

DYNASTIES AND CONQUERORS OF CHINA

Grade Level or Special Area: Fourth Grade

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Length of Unit: Nine lessons (approximately two weeks (ten days, one day = 45 minutes))

I. ABSTRACT

This unit is intended to provide fourth graders with an overview of the Dynasties and Conquerors of China and to provide teachers with lessons to cover the requirements in the *Core Knowledge Sequence* by E. D. Hirsch Jr. Through reading, class discussion, and activities, the students will gain a foundational knowledge of those who ruled China, from the first emperor to the end of the Ming Dynasty. This unit uses a variety of approaches to learning, including various types of writing, artwork, creating diagrams, and developing a History copybook (or notebook).

II. OVERVIEW

A. Concept Objectives

1. Understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (CO History Standard 1)
2. Understand that societies are diverse and have changed over time. (CO History Standard 3)
3. Understand how science, technology, and economic activity have developed, changed, and affected societies throughout history. (CO History Standard 4)

B. Content from the *Core Knowledge Sequence* (page 93)

1. History and Geography: China: Dynasties and Conquerors
 - a. Qin Shihuangdi, first emperor, begins construction on the Great Wall
 - b. Han dynasty: trade in silk and spices, the Silk Road, invention of paper
 - c. Tang and Song dynasties: highly developed civilization, extensive trade, important inventions (including compass, gunpowder, paper money)
 - d. Mongol invasions and rule
 - i. Chinggis Khan and the “Golden Horde”
 - ii. Kublilai Khan: establishes capital at what is now Beijing
 - iii. Marco Polo
 - e. Ming dynasty
 - i. The “Forbidden City”
 - ii. Explorations of Zheng He

C. Skill Objectives

1. Locate China on a map.
2. Identify and place the Great Wall of China, the Yellow and Yangzi Rivers, the cities of Changan, Hangzhou, Kaifeng, Dadu (Beijing), the Silk Road, the Himalayas, and the Gobi Desert on a map of China.
3. Verbalize the reasons the Great Wall was built, and explain the sacrifices that went into its creation.
4. Record information characteristic of the Qin, Han, Tang, Song, and Ming Dynasties on a chart.
5. Identify and list both the positive and negative accomplishments of Qin Shihuangdi, the first emperor of China.
6. Identify the steps in the silk making process in ancient China.
7. Identify and write Chinese figures.
8. Write a four-line poem about nature.
9. List reasons for either living in the city or the country of China.

10. Identify and list facts about the Mongol ruler, Chinggis Khan.
11. Describe the sights and adventures Marco Polo experienced as a member of Kubilai Khan's court.
12. Design a new palace for the Forbidden City, using elements that were characteristic of Chinese architecture.
13. Identify correct answers to matching, true/false, and multiple-choice questions.
14. List correct responses to short answer questions.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. Hirsch, E. D. Jr. *Pearson Learning Core Knowledge History and Geography Level Four*
 2. Hirsch, E. D. Jr. *Pearson Learning Core Knowledge History and Geography: Dynasties of China Teacher's Guide*
 3. Hirsch, E. D. Jr. *What Your Fourth Grader Needs to Know*
- B. For Students
 1. Students will have previous knowledge about China from studying it in second grade.

IV. RESOURCES

- A. *Pearson Learning Core Knowledge History and Geography Level Four* by E. D. Hirsch Jr.-a class set is preferable, but at least one copy for the teacher is needed; note: if these are not available to your school, you may also use *Pearson Learning Core Knowledge History and Geography: Dynasties of China* (all lessons except Lesson Nine)
- B. *Pearson Learning Core Knowledge History and Geography: Dynasties of China Teacher's Guide* by E. D. Hirsch Jr. (all lessons except Lesson Nine)
- C. *The Great Wall of China* by Leonard Everett Fisher (Lesson One)
- D. *The Empress and the Silkworm* by Lily Toy Hong (Lesson Three)
- E. *China Activity Book* by Linda Milliken (Lessons Three and Four)
- F. *Ancient China* by Carol Michaelson (Lessons Three and Five)
- G. *China* by Diana Granat and Stanlee Brimberg (Lesson Four)
- H. *The Travels of Marco Polo* by Mike Rosen (Lesson Seven)
- I. Chart on the Dynasties of China done on chart paper (Lessons One-Five and Eight)
- J. World map or globe (Lessons One, Six, and Eight)
- K. Student copybooks-these are black and white composition books created by the students as individual History books; regular paper in a folder or notebook will also work (every lesson except Lesson Nine)

V. LESSONS

Lesson One: Introduction to China (approximately 45 minutes)

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Understand that societies are diverse and have changed over time. (Colorado History Standard 3)
 - b. Understand how science, technology, and economic activity have developed, changed, and affected societies throughout history. (Colorado History Standard 4)
 2. Lesson Content
 - a. China: Dynasties and Conquerors
 3. Skill Objective(s)
 - a. Locate China on a map.

- b. Identify and place the Great Wall of China on a map of China.
 - c. Verbalize the reasons the Great Wall was built, and explain the sacrifices that went into its creation.
- B. *Materials*
- 1. *The Great Wall of China* by Leonard Everett Fisher
 - 2. World map or globe
 - 3. Student copybooks or notebooks
 - 4. Butcher paper
 - 5. Appendix A (one per student)
 - 6. Appendix B (one copy for the teacher)
 - 7. Appendix C (one per student; and one copy made into a transparency for the teacher)
 - 8. Appendix D (one copy for the teacher)
- C. *Key Vocabulary*
- 1. Dynasty – a series of rulers who are related
 - 2. Emperor – a ruler
- D. *Procedures/Activities*
- 1. Begin by showing the county of China on a map or globe.
 - 2. Orally review with students what they learned about China in second grade.
 - 3. Using Appendix B as a guide, make a chart on butcher paper (only fill in the headings at this time). This will be a place for students to record information about the different dynasties of China. Have students copy the chart into their copybooks (or notebooks). Do not yet fill in any of the information – this will be done on an on-going basis as the different dynasties are studied in class.
 - 4. On the next page of their copybooks, have students create a vocabulary page for this unit (they may need two pages for this). On the overhead, list the day’s vocabulary words and their definitions. Talk about the words to make sure students understand them.
 - 5. Read the book, *The Great Wall of China* to the class. Simply allow the students to enjoy listening to the story as you read.
 - 6. Pass out Appendix C, the map of China. Have students cut it out and glue it into their copybooks.
 - 7. Put a transparency of Appendix C on the overhead (note – this map will be added to frequently throughout this unit, so do not erase it, but save it to use as a daily review with the students). Draw in and label the Great Wall (see Appendix D for correct placement). Have the students also place the Great Wall on their maps.
 - 8. The wall was built to protect China from invaders, but many Chinese died while building the wall. Ask the students to write a paragraph in their copybooks after discussing the following questions: Was the building of the Great Wall worth the price the Chinese people had to pay? Was Emperor Zheng right or wrong in his decision to build the Great Wall? The students will need to state and explain their choice. Tell students their paragraphs will be graded on mechanics, neatness, and whether or not they gave a good defense for their answer.
- E. *Assessment/Evaluation*
- 1. Students will be assessed by the correct placement of the Great Wall on the map of China in their copybooks or notebooks (using Appendices A and D). Note – you can either grade each individual assignment on a daily basis or collect and grade the copybooks or notebooks at the end of the unit. It may be easier to wait and grade the map at the end of the unit.
 - 2. Students will also be assessed on the paragraph they wrote in their copybooks or notebooks (use Appendix A).

Lesson Two: The Qin Dynasty (approximately 45 minutes)

A. Daily Objectives

1. Concept Objective(s)
 - a. Understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (Colorado History Standard 1)
2. Lesson Content
 - a. Qin Shihuangdi, first emperor, begins construction on the Great Wall
3. Skill Objective(s)
 - a. Locate the Yellow and Yangzi Rivers and place them on a map of China.
 - b. Record information characteristic of the Qin Dynasty on a chart.
 - c. Identify and list both the positive and negative accomplishments of Qin Shihuangdi, the first emperor of China.

B. Materials

1. *Pearson Learning Core Knowledge History and Geography Level Four* (one copy per student)
2. *Pearson Learning Core Knowledge History and Geography: Dynasties of China Teacher's Guide* (to help guide and facilitate discussion if needed)
3. Student copybooks or notebooks
4. Chart of China's Dynasties (done on butcher paper)
5. Appendix A (one copy per student)
6. Appendix B (one copy for the teacher)
7. Appendix C (the teacher's transparency copy)
8. Appendix D (one copy for the teacher)
9. Appendix E (one copy for the teacher)

C. Key Vocabulary

1. Jade – a greenish mineral used as a gemstone
2. Tyrant – a ruler who rules in a harsh, cruel, manner
3. Steppes – vast treeless plains extending from southwestern Europe into central Asia

D. Procedures/Activities

1. As a quick review from the previous lesson, ask who the emperor was who started construction on the Great Wall (Zheng). Put Appendix B on the overhead and remind the students where the Great Wall is located. Ask why the Great Wall was built (to save China from invaders from the north).
2. Add the day's vocabulary words and definitions to the vocabulary page in the copybooks (write out on an overhead). Talk about the words to make sure students understand them.
3. Read pages 154-158 ("The First Emperor") in *Pearson Learning Core Knowledge History and Geography Level Four* book.
4. As you read, ask the students:
 - a. What the clay army was guarding. (The entrance to the tomb of the first emperor of China).
 - b. Why were the Chinese emperors buried with their wealth? (They believed they would have an afterlife after they died and they wanted to go on living with their wealth).
 - c. How long did the Qin dynasty last after the emperor's death? (Only four years).
5. Add the Yellow and Yangzi Rivers to the map (use the transparency copy of Appendix C). Have students add these to their maps in the copybooks or notebooks.

6. Fill in the information about the Qin dynasty on the chart made in lesson one (see Appendix B for the correct information). Have the students copy this information into their copybooks or notebooks.
 7. Using Appendix E as an example, (note – Appendix E is just to be used as an example for the teacher, so do not make it into an overhead. Students will be drawing the emperor, not just writing the Emperor’s name, as on Appendix E). Guide the students in drawing a bust of Emperor Shihuangdi. On one side, have students web the positive accomplishments of Shihuangdi’s reign (some include establishing a common written language, a common money system, one calendar, one system of weighing and measuring goods, the building of canals and roads, and beginning construction on the Great Wall). On the other side, have them list some of the negative events that occurred during his reign (horrible punishments, burning all the history, philosophy, and literature books in China, killing 460 scholars, sending his son far away, and causing the deaths of many Chinese whom he forced to build the Great Wall). There should be at least three reasons listed on each side. Note – depending on the level of your students, these reasons can be talked about and written down together, or done individually.
- E. *Assessment/Evaluation*
1. Students will be evaluated on the correct placement of the Yellow and Yangzi Rivers on their maps (use Appendices A and D).
 2. Students will also be assessed on the information of the Qin Dynasty as written on their charts (using Appendices A and B). Note – as mentioned earlier, it may be easier to grade the chart at the end of the unit.
 3. Students will be assessed on their bust on Emperor Shihuangdi (using Appendices A and E).

Lesson Three: The Han Dynasty (approximately 45 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (Colorado History Standard 1)
 - b. Understand how science, technology, and economic activity have developed, changed, and affected societies throughout history. (Colorado History Standard 4)
 2. Lesson Content
 - a. Han dynasty: trade in silk and spices, the Silk Road, invention of paper
 3. Skill Objective(s)
 - a. Locate and place the city of Changan, the Silk Road, the Himalayas, and the Gobi Desert on a map of China.
 - b. Record information characteristic of the Han Dynasty on a chart.
 - c. Identify the steps in the silk making process in ancient China.
- B. *Materials*
1. *Pearson Learning Core Knowledge History and Geography Level Four* (one copy per student)
 2. *Pearson Learning Core Knowledge History and Geography: Dynasties of China Teacher’s Guide* (to help guide and facilitate discussion if needed)
 3. Student copybooks or notebooks
 4. Chart of China’s Dynasties (done on butcher paper)
 5. *The Empress and the Silkworm* by Lily Toy Hong
 6. *China Activity Book* by Linda Milliken

7. *Ancient China* by Carol Michaelson
 8. Appendix A (one per student)
 9. Appendix B (one copy for the teacher)
 10. Appendix C (the teacher's transparency copy)
 11. Appendix D (one copy for the teacher)
 12. Appendix F (one copy made into a transparency)
 13. Appendix G (one copy for the teacher; may be made into a transparency if needed)
- C. *Key Vocabulary*
1. Silk – a soft fabric made from the threads spun by a silkworm
 2. Oasis – a fertile area in the midst of a desert
- D. *Procedures/Activities*
1. As a review from yesterday's lesson, ask students to identify some of the positive accomplishments of Shihuangdi's reign (some include establishing a common written language, a common money system, one calendar, one system of weighing and measuring goods, the building of canals and roads, and beginning construction on the Great Wall) as well as the negative events that occurred during his reign (horrible punishments, burning all the history, philosophy, and literature books in China, killing 460 scholars, sending his son far away, and causing the deaths of many Chinese whom he forced to build the Great Wall)
 2. Add the day's vocabulary words and definitions to the vocabulary page in the copybooks (write out on an overhead). Talk about the words to make sure students understand them.
 3. Read the book, *The Empress and the Silkworm* to the class. Let the students sit back and enjoy the story!
 4. Read pages 159-161 ("The Han Dynasty") in *Pearson Learning Core Knowledge History and Geography Level Four* book.
 5. As the class read, facilitate a discussion by asking the following questions:
 - a. Why were the Chinese people so isolated from the rest of the world for so many years? (China is surrounded by mountains, deserts, and steppes).
 - b. What was the Silk Road? (The Silk Road was used to open a trade route between China and other countries).
 - c. What was an important invention during the Han Dynasty? (Paper).
 6. Add the city of Changan, the Silk Road, the Himalayan Mountains, and the Gobi Desert to the map (using the transparency copy of Appendix C). Have students add these to their maps in their copybooks or notebooks.
 7. Fill in the information about the Han dynasty on the chart made in lesson one (see Appendix B for the correct information). Have the students copy this information into their copybooks or notebooks.
 8. Put the transparency of Appendix F on the overhead. This lists the steps in the silk making process (for more information, see *China Activity Book* by Linda Milliken, pages 12-13, and *Ancient China* by Carol Michaelson, pages 52-53). Using this information, have the students write a paragraph explaining the silk making process in ancient China (leaves are picked from the mulberry tree, the silkworms are stored on bamboo trays and feed mulberry leaves, the silkworm spins a cocoon, the cocoon is dropped into boiling water and the silk fibers come unwound, the thread is plucked from the water with chopsticks, a spinning machine is used to twist the thread into strands, the strands are woven together on a loom, and the woven silk is dyed and hung to dry). See Appendix G for an example). Note - depending on the level of the students, this can be done as a

class activity by putting a transparency copy of Appendix G on the overhead and having the students copy it. The paragraphs need to include a topic sentence, transition words, and a concluding sentence. Tell the students they will be graded on spelling and grammar, as well as having the steps in the correct order in their paragraphs.

- E. *Assessment/Evaluation*
1. Students will be evaluated on the correct placement of the city of Changan, the Silk Road, the Himalayan Mountains, and the Gobi Desert on their maps (use Appendices A and D).
 2. Students will also be assessed on the information of the Han Dynasty as written on their charts (using Appendices A and B).
 3. Student will be evaluated on the paragraphs they wrote on the silk making process (using Appendix A).

Lesson Four: The Tang Dynasty (approximately 45 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (Colorado History Standard 1)
 - b. Understand how science, technology, and economic activity have developed, changed, and affected societies throughout history. (Colorado History Standard 4)
 2. Lesson Content
 - a. Tang and Song dynasties: highly developed civilization, extensive trade, important inventions (including compass, gunpowder, paper money)
 3. Skill Objective(s)
 - a. Record information characteristic of the Tang Dynasty on a chart.
 - b. Identify and write Chinese figures.
 - c. Write a four-line poem about nature.
- B. *Materials*
1. *Pearson Learning Core Knowledge History and Geography Level Four* (one copy per student)
 2. *Pearson Learning Core Knowledge History and Geography: Dynasties of China Teacher's Guide* (to help guide and facilitate discussion if needed)
 3. Student copybooks or notebooks
 4. Chart of China's Dynasties (done on butcher paper)
 5. Appendix A (one per student)
 6. Appendix H (one copy made into a transparency)
 7. *China Activity Book* by Linda Milliken
 8. *China* by Diana Granat and Stanlee Brimberg
 9. Calligraphy pens (one per student)
 10. Parchment Paper (one half piece per student)
- C. *Key Vocabulary*
1. Calligraphy – the art of beautiful writing
- D. *Procedures/Activities*
1. As a review from yesterday's lesson, review the steps of the silk making process (leaves are picked from the mulberry tree, the silkworms are stored on bamboo trays and feed mulberry leaves, the silkworm spins a cocoon, the cocoon is dropped into boiling water and the silk fibers come unwound, the thread is plucked from the water with chopsticks, a spinning machine is used to twist the

thread into strands, the strands are woven together on a loom, and the woven silk is dyed and hung to dry). The students may also share the paragraphs they wrote in their copybooks or notebooks.

2. Add the day's vocabulary words and definitions to the vocabulary page in the copybooks (write out on an overhead). Talk about the words to make sure students understand them.
3. Read pages 162-168 ("Wu Zhao" and "The Tang Dynasty") in *Pearson Learning Core Knowledge History and Geography Level Four* book.
4. As you read, generate discussion by asking questions such as the following:
 - a. Why was Wu Zhao coming to the Changan? (To marry Emperor Taizong).
 - b. What was the Imperial City? (Where the emperor lived and worked – it was a city within a city).
 - c. How did Wu Zhao rise to power? (She was called to become the emperor's wife. After he died, she became a nun, but was brought back to the Palace City by Taizong's son, Gaozong, and she eventually became his wife. She brutally murdered her rivals and seized power from her son. She ruled China for the next fifteen years).
 - d. What was the Emperor Xuanzong skilled in? (Music, poetry, and calligraphy).
 - e. Who were Li Bo and Du Fu? (Famous Chinese poets).
 - f. What were some important inventions during this time? (Paper money, book printing, and gunpowder).
5. Fill in the information about the Tang dynasty on the chart made in Lesson One (see Appendix B for the correct information). Have the students copy this information into their copybooks or notebooks.
6. Tell students they are going to write a poem in calligraphy using Chinese characters. Put the transparency copy of Appendix H on the overhead. This contains several Chinese figures, their English definitions, and a sample poem. Have the students use scratch pieces of paper to practice writing some of the symbols with their calligraphy pens.
7. Next, have students write a rough draft of a poem on a regular piece of paper (using pencils). Their poems need to contain some of the words for which we have Chinese symbols (see *China* by Diana Granat and Stanlee Brimberg, pages 59-65 and *China Activity Book* by Linda Milliken, page 9 for more information and ideas). Have them substitute the Chinese characters for the English words. They should be four lines long (but do not need to rhyme) and should be written about something in nature. After the teacher checks their rough drafts, they may write their final copies on parchment paper using calligraphy pens. They then can glue the parchment paper into their copybooks or notebooks. If times permits, allow the children to share their poems with the rest of the class.

E. *Assessment/Evaluation*

1. Students will also be assessed on the information of the Tang Dynasty as written on their charts (using Appendices A and B).
2. They will be evaluated on the final copy of their poem (using Appendix A).

Lesson Five: The Song Dynasty (approximately 90 minutes)

A. Daily Objectives

1. Concept Objective(s)
 - a. Understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (Colorado History Standard 1)
 - b. Understand that societies are diverse and have changed over time. (Colorado History Standard 3)
2. Lesson Content
 - a. Tang and Song dynasties: highly developed civilization, extensive trade, important inventions (including compass, gunpowder, paper money)
3. Skill Objective(s)
 - a. Record information characteristic of the Song Dynasty on a chart.
 - b. Locate and add the cities Hangzhou and Kaifeng to a map of China.
 - c. List reasons for either living in the city or the country of China.

B. Materials

1. *Pearson Learning Core Knowledge History and Geography Level Four* (one copy per student)
2. *Pearson Learning Core Knowledge History and Geography: Dynasties of China Teacher's Guide* (to help guide and facilitate discussion if needed)
3. Student copybooks or notebooks
4. Chart of China's Dynasties (done on butcher paper)
5. *Ancient China* by Carol Michaelson
6. Appendix A (one per student)
7. Appendix B (one copy for the teacher)
8. Appendix C (the teacher's transparency copy)
9. Appendix D (one copy for the teacher)
10. Watercolor paints and brushes (one set per student)
11. Plain white paper (trimmed to be slightly smaller than the pages in the students' copybooks or notebooks)

C. Key Vocabulary

1. Monotonous – tiresome or uninteresting because of lack of variety
2. Elite – the best or finest members, as of a society or social group

D. Procedures/Activities

1. Review yesterday's lesson by asking who the female empress was who ruled China for fifteen years? (Wu Zhao). What were some things invented during the Tang dynasty? (Paper money, gunpowder, book printing).
2. Add the day's vocabulary words and definitions to the vocabulary page in the copybooks (write out on an overhead). Talk about the words to make sure students understand them.
3. Read pages 169-174 ("The Peddler's Curse" and "Town and Country") in *Pearson Learning Core Knowledge History and Geography Level Four* book.
4. Some questions to ask to generate discussion while reading might include:
 - a. What did Emperor Hui Zong love? (Art).
 - b. What did the artists use to paint during the Song dynasty? (Water-based paints on paper and silk).
 - c. Who attacked the city of Kaifeng? (The Jurchen).
 - d. Where did the emperor flee? (Hangzhou).
 - e. What was life like in the city? (Constant activity and entertainment, busy marketplaces, lots of places to eat, many new schools were opened).

- f. Who was the ruthless warrior who wants to take over China? (Chinggis Khan).
 5. Add the cities of Hangzhou and Kaifeng to the map (using the transparency copy of Appendix C). Have students add these to their maps in their copybooks or notebooks.
 6. Fill in the information about the Song dynasty on the chart made in lesson one (see Appendix B for the correct information). Have the students copy this information into their copybooks or notebooks
 7. Pass out the white paper and the watercolor sets to the students. Ask the students if they would rather go to school, as did the children who lived in the city, or work all day in the fields as did the country children. If they replied they would rather go to school, they will need to paint a picture of a school (see page 173 in *Pearson Learning Core Knowledge History and Geography Level Four* for an example picture). If they replied they would rather work in the rice fields, they will need to paint a picture of a Chinese field (see pages 32-33 in *Ancient China* by Carol Michaelson for pictures).
 8. They will need to glue these pictures into their copybooks or notebooks, and on the page next to it, write a paragraph giving reasons explaining their choice. Let them know they will be graded on the completion of their paintings and on their paragraphs. Their paragraphs will be graded both for mechanics and for giving accurate reasons to explain their choice.
- E. *Assessment/Evaluation*
1. Students will be evaluated on the correct placement of the cities of Hangzhou and Kaifeng on their maps (using Appendices A and D).
 2. Students will also be assessed on the information of the Song Dynasty as written on their charts (using Appendices A and B).
 3. Students will be assessed on the completion of the picture and paragraph in their copybooks or notebooks (using Appendix A).

Lesson Six: The Mongol Invasions (approximately 45 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understand that societies are diverse and have changed over time. (Colorado History Standard 3)
 2. Lesson Content
 - a. Mongol invasions and rule
 - i. Chinggis Khan and the “Golden Horde”
 3. Skill Objective(s)
 - a. Identify and list facts about the Mongol ruler, Chinggis Khan.
- B. *Materials*
1. *Pearson Learning Core Knowledge History and Geography Level Four* (one copy per student)
 2. *Pearson Learning Core Knowledge History and Geography: Dynasties of China Teacher’s Guide* (to help guide and facilitate discussion if needed)
 3. World map or globe
 4. Student copybooks or notebooks
 5. Appendix I (one copy for the teacher)
- C. *Key Vocabulary*
1. Ambassadors – officials of high rank sent by a country to represent it in another country

D. *Procedures/Activities*

1. Begin with a review. Ask students who had attacked the northern part of China during the Song Dynasty? (The Jurchen). What part of China was the Song Dynasty still controlling? (The South). Who was ready to take over China? (Chinggis Khan).
2. Add the day's vocabulary words and definitions to the vocabulary page in the copybooks (write out on an overhead). Talk about the words to make sure students understand them.
3. Show the students where Mongolia is located and how close it is to China on a map or globe.
4. Read pages 175-177 ("The Mongol Invasions") in *Pearson Learning Core Knowledge History and Geography Level Four* book.
5. As you read, discuss some of the following questions with the students:
 - a. What were the Mongols like? (Fierce, warriors, lived in tents, trained for great hardships).
 - b. What was the Mongols' plan for invading northern China? (They rounded up the Chinese people who were outside the city walls and made them march in front of them, so the Chinese would have to shoot at their own people).
 - c. What was the Golden Horde? (A group of Mongols who ruled over Russia for over a hundred years).
 - d. Who conquered the southern Song Dynasty? (Khubilai Khan, the grandson of Chinggis Khan).
6. On the board or the overhead projector, make a web with Chinggis Khan in the center. Have the students make a web in their copybooks or notebooks. Have the class come up with as many facts as they can about Chinggis Khan (at least three are needed). Web these facts around the center. Some facts are the he was the leader of the Mongols, he lived in a splendid tent, he defeated the Jurchen and conquered North China, his dream was to conquer all of China, and he died in the year 1227. For each fact, try to add more details or explanations (see Appendix I as an example).
7. Using this information, have the students write a paragraph in their copybooks or notebooks about Chinggis Khan. They will need to include a topic sentence, three facts with one detail or explanation per fact, and a concluding sentence. Depending on the level of you students, they can work on these paragraphs independently, or this can be done as a class assignment (see Appendix J as a sample paragraph). Remind students that these paragraphs will be graded on mechanics and content.

E. *Assessment/Evaluation*

1. Students will be evaluated on the completion of their webs and their paragraphs (using Appendices A, I, and J).

Lesson Seven: Khubilai Khan and Marco Polo (approximately 45 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Understand that societies are diverse and have changed over time. (Colorado History Standard 3)
2. Lesson Content
 - a. Mongol invasions and rule
 - i. Kublilai Khan: establishes capital at what is now Beijing
 - ii. Marco Polo

3. Skill Objective(s)
 - a. Locate and add the city of Dadu to the map of China.
 - b. Describe the sights and adventures Marco Polo experienced as a member of Khubilai Khan's court.
- B. *Materials*
1. *Pearson Learning Core Knowledge History and Geography Level Four* (one copy per student)
 2. *Pearson Learning Core Knowledge History and Geography: Dynasties of China Teacher's Guide* (to help guide and facilitate discussion if needed)
 3. Student copybooks or notebooks
 4. Appendix A (one per student)
 5. Appendix C (the teacher's transparency copy)
 6. Appendix D (one copy for the teacher)
- C. *Key Vocabulary*
1. Typhoon – a windy storm with heavy rain
 2. Immortalized – made into someone or something that will be remembered forever
- D. *Procedures/Activities*
1. Review the previous day's lesson by allowing the students who want to share to read their paragraphs about Chinggis Khan to the class.
 2. Add the day's vocabulary words and definitions to the vocabulary page in the copybooks (write out on an overhead). Talk about the words to make sure students understand them.
 3. Read pages 178-181 ("Khubilai Khan and Marco Polo") in *Pearson Learning Core Knowledge History and Geography Level Four* book.
 4. As you read, help facilitate discussion by asking some of the following questions:
 - a. What were some of Kubilai Khan's achievements? (He brought an astronomer to Dadu who calculated a new calendar and he created a postal system).
 - b. Who was the visitor from Italy who came to China? (Marco Polo).
 - c. What did Khubilai Khan do to support his rich lifestyle? (He taxed the Chinese people).
 5. Read pages 18-19 and 22-23 ("The court of Kublai Khan" and "The City of Heaven") in *The Travels of Marco Polo* by Mike Rosen. This will give students a better understanding of what Khubilai Khan's life was like, as well as the role Marco Polo had in Khubilai's court.
 4. Add the city of Dadu (formerly Beijing) to the map (using the transparency copy of Appendix C). Have students add these to their maps in their copybooks or notebooks.
 6. Have the students pretend they are Marco Polo, and have been living in China for several years. They are to write a letter home to a friend describing the wonderful sights he has seen and adventures he has had while serving Kubilai Khan. Tell the students this letter will be graded for mechanics as well as content.
- E. *Assessment/Evaluation*
1. Students will be evaluated on the correct placement of the city of Dadu on their maps (using Appendices A and D).
 2. Students will be evaluated on the completion of their letters (using Appendix A).

Lesson Eight: The Forbidden City (approximately 45 minutes)

A. Daily Objectives

1. Concept Objective(s)
 - a. Understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (Colorado History Standard 1)
 - b. Understand how science, technology, and economic activity have developed, changed, and affected societies throughout history. (Colorado History Standard 4)
2. Lesson Content
 - a. Ming Dynasty
 - i. The “Forbidden City”
 - ii. Explorations of Zheng He
3. Skill Objective(s)
 - a. Record information characteristic of the Ming Dynasty on a chart.
 - b. Locate the city of Beijing on a map, and realize it is in the same location as the city of Dadu.
 - c. Design a new palace for the Forbidden City, using elements that were characteristic of Chinese architecture.

B. Materials

1. *Pearson Learning Core Knowledge History and Geography Level Four* (one copy per student)
2. *Pearson Learning Core Knowledge History and Geography: Dynasties of China Teacher’s Guide* (to help guide and facilitate discussion if needed)
3. Chart of China’s Dynasties (done on butcher paper)
4. World map or globe
5. Student copybooks or notebooks
6. Plain white paper (trimmed to be slightly smaller than the pages in the students’ copybooks or notebooks)
7. Appendix A (one per student)
8. Appendix B (one copy for the teacher)
9. Appendix C (the teacher’s transparency copy)
10. Appendix D (one copy for the teacher)
11. Appendix K (one copy per student)

C. Key Vocabulary

1. Forbidden – something you are not allowed to do, or a place you are not allow to go
2. Architecture – the job of designing and constructing buildings
3. Compass – device for showing direction, made up of a magnetized needle that is free to point to the north magnetic pole

D. Procedures/Activities

1. Review the previous day’s lesson by allowing the students who want to share to read their letters from Marco Polo to the class.
2. Add the day’s vocabulary words and definitions to the vocabulary page in the copybooks (write out on an overhead). Talk about the words to make sure students understand them.
3. Show where Africa is as related to China on a map or globe.
4. Read pages 182-187 (“The Forbidden City”) in *Pearson Learning Core Knowledge History and Geography Level Four* book. (Note: If time permits, you may also read pages 188-190 (“The Last Dynasty”). This chapter is not

required content from the *Core Knowledge Sequence*, but it provides interesting information about the end of the Dynasties of China.)

5. As you read, ask clarifying questions, such as:
 - a. How did Zhu Yuanzhang rise to power? (He become well known as a fighter, was made the commander of a group of rebels, and attacked the Mongol leader. Zhu Yuanzhang then set up a new dynasty).
 - b. What was the new dynasty called, and what did it mean? (The Ming, which meant brilliant).
 - c. Zhu Yuanzhang's son, Cheng Zu set up a new Imperial City where? (At Beijing – which was formerly Dadu, the city Khubilai Khan had built).
 - d. Who was the great explorer of this dynasty? (Zheng He).
 - e. Where did he sail? (To the eastern coast of Africa).
 - f. How did the Ming Dynasty end? (A rebellion broke out in northern China. A Ming general asked the Manchus, who were enemies of China, to come defeat the rebels. They did, and then set up their own dynasty).
6. On the map of China, write in Beijing next to Dadu, to show they are in the same location (using the transparency copy of Appendix C). Have students add these to their maps in their copybooks or notebooks.
7. Fill in the information about the Ming dynasty on the chart made in lesson one (see Appendix B for the correct information). Have the students copy this information into their copybooks or notebooks.
8. Pass out the plain white paper to the students. Tell them they are going to pretend to be one of Cheng Zu's architects and are supposed to design a new palace within the Forbidden City for the emperor. Have them refer to pages 184-185 in the *Pearson Learning Core Knowledge History and Geography Level Four* books for description of the buildings within the Forbidden City. Students need to include elements that were important to the Chinese (for example yellow roofs, dragons, gold, silver, and jade). These designs should be neat, colorful, and creative. When finished, have the students glue these plans into their copybooks or notebooks.
9. Hand out the final test study guide (Appendix K). Tell students all the information they need to study for the test that is listed on the study guide is in their copybooks or notebooks. Note – you may pass out the study guide earlier in the unit if you want to give your students more time to study

E. *Assessment/Evaluation*

1. Students will also be assessed on the information of the Ming Dynasty as written on their charts (using Appendices A and B).
2. Students will be assessed for correctly labeling Beijing in their maps (using Appendices A and D to grade).
3. Students will be assessed on the completion of their palace designs (using Appendix A to grade).

Lesson Nine: Test (approximately 45 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (Colorado History Standard 1)
 - b. Understand that societies are diverse and have changed over time. (Colorado History Standard 3)

- c. Understand how science, technology, and economic activity have developed, changed, and affected societies throughout history. (Colorado History Standard 4)
 - 2. Lesson Content
 - a. China: Dynasties and Conquerors
 - i. Qin Shihuangdi, first emperor, begins construction on the Great Wall
 - ii. Han dynasty: trade in silk and spices, the Silk Road, invention of paper
 - iii. Tang and Song dynasties: highly developed civilization, extensive trade, important inventions (including compass, gunpowder, paper money)
 - iv. Mongol invasions and rule
 - a) Chinggis Khan and the “Golden Horde”
 - b) Kublilai Khan: establishes capital at what is now Beijing
 - c) Marco Polo
 - v. Ming dynasty
 - a) The “Forbidden City”
 - b) Explorations of Zheng He
 - 3. Skill Objective(s)
 - a. Identify correct answers to matching, true/false, and multiple-choice questions.
 - b. List correct responses to short answer questions.
- B. *Materials*
 - 1. Appendix L (one copy per student)
 - 2. Appendix M (one copy for the teacher)
- C. *Key Vocabulary*
 - None
- D. *Procedures/Activities*
 - 1. Pass out the test to the students (Appendix L).
 - 2. Review directions and answer any questions.
 - 3. Collect and grade the tests at the end of the class period.
- E. *Assessment/Evaluation*
 - 1. Students will be assessed by their correct responses on the test (use Appendix M to grade).

VI. CULMINATING ACTIVITY

- A. Plan an afternoon to have a “China Day.” Start with a lunch of Chinese food (call local Chinese restaurants and see if they will donate food to your class for the day). Have several different craft stations set up for the students to rotate through. One station can be a “wood writing” station. Before they invented paper, the Chinese wrote characters from top to bottom on wooden strips. Using the symbols on Appendix H, allow students to write characters from top to bottom on Popsicle sticks (a fine tipped marker works best for this). The sticks can be tied together with string and rolled up like a scroll. They can write the English translation on the back. A second station could be a kite making station. The Chinese claim that one of their general invented the kite in 206 A.D. Have students create a frame using cardboard strips (or thin wooden dowels), a hot glue gun (have an adult help with this), and string. Make the kite using tissue paper. Decorate the tissue paper with markers, feathers, glitter, etc. Caution the students that the kites may not fly, but can hang up in the classroom. A third station can be the games station. Games the Chinese children enjoyed were playing with yo-yos, jacks, and the game Mah-

jongg (available in toy stores). A fourth station could be a clay pot making station to symbolize the porcelain pots made during the Song dynasty. Give students a softball size piece of clay. Allow them to use two-thirds of the clay to make a pot. Have them use the remaining clay to make three legs and handles for the pot. They can then use a plastic knife to create designs on the outside of the pot. These activities will help students gain a better understanding of the culture of ancient China.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Grading Rubric (three pages)
- B. Appendix B: Chart of China's Dynasties
- C. Appendix C: Map of China
- D. Appendix D: Map of China Key
- E. Appendix E: Web of Emperor Shihuangdi
- F. Appendix F: The Steps in the Silk Making Process
- G. Appendix G: Sample Paragraph
- H. Appendix H: Chinese Characters and Poem
- I. Appendix I: Sample of Chinggis Khan Web
- J. Appendix J: Sample of Chinggis Khan Paragraph
- K. Appendix K: Test Review
- L. Appendix L: Test (two pages)
- M. Appendix M: Test Answer Key (three pages)

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- H. Milliken, L. *China Activity Book*. Dana Point, CA: Edupress, Inc., 1995. 1-56472-069-1.
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**Appendix A, page 1
Grading Rubric**

Map of China



Name: _____

Teacher: _____

Date : _____

	Criteria				Points
	4	3	2	1	
Labels	The rivers, cities, Gobi Desert, Himalayan Mountains, Great Wall, and the Silk Road are all labeled correctly.	There are one or two missing or incomplete labels.	There are three or four missing or incomplete labels.	There are five or more missing or incomplete labels.	_____
Neatness	Work is neatly done.	Work has one or two areas that are sloppy.	Work has three or four areas that are sloppy.	Work is Illegible.	_____
Spelling	No errors in spelling.	One or two errors in spelling.	Three errors in spelling.	Four or more errors in spelling.	_____
				Total---->	_____

Teacher Comments:

Appendix A, page 2
Grading Rubrics continued



Great Wall Paragraph

Name: _____ Teacher: _____

Date Submitted: _____

	Criteria				Points
	4	3	2	1	
Position Stated	Their position is clearly stated, and is well supported in the rest of the paragraph.	Their position is clearly stated, but is not well supported in the rest of the paragraph.	Their position is not clearly stated, or is not supported at all in the rest of the paragraph.	Their position is stated or supported.	—
Legibility	Legible handwriting, typing, or printing.	Marginally legible handwriting, typing, or printing.	Writing is not legible in places.	Writing is not legible.	—
Mechanics and Grammar	Paragraph has no errors in punctuation, capitalization, and spelling.	Paragraph has one or two punctuation, capitalization, and spelling errors.	Paragraph has three to five punctuation, capitalization, and spelling errors.	Paragraph has six or more punctuation, capitalization, and spelling errors.	—
				Total---->	—

Teacher Comments:

**Appendix, A page 3
Grading Rubric continued**

Chart of China's Dynasties



Name: _____

Teacher: _____

Date : _____

	Criteria				Points
	4	3	2	1	
Names and Dates	All five dynasties are listed in the correct order. Dates are correct.	All five dynasties are listed, but not in the correct order. Dates are correct.	Not all five dynasties are listed in the correct order. Dates are correct.	Not all five dynasties are listed in the correct order. Dates are incorrect.	___
Culture	All information is filled out and is accurate.	There are one or two total errors made, or information is missing from one or two of the dynasties.	There are three or four total errors made, or information is missing from three or four of the dynasties.	There are five or more total errors made, or information is missing from all of the dynasties.	___
Art	All information is filled out and is accurate.	There are one or two total errors made, or information is missing from one or two of the dynasties.	There are three or four total errors made, or information is missing from three or four of the dynasties.	There are five or more total errors made, or information is missing from all of the dynasties.	___
Leaders	All leaders are accurately listed in each dynasty.	One or two of the leaders are not listed, or are written in the wrong dynasty.	Three or four of the leaders are not listed, or are written in the wrong dynasty.	None of the leaders are listed, or all are written in the wrong dynasty.	
Neatness	Legible handwriting.	Marginally legible handwriting.	Writing is not legible in places.	Writing is not legible.	___
Spelling	There are no errors in spelling.	There are one or two errors in spelling.	There are three or four errors in spelling.	There are five or more errors in spelling.	___
				Total--->	___
Teacher Comments:					

Appendix A, page 4
Grading Rubrics continued

Emperor Shihuangdi Web



Name: _____

Teacher: _____

Date : _____

	4	3	2	1	
Picture and label	Picture is colored, neat, and labeled.	Picture is colored and labeled, but slightly messy	Picture is not completely colored; the label is missing, and it is very messy.	Picture is not colored or labeled. Work is illegible.	_____
Positive Accomplishments	Three accurate positive accomplishments are listed.	Two accurate positive accomplishments are listed.	One accurate positive accomplishment is listed.	No accurate positive accomplishments are listed.	_____
Negative Accomplishments	Three accurate positive accomplishments are listed.	Two accurate positive accomplishments are listed.	One accurate positive accomplishment is listed.	No accurate positive accomplishments are listed.	_____
				Total---->	_____

Teacher Comments

Appendix A, page 5
Grading Rubrics continued



Silk Making Paragraph

Name: _____

Teacher: _____

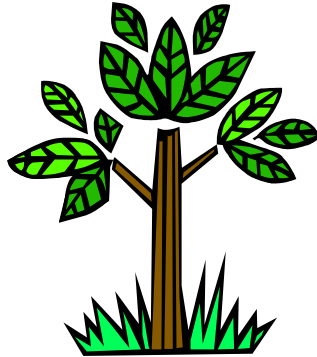
Date Submitted: _____

Title of Work: _____

	Criteria				Points
	4	3	2	1	
Main/Topic Idea Sentence	Main/Topic idea sentence is clear, correctly placed, and is restated in the closing sentence.	Main/Topic idea sentence is either unclear or incorrectly placed, and is restated in the closing sentence.	Main/Topic idea sentence is unclear and incorrectly placed, and is restated in the closing sentence.	Main/Topic idea sentence is unclear and incorrectly placed, and is not restated in the closing sentence.	____
Transitions	There are five or six transition words	There are only three or four transition words.	There are only one or two transition words.	There are no transition words	____
Steps	All six steps are in the correct order.	One or two steps are out of order.	Three or four steps are out of order.	Five or more of the steps are out of order.	____
Legibility	Legible handwriting, typing, or printing.	Marginally legible handwriting, typing, or printing.	Writing is not legible in places.	Writing is not legible.	____
Mechanics and Grammar	Paragraph has no errors in punctuation, capitalization, and spelling.	Paragraph has one or two punctuation, capitalization, and spelling errors.	Paragraph has three to five punctuation, capitalization, and spelling errors.	Paragraph has six or more punctuation, capitalization, and spelling errors.	____
				Total---->	____
Teacher Comments:					

**Appendix A, page 6
Grading Rubrics continued**

Chinese Poem



Name: _____

Teacher: _____

Date : _____

	Criteria				Points
	1	2	3	4	
Topic and length	The poem is about nature, and is four lines long.	The poem is about nature, but is not four lines long.	The poem is not about nature, but is four lines long.	The poem is not about nature, and is not four lines long.	___
Chinese characters	At least three Chinese characters are used in place of words.	Only two Chinese characters are used in place of words	Only one Chinese character is used in place of words	No Chinese characters are used in place of words.	___
Neatness	Work is neatly done.	Work has one or two areas that are sloppy.	Work has three or four areas that are sloppy.	Work is illegible.	___
				Total---->	___

Teacher Comments:

Appendix A, page 7
Grading Rubrics continued



City vs. Country Picture and Paragraph

Name: _____

Teacher: _____

Date Submitted: _____

	Criteria				Points
	4	3	2	1	
Position Stated	Their position is clearly stated, and is well supported in the rest of the paragraph.	Their position is clearly stated, but is not well supported in the rest of the paragraph.	Their position is not clearly stated, or is not supported at all in the rest of the paragraph.	Their position is stated or supported.	___
Legibility	Legible handwriting, typing, or printing.	Marginally legible handwriting, typing, or printing.	Writing is not legible in places.	Writing is not legible.	___
Mechanics and Grammar	Paragraph has no errors in punctuation, capitalization, and spelling.	Paragraph has one or two punctuation, capitalization, and spelling errors.	Paragraph has three to five punctuation, capitalization, and spelling errors.	Paragraph has six or more punctuation, capitalization, and spelling errors.	___
Picture	Picture is included and is neatly done. It supports the position taken in paragraph.	Picture is included, but is sloppy. It supports the position taken in paragraph.	Picture is included, but is sloppy and/or incomplete. It does not support the position taken in paragraph.	Picture is not included.	
				Total---->	___

Teacher Comments:

**Appendix A, page 8
Grading Rubric continued**

Chinggis Khan Web



Name: _____

Teacher: _____

Date : _____

	4	3	2	1	
Pictures	Picture is colored and neat.	Picture is colored, but slightly messy	Picture is not completely colored, and is very messy.	Picture is not colored. Work is illegible.	_____
Facts	At least three facts are listed.	Only two facts are listed.	Only fact is listed.	There are no facts listed.	_____
Details or explanations	Each fact contains one detail or explanation.	Only two facts contain a detail or explanation.	Only one facts contains a detail or explanation	None of the facts have a detail or explanation listed.	
				Total---->	_____

Teacher Comments:

Appendix A, page 9
Grading Rubrics continued



Chinggis Khan Paragraph

Name: _____

Teacher: _____

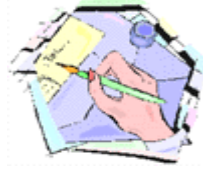
Date Submitted: _____

	Criteria				Points
	4	3	2	1	
Main/Topic Idea Sentence	Main/Topic idea sentence is clear, correctly placed, and is restated in the closing sentence.	Main/Topic idea sentence is either unclear or incorrectly placed, and is restated in the closing sentence.	Main/Topic idea sentence is unclear and incorrectly placed, and is restated in the closing sentence.	Main/Topic idea sentence is unclear and incorrectly placed, and is not restated in the closing sentence.	—
Supporting Detail Sentence(s)	Paragraph(s) have three or more supporting detail sentences that relate back to the main idea.	Paragraph(s) have two supporting detail sentences that relate back to the main idea.	Paragraph(s) have one supporting detail sentence that relate back to the main idea.	Paragraph(s) have no supporting detail sentences that relate back to the main idea.	—
Elaborating Detail Sentence(s)	Each supporting detail sentence has three or more elaborating detail sentences.	Each supporting detail sentence has at least two elaborating detail sentences.	Each supporting detail sentence has one elaborating detail sentence.	Each supporting detail sentence has no elaborating detail sentence.	—
Legibility	Legible handwriting, typing, or printing.	Marginally legible handwriting, typing, or printing.	Writing is not legible in places.	Writing is not legible.	—
Mechanics and Grammar	Paragraph has no errors in punctuation, capitalization, and spelling.	Paragraph has one or two punctuation, capitalization, and spelling errors.	Paragraph has three to five punctuation, capitalization, and spelling errors.	Paragraph has six or more punctuation, capitalization, and spelling errors.	—
				Total--→	—

Teacher Comments:

**Appendix A, page 10
Grading Rubric continued**

Marco Polo's Letter



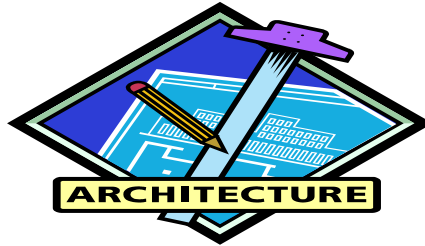
Name: _____

Teacher: _____

	Criteria				Points
	4	3	2	1	
Organization	Information in logical, interesting sequence which reader can follow.	Student presents information in logical sequence which reader can follow.	Reader has difficulty following work because student jumps around.	Sequence of information is difficult to follow.	—
Content Knowledge	Student demonstrates full knowledge (more than required).	Student is at ease with content, but fails to elaborate.	Student is uncomfortable with content and is able to demonstrate basic concepts.	Student does not have grasp of information.	—
Grammar and Spelling	Presentation has no misspellings or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Work has four or more spelling errors and/or grammatical errors.	—
Neatness	Work is neatly done.	Work has one or two areas that are sloppy.	Work has three or four areas that are sloppy.	Work is illegible.	—
				Total--->	—
Teacher Comments:					

**Appendix A, page 11
Grading Rubric continued**

Palace Design



Name: _____

Teacher: _____

Date : _____

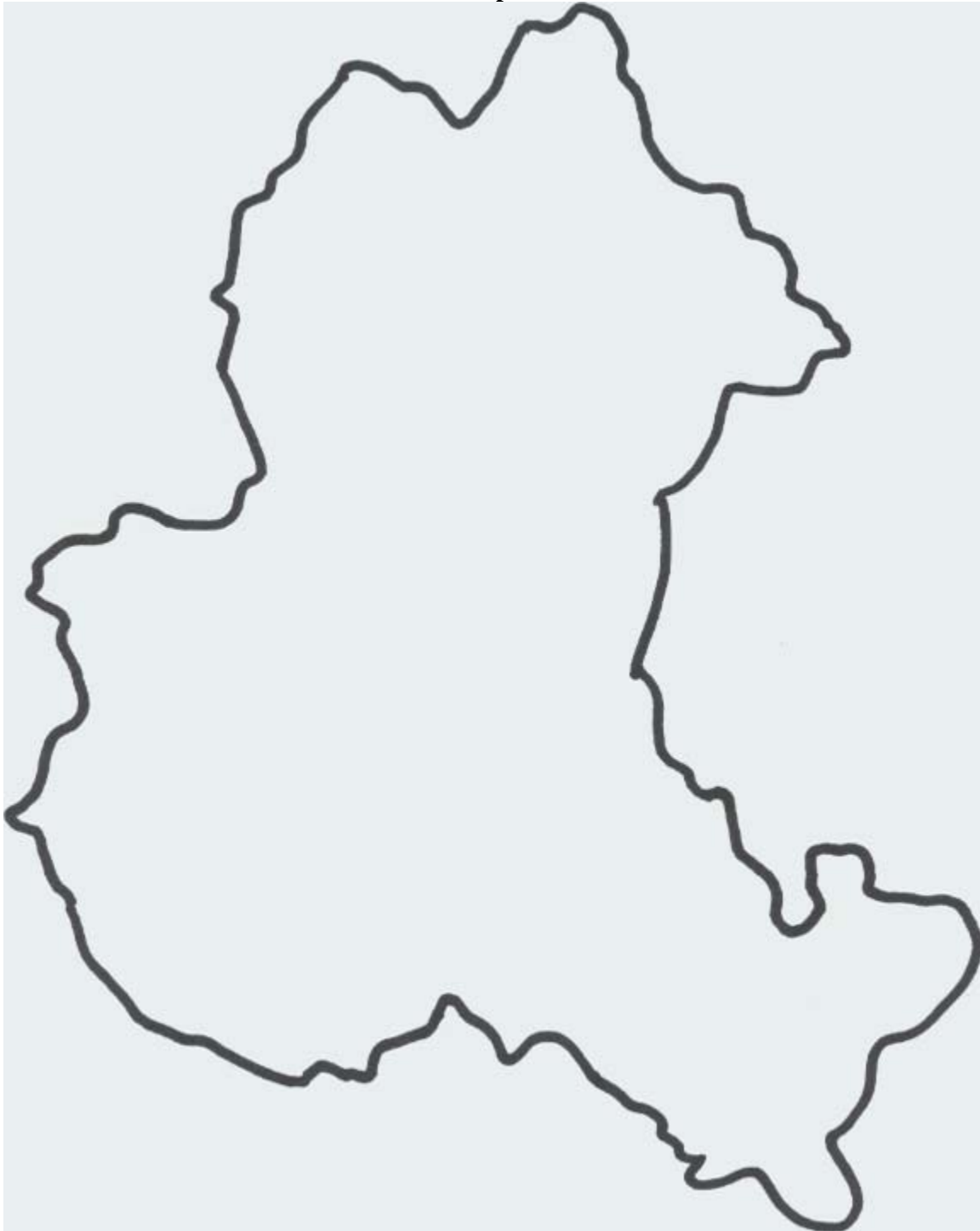
	Criteria				Points
	4	3	2	1	
Elements	There are at least four elements of Chinese architecture (such as yellow roofs, dragons, gold, silver, and jade) included in the design.	Only three elements are included.	Only one or two elements are included.	No elements are included.	_____
Creativity and Color	The design is all colored and shows great creativity.	The design is only partly colored, but still shows creativity.	The design is only partly colored and lacks creativity.	The design is not colored and lacks creativity.	
Neatness	Work is neatly done.	Work has one or two areas that are sloppy.	Work has three or four areas that are sloppy.	Work is illegible.	_____
				Total---->	_____

Teacher Comments:

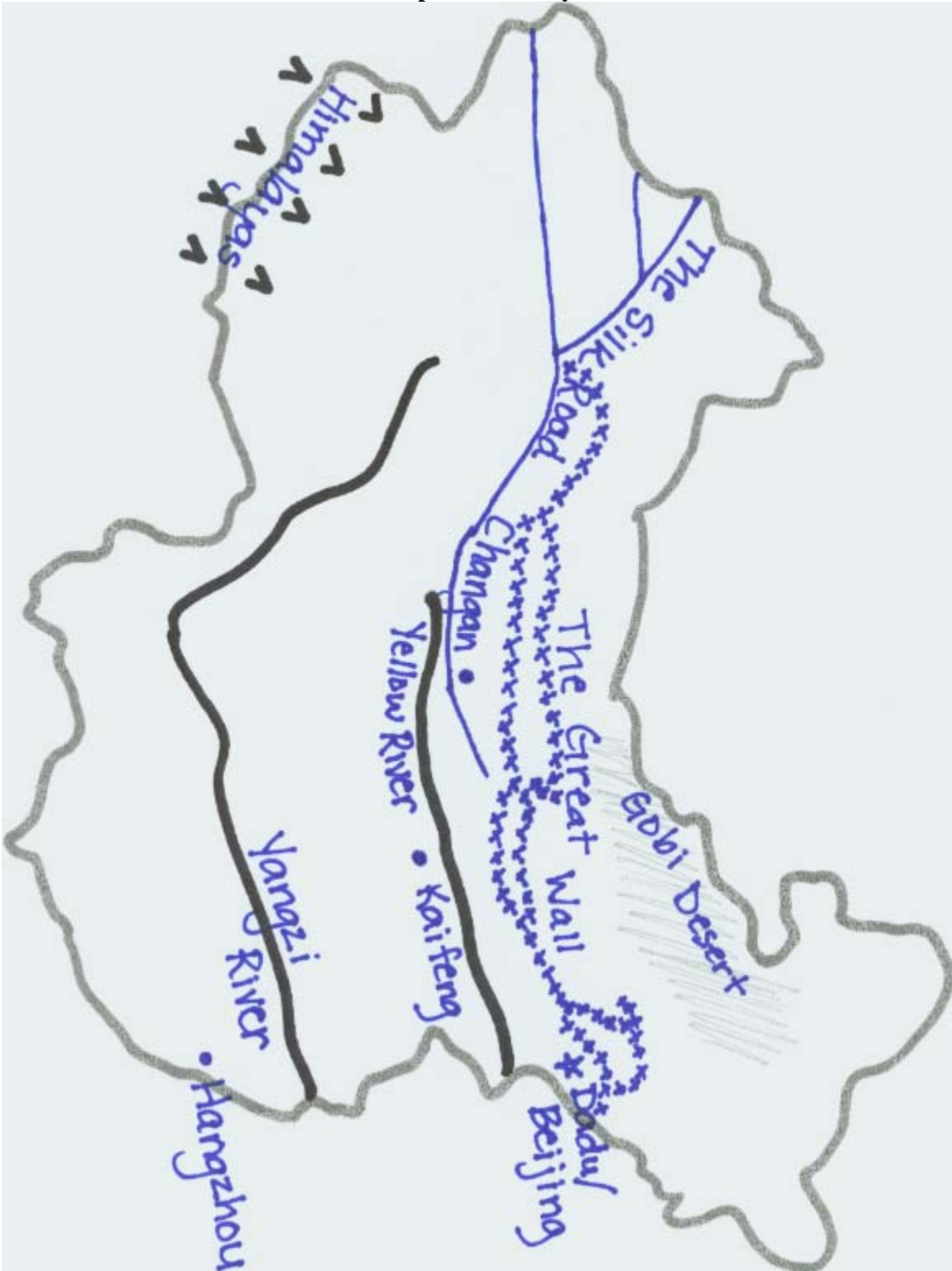
Appendix B
Chart of China's Dynasties

Dynasty	Dates	Culture	Art	Leaders
Qin	221-206 B.C.	Construction on the Great Wall begun Common money, language, calendar, and measurement system established	Terra cotta sculptures	Zheng = Shihuangdi
Han	206 B.C. – 222 A.D.	Silk Road Paper invented	Silk fabric	Liu Bang
Tang	618-907	Paper money developed Books are printed Gunpowder is discovered	Golden age of literature, art, music, and poetry Calligraphy	Taizong Xuanzong
Song	960-1279	Compass invented Many new schools are opened, education becomes very important	Golden age of painting Porcelain	Hui Zong
Ming	1368-1644	Forbidden City built Completed building of the Great Wall Zheng He explores the Western Seas	Architecture	Zhu Yuanzhang Cheng Zu

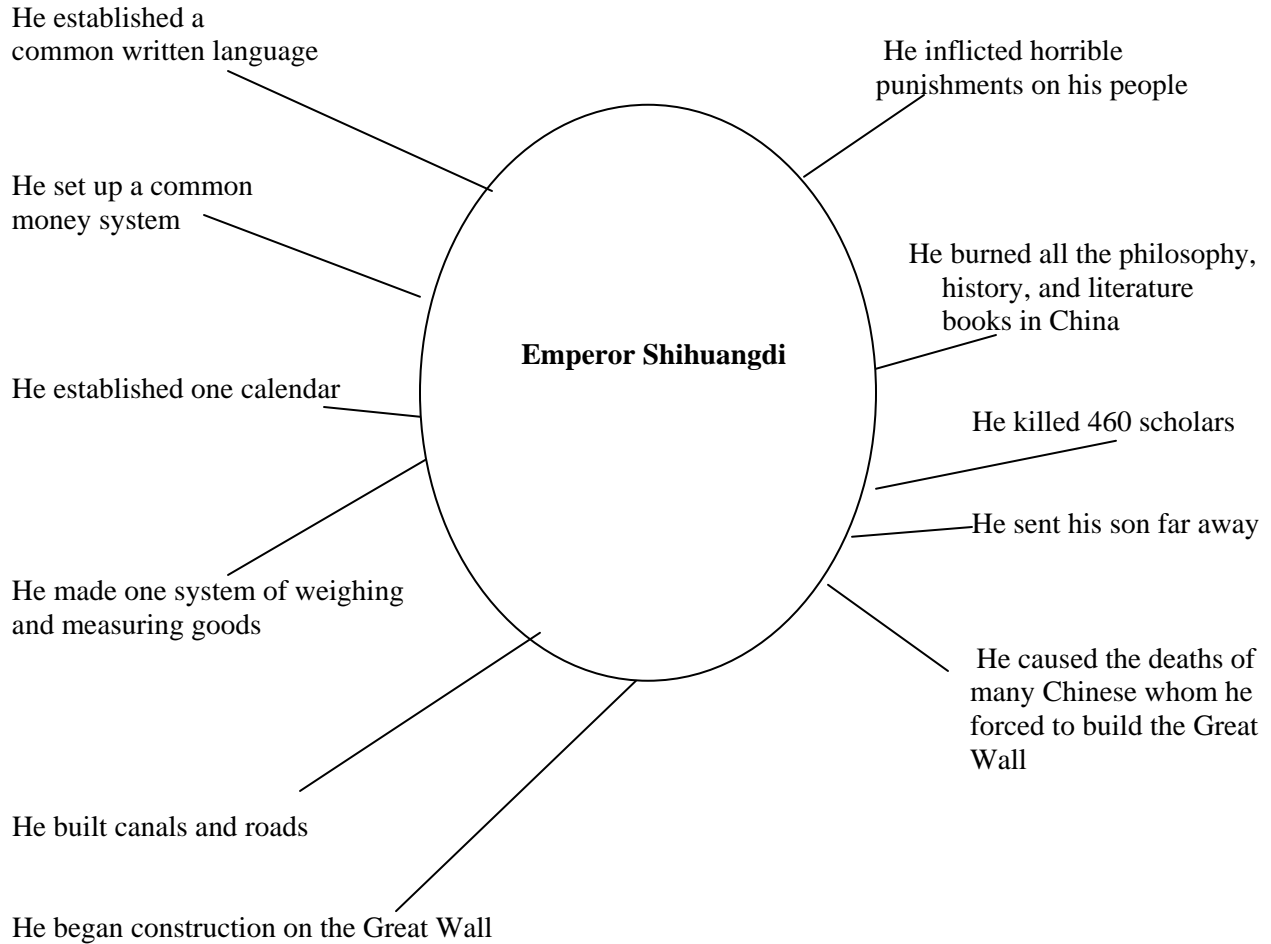
Appendix C
Map of China



Appendix D
Map of China Key



Appendix E
Web of Emperor Shihuangdi



Appendix F
The Steps in the Silk Making Process

Step One:

Leaves are picked from the mulberry tree

Step Two:

The silkworms are stored on bamboo trays and feed mulberry leaves

Step Three:

The silkworm spins a cocoon

Step Four:

The cocoon is dropped into boiling water and the silk fibers come unwound

Step Five:

The thread is plucked from the water with chopsticks

Step Six:

A spinning machine is used to twist the thread into strands

Step Seven:

The strands are woven together on a loom

Step Eight:

The woven silk is dyed and hung to dry

Appendix G
Sample Paragraph

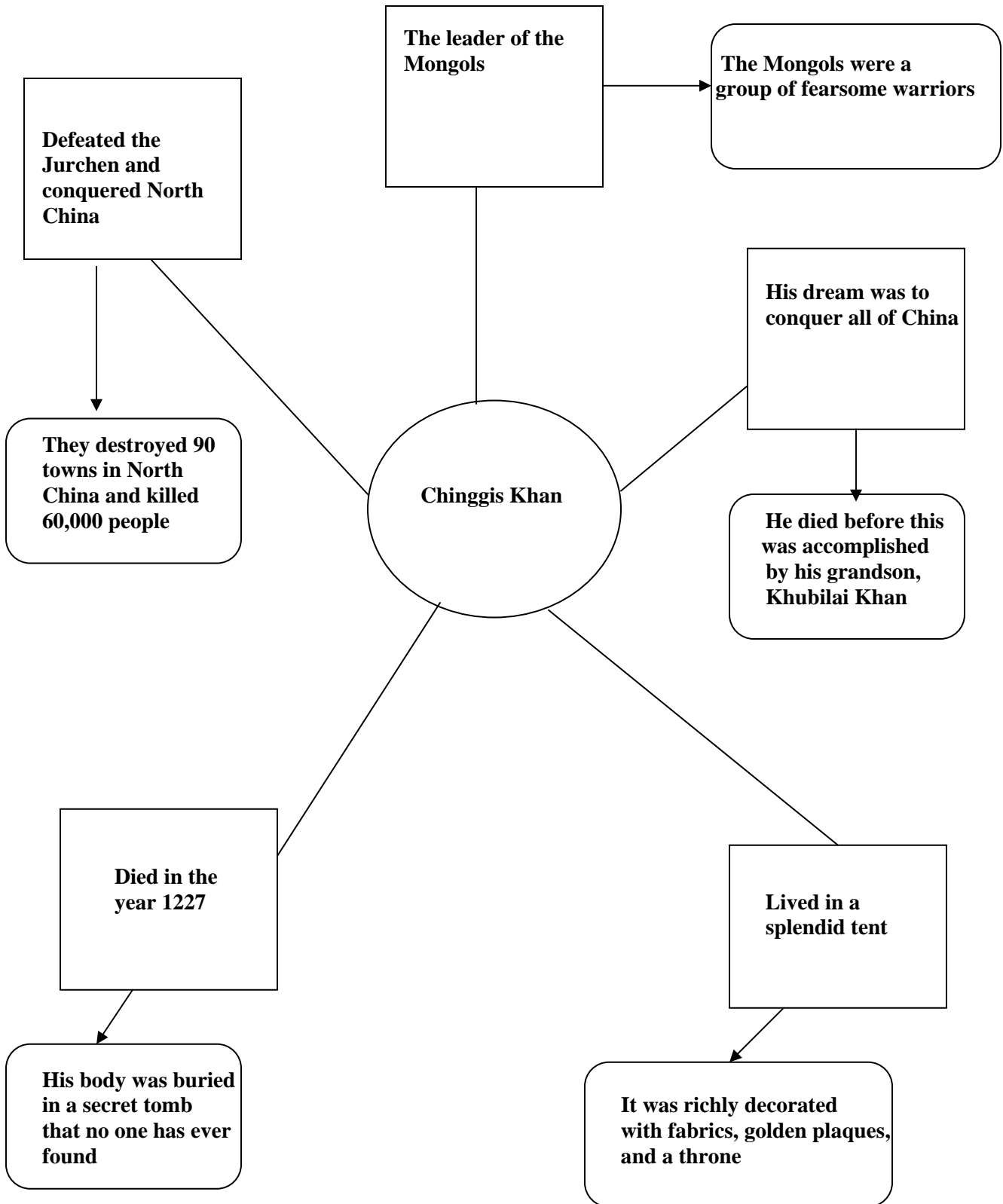
There are several steps on the silk making process. The first step is to pick leaves from the mulberry tree. Next, these leaves are feed to silkworms, which are stored on bamboo trays. After eating many leaves, the silkworms spin cocoons. The fourth step is to drop the worms into boiling water, which makes the silk fiber come unwound. Then chopsticks are used to pluck the thread from the water. Step six is to twist the thread into strands on a spinning machine. After that, the stands are woven together on a loom. Finally, the silk is dyed a beautiful color and hung out to dry. Who would have guessed that a little worm could produce such a wonderful fabric?

Appendix H
Chinese Characters and Poem



The **山** is beautiful and tall,
 It is covered in **青** **木**.
 My eyes **见** the **月** rise above it,
 And I **回** to the home of my **父**.

**Appendix I
Web of Chinggis Khan**



Appendix J
Sample Paragraph

Chinggis Khan was a fierce and cruel ruler. He was the leader of the Mongols. The Mongols were a people group made up of fearsome warriors. Chinggis Khan led the Mongols in conquering North China. They destroyed ninety towns and killed 60,000 people. Although his dream was to conquer all of China, Chinggis Khan died before this became a reality. After his death, his grandson, Khubilai Khan led the Mongol army and defeated the rest of China. Under Chinggis Khan's leadership, the Mongol empire became the largest in the world.

Appendix K

Final Test Study Guide

Be sure you know the following definitions:

- oasis
- tyrant
- dynasty
- calligraphy
- elite

Know:

The chart on the different dynasties – especially:

- The inventions of each dynasty
- Which dynasty construction began on the Great Wall
- When the Forbidden City was built

The map of China – especially the cities and the rivers!

Who the ruler of China was when Marco Polo lived there.

The information on Chinggis Khan

The steps in the silk making process

Be able to defend your viewpoint on the Great Wall – was building it worth the cost of Chinese lives?

Review the poem you wrote!

*****All this information is in your copybooks (or notebooks)!!**

Appendix L, page 1
Final Test

Name _____

Matching (one point/each): Please match the following words to their correct definitions by writing the letter of the correct definition next to the vocabulary word.

- | | |
|------------------|--|
| _____dynasty | A. a fertile area in the midst of a desert |
| _____oasis | B. a ruler who rules in a harsh, cruel, manner |
| _____tyrant | C. the best or finest members, as of a society or social group |
| _____calligraphy | D. the art of beautiful writing |
| _____elite | E. a series of rulers who are related |

True/False (one point/each): If the statement is True, put a T on the line, if it is false, put an F.

- _____ The Emperor Shihuangdi was a cruel ruler, who only had negative accomplishments during his reign
- _____ Marco Polo was in Cheng Zu's court
- _____ Paper was invented in the Han Dynasty
- _____ Dadu and Beijing were both in the same location.
- _____ Construction on the Great Wall began during the Tang Dynasty

Multiple Choice (one point/each): Choose the best answer to the question by writing the correct letter in the blank.

- _____ The Forbidden City was built during which dynasty?
- a. The Qin Dynasty
 - b. The Han Dynasty
 - c. The Song Dynasty
 - d. The Ming Dynasty
- _____ Chinese poems were often written about:
- a. Nature
 - b. The Emperors
 - c. The Mongols
 - d. Architecture

Appendix L, page 2
Final Test

_____ Two important Rivers in China are:

- a. The Yellow and the Dadu Rivers
- b. The Yangzi and Gobi Rivers
- c. The Yellow and Yangzi Rivers
- d. The Himalayan and Changan Rivers

_____ Chinggis Khan was the leader of the:

- a. Jurchen
- b. The Mongols
- c. The Tang Dynasty
- d. The Manchus

_____ Order the steps in making silk:

- a. The silkworms are fed mulberry leaves, the silk thread is plucked from the water, the silkworm spins a cocoon, the thread is twisted into stands
- b. The thread is twisted into stands, the silkworms are fed mulberry leaves, the silk thread is plucked from the water, the silkworm spins a cocoon
- c. The silkworms are fed mulberry leaves, the silkworm spins a cocoon, the silk thread is plucked from the water, the thread is twisted into stands
- d. The silkworms are fed mulberry leaves, the thread is twisted into stands, the silkworm spins a cocoon, the silk thread is plucked from the water

Short Answer (five points/each): Answer each question as thoroughly as possible. Be sure to use complete sentences!

Imagine you are the first emperor of China. Write a paragraph defending your decision to build the Great Wall. **OR** Pretend you are a friend of one who died building the Great Wall. Write a paragraph explaining why you think it was wrong of the emperor to force his people to build the wall.

What are three important inventions that came from China? Why do you feel they are important? Give reasons to support your answer!

Appendix L, page 3
Answer Key
25 points total

Name _____

Matching (one point/each): Please match the following words to their correct definitions by writing the letter of the correct definition next to the vocabulary word.

- | | |
|--------------------------|--|
| <u> E </u> dynasty | A. a fertile area in the midst of a desert |
| <u> A </u> oasis | B. a ruler who rules in a harsh, cruel, manner |
| <u> B </u> tyrant | C. the best or finest members, as of a society or social group |
| <u> D </u> calligraphy | D. the art of beautiful writing |
| <u> C </u> elite | E. a series of rulers who are related |

True/False (one point/each): If the statement is True, put a T on the line, if it is false, put an F.

- F The Emperor Shihuangdi was a cruel ruler, who only had negative accomplishments during his reign
- F Marco Polo was in Cheng Zu's court
- T Paper was invented in the Han Dynasty
- F Dadu and Beijing were both in the same location.
- T Construction on the Great Wall began during the Tang Dynasty

Multiple Choice (one point/each): Choose the best answer to the question by writing the correct letter in the blank.

- d The Forbidden City was built during which dynasty?
- a. The Qin Dynasty
 - b. The Han Dynasty
 - c. The Song Dynasty
 - d. The Ming Dynasty
- a Chinese poems were often written about:
- a. Nature
 - b. The Emperors
 - c. The Mongols
 - d. Architecture

Appendix L, page 4
Final Test Answer Key

___ **c** ___ Two important Rivers in China are:

- a. The Yellow and the Dadu Rivers
- b. The Yangzi and Gobi Rivers
- c. The Yellow and Yangzi Rivers
- d. The Himalayan and Changan Rivers

___ **b** ___ Chinggis Khan was the leader of the:

- a. Jurchen
- b. The Mongols
- c. The Tang Dynasty
- d. The Manchus

___ **c** ___ Order the steps in making silk:

- a. The silkworms are fed mulberry leaves, the silk thread is plucked from the water, the silkworm spins a cocoon, the thread is twisted into stands
- b. The thread is twisted into stands, the silkworms are fed mulberry leaves, the silk thread is plucked from the water, the silkworm spins a cocoon
- c. The silkworms are fed mulberry leaves, the silkworm spins a cocoon, the silk thread is plucked from the water, the thread is twisted into stands
- d. The silkworms are fed mulberry leaves, the thread is twisted into stands, the silkworm spins a cocoon, the silk thread is plucked from the water

Short Answer (five points/each): Answer each question as thoroughly as possible. Be sure to use complete sentences!

Imagine you are the first emperor of China. Write a paragraph defending your decision to build the Great Wall. **OR** Pretend you are a friend of one who died building the Great Wall. Write a paragraph explaining why you think it was wrong of the emperor to force his people to build the wall.

Give the students 2 points for mechanics (spelling, grammar, punctuation, complete sentences, etc) and 3 points for the content of their paragraph – did they give accurate reasons for their viewpoint? (See below).

For the wall – protection for the Chinese people from their enemies, the wall needed to go up quickly because their enemies were fierce warriors who often raided Chinese villages, many of the people sent to build the wall were criminals who needed to pay for their crimes

Against the wall – The emperor was trying to protect his people and keep them safe, yet in building of the walls many of Chinese died, there was not enough food, and people died from cold, hunger, and exhaustion, many of the people sent were not criminals – but average workers or soldiers

Appendix L, page 5
Final Test Answer Key

What are three important inventions that came from China? Why do you feel they are important? Give reasons to support your answer!

Give the students 2 points for mechanics (spelling, grammar, punctuation, complete sentences, etc) and 3 points for the content of their paragraph – did they list three inventions and give support as to why these were important? (See below).

- **Paper – used for many things today – homework, letters, newspapers, etc.**
- **Paper Money – coin money would be very awkward and heavy to carry**
- **Silk – used to make dresses, shirts, etc today**
- **Book printing – makes it possible to have books easily available to the public**
- **Gunpowder – used to shoot food, used in wars to defeat enemies**
- **Compass – used in exploration, hiking, keeps people from getting lost**