

# P.Cert. Ch. 22 "The First Emperor of China"

Content Area: **Social Studies**  
Course(s):  
Time Period: **June**  
Length: **1 Week**  
Status: **Published**

## Unit Overview

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This chapter studies the first emperor of China and his effectiveness and legacy.

## Enduring Understandings

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Certain traits and actions are required to be considered an effective leader.

## Essential Questions

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*Was the Emperor of Qin an effective leader?*

## Instructional Strategies & Learning Activities

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Day 1	Day 2	Day 3	Day 4	Day 5
<b>Aim:</b> Introduce the First Emperor of China  <b>Assessment:</b> C22 Preview and vocabulary  <b>Standards:</b> 6.2.8.B.3.a.; 6.2.8.D.2.a.; 6.2.8.D.2.d.; 6.2.8.D.3.c.; 6.2.8.D.3.d.	<b>Aim:</b> Determine the effectiveness of Emperor Qin.  <b>Assessment:</b> packet 22.2-22.6  <b>Standards:</b> 6.2.8.B.3.a.; 6.2.8.D.2.a.; 6.2.8.D.2.d.; 6.2.8.D.3.c.; 6.2.8.D.3.d.	<b>Aim:</b> Determine the effectiveness of Emperor Qin.  <b>Assessment:</b> C22 packet  <b>Standards:</b> 6.2.8.B.3.a.; 6.2.8.D.2.a.; 6.2.8.D.2.d.; 6.2.8.D.3.c.; 6.2.8.D.3.d.	<b>Aim:</b> Review C22 packet  <b>Assessment:</b> C22 packet  <b>Standards:</b> 6.2.8.B.3.a.; 6.2.8.D.2.a.; 6.2.8.D.2.d.; 6.2.8.D.3.c.; 6.2.8.D.3.d.	<b>Aim:</b> Assess C22  <b>Assessment:</b> C22 test

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## Integration of 21st Century Themes and Career Exploration

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CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

## Technology Integration

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### Online textbook and features

#### Google Classroom

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.
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## Interdisciplinary Connections

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LA.WHST.6-8.1	Write arguments focused on discipline-specific content.
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.WHST.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
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.6-8.5	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

LA.RH.6-8.8	other information in print and digital texts.
LA.RH.6-8.9	Distinguish among fact, opinion, and reasoned judgment in a text.
LA.RH.6-8.10	Analyze the relationship between a primary and secondary source on the same topic.
	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

## Differentiation

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Differentiation:

**Rephrase the Preview Activity Statements** Substitute the simplified statements below for those in the Preview activity:

A leader who has total control over his people.

A leader who keeps his country together.

A leader who makes rules for everyone to follow.

A leader who protects his people from attack.

A leader who has his enemies killed.

A leader who will be remembered for a long time after he dies.

**Connect Images to Text** Before groups complete Step 2 of their Reading Notes (the questions about the section content), have them read the section to find as many sentences as possible that can be “seen” in the image they analyzed in Step 1. Have volunteers come to the front of the classroom, read the sentence, and point to the exact spot in the image that connects to the reading. Explicitly relating the text to the image will increase student comfort level with the content.

**Teach the Concept of a Spectrum** To help students understand spectrums (used in Step 3 of the Reading Notes), draw a spectrum on the board, as shown below.

Explain that the more enjoyable an event is, the closer it should be placed to the right-hand side of the spectrum. The more boring an event is, the closer it should be placed to the left. Have students discuss where they would place these events on the spectrum:

birthday party

test at school

shopping

watching TV

When students are comfortable with how a spectrum works, change the labels to match Step 3 of the Reading Notes.

## Modifications & Accommodations

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IEP and 504 Accommodations will be utilized with individual students

## **Benchmark Assessments**

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Sentence construction and supporting evaluations

## **Formative Assessments**

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Discussion

Homework

Teacher observations

## **Summative Assessments**

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See assessments in lesson plans above

## **Instructional Materials**

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History Alive! textbook series

See materials in lesson plans above

## **Standards**

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SOC.6.2.8.CivicsPI.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.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.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.D.2.a	Analyze the impact of religion on daily life, government, and culture in various early river

valley civilizations.

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.2.d

Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.