

# Tourism and the Great Wall of China

## Unit of Work

### Victorian Essential Learning Standards Level 5

Humanities / History / Geography; Interpersonal Development;  
Personal Learning; English; Information and Communications  
Technology; Thinking Processes

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## Introduction

This unit of work has been designed to complement the units of work, 'The Great Wall of China' and 'The Qin Emperor and the Terracotta Warriors'. This unit can also stand alone, though it could draw from materials contained in the other units.

Students are introduced to the idea of cultural symbols, of which the Great Wall of China is an example. They consider other cultural symbols in a range of societies and appreciate their significance. Through investigation of a range of pictorial and written resources (much of it derived from online sources), students prepare a poster that illustrates the impact of tourism and other human interactions on the Great Wall of China.

Students are then challenged to create a proposal to ensure the long-term protection of the Wall. They will conduct research comparing strategies adopted on other heritage sites around the world. They will be working in groups and individually. They will use a variety of strategies including brainstorming, forming questions, planning, note-making, developing a proposal, editing and refining and shaping their text.

This unit provides opportunities for students to demonstrate achievement against the standards in Interpersonal Development, Personal Learning, English, Humanities (History and Geography), Information and Communications Technology (ICT) and Thinking.

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# Learning focus

## Physical, Personal and Social Learning

- develop roles and responsibilities for working in groups
- reflect on own and team's outcomes
- develop skills in learning with and from their peers.

## Discipline-based Learning

### English

- write arguments that state and justify a personal viewpoint.

### Geography

- investigate policies for managing human impact on environment.

### History

- explore legacies of ancient societies for contemporary society
- frame key research questions, plan investigations and report on findings.

## Interdisciplinary Learning

### Information and Communications Technology

- choose most appropriate search engines to locate information on websites
- use appropriate language to give a presentation.

### Thinking

- seek evidence to support conclusions and investigate validity of other people's views
- begin to synthesise self-selected and teacher-directed information to make meaning
- develop creative thinking behaviours and strategies.

# Victorian Essential Learning Standards

Strand	Domain	Dimension	Key elements of standards
<b>Physical, Personal and Social Learning</b>	Interpersonal Development	Working in teams	...work collaboratively, negotiate roles and delegate tasks...
	Personal Learning	The individual learner	...record their reflections on the effectiveness of learning in a team...
<b>Discipline-based Learning</b>	English	Managing personal learning	...seek and respond to feedback from peers, teachers and other adults
		Writing	...complete competing short, extended and group tasks within set timeframes ...write arguments that state and justify a personal viewpoint
	Geography	Geographic knowledge and understanding	...demonstrate understanding of environmental issues based on inquiry and propose ways of ensuring the sustainability of resources
<b>Interdisciplinary Learning</b>	History	Historical knowledge and understanding	...explore the legacies of ancient societies on contemporary societies
		Historical reasoning and interpretation	...frame key research questions, plan investigations, report their findings
	Information and Communications Technology	ICT for Communicating	...select the most appropriate search engines to locate information on websites
		ICT for Creating	...organise and store gathered information to enable easy retrieval
	Thinking	Reasoning, processing and inquiry	...use a range of question types, and locate and select relevant information from varied sources... ...begin to synthesise both self-selected and teacher-directed information to make meaning
		Creativity	...evaluate alternative conclusions and perspectives

# Teaching and learning activities

This unit focuses on students who have previously worked on the parallel unit 'The Great Wall of China' with the aim of enabling them to relate their study of ancient society to a contemporary problem. There has been considerable coverage in recent times of growing concern about the overall condition of the Great Wall of China, not just in the areas generally visited by domestic and foreign tourists north of Beijing. Students will consider issues such as cultural symbols, conservation of heritage sites, and the demands of the rapidly growing tourist trade in China.

Students work towards creating a proposal for the conservation of the Great Wall of China. They will work both individually and in groups and will be encouraged to frame questions to assist their research.

## Prior learning

It has been assumed that students who undertake this unit will bring some knowledge of the history of the Great Wall of China. It might be necessary to refresh their knowledge should this unit be undertaken some time after the earlier study, but teachers should be able to do this quickly, perhaps with the assistance of some photographs and the online quiz available at: <http://www.expertrating.com/quizzes/Great-Wall-of-China-Facts-Quiz.asp>.

## Activity 1: The meaning of a cultural symbol

As an exercise in orientating students to the significance of the Great Wall of China, teachers introduce the idea of 'cultural symbols'. They could offer initially some examples, beginning perhaps with examples from the previous ancient society that the class had studied – such as the Pyramids or The Acropolis. Teachers pose such questions to the class as 'what is the importance of cultural symbols to a society?' Contemporary examples in Australia such as the Sydney Opera House or Uluru could be elicited or suggested. Students are given the opportunity to think of cultural symbols in other countries or in their own family's traditional society. This should provide a range of examples with sufficient variation to illustrate the breadth of the term 'cultural symbol.' Students are asked to write a brief definition and to note examples that have come up in the class discussion.

The teacher could then move to a consideration of how cultural symbols can be threatened and why they need to be preserved and protected. The use of a **think-pair-share strategy** would help direct student thinking and their ideas could be summarised and noted in their workbooks. Students could be made aware of the work of UNESCO and World Heritage Council or Heritage Victoria – among many other bodies – to show what is being done around the world to preserve monuments and significant cultural symbols.

## Activity 2: The Great Wall under threat

After the introductory activity, the teacher brings students back to the Great Wall of China. The purpose of this activity is for the students to research the ways in which the integrity of the Great Wall is under threat. Students conduct a search for appropriate sites using search engines; or teachers may offer them a selection from the resources listed in the Unit Resources section (pp. 10–20). From this material, students construct a list of the problems that threaten the Wall. In small groups, they arrange these ‘threats’ in order, from most serious to least serious (see Unit Resources, Appendix 3 and Appendix 4). This gives students practice in making judgements and using evidence to support their case.

They are to create a **poster – or document** – that sets out their findings, and they are to illustrate each ‘threat’ with either a photograph, or a brief excerpt from a report or article. These ‘poster reports’ will be placed around the classroom for student consideration and debate.

## Activity 3: Proposing a plan to protect the Wall

Having found out about the nature of the threats to the Great Wall of China, students are now to propose a plan for the preservation and protection of the Wall. This is a challenging exercise, and it would be best conducted through group activity. The students’ work on Activity 2 should have given them some sense of the pressures on the preservation of the Wall, and the role of government in overseeing the condition of the Wall.

Students will assign themselves roles within the group (see Unit Resources, Appendix 5 and see also <http://vels.vcaa.vic.edu.au/support/teaching.html#collaborative>), but the teacher will need to supervise the operation of the groups to ensure a productive outcome. To assist students develop an action plan, it would be useful to explore what has been done at other famous heritage sites, both in China and other countries. Each member of the group could investigate places such as the Terracotta Warriors site, the Pyramids, Hadrian’s Wall, or other sites that students and teachers propose. This would be more effective if it related to what students had previously studied in their History course. Students then record their findings and report back to their groups, emphasising those elements that might apply to the Great Wall of China.

Each group now commences a process of planning a proposal for the Great Wall of China. They brainstorm possible solutions, and think about the strengths and limitations of each proposal. This discussion would be best noted in sequence by the recorder of the group and then by using a **P-M-I process** (**Plus-Minus-Interesting**), (see Unit Resources, Appendix 6 and <http://vels.vcaa.vic.edu.au/support/teaching.html#graphic>), each of the brainstormed ideas could be evaluated. The group could further refine their ideas by using a strategy of **CAF – Consider all Factors**.

Each group prepares an oral report, to be delivered to the class, proposing their plan for the protection of the Great Wall of China. This can be delivered by one member of the group or by more than one member, depending on the group’s preference. After each report, members of a different group – nominated by the teacher – comment on the proposal and offer ideas to improve the contents. Where necessary, each group edits its proposal. The completed work is displayed around the classroom.

## Activity 4: Creating a tourist brochure on the Great Wall of China

As a complement to their earlier work, students will have the opportunity to create their own travel brochure for the Great Wall. This enables the students to make use of their learning from previous work in the unit on the Great Wall of China while considering some of the problems associated with tourism and conservation of the Wall in this unit. Students could obtain some sample tourist brochures from travel agents to guide them in their layout and formatting of the information. However, this is not just a brochure praising the special history and qualities of the Wall. Students also must include a section on appropriate behaviour for visitors to the Wall. There are some sample proposals at sites such as [http://www.chinadaily.com.cn/english/doc/2004-10/25/content\\_385342.htm](http://www.chinadaily.com.cn/english/doc/2004-10/25/content_385342.htm), but students will need to work out their own additional ideas (see Unit Resources, Appendix 7).

Students will plan out the key areas that will be described in their tourist brochure. Some of this planning can be assisted by a class brainstorm, and students record the ideas that come up in this discussion. They then select five sections that will be included in their brochure.

Some possible areas could be:

- history of the Wall
- map of the Wall
- particular sections for tourists such as Badaling, Mutianyu
- materials used in the construction of the Wall
- significance of the Wall.

A most useful web site for their exploration of the Wall is the blog *Walking the Wall* (<http://www.powerhousemuseum.com/walkingthewall/>).

Students must also include a section of advice to tourists when visiting the Great Wall. Students will show their proposed brochure to their teacher and discuss the appropriateness of what they propose to do. They will make any amendments in light of this feedback.

Students will plan the layout of their brochure and write up their text. They will need to make a selection of appropriate pictures to accompany their text. Students will discuss with their teacher the most suitable software to produce a brochure, and this would depend on what systems the students have access to at school and at home. Teachers will negotiate with students about the amount of text needed for each section of the brochure and the selection of pictures.

Once produced, the brochures will be displayed in the classroom or in other public areas of the school such as the Library.

# Assessment

The Victorian Essential Learning Standards supports a combination of assessment practices:

- assessment of learning (summative)
- assessment for learning (formative)
- assessment as learning (ongoing).

Domains/Dimensions	Assessment focus	Task
<b>Interpersonal Development</b>  <b>Working in teams</b>   <b>Personal Learning</b>   <b>English</b>  <b>Geography</b>   <b>History</b>   <b>Information and Communications Technology</b>  <b>Thinking</b>	<b>Ability to:</b> <ul style="list-style-type: none"> <li>▪ work collaboratively, negotiate roles and delegate tasks</li> <li>▪ record their reflections on the effectiveness of learning in a team</li> <li>▪ seek and respond to feedback from peers, teachers and other adults</li> <li>▪ complete competing short, extended and group tasks within set timeframes</li> <li>▪ write arguments that state and justify a personal viewpoint</li> <li>▪ demonstrate understanding of environmental issues based on inquiry and propose ways of ensuring the sustainability of resources</li> <li>▪ explore the legacies of ancient societies on contemporary societies</li> <li>▪ frame key research questions, plan investigations, report their findings</li> <li>▪ select the most appropriate search engines to locate information on websites</li> <li>▪ begin to synthesise both self-selected and teacher-directed information to make meaning</li> <li>▪ evaluate alternative conclusions and perspectives.</li> </ul>	<ol style="list-style-type: none"> <li>1. students work out roles in creating the proposal for preserving the Great Wall of China</li> <li>2. students write their reflections at the end of their work on the proposal</li> <li>3. students use a Consider All Factors approach and also gain feedback from teachers in planning their brochure</li> <li>4. students are given a series of tasks to be completed by set dates</li> <li>5. students construct a proposal about the preservation of the Great Wall of China</li> <li>6. students research issues affecting the conservation of the Great Wall of China and create a proposal to protect it for posterity</li> <li>7. students research the cultural significance of the Great Wall of China and other monuments and discuss how their preservation is an issue for contemporary society</li> <li>8. students frame questions both for the proposal and the brochure, plan out their presentation and report in a variety of ways</li> <li>9. students use search engines such as Google (<a href="http://www.google.com.au">http://www.google.com.au</a>) and <a href="http://clusty.com/">http://clusty.com/</a> to explore sites for activities 2, 3 and 4</li> <li>10. students bring together their findings on the Great Wall in the tourist brochure</li> <li>11. students view and discuss the proposals of other class groups for the protection of the Great Wall and make a case for their order of priority for the problems facing the Great Wall.</li> </ol>

## Assessment rubric

The **key feature** that is being assessed in **Activity 3: Proposing a plan to protect the Wall** is the ability of the group to work together to complete a task on time, while developing a proposal that is appropriate to the situation in China. Here is a suggested criteria sheet:

Criteria for assessment	Below the level	At the level	Above the level
Effective and constructive work in preparing and carrying out the task	Offers little to the group discussion and only occasionally assumes some responsibility for the group outcome	Contributes cooperatively to group discussion, listens to ideas of other members of the group and supports the group outcome	Takes on the leadership of the group, contributes effectively and encourages the group to achieve the set outcomes
Ability to conduct research and demonstrate historical thinking	Completes a basic search and report; depends on teacher for direction in research	Finds necessary information and gives an appropriate summary of findings; is beginning to explore resources independently of teacher	Researches a number of sources and makes a detailed report; works confidently and independently
Ability to locate and select relevant information from varied sources	Locates and selects some relevant material in a single source	Locates and selects a range of relevant information from more than two sources	Locates and selects a wide range of relevant information from several sources
Ability to demonstrate historical reasoning and interpretation in forming the proposal	Is able to offer some suggestions, but presentation not supported by evidence appropriate to Chinese situation	Is able to provide a range of possible solutions and link the proposals to specific situations in China	Is able to offer a substantial proposal supported by evidence and appropriate to the Chinese context
Ability to communicate findings in a class or public presentation	Some planning has taken place but presentation lacks clarity of purpose	Clear evidence of proper planning and presentation is organised and appropriate to the task	Careful planning leading to an effective presentation that explains the issues and holds the attention of the class

## Unit resources

## Teacher resources

### Appendix 1: Websites

<http://www.chinahighlights.com/greatwall/> – is a comprehensive site showing and describing many significant sectors of the Great Wall of China.

[http://www.travelchinaguide.com/china\\_great\\_wall/scene/shaanxi/](http://www.travelchinaguide.com/china_great_wall/scene/shaanxi/) – contains some very useful information on the condition of the Great Wall of China in more remote areas of China, in this case, Shaanxi.

<http://www.chinatravel.com/focus/great-wall-of-china/great-wall-protection.html> Basic suggestions for care of the wall.

<http://www.world-heritage-tour.org/asia/cn/greatWall/map.html> – a splendid series of panoramographies of different sections of the Great Wall of China; they are visually impressive and students will enjoy manoeuvring the 360-degree circuits.

<http://www.abc.net.au/foreign/stories/s892573.htm> – an interview conducted in 2003 on *Foreign Correspondent* – some excellent ideas for unit activities.

<http://arts.guardian.co.uk/news/story/0,11711,1132220,00.html> – a 2004 report that sets out many of the threats to the Wall. (see also <http://www.guardian.co.uk/travel/greatwall>)

[http://news.nationalgeographic.com/news/2007/05/070515-china-neglect\\_2.html](http://news.nationalgeographic.com/news/2007/05/070515-china-neglect_2.html) Article about decline of the wall

[http://news.xinhuanet.com/english/2006-05/25/content\\_4598995.htm](http://news.xinhuanet.com/english/2006-05/25/content_4598995.htm) – Xinhua news agency report from May 2006 on Chinese Government efforts to enlist ideas for protecting the Wall; good picture of graffiti.

[http://www.chinadaily.com.cn/english/doc/2005-08/09/content\\_467562.htm](http://www.chinadaily.com.cn/english/doc/2005-08/09/content_467562.htm) – Chinese newspaper account of a ‘wild’ party held on the wall – good as example of ways the Great Wall has been ‘exploited’.

<http://skateboard.about.com/od/events/a/DannyWayChina1.htm> – account of a skateboarder who set a world record leaping off the Great Wall – an example of how the Great Wall becomes used for a range of promotions.

<http://history.howstuffworks.com/asian-history/great-wall-of-china3.htm> good overview and discussion

<http://www.expertrating.com/quizzes/Great-Wall-of-China-Facts-Quiz.asp> – a quiz on the history of the Great Wall of China.

<http://www.chinaheritagequarterly.org> – a scholarly journal containing some excellent materials, probably of more use to teachers, but writing is accessible in small doses with some excellent pictures.

<http://www.friendsofgreatwall.org/english/> – the site of a passionate group of advocates for the protection of the Wall – students would need direction in using the site as it is not so well laid out, has few pictures, but has several helpful sections.

<http://www.powerhousemuseum.com/walkingthewall/> – an illustrated ‘diary’ compiled by an Australian couple who have walked a major section of the wall. Their experiences and observations make for often riveting and always interesting reading.

<http://www.smh.com.au/news/china/wall-to-wall-adventure/2007/01/23/1169518713643.html> – an accessible newspaper article written by one of the above Wall trekkers.

<http://www.nationaltrail.co.uk/hadrianswall/text.asp?PageId=176> Tips on how to help protect Hadrians wall

<http://www.hadrians-wall.org/page.aspx/About-Hadrian's-Wall-Heritage-Ltd/Managing-World-Heritage> – a site about policies taken to protect Hadrian’s Wall.

<http://www.american.edu/TED/terracotta.htm> – a site about the impact of tourism and the preservation of the terracotta warriors.

## Appendix 2: Outline of current conservation situation of the Great Wall of China

### The conservation of the Great Wall of China

There have been many reports in recent months of concerns for the preservation of the Great Wall of China and of the damage that is being done by the swelling tourist numbers visiting the Wall. In 2003, the Great Wall was included among the 100 most endangered sites by the World Monuments Fund. A report on the ABC on 5 January 2007 headed *Great Wall needs defending, expert says*, spoke of the pressures from tourism and locals taking materials from the Wall. Stories of the Wall being used for wild parties and commercial promotions for events such as the Johnny Walker Golf Tournament have added to the feeling that the Wall is not being properly protected.

The integrity of the Wall is threatened by a wide range of elements. Nature has worn down the Wall over the two thousand years of its existence and moving sand, particularly in Western China, threatens to bury the Wall. Earthquakes and water have undermined foundations over time. In many instances, local Chinese have seen the Wall as a source of bricks and soil to help build their own houses, dams and farmyard walls. Local governments have seen the Wall as a means of raising revenue, not necessarily for the preservation of the Wall, but to line the pockets of officials or to help construct other public works. There have been many flagrant examples of violation of the Wall's integrity. Some local governments and contractors have rebuilt parts of the Wall in quite inappropriate ways – bricks and stone used in areas where tamped earth had been the original material. Sections of the Wall have been knocked down to permit roads and highways to pass through; management rights for the Jinshanling section were leased for fifty years to a management company for a pittance; luxury villas were constructed beside a section of the Wall at Badaling, thereby damaging the traditional perspective of that segment; car parks, amusement facilities and even 'mini-walls' for tourists to carve their names on (for a fee!) are but some examples of the pressures upon the integrity of the Wall. Furthermore, the weight and movement of millions of tourists on the Wall itself add to the impact on the structure.

Given the power of the symbolism of the Great Wall, it is to be expected that tourist numbers are not going to diminish; indeed with the 2008 Beijing Olympics tourist numbers to China are likely to increase dramatically. Domestic tourism is also growing at a phenomenal rate, so steps have to be taken by governments – national and local – to conserve the heritage of the Great Wall. There are some positive signs that action is underway. On 1 December 2006, a national law was passed setting up a range of regulations to protect the Wall. However, the capacity of the central government to police these regulations remains to be seen. Financial constraints are also a further limitation on the capacity of national and local governments to preserve or restore the Wall. Reality and commonsense would suggest that the entire Wall cannot be preserved, let alone restored to some previous pristine state. After all, huge sections disappeared or fell into ruin over the two thousand or more years of its existence and it was only the determination of successive Ming emperors, who rebuilt much of the Wall in the 16<sup>th</sup> and 17<sup>th</sup> century, that gives us today's remaining structures. The military imperative that justified this rebuilding is no longer a consideration. Perhaps the solution is to create zones along the Wall's length where representative building styles and materials can be preserved.

# Student resources

## Appendix 3: Worksheet: The Great Wall under threat

### The Great Wall of China under threat



You are going to explore the ways in which the Great Wall of China is coming under threat – from tourism, from commercial exploitation, from nature, from local Chinese farmers. You will have the opportunity to make use of Internet resources to help you build up a picture of the current state of the Great Wall.

- Your task is to use the sources to create a list of the threats to Great Wall. You have some hints about the sort of things to look for in the paragraph above. You should be able to find at least five different examples, so keep looking. The more the better (for you – if not for the Wall!)
- Discuss your list with a class member, finalise your list, and put the in order – from most serious to least serious.
- You are then to create a poster headed: *The Great Wall of China under threat*. This poster will have a picture or a brief quote to illustrate **each type** of threat to the Wall. This becomes a piece of **evidence** for each selection.
- Our poster will also include **a map** of the Great Wall of China showing the places that you have referred to in your pictures or quotes.
- The completed posters will be displayed around the class and you will have an opportunity to compare your lists and to discuss the order that other students have given to their lists.

## Appendix 4: Worksheet: Threats to the Great Wall

Use this worksheet to note the types of problems that are threatening the Great Wall of China. List each problem in the first column, note evidence that you find – including pictures if you are using ITC – in the second column. In the third column, after consulting with another member of class, decide the rank order of the seriousness of the threats – number 1 being the most serious, number 2 the next most serious, and so on. Include a reason for your ranking of each threat.

<b>Problem</b>	<b>Evidence</b>	<b>Order of seriousness – with reason(s)</b>
a.		
b.		
c.		
d.		

e.		
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Return to the previous page and complete the task of making your poster titled **The Great Wall under threat.**

## Appendix 5: Worksheet: A proposal to protect the Great Wall of China

### A proposal to protect the Great Wall of China



(Found at <http://www.chinaheritagequarterly.org/editorial.php?issue=006> )

Having investigated the sorts of problems that threaten the integrity of the Great Wall, you will now have an opportunity to propose a plan to prevent further serious destruction of the Great Wall. It has already been listed (by *Newsweek* magazine, April 2006) as one of the world's seven most endangered wonders. You are part of a team selected by UNESCO (United Nations Educational, Scientific and Cultural Organisation) to visit the Great Wall, talk to Chinese and other experts, and propose a plan to prevent further deterioration.

You will need to sort out the role that each member of your group is going to play. Your teacher will give you a hand to do this. You will need to keep a journal recording your contribution to the group over the time of this exercise.

The outcome will be an oral presentation (of about three minutes in length) in which your group outlines what you see as the best advice to be offered to the Chinese Government from UNESCO.

#### Stages

1. Decide on the roles of each member of the group. It might also help to construct an action plan. Ask your teacher about this if you are unsure.
2. Review the findings of the class regarding the problems facing the Great Wall.
3. Explore what has been done at other famous sites and monuments to deal with issues of tourism and protection of the site. You can search for such sites using search engines such as Google <http://www.google.com.au> and <http://clusty.com/>. Each member of the group is to select a different heritage site – for example The Pyramids, Hadrian's Wall, The Acropolis, Stonehenge, Angkor Wat, Taj Mahal and so on. Find out what policies have been put in place to protect the site. Make a summary of your findings and report back to your group indicating if any policies could be applied to the Great Wall of China.
4. In your groups, you now brainstorm your ideas about what could be done for the Great Wall of China. Each idea is subjected to a consideration using a worksheet called a **P-M-I (Plus-Minus-Interesting)**. Your teacher will explain further how you can best use this. When you feel that you have worked out the major elements of your proposal, apply the process known as **Consider All Factors**. Try to see if there are any issues that you may have overlooked, or solutions that may not work for China. Check with your teacher, and also it might help to swap your solutions with another group for comment. You may need to make some changes.
5. Decide how you will write up your proposal and who will be responsible for delivering to the class. Every group member is responsible for the final product so your input is important. After your group presents its proposal, your presentation will be displayed around the room, so make sure that your proposal is neatly written up.

6. In your notebook or journal, review this group activity and consider your own involvement. How did the group work? What role did you play in helping the group achieve its goals? How helpful were the activities such as P-M-I and Consider All Factors? How would you do things differently next time?

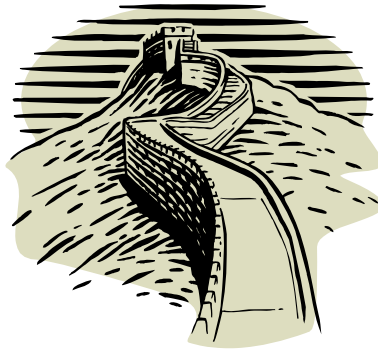
## Appendix 6: A 'P-M-I' chart

P-M-I chart for reviewing proposals on the conservation of the Great Wall of China

Proposal	Plus	Minus	Interesting
1.			
2.			
3.			
4.			
5.			

6.			

## Appendix 7: Worksheet: Creating a tourist brochure on the Great Wall of China



### Creating a tourist brochure on the Great Wall of China

As your final exercise on this unit of work, you now have the chance to show your creative abilities as well as your appreciation of the significance of the Great Wall of China. You are to create a travel brochure just like you see at travel agents, but one that has some special characteristics.

- a. This is a brochure designed for travellers to the Great Wall of China.
- b. It must have a minimum of five different sections, which deal with different aspects of the Great Wall. The class will brainstorm possible areas to include in such a brochure, but you will select the ones that interest you the most, or that you regard as most important. However, **one section** must include advice to tourists on how to assist in preserving the Great Wall and not damage it further.
- c. You will first plan the **layout** of your brochure and what you will include. You may then select the software that would best suit your plans. Your brochure will:
  - be double-sided
  - contain at least five sections, one of which is instructions to tourists on how to safeguard the Wall – your teacher will guide you about number of words
  - have a selection of pictures and other graphic illustrations
- e. Complete the self-assessment sheet and submit this with your brochure. Well done!

## Appendix 8: Student self assessment sheet

Name: \_\_\_\_\_

<p>Look at your preparation for the brochure and the questions you set yourself to answer at the exhibition? How well did you carry out these tasks?</p>
<p>How well did you present your work?</p>
<p>How might you improve the research and presentation of your next assignment?</p>

### Teacher Comments

<p> </p>
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