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| **Unit: 4 Ancient China****TCI** |
| **Learning Targets****“I can…”****Lesson: 19- I can tell how geography affected life in ancient China.****Lesson: 20- I can tell what Shang artifacts reveal about this civilization.****Lesson: 21- I can tell how Confucianism, Daoism, and Legalism influenced political rule in ancient China.****Lesson: 22- I can tell if the first Emperor of Qin was an effective leader.** **Lesson: 23- I can tell how the Han dynasty improved government and daily life in China.****Lesson: 24- I can tell how the Silk Road promoted the exchange of goods and ideals.**  |
| **Content** | **Skills (Learners Will…)** |
| **Lesson: 19 -Geography and Settlement of Early China*** **In a problem solving group work activity student will create a relief map and geographic poster of China’s five regions and support hypothesis about the influence of geography on settlement and ways of life in ancient China.**
 | * Analyze text with compare and contrast organizational pattern. (**2)**
* Offer persuasive evidence to support a hypothesis. (**3)**

 • Describe the geography of China’s regions and analyze how physical features, climate, and vegetation affect daily life. (**2)** • Record, analyze and present geographic data. (**1)** • Locate the Huang He Valley and exlain why civilization originated there. (**2)** • Explain how China’s geographic features isolate it from the rest of the world. (**2)**(**DOKs in bold print)** |
| **Lesson: 20- The Shang Dynasty*** **Students will excavate a tomb to learn about the government, social structure, religion, writing, art, and technology of the Shang Dynasty.**
 | * Describe the government, social structure, religion, writing, art, and technology of the Shang Dynasty. **(1)**
* Analyze artifacts to draw conclusions about the dynasty. (**2)**
* Justify and argument with relevant evidence. (**3)**

**(DOKs in bold print)** |
| **Lesson: 21- Three Chinese Philosophies*** **Students learn about Confucianism, Daoism, and Legalism under classroom conditions that reflect the main beliefs of each philosophy.**
 | * Identify political and cultural issues at the end of the Zhou Dynasty. (**1)**
* Describe the lives and fundamental teachings of Confucius, Laozi, and Hanfeizi. **(1)**
* Explain how various schools of thought affected political rule in China**. (2)**
* Apply Confucian, Daoist, and Legalist principles to contemporary situations. **(3)**
* Clarify main idea and connect them to a related issue**.(3)**

(**DOKs in bold print)** |
| **Lesson: 22- The First Emperor of China.*** **Students will analyze and bring to life images about Qin Shihuangdi’s political and cultural unification of China, his efforts to protect northern boundaries, and dispute with Confucian scholars.**
 | * Explain how the emperor unified northern China under the Qin Dynasty. **(1)**
* Azalyze the policies and Achievements of the Emperor of Qin. **(2)**
* Evaluate the extent to which Qin was an effective leader. **(3)**
* Connect and clarify main ideas in text by relating them to images. **(2)**
* Select point of view, match purpose, message, and vocal modulation to an audience**. (3)**
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| **Lesson: 23-The Han Dynasty*** **Students will visit 7 stations to learn about Han achievements in the fields of warfare, government, agriculture, industry, art, medicine, and science.**
 | * Explain how the Han dynasty expanded their empire**. (1)**
* Describe the political contributions of the Han dynasty to the development of the imperial bureaucratic state. **(2)**
* Evaluate the impact of inventions and discoveries in the fields of warfare, government, agriculture, industry, art, medicine, and science during the Han empire. **(2)**
* Organize paragraphs that state clear positions and support them. **(3)**
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| **Lesson: 24- The Silk Road*** **Student will travel along a simulated Silk Road to learn about facing obstacles , trading products, and absorbing cultural exchanges that occurred along the Silk Road during the Han dynasty.**
 | * Locate trans-Eurasian trade routes in the period of the Han dynasty and the Roman Empire. **(1)**
* Identify travel difficulties along the Silk Road. **(1)**
* Explain how the Silk Road led to an exchange of goods, ideas, and beliefs. **(2)**
* Describe the diffusion of Buddhism northward from India to China. **(2)**
* Clarify main idea in text to connect them to classroom simulations. **(2)**
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| **Core Standards** |
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