

Ancient China – Huang Ho Unit Plan

	Topic/Content/ Geography Themes	Strategies/Activities	Assessment	Materials
Monday	<p>Introduction to Ancient China</p> <p>Location</p>	<p>KWL Pre-Assessment:</p> <ul style="list-style-type: none"> • Students will be given a KWL chart to put in their notebooks. • Students will be prompted to write down anything they currently know about ancient China. Students will be prompted to share with a partner. • Students will then fill in the “what they want to know”. <p>Geocaching Artifacts:</p> <ul style="list-style-type: none"> • Ancient Chinese “artifacts” will be located throughout the school and schoolyard. Students will be given a GPS and locations to the different artifacts. • Each artifact has a small description. This acts to help build background knowledge. • Students will work in small groups and record their artifacts and one interesting fact they learned from reading the description. <p>Reflection:</p> <ul style="list-style-type: none"> • Students will add more to their “want to know” column. • Students will write down the most interesting fact they learned before leaving. 	<p>Students will be informally assessed on whether or not they were successful in using latitude and longitude coordinates to determine the absolute locations of the different artifacts.</p> <p>The informal pre-assessment will help the teacher to tailor the instruction to the students’ needs and interests.</p>	<ul style="list-style-type: none"> • KWL chart for notebook • Geocache Artifacts and small descriptions • Oracle bone • Pyramid (social structure) • Bronze, Silk, Jade • Wheat and Rice • Books and Buddha • Paper, Wheelbarrow, Compass
Tuesday	<p>Exploring Maps</p> <p>Place - Physical and Human Characteristics</p>	<p>Map Activity:</p> <ul style="list-style-type: none"> • In order for students to become more familiar with ancient China and how it influenced current day China, students will investigate a variety of maps. • Hang five or more maps around the room (historical map, 	<p>Students will be assessed informally through observations and the handout they complete with</p>	<ul style="list-style-type: none"> • At least five different types of maps ranging from ancient China to

		<p>current population map, topography map, satellite view, agricultural map, etc.). Maps should represent both physical and human characteristics of ancient and/or present day China.</p> <ul style="list-style-type: none"> • Students will be broken into groups and given a sheet that corresponds to the various maps. • Students will walk around the room, examining and interpreting the maps. Students will answer the questions – What type of map it presented? What information does it give you? What are two conclusions you can make? - For each map. • At the end of class, we will review the maps and pick out the most important pieces of 	<p>their group.</p> <p>The teacher will assess the students' ability to identify different types of map and gather information / make conclusions from the maps.</p>	<p>present day.</p> <ul style="list-style-type: none"> • Handouts for groups to record their conclusion. • Clipboards
Wednesday / Thursday	<p>Government Region Human / Environment Interaction</p>	<p>Dynasty Investigation</p> <ul style="list-style-type: none"> • Students will learn about the five major dynasties starting with the Xia dynasty and ending with the Han dynasty. • Students will be exposed through the material by direct instruction, group discussions, videos, and integrated readings. <p>Interactive Timeline</p> <ul style="list-style-type: none"> • After learning about each dynasty, the students will be divided into small groups. • Students will decide on three or more different events or significant pieces of information to incorporate to the timeline. Students will write a small description and include a drawn picture. • After all groups have completed 	<p>Students will be informally assessed on their understanding of the different characteristics of the five dynasties. Students understanding will be assessed through comprehension checks, questioning, and the information they included for the class timeline.</p>	<ul style="list-style-type: none"> • Readings for each dynasty • Pictures and artifacts for dynasties • Videos outlining important topics for each dynasty • Paper, markers, etc. for the timeline events

		<p>their events, they will be added to an interactive timeline displayed in the classroom.</p>		
Friday	<p>Social Class and Economic System</p> <p>Silk Road and Global Trade Movement</p>	<p>Social Class Description</p> <ul style="list-style-type: none"> Students will be given a pyramid handout that they will use to take notes on the different social structures. Students will learn the qualities of each social class. <p>Economics / Silk Road</p> <ul style="list-style-type: none"> Introduce the major goods of ancient China: bronze, silk, jade. Which social classes produce each good? What do merchants do with the goods? Show a video about the Silk Road – characteristics and where the “road” led. <p>Point of View Writing</p> <ul style="list-style-type: none"> Students will begin a writing assignment that they will finish as homework. Students will be expected to take the point of view of a merchant who is traveling along the Silk Road to trade goods. A journal entry will be written in the point of view of this merchant. Students are expected to describe what they see and hear as well as who they interact with along the Silk Road. 	<p>Students will be informally assessed through their writing response. The teacher will examine the students’ understanding of the economics along the Silk Road as well as the characteristics of the social class. The teacher will also assess students’ writing skills and understanding of point of view and mechanics.</p>	<ul style="list-style-type: none"> Social pyramid handout Reading article on the Silk Road Writing Prompt and response paper
Monday	<p>Religions – Confucianism, Buddhism, Daoism</p> <p>Region</p>	<p>Introduction</p> <ul style="list-style-type: none"> Students will be given a short introduction on the three different religions that emerged and were prevalent in ancient China. Introduction through short 	<p>Students will be informally assessed. The teacher will monitor the groups’ research as well as how</p>	<ul style="list-style-type: none"> Videos and readings about the different religions Books about different

		<p>videos, readings, or visuals.</p> <p>Jigsaw Activity</p> <ul style="list-style-type: none"> • Students will be broken into small groups and given books, computers, and a list of websites to visit. • Each group will focus on a different religion. They will research the origins, basic principles, and influential religious leaders of the religion during the ancient Chinese civilization. • The group members will become experts on their specific religion and prepare notes / speaking points. • Then, students will form groups of three – one person from each religion researched - and will take turns presenting the information about each religion. This way, students are teaching each other about the different religions. • Students will then be prompted to compare and contrast the religions in a writing response. 	<p>the students present the information in their smaller groups of three. Students will also be informally assessed on their exit writing slip where they compare and contrast the three religions.</p>	<p>religions</p> <ul style="list-style-type: none"> • Computers • List of resources for students to utilize • Handouts for students to record their research and organize their speaking points • Compare / Contrast Exit Slip
Tuesday	<p>Technology</p> <p>Movement</p> <p>Human/</p> <p>Environment</p> <p>Interaction</p>	<p>Inventions Investigation</p> <ul style="list-style-type: none"> • Gather technologies that the ancient Chinese invents and lay them on butcher paper on groups of desks. • Students can walk around and write down their comments or ask questions on the butcher paper. Students can also respond to others' questions/comments. • Students should try to determine the underlying connection between all of the 	<p>Students will be informally assessed on their writing and research abilities. Students will also be informally assessed on their homework in order to see what concepts</p>	<ul style="list-style-type: none"> • Technology from ancient China • Butcher paper • Computer • Books • ABC Chart

		<p>artifacts.</p> <p>Further Research</p> <ul style="list-style-type: none"> • Students can pick one of the artifacts and further investigate the origins and original uses. Students could also investigate the current uses or developments of the invention. • Students could write a short explanation regarding the technology. • This would help foster an understanding of the lasting effects of the ancient Chinese civilization. <p>Homework</p> <ul style="list-style-type: none"> • Fill in an ABC chart to review information and jog their memory of the different elements studied. Use social studies notebook to assist. 	<p>of ancient China “stuck” with them throughout the unit. This will help the teacher see where review or more in-depth study is needed.</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Wednesday / Thursday</p>	<p>Project Introduction and Review of Rubric</p> <p>Work Day</p> <p>Location, Place, Region, Movement, Human/Environment Interaction</p>	<p>Project Introduction</p> <ul style="list-style-type: none"> • For students culminating project for ancient China, they will be working in small groups. • Students will work together to write a script for a “live” theatre box performance. • Their prompt is – “If I were a kid in ancient China...” • Students are all expected to have a speaking role as well as contribute to the production of props to be used. • Students must include aspects of the certain dynasty they are assigned to which include: government, economics, technologies, social class, and religion. <p>Work Time</p>	<p>Students will be informally assessed on their writing during the planning process of their project. Students will also be informally assessed on the content they include during the planning stage. Students’ ability to work in a group environment will also be</p>	<ul style="list-style-type: none"> • Outline of project • Rubric for project • Paper • Craft supplies for making props if needed

		<ul style="list-style-type: none"> • Students will have class time to work on their projects as well as working on the projects outside of class. 	informally assessed. Students' projects will be assessed formally once they turn in their script and perform.	
Friday	Project Presentations	<p>Project Presentations</p> <ul style="list-style-type: none"> • Groups will take turns performing their "If I were a kid in ancient China..." project. • While students are watching in the audience, they will provide written feedback that will be given to the group. • Parents, families, and community members can be invited to participate. 	Students' projects will be formally assessed using the project rubric. Students will also informally assess their peers through giving feedback.	<ul style="list-style-type: none"> • Rubrics • Peer feedback forms • Equipment to make the front of the classroom into a "stage" • Extra seating if parents, families, etc. are coming

Wiggins, G., & McTighe, J. (1998). *Understanding by Design*. Alexandria, VA: USCD.

Differentiated Instruction Ideas

- For lower achieving students, when the project is introduced allow them to read the book "If I were a kid in Ancient China". This will help them to get a better understanding and visualize what their lives might have looked like. It will give them a jump start on their project that they may need.
- Graphic organizers and scaffolding for the various writing prompts for the lower students in the classroom.
- Differentiated readings (below grade level, on grade level, and above grade level) to meet all students' needs.
- For higher achieving students, allow them to pick more than one point of view to write from in a series of journal entries when writing about the Silk Road. This will enable the students to switch point of views – a more challenging thinking process.
- Give lower achieving students guided notes to help them organize their thinking and learning.
- Allow higher achieving students to choose from more complex technologies to research.