Unit: The Chinese Empire

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Week**
Length: **4 Weeks**
Status: **Published**

Unit Overview

In this unit, students will learn how language, transportation and currency builds economic unity acrosss China. In addition they will learn how trade routes lead to cultural change and diffusion in a civilization.

Transfer

Students will understand how the use of terracotta warriors were used in buriel of Emperors which is similar to what you might see in modern day buriels.

Students will develop respect for other people from different cultural backgrounds then their own

Meaning

Understandings

Students will demonstrate the following understandings:

   * standardizations of language, transportation, weights and measures, and currency builds an economy

   * Throughout history leaders have created centralized, bureaucratic government to rule large empire

   * Trade routes are important to cultural change and diffusion

Essential Questions

Students will keep considering what should government do?

Application of Knowledge and Skill

Students will know...

Students will know how Confucianism, the Silk Road, and civil service enhanced the Han dynasty

Students will know how Han society was based on Confucianism

Students will know how China expanded and prospered under the Han dynasty

Students will be skilled at...

Students will be skilled at understanding why Shhi Huangdi was able to gain and hold power as the First Emperor

Students will be skilled at asking and answering questions about the Qin

Students will be skilled at contrasting the Han's strength with the Qin's weakness

Students will be skilled at identifying reasons why the Han dynasty was successful

Students will be skilled at summarizing Han society and achievements

Students will be skilled at prioritizing the effect of Han inventions on ancient China

Academic Vocabulary

Great Wall - the long wall running east and west along China's northern border
standardize - to set rules that make things more similar
Legalism - a philosophy stating that a strong leader and strong legal system are needed to create social order
censor - to ban
offical - person assigned to a position in the government
civil service - system of government employees mainly selected for their skills and knowledge
Silk Road - network of trade routes that crossed Asia
envoy - a representative who travels to other places as the voice of the home country's ruler
cuisine - style of cooking
monopoly - a single group that controls the production of a good or service
calligraphy - the art of beautiful writing
lacquer - protective coating made from the sap of a special tree
acupuncture - a therapy that uses needles to cure sickness and stop pain
seismometer - a tool to detect earthquakes

Learning Goal #1

Early river civilizations developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.

LA.RI.5.1	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
LA.RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
LA.W.5.2.A	Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.
LA.W.5.2.B	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
LA.W.5.2.C	Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
LA.W.5.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.5.2.E	Provide a conclusion related to the information of explanation presented.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going

	beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
SOC.6.2.8.CS2	Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations: Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River [modern Pakistan and northwestern India], and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.
TECH.8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
TECH.8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
TECH.8.1.5.D.4	Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.
TECH.8.1.5.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.5.D.CS2	Demonstrate personal responsibility for lifelong learning
TECH.8.1.5.D.CS3	Exhibit leadership for digital citizenship.

Target 1

Describe the natural barriers that isolated China from other civilizations.

SOC.6.2.8.CS2	Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations: Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River [modern Pakistan and northwestern India], and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.

Learning Goal #2

Analyze the impact of religion on daily life, government, and culture in various early civilizations.

Target 1

Explain how the Mandate of Heaven was used to justify the ruler's right to rule.

Summative Assessment

Chapter 9 Test Form A

Chapter 9 Test Form B

Proficiency Scale

Proficiency Scale Learning Goal 1			
NJSLS for Social Studies 6.2			
Strand:Soc.5-8.6.2.8.3			
Topic:The Chinese Empire			
Grade/Course: 5th grade/World History			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		**Sample Activities**
			• Enrichment activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	**The student will:** • Demonstrate knowledge of the civilization of Ancient China developed and expanded into empires of unprecedented size and diversity by creating centralized government and promoting commerce, a common culture, and social values. • Draw conclusions about how the cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. • Compare how the classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations. . **The student exhibits no major errors or omissions.**		• Reading Checks • Section Assessment questions • myWorldhistory.com • myWorld Activities • Student Journal • assessments

	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	

Score 2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:**
	• recognizes or recalls specific terminology, such as:
	    ○ the vocabulary seen in the unit plan.
	• performs basic processes, such as
	
	    * Identify pattern of why many early civilizations began along major rivers
	
	    * Summarize how artifacts influence what we know or do not know about ancient civilizations
	
	    * Make observation of how geographic location, including barriers to movement, influences the development of cultures and countries
	
	    * Show how thinkers develop new ideas in response to the problems of their time
	
	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.
		• Reading Checks
		• Section Assessment questions
		• myWorldhistory.com
		• myWorld Activities
		• Student Journal
		• assessments	

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

2010 Marzano Research Laboratory

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Formative Assessment and Performance Opportunities

Pearson etext resources:

Essential Question Writer's Workshop- Review of the four basic steps of the writing process: prewrite, draft, revise, present

Hip Hop History

Audio Review

myWorld Activity: The Empire Game (modifiable)

ELL Accommodations:

Spanish Audio Review

Essential Question Writer's Workshop in Spanish

Pearson etext Spanish edition

Summative Assessment -

All assessments are differentiated and aligned to the social studies standards and curriculum.
Alternate assessments may include projects or presentations, or a common paper/pencil assessment or both.

The assessment used with be from the my World History Assessment guide.

Formative Assessment

- class discussion
- social studies notebook
- student journal section
- student displays and presentations
- quizzes

- academic games
- Compass learning
- DBQ
- Directed Reading Activity
- discussion
- Do Now response
- Exit Ticket
- graphic organizer
- PBL
- peer assessment

- Presentation
- Primary and secondary source analysis
- Project
- questioning
- Quiz
- research project
- self assessment
- Socratic seminar
- student notebook
- Student Presentation
- Student Response Systems
- Teacher Observation
- Written response

21st Century Life and Careers

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks

	including solving problems.
TECH.8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
TECH.8.1.5.A.CS1	Understand and use technology systems
TECH.8.1.5.A.CS2	Select and use applications effectively and productively.
TECH.8.1.5.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.5.B.CS2	Create original works as a means of personal or group expression.

Accommodations and Modifications

Enrichment opportunities: Advanced Social Studies 5-8; more complex text; student research opportunities

Differentiation: 504 accommodations and IEP modifications; text to speech option in online text and for other informational text - online tools are available: (https://www.naturalreaders.com/)

Content Vocabulary: Academic Word Finder - http://achievethecore.org/academic-word-finder/

- additional practice/remediation
- guided notes
- interactive games/websites
- leveled assignments
- leveled readings
- modified assessments

Enrichment
Cross-curricular extension activities

- Cross-curricular extension activities
- student generated research projects

Unit Resources
- black line masters
- guest speakers
- Interactive whiteboard activities

- Internet
- supplemental textbooks/teacher resources
- Social Studies Notebook
- videos and online videos
- ProGuide
- Activity Cards
- myWorldHistory.com
- Essential Question posters
- myWorld History wall maps
- Student Journal
- Primary Source Documents: The Mini-DBQ Project Binders

Digital Resources:

- Google Expedition
- The Big History Project -https://school.bighistoryproject.com/bhplive

Interdisciplinary Connections

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applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

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TECH.8.1.5.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
TECH.8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
TECH.8.1.5.D.4	Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.