Day 5: Government and Social Structure

**Standard**: 6th Grade Social Studies

**Strand**: History

**Topic**: Early Civilizations

**Content** **Statement**: 2 – Early civilizations (India, Egypt, China and Mesopotamia) with unique governments, economic systems, social structures, religions, technologies and agricultural practices and products flourished as a result of favorable geographic characteristics. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.

**Standard**: 6th Grade Social Studies

**Strand**: Government

**Topic**: Roles of Systems of Governments

**Content** **Statement**: 10 – Governments can be categorized as monarchies, theocracies, dictatorships or democracies, but categories may overlap and labels may not accurately represent how governments function. The extent of citizens’ liberties and responsibilities varies according to limits on governmental authority.

**Standard**: 6-8th Grade English Language Arts (Common Core)

**Strand**: History/Social Studies

**Topic**: Integration of Knowledge and Ideas

**Content** **Statement**: 6-8.8 – Distinguish among fact, opinion, and reasoned judgment in a text.

**Standard**: 6-8th Grade English Language Arts (Common Core)

**Strand**: History/Social Studies

**Topic**: Craft and Structure

**Content** **Statement**: 6-8.4 – Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

**Objectives**

Students will be able to explain how families play a role in the government of ancient China.

Students will be able to explain how men and women differ in the social structure of China.

Students will be able to identify the general order of social structure in ancient China.

**Intro**

As each student walks into the classroom, give them a playing card. (Limit cards to King, Jack, and any number cards). After you give kids their cards, ask them to find their groups based on their suits and pause when they get everyone together. Then, ask them to line up in order of the cards. Have students discuss what they think this might represent in ancient China. Then open the discussion to talk about the type of government (dynasties based on family) and the social structure (men above women, kings, nobility, merchants, then farmers). Also, explain how eventually feudalism became a practice, where nobility played a role in government.

Have students write notes in their learning logs based on the discussion.

**Lesson Activities**

The rest of class will be time for students to conduct further research using the provided links (or printed versions) or going further on their own. They can work on how they will represent their information in their final project during this time, too. This will also be time to meet with students from the previous day’s lesson who didn’t understand the economics lesson, as evidenced by their learning log entries.

**Closure**

Students will go to their learning logs and draw a pyramid that they can use to represent the social structure of ancient China and then also demonstrate an understanding of the government of ancient China, based on family dynasties/monarchies.

**Annotated Bibliography**

**Chinese Government. (n.d.). Kidepede. Retrieved on August 1, 2013 from:** [**http://www.historyforkids.org/learn/china/government/**](http://www.historyforkids.org/learn/china/government/)

This site explains the feudal system, which also shows the structure of emperors, nobility, and farmers. It also talks about the role of women.

**Globerover. (March 29, 2010). *Ancient China government*. Retrieved on August 1, 2013 from:** [**http://globerove.com/china/ancient-china-government/2379**](http://globerove.com/china/ancient-china-government/2379)

This explains the monarchy of ancient China, as well as some of the history behind some of the dynasties. It also explain the philosophy behind the actions of emperors, the role of women, and the feudal system.

**Goberover. (March 29, 2010). Ancienct China Social Classes. Retrieved on August 1, 2013 from:** [**http://globerove.com/china/ancient-china-social-classes/2413**](http://globerove.com/china/ancient-china-social-classes/2413)

This site explains the four main social classes in ancient China and how they ranked as well as how they played a role in Chinese society.

**The Civil Service. (n.d.). Ancient China. Retrieved on August 1, 2013 from:** [**http://www.ducksters.com/history/china/civil\_service\_government.php**](http://www.ducksters.com/history/china/civil_service_government.php)**.**

This site talks about the role of civil service in the government and how the social structure is affected by rank in civil service.