

# P.Cert. Ch. 20 Shang Dynasty

Content Area: **Social Studies**  
Course(s):  
Time Period: **May**  
Length: **2 weeks**  
Status: **Published**

## Unit Overview

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This unit looks at the rise and fall of the Shang Dynasty.

## Enduring Understandings

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Much can be learned from looking at artifacts from the Shang Dynasty.

## Essential Questions

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*What do Shang artifacts reveal about this civilization?*

## Instructional Strategies & Learning Activities

Day 1	Day 2	Day 3	Day 4
<p><b>Aim:</b> Introduce the Shang Dynasty and excavate from the Shang tomb activity.</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"><li>1. Review the Four Ancient River Cultures worksheet.</li><li>2. Read 20.1 and 20.2.</li><li>3. Preview the C20 vocabulary listed in the margins.</li><li>4. Distribute the worksheet</li></ol>	<p><b>Aim:</b> Excavate artifacts from the Shang tomb activity.</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"><li>1. In pairs, finish each station 20.3-20.10.</li><li>2. Proofread worksheet.</li><li>3. Give hidden term and section for each station.</li></ol>	<p><b>Aim:</b> Review stations 20.3-20.10</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"><li>1. Review packet 20.3-20.10 and log score.</li><li>2. Begin next chapter.</li></ol>	

<p>and explain the directions for Excavation Station Activity.</p> <p>5. In pairs, begin to complete each station for 20.3-20.10 using the decoder.</p> <p><b>Assessment:</b></p> <p>Ancient River Cultures; Packet 20.2</p> <p><b>Standards:</b></p> <p>6.2.8.B.3.a.; 6.2.8.C.3.a.; 6.2.8.C.4.a; 6.2.8.D.1.c; 6.2.8.D.2.b.; 6.2.8.D.3.c</p> <p><b>Homework:</b></p> <p>Proofread worksheet</p>	<p><b>Assessment:</b></p> <p>Worksheet for stations 20.3-20.10</p> <p><b>Standards:</b></p> <p>6.2.8.B.3.a.; 6.2.8.C.3.a.; 6.2.8.C.4.a; 6.2.8.D.1.c; 6.2.8.D.2.b.; 6.2.8.D.3.c</p> <p><b>Homework:</b></p> <p>Finish C20 Page and proofread</p>	<p><b>Assessment:</b></p> <p>Worksheet</p> <p><b>Standards:</b></p> <p>6.2.8.B.3.a.; 6.2.8.C.3.a.; 6.2.8.C.4.a; 6.2.8.D.1.c; 6.2.8.D.2.b.; 6.2.8.D.3.c</p> <p><b>Homework:</b></p>	
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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.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

## Technology Integration

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### Google Classroom

online textbook and features

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.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.6-8.4	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.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LA.RH.6-8.10	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

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**Review the Characteristics of Civilization** On each of six pieces of poster paper, write one of the characteristics of civilization listed in the fourth column of Student Handout C. On each piece of poster paper, write a definition of the characteristic on that paper. Post the characteristics around the room so that students can refer to them during the activity.

**Preteach Vocabulary** Make sure students are familiar with all the “secret words” that will be revealed by the decoders. Determine if you should preteach the following terms: *vessel*, *ceremony*, *chariot*, and *victim*.

**Model the Reading Notes** Before the activity, have students turn to Sections 3 and 5 in their Interactive Student Notebooks. Use Guide to Reading Notes to provide students with an example sensory figure statement. Tell students to locate the information in the text that was used to create the sample sensory statement. Have students write a different sensory statement about the same content. Invite volunteers to read their statements aloud, and answer any questions students may have.

**Complete the Preview Activity** as a Class Work together to identify each artifact, discuss possible interpretations of the artifact, and decide what each artifact reveals.

**Model the Social Studies Skill Builder** Follow these steps to explicitly model the activity:

- Hold up Placard C, the bronze helmet. Then hold up Decoder C and explain that students will use this matching decoder to check their answer choices to the placard questions.
- On the board, write H E \_ \_ \_ T. Tell students that if their answer choices are correct, the decoder will reveal a word. One at a time, ask the placard questions, use students' answers to move the bars on the decoder, and record the letters that are revealed. If students have chosen the correct answers, the word *helmet* should be revealed. If not, have the class guess new answers.
- When students have found the secret word, tell them to use the correct answers from the placard to fill in the second column of Student Handout C.
- Then show students that the decoder has also revealed the numbers "8." Have students read Section 8 and complete the corresponding Reading Notes in their Interactive Student Notebooks.

### **Modifications & Accommodations**

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Utilize IEP and 504 accommodations

### **Benchmark Assessments**

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sentence construction

paragraph writing

DBQ

### **Formative Assessments**

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See assessment in lesson plans above.

### **Summative Assessments**

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See assessments in lesson plans above

### **Instructional Materials**

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History Alive! textbook series

See materials listed in lesson plans above.

## Standards

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SOC.6.2.8.HistoryCA.3.a	Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
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.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.D.1.c	Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.
SOC.6.2.8.D.2.b	Explain how the development of written language transformed all aspects of life 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.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).