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

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**UNIT INTRODUCTION**

**Theme:** Regions and People of the Eastern Hemisphere

**Strand:** History

**Topic:** Early Civilizations

**Content Statement #2:** Early civilizations (India, Egypt, China and Mesopotamia)

with unique governments, economic systems, social structures, religions, technologies and agricultural practices and products flourished as a result of favorable geographic characteristics. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.

**Unit Rationale:** Learning about early civilizations and cultures gives students an interesting and meaningful reason to study the people of our past. Having a more holistic view of the world and its different groups of people helps students develop a clear understanding of aspects of our society today. Many things we take for granted everyday have historical roots in these early civilizations. This unit includes a variety of student–centered and project based learning activities relating to the Chinese Huang-Ho Civilization. The lessons explored help address the five themes of geography (Location, Human/Environment Interaction, Place, Region, and Movement) and how they can be applied and examined within this civilization. Lessons have been developed using the backwards design process of creating assessments based on objectives first and then developing activities to meet these assessment goals. A variety of assessments are used throughout the unit including a culminating project assessment that has students write letters to an actual 6th Grade class in China.

**Essential Questions:**

* Where was the Huang-Ho Civilization located?
* What significant landforms were important to the Huang-Ho Civilization?
* What is the significance of the Great Wall of China?
* How did the invention of the compass impact the world?
* Why was the silkworm so very important to trade?
* Is the wisdom of Confucius very different from wise thoughts today?
* How was history impacted by the development of paper?
* How were kites used by the military?
* What was the significance of the Terra Cotta Warriors?

**Unit Objectives:**

* Students will think about what they already know about the Chinese Civilization.
* Students’ interest will be captured through the teacher’s presentation of the Huang-Ho Artifact Box.
* 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.
* Students will understand what the Great Wall of China is and what it represents in the Ancient Chinese Culture.
* Students will understand how the Chinese Compass worked and how this innovation impacted the world.
* Students will be able to name at least 3 technological developments made by the ancient Chinese that are still used today.
* Students will understand the religious significance of the Terra Cotta Warriors.
* Students will write a friendly letter to an actual 6th Grade class in China explaining at least four details that they learned in their exploration of the Chinese Culture.

**DAY ONE – INTRODUCTION**

**Objectives:**

* Students will think about what they already know about the Chinese Civilization.
* Students’ interest will be captured through the teacher’s presentation of the Huang-Ho Artifact Box.

**Geography Theme:** Introduction to all Geography Themes

**Lesson Overview/Assessments:**

This will be an introductory lesson on the Huang-Ho Civilization. The lesson will begin by students completing a KWL Chart. Students will write everything they know about the Chinese Civilization under the “K” column and everything they would like to know under the “W” column. Students will have a few minutes to brainstorm and write individually. Then, students will discuss with their partners and small groups what they wrote down that they know and want to know. After sharing with their partners and small groups, the teacher will have a whole class discussion to see what students already know and would like to know about this civilization. A student volunteer will write all the ideas on an electronic graphic organizer KWL chart on the Smart Board. This will allow the teacher to informally assess what students already know and what misconceptions exist. This will help guide the teacher’s instruction as to which areas need to be more developed or where mini lessons could be added to aid students’ understanding. This type of activity matches the best practice strategy that “Social studies learning should build on students’ prior knowledge of their lives and communities, rather than assuming they know nothing about the subject” (p. 181).

After the KWL Activity, the teacher will present an artifact box that includes a variety of different artifacts that represent the Chinese Culture. This will give students a brief overview of the civilization and will help to engage students for future lessons. Artifacts will address the five themes of geography and offer a preview of lessons and activities to come. The artifacts will also give students something concrete that they can see and touch that relates to the civilization, which will make it seem more “real” and applicable to their lives today.

**Annotated Bibliography:**

* See Artifact Box Handouts for Specific Artifact Resources
* Zemelman, Steven, Harvey Daniels, and Arthur A. Hyde. *Best practice:*

*today's standards for teaching and learning in America's schools*. 3rd ed. Portsmouth, N.H.: Heinemann, 2005. Print. This resource offers strategies for teaching reading, writing, mathematics, science, social studies, and the arts. Chapter six specifically gives best practices for teaching social studies.