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Prepared for UCLA Asia Institute seminar on teaching about East Asia.
www.asia.ucla.edu

6th Grade World History and Geography (SDC)

Unit Lesson: Ancient China

Rational for the lesson unit: The unit is designed to familiarize students with the geographic and historic aspects of ancient China. Students will then, acquire knowledge in unique cultural development of ancient China. By learning the unit, students also acquire more diverse ideas and relationship to the world and ultimately, develop wider perception of their own environment and the vision of the nation's future.

Skills and Content Objectives:

6th Grade CA Language Art Standards:

R1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

R 2.1 Identify the structural features of popular media (e.g. newspapers, magazines, online information) and use the features to obtain information.

R 2.4 Clarify an understanding of text by creating outlines, logical notes, summaries, or reports.

R 2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics.

W 1.3 Use a variety of effective and coherent organizational patters, including comparison and contrast; organization by categories; and arrangement by spatial order, order of important, or climatic order.

6th Grade CA Social Study Standards:

6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilization of China.

6.2 Explain the geographic features of China that made governance and the spread of ideas and goods difficult and served to isolate the country from the rest of the world.

Optional-Possible extracurricular extensions of this unit:

- Selective video viewing
- Fieldtrip to cultural museum

- Cultural Food Festival
- Games using cultural toys, utensils, board games
- Sharing cultural objects

Textbook: A Message of Ancient Days; Houghton Mifflin Social Studies

Week: 6/5/06 through 6/27/06

Title: Chapter 9, Ancient China

Topic: China's Geography, Early History

Time: 90 minutes class period every other day (block), 3 weeks of instructional time.

Materials: brainstorming chart, textbook, world atlas, globe, pencils, color pencils, workbook, study guide, and internet access.

Introduction: Have students read and examine the chapter-opening page and discuss why the study of China should be part of a history class.

Activities: Students will study a globe/map and determine the location, geography, landmass, and bodies of water near China. Brainstorming and identify what type of climate China has and how people have contributed Chinese culture over the years that had shaped the way people live. Compare and contrast the cultural differences including food, music, language, writings, clothing and physical features of people using prior knowledge.

Anticipatory set: Students will define the key terms: ancestor, oracle, feudalism dialect, nobility, Confucianism, philosophy, dynasty, Moism, Legalism, Daoism, Silk Road,

Readings: Textbook, Pages 254 – 293

Summary: Students will be asked to summarize what they have learned in their own words.

Assessments: Students throughout the period of the lesson will be asked questions to check for understanding and clarification. A vocabulary quiz is given each end of the lesson. At the end of the unit lesson, the student will be given a test. Internet group research project on dynasties will be assessed by the presentation.

Rubric for culminating task (presentation):

Point 4: The speaker or the group conveys the main idea using an effective pattern of organization, fully provides essential details with a clear delivery style.

Point 3: The speaker delivers an effective presentation and conveys the main idea and provides some details and descriptions using appropriate language.

Point 2: The speaker delivers a basic presentation and some details but lack precision and control. Many prompt from the teacher.

Point 1: The speaker or the group delivers a limited presentation and provides minimal and limited details.

LESSON PLAN

CANDIDATE: Sachiko Padilla	SUBJECT(S): Social Study Ancient China	GRADE LEVEL(S): 6 th (SDC)	DATE: 6/5/06
STANDARD(S): Language Arts/Reading Comprehension 1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression. Language Arts/Literary Response & Analysis 5. Respond orally to factual comprehension questions about brief literary text by answering in simple sentences. Social Study CA Standards and Objectives 6.6 Explain the geographic features of China that made governance and the spread of ideas and goods difficult.			Single Lesson
I. DESCRIPTION OF CONTENT & CONTENT TYPE Students will discuss the pictures in Chapter 9, including the timeline and understand the geographical facts and the culture of China through the lesson.			
II. LEARNING OUTCOME Students are able to explain the geographical features of China that made governance and the spread of ideas and goods difficult.			
III. CURRICULUM CONNECTION The geography lesson ties into the History class which they are currently learning how to identify and specify the location of China. They also learn how China became isolated from the rest of the western world.			
IV. INSTRUCTION A. Engagement: Students read and respond with their own experiences and prior knowledge about the culture of China. B. Instructional Sequence: 1. Students contribute their prior knowledge of the Chinese culture. 2. Teacher uses overhead to brainstorm student's perception of China. 3. Students discuss about the topic and take notes (fill in the chart with pictures). 4. Students define key words such as the geological location of China (i.e., Asia, Pacific Ocean, India, Mongolia, Great Wall, etc.) 5. Introduction of new words/define: dynasty, ancestor, oracle, feudalism, dialect, 6. Draw a map of China, labeling major bodies of water, neighbor countries and mountain ranges. C. Application Activity: Brainstorming, Prior knowledge, Writing D. Materials and Resources: 1. Graphic Organizer/Chart paper/KWL 2. Overhead projector 3. Paper and pencil, 4. Big Map/Atlas			
V. ASSESSMENT STRATEGIES Students define vocabulary words to match the definitions. Students write the summary of the lesson with their own words.			
VI. ACCOMMODATIONS FOR INDIVIDUAL LEARNERS Guided Lesson, Graphic Organizer, Prompts, Visuals, Small Groups, Scaffolding			

Some repeated/overlap lessons

II. HOMEWORK

Find an article from a news paper, magazines, or internet finding some facts about China.

LESSON PLAN

CANDIDATE: Sachiko Padilla	SUBJECT(S): Social Study Ancient China	GRADE LEVEL(S): 6 th (SDC)	DATE: 6/16/06 – 6/26/06
STANDARD(S): Language Arts/Reading Comprehension R.3.2 Analyze the effect of the qualities of the character on the plot and the resolution of the conflict. 3.8 Critique the credibility of characterization and the degree to which a plot is contrived or realistic, Language Arts/Literary Response & Analysis W2.1 Establish and develop a plot and setting and present a point of view that is appropriate to the stories. Social Study CA Standards and Objectives The structures of China: Identify how Confucius sought to solve the prevalent problems of his time.			Unit Lesson, Culminating Task,
I. DESCRIPTION OF CONTENT & CONTENT TYPE Students will discuss the 4 different Chinese philosophies in class, then research on the internet about each philosophy (Confucianism, Moism, Legalism, and Daoism) in groups of 3 to 4 students.			
II. LEARNING OUTCOME Students are able to explain the differences in Chinese philosophies and learn their culture.			
III. CURRICULUM CONNECTION The research in Chinese philosophies enables students to realize how the Chinese culture was different than their own. Using a computer technology updates their research ability. The role play makes more realistic in student's own judgment process.			
IV. INSTRUCTION A. Engagement: Students in group competes each other's philosophical significance. The teacher makes up a situation and student solve a problem using their philosophy- Confucius, Legalists, Moism and Daoism. B. Instructional Sequence: 1. Pre-teach with text Pg. 281 – 287 2. Each group research in the internet at the PDC (Computer Lab) 3. Teacher make up the situation (i.e., clean up the mess we made in class). 4. Each group discusses about the topic and role play in class (show how to deal with the situation). 5. Each group writes up the solution and explains why their philosophy is the best to use for the situation. C. Application Activity: Prior knowledge, Research, Ideas, Role Play, Writing D. Materials and Resources: 1. Textbook 2. Computer with internet			
V. ASSESSMENT STRATEGIES Students research using internet. Role play Students (group) write the summary of the lesson with their own words.			
VI. ACCOMMODATIONS FOR INDIVIDUAL LEARNERS Guided Lesson, Prompts, Visuals, Small Groups, Scaffolding, Kinesthetic learning Some repeated/overlap lessons, Reciprocal Teaching Process			

III. HOMEWORK

After the lesson, write one paragraph to explain which Chinese philosophy is the best for our class to use, and why?