Literature List for Specific Ethnic Minority Groups (below)

*This will grow as more examples are found and added.

*Some stories do not identify a specific minority, but the story may identify the region in which they live.

Ch'iang *Big Brother-Man; Little Brother-Rabbit*

Chuang *The Chuang Brocade*
The Rabbits Got Pink Eyes and Long Ears
The Princess' Veil

Hani *Why the Sun Rises when the Rooster Crows*

Kazakh *Smart Head Better Than Sharp Teeth*

Kawa *The Competitive Tiger*

Kazakh *The Smell of Food and Jingle of Coins*

Korean *The Choosy Maid of Yen-Pien*

Lisu *The Heavenly Song of the Green-Spotted Dove*

Miao *How the Rooster got His Crown/ Amy Lowry Poole*
The Peacock's Tail
The Golden Sheng

Mongol *How the Horse-Head Fiddle Was Created*
A Merry Prank of Pa-Leng-Ts'ang
Hunter Hailibu's Great Sacrifice
The Jealous Artist and Architect

Mountainous Nung	<i>LingLi and the Phoenix Fairy/Ellin Greene</i> <i>The Tale of the Magic Green Water-Pearl</i>
Oronchon Pai	<i>The Twins of Paikala Mountain</i> <i>The Winding-Horn Village</i>
Puyi	<i>The Great Battle Between the Grasshoppers and the Monkeys</i>
Shui	<i>The Story of the House</i>
Southern China	<i>The Lost Horse</i>
Tai	<i>The God of Faces</i>
Tibet	<i>The Donkey and the Rock</i> <i>The Tale of the Golden Vase and the Monkeys</i> <i>The Bird of Happiness</i> <i>The Tibetan Envoy's Mission</i> <i>All the Way to Lhasa</i> <i>The Story of the Tortoise and the Monkey</i> <i>A Hungry Wolf</i> <i>The Tower That Reached From Earth to Heaven</i> <i>The Jackals and the Tiger</i> <i>The Country and the Mice</i>
T'uchia	<i>T'ien The Brave, Hero of the Hsia River</i>
T'ung	<i>The Stonemason</i> <i>The White-Hair Waterfall</i>
Uighur	<i>Anizu's Magic Wonder Flute</i>

The Golden Carp

Wolong Valleg *Shooting the Moon*
Yao *Treasure Mountain*
How the Moon and Stars were Created
The One Horned Ox
Maiden Liu, the Songster
The Ten Thousand Treasure Mountain

Yi *A Well Deserved Punishment*
When Rocks Rolled Crackling Wisdom
The Magic Pole
Seventh Sister and the Serpent

5) In addition to reading the literature from the Chinese Ethnic Minority Cultures the students will review information about minority cultures in Children's non-fiction books, articles and on the internet.

For example, an article from Saturday, March 6th, 2004 from the Columbus Dispatch entitled, "China to Focus on its Social Ills" gives the impression that the Chinese government will make an attempt to help the ethnic minorities who are struggling despite a good overall economy.

Non-fiction sources intended to educate students about China will vary on the attention given to the ethnic minority cultures. Students will learn to be sensitive to the representation of minorities in textbooks by completing a survey to build their awareness.

Below is a list of specific nonfiction books on for children on China that can be reviewed.

Ancient China, The Nature Co., Time Life Books, 1996.

Behnke, Alison, *China in Pictures*, Lerner Publications, 2003.

Collins, Paul and Costain, Meredith, *Welcome to China*,
Chelsea House Publishers, 2000.

Field, Catherine, *Nations of the World China*, Raintree
Steck-Vaughn, 2000.

Kalman, Bobbie, *China the Land*, Crabtree Publishing, 2001.

Keeler, Stephen, *The Changing Face of China*, Raintree
Steck-Vaughn Publishers, 2003.

Krach, Maywan Shen, *D is for Doufu*, Shen's Books, 1997.

Mamdani, Shelby, *Traditions from China*, Raintree
Steck-Vaughn, 1999.

China, Mason Crest Publishers, 1999,

Pitkanen, Matti, *the Children of China*, Carolrhoda Books, 1990.

Riehecky, Janet, *China*, Carolrhoda Books, 1999.

Steele, Philip, *Step Into the Chinese Empire*, Lorenz Books, 1998

Touring China Eighty Years Ago, National Geographic,
Chelsea House, 1999.

Waterlow, Julia, *Country Insights China*, Raintree
Steck-Vaughn Publishers, 1997.

Whiteford, Gary T. *China*, Chelsea House Publishers, 2003.

Williams, Brian, *Ancient China*, Viking Press, 1996.

Your name Here: _____

Chinese Minority Culture Textbook Survey

Name of Textbook _____

Name of Publisher _____

Date of Textbook _____

Name Ethnic Minority Culture(s) Represented in the Book (if any)

Number of Pages of the Book _____

Number of Pages Given to Ethnic Minority Information _____

Number of Chinese Ethnic Minority Pictures _____

Basic Summary of Information Covering Ethnic Minority People

Do you feel there was sufficient information given about the ethnic minority populations in this text? Why or why not?

Other comments About the Text:

6) Given the students review of Chinese Minority Culture literature and nonfiction sources, each student will choose a minority group to write a brief two to three page report or power point presentation.

The report should include these items:

Name of Chinese Minority Culture _____

Location in China _____

Geography _____

Approximate Population of Group _____

Religion _____

Standard of Living _____

Dress _____

Daily Work _____

Role of Women in the Culture _____

Role of Men in the Culture _____

Role of Children in the Culture _____

Specific Cultural Aspects that Make this Group Unique _____

This Culture's Relationship to Majority (Han)

Traditions or celebrations _____

Why did you choose this Chinese Ethnic Minority Group to Study?

These Internet Sources are very helpful overviews of Ethnic Minority Groups in China:

www.travelchinaguide.com/intro/nationality

www.wikipedia.org/wiki/List_of_Chinese_ethnic_groups
<http://yunnan.travel-to-china.net/ethnic/achang.htm>
www.orientaltravel.com/people.htm
[www.nths.newtrier.k12.il.us/academics/faculty/kessel/
Minoritylinks.htm](http://www.nths.newtrier.k12.il.us/academics/faculty/kessel/Minoritylinks.htm)

There are also some sites devoted to individual minority groups.

Sources for Fiction Literature

Bender, Dr. Mark *Seventh Sister and the Serpent: Narrative
Poem of the Yi People*
<http://deall.ohio-state.edu/bender.4-ethnopoetics>

Berger, Barbara *All the Way to Lhasa*, Penguin Putnam_2002.

Demi, *The Donkey and the Rock*, Henry Holt and Co. 1999.

Grandfield, Linda, *The Legend of the Panda* Tundra Books, 1998.

Greene, Ellin, *Ling-Li and the Phoenix Fairy*, Clarion Books, 1996

Huine, Lotta Carswell, *Favorite Children's Stories from China and
Tibet*, Charles E. Tuttle, 1962.

Kuo, Louise and YuanHsi, *Chinese Folk Tales*, Celestial Arts 1976

Otsuka, Yuzo, *Suho and the White Horse*, Viking Press, 1977.

Poole, Amy Lowry, *How the Rooster Got His Crown*, Holiday
House, 1999.

Sadler, Catherine Edwards, *Treasure Mountain*, Atheneum, 1982.

Timpanelli, Gioia, *Tales From the Roof of the World*, Viking Press
1984.

Yep, Laurence, *The Khan's Daughter*, Scholastic, 1997.

Weng, Virginia and MA Jagendorg, *The Magic Boat*, Vanguard
1980.

Young, Ed, *The Lost Horse*, Silver Whistle Harcourt Brace & Co