

Graphic Organizer

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| Name: | Joey Turco | Unit Title: | An Introduction to China |
| Grade: | 7 | Unit at a Glance: | Lesson 1: Where in the World is China? |
| Unit Overview: | Students will learn about Ancient China, one of the World's oldest and largest civilizations. The students will learn where China is located in the world and how the land and its topography have affected the peoples of China and its culture. Furthermore, The students will examine China's dynasty periods, study ancient China's social structure, look at Chinese inventions, study the importance of farming for a civilization to thrive, compare Chinese religion, and finally, students will complete the unit with a research paper. | | Lesson 2: Related Words to China: Using the table of contents, headings, and index. Lesson 3: Isolation. Lesson 4: The Past and the Present. Lesson 5: The Importance of Farming on Civilization. Lesson 6: Life in Ancient China (social structure). Lesson 7: Making the Timeline. Lesson 8: Inventions. Lesson 9: Comparing Chinese religions. Lesson 10: The Research Report. (Tying it all together) |
| IRP Connections: | <p>Skills and Processes of Social Studies</p> <p>A1 apply critical thinking skills – including comparing, classifying, inferring, imagining, verifying, using analogies, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues.</p> <p>A2 use various types of graphs, tables, timelines, and maps to obtain or communicate information.</p> <p>A3 compile a body of information from a range of sources.</p> <p>A4 deliver a formal presentation on a selected issue or inquiry using two or more forms of representation.</p> <p>Identity, Society, and Culture</p> <p>B1 analyse the concept of civilization as it applies to selected ancient cultures.</p> <p>B2 analyse social roles within one or more ancient civilizations.</p> <p>B3 identify influences and contributions of ancient societies to present-day cultures.</p> <p>Economy and Technology</p> <p>D1 describe various ways ancient peoples exchanged goods and services.</p> <p>D2 assess ways technological innovations enabled ancient peoples to adapt to and modify their environments, satisfy their needs, increase exploration and trade, develop their cultures.</p> <p>D3 compare ancient and modern communications media.</p> <p>Human and Physical Environment</p> <p>E1 assess how physical environments affected ancient civilizations.</p> <p>E2 identify the impact of human activity on physical environments in ancient civilizations.</p> | | |
| Resources: | Map of China worksheet, computer with Google Earth installed, Internet access. (icart if available), projector, pictures of maps of China projected from the computer, class set of atlases, pencil crayons, China resource books, Keyword, Synonym, and Index worksheet, Student journals, Ancient Civilizations Class textbook, Importance of farming on early development worksheet, Chinese farming methods, compared worksheet, construction paper, glue, scissors, Dynasty invention sheet, Confucianism and Taoism worksheet. DVD "Ancient China, T.V.", and DVD Player. Note: specific book resources can be found on resources listed page. | | |

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| <p>Lesson 1: Where in the World is China?</p> <p>Topic: Students locate China on a Map in relation to the rest of the World including Canada.</p> <p>Time: 2 lessons @ one hour each.</p> | <p>Map of China worksheet to hand out to students.</p> <p>Computer with Google Earth installed.</p> <p>Internet access. (icart if available).</p> <p>Projector.</p> <p>Pictures of maps of China projected from the computer.</p> <p>Class set of atlases.</p> <p>Ancient Worlds class textbook.</p> <p>Pencil crayons.</p> <p>DVD "Ancient China", T.V. and DVD Player.</p> | <p>Recognize where China is located on a map.</p> <p>PLO: A1 apply critical thinking skills – including comparing, classifying, inferring, imagining, verifying, using analogies, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues.</p> <p>A2 use various types of graphs, tables, timelines, and maps to obtain or communicate information.</p> | <p>Using a computer hooked up to a projector, the teacher will start the class off by using the program Google Earth. The program starts with the globe from a distance but gradually zooms in and spins on its axis. Once the globe has finished spinning, the lesson, the main body of the lesson is ready to begin.</p> | <p>Using Google Earth the teacher starts by typing in the address of the school that he/she is teaching at. The Google Earth Globe will rotate around to the exact location of that particular school. Next, the teacher types in the word China. The globe will then spin around to China. The teacher can also be more specific about the location in China such as searching for a city, monument or historical site. While using Google Earth the students should be asked questions such as; what do you notice about where China is located on Earth? What about the size? How could the size of the country affect its population? Etc. Next using the computer, show students maps of China. End the class with viewing the documentary "Ancient China". Hand out the map of china for students to fill out.</p> | <p>The teacher will get the students to fold a piece of paper into four even spaces and have them write out three things that they have learned about China and one thing that they would still like to know.</p> <p>Check the map for accuracy.</p> <p>Note: make sure that the students fill in important places on their map including; the Gobi Desert, Himalayas, Takla Makan Desert, the Great Wall, Huang River, Yangtze River, the Pacific Ocean, as well as neighbouring countries.</p> |
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| <p>Lesson 2: Related Words to China: Using the table of contents, headings, and index.</p> <p>Topic: An Information Literacy lesson, which teaches students how to use a table of contents, headings, and index.</p> <p>Time: 2 classes @ one hour each. (enough time to fill out the map).</p> | <p>Minimum 3 books per pod pertaining to China.</p> <p>Key Word, Synonym and Index Worksheet.</p> <p>The student social studies textbook.</p> | <p>Use a table of contents, index, and headings to find pertinent information.</p> <p>Know what synonyms are.</p> <p>PLO: (SS) – collect information from a variety of sources and experiences.</p> <p>(LA) – use headings, index, glossaries, and table of contents.</p> | <p>First, the teacher asks the question, "Does anyone know what a table of contents is?" After the teacher has fielded some answers, the teacher will explain the definition of a table of contents is and show examples of one using the class social studies textbook. Next the teacher will give a demonstration on how to a table of contents. Next ask the students if they know what an index is? Once again, give the definition of index and using the social studies text, show the students how to use one.</p> | <p>The teacher will explain to the students that sometimes words they are looking for aren't always present so they will need to brainstorm synonyms or related words. The teacher will then define the word synonym. As an example, using the word "shelter", have the students brainstorm as many words as they can that are synonyms with "shelter". Next, with the students sitting in groups of four or in their pods, give each group 4 or 5 books relating to Ancient China. Give each group some words that are related to Ancient China. Next hand out the Key Word Synonym Worksheet. On the worksheet the students will write down the key words, their synonyms and the page and sentence in which it was found.</p> | <p>Students will complete the Key Word, Synonym, and Index Worksheet, which will be used later by the teacher to see if the students understood the key concepts.</p> |

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| <p>Lesson 3: Isolation.</p> <p>Topic: Students will analyze what kept China isolated for so many centuries.</p> <p>Time: 2 to 3 class periods of one hour each.</p> | <p>Ancient Worlds class textbook.</p> <p>Pencil Crayons, felt markers.</p> <p>Blank paper.</p> | <p>Students will be able to: understand the term isolation. Understand the effects isolation can have on a civilization.</p> <p>PLO: A1 apply critical thinking skills – including comparing, classifying, inferring, imagining, verifying, using analogies, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues. A3 compile a body of information from a range of sources. E3 assess how physical environments affected ancient civilizations.</p> | <p>The teacher begins the class by getting the students to remember a previous class where they studied China's location on the map. Ask them if they can think of a word that would describe where China is on the map. Make sure you give them prompts. If they cant figure it out, tell them the word that you were thinking about is <i>isolation</i>. Begin to ask the students these questions.</p> <ul style="list-style-type: none"> - What is isolation? - Can you be around people and still be isolated? - What can make a country isolated and what could it possibly be isolated from? - What would the development of a country be like if it were isolated in comparison to a country that wasn't? | <p>The teacher will divide the students into small groups of three. The groups will be responsible for creating a mind map of their ideas on the effect isolation would have on a country. The teacher should pose the following ideas to get the students started.</p> <ul style="list-style-type: none"> - get the students thinking about the advantages and disadvantages of being isolated. - the development of religious ideas and traditions. - how would technology be affected by isolation? <p>Once the mind maps are completed, the students would present the mind maps to their classmates.</p> | <p>The teacher will evaluate the mind maps created by the groups.</p> <p>Teacher will listen for various perspectives given by the students.</p> |
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| <p>Lesson 4: The Past and the Present.</p> <p>Topic: Students will investigate the affect contact had on China</p> <p>Time: 2 lessons @ one hour each.</p> | <p>Computers with internet access.</p> <p>Student journals.</p> <p>Ancient Worlds class textbook.</p> <p>Atlases.</p> <p>Other research sources.</p> | <p>Students' will be able to: recognize the vast influence that China had on the cultures of other peoples. Recount the vast trade networks the Chinese had with the West.</p> <p>PLO: A1 apply critical thinking skills – ... A3 compile a body of information from a range of sources. B3 identify influences and contributions of ancient societies to present day cultures. D1 describe various ways ancient peoples exchanged goods and services. D2 assess ways technological innovations enabled ancient peoples to – satisfy their needs, increase exploration and trade. E3 assess how physical environments affected ancient civilizations.</p> | <p>Start the lesson by getting the students to think about their own experiences with Chinese culture. Ask them the some questions such as; who here has eaten Chinese food? Where in Vancouver can we hear people speaking Chinese? Has anyone gone to a Chinese New Year celebration? What was that like? Does anyone know what an acupuncturist is?</p> <p>Explain to the students that Chinese culture has had a major influence around the globe. The teacher will tell the students about the vast trade routes called the silk road.</p> <p>-If there are Chinese students in the class get them to share with the rest of the class things about their culture. They can also bring in an artifact from home to show to the rest of the students.</p> <p>A field trip to China town can also be planned.</p> | <p>Have the students read page 145 -147 in groups of two. Before they begin have a discussion by asking questions, How could ancient China benefit from trading with the west and vice versa? What route would you take into China from Rome? Bring to their attention key question on pg 146. Prompt students with more questions about trade routes and silk.</p> <p>Activity: Have the students write a mock travel journal. Give them time to research details as well as share ideas with classmates. Students refer to pg. 147 for guidelines. Students will be encouraged to be creative.</p> | <p>Teacher will assess students understanding of the concepts through their mock travel journals.</p> |

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| <p>Lesson 5: The Importance of Farming on Civilization.</p> <p>Topic: The importance of Farming on Civilization.</p> <p>Time: 1 to 2 lessons @ one hour each.</p> | <p>Ancient Worlds textbook.</p> <p>Importance of farming on early development worksheet.</p> <p>Chinese farming methods compared worksheet.</p> | <p>Recognize the importance of farming on civilization. Compare early farming methods with contemporary farming methods.</p> <p>PLO:</p> <p>A1 apply critical thinking skills – including comparing, classifying, inferring, imagining, verifying, using analogies, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues.</p> <p>A3 compile a body of information from a range of sources.</p> <p>E1 assess how physical environments affected ancient civilizations.</p> <p>E2 identify the impact of human activity on physical environment in ancient civilizations.</p> | <p>The teacher begins the lesson by asking the students to think about the importance of farming on a civilization. Next, the teacher asks the students to think/pair/share with each other. Give the students 10 minutes to list their ideas. Next, the teacher writes the students ideas on the board.</p> | <p>The teacher starts by asking students How important is farming in Canada? If someone says that farming is the backbone of the country, what does that mean? Is it the Backbone of Canadian culture? What do you think the % is of people who make their living from farming in China? What do you think that life would be like for a farmer in China? How about in ancient China? Ask the students to guess what farming methods ancient Chinese farmers used. Have the students read pages 136 and page 54 of their text and have them work on their two worksheets.</p> | <p>The teacher will assess students understanding with worksheet that students will fill out and hand in.</p> <p>The first worksheet deals asks the students importance of farming on early development.</p> <p>The second worksheet, students compare early farming Chinese methods with contemporary Chinese farming methods. (make sure students think about preparation of the soil, cultivation, irrigation, and harvesting techniques).</p> |
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| <p>Lesson 6: Life in Ancient China (social structure)</p> <p>Topic: The students look at the social structure</p> <p>Time: 2 to 3 classes @ one hour each.</p> | <p>Computers with internet access.</p> <p>Ancient Worlds Textbook.</p> <p>Other sources for information on ancient China as well as other ancient societies and contemporary Canada.</p> | <p>Students will be able to: Understand ancient Chinese social structure. Will be able to compare ancient social structure with other ancient societies (e.g. Egyptian) and contemporary Canadian society.</p> <p>PLO:</p> <p>A1 apply critical thinking skills – including comparing, classifying, inferring, imagining, verifying, using analogies, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues.</p> <p>A3 compile a body of information from a range of sources.</p> <p>B2 analyze social roles within one or more ancient civilizations.</p> | <p>Have the students take out their Ancient Worlds textbook and have them turn to page 135. As a group class members take turns reading that page. As they are reading stop periodically to discuss similarities and differences between social structures of ancient china to other civilizations that they may have been introduced to. E.g. compare Egyptian society (or even contemporary Canadian society) with Chinese society – similarities/differences.</p> | <p>The teacher, using columns, writes on the board social structures for Egyptian, Chinese and contemporary Canadian social structures. After the students have explored the social structures of each of the different societies, the teacher introduces the Venn diagram to the students. The students are first asked to write on a sheet of paper social structures of each society being examined and then with this information are asked to compose a Venn diagram. Have the students ask the question; which civilization would you have rather lived in as a peasant?...give reasons. The teacher must make sure that the students have resources available to find this information including, the internet, their textbook and page numbers, and other sources.</p> | <p>The teacher will use each student's Venn diagram to assess their understanding of the concepts.</p> |

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| <p>Lesson 7: Making the Timeline.</p> <p>Topic: Students will make ancient Chinese Dynasty timeline posters in an artistic and creative manner. (integrated art and social studies lesson plan)</p> <p>Time: 4 to 6 lessons @ one hour each.</p> | <p>Construction paper. Glue. Pencil Crayons. Scissors. Felt-markers. Ancient Worlds textbook.</p> | <p>Students will have a basic understanding on ancient China's dynasties.</p> <p>PLO: A1 apply critical thinking skills – including comparing, classifying, inferring, imagining, verifying, using analogies, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues. A2 use various type of graphs, tables, timelines, and maps to obtain or communicate information. A3 compile a body of information from a range of sources. A4 deliver a formal presentation on a selected issue or inquiry. B2 analyze social roles within one or more ancient civilizations.</p> | <p>Teacher asks the students if they know what a dynasty is. Give them the definition of the word dynasty. Tell the students that four dynasties ruled China during ancient times. Tell the students that they are going to create a timeline using the four ancient Chinese Dynasties.</p> | <p>The teacher will divide the students into groups of four. Next, in their groups the students will be asked to read pg. 138-139 of Ancient Worlds textbook. Each group will be given an ancient Chinese Dynasty that they will have to research and work on. The students will include on their timeline poster: The main achievements of their dynasty and the dates they occurred, scientific and technological advances of the period, Important people – why they were important and their ideas, major beliefs, shifts in thinking which affected the way people behaved and anything else they believe to be important. Students will also be encouraged to make one comparison with another ancient culture from the same time period. Students will present poster to class.</p> | <p>The teacher will assess the students' knowledge and understanding of ancient Chinese Dynasties from the timeline poster, which they construct.</p> |
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| <p>Lesson 8: Inventions</p> <p>Topic: Students will be introduced to ancient Chinese inventions.</p> <p>Time: 4 classes @ one hour each.</p> | <p>Dynasty invention sheets.</p> <p>Computers and internet access.</p> <p>Other resource materials.</p> | <p>To introduce the students to Chinese inventions. To point out the significant invention contributions the Chinese are responsible for.</p> <p>PLO: A1 apply critical thinking skills - including comparing, classifying, inferring, imagining, verifying, using analogies, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues. A3 – compile a body of information from a range of sources. A3 – deliver a formal presentation on a selected issue or inquiry using two or more forms of representation. D2 – assess ways technological innovations enabled ancient peoples to – satisfy their needs, increase exploration and trade, develop their cultures.</p> | <p>The teacher begins the lesson by writing these words on the board: <i>seismograph, fireworks, compass, gunpowder, paper, wheelbarrow, printing, cast iron, rockets, helicopter propeller, and matches.</i> Next, ask the students what all of these items have in common. (The Chinese invented them all.) Next, explain to the students that the Chinese are responsible for a large amount of inventions including kites, seismographs, porcelain, and moveable type to name a few. These inventions go way back in time. For example, silk was created by the Chinese at least 3,000 years ago. As well, the compass, paper, and wheelbarrow were invented roughly 2,000 years ago. The Chinese also invented gunpowder more than a 1,000 years ago which they used for fireworks, signals and weapons – which changed warfare.</p> | <p>Divide the students into four pre-determined groups. Each group gets assigned one of the following Chinese Dynasties. Distribute corresponding Dynasty invention sheet. Have each group read info about their dynasties' inventions. After each group has read the information on the cards, the students will then be asked to conduct research about their inventions. The teacher will explain that each group will act as representatives at an invention convention for the specific dynasty on their dynasty invention sheet. The teacher will explain that each group is responsible for creating a "booth" for the invention convention. The teacher will have each group use construction paper and markers to create posters about their inventions, the dynasty responsible for those inventions, etc. Student groups will present their display "booths" to the class.</p> | <p>Teacher will evaluate students' knowledge by assessing each groups "booth" and presentation.</p> |

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| <p>Lesson 9: Comparing Chinese religions.</p> <p>Topic: Students will learn about and compare different Chinese religions.</p> <p>Time: 2 to 3 classes @ one hour each.</p> | <p>Computers with the internet.</p> <p>Hand out Confucianism and Taoism worksheet.</p> <p>Reference books available.</p> <p>Blank paper for Venn Diagrams.</p> | <p>Students will be able to: Understand the different religions in ancient China and different aspects of those religions.</p> <p>PLO: A1 apply critical thinking skills - including comparing, classifying, inferring, imagining, verifying, using analogies, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues. A3 – compile a body of information from a range of sources.</p> | <p>Project an image of the yin and yang. Ask the students if they have ever seen this image before. Explain to students that the Chinese have used the symbol to show the opposite forces of nature. The Chinese believed that survival was only possible if they lived in harmony with nature. Ask the students if they feel that the western world has the same ideal. Give the students more examples of the Yin and Yang. Next, explain to the students that they will be comparing Chinese religions.</p> | <p>The teacher will share with the students some background information about Chinese religions. Next, the teacher will divide the students into groups of four. Students in their groups will be assigned to research a Chinese religion (Confucianism, Taoism, and Buddhism) using reference books and the internet. Groups will then reconvene and share with the group their findings. Students will then get a copy of the hand out Confucianism and Taoism and begin work on it. Students can work together in groups. Next, have the students create a Venn Diagram on the three religions.</p> | <p>Teacher observes students participation in class discussion.</p> <p>Teacher will use hand out and Venn Diagram for assessing understanding of key concepts.</p> |
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| <p>Lesson 10: The Research Report (Tying it all together).</p> <p>Topic: students will learn how to write a research report using ancient China as the topic. (integrated lesson with Language Arts.) The students will tie in everything that they have learned to write a research report.</p> <p>Time: 3 to 4 classes. (time in class given to work on report)</p> | <p>Computers with internet for research purposes.</p> <p>Ancient China resource books.</p> <p>Ancient Worlds textbook.</p> <p>Blank paper.</p> | <p>Student will be able to: Organize information. Write a proper research paper. Collect information in an organized manner.</p> <p>(SS) PLO: A1 apply critical thinking skills – including comparing, classifying, inferring, imagining, verifying, using analogies, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues. A3 – compile a body of information from a range of sources. (LA) PLO: Collect specific information from a variety of sources. Apply various strategies to generate and shape ideas, etc. See PLO sheet for more.</p> | <p>Teacher will ask the students if they have ever written a research report on a subject before. Ask them if they remember the steps in creating a well-crafted research report. The teacher will then inform the students that they will creating their own research report on Ancient China and they will be able to use the information that they have learned throughout the ancient China unit to supplement their research report.</p> | <p>Using an overhead projector, the teacher will begin the lesson by going over the steps of creating a research report with the students. The first step will be collecting facts. The teacher will show the students how to create a fact sheet, folding the paper into 4 squares and placing a fact in each square about ancient China. Next the students will cut the 4 squares apart and sort the ideas. The teacher will go through all of the steps with the students modeling all of these techniques using the overhead projector. When teacher has finished showing the students how to write a report the students can then begin using class time to work on their reports.</p> | <p>Final research report will be assessed on correct and relevant information as well as creative way of bringing it all together. Teacher will also be looking for proper structure of a research report including logical order, introduction, main body, conclusion, etc.</p> |