

P.Cert. Ch. 23: The Han Dynasty

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

Unit Overview

This unit covers the period of the Han Dynasty in Early China.

Enduring Understandings

The Han Dynasty form of government improved life and society in early China in many ways.

Essential Questions

In what ways did the Han dynasty improve government and daily life in China?

Instructional Strategies & Learning Activities

Day 1	Day 2	Day 3	Day 4	Day 5
Aim: Introduce C23 Assessment: C23 Preview and vocabulary Standards: 6.2.8.C.2.a.; 6.2.8.C.3.a.; 6.2.8.C.4.a.; 6.2.8.D.2.d.; 6.2.8.D.3.c.; 6.2.8.D.3.d.	Aim: Examine the effects of the Han dynasty and how it improved daily life in China. Assessment: Packet 23.2-23.8 Standards: 6.2.8.C.2.a.; 6.2.8.C.3.a.; 6.2.8.C.4.a.; 6.2.8.D.2.d.; 6.2.8.D.3.c.; 6.2.8.D.3.d.	Aim: Examine the effects of the Han dynasty and how it improved daily life in China. Assessment: Packet 23.2-23.8 Standards: 6.2.8.C.2.a.; 6.2.8.C.3.a.; 6.2.8.C.4.a.; 6.2.8.D.2.d.; 6.2.8.D.3.c.; 6.2.8.D.3.d.	Aim: Review C23 Assessment: packet 23.2-23.8 Standards: 6.2.8.C.2.a.; 6.2.8.C.3.a.; 6.2.8.C.4.a.; 6.2.8.D.2.d.; 6.2.8.D.3.c.; 6.2.8.D.3.d.	

	6.2.8.D.3.d.			
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Integration of 21st Century Themes and Career Exploration

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 Integratoin

Online text 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

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.6-8.4	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.

Differentiation

Model the Station Activities Before sending pairs to work on their own, quickly review the procedures for all of the stations so that students have a general idea of how to complete each station activity. Pair students with a peer who can help them appropriately follow the directions at each station.

Conduct Station F Together The acupuncture station can be difficult for students to grasp. Work through this station as a class. Have students complete their Reading Notes for Section 7. Then read aloud the description of acupuncture from Station Directions F. Encourage students to ask questions. Draw a simple illustration that shows how qi might travel through a human body and become blocked, which, according to traditional Chinese medicine, causes pain or sickness. Then allow volunteers to follow the directions in Step 3.

Modify Station B Provide the following paraphrase to help students understand the quotation from Confucius: “In society, the highest group is made up of people who are born wise. The second-highest group is made up of people who become wise by studying. The third-highest group is made up of people who have to work very hard to learn. The lowest class is made up of people who work very hard but are never able to learn.”

Support the Processing Activity Provide students with the following sentence starts for their Processing activity paragraphs:

1. “The Han achievement that most improved Chinese government or expanded the Han empire was _____. One reason why this was the most important achievement is . . . A second reason why this was the most important achievement is . . .”
2. “The Han achievement that most improved the daily lives of people in China was _____. One reason why this helped people the most is . . . A second reason why this helped people the most is . . .”

Limit the Number of Stations Consider requiring students to visit only four of the seven stations. For the stations that students don’t visit, use the Guide to Reading Notes to provide answers to the questions. Review each station as a class and allow students to ask clarifying questions about the section content and station activities.

Provide a Template Give students a handout with the Processing activity instructions at the top of the page, and with the two bricks from the Interactive Student Notebook instructions already drawn and labeled. Make the bricks large enough so that students will have room to illustrate. Leave enough space underneath the bricks for students to explain the importance of the two Han practices, inventions, or discoveries. Scaffold the Processing activity by brainstorming a list of possible answers on the board. Conduct a “think aloud,” in which you model how to fill out one of the bricks by using the brainstormed list and students’ Reading Notes. Then allow students to complete the other brick on their own.

Modifications & Accommodations

IEP and 504 accommodations will be utilized for individuals

Benchmark Assessments

Sentence construction and paragraph writing

Formative Assessments

Discussion

Homework

Teacher observations

Summative Assessments

See assessments in lesson plans above

Instructional Materials

History Alive! Ancient Civilizations textbook series

See materials listed in lesson plan above.

Standards

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.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.HistoryCA.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.C.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.
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.
SOC.6.2.8.C.4.a	Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).