

# Exploring China

Grade Level: 2<sup>nd</sup> Grade

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Length of Unit: 9 lessons – approximately 3 weeks

## I. ABSTRACT

- A. The students will be discovering China in this unit. They will be exploring many important topics about China including geography, holidays, important teachers and inventions. The students will be expressing what they have learned through creating meaningful projects, writing, and presenting.

## II. OVERVIEW

- A. Concept Objectives
1. Develop an awareness of major geographical features.
  2. Recognize the importance of how water affects human lifestyles.
  3. Develop an awareness of cultural beliefs, customs and traditions.
- B. Content from the *Core Knowledge Sequence*
1. China
    1. Yellow (Huang He) and Yangtze (Chang Jiang) Rivers
    2. Teachings of Confucius (for example, honor your ancestors)
    3. Great Wall of China
    4. Invention of paper
    5. Importance of silk
    6. Chinese New Year
- D. Skill Objectives
1. Students will find China given a map of the East.
  2. Students will name and label the two major rivers in China.
  3. Students will locate China on a map by coloring.
  4. Students will label the Yellow and Yangtze Rivers, the Great Wall, the Gobi desert, and the Silk Road on a map of China.
  5. Students will recognize which river is the Yellow River and which is the Yangtze River.
  6. Students will record three important facts about each river.
  7. Students will name the two major rivers in China and state why they are important to the lives of the Chinese people.
  8. Students will write basic facts about Confucius
  9. Students will read and comprehend Confucian sayings
  10. Students will create a proverb to encourage others to live better lives
  11. The students will record major facts about the Great Wall of China
  12. The students will use facts to create posters of why the Great Wall needs to be built as well as convince workers to join the team.
  13. The students will listen to a story and tell what they would do to protect a nation of which they were in charge.
  14. Students will recognize that many Chinese characters are made to look like what they represent.
  15. Students will create their own Chinese character.
  16. Students will practice writing calligraphy with a brush and ink (paint).
  17. The students will know what paper is made from.
  18. The students will be able to choose the first uses for paper.
  19. The students will brainstorm the many uses for paper.

20. The students will write on handmade paper so they understand how the texture, etc is different.
21. The students will list other Chinese inventions.
22. Students will feel the difference between silk and other materials
23. Students will view the process of making silk
24. Students will record facts about silk
25. Students will know what silkworms need to eat in order to produce silk.
26. Students will be able to identify Chinese New Year traditions.
27. Students will create a short play about a Chinese tradition.
28. Students will teach their classmates by performance.
29. Students will write basic facts about some Chinese New Year Traditions.
30. Students will be able to identify Chinese New Year traditions.
31. Students will create a short play about a Chinese tradition.
32. Students will teach their classmates by performance.
33. Students will write basic facts about some Chinese New Year Traditions.
34. Students will create a postcard from China containing important facts they have learned.
35. Students will review the major concepts we have learned.
36. Students will answer questions about China

### III. BACKGROUND KNOWLEDGE

- A. For Teachers
  1. *Made in China: Ideas and Inventions from Ancient China* by Suzanne Williams
  2. *Ancient China Eyewitness Books* by Arthur Cotterell
  3. *Ancient China* by Carol Michaelson
- B. For Students
  1. Geography – Spatial Sense (1<sup>st</sup> grade) *Core Knowledge Sequence* Pg. 27

### IV. RESOURCES

- A. *Postcards From China*, by Zoe Dawson (Lesson 9)
- B. *What Your Second Grader Needs to Know*, by E.D. Hirsch, Jr. (Lesson 3)
- C. *The Empress and the Silkworm*, by Lily Toy Hong (Lesson 7)
- D. *Made in China: Ideas and Inventions from Ancient China*, by Suzanne Williams (Lesson 6)

### V. LESSONS

#### Lesson One: Locating China

- A. *Daily Objectives*
  1. Concept Objective(s)
    - a. Develop an awareness of major geographical features
  2. Lesson Content
    - a. China (a general geographic introduction)
  3. Skill Objective(s)
    - a. Students will find China given a map of the East.
    - b. Students will name and label the two major rivers in China.
    - c. Students will locate China on a map by coloring.
    - d. Students will label the Yellow and Yangtze Rivers, the Great Wall, the Gobi desert, and the Silk Road on a map of China.
- B. *Materials*
  1. Globe
  2. Map of China for each student – complete (Appendix A)

3. Map of China for each student – blank (Appendix B)
  4. Overhead of each Appendix A and B
  5. Three large pieces of paper (chart/butcher paper)
  6. Three different colored markers
  7. KWL charts for each student (Appendix C)
  8. Yes/No checklist – one for teacher reference (Appendix D)
- C. *Key Vocabulary*
1. Country – a nation or state (e.g. United States, China)
  2. Continent – the biggest land mass on the Earth (Asia, Africa, Antarctica, Australia, Europe, North America, South America)
  3. Expedition – a journey with a purpose  
(Definitions adapted from the Houghton Mifflin Student Dictionary)
- D. *Procedures/Activities*
1. Introduction: The class will gather on the floor around the teacher. The teacher will ask the students to think about a time they went on a trip. After the students have been given time to think, the teacher will ask some students to briefly share about their favorite trip. The teacher should be sure to ask questions such as: “How did you get there?” “Was the weather/food/language different in that place?” “What the most interesting thing you did while you were there?” The teacher should then ask the students who has been to the place that is the farthest away. “Has anyone ever left Colorado/the United States?” The class will figure out together who has been the farthest away by using a globe to look at the distances.
  2. The teacher will ask if anyone in the class can find China on the globe. (The teacher will give clues if the students are having trouble finding it, but should also encourage the students not to just guess if they do not know. They can listen to the clues and try to figure out the challenge). If no one knows, the teacher may give hints such as “It is not close to the United States.” “China is very big.” This will help the students who are not sure use some globe/map skills to try and locate China on the globe. Once China is located, the teacher can ask the student how he/she knew where China was. After this child answers, the class can have a brief discussion about what they know about China. This should only last a few minutes and not every child who knows something about China should be able to share at this time. There will be time later for them to tell what they know – this should only be a very basic introduction.
  3. At this point, the students may go back to their seats. They should all have a copy of a map of China that is filled in (Appendix A) and one that is blank (Appendix B) at their seats, and the teacher should have an overhead copy of the same map. The teacher will tell the students that:
    1. China is a **country** just like the United States
    2. It is on the **continent** of Asia
    3. China is the third largest country in the world. It is only smaller than Russia and Canada.
    4. More people live in China than in any other country in the world (one out of every five people in the world lives in China).
  4. After this review of general information, the teacher will tell the students that they are going to go on an **expedition** in China that will start with learning about some of the major geographical features in China. The teacher should ask the students in the class to think back and try to remember what a geographical feature is. Have one of the students in the class tell the class what that means (e.g. A lake, a river, mountains, desert, ocean etc. Things that can be found on a

map). The students should look at the completed map to help them figure out what the major geographical features are in China and where the features should be located on their blank maps. As the class finds them, they should label them on the map. The teacher will be at the overhead modeling how to label what they are discovering.

1. The Yellow River (Huang He)
  2. The Yangtze River (Chang Jiang)
  3. The Great Wall of China
  4. The Silk Road
  5. The Gobi desert
5. When the map activity is completed, the students will each receive a KWL Chart (Appendix C). There should be three sections on this chart: Things I KNOW things I WANT TO KNOW and Things I LEARNED. The teacher will ask the students to each write down at least one thing they KNOW about China and one thing they WANT TO KNOW about China. In the KNOW section, the students can write down something they just learned from the globe and/or map activity or they can write something else they already know. At this point in the unit, none of the students need to be writing in the LEARNED section.
6. As a closure for the lesson, the students will be asked to bring their papers to the front of the room and share what they know and what they are wondering about China to begin creating a class KWL chart. The teacher should have three large pieces of paper in the front of the classroom labeled KNOW, WANT TO KNOW and LEARNED as well as three colors of markers (one for each sheet of paper). The students will share first what they already know about China and the teacher will write down the ideas on the KNOW paper. The students can then share their wonderings as the teacher writes them on the class KWL chart. When a question is answered throughout the unit, the class can place a check mark by the question and write the answer in the LEARNED section of the chart.

E. *Assessment/Evaluation*

1. The individual KWL charts will serve as the pre-assessment for this unit. These will help the teacher guide instruction because it will help inform him/her what the students already know, or what they are already familiar with. The KWL charts should be collected at the end of the day so that the teacher can get an idea of where the class is at in their knowledge of China. If everyone is already familiar with the two major rivers, less time can be spent learning about them.
2. At the very end of the day, the teacher can collect the maps and have a yes/no checklist to make sure each student labeled everything they needed to on the map. (Appendix D).

**Lesson Two: Two Great Rivers**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Develop an awareness of major geographical features.
  - b. Recognize the importance of how water affects human lifestyles.
2. Lesson Content
  - a. Yellow (Huang He) and Yangtze (Chang Jiang) Rivers
3. Skill Objective(s)
  - a. Students will recognize which river is the Yellow River and which is the Yangtze River.
  - b. Students will record three important facts about each river.

- c. Students will be name the two major rivers in China and state why they are important to the lives of the Chinese people.
- B. *Materials*
1. Brainstorming list for each child(Appendix E)
  2. Story of Ling – one copy for teacher (Appendix F)
  3. Fact File: Yellow River and Yangtze River for each child (Appendices G & I)
  4. Story of Shiu Lin – one copy for teacher (Appendix H)
  5. Quiz (Appendix J) one for each child
  6. Overheads of appendices E, G and I
- C. *Key Vocabulary*
1. Drought – a long time with little or no rain
  2. Source – a place from which something comes  
(Definitions adapted from the Houghton Mifflin Student Dictionary)
- D. *Procedures/Activities*
1. Hand out a brainstorming sheet (Appendix E) to each student. Tell them that you have a very important question to think about. Tell the students that you were thinking this morning about the **drought** that Colorado is currently having. Explain to the students that you don't think it is a very big deal to run out of water and you can't figure out what everyone is so upset about. Tell the class that you need their help to figure out why water is important to humans. Have them create a list on their brainstorming sheet telling you why human need water (what we use it for). Tell the students it is their job to come up with as many uses for water as they possible can. Give the students about 7 minutes to think and write. (If everyone looks done before that, encourage them to think more deeply, but stop the time if necessary. If most of the students are still writing at 7 minutes, give them a few extra minutes, but no more than 10).
  2. Make a class list on an overhead of all the uses the students wrote. (If you are a white board or chart paper person, those would work fine also). If the answers the students came up with are mainly surface level answers (drinking, cooking, showering) encourage them to think about other things that need water to live that people need to have around (ex. Animals need to drink water to live. Plants need water to grow. Without plants and animals, humans would not have any food. We need water for our toilets, to stay clean etc.)
  3. Tell the students that today we will be learning about two very important **sources** of water for the Chinese people. Ask if anyone could think about what those two bodies of water might be (if the children look confused when you say "body of water," ask someone in the class to explain what that means. Someone should be able to tell the class a body of water is a lake, ocean river, etc. If the student does not include river, be sure to add that on at the end). Encourage the students to think about the map activity from yesterday. Ask if anyone can remember a body of water that we labeled on the map yesterday. Hopefully someone will remember that there were two big rivers. The students may not remember the names of the rivers, but all they need to know is that there were two large rivers.
  4. Once the class has gotten to this point, remind them of the names of the rivers. One is the Yellow River (also known as Huang He – pronounced Huang Huh – He means river) and the other is the Yangtze River (also known as Chang Jaing). Have the students take out their maps and locate the two rivers. To help the children become more familiar with the map, say the name of one river, and have them point to it on their map. Do this a few times so that they get the idea of which river is which.

5. Explain to the students that the people in China need these two rivers to live. They are the source of much of the water for the country. The water from these rivers helps the farmers grow their crops (especially rice) and it also helps the people have water to drink and use for bathing and they can travel on the water.
6. **YELLOW RIVER (HUANGE HE):** We will talk first about the Yellow River. Have the students move out of their desks to the front of the room. Read the students the story of Ling, a child living near the Yellow River in China (Appendix F). After the story is read, talk to the students about what they story was about. Ask them why it is important for Ling to live near this river. Ask why Ling was worried when the water was rising. Make sure that the students understand why this river is called “China’s Sorrow”.
7. Give each student a Fact File: Yellow River sheet (Appendix G) to record some important facts about this body of water as they go back to their desks. (The students will have a Fact File Sheet for each item we study). The teacher should also have an overhead of this paper so he/she is able to model how to write the facts. Talk to the students about the Fact File sheet. Tell them that we will be studying a lot of important things about China, and we will use these sheets to write down the most important facts so we can keep the facts straight. At the end of the unit, we will make all of the sheets into a Fact File about China. Ask the students if they think they know any facts about the Yellow River that will be really important to remember. Some of the major facts that could be listed are:
  - a. The Yellow River provides water for rice crops.
  - b. The Yellow River is one of the biggest and most important rivers in China.
  - c. It is also called “China’s Sorrow” because when it floods, it can cause great damage.
  - d. The river is called the Yellow River because the silt makes the water look like yellow soup.
  - e. The Yellow River is in the northern part of China.
  - f. Some of China’s earliest civilizations were started near this river.
8. Do two of the facts together on the overhead with students giving suggestions. Have the students write one on their own, just to make sure everyone can name something important about this river. Collect these papers from the students just to look over them. The students will need them back to go in their unit Fact File, but the teacher should look over them before the students get them back just to see if everyone is on the same page. If most of the students wrote something that was not that relevant, the teacher should reteach the important facts about the river.
9. **THE YANGTZE RIVER:** Today we will be talking about the largest river in China – the Yangtze (Chang Jiang – pronounced zhang jee-ang) River. It is the third longest river in the world (it is shorter than the Amazon and the Nile). To start the day, have the students take out their maps and point to the Yellow River. Then ask them to point to the other major river. Remind them that this river is called the Yangtze River and it is the longest in China. Also tell the students at this point that the Yangtze River is also known as Chang Jiang which means “Great River”.
10. Have the students come to the front of the room. They will listen to another story about a child who lives in China, but in this story the family lives in central China near the Yangtze River. Read the story about Shiu Lin to the students (Appendix H) and make sure to stop and ask questions to make sure the students understand the important things about the river.

11. Have the students go back to their desks and take their maps. Help them recognize that the two major rivers flow the same way. Ask if anyone knows how the two might connect. Tell the students that the Grand Canal is like a man made river that connects the two major bodies of water. It is more than 1,000 miles long, but it has made China stronger because people can travel and trade more easily because of the Grand Canal.
  12. When the students go back to their desks after the story, give them a copy of the Fact File: Yangtze River sheet. Again, the teacher should have an overhead in order to model writing the facts on the lines. Have students discuss what they think are the important facts about the Yangtze River. Some examples should be:
    - a. The Yangtze River is the third longest river in the world.
    - b. Boats can transport goods on the Yangtze River.
    - c. It is connected to the Yellow River by the Grand Canal.
    - d. The Yangtze does not flood as much because it is bigger and faster so the silt does not settle.
    - e. Chang Jiang is another name for the Yangtze and it means “Great River”.
- F. *Assessment/Evaluation*
1. The students’ Fact Files should be collected and checked off just to make sure that everyone has them full (3 facts on each sheet). There will only be a completion grade for these assignments (check or not).
  2. The students will be given a mini-quiz after the Yangtze is discussed to determine if they know what the two main rivers are and why they are important to China (Appendix J).

### **Lesson Three: Teachings of Confucius (Ancestors)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Develop an awareness of cultural beliefs, customs and traditions.
  2. Lesson Content
    - a. Teachings of Confucius (for example, honor your ancestors)
  3. Skill Objective(s)
    - a. Students will write basic facts about Confucius
    - b. Students will read and comprehend Confucian sayings
    - c. Students will create a proverb to encourage others to live better lives
- B. *Materials*
1. Teachings of Confucius worksheet for each child (Appendix K)
  2. Fact File: Confucius for each child (Appendix L)
  3. Proverb rubric (Appendix M) one for each student
  4. Overheads of appendices L and M
- C. *Key Vocabulary*
1. Ancestors – persons from whom we are descended esp. older than our grandparents
  2. Virtue – moral excellence and righteousness
  3. Honor – special respect or high regard
  4. Advice – opinion about how to solve a problem or special guidance
  5. Proverb – a short saying that tells a well-known truth  
(Definitions adapted from the Houghton Mifflin Student Dictionary)
- D. *Procedures/Activities*
1. To begin this lesson, the teacher should ask the students if they know any wise sayings or **proverbs**. If the children are having trouble thinking of one, the teacher should give a few examples of a proverb. Some examples might be:

*An apple a day keeps the doctor away  
Don't count your chickens before they hatch  
A watched pot never boils  
The early bird catches the worm*

*\*Do unto others as you would have them do unto you – share this one with the students if none of them think of it because it will be the foundation for discussions about Confucius and his teachings.*

2. After the class has shared some proverbs they know, talk to them about WHY people might keep those sayings around. Tell the class that a lot of these sayings or proverbs are very old, but they usually have some good **advice** on how to live a better life. The people who use the proverb “the early bird catches the worm” believe that good things come to people who are up early and ready to work.
3. Talk to the students about how these proverbs can come from all over the world, from many different people. Confucius was a great teacher in ancient China who had many pieces of advice for the people he taught. Confucius was gentle and kind and he believed that relationships were the most important thing in life. All of his teachings were based on kindness, respect and strength of family. He wanted a world where people could get along in peace. He believed that every person could learn as long as they were not lazy. Confucius taught people to treat others the same way they would want to be treated. Ask the students if that sounds familiar to any of them. Refer back to the “Golden Rule” and tell the children that many people believe the “Golden Rule” came from the teachings of Confucius. Tell the students that we will be taking a look at some of the advice Confucius gave to his students.
4. Hand out the worksheet about Confucius (Appendix K). Make sure to also have a copy for the overhead. Put the overhead up and wait until each student has had a few minutes to look over the sayings. Call on some of the students to read the sayings out loud, and then ask the students to explain what they mean. Remind the students that the sayings usually teach us something about how to live a better life. Most of the sayings contain advice, but they are sometimes written like riddles, so we have to use our critical thinking skills to figure out what the teacher is trying to tell us.
5. Confucius was a great teacher who wanted the people he lived with to get along and not fight with each other. He had many things to teach his students about honor and respect. He wanted all people to **respect** each other. He thought the best way to make that happen was for people understand the relationships they were in and live according to the guidelines of those relationships. For example, the relationship between a father and a son is very important. The son must learn to obey his father and do what he says, but at the same time, the father will teach and care for the son. Confucius said that people of virtue would live their lives like this – honoring the system of relationships and not doing to other people what they would not want done to themselves. Confucius thought that if everyone lived his or her lives like this, the world would be a better place.
6. Because Confucius thought that family relationships were so important, he encouraged people to even **honor** their **ancestors**. Many Chinese people believe that even after your ancestors die, they can give you advice and help you live a better life. They also believe that the ancestors enjoy receiving gifts and affection in turn for their help, so many Chinese people burn offerings to their relatives who have passed away. Confucius encouraged his students to do this because he thought it was right to honor your ancestors in this way. He believed

that they were still part of your family, and that they were still very wise, so they deserve to be treated with utmost respect.

7. Hand students a Fact File: Confucius worksheet (Appendix L). Model on the overhead how to fill it out. Think as a class of two important facts about Confucius and write them all together. Then have the students think of one more they can write on their own.

*He was a teacher.*

*He was gentle and kind.*

*He taught people to respect their families.*

*He told his students to honor their ancestors.*

*He taught people the golden rule.*

8. Have the students turn back to their worksheet that has Confucian sayings on it. Point out to them the blank lines at the bottom. Tell the students that each one of them will be creating a proverb or a piece of advice for the students at their school. Each child should think of a wise saying that they think would help the other kids at their school learn a lesson about getting along with each other. Have the students collectively and audibly brainstorm some ideas about what might make the school a better place. Then, use those suggestions to model a few proverbs. The teacher should create the first proverb, and then have some students help create a few more examples. Write the models on the overhead or white board and leave them up so the students can reference them when they are writing their own.
9. Each student should think of something that they think would make the school a better place to be every day. They will then write a piece of advice (proverb) to the other students in the school. After the students have written these on their worksheet, the teacher will type out each of the proverbs and create a class book of wise sayings. This should be published and shared with the rest of the school, if possible.

E. *Assessment/Evaluation*

1. The worksheets will be collected and the proverbs will be graded using the Proverb Rubric (Appendix M). Each student's work should be published in the class book regardless of the score it earns from the rubric.
2. At the end of the day, the teacher should do an informal assessment through questioning. The class should be able to answer the following questions:
  - What was Confucius' job? (He was a teacher)*
  - Was he a gentle teacher or a mean, harsh teacher? (Gentle)*
  - How did Confucius think we should treat other people? (The same way we want to be treated.)*
  - What did Confucius think was the most important relationships? (Family)*
  - Did Confucius think it was a good idea or a bad idea to respect and give gifts to your ancestors? (Good)*
  - What popular proverb most likely came from Confucius' teaching? (Do unto others as you would have them do unto you – the Golden Rule)*

**Lesson Four: Great Wall of China**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Develop an awareness of major geographical features.
  - b. Develop an awareness of cultural beliefs, customs and traditions.
2. Lesson Content

- a. Great Wall of China
3. Skill Objective(s)
  - a. The students will record major facts about the Great Wall of China
  - b. The students will use facts to create posters of why the Great Wall needs to be built as well as convince workers to join the team.
  - c. The students will listen to a story and tell what they would do to protect a nation of which they were in charge.
- B. *Materials*
  1. Great Wall note sheet for each child (Appendix N)
  2. Fact File: Great Wall of China for each child (Appendix O)
  3. Nine by twelve (9x12) construction paper for each child
  4. Crayons/colored pencils (each child should use their own)
  5. Poster requirements for each child (Appendix P)
  6. Poster Rubric – one for teacher reference (Appendix Q)
  7. Overheads of appendices N and O
- C. *Key Vocabulary*
  1. Invader – someone who enters by force in order to conquer
  2. Emperor – ruler of an empire
  3. Nomad – a person who wanders because he/she has no permanent home  
(Definitions adapted from the Houghton Mifflin Student Dictionary)
- D. *Procedures/Activities*
  1. We will start today’s lesson by sitting in a group on the floor. The teacher will ask the students to think of a time when they felt annoyed or like they were being attacked. After the students have had some time to think, ask them how they felt. Then ask them how they could stop the attack. After a few answers, guide them in the direction of protecting themselves. Ask the students what might be a good way to protect yourself from danger. There will be many responses, as there are many types of danger. If a student is discussing physical danger, they will express different forms of protection than a student discussing emotional danger.
  2. At this point have the students close their eyes. Tell them that you are going to tell them a story about being attacked and needing protection. Tell the students to imagine this story in their heads and try to think of a solution to the problem.
 

*You are the **emperor** of a great land. There are many people who work for you and many people who live in your land. All of these people trust you and expect you to keep the land safe. As the emperor, you are also in charge of whatever the army does. You have a lot of responsibility because your land is so big and full of people. One day, one of the towns in your land is invaded by a huge, mean army. The invaders come to burn everything in the town and hurt your people. This happens many times. Your people become scared and they begin to lose hope. You know that the invaders all come from a town that is near to you, so the men always come to attack on their horses. You hear that many more attacks are planned for the near future. The people are very afraid. They do not want to be hurt – or even killed! What could you do to protect your people?*
  3. After the story is over, ask some of the students what they would do to protect the people from the **invaders**. Let a few students share their ideas, even if someone says build a wall. Let them have some time to figure out what could be done to stop the land from being invaded. After a few suggestions have been given, tell the students that this is the position in which the rulers of the Ch’in Dynasty found themselves. A long time ago (over 2,000 years ago!) the people

in China were continually being invaded by **nomads** in the north. They needed protection, so they decided to build an enormous wall to keep out the invaders.

4. Have the students go back to their seats. Tell them that we are going to learn about this wall that the people in China built over 2,000 years ago. Hand out to the students the Great Wall of China note sheet (Appendix N). Go over this sheet together as a class so that the students can learn the basic facts about the Great Wall of China. Have one student read each fact, discuss it with the class and then do the next one. Follow this pattern until the end of the note sheet and then have a few students say which is their favorite fact just so there is some repetition of the facts.
5. After the class has gone over the fact sheet, pass out the Fact File: Great Wall of China sheets (Appendix O). Follow the same pattern as the previous Fact Files by doing two together as a class and then having the students come up with one on their own. The facts that should be on the Fact File sheets are the same facts as on the note sheets (Appendix N).
6. Have the students put away their Fact File sheets, but keep their note sheets available for using for the next project. This project will be called the Workers Wanted project. Each student will be creating a poster advertising the need for workers for the Great Wall of China. The students will be writing this poster as if they are the rulers of the Ch'in Dynasty. The posters will need to include information that proves they know important facts about the Great Wall. Each poster will need to have the following information:
  - \*Why the wall needs to be built*
  - \*What the wall will be used for (e.g. watchtower as well as protection)*
  - \*What will be used to make the wall*
  - \*How long the wall will be*
  - \*How tall the wall will be*
  - \*How wide the wall will be*
7. Each student should receive a piece of 9x12 construction paper. They will have the requirements for the poster (Appendix P). They will make the poster in class using their own crayons or colored pencils. This poster should be one that convinces workers to join the Great Wall project! It should be colorful as well as easy to read and persuasive (uses the facts). Remind the students that when they are making a poster it is very important to use their best handwriting, use big letters and spell correctly. They may want to begin by writing lightly in pencil before they color. Also tell students that if they are stuck on how to spell a word, you will gladly help them for this project. When the posters are completed, they should be hung or somehow displayed in the classroom.

E. *Assessment/Evaluation*

1. The students will be assessed with a checklist for completion of the Fact File sheet.
2. They will also be assessed on the posters they create. The work will be assessed using the poster rubric (Appendix P). They will be assessed based on the content, mechanics and neatness of the project. The students should have the rubric available to them when they begin the project so they know what they are working towards.

**Lesson Five: Writing/Calligraphy**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Develop an awareness of cultural beliefs, customs and traditions.

2. Lesson Content
    - a. Invention of paper
    - b. Importance of silk
  3. Skill Objective(s)
    - a. Students will recognize that many Chinese characters are made to look like what they represent.
    - b. Students will create their own Chinese character.
    - c. Students will practice writing calligraphy with a brush and ink (paint)
- B. *Materials*
1. Small paint brush for each student
  2. Watercolor paint or some other form of ink for the students to use with the paintbrushes
  3. Nine by twelve (9x12) construction paper for each student
  4. Fact File: Chinese Writing & Calligraphy (Appendix Q)
  5. Overhead of Chinese characters (Appendix R)
  6. Overhead of appendix R
  7. I Can Read Chinese sheets for each student (Appendix S)
- C. *Key Vocabulary*
1. Calligraphy
  2. Character
- D. *Procedures/Activities*
1. Start this lesson by having the students at their desks. When everyone is in their seats, tell them that you have a very important message for them. Tell the students that it is very important that they understand this message, so they need to use their best reading strategies to figure out the message. On the overhead, have a message written in Chinese that says **BLAH BLAH BLAH**. Obviously the students will not know what this says, so it will lead the way into talking about how Chinese writing differs from our writing.
  2. Tell the students that you know this writing is not decodable to them because it is written in Chinese. Have a discussion with the class about what they notice that is different between our writing and Chinese writing. The students should notice things like the strokes are different and it is written from top to bottom not side to side. After they make some initial observations about the writing, tell the students what it says. Once they know what it says, give them a few more minutes to look at the writing. Ask the students to look closely at the writing and see if they can find any more differences. Hopefully one of the students will notice that the writing does not have a symbol for each letter, but for each word. Tell the students that instead of an alphabet with letters, the Chinese have a language with **characters**. These are different than letters because each character represents a whole word.
  3. Have an overhead of Appendix S up on the overhead. Cover everything on the overhead except the first picture. Have students try to guess what the symbol stands for. After a few guesses (even if the right one is said) uncover one character at a time. Show the students how the symbol for “sun” changed from the first picture to the Chinese character that it is today. Repeat this process with the second line, the moon. The students should be able to guess what this one is, so encourage them when they get the answer right.
  4. For the next three lines, repeat this process *in reverse* by playing “I Can Read Chinese” (Appendix S). Have the students look first at the actual Chinese character. On line one, the students should write down what they think the symbol stands for. After all the students have some time to think, uncover the

next drawing. Have the students guess again on line two. If they want to keep their answer the same they can, but if they want to change their guess they can do that also. Continue this process until the final picture has been uncovered. Ask students to raise their hand if they guessed by line five, then line four, and so on to see who guessed the earliest. Continue the game with line four, water and line five, bird.

5. After the students have looked at these symbols and have sometime to practice reading them, have them put away the “I Can Read Chinese” game sheets before they learn about calligraphy. Tell the students that calligraphy is a form of writing that the Chinese use. When the Chinese write in calligraphy they use a brush and ink to make the fancy strokes. Sometimes Americans use calligraphy pens to make the same kind of strokes as the Chinese. At this point, tell the students that while some Americans do use pens, we are going to try to be as **authentic** as possible by writing with a brush. Remind the students to be very careful when using this brush because it is definitely harder to grip and write with than the pencils we usually use. After all the students have their brush and have had a chance to practice holding it, hand out watercolor paints, water and construction paper. Put the overhead of the Chinese characters back up and encourage the students to pick one and try to write it with their brush and paint. After the students have all practiced one, tell them they are going to create their own Chinese symbol. Remind the students again that the symbol they create should stand for a whole word (probably a noun for this project) and should look similar to what it is supposed to represent. Have each student choose a symbol and paint it on his or her construction paper and then label underneath what it is.
6. Have the students put down the brush and paints and take out their pencils and give each of them a Fact File: Chinese Writing & Calligraphy sheet. Follow the same procedure as the rest of the Fact File sheets by modeling the first two ideas with the class. Have them think of ideas to write down on their sheets and write the facts together as a class. After the first two are written, have the students come up with a third fact on their own. These are some facts that might be on the students’ sheets:

*Calligraphy is a form of Chinese writing,  
Chinese writing goes from top to bottom, not side to side.  
The Chinese characters stand for whole words not letters.  
Many Chinese characters look like what they represent.*

- E. *Assessment/Evaluation*
  1. The Chinese characters will be assessed using the character rubric (Appendix T)

**Lesson Six: Chinese Inventions (paper)**

- A. *Daily Objectives*
  1. Concept Objective(s)
    - a. Develop an awareness of cultural beliefs, customs and traditions.
  2. Lesson Content
    - a. Invention of paper
  3. Skill Objective(s)
    - a. The students will know what paper is made from.
    - b. The students will be able to choose the first uses for paper.
    - c. The students will brainstorm the many uses for paper.
    - d. The students will write on handmade paper so they understand how the texture, etc is different.
    - e. The students will list other Chinese inventions.

- B. *Materials*
1. Brainstorming worksheet for each student (Appendix U)
  2. A piece of handmade paper for each student
  3. Fact File: Paper and Inventions for each student (Appendix V)
  4. One large piece of butcher paper
  5. Marker
  6. Slips of paper with inventions (for charades)
  7. One quiz for each student (Appendix W)
- C. *Key Vocabulary*
1. Bamboo – woody plants with hollow stems
  2. Pulp – soft, moist shapeless matter  
(Definitions adapted from Houghton Mifflin Student Dictionary)
- D. *Procedures/Activities*
1. Read to students *Made in China: Ideas and Inventions from Ancient China*.
  2. Start this lesson by giving each of the students a Brainstorming: Paper (Appendix U) sheet. Have the students think of and write down all the uses they can think of for paper. If the students are struggling, remind them to think outside of regular paper. Encourage them to think of things outside of school. When the class has had ample time and most students are slowing down, have them put down their pencils and make a class brainstorming list on the overhead or on a piece of chart paper. Some suggestions for the list (if the students don't think of them right off the bat) are:
    - Books*
    - Writing*
    - Money*
    - Wrapping packages*
    - Decorations*
    - Toilet paper*
    - Paper towels*
    - Kleenex*
  3. At the bottom of the brainstorming list there is a sentence prompt that says “*I think the very first paper was used for...*” Use this prompt to have the students think about what the first paper might have looked like, felt like and been used for. Ask the students if they think the first paper looked just like the paper we today. Most students will say no, but not necessarily know what it looks like. Encourage them that this is ok – we have not learned about paper yet, but they need to make their best prediction. Have some of the students share what they think the first paper was used for and also have them explain why they thought that might be true. After some students have shared tell them that the very first paper was not used for writing at all. The first paper was much to think and spongy to use for writing – instead it was used to make jackets, hats, blankets and even shoes!
  4. Have the students gather in the front of the room near a whiteboard or piece of chart paper. Tell the students that paper was one of the very important inventions of the Chinese. Tell the students that we will be playing a quick game of charades to learn about some of the other important Chinese inventions. (This will help the students who are visual and kinesthetic learners remember and retain the information more readily than if the teacher just tells the students what the Chinese inventions were). The teacher should have some of the important inventions written on slips of paper and call up one student at a time to act them

out. When the class guesses the correct item, write that invention on the chart paper under “paper”. Some suggestions for this game are:

*Fireworks*

*Kites*

*Compass*

*Paper money*

*Wheelbarrow*

*\*Gunpowder*

*\*Porcelain*

*\*Cross bow*

*\*May be too hard to act out*

5. After the list is made, talk to the students about these inventions. Have some of the students explain why they were important in ancient China and why they are important now. *Kites and fireworks are important because they let us have fun – the compass helped explorers keep track of where they were going and find new land – the wheelbarrow has make physical labor jobs quicker and easier – porcelain lets us have toilets and dolls - gunpowder and the crossbow help us get food.* Tell the students that because we are in school and all of us use paper every day, we are going to spend a little more time talking about paper.
6. Ask the students why it is important that the Chinese invented paper. Ask what people might have used instead of toilet paper or to write on? The Chinese used to write on wood, **bamboo** or stone. Why would that be a problem? Guide the students to respond that it would get heavy to carry things around written on stone, not that many people could read if the only writing was on such heavy materials, stories and legends were easier to pass down when paper was light and easy to pass around.
7. At this section, the teacher will be explaining to the students the process of making paper. *When the Chinese first made paper, they would boil plants until they became a **pulp**. When the plants were very broken down into fairly small particles, the workers would put a screen in the pulp to gather the pieces and drain the water. The screens would then be left alone for a little while until the pulp had hardened enough to be pulled off the screens. The sheets of dry pulp would then be hung up to dry. When the sheets were dry – they were sheets of paper!*
8. Hand out to the students a piece of handmade paper. Have them feel the paper and look at the paper. What is different? *(It is thicker, you can see the chunks, it is not smooth, it is not as flexible as regular paper and it is not all the same color).* Have the students take out a crayon and their Chinese character they invented on the writing day. The students are going to draw their character on the handmade paper, and they can then be hung up around or outside the room for display.
9. Give the students a Fact File: Inventions and Paper sheet (Appendix V). As always in this unit, have the class think of two together and model writing them on the board (by now the class will be experts at the Fact File sheets!) After two have been done together, the students will write a third on their own. Some facts for this section might be:

*The first paper was used for clothing, not writing*

*Before paper, the Chinese would write on bamboo, wood or stone.*

*Handmade paper does not look the same as paper today.*

*The Chinese had many inventions other than paper.*

*Paper is made by boiling plants and using a screen to collect the pulp.*

10. The students will be given a quiz today on paper and Chinese inventions (see Assessment/Evaluation and Appendix W).
- E. *Assessment/Evaluation*
1. To conclude this lesson, the students will be taking a pencil and paper quiz. This will help them study for the final test as well as test their knowledge about what they learned the last few days about paper and other Chinese inventions. This quiz will be graded, but the students should get it back to use as a study guide for this section of the final test. (Appendix W)

### **Lesson Seven: Importance of Silk and the Silk Road**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Develop an awareness of cultural beliefs, customs and traditions.
  2. Lesson Content
    - a. Importance of silk
  3. Skill Objective(s)
    - a. Students will feel the difference between silk and other materials
    - b. Students will view the process of making silk
    - c. Students will record facts about silk
    - d. Students will know what silkworms need to eat in order to produce silk.
- B. *Materials*
1. Silk to pass around the class
  2. Cotton to pass
  3. Other materials to pass (Different fabrics as well as sand paper, etc.)
  4. Computer that is connected to TV (or projections screen)
  5. Globe or large classroom map to show the Silk Road routes (can be overhead as well)
  6. Fact File: Silk and the Silk Road (Appendix X)
- C. *Key Vocabulary*
1. Silk – fine, glossy fiber
  2. Silkworms – caterpillar that makes its cocoon out of silk
  3. Cocoon – case woven by larvae of moths for protection
  4. Mulberry – tree with sweet purple or white fruit  
(Definitions adapted from Houghton Mifflin Student Dictionary)
- D. *Procedures/Activities*
1. Read to Students *The Empress and the Silkworm*.
  2. Pass various materials around and see if anyone knows which is *silk*. It would be best to have a lot of samples of different materials such as cotton, satin and even some items such as paper and sandpaper just so the students can feel the differences. When the class figures out which is silk, ask the students if anyone knows where silk comes from. Let a few students respond and then tell them that silk comes from a very special worm in China that is known as the *silkworm*. Ask the students why they think the worm is called the silkworm (this seems fairly obvious, but it would be good to allow the students to verbalize what they are thinking about the connection between silk and a silkworm).
  3. Talk to the students about silk worms. Some important facts to cover are:
    - Silkworms are small worms that live in mulberry trees.*
    - Silkworms need to eat mulberry leaves in order to produce silk.*
    - Silkworms spin cocoons out of silk.*
    - Silkworms become silk moths when they hatch out of their cocoons.*
    - The silk has to be spun by a person before it can be used.*

4. Tell the students that we have a very special treat today to be able to watch a slide show about the life of a silkworm. Tell them that you want them to pay close attention to the words and the pictures in this slide show. This PowerPoint is very informational and exciting, so the students should enjoy learning about this topic in this manner.
  5. Watch the PowerPoint presentation of the lifecycle of a silkworm from <http://biology.clc.uc.edu/steincarter/silk/silk.htm>. As you watch with the class, be sure to read the slides to the students so that the students who are not fast readers don't just stop reading the information. It is also important to stop after some of the more difficult slides to talk about what information was given. Allow the students time to talk about the pictures they see and the information they are gathering from this presentation.
  6. After the slide show is over, the students should have a better understanding of silkworms and how silk is made. The process should be somewhat familiar to them. It is now important to talk to the students about why silk was important to China. First, ask the students if anyone knows why silk was important to China. It did help them make clothes and was useful for writing, but it was also very important for trading goods. Tell the students that the Chinese used the silk they made to trade for other goods. Silk was very desirable to people in other nations, so the Chinese could give other people silk in exchange for things they needed. Tell the students that the *Silk Road* was very important because it helped China trade goods with other parts of the world. This was the route that the Chinese people would travel in order to give their silk away and get new goods in exchange. Many people traveled along this road (usually by camel) to trade with others.
  7. At this point, show the students a map of one (or more) of the silk routes. Have them take out their maps and record one way the Chinese went to trade their silk for other goods. Explain to the students that the road was very long, and they did not travel by airplane or car or even horse – they had to ride on a bumpy camel the whole way!
  8. Review important facts with students.
    - Silkworms need to eat mulberry leaves in order to produce silk*
    - Silkworms spin cocoons out of silk*
    - The cocoons are often boiled to make it easier to extract silk*
    - Silk is spun off the cocoons*
    - In China, women are usually in charge of spinning silk*
    - Silk Road went from China to Rome*
    - Many goods (not just silk) were traded on the Silk Road.*
  9. Have students fill out Fact File: Silk and the Silk Road (Appendix X) in same fashion as all other lessons.
- E. *Assessment/Evaluation*
1. Students will write a few sentences about how the Silk Road was important to China. They may include any of the important information they would like, but they should have two relevant facts and at least three good sentences (this will be graded using the Silk Road Rubric – Appendix Y)

### **Lesson Eight: Chinese Celebrations (New Year)**

- A. *Daily Objectives*
  1. Concept Objective(s)
    - a. Develop an awareness of cultural beliefs, customs and traditions.

2. Lesson Content
    - a. Chinese New Year
  3. Skill Objective(s)
    - a. Students will be able to identify Chinese New Year traditions.
    - b. Students will create a short play about a Chinese tradition.
    - c. Students will teach their classmates by performance.
    - d. Students will write basic facts about some Chinese New Year Traditions.
- B. *Materials*
1. Skit ideas
  2. Basic props (or materials to make them) based on what traditions are chosen.
  3. Chart paper
  4. Fact File: Chinese New Year
  5. Chinese New Year quiz
- C. *Key Vocabulary*
1. *Tradition* – handing down of customs
  2. *Lunar* – relating to the moon
- D. *Procedures/Activities*
1. For this lesson, there is a little preparation the teacher needs to do before the days start. In this lesson, the students will be creating skits or plays about some of the traditions that take place during the Chinese New Year. Because of this, the teacher will need to pick a few of the traditions and write some of the important facts on cards so the students can use this information to perform the play. There are a few examples of this in Appendix Z.
  2. \*This would also be a great day to ask parents to come to the classroom to help. They could help the students read the facts about their specific tradition and help them turn those ideas into a play to perform for the class.
  3. When the students first come into class on this day, it will be important to give them background information about the Chinese New Year. Most students will probably think that the New Year in China is just like ours in the United States, so it is important that they know it is at a different time and that they understand the New Year celebration in China lasts for a few weeks, not just one night. The teacher should tell the students that in China, the New Year holiday is one of the most important times of the year. The Chinese people believe that with the New Year comes a chance to start everything over – to have a fresh start from the year before. The students need to understand the importance of this holiday so they understand why the traditions are so important.
  4. Another important fact about the Chinese New Year is that it is not based on the same calendar we use because it is based off the moon. That is called a **lunar** calendar. Because of this, the Chinese New Year is not always at the exact same time. It is sometime between January and March.
  5. After this basic information is given, the teacher should spend some time explaining some of the basic traditions such as sweeping away evil spirits, not using knives and scissors and having a parade. The teacher should explain all the traditions that the students will be doing plays about so they can all have an idea about what their tradition will be about.
  6. The students should have quite some time to plan their skit. The skits do not need to be very long, they just need to contain the necessary information about the tradition. During this time of preparation, the teacher should circulate around the room and talk to each group to make sure they are on the right track making sure to spend quite a bit of time with each group so the information will be clearly presented.

7. When the students have had ample time to prepare, they should present their skits to the class. After each skit, the class should make a class chart that contains the important idea about the tradition. The teacher should have a large piece of butcher paper in the front of the room and after each skit the class will come up with the big idea and the teacher will write it on the paper for the class to reference. By the end of all the skits, the class will have a list of all the important traditions and why they are done.
  8. After the skits are done and the chart is made, it will be easy to fill out the Fact File: Chinese New Year worksheet (Appendix AA).
- E. *Assessment/Evaluation*
1. The students will take the Chinese New Year quiz (Appendix BB). On this quiz, the students will have a lot of choices of different activities and they will have to choose which ones are Chinese New Year traditions.

### **Lesson Nine: Culminating Activity**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Develop an awareness of major geographical features.
    - b. Recognize the importance of how water affects human lifestyles.
    - c. Develop an awareness of cultural beliefs, customs and traditions.
  2. Lesson Content
    - a. Yellow (Huang He) and Yangtze (Chang Jiang) Rivers
    - b. Teachings of Confucius (for example, honor your ancestors)
    - c. Great Wall of China
    - d. Invention of paper
    - e. Importance of silk
    - f. Chinese New Year
  3. Skill Objective(s)
    - a. Students will create a postcard from China containing important facts they have learned.
    - b. Students will review the major concepts we have learned.
    - c. Students will answer questions about China
- B. *Materials*
1. One half sheet of white construction paper for each student.
  2. Crayons or colored pencils
- C. *Key Vocabulary*
- 1.
- D. *Procedures/Activities*
1. For this day, it is important that the students know they will be “taking a trip” to China. They should be allowed to dress in Chinese clothes, bring artifacts, and (if the teacher is willing) have their parents help make some Chinese food.
  2. To start the voyage, the teacher should tell the students that they are travelling to China. They should review by asking students who remembers where China is on the globe. One student should come to the front of the class and show the class how to get from Colorado to China. The class will then “travel” to China to begin the celebration. Once the class “arrives” in China, the teacher should start with a quick geography review. If a large class map is available, the class should review where the major geographical features are located. The students should also be able to mention a few facts about the Yellow River, the Yangtze River, the Great Wall of China and the Silk Road.

3. While “in” China, tell the students they will be making many field trips. As a class, make “stops” to talk to a silk manufacturer, a paper making company, a Confucian expert and a Chinese calligrapher. If you have parents that can come in and play these roles, that would be great. Otherwise, the teacher can play the roles of the experts at each stop. This will give the students a great review before their project.
  4. Read to students *Postcards from China*. Explain to them they will creating a project just like in this book.
  5. For the major project of this unit, the students will write a postcard home to their families. The postcards should include at least 4 major facts they have learned about China. They will write this postcard as if they are on a trip and they want their families to know the important facts they have learned during their exploration of China. The students can use their Fact File sheets to help them make their postcards. This will help them remember the important information they need to write down. The students should also remember to have an opening and closing to the letter, so the postcard should be at least six sentences. The postcards can be assessed using the Postcard Rubric (Appendix CC).
  6. The students will also take out their KWL charts from the beginning of the unit. We will look at the questions the students had and write the answers if we discovered them. We will also look at what they students wanted to learn and hopefully write the answers to those as well.
- E. *Assessment/Evaluation*
1. The students will take one final assessment about China (Appendix DD). It will be a mostly multiple-choice test with just a few questions about each area studied.

## **VI. CULMINATING ACTIVITY**

- A. The trip to China with the postcards will be the culminating activity. The students will be able to dress as if they are in China, they may bring artifacts and Chinese food should available for them to taste. This activity should help the students review all of the important facts they learned about China during the unit.

## **VII. HANDOUTS/WORKSHEETS**

- A. Appendix A– Complete Map of China
- B. Appendix B – Blank Map of China
- C. Appendix C – KWL: China
- D. Appendix D – Map Completion Checklist
- E. Appendix E – Brainstorming: Why do we need water?
- F. Appendix F – Story of Ling and the Yellow River
- G. Appendix G – Fact File: Yellow River
- H. Appendix H – Story of Shiu Liu and the Yangtze River
- I. Appendix I – Fact File: Yangtze River
- J. Appendix J – Two Great Rivers Quiz
- K. Appendix K – Confucian Sayings
- L. Appendix L – Fact File: Confucius
- M. Appendix M – Confucian Proverb Rubric
- N. Appendix N – Greta Wall of China Note Sheet
- O. Appendix O – Fact File: Great Wall of China
- P. Appendix P – Great Wall of China Poster Rubric
- Q. Appendix Q – Fact File: Writing and Calligraphy
- R. Appendix R – Chinese Characters

- S. Appendix S – I Can Read Chinese Game Sheet
- T. Appendix T – Chinese Character Rubric
- U. Appendix U – Brainstorming: What do we use paper for?
- V. Appendix V – Fact File: Inventions and Paper
- W. Appendix W – Inventions and Paper Quiz
- X. Appendix X – Fact File: Silk and the Silk Road
- Y. Appendix Y – Silk Road Writing Rubric
- Z. Appendix Z – Chinese Traditions examples
- AA. Appendix AA – Fact File: Chinese New Year
- BB. Appendix BB – Chinese New Year Skit Rubric
- CC. Appendix CC – Postcard Rubric
- DD. Appendix DD – Final China Test

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Appendix A

***COMPLETE MAP OF CHINA***

Appendix B

***BLANK MAP OF CHINA***

Appendix C

**KWL: CHINA**

What I <b>KNOW</b> about China	What I <b>WANT TO KNOW</b> about China	What I <b>LEARNED</b> about China

Appendix D

MAP CHECKLIST

Student #	Yellow River	Yangtze River	Great Wall	Silk Road	Gobi Desert
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
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22					
23					
24					
25					
26					
27					
28					
29					
30					

The student should receive a Y if they did have the item labeled on their map and an N if they did not have that item labeled on the map.

# **Brainstorming: Why do people need water to live?**

## Appendix F

### Story of Ling

(Taken from Pearson Learning Core Knowledge History and Geography Ancient China)

Ling lives in Northern China. Just a few miles away from his farm lies a vast, empty plain. Ling is glad to be walking away from it as he heads toward the village. Soon he can smell the muddy river. Ling knows that if this great river, the Huang He (huang huh), were not here, his farm and the village would be a part of that dry plain too. There would be no trees, no grass, and no farmland to grow crops. Ling smiles at the smooth surface of the water. He knows he is lucky to live near this important river.

*Stop at this point in the story and ask the students why Ling feels lucky to live near the Yellow River. They should have some basic ideas from the first paragraph such as Ling's family needs the water for their farm, the land is not dry like the desert, etc. As soon as one or two children answer correctly, tell them we will find out more about Ling and continue reading.*

The Huang He, or Yellow River, begins high in the mountains west of Ling's farm and flows about 3,4000 miles to the Gulf of Chili (jer lee) and the Pacific Ocean. If you could take a boat ride down the Huang He, you would see how large China is and how many different kinds of landscapes it has. You would pass through rugged mountains, scorched deserts, and rich farmlands. You could wave to people in huge cities and in village's like Ling's.

Ling gazes at the muddy water and remembers how the Yellow River got its name. As the river flows across China, yellowish dirt washes into it. The wet dirt, called silt, makes the river look like thick, yellow soup. There is so much silt in the water that the Chinese say, "If you fall in the Yellow River, you never get clean again."

*Ask students what they remember about deserts. (They learned about the Sahara desert when they studied Egypt). They should know things like the wind blows hard, not much can grow in the sand of the desert. Then remind them about the Gobi desert that they labeled on their map yesterday. Tell them that it is a desert just like the Sahara, only it is the 2<sup>nd</sup> largest in the world. Ask them how that desert might make the Yellow River look like yellow soup.*

At least 4,00 years ago, civilizations began in the valley of the Huang He. Over time, cities and kingdoms appeared in the Huang He valley. By digging up the ruins of ancient villages and cities, scientists are learning more and more about the early civilization of China.

One day, Ling gazed down the slope at the Yellow River. The hot summer was making the snow up in the mountains melt into the river, and the water was rising fast. Ling had heard stories about farms being destroyed when the mighty river flooded. And now the water was close to overflowing the riverbank!

*Ask the students how they would feel if they were Ling. Would they be sad? Scared? Nervous? Calm? Let's find out how Ling is feeling...*

Ling heard his grandfather behind him. "Grandfather," Ling cried, "how can you be so calm?"

His grandfather sighed. "Ling, I have lived my whole life beside this river. Our house will be safe from the flood, but some of the fields may be ruined. The river can be very dangerous at times, but without that river we could never survive in this dry land."

"Because our wheat would not grow without water, right?" Ling asked.

"Yes, but the river brings us something besides water," his grandfather answered. "We need the silt that makes the river yellow. Over a long time, the silt settles to the bottom and becomes good soil for crops. But this can be bad too, because the silt settles and fills the riverbed. Then the water has nowhere to go but to overflow all over the countryside. But I think we'll be all right...this time."

*Ask the students what they remember about the Nile River in Egypt. (It flooded every year, which helped the farmers grow crops in the land around the river). Ask them if they think it is a good or bad thing that the Yellow River can get too full of silt and flood. If they say that it is a good thing, acknowledge that this is correct – however – also tell them that it could be bad. Ask if anyone can use their critical thinking skills to help them figure out why it could be bad if the river floods. Tell them that this river can overflow so badly that it can kill hundreds and thousands of people. This River has overflowed many times and caused tremendous grief. That is where the Yellow River got its nickname "China's Sorrow". Ask the students why the Chinese would name this river that name. Reiterate that while the flooding can be good for growing crops it can also cause great trauma by killing crops and people.*

# FACT FILE: Yellow River

**Name:** \_\_\_\_\_

**Fact #1:** \_\_\_\_\_

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**Fact #2:** \_\_\_\_\_

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**Fact #3:** \_\_\_\_\_

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## Story of Shiu Lin

(Taken from Pearson Learning Core Knowledge History and Geography Ancient China)

Shiu Lin (shoo lih) lives in central China. Unlike the dry land beyond Ling's farm, here it is rainy and green. Shiu Lin lives next to China's other great river, the Yangtze (yang see). She and her father are looking at the wide river as it cuts through the fields of rice. In the distance, Shiu Lin sees something in the river that looks like an island. But it's moving!

Father laughs. "Actually, those are small boats. Because there has been so much rain this summer, the river is very full. In fact, it is so deep that even the biggest ships can sail hundreds of miles from the ocean up the river to drop off cargo. The Yangtze is a great river.

*Why would Shiu Lin's dad say that the Yangtze is a great river? (It can help carry things on ships from the ocean. Other countries can ship their goods using the Yangtze River).*

Shiu Lin's father is right. The Yangtze is even longer than the Yellow River. It is the third longest river in the world. It too begins high in the mountains of the west and flows thousands of miles to the Pacific Ocean.

Like the Yellow River, the Yangtze brings silt down from the mountains. It also deposits some soil along the way. But the Yangtze is so large and fast that it carries most of its silt out to sea. For that reason, it doesn't flood as often. Still, the Yangtze can sometimes be dangerous. Shiu Lin and her father gaze at the ribbon of water below, but there is a slight frown behind their smiles. They know that if the summer rains continue, there might be a flood. But for now, the many boats glide by peacefully.

*To check understanding from yesterday, ask the students why the people would be sad if the river flooded.*

# FACT FILE: Yangtze River

**Name:** \_\_\_\_\_

**Fact #1:** \_\_\_\_\_

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**Fact #2:** \_\_\_\_\_

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**Fact #3:** \_\_\_\_\_

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# Great Chinese Rivers

Name: \_\_\_\_\_

## 1. What are the two most important rivers in China?

Yellow River (Huang He)

Yangtze River (Chang Jaing)

## 2. Why are these rivers so important to the people in China?

The rivers bring water for crops to grow

The rivers help people trade and travel

Chinese civilization began in the Yellow River valley

## Confucian Proverbs

**These are some famous sayings from the great Chinese teacher, Confucius. He wanted to live in a world that was peaceful and full of love. Can you figure out what he was trying to teach his students?**

- 1. "The cautious seldom error"**
- 2. "A word from the heart keeps one warm for three winters"**
- 3. "Let the prince be a prince, the minister a minister, the father a father and the son a son"**
- 4. "Do not to other people what you would not want done to yourself"**

**Create your own proverb:**

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# FACT FILE: Confucius

**Name:** \_\_\_\_\_

**Fact #1:** \_\_\_\_\_

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**Fact #2:** \_\_\_\_\_

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**Fact #3:** \_\_\_\_\_

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Appendix M

<b>Confucian Proverb Rubric</b>				
<b>Student Name:</b>				
CATEGORY	4	3	2	1
Writing - Grammar	There are no grammatical mistakes in the proverb.	There are no grammatical mistakes in the proverb after feedback from an adult.	There are 1-2 grammatical mistakes in the proverb even after feedback from an adult.	There are several grammatical mistakes in the proverb even after feedback from an adult.
Clarity	The point of the proverb is exceptionally clear.	The point of the proverb is clear with some help from an adult.	The point of the proverb is not completely clear.	The point of the proverb is not clear at all (no point is apparent).
Lesson	The lesson of the proverb directly relates to how we can make Lincoln a better place to be.	The lesson of the proverb relates to making Lincoln a better place with some help.	The lesson of the proverb shows little correlation to making Lincoln a better place.	The lesson of the proverb is not related to making Lincoln a better place.
Spelling & Proofreading	No spelling errors remain after one person other than the typist reads and corrects the proverb.	No more than 1 spelling error remains after one person other than the typist reads and corrects the proverb.	No more than 3 spelling errors remain after one person other than the typist reads and corrects the proverb.	Several spelling errors in the proverb.

## Great Wall of China Note Sheet

- **The Great Wall of China was built during the Ch'in Dynasty over 2,000 years ago.**
- **The Great Wall was built to keep out invaders from the north.**
- **The Great Wall was originally between 4,000 and 6,000 feet long – that's longer than two trips across the United States!**
- **The Great Wall was as high as 30 feet tall in some places.**
- **The Great Wall was wide enough for five men on horses to ride side by side.**
- **There were watchtowers on top of the Great Wall.**
- **The Great Wall was made out of dirt, stones and bricks.**
- **Only 1,500 miles of the Wall remains in tact today.**
- **The Great Wall of China is the only man made object that can be seen from the moon!**

# FACT FILE: Great Wall of China

**Name:** \_\_\_\_\_

**Fact #1:** \_\_\_\_\_

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**Fact #2:** \_\_\_\_\_

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**Fact #3:** \_\_\_\_\_

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Appendix P

**Great Wall of China Poster Rubric**

Student Name:

CATEGORY	4	3	2	1
Required Elements	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.
Use of Class Time	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.
Content - Accuracy	At least 5 accurate facts are displayed on the poster.	3-4 accurate facts are displayed on the poster.	2 accurate facts are displayed on the poster.	Less than 2 accurate facts are displayed on the poster.
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
Mechanics	Capitalization and punctuation are correct throughout the poster.	There is 1 error in capitalization or punctuation.	There are 2 errors in capitalization or punctuation.	There are more than 2 errors in capitalization or punctuation.

# FACT FILE: Writing & Calligraphy

Name: \_\_\_\_\_

Fact #1: \_\_\_\_\_

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Fact #2: \_\_\_\_\_

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Fact #3: \_\_\_\_\_

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Appendix R

***CHINESE CHARACTERS***

# I Can Read Chinese

## Character # 1

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## Character # 2

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## Character # 3

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Appendix T

**Chinese Character Rubric**

Student Name:

CATEGORY	4	3	2	1
Use of materials	Student typically keeps painting materials and area clean and protected without reminders. The student shows great respect for the materials and his fellow students.	Student typically adequately cleans materials and work area at the end of the session without reminder, but the area may be messy during the work session. Student shows respect for materials and fellow students.	Student adequately cleans and takes care of materials if reminded. Occasional spills and messy work area may be seen. Shows some respect for materials and fellow students.	Student deliberately misuses materials AND/OR does not adequately clean materials or area when reminded. Shows little respect for materials or fellow students.
Planning and Explanation	Student can describe in detail at any point during the painting process how s/he envisions the final product and how they intend to reach their goal. Very focused and goal-oriented.	Student can somewhat describe how s/he envisions the final product and can describe some of the steps s/he will use to reach the goal. Focused with some planning.	Student can describe how s/he envisions the final product but finds it difficult to describe how s/he will reach that goal. Has set a goal, but let's things evolve in somewhat random manner.	Student has thought very little about the project. Is present but is not invested in the product.
Creativity	The student's personality/voice comes through.	The student's personality comes through in parts of the painting.	There is little evidence of creativity, but the student has done the assignment.	Student has not made much attempt to meet the requirements of the assignment.
Representation	The Chinese character looks extremely similar to the word it is representing.	The Chinese character looks similar to the word it is representing with help from an adult.	The Chinese character slightly resembles the word it is representing with help from an adult.	The Chinese Character does not look like the word it is representing

# **Brainstorming: What uses do we have for paper?**

# FACT FILE: Paper & Inventions

Name: \_\_\_\_\_

Fact #1: \_\_\_\_\_

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Fact #2: \_\_\_\_\_

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Fact #3: \_\_\_\_\_

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## **Paper & Other Inventions Quiz**

- 1. Before paper, the Chinese used to write on**
  - A. Wood, stone and bamboo**
  - B. Computers**
  - C. Animals**
  - D. Tables and chairs**
- 2. Paper is made from boiling**
  - A. Animal skin**
  - B. Hair**
  - C. Plants**
  - D. Stone**
- 3. The first paper was used for**
  - A. Shelter**
  - B. Books**
  - C. Writing**
  - D. Hats, blankets and shoes**
- 4. Please list two (2) inventions we discussed in class that came from China other than paper.**

# Paper & Inventions Quiz Key

- 1. A**
- 2. C**
- 3. D**
- 4. Answers will vary**

# FACT FILE: Silk & the Silk Road

Name: \_\_\_\_\_

Fact #1: \_\_\_\_\_

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Fact #2: \_\_\_\_\_

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Fact #3: \_\_\_\_\_

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Appendix Y

**Silk Road Writing Rubric**

Student Name:

CATEGORY	4	3	2	1
Amount of Information	The topic is addressed using at least 3 sentences.	The topic is addressed using 2 sentences.	The topic is addressed using 1 sentence.	The topic is not addressed.
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.

## **Chinese New Year Traditions**

**Tradition #1 – It is considered bad luck to use a knife or scissors during the first few days of the new year for fear of cutting off good luck.**

**Tradition #2 – Children often light firecrackers to keep away evil spirits.**

**Tradition #3 – Cleaning is very important. The evil spirits must be “swept” out of the house.**

**Tradition #4 – On New Year’s Eve the doors of the houses are lined with red paper to keep the good luck inside and the evil spirits outside.**

**Tradition #5 – Only kind words can be thought – or even spoken during this important holiday.**

**Tradition #6 – There are many parades usually led by a huge dragon made out of paper, silk and bamboo. The dragon is the symbol of good luck and he is followed by musicians and dancers.**



# FACT FILE: Chinese New Year

**Name:** \_\_\_\_\_

**Fact #1:** \_\_\_\_\_

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**Fact #2:** \_\_\_\_\_

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**Fact #3:** \_\_\_\_\_

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Appendix BB

Chinese New Year Skit Rubric				
Student Name:				
CATEGORY	4	3	2	1
Historical Accuracy	All historical information appeared to be accurate.	Almost all historical information appeared to be accurate.	Some of the historical information was accurate.	Very little of the historical information was accurate.
Required Elements	Student included more information than was required. (At least 4 facts)	Student included all information that was required. (3 facts)	Student included most information that was required. (2 fact)	Student included less information than was required. (1 or no facts)
Projection	Voice was very clear and loud and words easy to understand.	Voice was clear and loud most of the time. Most words were easy to understand.	Voice was clear and loud some of the time. Some words were easy to understand.	Words were too quiet to understand.

Appendix CC

<b>Postcard from China Rubric</b>				
<b>Student Name:</b>				
<b>CATEGORY</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Spelling & Proofreading	No spelling errors remain after one person other than the author reads and corrects the postcard.	No more than 1 spelling error remains after one person other than the author reads and corrects the postcard.	No more than 3 spelling errors remain after one person other than the author reads and corrects the postcard.	Several spelling errors in the postcard.
Writing - Mechanics	Capitalization and punctuation are correct throughout the postcard.	Capitalization and punctuation are correct throughout the postcard after feedback from an adult.	There are 1-2 capitalization and/or punctuation errors in the postcard even after feedback from an adult.	There are several capitalization or punctuation errors in the postcard even after feedback from an adult.
Content - Accuracy	There are at least 4 accurate facts in the postcard.	There are 3 accurate facts in the postcard.	There are 2 accurate facts in the postcard.	There are 1 or no accurate facts in postcard.

## Exploring China Test

1. The two major rivers in China are:
  - A. The Danube & the Red Rivers
  - B. The Tigris & the Euphrates
  - C. The Yellow & the Yangtze
  - D. The Missouri & the Mississippi
2. Confucius was:
  - A. A peaceful man and a wise teacher
  - B. A terrible emperor
  - C. A mean army commander
  - D. A famous chef
3. The Great Wall of China was built in order to:
  - A. Look pretty
  - B. Protect the Chinese from invaders
  - C. Make money for the emperor
  - D. Use as a stage
4. True or False: The Great Wall of China can be seen from space.
  - A. True
  - B. False
5. China has the \_\_\_\_\_ population in the world.
  - A. Smallest
  - B. Largest

- 6. Which Chinese invention do you use every day at school?**
- A. Silk**
  - B. Kite**
  - C. Compass**
  - D. Paper**
- 7. True or False: The Chinese alphabet has a shape for every letter.**
- A. True**
  - B. False**
- 8. What type of cloth did the Chinese invent?**
- A. Silk**
  - B. Cotton**
  - C. Polyester**
  - D. Plastic**
- 9. What do silkworms eat in order to produce silk?**
- A. Figs**
  - B. Apples**
  - C. Mulberry leaves**
  - D. Horses**
- 10. True or False: The Chinese New Year celebrations last for more than one night.**
- A. True**
  - B. False**
- 11. Write at least three sentences describing the importance of paper or the Silk Road.**

## China Test Key

1. C
2. A
3. B
4. A
5. B
6. D
7. B
8. A
9. C
10. A
11. Answers will vary