Dec. Ch. 19: Ancient China

Content Area: **Social Studies**
Course(s):
Time Period: **December**
Length: **1-2 Weeks**
Status: **Published**

Unit Overview

This unit reviews the settlement of early Ancient China.

Enduring Understandings

Early China is one of the four most important ancient civilizations.

China's geography affected their civilzation formation.

Essential Questions

How did geography affect life in ancient China?

Instructional Strategies & Learning Activities

Day 1	Day 2	Day 3	Day 4	Day 5
Aim: Introduce the Geography of China and C19 **Assessment:** China Maps; C19 Preview **Standards:** 6.2.8.B.3.a.; 6.2.8.B.4.b.; 6.2.8.C.3.a.	**Aim**: Contrast Inner China with Outer China. Examine geographic features associate with Chinese geographic regions. **Assessment:** C19 packet **Standards:** 6.2.8.B.3.a.; 6.2.8.B.4.b.; 6.2.8.C.3.a.	**Aim**: Examine early settlement in ancient China. **Assessment:** C19 packet; C19 assessment **Standards:** 6.2.8.A.2.a.; 6.2.8.B.3.a.; 6.2.8.B.4.b.; 6.2.8.C.3.a.	**Aim**: Examine the understanding of early settlement in ancient China. **Assessment:** C19 Packet; Four Ancient Civilizations worksheet **Standards:** 6.2.8.B.3.a.; 6.2.8.B.4.b.; 6.2.8.C.3.a.	**Aim**: Assess understanding of early settlement in ancient China. **Asssessment:** C19 Challenge; C19 Test **Standards:** 6.2.8.B.3.a.; 6.2.8.B.4.b.; 6.2.8.C.3.a.

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Integration of Career Readiness, Life Literacies and Key Skills

9.2.8.CAP	Career Awareness and Planning
	An individual's strengths, lifestyle goals, choices, and interests affect employment and income.
9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
9.4.8.CT	Critical Thinking and Problem-solving
	Multiple solutions often exist to solve a problem.
	An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.
9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
	Digital communities are used by individuals to share information, organize, and engage around issues and topics of interest.
9.4.8.DC.7	Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.
9.4.8.GCA	Global and Cultural Awareness
	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
	Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.3	Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).

Technology and Design Integration

online textbook and features

map analysis

Google Classroom

	Troubleshooting a problem is more effective when knowledge of the specific device along with a systematic process is used to identify the source of a problem.
8.1.8.CS.4	Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems.
ITH	Interaction of Technology and Humans
	Economic, political, social and cultural aspects of society drive development of new technological products, processes, and systems.
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
	Technology interacts with society, sometimes bringing about changes in a society's economy, politics, and culture, and often leading to the creation of new needs and wants. New needs and wants may create strains on local economies and workforces. Improvements in technology are intended to make the completion of tasks easier, safer, and/or more efficient.

Interdisciplinary Connections

LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.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.
LA.RH.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
LA.RH.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.
LA.RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LA.RH.6-8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
LA.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LA.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
LA.RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
LA.RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
LA.WHST.6-8.1	Write arguments focused on discipline-specific content.
LA.WHST.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

Differentiation

Break Up Section 10 This section discusses ways of life for all five regions of China. Have students read only the introductory paragraph of Section 10. Tell students that this section will explain how geography affected life in each Chinese region, starting with the Tibet-Qinghai Plateau. To review with students what Tibet looks like, have them turn to the image in Section 3. Then have students read the two paragraphs about life in Tibet in Section 10 and complete the box in their Reading Notes that corresponds to this region. Repeat this process for the remaining regions.

Support the Processing Activity To help structure the paragraph portion of the Processing activity, give students the following partial sentences: *"The Chinese regions of _____ and _____ are similar to and different from each other. Two ways they are similar are . . . Two ways they are different are . . ."* Alternatively, rather than assign a compare-and-contrast paragraph, allow students to make a T-chart and list the similarities and differences of their two regions in bulleted form.

Support the Reading Notes Do the following:
• Read Section 2 aloud and complete the Reading Notes together.
• For Sections 3 to 7, use Guide to Reading Notes 19 to give students a Word Bank of adjectives and phrases describing the regions of China.
• For Part 1 of Sections 8-10, provide partial answers from Guide to Reading Notes. You might offer sentence starters or omit key words for students to fill in.

Support the Activity Use modifications below as groups use Student Handout C:
• During Steps 2 and 3, assign Elevation Level 4 and the Chang Jiang Basins (Section 7) to students who may need more time for the activity.
• During Step 5, debrief the geography of each region as a class. Have all students assigned to the Tibet-Qinghai Plateau display their geographic posters. Tell the class to turn to the related section in their books. Help presenters share information about the physical features, climate, and vegetation. Then allow students one minute to complete their Reading Notes. Repeat for the remaining regions.

Compare U.S. and Chinese Geography Challenge students to compare and contrast the overall geography of China to that of the United States. Ask, *What physical features, climates, and vegetation do these two nations have in common? How does the geography of China and the United States differ? How did the geography of both nations affect early settlement? How does the geography of both nations affect the way people live?*

Modifications & Accommodations

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Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

IEP and 504 modifications will be utilized for individual students.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

Additional Benchmarks used in this unit:

Sentence construction, map analysis, and paragraph writing

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Discussion

Homework

Teacher observations

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Final Assessments in History Alive! text

Instructional Materials

History Alive! by TCI : Anicent Civilizations

See above lesson plans for additional materials

Standards

6.2.2	Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000–1000 BCE)
	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.
	Political and civil institutions impact all aspects of people's lives.
6.2.8.CivicsPI.2.a	Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
6.2.8.CivicsHR.2.a	Determine the role of slavery in the economic and social structures of early river valley civilizations.
	Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.
6.2.8.GeoSV.2.a	Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).
	The physical and human characteristics of places and regions are connected to human identities and cultures.
6.2.8.GeoHE.2.a	Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.
	Economic interdependence is impacted by increased specialization and trade.
6.2.8.EconGE.2.a	Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.
6.2.8.HistoryCC.2.a	Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
	Historical events and developments are shaped by social, political, cultural, technological, and economic factors.

6.2.8.HistoryCC.2.b	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
6.2.8.HistoryCC.2.c	Explain how the development of written language transformed all aspects of life in early river valley civilizations.
	Historians develop arguments using evidence from multiple relevant historical sources.
6.2.8.HistoryCA.2.a	Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.
6.2.3	The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE–600 CE)
6.2.8.GeoPP.3.b	Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.
	Human rights can be protected or abused in various societies.
	Chronological sequencing helps us track events over time as well as events that took place at the same time.