



Liang Hongyu & China's Song Dynasty
Dive into the story of a fierce and ancient Chinese female warrior whose daring feats inspired warriors many centuries after her own death.

CONVERSATION QUESTION

How does Liang Hongyu play an important role in Chinese history?

TEACHING OBJECTIVES

- Students will learn about ancient Chinese dynasties
- Students will learn about the geography of China
- Students will use maps to explain relationships between the locations of places and regions
- Students will analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement
- Students will use questions generated about individuals to analyze why they, and the developments they shaped, are seen as historically significant
- Students will use details from a text to annotate a map
- Students will use details from a text to sketch an illustration
- Students will conduct research using print and digital sources



In addition to supplemental materials focused on core Social Studies skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

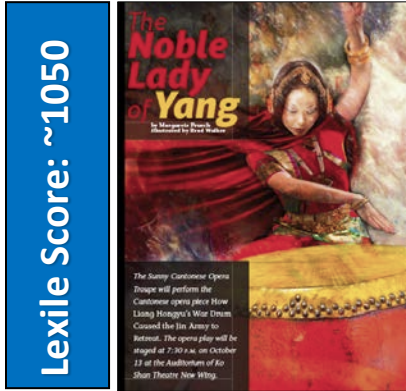
SELECTIONS

- 'The Noble Lady of Yang'
Expository Nonfiction, ~1050L
- Battle of Huangtiandang
Expository Nonfiction, ~950L
- Fast Forward: The Inspiration Continues
Expository Nonfiction, ~1250L

'The Noble Lady of Yang'

pp. 2–3, Expository Nonfiction

Discover who “Lady Liang” is and why she is still revered today as a national heroine in China.



RESOURCES

- Liang Hongyu's China (map in magazine, p. 6)

OBJECTIVES

- Students will read and analyze a nonfiction article
- Students will learn about ancient Chinese dynasties
- Students will learn about the geography of China
- Students will use a map to explain relationships between the locations of places and regions
- Students will use details from a text to annotate a map

KEY VOCABULARY

- **famed (p. 3)** known about by many people
- **intervention (p. 3)** action taken to improve a situation
- **Confucian (p. 3)** relating to Confucius, an ancient Chinese philosopher whose philosophy became part of traditional Chinese culture

ENGAGE

Conversation Question: How does Liang Hongyu play an important role in Chinese history?

Ask students to recall famous heroes from America's past who are credited with helping to secure America's independence (e.g., Washington, Jefferson, Adams, etc.). Then ask them to share how these “historic heroes” are celebrated today.

INTRODUCE VOCABULARY

Together, review the vocabulary words and read them aloud. Then ask students to make predictions about the topic of the text using the vocabulary words. If necessary, help students guess the topic by revealing the title of the article.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

- What did Liang Hongyu accomplish?
- How did Liang's strategy work against the Jin?
- Why is Liang Hongyu's life celebrated long after her death?

CONCEPT/SKILL FOCUS: Explain Relationships

INSTRUCT: Distribute copies of the map on page 6 of the magazine to students. Then instruct them to locate the places and regions mentioned in the article (i.e., Jin, Southern Song, Mongolia, Yangtze River, Kaifeng). Next, explain that they can use the map to help them describe the relationship between these places and regions. Using the map as a resource, have students work in small groups to describe where the places and regions are in relation to one another and to compare their characteristics, such as size and geographic features.

ASSESS: Have student work in pairs to write a two-paragraph short essay. Inform them that the first paragraph should be a description of the relationship between the Jin and Southern Song regions, and the second paragraph should use the names of places and regions to summarize the battle described in the text.

EXTEND

English Language Arts Have students reflect on Liang Hongyu's accomplishments and how they changed life for people in the Southern Song Dynasty. Then have them write a short poem from the perspective of a warrior in the Jin army who met Hongyu's forces. Remind students to use details from the text to help them describe the battle.

WHERE WE ARE

Liang Hongyu's China



China's Dynasties

Note: The period from 1912–1949 is known as the Republic of China; from 1949 to the present, the People's Republic of China.

Dynasty	Approximate Dates
Xia	c. 2100–1600 B.C.E.
Shang	c. 1600–1050 B.C.E.
Chou <small>(also spelled Zhou)</small>	c. 1046–256 B.C.E.
Qin	221–206 B.C.E.
Han	206 B.C.E.–220 C.E.
Six	220–559 C.E.
Sui	581–618 C.E.
Tang	618–906 C.E.
Five Dynasties Period	907–960 C.E.
Song	960–1279 C.E.
Yuan	1279–1368 C.E.
Ming	1367–1644 C.E.
Qing	1644–1912 C.E.

Battle of Huangtiandang

pp. 10–12, Expository Nonfiction

Dive into the story behind the battle and find out why Liang Hongyu's success in battle didn't turn the tide of the larger war.



RESOURCES

- Analyzing Movement

OBJECTIVES

- Students will read and analyze a nonfiction article
- Students will learn about ancient China
- Students will learn about the geography of China
- Students will analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement
- Students will use details from a text to sketch an illustration

KEY VOCABULARY

- **foothold** (p. 11) a secure position from which further progress may be made
- **heartland** (p. 11) the central or most important part of a country
- **blockade** (p. 12) an act of sealing off a place to prevent people from entering or leaving

ENGAGE

Conversation Question: How does Liang Hongyu play an important role in Chinese history?

Ask students if they have ever been completely sure of an outcome, only to have something different happen. Ask them to share their thoughts. Then invite them to share ideas about the kind of developments that might change the outcome of a battle.

INTRODUCE VOCABULARY

Together, review the vocabulary words and read them aloud. Then ask students to choose two or more words from the vocabulary list and write a sentence about the conflict between the Jin and Southern Song using them.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

- Where did the Jin armies invade in 1129?
- What did Liang Hongyu's actions in 1130 cause the Jin to do?
- What might have occurred had Liang Hongyu not had success in defeating the Jin navy?

CONCEPT/SKILL FOCUS: Analyze Movement

INSTRUCT: Explain that the movement of people doesn't happen in a vacuum. Rather, it happens in an environment. The features, or characteristics, of the environment can promote (i.e., extend) or limit (i.e., contract) human movement in that location. Next, distribute copies of the *Analyzing Movement* organizer. Direct students to reread the article, noting geographic features that affected human movement during the battle. Remind students to use evidence from the text to support their answers.

ASSESS: Have students work in pairs to discuss the answers they wrote in the right-hand column of their organizers. Tell partners to try to come to agreement on whether the features extended or contracted human movement during the battle.

EXTEND

Art Explain that historians often read richly detailed accounts of historic events, and they must rely on these details to imagine what the event looked like as it was happening. Tell students to help a historian imagine the battle described in this article by using details from the text to sketch an illustration depicting a scene from the battle.

Analyzing Movement

The movement of people doesn't happen in a vacuum. Rather, it happens in an environment. The features, or characteristics, of the environment can promote (i.e., extend) or limit (i.e., contract) human movement in that location. Reread the article, noting geographic features that affected human movement during the battle. Then determine whether each feature extended or contracted human movement during the battle.

Geographic Features Influencing Military Event	Did this feature of the environment Extend or Contract the movement of people in this location during the battle?

Fast Forward: The Inspiration Continues

pp. 36–37, Expository Nonfiction

Explore how ancient female warriors inspired the Chinese during their conflicts with Qing rulers and with Japan in the 20th century.



ENGAGE

Conversation Question: How does Liang Hongyu play an important role in Chinese history?

Invite students to share their ideas about the concept of patriotism—What is patriotism? How do people show their patriotism? How are patriots celebrated?

INTRODUCE VOCABULARY

Write the following sentences on the board. Then, ask students to decide which two words from the vocabulary list should be used to complete the sentence.

- _____ in the country continue to _____ feelings of resentment toward the government.
- Many ordinary citizens applauded the _____ shown by _____.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

- How was Liang Hongyu inspiring to Chinese people during the 1911–1912 revolution?
- How was the story of Liang Hongyu used by the Chinese people during the war between Japan and China from 1937 to 1945?
- What evidence is there to support the claim that Liang Hongyu plays an important role in Chinese culture today?

CONCEPT/SKILL FOCUS: Analyze Significance

INSTRUCT: Explain to students that they will be using the answers to the questions in the Read & Discuss section above to analyze why Liang Hongyu is viewed as a historically significant person in China. Have students work in pairs to discuss their answers to these questions with one another.

ASSESS: Have each pair create a small sketch of Liang Hongyu and add a summary annotation describing who Liang Hongyu was, what developments she shaped, and why these are considered historically significant.

EXTEND

Social Studies Explain that using figures from the past to inspire people during challenging times is a common cultural practice in all human societies. Have students use library and internet sources to identify other patriots whose ideas and actions became beacons of inspiration during major military conflicts, such as World War II. Invite students to present their findings to the class.

OBJECTIVES

- Students will read and analyze a nonfiction article
- Students will use questions generated about individuals to analyze why they, and the developments they shaped, are seen as historically significant
- Students will conduct research using print and digital sources

KEY VOCABULARY

- **rouse** (p. 36) to cause to feel angry or excited
- **activists** (p. 36) people who campaign to bring about political or social change
- **patriotism** (p. 36) a sense of devotion to and support for one's country