June 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.;	**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.			

Integration of Career Readiness, Life Literacies and Key Skills

9.2.8.CAP	Career Awareness and Planning
9.4.8.CI	Creativity and Innovation
	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
	An individual's strengths, lifestyle goals, choices, and interests affect employment and income.
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.4.8.CT	Critical Thinking and Problem-solving
9.4.8.DC	Digital Citizenship
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).
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.
9.4.8.IML	Information and Media Literacy
	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.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

Technology and Design Integration

Online text and features

Google Classroom

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

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

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 acupressure 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 acupressure 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

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.
Modifications and Accommodations used in this unit:

IEP and 504 accommodations will be utilized for individuals

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 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:

See assessments in lesson plans above

Instructional Materials

History Alive! Ancient Civilizations textbook series

See materials listed in lesson plan above.

Standards

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.
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.