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| **Topic / Content** | **Learning Outcome** | **Activities / Assessment** | **Resources** |
| **The Geography of Ancient China** | Students should be able to:Understand the three kinds of maps, elements of a map, and making maps. use an atlas index. This is applied to making a map of China and its specific physical features. Use this map to infer how China’s location influenced cultural development. | Starter ActivitiesThe teacher will elicit from students the meaning of atlas and the three kinds of maps – political, physical and thematic using and atlas as examples. Will then review the basic cartographic conventions with the teacher (atlas, index, compass rose, scale, labels, legend, latitude/ longitude; landform; body of water, border). Students will take the following note**Atlases and Maps**An atlas is a book with maps. There are many kinds of maps. **Political maps** show borders that divide places (countries, prefectures, etc); **physical maps** show landforms (mountains, deserts, etc) and bodies of water (rivers, oceans, lakes); and **thematic maps** show special information (climate, language, religion, etc). Atlases and maps have many parts. They have a table of contents, an explanation of how to use the atlas, and an index.Map Activity (China Physical Map)Students will create a physical map of China and make inferences on how the geography of China influenced life 3,000 years ago. | Farah and Karls (2001) World History - *the Human Experience* McGraw Hill pp.220-224AtlasesChina Physical Map (word)China origins 2 handout (word) |
| **Chinese Dynasty’s** | Students should be able to:List the characteristics of each of the three dynasty’s, focusing in particular on innovations and ways of life.Understand and explain the concept of the Mandate of Heaven | Starter Exercise - Recap the geography of China. Chinas mythical originsWhat is a dynasty?**Chinese Dynasties**A dynasty is a family that rules a country or empire for a period of time. Dynasties end when a family becomes weak and someone else takes control. Each Chinese dynasty has different characteristics from the others. A timeline will show you how each dynasty had special events, developments in government and economics, new technology and changes in culture and daily life. *\*Important Note: some dynasties weren’t really dynasties because there were many families ruling different parts of China.* Organizing historyDiscuss with the class – creation myths and what some countries people/religions believe their origins are.Chinese people called China “the Middle Kingdom” because they though China was located in the middle of the earth.* Look at the Geography of china why didn’t China have much contact with other countries/cultures? Write an example in notebooks.

**Timeline exercise**Using the textbook and internet if possible - Students should consider *what the people made, and what the people did*. Focusing on technology, cultural developments, important events and significant people. \*Students will fill in information for the Shang, Chou/ Zhou, Warring States Period, Q’in, and Han dynasties only.Students will fill in information for the Shang, Chou/ Zhou, Warring States Period, Q’in, and Han dynastiesThe teacher will review how to make a timeline. First students will learn Before Common Era and Common Era.  | Farah and Karls (2001) World History - *the Human Experience* McGraw Hill pp.220-224China origins 2 handout (word) |
| **Social Structure** | Students should be able to:Understand and explain the concept of the Mandate of HeavenUnderstand and explain Ancient Chinese Social structure; why were merchants and professional soldiers lower than peasants? | Discuss legitimacy of government.Where does Obama’s legitimacy come from?Power vs. Authority (authority = the right to do something). Divine Right of Kings and then into the Mandate of Heaven. Read through the worksheet and students complete the tasks.Mulan DVDStudents will learn about social structure in ancient China and family relationships, ancestor worship, and dragon lore through pre-research and the Disney film *Mulan* (this will connect to the next activity on folktales). \*note the concept of social class is taught later on in the course. A Day in the Life of Classical ChinaRead the diary entry: ‘Reflections on Ancient China’ and complete the social structure worksheet. | Early dynasties and social structure (word)Mulan (DVD) Worksheet Mulan Questions (word)A Day in the life (Reading) (word)Worksheet Social Structure in Ancient China (word) |
| **Three Ways of Life** | Students should be able to:Explain the similarities and differences between Confucianism, Daoism and Buddhism.  | Elicit from students common teachings or life lessons from different religions.Group TaskUsing the textbook students in groups research the 5 main ideas of one of the ‘three-ways’ and then feed that information back to other members of their groups.Venn diagram ActivityStudents complete the Venn diagram activity. Students should notice these similarities:Confucianism and Buddhism* Both originated in Asia
* Both teach a person how to be good
* But – Confucianism is vertical whilst Buddhism is horizontal.
* C is for good conduct, B the goal is enlightenment.

Taoism and Confucianism* Both want good behavior
* Moral code
* Both originated in China

Taoism and Buddhism* Truth or honesty is important

Review the activity with the “Compare 3 ways” worksheet. Students will then compare the three ways to their initial religion or ways of living and write a comparative paragraph. The teacher will go over comparative and contrastive writing before this. | Farah and Karls (2001) World History - *the Human Experience* McGraw Hill pp.225-227Worksheet Think Literacy: Ancient Chinese Teachings (word)Worksheet ancient teachings Venn diagram (word)Worksheet ancient Chinese teachings – the three ways (word)Compare 3 ways (word)Worksheet comparison and contrast (word) Worksheet comparison and contrast (word)  |
| **Legalism** | Students should be able to:Explain the characteristics of Legalism.Compare and Contrast Legalism, Confucianism, Buddhism and Taoism. | Introduce Legalism from the AP worksheet.**Question**Students re-read the info on the 4 ways and list the positive and negative points of each from the perspective of which is the best to rule a country. Which one of these philosophies do you think would be best to rule and run a country? Explain | Farah and Karls (2001) World History - *the Human Experience* McGraw Hill pp.225-227Legalism (word)Worksheet comparison and contrast (word)  |
| **Qin Shi Huangdi** | Students should be able to:Define what they believe to be the characteristics of good leadershipUnderstand and explain the impact of OSH on China. | IntroductionStudents use a webbing activity to write ideas about leadership. The headings include: Places we have Leaders; Qualities of Good Leadership; Qualities of Bad Leadership; and Times When I’ve Been a Leader. (see Worksheet Think Literacy Leadership Webbing Ideas and Information) The teacher elicits from students examples of situations/ places in life where a leader is needed (companies, schools, sports teams, government, etc). Students then make a list of what they feel makes a good and bad leader. Examples may be: ability, passion, enthusiasm, strength, wisdom, decisiveness, compassion, intelligence, positive, progressive, brave, good listener, clever, responsible, etc. Students then apply the idea to themselves. The teacher shows images of Shi Huangdi. Activity* Read information on Qin highlight info that supports he was a ‘good’ leader and info that supports he was a ‘bad’ leader.
* Student then complete the making judgments worksheet.
* Students then face-off debate against each other.

Writing an Opinion:To what extent was Qin Shi Huangdi a good leader/ | Farah and Karls (2001) World History - *the Human Experience* McGraw Hill pp.228-231 Worksheet things to think about (word)Worksheet think literacy webbing ideas leadership(word\_Worksheet reading Qin Shi (word)Worksheet both sides making judgements (word)China Unit Lessons 1: Writing an opinion (word) |
| **The Great Wall of China** | Students should be able to:Evaluate and analyze image documents and come to conclusions.Understand and explain the origin, purpose and lasting legacy of the Great Wall.  | Starter Activity Think Literacy: Reading Photographs. (with a focus on making inferences) Teacher will emphasize that being able to analyzing and interpret images (paintings, photographs and cartoons) is just as much as an important skill for an historian as being able to work with written documents. As we move through the presentation on the Great Wall students will complete the following table with your partner. Examples:Analyzing images of the Great WallThe presentation depicted \_\_\_\_\_\_\_\_\_\_\_\_\_which would suggest that \_\_\_\_\_\_\_\_\_ Based on the image of the a/the we can infer that \_\_\_\_\_\_. This tells us that \_\_\_\_\_\_\_\_\_\_\_\_. Students complete a written paragraph from the worksheet. | Think Literacy: Reading Photographs (word)The Great Wall of China (ppt) |
| **Ancient Chinese Technology** | Students will be able to:Discuss Chinese achievements in the arts and learning.Analyse the legacy of the Ancient Chinese and how their achievements affect our modern world. | Analyse the legacy of the Ancient Chinese and how their achievements affect our modern world. ISM: 101 Useless Japanese InventionWhy do people invent things? (Students take the following notes)Cultures invented (and invent) things because humans need things, humans had more free time to invent, and there are some things we want to make life easier, so we invent them. This makes life more convenient. The ancient Chinese had a lot of good ideas and invented many things independently. For example, gunpowder, the kite, canals, tea, silk, paper, ink, printing, and more!

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| Field | Contributions made by Chinese. |
| * Medicine
* Farming
* Mining
* Construction
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 | Starter: Show “What have the Ancients done for us: The Chinese<http://www.youtube.com/watch?v=wlk42u3vw9I> Farah and Karls (2001) World History - *the Human Experience* McGraw Hill pp.228-231 Using the internet the students must follow the instructions on the word document provided to come up with the 5 most important innovations of the Chinese.  |
| **The Han vs Qin Dynasty** | Students should be able to:Understand and explain similarities and differences between the Han and Qin Dynasties.Analyse why some things were similar or different | Starter:Review with the students some of the features of the Qin Dynasty by having the students make sentience’s from the following words: money, weights, books, buried, wall, canal, united, China.Students will do a reading on the Han dynasty (see Worksheet Life in Han Times). Read the information on the Han Dynasty, using different highlighter colors highlight any new innovations, achievements or idea of the Han, and highlight any continuous aspects – such as the continuing building of the Great Wall, respect for farmers etc After considering the key features of Han life they will make a Venn diagram comparing the Han to the Q’in dynasty. Notes will come from the Han Dynasty portion of the Venn diagram.Comparative writing paragraph. Compare and analyse three similarities and difference between the Qin and Han Dynasties.

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| Phrases that Show Comparison | Phrases that Show Contrast | Phrases that Show Causation |
| Similar to…,Both…,Like…,Compared to…,In the same way…,Analogous to…,One connection between…, | One difference between…Unlike…where…,In contrast to…,Whereas…,Though…, | One reason that explains why…was…One cause of…was…One effect of…Because of…Consequently…As a result… |

Weaker students can use the scaffold to help them. Encourage the stronger students to analyse why some things were similar and why some things were different | Worksheet Life in Han Times (word)Worksheet Qin and Han Venn Diagram (word)Compare Scaffold (word)Qin Han Venn Diagram (jpeg) |
| **The Silk Road** | The students should be able to: Understand and explain the meaning of physical maps | Map making exerciseThe teacher reviews with students the meaning of ‘physical map’ and elicits examples (mountains, bodies of water, steppes, etc). Students will look at a cartoon-like physical map of East, Central and West Asia and in pencil draw a route for from Chang’an to Rome. At the bottom of their maps students must write an explanation of why they chose the route they chose. After students create this map they will look at a map which has some key “Classic” Silk Route cities and draw dots and names on their map from a list given by the teacher: Chang’ an (Xi’an), Dunhuang, Kashgar, Samarkand, Mashad, Baghdad, Byzantium, and Rome. Students will put this in a legend. Using different colours the legend will contain the following: My Route to Europe, The “Classic” Silk Road, Sea Routes Connected to the Silk Road, and Other Connected Routes. After this students will connect all of the cities in a red line, marking the Silk Road. \*The teacher will note that it is a series of roads, not just one. Finally, Students will colour the mountains green, the desert yellow, the grassland a light brown and the bodies of water blue. Students will take the following notes, elicited from the teacher as students look at their maps. **The Silk Road**The Silk Road linked China and the West, becoming the largest trade route in the world. By 100 B.C.E. China’s silk became famous in the West and many people wanted it. Traders looked for the easiest routes because there were so many natural barriers (mountains, plateaus, rivers, deserts, etc). Towns all over the route developed and grew from traders stopping and trading. So many towns traded that the Silk Road actually became many roads that connected Asia, Europe and Africa. During the Han dynasty trading on the route grew so much that cultures began influencing each other.Silk wasn’t the only thing traded, but it was the most valuable good traders wanted, so it became known as the Silk Road. Many kinds of things were traded: grain, cotton, jade, porcelain, dates and raisins, carpets, camels, oils, spices, teas, dyes, salt and pepper, incense and more! There were Arab, Indian Chinese and European traders. The route was very dangerous. The mountains and deserts were harsh, and there were thieves ready to kill for the valuable goods. Ideas were also passed: religions spread (keep in mind Islam didn’t begin until 500-600 CE), technology, architectural styles, and art.  | Worksheet Silk Road Physical Geography map (word)Silk Road Instructions (word)  |
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