

Globalizing the Common Core Lesson

Title: Contributions and Achievements of the Early Dynasties in China

Author:

Alice Nishimoto, Rice Elementary, Garvey School District

Standards:

California Content Standards—6.6.1, 6.6.2, 6.6.3, and 6.6.5

Common Core Standards—CCSS ELA-Literacy.RH.6-8.1, RH.6-8.2, RH.6-8.7, W.6-8.1.b, W.6.2b, SL.6.1, SL.6.4

Overview:

China's first dynasties—the Xia and Shang, the Zhou, the Qin, and the Han--helped Chinese society develop and led to many other achievements that still exist today. This 2 to 3 day lesson has students examine and sort achievements into political, economic, social, or cultural world using a textbook, videos, interactive text, and additional reading.

Inquiry/Historical Investigation Question:

- Which early dynasty had the greatest effect on Chinese civilization and why?

Materials:

1-Textbook-*Ancient Civilizations*, Holt with accompanying video-“The Impact of Confucius on China Today” if available

2-Map from Google Images at:

<http://worldcoincatalog.com/AC/C1/China/AncientChina/AncientChina.jpg>

3-Videos:

- New Frontier CCTV Documentary-Bronze Age China, Part 1-
https://www.youtube.com/watch?v=g3_qjwz6oMQ&index=3&list=PL1B107B6B1E3C3453
- New Frontier CCTV Documentary - Bronze Age China, Part 2
<https://www.youtube.com/watch?v=18W6Jot-mF4&index=4&list=PL1B107B6B1E3C3453>

3-Dr. Oh Mee Lee's Powerpoint Presentation on China at:

<https://drive.google.com/file/d/oB6LxIAy6MCqSkRNakFkSGJGXoo/view?usp=sharing>

4-Worksheet of questions for CCTV Videos (see Appendix #3 and 4)

5-Timelines:

- Dynasties Timeline at:
<https://empoweryourknowledgeandhappytrivia.wordpress.com/2014/10/13/timeline-of-chinese-history-and-dynasties/>

- China Timeline at:
http://1.bp.blogspot.com/-bk3ga3vWbkU/TwjIO4HtChI/AAAAAAA7o/-guG7jg_pqs/s1600/Screen+shot+2012-01-07+at+4.06.35+PM.png
- 5-Four Worlds Analysis Worksheet: Go to www.usc.edu/calis and put **4wh** in the search box. Item 1 has explanatory material; click on **0412** at the end of Item 2—The first four pages have additional information, and p. 5 has the blank Four Worlds analysis page.

Preparation:

- 1-CREATE an outline map from the Google Images map (#2 above), leaving off labels and the dynasty shading. Duplicate one for each student.
- 2-Form groups of four. Assign each group one of the ancient Chinese dynasties. One group will do the first two dynasties (the Xia and the Shang).
- 3-Have each group make an enlarged analysis worksheet on chart paper, labelling the chart with their assigned dynasty.
- 4-Duplicate four analysis sheets (two sheets, two-sided) for each student to use for note-taking or have them take notes on their own paper.

Activities:

1-Introduction-The teacher will introduce the unit using the theme of geography. The teacher displays a copy of the Google map on an overhead projector or document camera to share the background information below as students label their individual outline maps and create a legend for the dynasties.

- China has many geographical features which divided the country into distinct regions. Some of these features separated groups of people in China, and some separated China from the rest of the world.
- China covers four million square miles, about the size of the United States.
- The Gobi Desert is a harsh area located in the North.
- East of the Gobi are the low-lying plains of the farming area. What geographic features are located there? [Huang He (river), border of the Yellow Sea]
- What geographic features lie to the west? [Tibet (plateau), Himalaya Mountains]
- Between the Huang and Chang Jiang Rivers lie the Qinling Mountains. [You will need to label these; see your textbook.]
- China has two main rivers. The Huang He or Yellow River in the north flows 3000 miles from west to east. It is nicknamed “China’s Sorrow” because of regular flooding. The Chang Jiang or Yangzi River flows from the Tibet Plateau to the East China Sea (Pacific Ocean); it is the longest river in Asia.
- The Northwest is cold and dry; the Northeast has fertile plains with dry winters and humid summers; and the Southeast is the wettest area with up to 250 inches of rain a year.
- How might these geographic features and the weather affect travel and communication?
- Now color in the first four main dynasties and create a legend for those.
- Use the map information to answer these questions:
 - What part of China do you think would have been the hardest place to live and why?

- Where in China do you think people could most easily have begun to make a living and why?

2-Reading with Evidence-Students will fill in their group's chart using information they have gathered from their textbooks, from their maps, from Dr. Oh Mee Lee's PowerPoint, and from the videos and timelines. The teacher will decide if these are to be assigned as homework or utilized in class, depending on class needs and available technology. Guiding questions for the New Frontier videos can be found in the Appendices.

3-Speaking with Evidence-After the group charts are filled in, students will share information from at least two of the categories as students in the other groups take notes on their individual charts.

4-Writing with Evidence-Students will write a paragraph of impressions and questions after viewing the videos. Following class review and sharing of the following additional background information, students will individually complete the assessment assignment below.

Assessment:

Use the notes on your individual analysis chart and your notes from the PowerPoint, timelines, and videos to answer this inquiry question:

- Which dynasty had the greatest effect on Chinese civilization and why?

Give three reasons for your selection and support each with information from the sources shared in class.

Modifications:

- Student groups should be mixed abilities
- The Introductory map activity can be done in pairs
- There are many sources that students are looking at (videos, timelines, powerpoint presentation. The teacher might select fewer sources so that students have more time to interact with them.
- The teachers might also model for students the process of gathering information on the different dynasties using the Xia and Shang content.

Extensions:

- If you have the McGraw-Hill *California Treasures* reading textbook, additional information about "The Emperor's Silent Army" can be found in Unit 2.
- The Holt video "The Impact of Confucius on China Today" helps the students understand the ongoing importance of this significant historical figure.

Appendices (see below):

- Appendix 1-California Content Standards
- Appendix 2-Common Core Standards
- Appendix 3-Questions for New Frontier CCTV Video, Part 1
- Appendix 4-Questions for New Frontier CCTV Video, Part 2

Appendices

Appendix 1-California Content Standards

6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.

1. Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty.
2. Explain the geographic features of China that made governance and the spread of ideas and goods difficult and served to isolate the country from the rest of the world.
3. Know about the life of Confucius and the fundamental teachings of Confucianism and Taoism.
5. List the policies and achievements of the Shi Huangdi in unifying northern China under the Qin Dynasty.

Appendix 2-Common Core Standards

Key Ideas and Details:

CCSS.ELA-Literacy.RH.6-8.1-Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-Literacy.RH.6-8.2-Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Integration of Knowledge and Ideas:

CCSS.ELA-Literacy.RH.6-8.7-Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Text Types and Purposes:

CCSS.ELA-Literacy.W.6.1.b-Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

CCSS.ELA-Literacy.W.6.2.b-Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

Comprehension and Collaboration:

CCSS.ELA-Literacy.SL.6.1-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Presentation of Knowledge and Ideas:

CCSS.ELA-Literacy.SL.6.4-Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Appendix 3-Questions for New Frontier CCTV Documentary-Bronze Age China, Part 1 at:

https://www.youtube.com/watch?v=g3_qjwz6oMQ&index=3&list=PL1B107B6B1E3C3453

This documentary is 25 minutes and it covers the Xia and Shang Dynasty.

1-What kinds of items are made out of bronze?

2-What kinds of evidence showed that civilized people existed even during the early Xia Dynasty?

3-How was the size of the Shang Dynasty different from the size of the Xia Dynasty?

4-Zhengzhou, the first capital of the Shang Dynasty, was very close to the capital of the Xia Dynasty. Why did they build there and what kinds of items did they find in this area?

5-The capital of the Shang Dynasty then moved to _____. At first, "so-called" dragon bones were used as _____. Then in 1899, the true value of the dragon bones was recognized by Wang Yirong, who noticed that the writing symbols were much older than the symbols on the bronzes.

6-Luo Zhenyu led to the discovery of the _____. Wan Guowei researched the kings and found that the writing on the _____ bones and _____ shells of the Shang Dynasty were accurate. In 1815, the area became a UNESCO World Heritage site.

7-The Shang Dynasty survived through ____ kings and ____ generations. There were ____ sets of construction sites with architecture. A human mask made of _____ was excavated. A road that was ____ meters wide that could fit ____ carriages side by side was dug out. Horses with carts called _____ showed "royal status" because they were only possessed by a few people.

8-What other kinds of items were found in these excavations?

9-What was the symbol that was found on the items? Draw it and write what it means.

10-In 1976, an intact tomb was discovered—it had never been looted. It was named after the wife of a king of the Shang Dynasty. She is well known because...

11-Inside the tomb, there were many bronze items. What kinds of items were found there?

12-These objects were in the shapes of animals. What kinds of animals were important to the Shang Dynasty? What does this tell you about the people of the Shang Dynasty?

13-After viewing the documentary, what are your thoughts and impressions of the Xia and Shang Dynasties?

Appendix 4-Questions for New Frontier CCTV Documentary - Bronze Age China, Part 2 at:
<https://www.youtube.com/watch?v=18W6Jot-mF4&index=4&list=PL1B107B6B1E3C3453>
This documentary is 25 minutes and it covers the Xia and Shang Dynasty.

1. One of the most curious questions is...
2. As a review, the _____ Ruins has the most intact tomb.
3. What kinds of items did they find in the foundry?
4. What kinds of materials did they use to make the items in #3?
5. Why is each bronze object unique?
6. At what temperatures did they melt the copper?
7. How much did the largest ding weigh in kilograms? What would that be in pounds and ounces?
8. What kind of sacred, protective animal was shown on the bronze?
9. In what Chinese province did we learn the story of the Shang Dynasty through the oracle bones?
10. What kinds of items were found in the 1986 archaeological dig?
11. There was a steering wheel-shaped object that may represent the sun and a "deity tree" that may have represented a mountain with birds. Why were mountains and birds so important to this civilization?

12. Sacrificial offerings to ancestors and deities were used to predict the future. On what materials were these offerings recorded?
13. How did the number of characters used in ancient China compare to the number of the Chinese characters used today?
14. After viewing the documentary, what are your thoughts and impressions of the Xia and Shang Dynasties?