



Zheng He-China's Naval Ambassador

Author
Grade Levels
Duration

Dennis Rees
6 and High School
2-3 class periods

National Standards

GEOGRAPHY

Element 1: The World in Spatial Terms

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

Element 4: Human Systems

11. The patterns and networks of economic interdependence on the Earth's surface

Element 6: The Uses of Geography

17. How to apply geography to interpret the past

AZ Standards

ELA

Reading

Integration of Ideas and Knowledge

6.RI.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

9-10.RI.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

Writing

Production and Distribution of Writing

6.W.4 and **9-10.W.4**
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Arizona Social Science Standards

GEOGRAPHY

The use of geographic representations and tools helps individuals understand their world.

6.G1.1 Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions.

HS.G1.1 Use geographic data to explain and analyze relationships between locations of place and regions. Key tools and representations such as maps, remotely sensed and other images, tables, and graphs

Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.

6.G3.1 Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

Global interconnections and spatial patterns are a necessary part of geographic reasoning.

HS.G4.2 Analyze patterns of global power and influence in respect to trade, demographics, politics, and resource availability and use.

HISTORY

The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.

6.H1.1 Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.

6.H1.2 Explain the causes and effects of interactions between cultures and civilizations.

HS.H1.3 Evaluate the consequences that resulted from civilizational and cultural interactions.

HS.H1.4 Analyze the impact of cultural diffusion.

HS.H1.7 Analyze how technological innovation and trade has affected economic development and transformed societies.

Overview

Students often learn about the explorations of Christopher Columbus, Neil Armstrong, and Lewis

and Clark. But how many students could cite the achievements of a Chinese explorer? Zheng He is not well known outside of Asia, but his contributions are great. By exploring his life and voyages,

students will learn about their impact on both China and the places he visited.

Purpose

In this lesson, students will learn about the life and voyages of Zheng He and how they affected China and the places to which he traveled.

Materials

- Life of Zheng He Graphic Organizer and Answer Key
- Life of Zheng He PowerPoint
- Voyages of Zheng He Graphic Organizer and Answer Key
- Voyages of Zheng He Map (unlabeled)
https://geoalliance.asu.edu/sites/default/files/maps/ZhengHe_Unlabeled.pdf
- Voyages of Zheng He Map (labeled)
https://geoalliance.asu.edu/sites/default/files/maps/ZhengHe_Labeled.pdf
- Voyages of Zheng He PowerPoint
- Poster Requirements with Scoring Guide
- Poster paper, crayons, colored pencils, markers
- Computer and projector

Objectives

The student will be able to:

1. Integrate information from several sources on a graphic organizer.
2. Use a map to locate places.
3. Produce a visual displaying research.

Procedures

SESSION ONE

1. Introduce the lesson by asking students to name any Chinese explorers they hear of and record any student responses on the whiteboard. (Chances are, there will be nothing to record.)
2. Distribute the Life of Zheng He Graphic Organizer. Explain to students that they are going to a viewing a PowerPoint on the life of Zheng He, a Chinese explorer. They are to complete the graphic organizer while they are watching the PowerPoint.
3. After viewing the PowerPoint, go over the organizer as a class so students may add or adjust information on it.

4. Instruct students to keep this organizer as they will need it in the future sessions.

SESSION TWO

1. Distribute the unlabeled version of the Voyages of Zheng He Map. Project the labeled version of the map and have students label their map showing key geographic features and the locations visited by Zheng He on his voyages.
2. Next, distribute the Voyages of Zheng He Graphic Organizer. Explain to students that they are going to be viewing a PowerPoint on the voyages of Zheng He and that they are to complete the graphic organizer while they are watching it.
3. After viewing the PowerPoint, go over the graphic organizer as a class so that students may add or adjust information.
4. Instruct students to keep the map and organizer as they will need it in the future session.

SESSION THREE

Prior to this session, decide if this will be an individual assignment or a group assignment.

1. Distribute and project the Poster Requirements. Explain to students that they are going to be making a poster on the life and voyages of Zheng He. The poster will incorporate the map they created and information from the two graphic organizers.
2. They may also do additional research on the topic using the library and/or internet.
3. Explain that their poster will be evaluated according to the Poster Requirements and Scoring Guide. The visual display can be no larger than one poster board. Writing must be large enough to read easily.
4. If posters are not completed in class, it can be homework.

Assessment

ELA and Social Sciences

The poster may be assessed for a social science and ELA grades using the Scoring Guide provided. A score of 80% or higher would be considered mastery. (16 out of 20 points)

Extensions

Students could research other Chinese explorers, such as Ma Huan, Wang Dayuan, Yishiha, or Zhang

Qian. They could report their findings in the form of a power point, brochure, or poster.

Sources

Lunde, Paul. "The Admiral Zheng He", Saudi Aramco World, July/August, 2005

"Two Significant Maritime Achievements", Education About Asia, Winter, 2005
Zhang, Song Nan and Hao Yu, The Great Voyages Of Zheng He, Pan Asian Publications, 2005
World Book Encyclopedia