Unit 6: Ancient China

Content Area: **Social Studies**
Course(s): **Social Studies 6 Accelerated**
Time Period: **June**
Length: **3 weeks**
Status: **Published**

Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Social Studies Advanced: Grade 6

Unit 6: Ancient China

Belleville Board of Education

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Board Approved: August 22, 2016

Unit Overview

This unit is about Ancient China and how China's physical geography made farming possbile but travel and communication difficult, how the origins of Chinese civilization began in the Huang He valley during the Shang dynasty, and identify the political and cultural issues that led to the emergence of the philosophies of Confucianism, Daoism, and Legalism.

NJSLS

Please link all standards that apply in this section within the curriculum of the unit being written.

LA.RL.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
LA.RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
LA.W.6.1	Write arguments to support claims with clear reasons and relevant evidence.

LA.W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
LA.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.
LA.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 speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
SOC.6.2.8.3	The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE)
SOC.6.2.8.A	Civics, Government, and Human Rights
SOC.6.2.8.A.3.a	Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.
SOC.6.2.8.A.3.b	Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.
SOC.6.2.8.A.3.c	Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.
SOC.6.2.8.A.3.d	Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.
SOC.6.2.8.A.3.e	Compare and contrast the American legal system with the legal systems of classical civilizations, and determine the extent to which these early systems influenced our current legal system.
SOC.6.2.8.B	Geography, People, and the Environment
SOC.6.2.8.B.3.a	Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
SOC.6.2.8.B.3.b	Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their decline.
SOC.6.2.8.C	Economics, Innovation, and Technology
SOC.6.2.8.C.3.a	Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.
SOC.6.2.8.C.3.b	Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
SOC.6.2.8.D	History, Culture, and Perspectives
SOC.6.2.8.D.3.a	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
SOC.6.2.8.D.3.b	Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.
SOC.6.2.8.D.3.c	Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
SOC.6.2.8.D.3.d	Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
SOC.6.2.8.D.3.e	Determine the extent to which religion, economic issues, and conflict shaped the values

| SOC.6.2.8.CS3 | The Classical Civilizations of the Mediterranean World, India, and China: Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations. |

Exit Skills

By the end of Unit 4 Ancient China 6th grade Social Studies Students Should be able to:

- describe how China's geography affected the formation of civilization along the Huang He and Chang Jiang Rivers and its isolation towards other civilizations.
- determine how the characteristics of a civilization were crucial to the formation of the first Chinese civilization in the Shang dynasty.
- compare and contrast three schools of thought created in China (Confucianism, Daoism, and Legalism).

Enduring Understanding

Enduring understanings for this unit are:

- Environmental features have positive and negative effects on civilizations.
- The natural resources available to a civilization influence its achievements and technologies.
- The great minds of the past have developed ideas that can enrich our lives and our world.

Essential Questions

Essential questions for this unit:

- How does a civilization's environment affect its achievements and technology?
- How did natural resources affect the achievements of the Shang Dynasty?
- How did Confucianism, Daoism, and Legalism create order in ancient China?

Learning Objectives

After completing Unit 4 on Ancient China, students will be able to:

- justify how the geography in Ancient China affected how civilizations were created in this area.
- describe the government, social structure, religion, writing, art, and technology of the Shang dynasty.
- assess ways in which Confucian, Daoist, and Legalist principle affected political rule in China.

Interdisciplinary Connections

Please list all and any cross-curricular content standards that link to this Unit.

LA.RL.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
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LA.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.
LA.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 speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.8.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.8.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
TECH.8.2.8.B.CS2	The effects of technology on the environment.
TECH.8.2.8.B.CS3	The role of society in the development and use of technology.
TECH.8.2.8.C	Design: The design process is a systematic approach to solving problems.

Alignment to 21st Century Skills & Technology

Key SUBJECTS AND 21st CENTURY THEMES

Mastery of key subjects and 21st century themes is essential for all students in the 21stcentury.

Key subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

21st Century/Interdisciplinary Themes

- Civic Literacy
- Environmental Literacy
- Global Awareness
- Health Literacy

21st Century Skills

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- Information Literacy
- Life and Career Skills
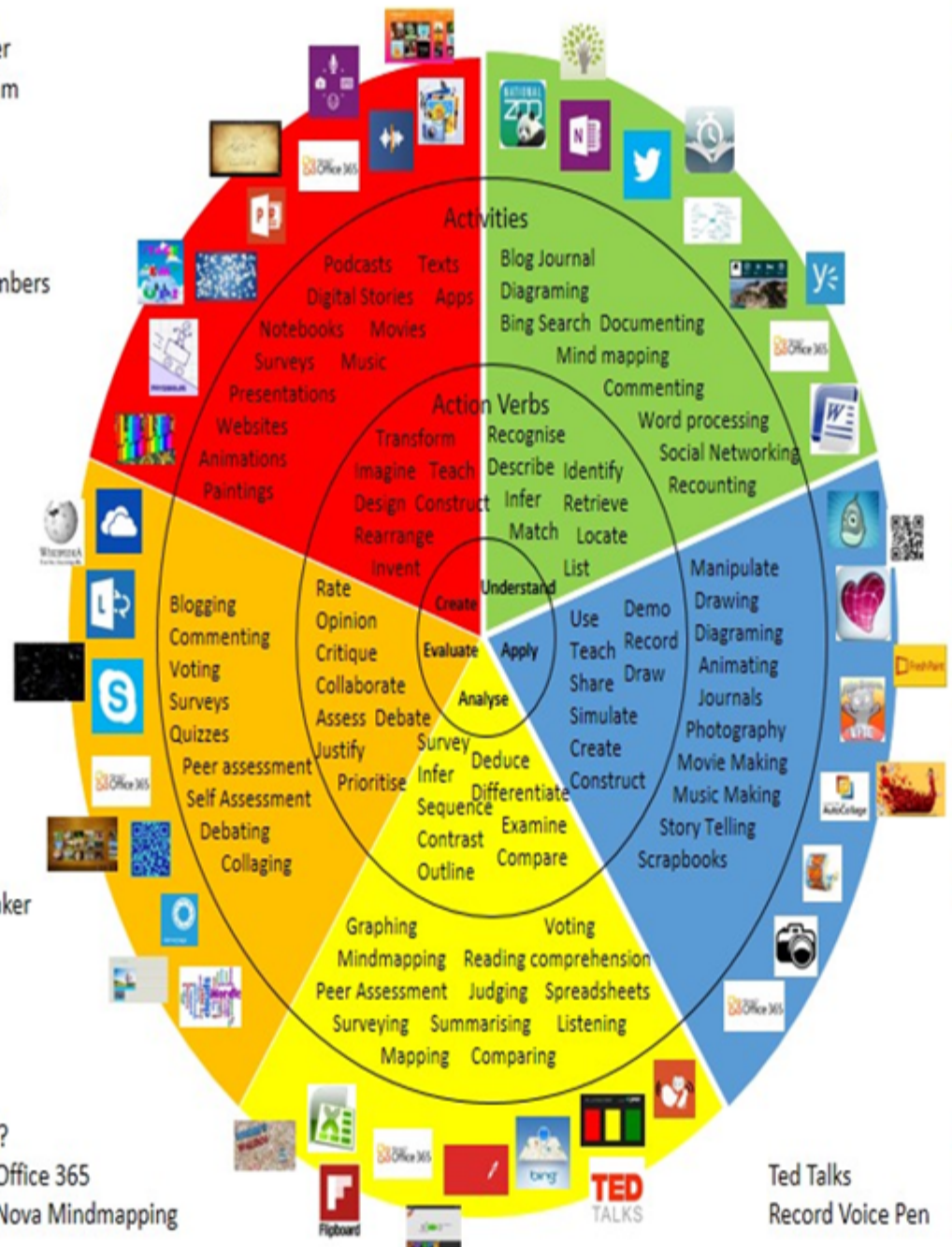
Technology Infusion

What technology can be used in this unit to enhance learning?

Win 8.1 Apps/Tools Pedagogy Wheel

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker

Where's Waldo?
MS Excel   Office 365
Flipboard   Nova Mindmapping

Ted Talks
Record Voice Pen

Within the wheel:

Activities: Podcasts, Texts, Digital Stories, Apps, Notebooks, Movies, Surveys, Music, Presentations, Websites, Animations, Paintings, Blog Journal, Diagraming, Bing Search, Documenting, Mind mapping, Commenting, Word processing, Social Networking, Recounting, Manipulate, Drawing, Diagraming, Animating, Journals, Photography, Movie Making, Music Making, Story Telling, Scrapbooks, Graphing, Voting, Mindmapping, Reading comprehension, Peer Assessment, Judging, Spreadsheets, Surveying, Summarising, Listening, Mapping, Comparing, Blogging, Commenting, Voting, Surveys, Quizzes, Peer assessment, Self Assessment, Debating, Collaging

Action Verbs: Transform, Recognise, Imagine, Teach, Describe, Identify, Design, Construct, Infer, Retrieve, Rearrange, Match, Locate, Invent, List, Rate, Opinion, Critique, Collaborate, Assess, Debate, Justify, Prioritise, Survey, Infer, Deduce, Sequence, Differentiate, Contrast, Examine, Outline, Compare, Use, Demo, Teach, Record, Share, Draw, Simulate, Create, Construct

Inner: Create, Understand, Evaluate, Apply, Analyse

Differentiation

Differentiation for this unit includes:

- Create note cards for short bursts of information

- Digital formats for presentation of material
- Vary arrangement of components or layout of material
- Provide dictionaries (digital, graphic, or book version) available to learner
- Brainstorm examples of use of new terms or symbols making real-world applications
- Utilize tech options
- Connect to prior knowledge and learning
- Allow students to make predictions for outcomes based upon introduction to material

Special Education

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

ELL

- teaching key aspects of a topic. Eliminate nonessential information

- using videos, illustrations, pictures, and drawings to explain or clarif

- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;

- allowing students to correct errors (looking for understanding)

- allowing the use of note cards or open-book during testing

- decreasing the amount of workpresented or required

- having peers take notes or providing a copy of the teacher's notes

- modifying tests to reflect selected objectives

- providing study guides

- reducing or omitting lengthy outside reading assignments

- reducing the number of answer choices on a multiple choice test

- tutoring by peers

- using computer word processing spell check and grammar check features

- using true/false, matching, or fill in the blank tests in lieu of essay tests

Intervention Strategies

- allowing students to correct errors (looking for understanding)

- teaching key aspects of a topic. Eliminate nonessential information

- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning

- allowing students to select from given choices

- allowing the use of note cards or open-book during testing

- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.

- decreasing the amount of workpresented or required

- having peers take notes or providing a copy of the teacher's notes

- marking students' correct and acceptable work, not the mistakes

- modifying tests to reflect selected objectives

- providing study guides

- reducing or omitting lengthy outside reading assignments

- reducing the number of answer choices on a multiple choice test

- tutoring by peers

- using authentic assessments with real-life problem-solving

- using true/false, matching, or fill in the blank tests in lieu of essay tests

- using videos, illustrations, pictures, and drawings to explain or clarify

Evidence of Student Learning-CFU's

Please list ways educators may effectively check for understanding in this secion.

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

Primary Resources

The resources available to you that are located either within the district or that can be obtained by district resources are:

- Holt World History Ancient Civilizations (http://samples.hmhco.com/mid_school_world_history/index.php)
- History Alive TCI The Ancient Civilizations Resources (CD)
- Internet Ancient History Sourcebooks (http://legacy.fordham.edu/halsall/ancient/asbook.asp).

Ancillary Resources

Other resources available to strengthen your lesson include:

- Holt Rinehart and Winston World Geography Textbook.
- Junior Scholastic Monthly Magazines (http://junior.scholastic.com/)

Sample Lesson

Unit Name: Ancient China

NJSLS: see above

Interdisciplinary Connection: Students will use skills learned in ELA in order to research a quote from Confucius in order to explain what they believe the quote means and connect to today's world.

Statement of Objective: After explaining how Confucius' ideas planned to bring order to Chinese society, students will demonstrate their knowledge of Chapter 21 by completion of the Chapter 21 assessment, select a famous Confucius quote, and explain the meaning of the quote through a Quote Poster with visual and at least 3 sentences showing an understanding of the quote and how it relates to today.

Anticipatory Set/Do Now: How Confucius plan to use his ideas to bring order to Chinese society?

Learning Activity: 1) Do Now 2) Collect Processing 21 Sheet 3) Chapter 21 Test 4) Work on Confucius Quote Poster following completion of Test

Student Assessment/CFU's: Quiz and Observation

Materials: Chapter 21 Test, Lined Paper, Pen or Pencil, Confucius Poster Directions, Sheet of Blank Paper, Processing 21 Sheet

21st Century Themes and Skills: see below

Differentiation/Modifications: Students will be provided with a simplified test to assess knowledge of Chapter 21 and further directions on how to research and complete Confucius quote poster.

Integration of Technology: Students are expected to complete research on a quote of Confucius and begin to think about what the quote means and how it relates to society today.