



LESSON PLAN



Rural Education in China

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Essential/Central Question:

How do rural-urban divides in education impact a country's economic development?

Lesson Summary:

Students will examine economic development challenges in rural China by exploring issues addressed in Scott Rozelle's 1990 Institute talk on the "Other China." After watching an excerpt of the talk and analyzing one of Rozelle's data charts, they will use case studies of rural students in China to identify barriers that students face when pursuing higher education. Summative assessment ideas are provided for teachers who would like to extend the ideas of the lesson.

Grade levels and Courses:

This lesson was designed for a high school (11-12 grade) course in AP Comparative Government, world history or AP Human Geography.

Duration:

One 80-minute block period or two 45 minute periods

Step-by-step Description:

Materials:

Chart of Chinese Census Data and Analysis Chart (handout 1), video note sheet (handout 2), projector and computer

Lesson Introduction:

- Project or pass out the chart of education data from the 2010 Chinese Census.
- Have students fill out the chart analysis graphic organizer in pairs or small groups.
- Have students discuss their observations in partners or as a class. The chart will be addressed in more detail by Scott Rozelle in the video lecture.

Background Context:

- Play minutes 14:20-23:50 of Scott Rozelle’s talk at the 1990 Institute 2018 Teachers Workshop about the “Other China.” (<https://www.youtube.com/watch?v=0gc8NwLrPGk>) Pause as necessary to go over the questions on the video note sheet (handout 2).

Case Study Analysis:

- Divide students into groups of five. Assign each group member one of the [rural student profiles](https://reap.fsi.stanford.edu/docs/reap_school_stories) (https://reap.fsi.stanford.edu/docs/reap_school_stories) provided on the Stanford REAP Website. If students do not have Internet access or computers in class, the profiles can be printed out and distributed.
- Have each student take notes on the assigned profile using the graphic organizer in handout 3.
- Each student should then share the main ideas of his or her case study with the other group members.

Closing Discussion:

- In small groups or as a class, discuss the following question:
 - Based on the information in the case studies and Rozelle’s talk, what are the main barriers to progress in China’s rural education? How does this impact the country’s development?

Summative Assessment:

Suggestions for summative assessments based on the themes of this lesson are provided below:

- Research a specific challenge related to rural education in China and identify a possible solution. Then, produce a short video to share your proposal.
- Interview someone who grew up or attended school in China. Prepare a digital presentation that compares his or her story to the case study that you read.
- Compare and contrast China’s rural education system with that of another middle income country, such as South Africa, Mexico, or Turkey.

Common Core Standards:

[CCSS.ELA-LITERACY.RI.11-12.2](#)

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

[CCSS.ELA-LITERACY.RI.11-12.7](#)

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RH.11-12.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Additional Resources for Instructors:

- Stanford Rural Education Action Program (REAP) (<https://reap.fsi.stanford.edu/research>)
- China’s School Dropouts a Growing Concern for Economy in Transition” (Reuters) (<https://www.reuters.com/article/us-china-economy-labour/chinas-school-dropouts-a-growing-concern-for-economy-in-transition-idUSKCN1B50HM>)
- China National Bureau of Statistics (<https://www.stats.gov.cn/english/statisticaldata/censusdata>)