**Huang-Ho (China) Civilization Unit Outline**

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**UNIT INTRODUCTION & DAY ONE LESSON:***See Introduction Section*

**DAY TWO – LOCATION OF THE HUANG-HO (CHINA) CIVILIZATION**

**Objectives:**

* Students will be able to locate China on a map and compare the locations of different Ancient Chinese dynasties to the country today.
* Students will be able to name China’s barriers and the significance of each.

**Geography Theme:** Location

**Lesson Overview/Assessments:** Students will color in the country of China on a world map so they are aware where China is located in relationship to other countries. Students will also find the latitude and longitude of the country. Then, students will work in groups to create a bulletin board sized map of China. The class will be divided into small cooperative groups of 4-5 students each. Each small cooperative group will be given a direction (north, south, east, or west) to study and will add aspects of this barrier to the map. The small groups will also study the importance of this barrier. For example, the group studying eastern barriers would probably note the Yellow Sea and China Sea and the benefits of this long coastline for the Huang-Ho people. One group will also study the locations of the different dynasties of China and will cut out an outline of the rule of each dynasty so these can be added to the map. At the conclusion of work time, each group will present their information to the class. As groups present, students will add details to their own personal maps of China so they have these to reference throughout the unit. The teacher will informally assess students during group work and will note students’ questions, explanations, and the extent to which they are working collaboratively. The teacher will also collect each student’s map to ensure each item was included correctly.

**Annotated Bibliography:**

* *Ancient china for kids: Geography of china*. (n.d.). Retrieved from

 <http://china.mrdonn.org/geography.html.> This website provides

information about the geography of China and its natural barriers. The information can be easily read and understood by students.

**DAY THREE - THE GREAT WALL OF CHINA**

**Objective:**

* Students will understand what the Great Wall of China is and what it represents in the Ancient Chinese Culture.

**Geography Theme:** Human/Environment Interaction

**Lesson Overview/Assessments:** The Great Wall of China illustrates an excellent example of how humans can make changes to the environment. During a time when there were multiple powerful states of China, warring states built walls to help defend themselves. The teacher will show students a video clip about the Great Wall of China: [http://dsc.discovery.com/tv-shows/other-shows/videos/discovery-](http://dsc.discovery.com/tv-shows/other-shows/videos/discovery-atlas-china-revealed-the-great-wall.htm)

[atlas-china-revealed-the-great-wall.htm](http://dsc.discovery.com/tv-shows/other-shows/videos/discovery-atlas-china-revealed-the-great-wall.htm). Students will then discuss what they learned from the video and the teacher will add any additional important aspects. The teacher and students will discuss how and why the wall became unified and how walls continued to be built and added onto as conflicts between different dynasties persisted.

Students will also learn about where the Great Wall of China is located. An outline of the Great Wall will be added to the bulletin board map and students will add it to their individual maps as well. To further grasp the the concept of the Great Wall and how long it is, students will build a scale model of this structure. This will relate to the math concept of ratios and scale factor. Students will research the length and height of the wall and the dimensions of its bricks. Then, students will cut “bricks” out of construction paper and construct the wall on a bulletin board or wall of the classroom. If using the classroom walls is not possible, students could make a scale drawing of the wall instead. After creating a scaled version of the Great Wall of China, students will be required to write a short summary of what they learned about the wall and its importance and symbolism in Ancient Chinese history. The teacher will assess these summaries based on accuracy and the inclusion of at least four details that they learned about the Great Wall of China.

**Annotated Bibliography:**

* *All about the great wall of china*. (2010). Retrieved from

<http://www.enchantedlearning.com/subjects/greatwall/.> This website provides information about the Great Wall of China including when it was built and its dimensions.

* *Classic discovery shows: China revealed*. (2012). Retrieved from

<http://dsc.discovery.com/tv-shows/other-shows/videos/discovery-atl>

as-china-revealed-the-great-wall.htm. This website provides a great

video about the Great Wall of China. The video shows the Great Wall and discusses its history.

* *Great wall history*. (2012). Retrieved from

<http://www.travelchinaguide.com/china_great_wall/history/.> This website provides information about the Great Wall of China including reasons why the wall was built and why it was added onto and connected.

* Perles, C. (n.d.). *Classroom activities on the great wall of china*. Retrieved

from <http://www.ehow.com/list_5994702_classroom-activities-great->

wall-china.html. This article provides a few ideas for teaching students about the Great Wall of China. Ideas discussed include comparing the Great Wall of China to other important walls in history, such as the Berlin Wall, building a scale model of the Great Wall, and thinking about the life lessons that can be learned through the Great Wall.

**DAY FOUR - THE CHINESE COMPASS**

**Objective:**

* Students will understand how the Chinese Compass worked and how this innovation impacted the world.

**Geography Theme:** Movement

**Lesson Overview/Assessments:** One of the greatest inventions of the Ancient Chinese Culture was the compass. This invention is important because the spread of the compass allowed the oceans to be traveled and the “New World” to be discovered. People then started to move to these newfound lands, relating to the geographical theme of movement.

The teacher will discuss how the different types of compasses were created by the Chinese people. Students will see images and examples of these compasses. This will give students an understanding of how each compass worked and the symbolism included in each.

To gain a better idea of how these early compasses worked, students will create a version of the Ancient Chinese Needle Compass. This activity can also be related to science since it demonstrates the magnetic pull of the earth. Students will create their own compasses using a pen, string, needle (must NOT be sharp for safety reasons), and a glass cup. Students will watch the following demonstration video: http://www.ehow.com/video\_5774019\_assemble-chinese-compass.html?

wa\_vlsrc=continuous&cp=1&pid=1&wa\_vrid=76c84c2d-70ab-4f3a-8173-ead9b8fc43f6. Then, students will have time to experiment making their compasses. The teacher will circulate around the room as assist students and answer questions. After all students create a working compass, the teacher will ask students to think about and write down what they learned from this activity. Students will then share their thoughts with a partner. Partners will then share their thoughts with the whole group. This “Think-Pair-Share” activity will allow students to reflect upon what they learned about the Chinese Compass. The teacher can informally assess students as they walk around the room and listen to partner’s conversations and during the group sharing.

**Annotated Bibliography:**

* *Four great inventions of ancient china -- compass*. (2003). Retrieved from

 <http://www.chinaculture.org/gb/en_aboutchina/2003->

 09/24/content\_26519.htm. This website discusses the spoon shaped

compass called a “South-pointer” and the magnetized needle compass.

* Gottfried, S. (Presenter) (n.d.). *How to assemble a chinese compass* [Web].

Retrieved from <http://www.ehow.com/video_5774019_assemble>

-chinese-compass.html?wa\_vlsrc=continuous&cp=1&pid=1&

wa\_vrid=76c84c2d-70ab-4f3a-8173-ead9b8fc43f6. This website offers step by step videos on how to create an Ancient Chinese needle compass.

**DAY FIVE and DAY SIX: STATIONS**

**Objective:** Students will understand how many of the physical characteristics (place) of China encouraged the cultural and technological developments of the region.

**Geography Theme(s):** Regions and Place

**Lesson Overview/Assessments:**

The Teacher will begin the lesson with the topographical map of China up on the smartboard. He/she will ask students to come up to the smartboard and point out to the rest of the class the mountainous region to the west, the desert area(s), etc. Then the lush green area around the Yellow River and the coast of the Yellow Sea.

The teacher would then give a short presentation (using the map) to further explain how the landforms of China helped shape its development.

 (Presentation) “China has the world’s largest population with more than 1.3 billion living there. As you see, China’s geography is highly diverse with hills, plains and river deltas in the east and deserts, high plateaus and mountains in the west. The climate is equally varied ranging from tropical in the south to subarctic in the Northeastern part of China, just as you pointed out earlier.”

“This geography really led to an uneven distribution of population. As you can guess, most people settled in the east particularly along the fertile river areas. As a matter of fact, 94% of the population still lives in roughly ⅓ of the country here in the East.”

“China has perhaps the world’s longest continuous civilization which for more than 40 centuries has led to the development of a culture with strong philosophies, traditions and values. The start of the Han dynasty some 2,200 years ago marked the rise of military power that created an empire where technology, art and politics flourished. As a matter of fact, ethnic Chinese still refer to themselves as the “People of Han”.”

“So for the next two days you will be rotating through 4 stations learning about and experiencing some of these. The 4 stations are **papermaking**, the philosopher **Confucius**, **kites**, and the **story of silk**. Each station will have a short History Detective Document\* reading about the significance of that event as well as an activity. You will be responsible to keep the History Detective Document\* in your 3-ring History Detective Binder and complete the activity. We will be completing 2 activities each day, so please keep that in mind with monitoring your time. Lastly, as always, you may work together cooperatively to complete the readings and or the activities as you see fit. Any questions? Ok, let us begin.”

Tasks: Each station will have a History Detective Document\* which will contain the information from the Artifact Box Handout about each of the 4. ((\*The History Detective Documents are ongoing ‘guided study guides’ which we will use all year. Each HDD has the all important KEYS of the lesson - preloaded. Often there will be a *reading*, and a *vocabulary* list which I want to make sure they know (as it is important when reading for understanding), *key elements* of the particular lesson, AND *an opportunity* *for practice* of short-answer and extended response ((per District requirements)). The extended response is usually a guided *REFLECTION* at the end of the completed activity, requiring higher level thinking about the lesson and activity. This HDD’s along with the completed activities will be used as daily assessments. Each HDD is already 3 hole punched so they can be placed in their HDD binder prior to leaving the classroom.)

Kite Station: Following completion of the HDD, students will view a video on <http://www.howcast.com> - type in the **In Search** box How to make a paper kite. The materials needed for making the kite will be at the workstation. Using the specific colors discussed in their HDD (from Artifact Box Handout) will aid them in answering the REFLECTION question later.

Confucius Station: Following completion of the HDD, students will view a short video (2 mins. 40 secs.) about Confucius and some of his sayings. <http://youtube.com/watch?v+bR6Xdy8MHKg> The students will then invent their own saying about life sharing their wisdom. The station will have materials (unsharpened pencils for the scrolls, sheets of paper cut slightly smaller than the size of the pencil/scroll, glue sticks to attach the scroll at the top, black markers for writing of their saying) available to construct the scrolls.

Papermaking Station: Students will first view the video about how to make paper <http://www.video.about.com/familycrafts/How-to-Make-Paper-With-Kids.htm>. All the materials will be at the station available to make paper. Because of the use of a blender, the teacher (or parent volunteer) will be at this station assisting the students. Following each student making their own paper sample and setting it to dry, they will then complete the HDD and reflect on how incredibly HUGE this development was in history.

Silk Station: The students will read the short history of silk production in the HDD and then watch the following videos (looped together for viewing). These videos show the story of silk production, from the beginning of the eggs through the making of silk cloth. Some show the silk being made by machine and some show the manufacturing of thread by hand. Total time for the viewing is about 12 minutes. Following viewing the videos the students will make a colored tissue paper collage of their vision of silk fabric (using colored tissue paper, glue mixed w/water for application, white stock paper, paint brushes) OR they may write a poem dedicated to the silkworm. The HDD for this contains a reading from the Artifact Box Handout and a fee key vocabulary words for completion.

**Videos** (which will be combined for viewing):

<http://www.youtube.com/watch?v=hchVGxfc1ws&feature=fvwrel>

<http://www.youtube.com/watch?v=BibCOCqZhPI&featue=related>

<http://www.youtub.com/watch?v=fh295glhogE&feature=fvwrel>

<http://www.youtube.com/watch?v=tZtZ90iqja8&feature=related>

<http://www.youtube.com/watch?v=wbmEjTvszI&feature=related>

**Annotated Bibliography:**

[**http://www.freeworldmaps.net/asia/china/map.html**](http://www.freeworldmaps.net/asia/china/map.html)

*Topographical map of China - to be displayed on the smartboard.*

 <http://www.travel.nationalgeographic.com/travel/countries/china-facts/>

 *Recent current facts about China*

See Artifact Box Handout for specific Artifact Bibliography

All other web sites listed within lessons

**DAY SEVEN: TERRA COTTA WARRIORS**

**Objective:** Students will explore the wonders of the Terra Cotta Warriors using a mini-WebQuest style search.

**Geography Theme:** Regions and Place

**Lesson Overview/Assessments:**

A short video (8 minutes) from the Discovery Channel (on the first of)Seven Wonders of Ancient China will be shown on the smartboard. This video presents a wonderful short explanation of the First Emperor and the discovery of the Terra Cotta Warriors in 1974.

The class will then break into 3 groups with each group having an assignment of researching with specific search tools the Terra Cotta warriors. Books from the library will be available (see specific titles from the bibliography of the Artifact Box Handout), as well as numerous web sites (listed below). One group will be assigned, “Why were they made? What was the religious significance of the Warriors? How were they made?” Another group //“Where was this discovery found? Who found it? How many were found? And the last group //”What makes this discovery so important? What did archeologists discover that made each Warrior so unique? How did this discovery help us better understand the ancient Chinese?”

Following their research, the groups will present their findings on large paper on a bulletin board. Then, each student will receive molding clay in which to make their own ‘individualized’ terra cotta warrior to be placed in sand for our display in the classroom. The clay used can be baked in an oven rather than fired.

A follow-up HDD will be given everyone for their binder with the information from the Artifact Box Handout already on it. Their individual reflection will be to pretend they are on one of the archeological digs and their reaction to seeing the Terra Cotta Warriors for the first time.

**Annotated Bibliography:**

Specific videos for the mini-WebQuest:

<http://www.video.nationalgeographic.com/video/kids/history-kids/terracotta-warriors-mazzate>

<http://www.news.national.geographic.com/news/2009/06/090615-terracotta-excavate-video-ap>

<http://www.chinahighlights.com/video/terracotta-warriors-in-xian.htm>

<http://www.explore.org/#!/videos/player/china-terracotta-warriors>

See Artifact Box Handout for specific bibliography of the Terra Cotta Warriors.

**DAY EIGHT and DAY NINE CLOSING ACTIVITIES & PROJECT ASSESSMENT:** *See Conclusion Section*