

Ancient China Unit Organizer Fourth Grade

Thinking Frame Work Key: K=Knowledge, P=Patterns, M=Modeling, C=Creativity

Vocabulary: dynasty, invention, civilization, invasion, standard, scholars, philosopher, subsequent, virtuous, reverence, ancestor, virtue, luxury, bolts, profitable, refine, chaos, agriculture, textile, international, persecution, steppes, self-sufficient, khan, drought, famine, conservation, reign, galley, fleet

- I. Core Knowledge Content Guidelines
 - a. China: Dynasties and Conquerors
 - i. Qin Shihuangdi, first emperor, begins construction of Great Wall (K,P,M)
 - ii. Han dynasty: trade in silk and spices, the Silk Road, invention of paper (K,P)
 - iii. Tang and Song dynasties: highly developed civilization, extensive trade, important inventions (including compass, gunpowder, paper money) (K)
 - iv. Mongol invasion and rule
 - A. Chinggis Khan and the "Golden Horde" (K,P,M)
 - B. Kublikan Khan: establishes capital at what is now Beijing (K,P)
 - C. Marco Polo (K)
 - v. Ming dynasty
 - A. The "Forbidden City" (K,P,M)
 - B. Exploration of Zheng He (K,P)

Additional: Magic Brocade

- II. Procedure and Assessments
 - a. Students will research and write a report about each dynasty
 - b. The reports will be presented to the class
 - c. Students will match inventions and event to the correct dynasties
 - d. Students will view slides of items created/ invented during each dynasty

- e. Students will complete comprehension worksheets relating to the dynasties
- f. Students will complete a cumulative test about the history of China

III. Colorado State History Standards

Standard 1 - Chronological Organization

- ✓ Prepare a timeline depicts significant people and events in correct sequence.

Standard 2 - Historical Inquiry

- ✓ Compile information into a research report (either written or oral).
- ✓ Describe the oral tradition of sharing culture from generation to generation.

Standard 3 - Diverse Societies

Standard 4 - Science, Technology and Economic Activity

- ✓ Describe the impact of various technological developments on the local community and the state (for example: irrigation, transportation, communication).
- ✓ Discuss the development of towns.
- ✓ Describe different systems of exchange that can be used.

Standard 5 - Political Institutions and Theories

- ✓ Give examples of how individuals and/ or various groups have gained, lost or maintained political rights, freedoms, powers or cultural identity in the history of the community, regions or state.

Standard 6 - Religion and Philosophy

- ✓ Describe traditions based on cultural beliefs and ideas.
- ✓ Give examples of how beliefs of the people are reflected in the celebrations and practices of their community.

Give examples of forms of expression that depict the history, daily life, and beliefs of various people (for example: folk tales, ballads, dance and architecture).

IV. History Habits of Mind

Habits of Mind: History

1. Understand the significance of the past to their own lives and society.
2. Distinguish between important and inconsequential; to develop a "discerning memory" and judgement
3. Perceive past events as they were experienced by people at the time, to develop historical empathy vs. "present-mindedness".
4. Acquire a comprehension of diverse cultures and share humanity.
5. Understand how things happen and how things change, how human intentions matter, but how consequences are shaped by the means of carrying them out.
6. Comprehend the interplay of change and continuity.
7. Prepare to live with uncertainties and even perilous, unfinished business, realize that not all problems have a solution.
8. Grasp the complexity of historical causation; respect particularity and avoid excessively abstract generalizations.
9. Appreciate the often tentative nature of judgements about the past and thereby avoid the temptation to seize on "lesson of history" as cures for present ills.
10. Recognize the importance of individuals who have made a difference in history, and the significance of personal character for good and ill.
11. Appreciate the force of non-rational, irrational and accidental in history and human affairs.
12. Understand the relationship between geography and history as a matrix of time and place, as a context for events.
13. Read widely and critically in order to recognize the difference between fact and place as a context for events.