**Huang He River Civilization Unit Lesson Plans**

**Unit Overarching Essential Question: Who were the Ancient River Civilization people of China?**

**Day: 1**

**Standards:**

History Content Statement 2: **E**arly 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.

Geography Content Statement 3: Globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include and how it is displayed.

Geography Content Statement 4: Latitude and longitude can be used to identify absolute location.

Geography Content Statement 5: Regions can be determined, classified and compared using various criteria (e.g., landform, climate, population, cultural, economic).

**Essential Question(s):**

**-**What are the basic geographical facts surrounding the location of the Huang He Civilization that was influential in its history?

**Learning Objectives:**

**-**Students will be able to identify the absolute location of China.

-Students will be able to describe unique characteristics of the location of the ancient Chinese civilization including landforms, climate, waterways, etc.

-Students will be able to explain why the ancient civilization was isolated/why the Chinese thought they were the first people to develop a civilization.

**Geography Theme(s):** Location, Place, Regions

**Materials:**

-SMART board

-Class set of Huang He China Map

-Prezi Rubric

-laptops

**Engagement:** To review latitude and longitude show students the following Youtube video clip, which includes a song that helps to differentiate between the two: <http://www.youtube.com/watch?v=MjDqhLUzCpE>.

Discuss with students how to remember which is which and tell students the first task in learning about who the Ancient Chinese people were is to learn about the geographical factors that influenced their civilization. Ask students to work in partner groups using a laptop to first identify the absolute location of China using the map found at this site; <http://www.mapsofworld.com/lat_long/china-lat-long.html>. Partner groups should pair with another partner group to use this site to quiz each other in identifying the absolute location of specific places in China. Partner groups should then spend a few minutes using resources on the web to learn about the climate of China. Guide students in discussing the absolute location (about 75 degrees E to 135 degrees E and 55 degrees N to 25 degrees N) and characteristics of the climate.

**Procedures/Activities:**

**-**Explain to students that the ancient people thought they were the only developed people in the world because they did not know other civilizations existed. They were isolated from everyone because of regional factors.

-Display the Huang He China map on the SMART Board and pass this out to students.

-Discuss with students the location of the Hunag He River in China; it is in the center of China and guide students in drawing this in on their map. Explain to students that the people were isolated because they were surrounded by waterways, mountains, and deserts. Students will work with their partner to locate a map of China on the web to use to label specific waterways, mountains, and deserts they believe were influential in keeping the people living at the Huang He River isolated.

**-**Guide students in discussing the landforms they chose to label on their Huang He Map of China and why the students think these caused the people to live in isolation for many years.

-Explain to students that as they continue to learn about the Yellow River Ancient Civilization, they will be compiling their work onto a Prezi Presentation that will be graded as a final assessment to demonstrate knowledge of these people. The Prezi will demonstrate that students have successfully answered the overarching question of who these people were as well as have gained an understanding of the essential questions included in the unit. Pass out the Prezi Rubric to students to discuss expectations of a completed Prezi at the end of the unit in 7 more days. Guide students in scanning and uploading their Huang He China map into their started Prezi.

**Closure:** As an exit slip activity students will write one fact they learned today about the geographical factors of the Huang He River civilization and one question they have they hope to learn about the civilization before leaving the classroom.

**Resources:**

Glazer, T. (Photographer). (2011). *Longitude and latitude song*. [Web Video].

 Retrieved from <http://www.youtube.com/watch?v=MjDqhLUzCpE>

Maps of World. (2012). *China latitude and longitude map*. Retrieved from

 <http://www.mapsofworld.com/lat_long/china-lat-long.html>

Martin, P. (2012). *Ancient china for kids*. Retrieved from

 <http://china.mrdonn.org/geography.html>



**Huang He China Map**

**Day: 2**

**Standards:**

History Content Statement 2: **E**arly 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.

Geography Content Statement 5. Regions can be determined, classified and compared using various criteria (e.g., landform, climate, population, cultural, economic).

Geography Content Statement 6: Variations among physical environments within the Eastern Hemisphere influence human activities. Human activities also alter the physical environment.

**Essential Questions:**

**-**How did the Huang He River affect the ancient civilization people?

-How is the Yellow River different today and what can be done to prevent negative effects?

**Learning Objectives:**

**-**Students will be able to describe the significance of the Yellow River to the ancient people of China as well as be able to explain its defining characteristics.

-Students will be able to compare and contrast the problems of the Yellow River during the development of the civilization to problems of the river today and discuss solutions.

**Geography Theme(s):** Place, Human/Environment Interaction

**Materials:**

-SMART board

-Huang He River Images

-Social Studies Notebooks

-laptops

-Construction Paper for Pollution Advertisement

**Engagement:** Display images of the Yellow River obtained from Google Images after typing in “Huang He Silt.” Tell students to predict why the water looks yellow/ why the river was called the Yellow River in addition to the Huang He. Discuss with students that silt (yellow soil) was carried through the river and turned the water a yellowish color.

**Procedures/Activities:**

-Introduce students to the following information in guiding them in taking notes in their Social Studies Notebooks regarding the influential facts of the river.

The sixth longest river in the world is estimated to be about 5,464 kilometers. It is known as the Yellow River because the yellow soil called silt washed into the river as it flowed to sea and turned it a yellow color. It is also called the “cradle of Chinese Civilization” because it was the birthplace of civilization, especially the Wei Valley and was the most prosperous region in early Chinese History. It was extremely prone to flooding and some of the floods that took place before the advent of modern dams, were some of the deadliest natural disasters ever recorded. The ancient Chinese farmed the fertile soil along the Huang He, using the river to irrigate their farms.

-Write Positives on one side of the board in the front of the room and Negatives on the other side. Through a Grafiti Wall Activity guide students in coming to the front of the room quietly to write their ideas regarding positive and negative attributes to the river. For example it was a positive that the people had fertile soil they could use to plant crops but it was a negative that flooding destroyed homes. After many students have contributed their thoughts, expand upon their ideas through a guided classroom discussion.

-Explain to students that today the Yellow River faces a lot of air and water pollution due to industrial growth. Students will research more facts surrounding this problem by viewing two web articles: [http://www.time.com/time/world/article/0,8599,1550046,00.html](http://www.time.com/time/world/article/0%2C8599%2C1550046%2C00.html) and <http://www.terradaily.com/reports/Yellow_River_Pollution_Getting_Worse_999.html> with a partner to list four facts learned in their Social Studies Notebooks and to brainstorm solutions to prevent more excessive pollution. Each partner group will create an advertisement to stop pollution in the Yellow River.

**Closure:** Guide students in reviewing the main facts that were learned about the river today as well as what was learned regarding how to prevent pollution in waterways. Allow students about 10 minutes to upload a picture of the Huang He River as well as a typed brief summary of what was learned regarding the significance of the river that will serve as completion of part two on the Prezi Rubric which will be graded at the culmination of the unit.

**Resources:**

Agence France-Presse. (2006). *Yellow river pollution getting worse*. Retrieved from http://www.terradaily.com/reports/Yellow\_River\_Pollution\_Getting\_Worse\_999.html

Mrdonn.org. (2012). *Ancient china*. Retrieved from

 <http://china.mrdonn.org/lessonplans.html>

TIME Magazine. (2006). *When the yellow river runs red*.

Retrieved from http://www.time.com/time/world/article/0,8599,1550046,00.html

**Day: 3 & 4**

**Standards:**

History Content Statement 2: **E**arly 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.

History Content Statement 1: 1. Events can be arranged in order of occurrence using the conventions of B.C. and A.D. or B.C.E. and C.E.

**Essential Questions:**

**-**What dynasties made up the beginning of the Chinese Civilization?

-When did the Yellow River Civilization develop in relation to other ancient civilizations?

**Learning Objectives:**

**-**Students will be able to identify the three early dynasties of ancient China as well as be able to explain defining characteristics of each.

-Students will be able to create a timeline including appropriate conventions (ex. B.C.) demonstrating the time period of the three dynasties in relation to the other ancient civilizations that have already been explored in past units

**Geography Theme(s):** none

**Materials:**

-Ancient China Early Dynasties Graphic Organizer

-Large Paper for constructing timelines

**Engagement:** Introduce students to the social structure of ancient China by guiding them in taking brief notes in their Social Studies Notebooks of important terms such as dynasty, king, and warlord. Chinese history is marked by three successive dynasties that became the roots of Chinese culture and civilization: Xia Dynasty (2200-1776 BCE), the Shang Dynasty (1766-1122 BCE), and the Zhou Dynasty (1122-256 BC). The king in each dynasty divided the kingdom into different territories where aristocratic warlords ruled. The king had the power to add or remove new leaders when he thought necessary. Explain to students that today and tomorrow will be spent learning about the significant events/inventions of each dynasty. Divide the class into small group and assign each group a specific dynasty.

**Procedures/Activities:**

-Guide students in working together to research any significant ideas, events, inventions, occurrences that happened in their assigned dynasty that they feel greatly influenced this ancient civilization. Students must identify at least 5 interesting facts they would like to share with the rest of the class as well as the king that ruled.

-The next day students should share what they learned about their specific dynasty to help the class work together to compile facts onto their Ancient China Early Dynasties Graphic Organizer to compare and contrast the three dynasties.

-Guide the class in discussing significant occurrences over these time periods such as cultural ideas or inventions like irrigation. Explain to students that another day will be spent investigating inventions more in depth in the unit.

-After students have shared their information and completed their graphic organizers they will work together to create a group tiered timeline that includes the three dynasties as well as the other ancient civilizations that have been explored in past units.

**Closure:** Guide students in discussing their created tiered timelines to identify that other civilizations existed at the time of the Ancient Yellow River Civilization. Review the conventions of B.C. and A.D. or B.C.E. and C.E. and make sure each group has properly used conventions on their map. Students should then spend the last 10 minutes of class creating a brief timeline for their Prezi site that just includes the three early dynasties of China.

**Resources:**

*The indus and huang river valleys*. (n.d.). Retrieved from

 http://indus\_and\_haung\_rv.webs.com/huangrivervalleyeconomy.htm

**Ancient China Early Dynasties Graphic Organizer**

**Day: 5/6**

**Lesson Summary:** The ancient Chinese invented many things that became very important to their people. Some of these inventions were: writing, pottery, and the ability to make silk. During this lesson, the class will be split into three groups, each being assigned one of the mentioned inventions. The members of these groups should research their invention and eventually be prepared to present their findings to the rest of the class. Eventually students will defend which invention they believe was the most important to the ancient Chinese and will add this invention to their prezi.

**Standards:** History 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.

**Essential Questions:** Which items/procedures did the Yellow River Valley Civilization invent? How important were these inventions to their ability to thrive?

**Learning Objectives:** Students will be able to: Identify and describe the major items/procedures invented by the Huang Ho River Civilization. Articulate which invention they believe is most important to the civilization.

**Geography Theme(s): none**

**Materials:** Computers, note-taking notebook, pencil.

**Engagement:**

* Show this video to engage students on ancient Chinese inventions: <http://www.youtube.com/watch?v=cx-x7BrgjSA>

**Procedures/Activities:**

* After students are put into groups, they should begin researching their inventions. They will take notes on the information. They should use their note-taking journal to do so. The following websites will assist them:

*Ancient china for kids: Mandate of heaven* . (n.d.). Retrieved from http://china.mrdonn.org/mandateofheaven.html

Cultural China. (2010). *Ancient chinese bronze*. Retrieved from

 [http://arts.cultural-](http://arts.cultural- china.com/en/30Arts2225.html)

 [china.com/en/30Arts2225.html](http://arts.cultural- china.com/en/30Arts2225.html)

Livermore, R. (2009, September 21). *The invention of pottery in china*. Retrieved from http://suite101.com/article/the-invention-of-pottery-in-china-a151306

Lo, L. (2012). *Origins of writing systems*. Retrieved from

 http://www.ancientscripts.com/ws\_origins.html

Metropolitan Museum of Art. (2012). *Shang and zhou dynasties: The bronze age of*

*china*. Retrieved from http://www.metmuseum.org/toah/hd/shzh/hd\_shzh.htm

Mrdonn.org. (2012). *Ancient china*. Retrieved from

 <http://china.mrdonn.org/lessonplans.html>

*The indus and huang river valleys*. (n.d.). Retrieved from http://indus\_and\_haung\_rv.webs.com/huangrivervalleyeconomy.htm

* Once students have researched their invention enough to feel confident teaching the information to peers, students will rotate “jigsaw-style” to tell others about their assigned invention. By the time the activity is over, everyone should have heard about writing, pottery, and silk in regards to the ancient Chinese.
* After everyone has heard about the inventions, the class should take part in a think-pair-share activity to discuss which item they believe was the most important to the Huang-Ho Civilization.
* After students have discussed this, they will form their own opinion on which invention was the most important to the Yellow River Civilization.

**Closure:**

* Students should discuss and defend the invention they believe is most important and add it to their Prezi site. They should also add a picture to represent their choice.

**Assessment:**

* Informal assessment: Collection of notes from research.
* Informal observation: Are students on task during the jigsaw activity? Are they teaching about their invention well?
* Informal assessment: Participation and legitimacy of answers during think-pair-share activity.
* Ultimate formal assessment of Prezi

**Resources:**

*Ancient china for kids: Mandate of heaven* . (n.d.). Retrieved from http://china.mrdonn.org/mandateofheaven.html

Cultural China. (2010). *Ancient chinese bronze*. Retrieved from

 [http://arts.cultural-](http://arts.cultural- china.com/en/30Arts2225.html)

 [china.com/en/30Arts2225.html](http://arts.cultural- china.com/en/30Arts2225.html)

Livermore, R. (2009, September 21). *The invention of pottery in china*. Retrieved from http://suite101.com/article/the-invention-of-pottery-in-china-a151306

Lo, L. (2012). *Origins of writing systems*. Retrieved from

 http://www.ancientscripts.com/ws\_origins.html

Metropolitan Museum of Art. (2012). *Shang and zhou dynasties: The bronze age of*

*china*. Retrieved from http://www.metmuseum.org/toah/hd/shzh/hd\_shzh.htm

Mrdonn.org. (2012). *Ancient china*. Retrieved from

 <http://china.mrdonn.org/lessonplans.html>

*The indus and huang river valleys*. (n.d.). Retrieved from http://indus\_and\_haung\_rv.webs.com/huangrivervalleyeconomy.htm

http://www.youtube.com/watch?v=cx-x7BrgjSA

**Day: 7**

**Standards:**

History 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

Geography: 7. Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.

**Essential Questions:** What causes people to move from one location to another? How important was the silk road to China’s ability to thrive?

**Learning Objectives:** Students will be able to identify three reasons that people might move from one place to another. Students will be able to describe the Silk Road and its significance.

**Geography Theme(s):** Movement

**Materials:** Projector, internet access, book, pencil, exit slip.

**Engagement:**

* Read “The Silk Route: 7,000 Miles of History aloud to students”
	+ Major, J. S. (1996). *The silk route: 7,000 miles of history*. Haper Collins.

**Procedures/Activities:**

* Think-pair-share: Discuss the impacts that the Silk Road had on the Huang Ho River Valley Civilization and those surrounding. Discuss how people may have reacted towards seeing silk for the first time.
* Watch video: <http://videos.howstuffworks.com/discovery/7249-china-silk-road-video.htm>
* Quick write: Why do you think that the Chinese wanted to trade silk to other regions? Would it have been better if they kept silk-making a secret? Why do people move from one place to another?
* Students will then add a description of the Silk Road to their Prezi. They should also add a photo to go along with it.

**Closure:**

* **Exit slip:** Name three reasons why people may want to move from one location to another.

**Resources:**

<http://videos.howstuffworks.com/discovery/7249-china-silk-road-video.htm>

Major, J. S. (1996). *The silk route: 7,000 miles of history*. Haper Collins.

**Day: 8**

**Standards:**

History 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

**Essential Questions:** What is the mandate of heaven? How does the ancient Chinese government differ from our present day government?

**Learning Objectives:** Students will be able to compare and contrast present day government to ancient Chinese government. Students will be able to explain and identify the principals of the mandate of heaven.

**Geography Theme(s):** none

**Materials:** Computers, worksheet, pencils.

**Engagement:**

* Imagine a society that is completely different from ours. Where rulers could rule until they died off or were overthrown.
* Think-pair-share: what problems do you think countries like this would face?

**Procedures/Activities:**

* Students should get on computers and fill out the small scavenger hunt (attached). Students should use the following websites:
	+ <http://asianhistory.about.com/od/ancientchina/f/What-Is-The-Mandate-Of-Heaven.htm>
	+ <http://acc6.its.brooklyn.cuny.edu/~phalsall/texts/shu-jing.html>
	+ <http://china.mrdonn.org/mandateofheaven.html>
* Next, students will conduct a mock debate. One side of the class will be the nobles and peasants and the other side will be the rulers of the dynasty. The rulers should try to convince the nobles and peasants that they have a right from god to rule over the nation.

**Closure:**

* After familiarizing themselves with the mandate of heaven, students will add a section about the mandate of heaven to their Prezi. They should also import Venn Diagram comparing and contrasting present day government to ancient Chinese government. This will be the last addition to the Prezi, so students will “turn in” this assignment today as well.

**Resources:**

* + <http://asianhistory.about.com/od/ancientchina/f/What-Is-The-Mandate-Of-Heaven.htm>
	+ <http://acc6.its.brooklyn.cuny.edu/~phalsall/texts/shu-jing.html>
	+ http://china.mrdonn.org/mandateofheaven.html

**Mandate of Heaven Scavenger Hunt**

**What is the mandate of heaven?**

**What are the four main principals of the mandate of heaven?**

**Compare and contrast ancient Chinese government to present day American government:**