



Core Knowledge®

HISTORY AND GEOGRAPHY

Chinese emperor



Ancient China

Teacher Guide

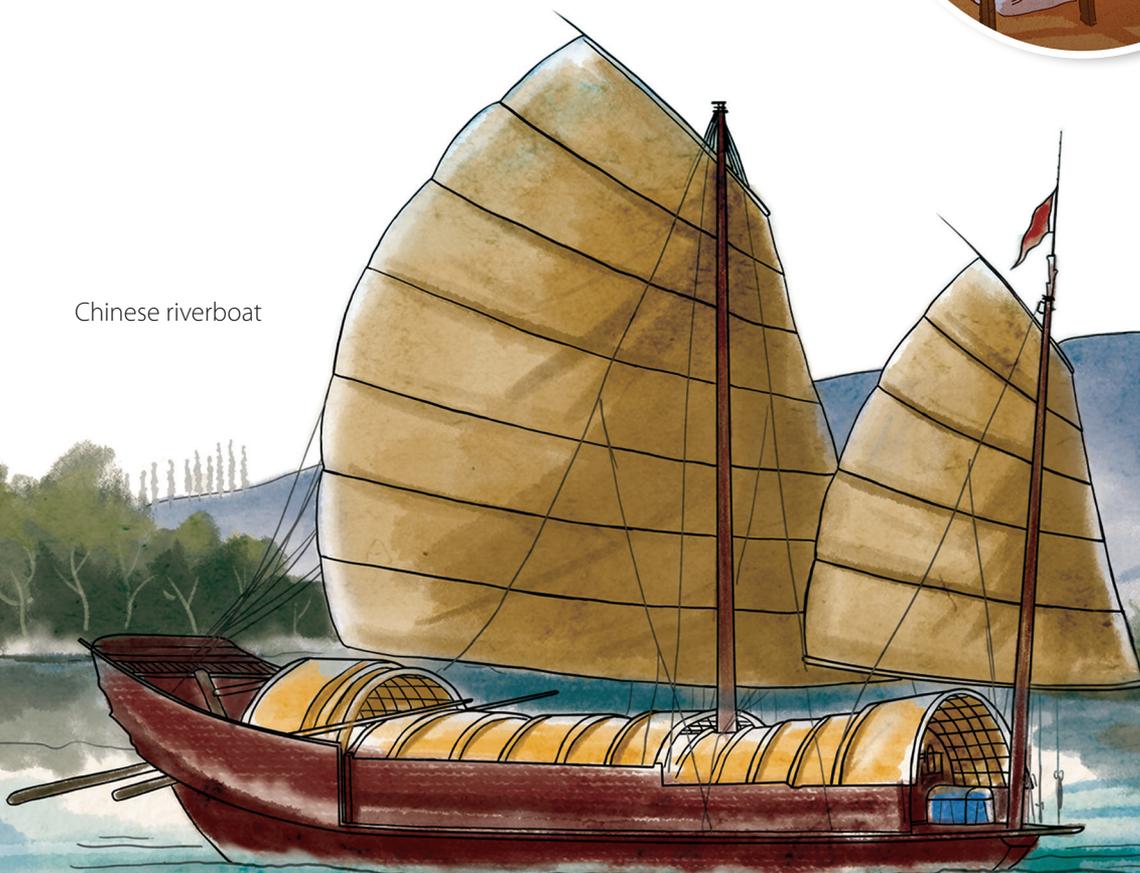
Si Ling-chi



Confucius



Chinese riverboat



Ancient China

Teacher Guide



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Ancient China

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Ancient China
Teacher Guide

Core Knowledge History and Geography™ 2

Introduction

ABOUT THIS UNIT

The Big Idea

China is the oldest civilization that is still in existence.

China's rich folk traditions and well-documented history tell us much about the development of this great civilization and its many cultural and technological contributions to the modern world.

Like other ancient civilizations, China developed along major river systems—the Huang He and Yangtze. The two rivers provide China with rich farmland and transportation routes. The rest of China is geographically diverse and contains mountains, deserts, and plains. At first made up of separate, often warring kingdoms, China eventually became a unified country under one ruler, Emperor Qin. The philosopher Confucius contributed to unification by advocating virtuous leadership and family piety. His teachings became the basis for civil service examinations and are reflected in traditions for honoring ancestors that are still widely practiced in China.

After unification, Chinese emperors implemented construction of the Great Wall, much of which still exists. Throughout the centuries, the Chinese people made many other cultural and technological advancements. The oldest written language still in use today was implemented by Emperor Qin. The Chinese people invented paper and such paper products as money, as well as an early printing press. Fireworks, porcelain, and silk were also invented in ancient China. Silk in particular became a valuable trade good throughout China's history. Fireworks displays are an important part of the Chinese New Year, the biggest celebration in China. In addition to watching fireworks, Chinese families celebrate by gathering to eat, giving gifts, and watching the New Year's Day parade.

What Students Should Already Know

Geography

- maps and globes: what they represent, how we use them
- rivers, lakes, and mountains: what they are and how they are represented on maps and globes
- how to identify and locate the seven continents on a map and globe:
 - Asia; identify Asia as the largest continent with the most populous countries in the world
 - Europe
 - Africa
 - North America
 - South America
 - Antarctica
 - Australia
- how to name their continent, country, state, and community
- how to find directions on a map: north, south, east, west
- how to locate Canada, United States, Mexico, Central America, and India
- how to locate the equator, Northern Hemisphere, Southern Hemisphere, and North and South Poles
- how to explain and give examples of the following geographical terms: *peninsula, harbor, bay, island, and valley*

History

- Mesopotamia, an early civilization
- ancient Egypt
- ancient India

What Students Need to Learn

Geography

- location of China
- the importance of the Huang He (Yellow River) and Yangtze (Chang Jiang) River
- what a desert is

History

- teachings of Confucius (for example, "Honor your ancestors.")
- Great Wall of China
- invention of paper and importance of silk
- Chinese New Year

AT A GLANCE

The most important ideas in Unit 2 are:

- Students should be able to locate China on a map or globe.
- The earliest ancient Chinese civilization developed along the Yellow River (Huang He).
- The major river systems in China are the Yellow (Huang He) and Yangtze (Chang Jiang). *Huang He* means “Yellow River.” The Yangtze River is the longest river in Asia and the third longest in the world.
- Taking care of family and honoring ancestors were important duties in ancient China.
- Confucius developed a set of teachings about how people should treat one another.
- Important ancient Chinese achievements included the development of writing, building the Great Wall, and the development of paper, fireworks, porcelain, and silk.
- The Chinese New Year is celebrated with a New Year’s Day parade and fireworks.

WHAT TEACHERS NEED TO KNOW

Background: Setting the Stage

The following is a general description of how civilizations developed. Any specific region may have had variations.

The earliest cultures were based on hunting wild animals and gathering wild plants. At different times on different continents, humans learned to domesticate edible plants and animals; that is, they learned to plant, cultivate, and harvest wild plants and to breed wild animals for food and as beasts of burden. Some of these societies continued a seminomadic existence, but others settled in one place. They came together in large numbers for religious and social reasons. This created the need to supplement the traditional food supply. As a result, agricultural, or farming, methods were developed. With a predictable food base, populations in these settled communities grew. In time, these permanent communities gave rise to cities and, in turn, to what is known as civilization. Of course, all of this happened over a great deal of time and marked a drastic shift in human behavior.

The term *civilization* is not intended to be a value judgment, but rather the designation of a culture displaying certain characteristics. In anthropological terms, the components of a civilization are the rise of cities, often with monumental architecture (large buildings); division of labor; the establishment of political organization and of social class structure; and, most often, but not always, the development of some form of writing. For example, the highly organized Inca of South America did not develop writing, but developed the quipu, an ingenious record-keeping system based on knotted strings.

For some scholars, the presence of cities is the crucial element in the development of a civilization. A city needs a political structure by which it can be governed. The first cities were the seats of power and organization for outlying areas and, later, kingdoms and empires.

Many members of the city still engaged in farming, but some residents made their living in other ways. Crafts and commerce developed, and with them the division of labor. While some people made their living by becoming potters, bricklayers, and weavers, others became merchants.

Although each ancient society had its distinctive aspects, most were organized into broadly similar classes. The highest levels of the social pyramid typically included the king or ruler, priests, military leaders, and landowning elites. Then came merchants, artisans, and scribes. Farmers and commoners possessing small plots of land formed much of the population, and at the bottom of the social structure were slaves, who were often captives taken in battle.

The development of writing was an important element of many civilizations. Writing first developed as a means of recording the exchanges of goods and the taxes that were paid. With a large number of people in proximity to one another, there could be a rapid dissemination of ideas. This exchange fostered creative and intellectual development. Writing enabled people to document these ideas and create a record of their thoughts and beliefs (or interests). Writing and mathematics also enabled governments to organize more efficiently and to spread their authority more effectively and over larger areas. Laws could be written down and sent to distant parts of an empire with the expectation that they would be obeyed. Records such as tax payments, treaties, and business contracts could be written down for reference and enforcement.

Geographic Features of China

The climate of China varies greatly between its northern and southern borders, but winters are generally cool and dry while summers are hot and wet. The summer monsoon rains can bring devastation, but they also bring life-giving rainfall for farming.

China is ringed by natural borders: the South China Sea and the East China Sea to the east and southeast, the Himalaya Mountains to the south and southwest, the Tian (or Tien) Shan Mountains and Taklimakan Desert to the west, and the Gobi Desert and several mountain ranges to the north. Northern China consists mostly of fertile plains, whereas the west is a mix of desert and plateaus, and the south is made of hills and valleys. Jutting out from the northeastern corner of China is the Korean Peninsula. To the east of it is the Japanese archipelago.

The major river systems in China are the Yellow (Huang He) and Yangtze (Chang Jiang). The latter is the longest river in Asia and the third longest in the world. Like other major rivers in different places around the world, the Huang He floods, bringing death and destruction, but also leaves fertile soil across the North China Plain.

NOTE TO TEACHERS

Talking About Beliefs and Religion

Core Knowledge History and Geography™ (CKHG™) materials introduce students to various world religions in the context of their impact on events throughout history. The purpose is not to explore matters of theology but to provide a basic vocabulary for understanding many events and ideas in history. The goal is to familiarize, not proselytize; to be descriptive, not prescriptive. The tone should be one of respect and balance; no religion should be disparaged by implying that it is a thing of the past.

To avoid any misunderstanding as to what you are introducing to students in this unit and why, we strongly recommend that you communicate the content and goals of this unit with your students' families in advance of this unit. You may choose to use the Letter to Family (AP 1.1), which we have provided for your convenience on page 90, or you may want to write your own letter to parents.

UNIT RESOURCES

Teacher Components

Ancient China Teacher Guide—This Teacher Guide includes a general unit introduction, followed by specific instructional guidance. Primary focus objectives, geographical and/or historical background information for teachers, Core Vocabulary, a lesson introduction, and the Student Book text to be read aloud—in the form of actual replicated Student Book pages—are included for each chapter. The Read Aloud sections of the Student Book are divided into segments so that the teacher can pause and discuss each part of the text with students. It is important to discuss the images that accompany the text with the students too.

The instructional guidance for each chapter also includes a Check for Understanding and, when appropriate, Additional Activities, such as virtual field trips, short film clips, and art activities, that may be used to reinforce students' understanding of the content. These Additional Activities are intended to provide choices for teachers and should be used selectively.

A Culminating Activity, Unit Assessment, Performance Task Assessment, Student Activity Pages, and instructions for the Time Traveler Passport for each student are included at the end of this Teacher Guide in Teacher Resources, beginning on page 60. The Activity Pages are numbered to correspond with the chapter for recommended use and also indicate the recommended order for use. For example, AP 1.1 is a letter to parents designed to be used at the start of the unit.

- » The Culminating Activity is a multistep activity that provides students an opportunity to review unit content knowledge prior to the Unit or Performance Task Assessments. Students will have a chance to play a unit-related game, learn and sing a song about the unit, or create a collaborative classroom mural and/or museum of craft projects they have made to represent artifacts from the time period and culture studied. At the end of the Culminating Activity, students will also assemble and discuss a mini-book version of the Student Book that they can take home to share with family members.
- » The Unit Assessment tests knowledge of the entire unit, using a standard testing format. The teacher reads aloud multiple-choice questions or fill-in-the-blank statements, and students are then asked to answer these questions by circling a picture representing the correct response on the Unit Assessment Student Answer Sheet.
- » The Performance Task Assessment allows students to apply and demonstrate the knowledge learned during the unit by drawing and talking about images representing key content.
- » My Passport is a tangible reminder and souvenir of the various events and places that students using the CKHG units at their grade level will have visited and learned about over the course of the school year. Note that prior to reading Chapter 1 of each unit aloud, you will be prompted to ask your students to pretend that they are boarding an airplane in real time to travel to a particular place in the world; this approach will be used in units that focus on modern-day cultures, including geography. For units that focus on historical events, you will be prompted to ask students to pretend they are boarding a “time machine” to travel “back in time” with you to visit each historical period and culture studied. Guidance will

be provided at the end of every unit, directing teachers how to assist students in creating and updating their passport. The passport template can be downloaded from www.coreknowledge.org/ckhg-online-resources. Teachers will need to make sufficient copies for each student before conducting the passport activity

- » The Activity Pages are designed to reinforce and extend content taught in specific chapters. The Teacher Guide lessons provide clear direction as to when to use specific Activity Pages. Teachers will need to make sufficient copies of the Activity Pages they choose to use for all students in their class.

Student Component

The *Ancient China* Student Book includes eight chapters, intended to be read aloud by the teacher as the students look at images on each page.

As you will note when you examine the Student Book, minimal text is included on each page. Instead, colorful photos and engaging illustrations dominate the Student Book pages. The design of the Student Book in this way is intentional because students in Kindergarten–Grade 2 are just learning to read. At these grade levels, students are learning how to decode written words, so the complexity and amount of text that these young students can actually read is quite limited.

While some advanced students may be able to read words on a given page of the Student Book, as a general rule, students should not be expected or asked to read aloud the text on the Student Book pages. The text in the Student Book is there so that teachers and parents can read it when sharing the Student Book with students.

The intent of the Grades K–2 CKHG lessons is to build students’ understanding and knowledge of specific historical time periods, people, and events, as well as of associated geographical concepts and skills. It is for this very reason that in Grades K–2 CKHG, the historical and geographical knowledge of each lesson is delivered to students using a teacher Read Aloud accompanied by detailed images. Cognitive science research has clearly documented the fact that students’ listening comprehension far surpasses their reading comprehension well into the late elementary and early middle school grades. Said another way, students are able to understand and grasp far more complex ideas and text that they hear read aloud than they would ever be able to read or comprehend when they read to themselves. For a more thorough discussion of listening and reading comprehension and the underlying cognitive science research, teachers may want to refer to Appendix A of the Common Core State Standards for English Language Arts, noting in particular the Speaking and Listening section of the appendix.

Use this link to download the CKHG Online Resources for this unit, where the specific link to this appendix can be found:

www.coreknowledge.org/ckhg-online-resources

USING THE TEACHER GUIDE

Pacing

The *Ancient China* unit is one of eleven world and American History and geography units in the Grade 2 CKHG series that we encourage teachers to use over the course of the school year. We have intentionally

left the pacing and timing needed to teach the content presented in the Teacher Guide and Student Book very flexible. Teachers can choose how much they read aloud and discuss in a single instructional period, as well as how often each week they use the CKHG materials.

In many instances, it is likely that the teacher will be able to read aloud and discuss a complete chapter from the Student Book in a single instructional period. At other times, teachers may choose to spread the Read Aloud and discussion of a longer chapter over two instructional periods.

At the end of this unit introduction, you will find a blank Pacing Guide on page 10 that you may use to plan how you might pace reading aloud and discussing each chapter, as well as select and use the various other resources in this unit. We strongly recommend that you preview this entire unit and create your pacing guide before teaching the first lesson. As a general rule of thumb, we recommend that you spend no more than ten to fifteen days teaching the *Ancient China* unit so that you have sufficient time to teach the other units in the Grade 2 CKHG series.

Reading Aloud

Within each Read Aloud, the text to be read aloud to students is in roman text in the Teacher Guide (like this); instructions intended only for the teacher are in boldface (**like this**). Core Vocabulary words appear in boldface color (**like this**). You may sometimes wish to preview one or two of these vocabulary words before a segment of the Read Aloud. In most instances, however, it may be more effective to pause and explain the meaning of the words as they are encountered when reading aloud.

It is important to note that students at this grade level are not expected to give definitions of the Core Vocabulary words. Rather, the intent is for the teacher to model the use of Core Vocabulary in the Read Aloud and in discussions about the Read Aloud to expose students to challenging, domain-specific vocabulary. If they hear these words used in context by the teacher over the entire unit, students will gain an increasingly nuanced understanding of these words. With support and encouragement by the teacher, students may even begin to use these same words in their own oral discussions of the unit.

Interspersed throughout each Read Aloud segment, you will note instances in which instructional guidance is included. This guidance may call the teacher's attention to Core Vocabulary and idiomatic or figurative language that may be confusing and therefore require explanation. In other instances, Supports may direct the teacher to call attention to specific aspects of an image—as shown in the Student Book. And, in some instances, a Challenge, usually a more demanding task or question, may be included for teachers' optional use.

You will also notice that within the Read Aloud segments, the Teacher Guide directs you to pause occasionally to ask questions about what students have just heard. By using this carefully scaffolded approach to reading aloud and discussing a portion of the content a bit at a time, you will be able to observe and ensure that all students understand what they have heard before you proceed to the next section of the Read Aloud.

Turn and Talk

You will also notice specific instances in the Read Aloud portion of the lesson designated as Turn and Talk opportunities. During these times, teachers should direct students to turn and talk to a partner to discuss specific questions. These types of discussion opportunities will allow students to more fully engage with the content and will bring to life the topics and events being discussed.

Big Questions and Core Vocabulary

At the beginning of each Read Aloud segment in the Teacher Guide, you will find a Big Question. The answer to each Big Question is included as part of the text read aloud in each chapter of the Student Book. At the end of each Read Aloud segment, you will be prompted to formally re-ask the Big Question for students to discuss during the Check for Understanding. Key vocabulary, phrases, and idioms are also identified in each lesson of the Teacher Guide.

Read Aloud Chapters	Big Questions	Core Vocabulary
Chapter 1: China's Great Rivers	How did two rivers in China help an ancient civilization develop?	plains, deserts, silt, crops, civilizations, population, archaeologists, kingdoms
Chapter 2: Family and Ancestors	How were ancestors honored in ancient China?	head, honoring, ancestors, celebration, traditional
Chapter 3: The Teachings of Confucius	How did Confucius think people should treat one another?	master, virtue, government
Chapter 4: The Great Wall of China	Why did Emperor Qin want to build a great wall?	nomads, emperor, border, stories, invaders, valuable
Chapter 5: Writing the Chinese Language	Why might learning to write Chinese words be more difficult than learning to write English words?	unite, strokes
Chapter 6: Chinese Inventions	Which of the inventions mentioned in this chapter do you think is the most useful, and why?	printing, exploded, porcelain, delicate
Chapter 7: Beautiful Silk	Why was silk making such a closely guarded secret?	caterpillars, spin, cocoons, thread, foreigner, bandits
Chapter 8: The Chinese New Year	How do people in China celebrate their New Year?	fortune, parade

Activity Pages

Activity Pages



The following activity pages can be found in Teacher Resources, pages 90–96. They are to be used with the lesson specified for additional classwork or in some instances may be sent home to make parents aware of what students are studying. Be sure to make sufficient copies for your students prior to conducting the activities.

AP 1.1

AP 1.2

AP 1.3

AP 2.1

AP 5.1

AP 5.2

AP 8.1

- Chapter 1—Letter to Family (AP 1.1)
- Chapters 1, 7—World Map (AP 1.2)
- Chapters 1, 4—Map of China (AP 1.3)
- Chapter 2—Family Tree (AP 2.1)
- Chapter 5—Chinese Characters (AP 5.1)
- Chapter 5—Chinese Scroll (AP 5.2)
- Chapter 8—Chinese Dragon (AP 8.1)

Additional Activities and Website Links

An Additional Activities section, related to material the students are studying, may be found at the end of many chapters in this Teacher Guide. While there are multiple suggested activities, it is advised that you choose only one or two activities per lesson to complete, based on your students' interests and needs, as well as on the instructional time available. Many of the activities include website links, and you should check the links prior to using them in class.

CROSS-CURRICULAR CONNECTIONS

Language Arts

Fiction

- "The Magic Paintbrush" (Chinese folktale)

Visual Arts

Sculpture

- *Flying Horse, One Leg Resting on a Swallow* (China)

BOOKS

Cotterell, Arthur. *DK Eyewitness Books: Ancient China*. New York: DK Children, 2005.

Demi. *Confucius: Great Teacher of China*. New York: Lee & Low Books, 2018.

Demi. *Liang and the Magic Paintbrush*. New York: Square Fish, 1988.

Friedman, Mel. *Ancient China*. New York: Scholastic, 2010.

O'Connor, Jane. *Hidden Army: Clay Soldiers of Ancient China*. New York: Grossett & Dunlap, 2011.

Thong, Roseanne. *The Wishing Tree*. Illus. Connie McLennan. New York: Lee & Low Books, 2006.

Xuan, Yong-Sheng. *The Dragon Lover and Other Chinese Proverbs*. New York: Lee & Low Books, 1999.

Young, Ed. *Lon Po Po: A Red-Riding Hood Story from China*. London: Puffin Books, 1996.

ANCIENT CHINA PACING GUIDE

_____ 's Class

Note to Teacher: *Ancient China* is intended to be taught as the second unit of Grade 2 CKHG.

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

Ancient China

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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

Ancient China

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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

Ancient China

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CHAPTER 1

China's Great Rivers

Primary Focus Objectives

- ✓ Identify China's two main rivers, the Huang He and Yangtze. (SL.2.2, SL.2.3)
- ✓ Understand the role of China's rivers in the formation of China's ancient civilizations. (SL.2.2, SL.2.3)
- ✓ Understand the meaning of the following domain-specific vocabulary: *plains, deserts, silt, crops, civilizations, population, archaeologists, and kingdoms.* (L.2.4, L.2.5)

Materials Needed

Activity Pages



AP 1.1
AP 1.2
AP 1.3

- globe
- teacher and individual student copies of World Map (AP 1.2) and Map of China (AP 1.3)
- individual student copies of *Ancient China Student Book*
- individual student copies of Letter to Family (AP 1.1)

What Teachers Need to Know

The Huang He (Yellow River) and the Yangtze (Chang Jiang) River flow through the eastern portion of China and water some of the richest farmland in the country. The word *huang* means “yellow” and refers to the sediments that the river carries to the ocean. The name *Yangtze* comes from the ancient fiefdom called Yang and has been applied to the river mainly by Europeans. In China, the Yangtze River is called Chang Jiang, meaning “the Long River.” Chinese civilization emerged along these rivers at approximately the same time as civilizations in Mesopotamia, Egypt, and India, though apparently independently. Rice was one of the most important crops grown along the Yangtze River.

For much of its history, China was governed by a series of dynasties, or ruling families. The Shang dynasty is the earliest dynasty for which there are historical records. It developed first along the Huang He and then spread outward, eventually reaching the area of the Yangtze River. The Shang ruled from around 1600 BCE to 1046 BCE.

According to current theory, the Shang were probably organized into individual city-states ruled by a king. Society was divided into classes—noble warriors, then merchants and craftworkers, and then peasant farmers. Most members of the Shang civilization were peasant farmers who lived in villages outside the city centers.

By the time of the Shang, the Chinese had developed ideographic writing. This is writing in which pictures or symbols represent ideas rather than letters representing sounds.

Introduce *Ancient China* and Chapter 1: “China’s Great Rivers”

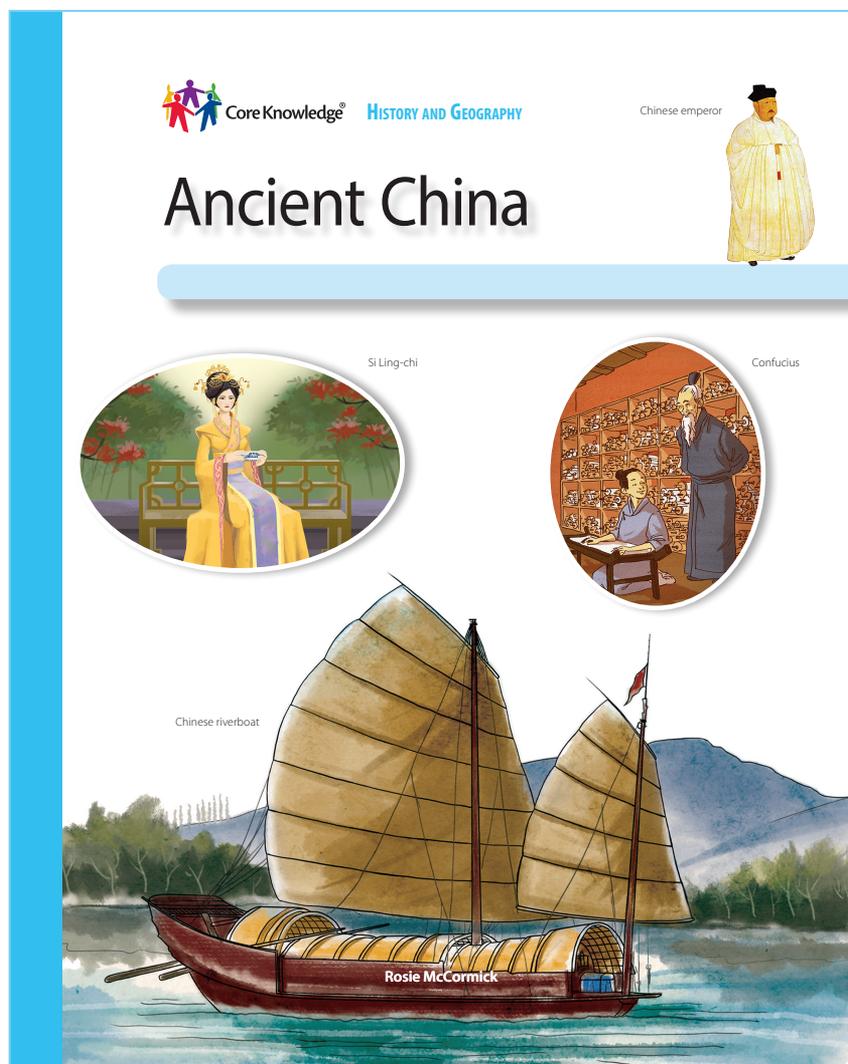
Remind students of the familiar phrase “long, long ago.” Explain that one way to describe people and events from long, long ago is to use the word *ancient* (students using the CKHG instructional materials were introduced to *ancient* in Grade 1 and in Grade 2’s *Ancient India* unit). Someone or something that is ancient is very, very old.

To quickly check understanding of the word *ancient*, tell students that you are going to name different things. If you name something that could be described as ancient, as in something from a time long, long ago, the whole class should respond, “ancient.” If you name something that is not from long, long ago, the class should respond, “not ancient”:

- dinosaurs (*ancient*)
- the breakfast you ate this morning (*not ancient*)
- the clothes that you are wearing (*not ancient*)
- a drawing you made today (*not ancient*)

CHALLENGE—Let students know that another way to say “not ancient” with just one word is “recent.” Repeat the examples a second time, this time asking students to respond with either “ancient” or “recent.”

Distribute copies of the Student Book to the class. Ask students to look at the cover and describe what they see. Discuss whether the images appear to be from modern times or from a time long ago. Tell students that in this unit they will be learning about another ancient civilization.



Activity Pages



AP 1.2
AP 1.3



Remind students that people have always depended on rivers. Rivers bring water for drinking, as well as for growing plants, and can be used for transporting or carrying people and products. The world's first civilizations—Mesopotamia, Egypt, and India—all sprang up beside major rivers. Tell students that in this unit, they will learn about another ancient civilization that began near great rivers: China. Use the globe and World Map (AP 1.2) to locate China.

Tell students that in this first chapter of the unit, they will be learning about two important rivers in China. One of these rivers is the Huang He (/hwang/huh/); the other is the Yangtze (/yang*see/) River.



Use the globe, the World Map (AP 1.2), and the Map of China (AP 1.3) to show students the locations of the Huang He and the Yangtze River in China.

Tell students that you are going to pretend that you have a special machine so that you can all travel back in time to visit ancient China.

Ask students to close their eyes and make sure that they are “buckled in” so that they can travel back in time. Count backward, saying, “3 . . . 2 . . . 1 . . . Back to Ancient China!” and then ask students to open their eyes.

Big Question

How did two rivers in China help an ancient civilization develop?

Core Vocabulary

plains deserts silt crops civilizations population
archaeologists kingdoms

Chapter 1: “China’s Great Rivers”

Ask students to turn to page 2 of the Student Book and look at the images as you read aloud. Tell them that the title of this chapter is “China’s Great Rivers.”

CHAPTER
1

China’s Great Rivers

If you could travel across China, you would see that it is a land of flat plains, rich farmland, high mountains, and hot deserts.



Across part of this vast land flows the second longest river in Asia—the mighty Huang He. The Huang He is yellow in color because of the silt the river water carries with it. *Huang He* means “Yellow River.”



2

 **SUPPORT**—Reread the first sentence on the page. Guide students to use the pictures on the Student Book page to identify each landform that is mentioned: flat plains (top left), farmland (top right), mountains (bottom left), and desert (bottom right).

CORE VOCABULARY—Explain that **plains** are large areas of flat land, often without trees or other plants.

CORE VOCABULARY—Explain that **deserts** are areas of very dry land. Deserts are usually very hot.

Note to Teacher: In Chinese, *he* (/huh/) means “river,” and *Huang He* (/hwang/huh/) means “Yellow River.” Thus it is incorrect to speak of the “Huang He River.” The “Huang He” is correct.

CORE VOCABULARY— Explain that **silt** is dirt that includes windblown dust that makes the river look like thick, yellow soup.

Ask students the following questions:

 **LITERAL**—What kinds of land would you see if you traveled across China?

» If you traveled across China, you would see flat plains, rich farmland, high mountains, and hot deserts.

LITERAL—Why is the Huang He yellow?

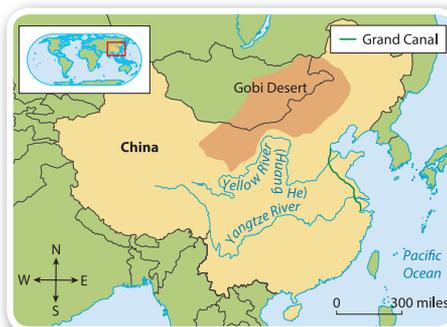
» The Huang He is yellow because the river water is mixed with silt.

Ask students to turn to page 3 of the Student Book and look at the images and map on the page as you read aloud.

The Huang He begins high in the mountains and flows 3,400 miles across the land until it reaches the Pacific Ocean. Until quite recently, the Huang He often flooded farmland near its banks. The river water covered land that was usually dry, bringing with it silt that helped the crops to grow. Too much floodwater, though, was a bad thing!



The Yangtze River is 3,915 miles long. It, too, begins high in the mountains and brings water to farmers. The Yangtze River is the longest river in Asia. The Yangtze River is so large and fast that it carries most of its silt out to sea.



3

CORE VOCABULARY—Explain that **crops** are plants that are grown by farmers to be used as food or sold.

 **Point out the Huang He on the map, and ask students to trace the river with their fingers.**

Ask students the following questions:

LITERAL—How was the flooding of the Huang He helpful?

- » The flooding of the Huang He was helpful because it brought silt that helped crops grow.

INFERENTIAL—Why do you think too much floodwater would be a bad thing?

- » Answers may vary but should include that too much flooding would destroy the crops, as well as people's homes.

 **Point out the Yangtze River on the map, and ask students to trace that river with their fingers.**

Ask students the following question:

INFERENTIAL—Which river is longer, the Huang He or the Yangtze? Explain how you know.

- » The Yangtze River is longer than the Huang He. The Read Aloud said that the Yangtze was the longest river in Asia.

Ask students to turn to page 4 of the Student Book and look at the images as you read aloud.

But what have these rivers got to do with ancient China? Well, like many early civilizations that began near rivers, an ancient Chinese civilization grew first along the banks of the Huang He. The civilization developed because farmers there were able to grow more and more crops on the rich farmland.

More crops meant that more people could be fed, and over time the population increased.



How do we know about a civilization that began over four thousand years ago? Archaeologists spend time digging up the past. This pot is thousands of years old and was found in an area along the Huang He. Over time, other civilizations and kingdoms developed all across ancient China.



CORE VOCABULARY—Explain that **civilizations** are groups of people who have similar beliefs, laws, language, ways of living, and usually a system of writing.

CORE VOCABULARY—Explain that **population** means the number of people living in a place.

CORE VOCABULARY—Explain that **archaeologists** are experts in the study of ancient people and remaining objects from the time period.

CORE VOCABULARY—Explain that **kingdoms** are places ruled by a king or queen.

Ask students to discuss what they see in each image on page 4.

- » Answers will vary but may include people and animals working in a field in the top image; and an archaeologist's hand, dusting off a bowl that was dug up, in the bottom image.

Ask students the following questions:

LITERAL—Where did ancient Chinese civilization first develop?

- » Ancient Chinese civilization first grew along the Huang He.

LITERAL—How do archaeologists learn about ancient China?

- » Archaeologists learn about ancient China by digging up objects from the past.

Ask students to turn to page 5 of the Student Book and look at the images as you read aloud.

Not only were these rivers good for farming, but riverboats carrying important people, as well as food, traveled along the Huang and Yangtze Rivers.



Then, about fourteen hundred years ago, people began building a human-made waterway, called a canal, to connect the two rivers, and therefore other parts of China. This oldest, and longest, human-made waterway was used to transport food to the cities of ancient China. It earned the name the Grand Canal.



 **SUPPORT**—Have students turn back to the map on page 3 of the Student Book. Point to the Grand Canal, and have students trace its path with their fingers.

Ask students the following question:

LITERAL—How did China’s rivers and Grand Canal help people living in ancient China?

- » China’s rivers and Grand Canal helped people because they were used for transporting or carrying food or important people to the cities throughout all of ancient China.



CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK— How did two rivers in China help an ancient civilization develop?

- » Two rivers in China helped an ancient civilization develop because the flooding of the Huang He allowed farmers to grow food, and the rivers and canal allowed people to travel and take food to cities.

Activity Page **Note to Teacher:** Distribute copies of Letter to Family (AP 1.1) for students to take home.



AP 1.1

Additional Activity



China’s Rivers (SL.2.2)

Activity Page **Materials Needed:** internet access; sufficient copies of Map of China (AP 1.3)



AP 1.3



Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific links to videos about China’s rivers may be found:

www.coreknowledge.org/ckhg-online-resources

Remind students of the two rivers they learned about in Chapter 1: the Huang He and the Yangtze. Ask: What other name is the Huang He known by? (*The Huang He is also called the Yellow River.*) Tell students that they are going to learn more about these rivers, especially the Huang He.

Play the video *Yellow and Yangtze Rivers* (04:34) for students. Pause at certain points to allow students to answer the questions posed in the video.

Display AP 1.3, and have students find the Huang He and the Yangtze River and trace the rivers’ paths. Have them describe the different landscapes the rivers pass through.

Ask students:

- What makes the water of the Huang He turn yellow?
 - » Rain washes silt into the river, turning it yellow.

- What happens when water in the river rises?
 - » It floods the banks of the river.
- Which river is longer, the Huang He or the Yangtze River?
 - » The Yangtze River is longer.

Play the video *Yellow River* (02:44) for students.

Ask students:

- How long have people lived along the Huang He?
 - » People have lived along the Huang He for thousands of years.
- What do the homes of people who live along the river look like?
 - » The homes are hollowed out of soil, so they look like caves.
- Why is the Chinese relationship with the Huang He “uneasy”?
 - » The relationship is uneasy because the river has caused flooding.

Play the video *China’s Yellow River, Part 1* (05:40) for students. Before playing the video, explain the words *pollution* (things that make the land, water, or air dirty or unsafe) and *nomad* (a person who moves around instead of living in one place).

Ask students:

- Why do we need to protect the river from humans?
 - » It is becoming overused and polluted.
- Where does the Huang He begin? What kinds of people live there?
 - » The Huang He begins in the mountains in the west. Nomads live there.
- Why don’t many boats travel on the Huang He?
 - » It is too shallow.

Family and Ancestors

Primary Focus Objectives

- ✓ Understand the importance of ancestors in Chinese beliefs. (SL.2.2, SL.2.3)
- ✓ Describe Chinese festivals that honor ancestors. (SL.2.2, SL.2.3)
- ✓ Understand the meaning of the following domain-specific vocabulary: *head, honoring, ancestors, celebration, and traditional*. (L.2.4, L.2.5)

Materials Needed

- individual student copies of *Ancient China Student Book*

THE CORE LESSON

Introduce “Family and Ancestors”

Read aloud the chapter title, “Family and Ancestors.” Invite students to share their definitions of the word *family*.

Explain to students that all the people in your family who lived before you, and who are no longer living, are called your *ancestors*. Long, long ago, in ancient times, people in China remembered and respected their ancestors, even long after their ancestors had died. Explain to students that in this chapter, they will learn how the ancient Chinese honored their ancestors.

Big Question

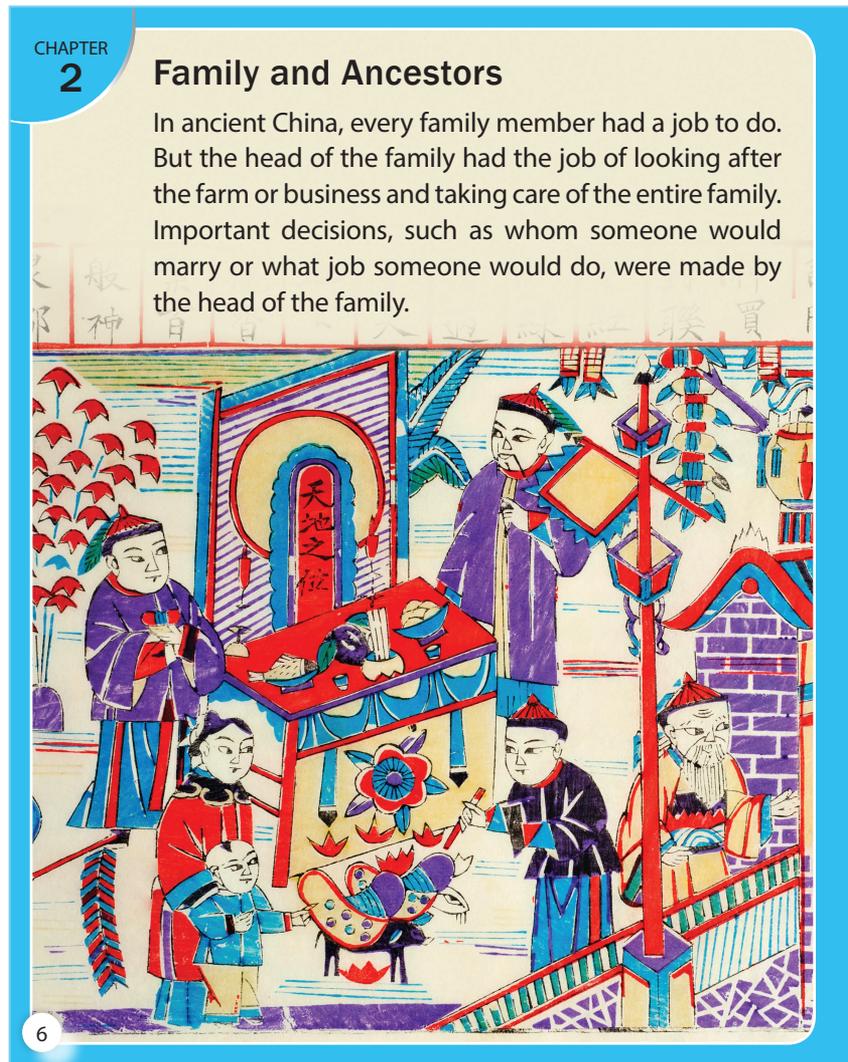
How were ancestors honored in ancient China?

Core Vocabulary

head **honoring** **ancestors** **celebration** **traditional**

Chapter 2: “Family and Ancestors”

Distribute copies of the Student Book. Ask students to turn to page 6 of the Student Book and look at the image as you read aloud. Remind students that the title of this chapter is “Family and Ancestors.”



CORE VOCABULARY—Point out that the word **head** usually means the top of a body and the part of the body that holds the brain. But *head* has another meaning, one that is being used here: the leader, chief, or person in charge.

Ask students the following question:

LITERAL—What did the head of the family do in ancient China?

- » In ancient China, the head of the family looked after the farm or business and took care of the entire family. The head of the family made important decisions, such as whom someone would marry or what job someone would do.

Ask students to turn to page 7 of the Student Book and look at the images as you read aloud.

Taking care of the family also included honoring the ancestors—the family members who had died. In ancient China, people honored their ancestors by continuing to treat them like part of the family. They talked to them and told them about important events. They brought them gifts and carved their names on little wooden blocks. Many of these things are still done today!



7

CORE VOCABULARY—Explain that **honoring** someone is paying respect to his or her memory.

CORE VOCABULARY—Explain that **ancestors** are all the people in a family who are no longer living. They are the members of the family who lived before you.

SUPPORT—Direct students' attention to the image of the red tiles. Explain that these wooden tiles are in a temple today. The gold writing on the tiles are the names of people's ancestors.

CHALLENGE—Ask students if they know anything about their own ancestors. Explain that the Chinese make it a point to know these things, and some Chinese people can trace their families back thousands of years.

Ask students the following question:

LITERAL—How did people in ancient China honor their ancestors?

- » People in ancient China honored their ancestors by telling them about important events, carving their names on wooden blocks, and bringing them gifts.

Ask students to turn to page 8 of the Student Book and look at the images as you read aloud.

The Qingming Festival is an ancient celebration held in honor of all ancestors. Traditionally, people visited their ancestors' graves and brought gifts of food and flowers. People still do this today. The Qingming Festival is also a celebration of spring. In fact, *Qingming* means "clear and bright," like a beautiful spring day.



Another traditional festival that is held in honor of the ancestors is the Hungry Ghost Festival. The Hungry Ghost Festival happens each year in August, especially in the southern part of China. During this festival, unloved ancestors, or angry ghosts, are offered food so that they will not be hungry—or angry! Here you can see a painting from long ago that shows the angry ghosts being fed.



8

CORE VOCABULARY—Explain that a **celebration** is a happy time or event when people do special things. For example, a birthday celebration might include giving presents or having a party.

CORE VOCABULARY—Explain that an action or belief that is **traditional** is carried on or repeated over a long period of time.

SUPPORT—Students of Mexican descent may recognize a similarity between the Qingming Festival and Día de los Muertos. Both honor ancestors, and both involve celebrations at the cemetery, including the offering of food and flowers to the deceased.

Ask students the following questions:

LITERAL—What is the Qingming Festival?

- » The Qingming Festival is a celebration of ancestors and of spring. People bring food and flowers to the graves of their ancestors.

LITERAL—What is the Hungry Ghost Festival?

- » The Hungry Ghost Festival honors ancestors by offering food to unloved ancestors, or angry ghosts.



CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—How were ancestors honored in ancient China?

- » In ancient China, people honored their ancestors by continuing to treat them like members of the family, even though they were no longer living. People talked to their ancestors, gave them gifts, and carved their names on wooden blocks. They also honored their ancestors with celebrations such as the Qingming Festival and the Hungry Ghost Festival.

Additional Activities



Honor the Living (L.1.5c)

Materials Needed: paper or card stock; crayons, markers, or colored pencils

Remind students of the importance of family in Chinese culture and the belief that family should be honored or respected.

Stress that we can honor our family members when they are alive—in fact, that is the very best time to do it. Ask students to choose any family member and think of a way to show that person is important and appreciated. Students might want to draw and write a card to give to the person, they might want to do something nice for the person, or they might just want to say thank you and give the family member a hug. Volunteers may want to report on how the person they chose responded.



Family Tree (RI.2.4, L.1.5c)

Activity Page

Materials Needed: sufficient copies of Family Tree (AP 2.1); markers; photos



AP 2.1

Ask students what they think a family tree is. On the board or chart paper, draw a picture of a tree with many branches, and describe how their own families have similar branches and roots—parents, grandparents, and brothers and sisters.

Distribute AP 2.1, and allow students to take the Activity Page home to have their families help fill out as many branches of the family tree as they can, beginning with their grandparents' names. Tell students that they can add more branches to their tree, if needed. If possible, students should paste or draw pictures of each family member next to his or her name on the tree. If time allows, allow students to present their family trees in a show and tell.

Note to Teacher: This Activity Page may not be appropriate for every class. Be sensitive to special situations that students may have.

The Teachings of Confucius

Primary Focus Objectives

- ✓ Understand the main ideas of the teachings of Confucius. (SL.2.2, SL.2.3)
- ✓ Recognize the influence of Confucianism on Chinese government and culture. (SL.2.2, SL.2.3)
- ✓ Understand the meaning of the following domain-specific vocabulary: *master*, *virtue*, and *government*. (L.2.4, L.2.5)

Materials Needed

- individual student copies of *Ancient China* Student Book

What Teachers Need to Know

Whereas Judaism, Christianity, Islam, Buddhism, and Hinduism are religions, the teachings of Confucius are a philosophical system for the management of society. Confucius lived in China from 551 BCE to 479 BCE. After becoming a teacher, he attracted a wide following of students. After his death, his sayings and activities were collected as the *Analects of Confucius*.

The principal tenet of Confucianism is *ren*, which can be translated as “human-heartedness” or “sympathy.” Human-heartedness is a sensibility that relates every person to every other person. Human-heartedness sets up certain relationships in society and requires that people treat others as they would wish to be treated themselves.

According to Confucius, there are five basic relationships:

- father to son
- elder brother to younger brother
- husband to wife
- ruler to subject
- friend to friend

Except for the relationship between friends, these relationships are unequal. In the first four relationships, the father, the elder brother, the husband, and the ruler are considered superior and are owed allegiance and obedience by the lower person. In turn, the superior person is responsible for the welfare of the lower. These duties and responsibilities set up a system of right action that governs relationships.

Confucius saw the family as the basic unit of society and saw government as an extension of the family. It was within the family that a person learned right action. Filial piety (respect for one's parents) was the most important virtue. (It was built on a much older Chinese tradition of ancestor worship.) A person who practiced right action in the family—honoring his elders, obeying them, and taking care of them—would transfer this sense of correct behavior to relationships outside the family.

The students of Confucius called him “Master” and came to study with him to hear the wise things he said. The *Analects* record some of the advice he gave to his students:

- IV.18—The Master said, “In serving his parents, a son may remonstrate with them, but gently; when he sees that they do not incline to follow his advice, he shows an increased degree of reverence, but does not abandon his purpose; and should they punish him, he does not allow himself to murmur.”
- XV.24—Tsze-kung asked, “Is there one word that may serve as a rule of practice for all one’s life?” The Master said, “Is not RECIPROCITY such a word? What you do not want done to yourself, do not do to others.”
- XIII.6—The Master said, “When a prince’s personal conduct is correct, his government is effective without the issuing of orders. If his personal conduct is not correct, he may issue orders, but they will not be followed.”
- XV.21—The Master said, “What the superior man seeks is in himself. What the mean man seeks is in others.”
- XVII.2—The Master said, “By nature, men are nearly alike; by practice, they get to be wide apart.”

After Confucius died, schools were established to teach Confucianism. During some of the later dynasties, Confucian ideas became even more important in China. The emperors decided that people who had studied Confucius would make the most honest and reliable government officials, so they required aspiring officials to pass an exam on the *Analects* and other key Confucian texts.

While Confucianism had a tremendous impact on the development of all aspects of Chinese life for two thousand years—familial, societal, political, and economic—it was attacked by Chinese reformers after the downfall of the last emperor in the early 1900s. Confucianism was seen as a conservative force in Chinese life that kept China from modernizing. Today, Confucius is again venerated as a great teacher in China. Confucian teachings remain quite influential today in other Asian societies, most notably in Japan, South Korea, Vietnam, and Singapore.

THE CORE LESSON

Introduce “The Teachings of Confucius”

Remind students that in Chapter 2, they learned about the importance of family and ancestors in ancient China. They learned that the head of the family made important decisions for the entire family. Ask students if their family has someone who acts as the head of the family.

Then ask students to think about what roles they play within their family. Are they a brother, or a daughter? Tell students that in this chapter, they will learn about a great Chinese thinker named Confucius, who taught that being obedient and respectful to your family would make you a better person and would help all people to live together happily.

Big Question

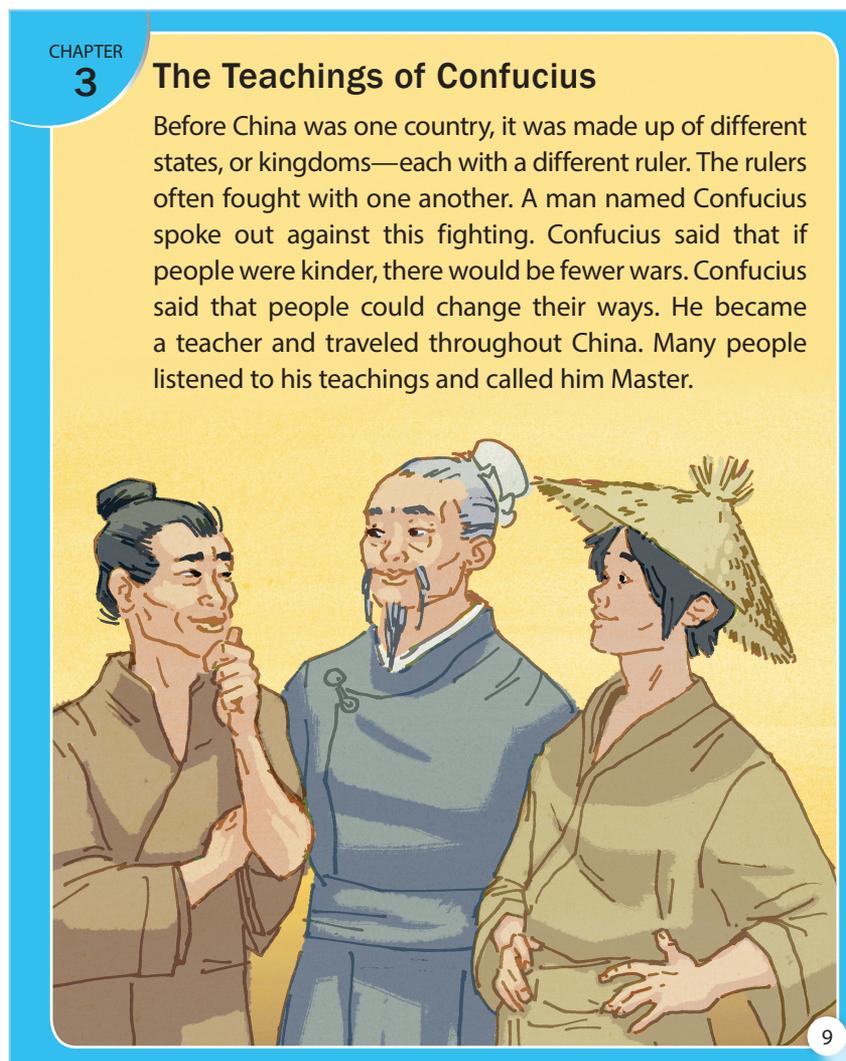
How did Confucius think people should treat one another?

Core Vocabulary

master virtue government

Chapter 3: “The Teachings of Confucius”

Distribute copies of the Student Book. Ask students to turn to page 9 of the Student Book and look at the image as you read aloud. Start by reading the title of the chapter, “The Teachings of Confucius.”



CORE VOCABULARY— Explain that **Master** is a term used to mean teacher or expert.

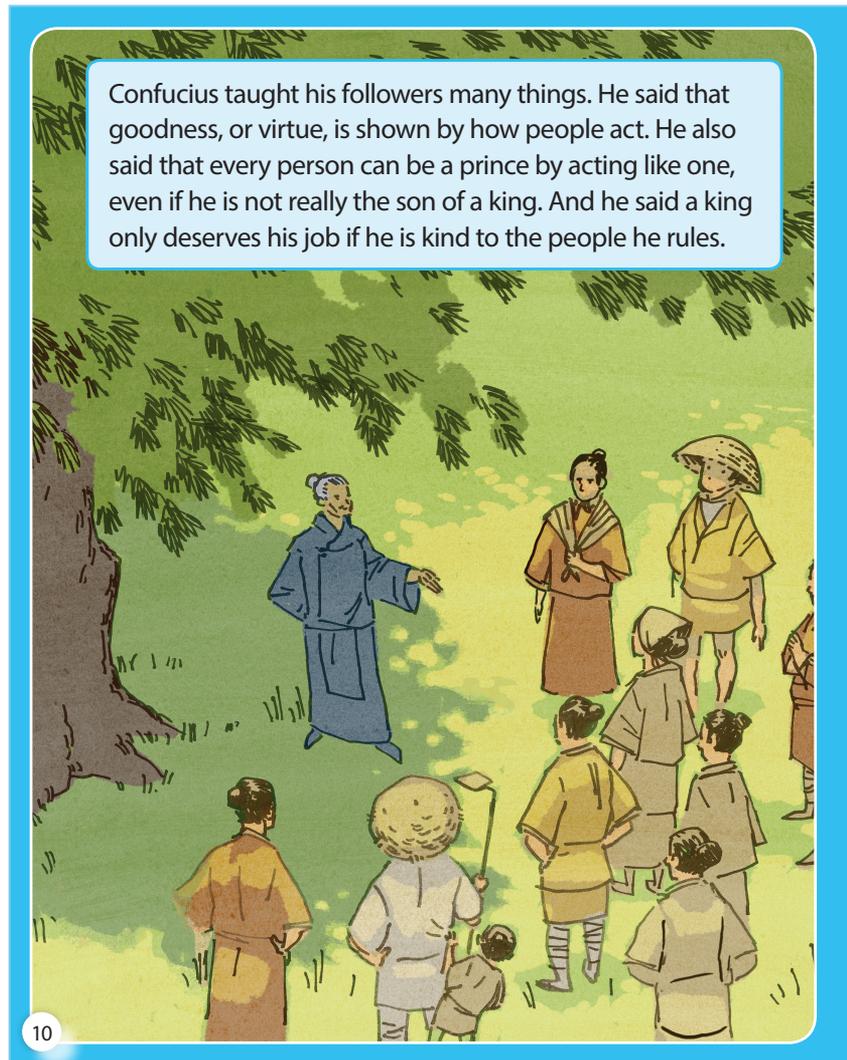
Have students look at the image on page 9, and help them identify Confucius. (*Confucius is the older man in the middle.*)

Ask students the following question:

LITERAL—What are two things that Confucius said?

- » Confucius said that if people were kinder to one another, there would be fewer wars, and that people could change their ways or how they acted.

Ask students to turn to page 10 of the Student Book and look at the image while you read aloud.



CORE VOCABULARY—Explain that **virtue** is good behavior.

SUPPORT—Ask students to give examples of good behavior that would qualify as virtue. (Answers will vary, but students might say treating people kindly, listening when others speak, taking turns, sharing, or saying *please* and *thank you*.)

SUPPORT—Remind students that a king is a ruler of a country.

Ask students the following questions:

LITERAL—What is virtue?

- » Virtue is goodness or good behavior.

INFERENTIAL—Confucius said that every person can be a prince by acting like one. What do you think “acting like a prince” would be like?

- » Answers will vary, but students might say acting like a prince means acting confidently or acting like you have control.

INFERENTIAL—Confucius said that a king only deserves his job if he is kind to the people he rules. What do you think might make a king “kind”?

- » Answers will vary, but students might say that a kind king cares about his people, makes sure they have what they need, treats them well, and does what is best for his country.

Ask students to turn to page 11 of the Student Book and look at the image while you read aloud.

Confucius taught that family should be very important in a person’s life. He said that families are special because they last across time—from parents and grandparents, to children and their children. He believed the people of China were one big family. Confucius wanted the rulers to act like thoughtful parents.



11

Ask students the following questions:

LITERAL—What did Confucius think about the people of China? How did he see the people of China?

- » Confucius believed the people of China were one big family.

LITERAL—According to Confucius, what should rulers act like?

- » According to Confucius, rulers should act like thoughtful parents.

CHALLENGE—What do you think Confucius meant when he said that rulers should act like thoughtful parents?

- » Answers may vary but may include that rulers should care deeply about the people of their country, and sometimes they might need to make difficult decisions or rules that everyone might not like, but these decisions and rules might be for the good of everyone.

Ask students to turn to page 12 of the Student Book and look at the image while you read aloud.

Eventually, the rulers of ancient China decided that people who had studied Confucius’s teachings would make the most honest and reliable members of the government. They decided that anyone who wanted to work for the government had to pass a test on the teachings of Confucius.



12

CORE VOCABULARY—Explain that **government** is the body or group of people who help to run a country or kingdom.

SUPPORT—Explain that being *honest* means telling the truth and that being *reliable* means being able to be counted on, or doing what you promised to do.

Ask students the following question:

LITERAL—Why were people who wanted to work for the government in ancient China tested about the teachings of Confucius before they were hired?

- » People who wanted to work in the government were tested about the teachings of Confucius before they were hired because the rulers of ancient China believed that Confucius’s teachings would make the workers honest and reliable.



CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—How did Confucius think people should treat one another?

- » Confucius thought people should treat one another with kindness and virtue.

Additional Activities



Ten Life Lessons from Confucius (SL.2.1, SL.2.2)

Materials Needed: internet access; board or chart paper; markers; poster board, construction paper, or butcher paper; crayons



Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific link to a video about Confucius may be found:

www.coreknowledge.org/ckhg-online-resources

Review with students who Confucius was. Remind students that Confucius was a teacher who believed that in everything we do, we should consider other people.

Play the video *Ten Life Lessons from Confucius* (10:04) for students. Pause after each saying, and discuss its meaning with students.

Note to Teacher: You may want to play only a few selected sayings, depending on the time you have available.

After the video, have students get into small groups. Tell them that as a group, they will come up with their own life lesson to present on a poster and share with the class. Brainstorm some examples on the board with students before they begin, and point out any similarities between their ideas and those of Confucius. After groups are done creating their posters, have them present their ideas to the class. If possible, display the posters around the classroom.

Is This Virtuous? (SL.2.3)

Remind students that a virtue is a good quality in a person. Say the following words one at a time, and ask students to show thumbs up if they think the word describes a virtue or thumbs down if it does not describe a virtue:

honest (*thumbs up*)

brave (*thumbs up*)

lazy (*thumbs down*)

generous (*thumbs up*)

helpful (*thumbs up*)

trustworthy (*thumbs up*)

greedy (*thumbs down*)

selfish (*thumbs down*)

You might also describe different scenarios, such as sharing a toy with a younger brother or sister, tearing up a classmate's drawing, etc.

How to Be Virtuous (SL.2.1, SL.2.3)

Organize the students into groups. Assign each group a relationship role: son, daughter, mother, father, ruler, or worker.

Explain to students that being virtuous means acting with virtue, or acting in a kind and thoughtful way. Give each group a situation, and ask students how they might act in order to show virtue. Some Examples include asking the rulers what they would do if their workers were tired or hungry (*feed them*) and asking the sons what they would do if their mother owned a farm (*help out*).

CHAPTER 4

The Great Wall of China

Primary Focus Objectives

- ✓ Recognize the Great Wall. (SL.2.2, RI.2.7)
- ✓ Understand the work required and how long it took to build the Great Wall. (SL.2.2, SL.2.3)
- ✓ Understand the meaning of the following domain-specific vocabulary: *nomads*, *emperor*, *border*, *stories*, *invaders*, and *valuable*. (L.2.4, L.2.5)

Materials Needed

Activity Page



AP 1.3

- individual student copies of *Ancient China Student Book*
- teacher display copy of Map of China (AP 1.3)

What Teachers Need to Know

The building of the Great Wall was begun during the Qin dynasty in the 200s BCE, and additions were made during subsequent dynasties. The last work was completed during the Ming dynasty (1368–1644 CE). The wall, which was built to keep out invaders, stretches 5,500 miles across North China. Made of earth, stones, and brick, the wall is an average of about 25 feet high and 20 feet wide. It is the world's longest fortification. People can still walk along the top of the Great Wall today, and it is a major tourist attraction.

THE CORE LESSON

Introduce “The Great Wall of China”

Activity Page



AP 1.3



Show students the Map of China (AP 1.3), and point out the Great Wall. Tell students that in this chapter, they will learn about a very large stone wall that the Chinese started building across much of northern China about two thousand years ago. The wall is called “the Great Wall of China.” They will learn that the Great Wall is great for many reasons.

Big Question

Why did Emperor Qin want to build a great wall?

Core Vocabulary

nomads

emperor

border

stories

invaders

valuable

Chapter 4: “The Great Wall of China”

Distribute copies of the Student Book. Ask students to turn to page 13 of the Student Book and look at the images as you read aloud. Start by reading the title of chapter, “The Great Wall of China.”

CHAPTER

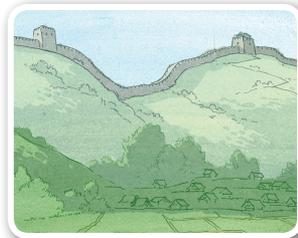
4

The Great Wall of China

Long ago, nomads lived in the lands outside of ancient China. They lived by hunting and herding animals. Nomads moved from place to place, looking for good areas to feed their sheep or goats.



The Chinese people did not want the nomads on their land. They did not like that the nomads did not settle in one place and that they lived without a government. And so a great stone wall was built across part of China to keep them out. This wall was called the Great Wall! Can you see the route of the Great Wall on the map?



13

CORE VOCABULARY—Explain that **nomads** are people who do not live for a long time in one place. They move a lot and live in many different places.

SUPPORT—Have students look at the map on page 13 and help them find the squiggly line on the map that represents the Great Wall. Have students trace the length of the Great Wall with their fingers.

Ask students the following question:

LITERAL—Why was a great stone wall built across part of China?

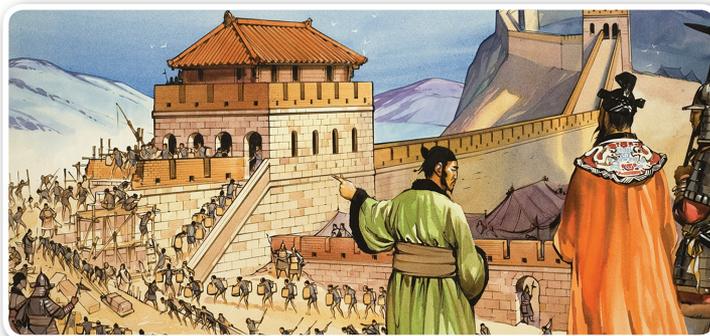
» The Chinese people built the wall to keep nomads from coming into China.

Ask students to turn to page 14 of the Student Book and look at the images as you read aloud.

The building of the Great Wall began under Emperor Qin. Emperor Qin was the very first emperor of China. He was a powerful leader who defeated the rulers of many kingdoms. He took their land and made China larger. To help protect the people and the farmland, Emperor Qin ordered that a long wall be built on the northern border of China.



Millions of people worked on building the Great Wall. Workers had to stack large, heavy stones to build a wall that is at least three stories high! It took many, many years to complete just part of the Great Wall. Lots of people died building it. Today the wall is about 5,500 miles long.



14

Note to Teacher: *Qin* is pronounced (/chin/). Students using CKHG curriculum materials will learn in Grade 4 that Qin was named Zheng at birth and declared himself emperor of all of China in 221 BCE, taking the name Shihuangdi (/shur*hwong*dee/), meaning First Supreme Emperor. He established the Qin dynasty, named after his home state. We use *Qin* in this unit to simplify the name for students.

CORE VOCABULARY—Explain that an **emperor** is a leader of a country, such as a king or a queen.

CORE VOCABULARY—Explain that a **border** is the edge of an area or place.

CORE VOCABULARY—Explain that **stories** can be made up or imaginary tales about people and places, but here the word *stories* has a different meaning: the different levels or heights of a structure or building. Explain that three stories high is about as tall as—or taller than—a house.

Ask students the following questions:

LITERAL—Who was Emperor Qin?

- » Emperor Qin was the first emperor of China. He was a powerful leader who made China larger. He ordered that a long wall be built along the northern border of China.

LITERAL—How was the Great Wall built?

- » The Great Wall was built by millions of workers placing large, heavy stones on top of each other to build a wall that is at least three stories high. The Great Wall took many, many years to complete, and many people died building it.

Ask students to turn to page 15 of the Student Book and look at the images as you read aloud.

The Great Wall was built to keep the Chinese people safe from the nomads and other invaders. It also helped to protect the rich fields where valuable wheat and rice crops grew. Soldiers stood guard along the wall and in the watchtowers at all times.



Even so, nomads did still try to raid their rich and powerful Chinese neighbors. Sometimes they succeeded, and some even became rulers of China. But they always ended up following the Chinese way of life. Throughout China's long history, many battles were fought along the Great Wall.



15

CORE VOCABULARY—Explain that **invaders** are an outside group or an enemy that tries to take over something using force.

CORE VOCABULARY—Explain that if something is **valuable**, it is worth a lot of money.

Have students look at the top image on page 15. Ask: What does the image show about the Great Wall?

- » Answers will vary, but students might say that the image shows how long the wall is, that the wall was guarded by soldiers, or that the wall was built across steep mountains.

Ask students the following questions:

LITERAL—What were two purposes of the Great Wall?

- » Two purposes for the Great Wall were to keep the Chinese people safe and to protect China's rich fields of crops.

LITERAL—What happened to invaders who became rulers of China?

- » Invaders who became rulers of China ended up following the Chinese way of life.



CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—Why did Emperor Qin want to build a great wall?

- » Emperor Qin wanted to build a great wall because he wanted to protect the Chinese people and their land.

Additional Activity



The Great Wall of China (SL.2.2, SL.2.3)

Materials Needed: internet access; drawing paper; crayons, markers, or colored pencils



Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific link to a video about the Great Wall may be found:

www.coreknowledge.org/ckhg-online-resources

Play the video *The History of the Great Wall of China for Kids* (03:29).

Ask students:

- What kinds of materials is the Great Wall of China built from?
 - » The Great Wall of China is built from packed dirt, wood, stone, and brick.
- Why was the Great Wall of China built?
 - » The Great Wall of China was built to protect China from invasion.

Tell students that much of the Great Wall has fallen down. Ask them to think about how they would rebuild it—or even if they would rebuild it. Have them draw their new wall, and then display and explain their pictures. Tell students that they don't have to make the same wall. It could be taller and stronger; it could be more like a fence with gates so that people can enter and leave China easily; it could be 5,500 miles of pretty flowers and trees instead of a stone wall. It can be a scary barrier or a friendly one.

Writing the Chinese Language

Primary Focus Objectives

- ✓ Understand how the Chinese language is written and read. (SL.2.2, SL.2.3)
- ✓ Recognize the historical and artistic value of writing in Chinese culture. (SL.2.2, SL.2.3)
- ✓ Understand the meaning of the following domain-specific vocabulary: *unite* and *strokes*. (L.2.4, L.2.5)

Materials Needed

- individual student copies of *Ancient China Student Book*

THE CORE LESSON

Introduce “Writing the Chinese Language”

Remind students that in Chapter 4, they learned about the Great Wall of China. The building of the Great Wall began under Emperor Qin, who wanted to keep his country safe from invaders.

Ask students to look around the room and identify all the places they see words. Explain that words are all around us. Without writing, there would be no books. You would have to remember in your head everything you ever learned if you could never write things down. Tell students that in this chapter, they will learn that the Chinese created a special kind of writing that doesn't look anything like English letters. The Chinese have been writing for thousands of years. They think that beautiful handwriting is an art.

Big Question

Why might learning to write Chinese words be more difficult than learning to write English words?

Core Vocabulary

unite **strokes**

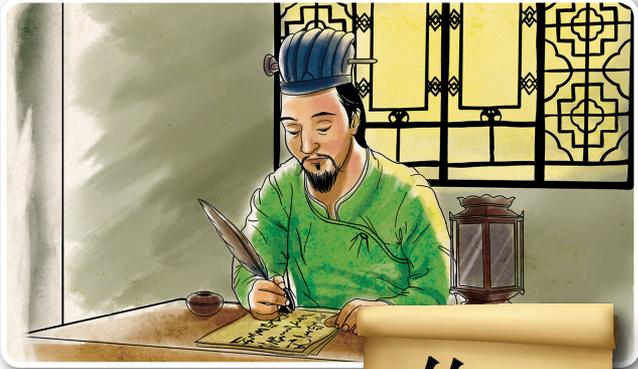
Chapter 5: “Writing the Chinese Language”

Distribute copies of the Student Book. Ask students to turn to page 16 of the Student Book and look at the images as you read aloud. Start by reading the title of chapter, “Writing the Chinese Language.”

CHAPTER
5

Writing the Chinese Language

You have already heard that Emperor Qin wanted a great wall across parts of China. But he also wanted there to be one style of writing in all of China. He believed that this would help to unite the people.



Emperor Qin asked a man named Li Si to create this new style of writing. In China today, everyone uses what Li Si created. It is, in fact, the oldest written language still used in the world.



(How Are You?)

16

CORE VOCABULARY—Explain that to **unite** is to bring people who have something in common together. They might have the same beliefs, way of living, language, or other things they share.

Ask students the following question:

LITERAL—Why did Emperor Qin want one style of writing?

- » Emperor Qin wanted one style of writing to help unite the people. Then everyone living in China would speak the same language and write the same way.

Ask students to turn to page 17 of the Student Book and look at the images as you read aloud.

Instead of using letters to spell words, Chinese people have a different picture for each whole word. These pictures are called characters, and they sometimes look like the words they stand for. The Chinese written characters for blossom and plum are shown here.



17

Ask students the following question:

LITERAL—Instead of using letters to spell written words, what do Chinese people use when they write?

- » Chinese people use characters, which look like little pictures, instead of using letters to spell words.

Ask students to turn to page 18 of the Student Book and look at the images as you read aloud.

Why might learning to write Chinese words be more difficult than learning to write English words? Well, children in China have to learn new characters for every word—and there are thousands of words. We learn the twenty-six letters that make up the English alphabet, and with them, we can write every word in English. Which one sounds easier to you?



In China, people can write their characters across the page or down the page. Chinese writers begin by imagining there is



a small square on the page. Inside the lines of the imaginary square, they carefully draw the characters. A character is made up of a certain number of lines, or strokes.

18

SUPPORT—Tell students that from the twenty-six letters of the English alphabet, they can spell thousands of words. But to write those thousands of words in Chinese, they would have to know thousands of characters. In fact, most Chinese people know about three thousand to four thousand characters.

CORE VOCABULARY—Explain that **strokes** are the drawing methods used to create a number of lines that make up a character. Students who use the Core Knowledge Language Arts (CKLA) program may remember that they used “writing strokes” when they first learned how to write each letter.

Ask students the following question:

EVALUATIVE—What is different about the way we write things in English from the way people write things in Chinese?

- » In English, we use letters to spell words. In Chinese, each word has its own character. In English, we write things down beginning at the top left side of the paper and write from left to right. The Chinese can write their characters across the page or down the page.



CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK— Why might learning to write Chinese words be more difficult than learning to write English words?

- » Learning to write Chinese words might be more difficult than learning to write English words because instead of learning only twenty-six letters, a person would have to learn thousands of characters.

Additional Activity

Writing in Chinese (RI.2.4)

Activity Pages



AP 5.1
AP 5.2

Materials Needed: teacher copy of Chinese Characters (AP 5.1); sufficient copies of Chinese Scroll (AP 5.2); markers



Background for Teachers: Prior to the activity, create a transparency of AP 5.1 so that you can display it for students. Practice copying the characters so that you can model them for the class.

Tell students that they are going to learn how to draw Chinese characters. Remind them that to draw characters means to use different strokes in order to create a picture or symbol.

Display the images of the Chinese characters shown on AP 5.1 on the board or projector. Model for students how to recreate one of the symbols on the board or chart paper with the kinds of strokes you might use. Students can help guide your movements.

Distribute AP 5.2 and a marker to each student. Have students choose two words on AP 5.1 and copy the characters on the scroll.

Have students swap their scrolls with a partner and try to identify the different characters by their names in English.

Chinese Inventions

Primary Focus Objectives

- ✓ Recognize some of China's important inventions. (SL.2.2, SL.2.3)
- ✓ Understand the meaning of the following domain-specific vocabulary: *printing*, *exploded*, *porcelain*, and *delicate*. (L.2.4, L.2.5)

Materials Needed

- individual student copies of *Ancient China Student Book*
- crayon
- coin or other hard object
- paper

What Teachers Need to Know

The Chinese invented paper in 105 CE, although knowledge of papermaking from plant fibers, such as bamboo and tree bark, or pulped rags, did not make its way to Europe until several centuries later. Until the coming of paper, those few Europeans who could write usually used papyrus, the stem of a Mediterranean plant cut into thin strips, as the Egyptians did, or used parchment, which was goatskin or sheepskin specially treated for writing.

While the production of paper combined with the invention of the printing press would have far-reaching importance for humankind, the Chinese also invented gunpowder, which had a profound impact on societies everywhere as well. And their skills in the production of porcelain made their fine china much desired around the world.

THE CORE LESSON

Introduce “Chinese Inventions”

Remind students that in Chapter 5, they learned that Li Si, at the request of Emperor Qin, developed a writing technique using characters. Using one style of writing made it easier for people to communicate and helped create a unified country.

Tell students that there are many things we use today that were first invented by the ancient Chinese. Explain that during the next Read Aloud, they will learn about some of China's inventions. Make sure that students understand that the word *invention* means something that is made or created for the very first time.

Big Question

Which of the inventions mentioned in this chapter do you think is the most useful, and why?

Core Vocabulary

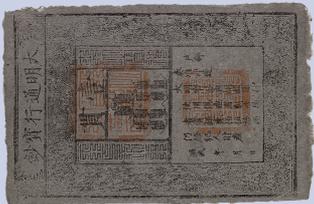
printing exploded porcelain delicate

Chapter 6: "Chinese Inventions"

Distribute copies of the Student Book. Ask students to turn to page 19 of the Student Book and look at the images as you read aloud. Start by reading the title of chapter, "Chinese Inventions."

CHAPTER
6 Chinese Inventions

Look at your book. What is it made of? It's made of paper. Think about all the times today you have seen or used something made of paper. A long time ago, in ancient China, people learned to make paper. They were the first people to do so, and they were the first to make and use paper money.



Early paper was made by mashing up rags, old rope, the bark of trees, and water. This mixture was then flattened and dried.

Paper became easy and cheap to make, and many things could be made from paper!

19

SUPPORT—Point out that the lower image on the right shows the ancient Chinese hanging up and flattening freshly made paper to dry.

SUPPORT—Ask students to describe things that they use paper for. Tell students that the ancient Chinese used paper to make all kinds of things, even umbrellas created by coating paper with oil so that it would be water-resistant. The Chinese also made handheld fans to keep themselves cool, they made paper decorations to brighten their homes (shown in the bottom, left-hand image), and they invented paper kites.

Ask students the following questions:

LITERAL—What were the ancient Chinese people the first to do?

- » The ancient Chinese people were the first to learn to make paper and the first to make and use paper money.

LITERAL—How was early paper made?

- » Early paper was made by mashing up rags, old rope, tree bark, and water. The mixture was flattened and dried.

Ask students to turn to page 20 of the Student Book and look at the images as you read aloud.

Imagine that every book in the world had to be made by hand, with someone writing every word on every page. For a long time, even for hundreds of years after the invention of paper, books were actually made this way.

Then, in ancient China, people came up with an easier way to make books. They developed an early form of printing. They made small blocks of wood and carved, or cut, a character on each block. They put the small blocks together. Then they put ink on the blocks. When paper was pressed on the blocks, a page of printed words appeared in seconds. The blocks could be put together in different ways to make other pages.



20

CORE VOCABULARY—Explain that **printing** is a way of quickly making many copies of written materials, such as books, newspapers, and magazines.

SUPPORT—Explain that in woodblock printing, the blocks had to be carved backward. Demonstrate why. On a piece of paper, use crayon to write the word DOG. Use a lot of crayon so that you get thick lines. Then place your paper onto another sheet of paper, DOG-side down, and transfer the word to the other sheet by rubbing a hard object, such as a coin, over the surface of the paper. Show students the new page, and ask what is wrong with the way the word is copied. (*It's backward.*) Now repeat the process, writing DOG backward and transferring it to another sheet of paper. Show students the result. DOG! Explain that this is how woodblock printing worked. If printers wanted their words to be in the right direction on the paper, they had to carve them backward into the wood.

Ask students the following question:

LITERAL—How did woodblock printing make it easier to make more books?

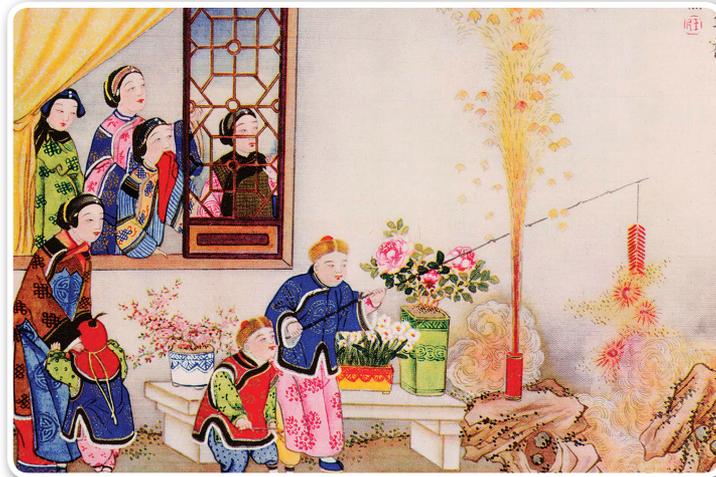
- » Woodblock printing made it easier to make more books because many copies of a page could be made quickly using woodblocks; also, the woodblocks could be put together in different ways to make other pages.

Ask students to turn to page 21 of the Student Book and look at the images as you read aloud.

In America, fireworks light up the night sky on the Fourth of July each year. But did you know that fireworks were actually invented in ancient China?



One day, a very long time ago in ancient China, an experiment went wrong. As a result, a gray powder, called gunpowder, was invented. Gunpowder exploded when lit. People began to add ingredients to the gunpowder so that the explosions would be colorful. Today we call these explosions fireworks!



21

SUPPORT—Tell students that an *experiment* is a test that scientists usually conduct to try out a theory.

CORE VOCABULARY—Explain that **exploded** means burst or blew up, like a balloon that popped.

SUPPORT—Warn students against playing with fireworks, explaining that they can be dangerous. In some places, fireworks are illegal. Check to see if that is the case in your community. Fireworks are fun to watch, but only adults with proper safety training should use them.

Ask students the following question:

LITERAL—How and where were fireworks invented?

- » Fireworks were invented in ancient China when an experiment went wrong and gunpowder was created. People added ingredients to the gunpowder to make the explosions colorful.

Ask students to turn to page 22 of the Student Book and look at the images as you read aloud.

Many hundreds of years ago, the Chinese learned how to make porcelain. Porcelain is made from special white clay instead of the usual brown clay. Clay is a sticky, muddy substance that comes from the earth and is used to make pots, cups, plates, and other things.



The Chinese used porcelain to make beautiful, delicate dishes. These dishes were nicer and more valuable than the ones made from brown clay. Porcelain is often called china in English. Can you guess why?



22

CORE VOCABULARY—Explain that **porcelain** is made from special white clay. It is used to make dishes and sculptures.

CORE VOCABULARY—Explain that something **delicate** is very fragile and can be easily damaged or broken.

Ask students the following question:

LITERAL—What is porcelain?

» Porcelain is made from special white clay and is used to make delicate dishes, called china.



CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—Which of the inventions mentioned in this chapter do you think is the most useful, and why?

» Answers will vary. Students should cite paper, printing, fireworks, or porcelain and explain how their chosen invention is possibly the most useful.

Beautiful Silk

Primary Focus Objectives

- ✓ Understand how silk is made. (SL.2.2, SL.2.3)
- ✓ Understand the cultural, economic, and geographic importance of silk. (SL.2.2, SL.2.3)
- ✓ Understand the meaning of the following domain-specific vocabulary: *caterpillars*, *spin*, *cocoons*, *thread*, *foreigner*, and *bandits*. (L.2.4, L.2.5)

Materials Needed

Activity Page



AP 1.2

- individual student copies of *Ancient China* Student Book
- teacher copy of World Map (AP 1.2)
- a spool of thread, silk, if possible, and items made from different fabrics, including silk: for example, a cotton towel, wool sweater, rubber rain boots, silk scarves, etc.
- classroom internet access to the video *Invention of Silk*

Use this link to download the CKHG Online Resources for this unit, where the specific link to the video may be found:

www.coreknowledge.org/ckhg-online-resources

What Teachers Need to Know

While the production of paper combined with the invention of the printing press would have far-reaching importance for humankind, the creation of the fabric silk had a more immediate impact on the Chinese. By 1000 BCE, the Chinese were making silk thread from the cocoons spun by silkworms. The silkworms were raised on the leaves of mulberry trees that were grown for this purpose. Women workers first made silk thread from the cocoons and then spun the thread into cloth, which was dyed and made into robes.

Silk became such an important export that the trade route along which silk merchants traveled became known as the Silk Road. It stretched from eastern China to the Mediterranean, and in the 500s CE it stretched to Constantinople (modern-day Istanbul). Caravans of camels carried silk and other valuable goods west along the road. It was along this route that the knowledge of papermaking reached the West, but the Chinese kept the secret of silk making for themselves for many centuries.

THE CORE LESSON

Introduce “Beautiful Silk”

Review what students learned about ancient Chinese inventions in Chapter 6. The people of ancient China invented things we still use today, such as paper, printing, fireworks, and porcelain.

Mention some fabrics, and ask students if they know what they are made from: cotton (a plant), wool (the hair or fur of sheep), angora (the fur of a special rabbit), and rubber for raincoats and boots (the sap from a rubber tree). Tell students that in this chapter, they will learn about a fabric called silk, which is made by another animal—a silkworm! (Tell students that although it is called a silkworm, it isn’t really a worm. It is a caterpillar, which grows up to be a moth or butterfly.)

Pass around items made from different kinds of fabric for students to look at and feel, sharing the silk item last. Tell students that silk—this smooth, shiny fabric—was also invented by the Chinese. Silk has been called the cloth of kings because it is so beautiful. Tell students that in this chapter, they will learn more about this special fabric.

Big Question

Why was silk making such a closely guarded secret?

Core Vocabulary

caterpillars spin cocoons thread foreigner bandits

Chapter 7: “Beautiful Silk”

Distribute copies of the Student Book. Ask students to turn to page 23 of the Student Book and look at the images as you read aloud. Start by reading the title of chapter, “Beautiful Silk.”

CHAPTER
7

Beautiful Silk

An old folktale tells us that thousands of years ago, a queen named Si Ling-chi was sitting in the garden of her royal palace. The queen was drinking tea and watching little caterpillars spin, or make their cocoons, in some mulberry trees. Suddenly one of the cocoons fell into her teacup!



Si Ling-chi watched the cocoon floating in her tea. She saw that a tiny thread had come loose from the cocoon. She pulled on it and was amazed to find that the cocoon was made from one very long thread. This was a silk thread. As the story goes, Queen Si Ling-chi learned to spin silk thread, which she used to make beautiful cloth.



23

CORE VOCABULARY—Explain that **caterpillars** look like little worms with many legs. Before they become moths or butterflies, they make little containers to live in. These containers are called **cocoons**.

CORE VOCABULARY—Explain that **thread** is a long, thin piece of cotton or other material that is used for sewing.

SUPPORT—Unravel a piece of thread from the spool you brought, to show students how you can pull any length of thread from the spool. Reinforce the notion that a single thread from one cocoon could be very long.

CORE VOCABULARY—Explain that to **spin** is to pull and twist very small threads so that they become larger, stronger threads.

SUPPORT—**Ask students if they remember what a folktale is.** (*It is a story that tries to explain why something happened.*) Tell students that the story of Si Ling-chi and the cocoon is a folktale too. No one knows how the Chinese got the idea for making silk cloth. This story tells one way it could have happened.

Ask students the following question:

LITERAL— According to the story, how did Queen Si Ling-chi discover silk thread?

- » Queen Si Ling-chi discovered silk thread while watching caterpillars in her garden spin cocoons. One cocoon fell into her teacup, and she noticed that a tiny thread had come loose. She pulled on it and was amazed to find that the cocoon was made from one very long thread—a silk thread.

Ask students to turn to page 24 of the Student Book and look at the image as you read aloud.

The making of silk became a closely guarded secret. In fact, in China, you could be killed if you ever told a foreigner the secret of how silk was made. The reason for this was that silk could make people a lot of money.

The Chinese wanted to be able to sell their silk to foreigners. Beautiful silk robes were made for the rich and powerful, including the rulers of China. Chinese rulers often wore the color yellow.



CORE VOCABULARY—Explain that a **foreigner** is an outsider, someone from another country.

Ask students the following questions:

LITERAL—Why was silk making a closely guarded secret?

- » Silk making was a secret because the selling of silk could make people a lot of money.

LITERAL—How did the Chinese use silk?

- » To make money, the Chinese sold silk to foreigners. Silk could be used to make beautiful robes for the rich and powerful, including the Chinese emperor.

Ask students to turn to page 25 of the Student Book and look at the image as you read aloud.



So many people went to China to buy silk that the main road from Europe to China became known as the Silk Road. There were many dangers on the Silk Road, including bandits and miles of hot, dry desert. But silk was so desired that people were willing to travel a long way to get it.

25

CORE VOCABULARY—Explain that **bandits** are robbers who roam through the mountains and deserts.

Activity Page



SUPPORT—Using World Map (AP 1.2), show students where Europe and China are, explaining that people traveled great distances on the Silk Road.



AP 1.2

Ask students the following question:

LITERAL—What was the Silk Road?

- » The Silk Road was a main road from Europe to China that many people traveled on in order to purchase silk.

Ask students to turn to page 26 of the Student Book and look at the images as you read aloud.

You may be wondering exactly how silk is made. Well, some of what's involved in making it is the same now as it was thousands of years ago. To begin with, you need silkworms. Silkworms are fussy. They must have mulberry leaves to eat.



After munching on mulberry leaves for about forty-five days, the silkworms spin their cocoons. They spend three or four days making a single thread.



When the cocoons are ready, silk makers put the cocoons in steam or hot water to loosen the ends of the thread.



The thread from just one cocoon might be three thousand feet long—more than half a mile! The thread is used to make many things, including beautiful silk cloth.



26

SUPPORT—After you read page 26 aloud, ask students to look at the images on the page, and review the steps of the silk-making process with them.

Ask students the following questions:

LITERAL—What is the only kind of food that silkworms will eat?

- » Silkworms will only eat mulberry leaves.

LITERAL—How is silk thread made?

- » Silk thread is made after the silkworms spin their cocoons, spending three or four days making a single thread of silk. Silk makers put the cocoons in steam or hot water to loosen the threads.



CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—Why was silk making such a closely guarded secret?

- » The Chinese wanted to keep how they made silk a secret because people would pay a lot of money for it.

Note to Teacher: If time permits, show the video *Invention of Silk* to review how silk is made, stopping at 3:45. Use this link to download the CKHG Online Resources for this unit, where the specific link to the video may be found:

www.coreknowledge.org/ckhg-online-resources

Additional Activity



Chinese Art

Materials Needed: internet access; paper, pencils, rulers, and scissors for paper-cutting activity (optional); paper, markers, tissue paper, straws, sticky tape, and string, thread, or yarn for kite-making activity (optional)



Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where specific links to a video about Chinese art and to activity instructions may be found:

www.coreknowledge.org/ckhg-online-resources

Review with students the Chinese inventions they have learned about so far: paper, woodblock printing, fireworks, porcelain, and silk. Tell students that some of these inventions are used to make art.

Show students the video *Chinese Art* (02:35).

After the video, ask students the following questions:

What types of art did you see people making in the video?

- » The video showed door decorations, paper cutting, and kite making.

Why was so much of the art red?

- » Red is a lucky color in China.

Which type of art would you like to try?

- » Student answers will vary.

Note to Teacher: Depending on student answers and available time, you may wish to conduct one or both of the craft activities linked in the CKHG Online Resources.

The Chinese New Year

Primary Focus Objectives

- ✓ Understand the meaning of the Chinese New Year. (SL.2.2, SL.2.3)
- ✓ Understand how the Chinese New Year is celebrated. (SL.2.2, SL.2.3)
- ✓ Understand the meaning of the following domain-specific vocabulary: *fortune* and *parade*. (RI.2.4)

Materials Needed

- individual student copies of *Ancient China Student Book*

What Teachers Need to Know

The Chinese celebrate their New Year in late January or February—anywhere from January 21 to February 20. The celebration lasts for fifteen days. The first day is a religious celebration, and the next fourteen days are highlighted by parades, fireworks, and gift giving.

The gifts are money enclosed in red envelopes; red symbolizes good fortune and happiness. The purpose of the New Year's celebration is to give thanks for the good luck and happiness of the past year and to wish for another year with similar good fortune.

The dancing dragon is a prominent figure in the parade of lanterns on the last night of the New Year celebration. One dancer holds the head aloft on a pole, and several other dancers hold up the long body. The dragon winds its way down streets from side to side, roaring as it goes. Dragons are symbols of good luck in Chinese culture.

THE CORE LESSON

Introduce “The Chinese New Year”

Ask students if they know when the New Year begins in the United States and most other countries. (*January 1*) Explain that the Chinese New Year begins on a different day each year, because the Chinese have a special calendar that is different from that of the United States. Tell students that in this chapter, they will learn how the Chinese people celebrate the New Year. Remind students that when people celebrate, they may have a party and are usually happy.

Big Question

How do people in China celebrate their New Year?

Core Vocabulary

fortune parade

Chapter 8: “The Chinese New Year”

Distribute copies of the Student Book. Ask students to turn to page 27 of the Student Book and look at the images as you read aloud. Start by reading the title of chapter, “The Chinese New Year.”

CHAPTER
8

The Chinese New Year

The Chinese New Year is the most important of all the Chinese celebrations. The celebration lasts for two weeks. This celebration goes back hundreds of years. People everywhere fill their homes and streets with bright red decorations. Red is the color of good fortune and happiness.



Special wishes for the New Year are often written on the decorations. And food is an important part of the two-week celebration too. The food that is eaten is meant to bring good luck!



27

CORE VOCABULARY—Explain that **fortune** is luck.

Ask students the following questions:

LITERAL—How long do the Chinese New Year celebrations last?

- » Chinese New Year celebrations last two weeks.

LITERAL—How do Chinese people try to bring good luck during the New Year celebrations?

- » Chinese people try to bring good luck by decorating with the color red and by eating special foods.

Ask students to turn to page 28 of the Student Book and look at the images as you read aloud.

After a New Year's Eve dinner that includes lots and lots of food, families spend time together playing games and talking. They often stay up all night.



At midnight, fireworks light up the sky. In the morning, Chinese children are excited because they get presents. Their parents give them little packages of “lucky money” wrapped in red paper. The rest of the day, people visit relatives, friends, and neighbors and wish one another good luck. And the present giving lasts for the next five to seven days!



28

SUPPORT—Remind students of the importance of ancestors to the Chinese. As a sign of respect, Chinese people still sometimes set places for their ancestors at their big New Year's Eve dinner. This is the most important day of the year for being with family, and, to the Chinese, that includes their ancestors.

Ask students the following questions:

LITERAL—What happens on Chinese New Year's Eve?

- » On New Year's Eve, Chinese families eat a big dinner with lots of food and spend time together playing games and talking. At midnight, there are fireworks.

LITERAL—What happens on New Year's Day in China?

- » In the morning, Chinese children get presents, such as little packages of “lucky money” wrapped up in red paper. The rest of the day, people visit relatives, friends, and neighbors and wish one another good luck.

Ask students to turn to page 29 of the Student Book and look at the image as you read aloud.

The New Year's Day parade is a part of the celebrations. The star of the parade is the Chinese dragon. People carry a large, colorful dragon through the streets and they perform a dragon dance. But the Chinese dragon is not like other dragons. It has a camel head, tiger paws, and eagle claws. It blows steam instead of fire. That's because the ancient Chinese believed that dragons controlled the rains.



29

CORE VOCABULARY—Explain that a **parade** is a large group of people walking together outside and/or in the streets to celebrate something.

Ask students the following question:

LITERAL—What is a Chinese dragon that appears in the New Year's Day parade like?

- » A Chinese dragon has a camel head, tiger paws, and eagle claws. It blows steam instead of fire.



CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—How do people in China celebrate their New Year?

- » People in China celebrate the New Year by decorating with the color red, eating special foods, having a big family dinner on New Year's Eve, watching fireworks, visiting with friends, giving gifts such as "lucky money," and watching a dragon parade.

Additional Activities

Celebrate the Chinese New Year (SL.2.2)

Materials Needed: internet access

 **Background for Teachers:** Use this link to download the CKHG Online Resources for this unit, where a specific link to a video about the Chinese New Year may be found:

www.coreknowledge.org/ckhg-online-resources

If possible, decorate the classroom in red or with Chinese New Year decorations. Alternatively, children could wear red on the day of the activity or bring a red object from home.

Before playing the video for students, explain that children celebrate the Chinese New Year all over the world.

Play the video *Let's Celebrate Chinese New Year* for students, starting at 1:10.

Ask students:

- What does the family do before the New Year? Why?
 - » The family cleans the house before the New Year to get rid of all the bad things and welcome the New Year.
- Why are the decorations and signs always red?
 - » The decorations and signs are always red for good luck.
- Why do people wear new clothes on New Year's Day?
 - » People wear new clothes on New Year's Day to symbolize a fresh start.



Make a Chinese Dragon

Activity Page

Materials Needed: sufficient copies of Chinese Dragon (AP 8.1); markers or crayons; straws or popsicle sticks; tape



AP 8.1

Tell students that they will be designing and creating their own Chinese dragon parade decorations. Have students look at the images in Chapter 8. What colors do they notice? (Students should note how common the color red is in these images. Help students remember that red is the color of good luck in Chinese culture.)

Then have students work independently to color their own Chinese dragon on AP 8.1, using the colors in Chapter 8 as their inspiration. Provide straws or popsicle sticks, and have students cut out their dragons and tape them to the straws or sticks.

Then stage a Chinese New Year's Day parade in the classroom or outside, where students can carry and display their dragons.



What's Your Animal?

Materials Needed: paper; crayons, pens, or colored pencils

Tell students they will be learning about the animal years of the Chinese calendar and what animal belongs to their year of birth.

Here are the animal years in the Chinese calendar:

Animal	Years
Pig	2007 2019
Rat	2008 2020
Ox	2009 2021
Tiger	2010 2022
Rabbit	2011 2023
Dragon	2012 2024
Snake	2013 2025
Horse	2014 2026
Sheep	2015 2027
Monkey	2016 2028
Rooster	2017 2029
Dog	2018 2030

Ask students what year(s) they were born, and tell them their animal(s). Ask students whether they think they are like their animal.

Have students write their birth date and their animal's name on a sheet of paper and then draw a picture of themselves exhibiting a trait of that animal. For example, if they were born in the year of the ox, they might show themselves being strong.

Teacher Resources

Culminating Activity: *Ancient China*

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- My Book About Ancient China 61

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Answer Key: *Ancient China*—Unit Assessment 97

Culminating Activity: Ancient China

Song Review of Ancient China

Materials Needed: internet access; capability to display the video or project the sound

 **Background for Teachers:** This activity is based on a song, which you should preview before class. “Hey There Ancient China” reviews many of the ideas from the unit, but it also includes some information that was not covered that students are not expected to learn, such as the invention of kites and compasses and the word *dynasty*.

Use this link to download the CKHG Online Resources for this unit, where the specific link to the song may be found:

www.coreknowledge.org/ckhg-online-resources

Tell students that you are going to review what they learned about ancient China, starting with a song accompanied by a video. Ask students to listen and watch carefully to see if they recognize places, people, or things that they have been learning about in this unit. Play “Hey There Ancient China” from start to finish without interruption, encouraging students to clap along to the beat.

Play the song a second time, pausing periodically to discuss images and lyrics that students have learned about. Explain the following terms as they occur, by pausing the song:

- **compass:** a tool that is used to find direction
- **dynasty:** a family of rulers who rule a place for a long time

After playing the song, ask students to share what they remember about the following terms:

- **characters**
- **calligraphy**
- **fireworks**
- **silk**
- **silkworm**
- **the Great Wall**

CHALLENGE—Invite students to work in pairs or small groups to compose an additional verse of the song about something in the unit that was not covered in the video, such as China’s rivers, Confucius, or the Chinese New Year.

My Book About Ancient China

Materials Needed: sufficient copies of My Book About Ancient China; crayons for each student; stapler

Note to Teacher: To save instructional time, you may want to preassemble and staple a book for each student prior to class.

Distribute a copy of My Book About Ancient China and crayons to each student. Explain that this is a mini-book version of the Student Book that students have been using in class.

Tell students that they will have a chance to personalize the cover of the book by writing their name and drawing a picture on the cover. Ask students to think about the different things that they have learned about ancient China that they might draw on the cover. Prompt students (if needed) to consider drawing any of the following images:

- the Huang He or Yangtze River
- the Grand Canal
- the Great Wall
- Chinese writing
- a silkworm
- porcelain
- fireworks
- a Chinese dragon

Allow students approximately ten to fifteen minutes to draw their cover.

Then divide students into eight groups. Assign one chapter to each group of students, telling students that, with the members of their group, they should look at just their chapter images and quietly talk about what is depicted, as well as about any information they heard read aloud.

Tell students that they will have about five minutes to talk to one another in a small group and then you will call the entire class back together, asking one member from each group to explain their chapter to the rest of the class.

All students should follow along in their own book as the images and pages for each chapter are discussed. Prompt and elaborate on what students say about each chapter to make sure the following points are made:

Chapter 1

- The two most important rivers in China are the Huang He (or Yellow River) and the Yangtze.
- The Huang He and Yangtze are connected by the Grand Canal.
- Sometimes the Huang He flooded. The floodwaters made the soil rich for farming.
- The rivers provided water for drinking and farming. Boats could also take people and food on the rivers to different cities in China.

Chapter 2

- The Chinese respect and honor their ancestors.
- During the Qingming Festival, Chinese families visit the graves of their ancestors and offer gifts of food and flowers.
- During the Hungry Ghost Festival, people put out food for unloved, angry ghosts.

Chapter 3

- A teacher named Confucius wanted people to be kinder to one another so that there wouldn't be so many wars.
- Confucius said that people should show their virtue by behaving nicely.
- Confucius believed that everyone in China was one big family.
- People who wanted to work in the government had to pass a test about Confucius's ideas to get a job in the government.

Chapter 4

- The Great Wall separated China from the nomads in the north of China.
- The Great Wall was started by China's first emperor, Emperor Qin.

Chapter 5

- Emperor Qin wanted one style of writing to help bring Chinese people together.
- Chinese is the oldest written language still used today.
- The Chinese language is written in pictures called characters.
- Chinese can be written across the page or down the page.

Chapter 6

- Paper was first made in ancient China.
- People in ancient China used paper money.
- Woodblock printing was invented in ancient China.
- Gunpowder was used to create the first fireworks.
- Porcelain was invented in China.

Chapter 7

- According to a folktale, silk was discovered when a cocoon fell into a queen's teacup.
- Silk is made from cocoons created by caterpillars called silkworms. Silkworms only eat fresh mulberry leaves. Cocoons are put in steam or hot water to loosen the threads. Silk is woven from the threads.
- The Chinese worked hard to keep the process of silk making a secret.
- The Silk Road was the main road that people traveled on from Europe to China to buy silk.

Chapter 8

- New Year's Eve is a time to wish for good luck. People clean and put out red decorations and eat special foods.
- On New Year's Eve, people set off fireworks, often stay up all night, and give presents of "lucky money" to children.
- On New Year's Day, there is a parade with a dragon.

Tell students that they may take their book home. Encourage students to talk about the book at home with their family in the same way that they have in class.

**My Book
About
Ancient China**

by _____

China's Great Rivers

If you could travel across China, you would see that it is a land of flat plains, rich farmland, high mountains, and hot deserts.



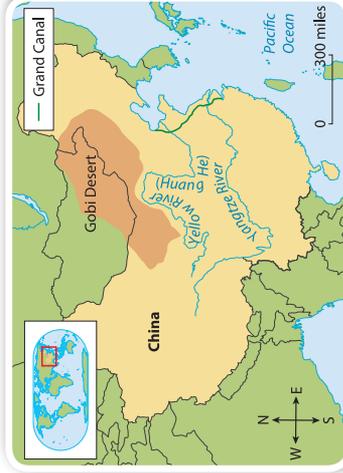
Across part of this vast land flows the second longest river in Asia—the mighty Huang He. The Huang He is yellow in color because of the silt the river water carries with it. *Huang He* means “Yellow River.”



The Huang He begins high in the mountains and flows 3,400 miles across the land until it reaches the Pacific Ocean. Until quite recently, the Huang He often flooded farmland near its banks. The river water covered land that was usually dry, bringing with it silt that helped the crops to grow. Too much floodwater, though, was a bad thing!

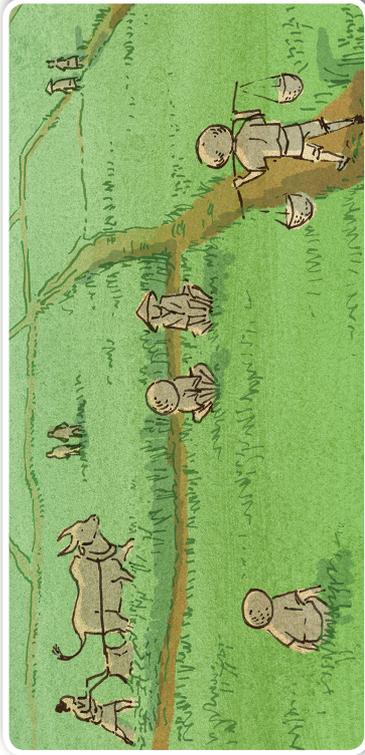


The Yangtze River is 3,915 miles long. It, too, begins high in the mountains and brings water to farmers. The Yangtze River is the longest river in Asia. The Yangtze River is so large and fast that it carries most of its silt out to sea.



But what have these rivers got to do with ancient China? Well, like many early civilizations that began near rivers, an ancient Chinese civilization grew first along the banks of the Huang He. The civilization developed because farmers there were able to grow more and more crops on the rich farmland.

More crops meant that more people could be fed, and over time the population increased.



How do we know about a civilization that began over four thousand years ago? Archaeologists spend time digging up the past. This pot is thousands of years old and was found in an area along the Huang He. Over time, other civilizations and kingdoms developed all across ancient China.



Not only were these rivers good for farming, but riverboats carrying important people, as well as food, traveled along the Huang and Yangtze Rivers.



Then, about fourteen hundred years ago, people began building a human-made waterway, called a canal, to connect the two rivers, and therefore other parts of China. This oldest, and longest, human-made waterway was used to transport food to the cities of ancient China. It earned the name the Grand Canal.



Family and Ancestors

In ancient China, every family member had a job to do. But the head of the family had the job of looking after the farm or business and taking care of the entire family. Important decisions, such as whom someone would marry or what job someone would do, were made by the head of the family.



6

Taking care of the family also included honoring the ancestors—the family members who had died. In ancient China, people honored their ancestors by continuing to treat them like part of the family. They talked to them and told them about important events. They brought them gifts and carved their names on little wooden blocks. Many of these things are still done today!



7

The Qingming Festival is an ancient celebration held in honor of all ancestors. Traditionally, people visited their ancestors' graves and brought gifts of food and flowers. People still do this today. The Qingming Festival is also a celebration of spring. In fact, *Qingming* means "clear and bright," like a beautiful spring day.



Another traditional festival that is held in honor of the ancestors is the Hungry Ghost Festival. The Hungry Ghost Festival happens each year in August, especially in the southern part of China. During this festival, unloved ancestors, or angry ghosts, are offered food so that they will not be hungry—or angry! Here you can see a painting from long ago that shows the angry ghosts being fed.



8

CHAPTER 3

The Teachings of Confucius

Before China was one country, it was made up of different states, or kingdoms—each with a different ruler. The rulers often fought with one another. A man named Confucius spoke out against this fighting. Confucius said that if people were kinder, there would be fewer wars. Confucius said that people could change their ways. He became a teacher and traveled throughout China. Many people listened to his teachings and called him Master.



9

Confucius taught his followers many things. He said that goodness, or virtue, is shown by how people act. He also said that every person can be a prince by acting like one, even if he is not really the son of a king. And he said a king only deserves his job if he is kind to the people he rules.



10

Confucius taught that family should be very important in a person's life. He said that families are special because they last across time—from parents and grandparents, to children and their children. He believed the people of China were one big family. Confucius wanted the rulers to act like thoughtful parents.



11

Eventually, the rulers of ancient China decided that people who had studied Confucius's teachings would make the most honest and reliable members of the government. They decided that anyone who wanted to work for the government had to pass a test on the teachings of Confucius.



12

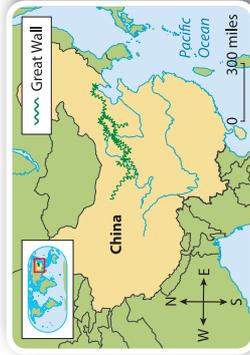
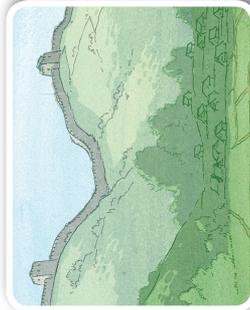
CHAPTER 4

The Great Wall of China

Long ago, nomads lived in the lands outside of ancient China. They lived by hunting and herding animals. Nomads moved from place to place, looking for good areas to feed their sheep or goats.



The Chinese people did not want the nomads on their land. They did not like that the nomads did not settle in one place and that they lived without a government. And so a great stone wall was built across part of China to keep them out. This wall was called the Great Wall! Can you see the route of the Great Wall on the map?



13

The building of the Great Wall began under Emperor Qin. Emperor Qin was the very first emperor of China. He was a powerful leader who defeated the rulers of many kingdoms. He took their land and made China larger. To help protect the people and the farmland, Emperor Qin ordered that a long wall be built on the northern border of China.



Millions of people worked on building the Great Wall. Workers had to stack large, heavy stones to build a wall that is at least three stories high! It took many, many years to complete just part of the Great Wall. Lots of people died building it. Today the wall is about 5,500 miles long.

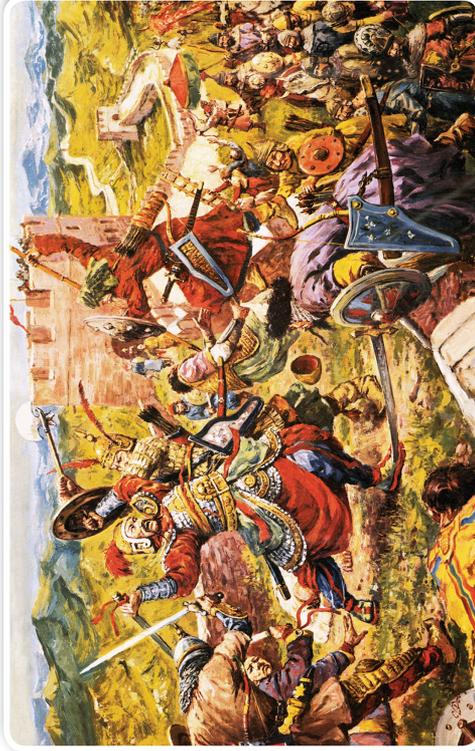


14

The Great Wall was built to keep the Chinese people safe from the nomads and other invaders. It also helped to protect the rich fields where valuable wheat and rice crops grew. Soldiers stood guard along the wall and in the watchtowers at all times.



Even so, nomads did still try to raid their rich and powerful Chinese neighbors. Sometimes they succeeded, and some even became rulers of China. But they always ended up following the Chinese way of life. Throughout China's long history, many battles were fought along the Great Wall.

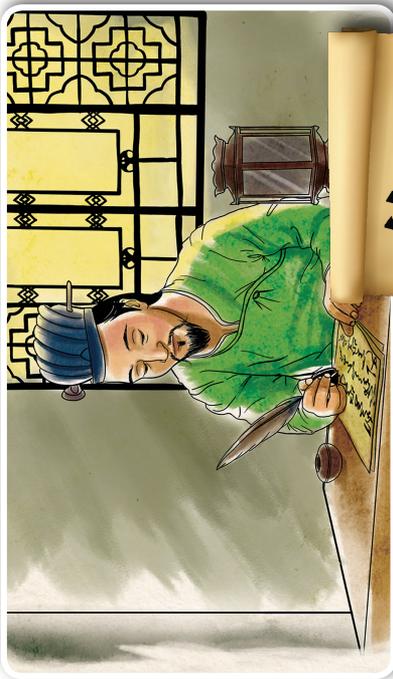


15

CHAPTER 5

Writing the Chinese Language

You have already heard that Emperor Qin wanted a great wall across parts of China. But he also wanted there to be one style of writing in all of China. He believed that this would help to unite the people.



Emperor Qin asked a man named Li Si to create this new style of writing. In China today, everyone uses what Li Si created. It is, in fact, the oldest written language still used in the world.

16

Instead of using letters to spell words, Chinese people have a different picture for each whole word. These pictures are called characters, and they sometimes look like the words they stand for. The Chinese written characters for blossom and plum are shown here.



17

Why might learning to write Chinese words be more difficult than learning to write English words? Well, children in China have to learn new characters for every word—and there are thousands of words. We learn the twenty-six letters that make up the English alphabet, and with them, we can write every word in English. Which one sounds easier to you?



In China, people can write their characters across the page or down the page. Chinese writers begin by imagining there is a small square on the page. Inside the lines of the imaginary square, they carefully draw the characters. A character is made up of a certain number of lines, or strokes.

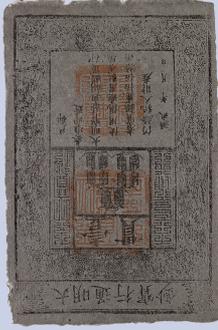


18

CHAPTER 6

Chinese Inventions

Look at your book. What is it made of? It's made of paper. Think about all the times today you have seen or used something made of paper. A long time ago, in ancient China, people learned to make paper. They were the first people to do so, and they were the first to make and use paper money.



Early paper was made by mashing up rags, old rope, the bark of trees, and water. This mixture was then flattened and dried.

Paper became easy and cheap to make, and many things could be made from paper!

19

Imagine that every book in the world had to be made by hand, with someone writing every word on every page. For a long time, even for hundreds of years after the invention of paper, books were actually made this way.

Then, in ancient China, people came up with an easier way to make books. They developed an early form of printing. They made small blocks of wood and carved, or cut, a character on each block. They put the small blocks together. Then they put ink on the blocks. When paper was pressed on the blocks, a page of printed words appeared in seconds. The blocks could be put together in different ways to make other pages.



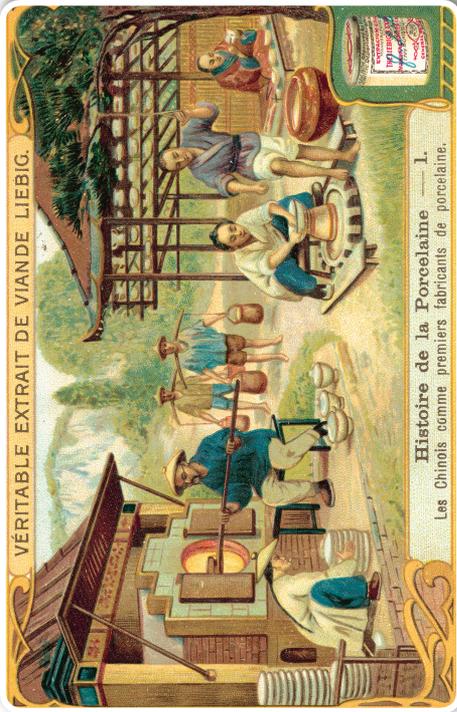
In America, fireworks light up the night sky on the Fourth of July each year. But did you know that fireworks were actually invented in ancient China?



One day, a very long time ago in ancient China, an experiment went wrong. As a result, a gray powder, called gunpowder, was invented. Gunpowder exploded when lit. People began to add ingredients to the gunpowder so that the explosions would be colorful. Today we call these explosions fireworks!



Many hundreds of years ago, the Chinese learned how to make porcelain. Porcelain is made from special white clay instead of the usual brown clay. Clay is a sticky, muddy substance that comes from the earth and is used to make pots, cups, plates, and other things.



The Chinese used porcelain to make beautiful, delicate dishes. These dishes were nicer and more valuable than the ones made from brown clay. Porcelain is often called china in English. Can you guess why?



Beautiful Silk

An old folktale tells us that thousands of years ago, a queen named Si Ling-chi was sitting in the garden of her royal palace. The queen was drinking tea and watching little caterpillars spin, or make their cocoons, in some mulberry trees. Suddenly one of the cocoons fell into her teacup!



Si Ling-chi watched the cocoon floating in her tea. She saw that a tiny thread had come loose from the cocoon. She pulled on it and was amazed to find that the cocoon was made from one very long thread. This was a silk thread. As the story goes, Queen Si Ling-chi learned to spin silk thread, which she used to make beautiful cloth.

The making of silk became a closely guarded secret. In fact, in China, you could be killed if you ever told a foreigner the secret of how silk was made. The reason for this was that silk could make people a lot of money.

The Chinese wanted to be able to sell their silk to foreigners. Beautiful silk robes were made for the rich and powerful, including the rulers of China. Chinese rulers often wore the color yellow.



24



So many people went to China to buy silk that the main road from Europe to China became known as the Silk Road. There were many dangers on the Silk Road, including bandits and miles of hot, dry desert. But silk was so desired that people were willing to travel a long way to get it.

25

The Chinese New Year

The Chinese New Year is the most important of all the Chinese celebrations. The celebration lasts for two weeks. This celebration goes back hundreds of years.



People everywhere fill their homes and streets with bright red decorations. Red is the color of good fortune and happiness.

Special wishes for the New Year are often written on the decorations. And food is an important part of the two-week celebration too. The food that is eaten is meant to bring good luck!



You may be wondering exactly how silk is made. Well, some of what's involved in making it is the same now as it was thousands of years ago. To begin with, you need silkworms. Silkworms are fussy. They must have mulberry leaves to eat.



After munching on mulberry leaves for about forty-five days, the silkworms spin their cocoons. They spend three or four days making a single thread.



When the cocoons are ready, silk makers put the cocoons in steam or hot water to loosen the ends of the thread.



The thread from just one cocoon might be three thousand feet long—more than half a mile! The thread is used to make many things, including beautiful silk cloth.



After a New Year's Eve dinner that includes lots and lots of food, families spend time together playing games and talking. They often stay up all night.



At midnight, fireworks light up the sky. In the morning, Chinese children are excited because they get presents. Their parents give them little packages of "lucky money" wrapped in red paper. The rest of the day, people visit relatives, friends, and neighbors and wish one another good luck. And the present giving lasts for the next five to seven days!



28

The New Year's Day parade is a part of the celebrations. The star of the parade is the Chinese dragon. People carry a large, colorful dragon through the streets and they perform a dragon dance. But the Chinese dragon is not like other dragons. It has a camel head, tiger paws, and eagle claws. It blows steam instead of fire. That's because the ancient Chinese believed that dragons controlled the rains.



29

Unit Assessment Questions: Ancient China

Make sufficient copies of the Student Answer Sheet for each student; see pages 81–84 of this Teacher Guide. Read each question or sentence below aloud with the answer choices. Instruct students to point to each picture on the answer sheet as you read the choice aloud. Reread the question or sentence and answer choices aloud a second time, and tell students to circle the picture that shows the correct answer.

1. The Huang He and the Yangtze are two important _____.
 - a) lakes
 - b) mountains
 - c) rivers
2. The person who said that virtue is important was _____.
 - a) Confucius
 - b) Emperor Qin
 - c) Queen Si Ling-chi
3. One way that Chinese people honor their ancestors is by _____.
 - a) setting off fireworks
 - b) leaving gifts of food
 - c) giving money in red envelopes
4. The structure that was built to keep nomads out of China was _____.
 - a) the Great Pyramid
 - b) the Grand Canal
 - c) the Great Wall of China
5. The Chinese language is written using _____.
 - a) hieroglyphs
 - b) characters
 - c) letters
6. The Chinese invented _____.
 - a) telephones
 - b) computers
 - c) paper
7. Porcelain is _____.
 - a) delicate china made with white clay
 - b) a way to print using movable wood blocks
 - c) something used to make fireworks

8. Silk is made by _____.
- a) camels
 - b) caterpillars
 - c) dragons
9. The main road from Europe to China was called the _____.
- a) Road of the Great Wall
 - b) Silk Road
 - c) Huang He
10. The animal that is important in the Chinese New Year is the _____.
- a) panda
 - b) dragon
 - c) silkworm

Name _____

Date _____

Unit Assessment Student Answer Sheet: *Ancient China*

1.



b.



c.



2.



b.



c.



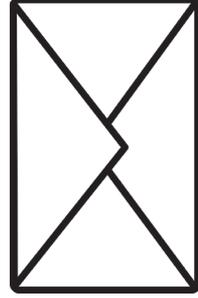
3.



b.



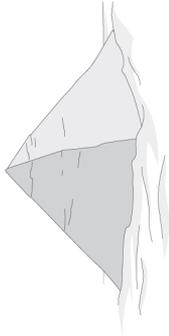
c.



Unit Assessment Student Answer Sheet: Ancient China

4.

a.



b.



c.



5.

a.



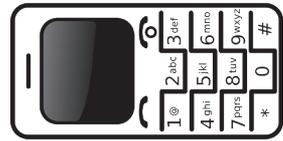
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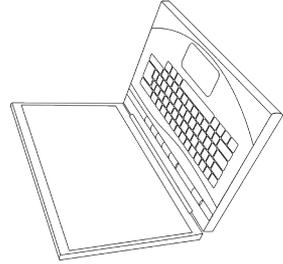
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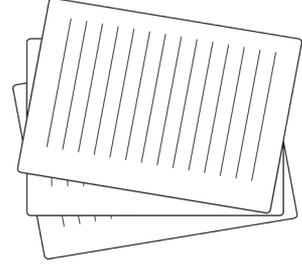
a.



b.



c.

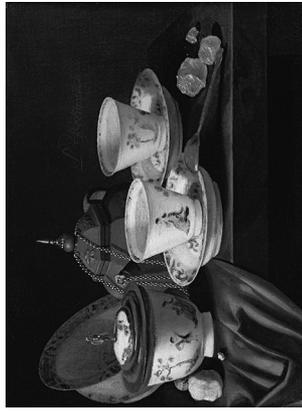


Name _____

Date _____

Unit Assessment Student Answer Sheet: *Ancient China*

7.



a.



b.



c.

8.



a.



b.



c.

9.



a.



b.



c.

Name _____

Date _____

Unit Assessment Student Answer Sheet: *Ancient China*

10.



b.



c.



Performance Task: *Ancient China*

Materials Needed: four blank 5" × 8" index cards per student; pencils; assorted thin-tipped colored markers; individual student copies of *Ancient China Student Book*

Teacher Directions: In this unit, students learned about ancient China—the importance of the Huang He, the Yangtze River, the Grand Canal, and the Great Wall. They learned about Confucius and Emperor Qin. They learned about Chinese inventions—paper, silk, fireworks, woodblock printing, porcelain, and silk—and about Chinese traditions that honor ancestors and celebrate holidays such as the Chinese New Year.

Have students reflect back on what they learned during this unit by flipping through the pages of the Student Book. Tell students to imagine they are traveling back in time to visit ancient China. They will share the sights, sounds, and smells of this ancient, foreign land with their friends and family back home by creating four different postcards on 5" × 8" index cards. Remind students that postcards are like condensed versions of large travel posters. The postcards should show the most important or most interesting details about ancient China. Students should identify in their postcards the aspects of ancient China that make it the most exciting place to visit and learn about.

Have students draw images of ancient China on one side of the card and dictate a brief message about ancient China for the other side.

Note to Teacher: We suggest that you allocate two instructional periods for the completion of this performance-based assessment. Students will work at different paces. The teacher should circulate throughout the room and be available to discuss each card and take dictation as individual students finish each postcard.

Prompt each student to talk about his or her drawing by saying, "Tell me about what you drew and what it tells about life in ancient China." It is not necessary for the teacher to write verbatim what the student says, but rather to capture bullet points that can later be used with the Performance Assessment Rubric that follows.

Performance Task Scoring Rubric

Note to Teacher: Students should be evaluated on the basis of their postcard drawings, along with what they say they have drawn and why, using the rubric.

Above Average	<p>Response is accurate and detailed. Student demonstrates strong understanding of ancient China, identifying four or more of the following details in drawing and/or dictation:</p> <ul style="list-style-type: none">• the Huang He and the Yangtze River• the flooding of the Huang He• the Grand Canal• the building of the Great Wall• the teachings of Confucius about virtue and treating others with kindness• the use of tests about the teachings of Confucius for government workers• the use of characters instead of letters in written Chinese• the honoring of ancestors with flowers, gifts, and wooden tiles• the celebration of ancestors in the Qingming Festival and the Hungry Ghost Festival• the invention of paper, woodblock printing, fireworks, and/or porcelain• the discovery of silk• the Silk Road• New Year's celebrations such as red decorations, family dinners, gift giving, and fireworks• red as the color of good luck• the New Year's Day parade with a dragon
Average	<p>Response is mostly accurate and somewhat detailed. Student demonstrates solid understanding of ancient China, noting three of the details listed above.</p>
Adequate	<p>Response is mostly accurate but lacks detail. Student demonstrates a very basic understanding of ancient China, noting two of the details listed above.</p>
Inadequate	<p>Response is incomplete and demonstrates a minimal understanding of the content in the unit, noting only one of the details listed above.</p>

Directions for Making the Time Traveler Passport

If this is the first Grade 2 CKHG unit you have completed with your students, please download and print the Grade 2 Time Traveler Passport. Use this link to download the CKHG Online Resources for this unit, where the specific link to the passport PDF may be found:

www.coreknowledge.org/ckhg-online-resources

To save instructional time, prepare a passport for each student in advance. Download and print the Passport PDF pages. Photocopy the pages back to back, according to the specifications on your printer. Staple pages together.



Introducing the Time Traveler Passport to Students

Materials Needed: sufficient folded copies of Grade 2 Time Traveler Passport for students; pencils; glue sticks; thin-tipped markers*; an actual passport if available

Use this link to download and print the CKHG Online Resources for this unit, where the specific link to the Time Traveler Passport may be found:

www.coreknowledge.org/ckhg-online-resources

*If you prefer, you may take a photograph of each student and print a small copy to distribute to students, instead of having them use the markers to draw a picture of themselves.

Tell students that when people travel, especially to countries outside of the United States, they bring a little booklet with them that is called a passport.

Show students an actual passport, if available, as you continue to explain that a passport has many pages inside. On the first page, there is usually a photograph of the person to whom the passport belongs, as well as personal identification information, such as when the person was born and where the person lives. Explain that as people visit each new place/country, they show the page with their identification information to an official and then receive a stamp in their passport to show that they have visited that place.

Explain to students that today they are going to make a pretend passport that they will use as they “time travel” to different places and times in history. Distribute materials to each student. Examine and discuss the cover the passport.

Have students turn to the first page inside, and tell them that this page has space for their own personal identification information. Explain each portion of this page, guiding students in personalizing their passport by either drawing a picture of themselves or gluing a photograph in the designated space. Guide students in completing the remaining information, such as their name, date of birth, and other information.

SUPPORT—Provide prompts for students as needed by writing examples of their correct date of birth and how to spell the name of their town, state, country, and continent.

Next, have students examine the remaining passport pages as you read the titles at the top of each page. Explain that each page lists the name of one of the places they will visit as they use the Grade 2 CKHG materials this year. Tell students that once they finish each unit, they will have a chance to place small pictures of the place they visited in their passport as a reminder or souvenir of each place they have visited.

Collect all passports and keep them in a safe place until you are ready to have students complete the passport page for their unit.

Time Traveler Passport Activity for *Ancient China*

Materials Needed: personalized copies of Grade 2 Time Traveler Passport for each student; sufficient copies of the Ancient China Passport Images; pencils; glue sticks for each student

Note to Teacher: Please download and print the Ancient China Passport Images. Use this link to download and print the CKHG Online Resources for this unit, where the specific link to the Ancient China Passport Images may be found:

www.coreknowledge.org/ckhg-online-resources

You will need to print sufficient copies of each page and then cut the images apart on the dotted lines prior to class.

Tell students that today they will each complete the page in their passport that is about Ancient China. Ask students to turn to page 3 in their passports.

Show students the individual Ancient China Passport Images, and ask students to name or describe each image. Explain that you will give each student a copy of every image. Direct students to use their glue sticks to carefully glue each image onto the Ancient China page of the passport in whatever order they would like.

As students finish, encourage them to share their passport with a partner, showing and describing the images on the Ancient China page and what they represent. Suggest students talk to one another about what they saw and what they liked best about their time travel to ancient China.

If time permits, encourage partners to look back at the images on the passport page for *Ancient India* to discuss similarities and differences between the ancient civilizations of India and China.

Activity Page 1.1

Use with Chapter 1

Letter to Family

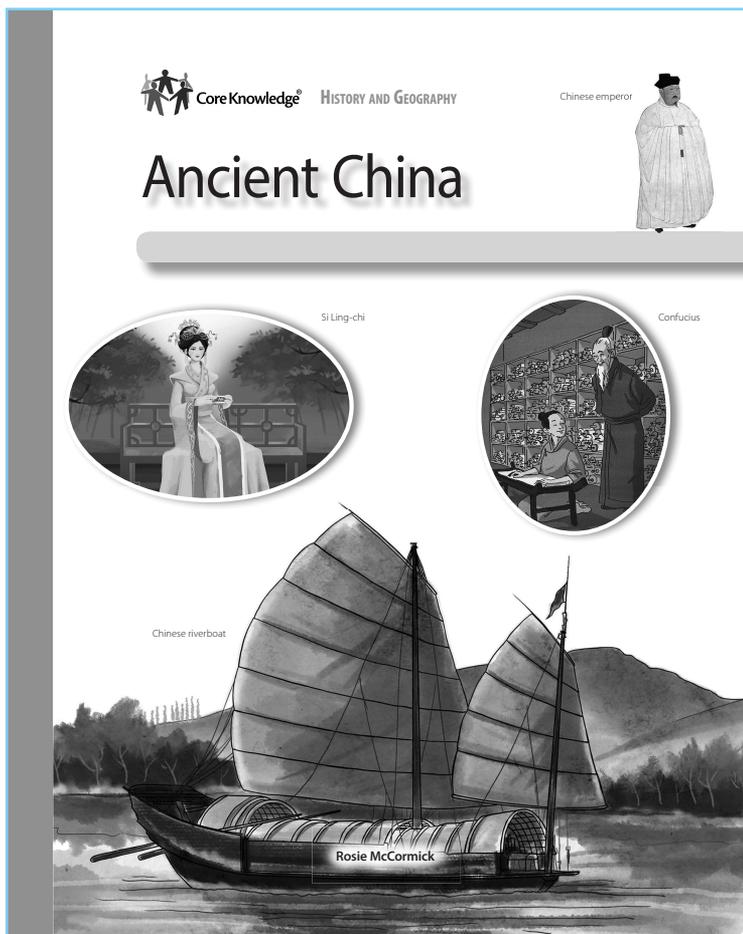
During the next few weeks, your child will be learning about the geography and civilization of ancient China. Students will hear stories about the ordinary people who lived in ancient China, as well as about their emperors. They will learn specifically about the first emperor of China, Qin Shihuangdi, and about Confucius, an important teacher in Chinese history.

They will also learn about Chinese inventions and Chinese culture. In order to fully understand Chinese culture, students will also learn about the role of ancestors in Chinese beliefs and practices.

These beliefs and practices are presented as historical and cultural information in an age-appropriate way rather than in a manner that suggests the value or correctness of any particular set of beliefs. The goal is to build knowledge about life in ancient times and to foster understanding and respect for practices and beliefs that may be different from those with which students are familiar.

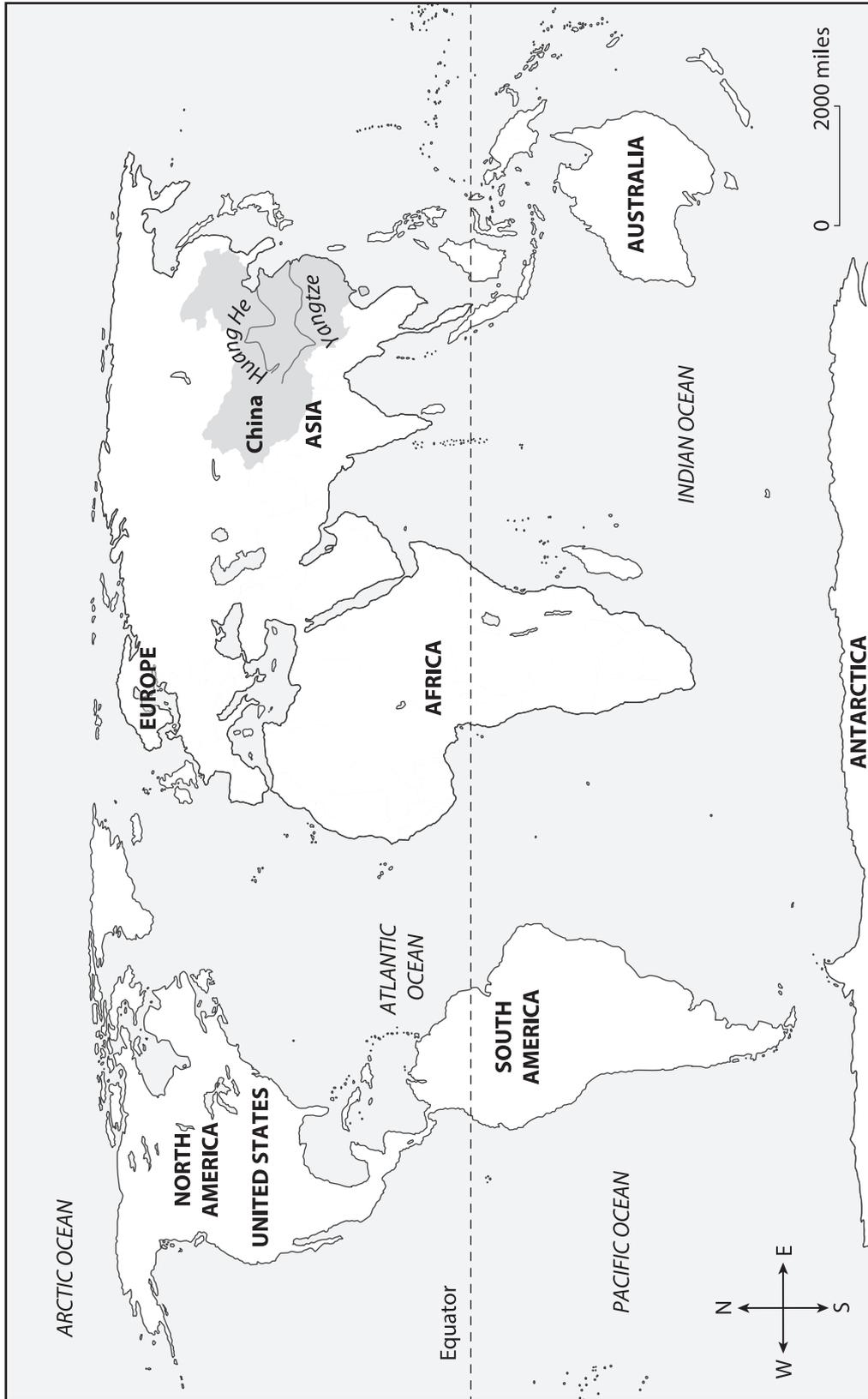
Sometimes students have questions about how the beliefs or practices they are learning about relate to themselves and their own experiences. In such instances, we will encourage each student to discuss such topics with you. We recognize that the best place to find answers to those types of questions is with your family and the adults at home.

Please let us know if you have any questions.



Name _____ Date _____

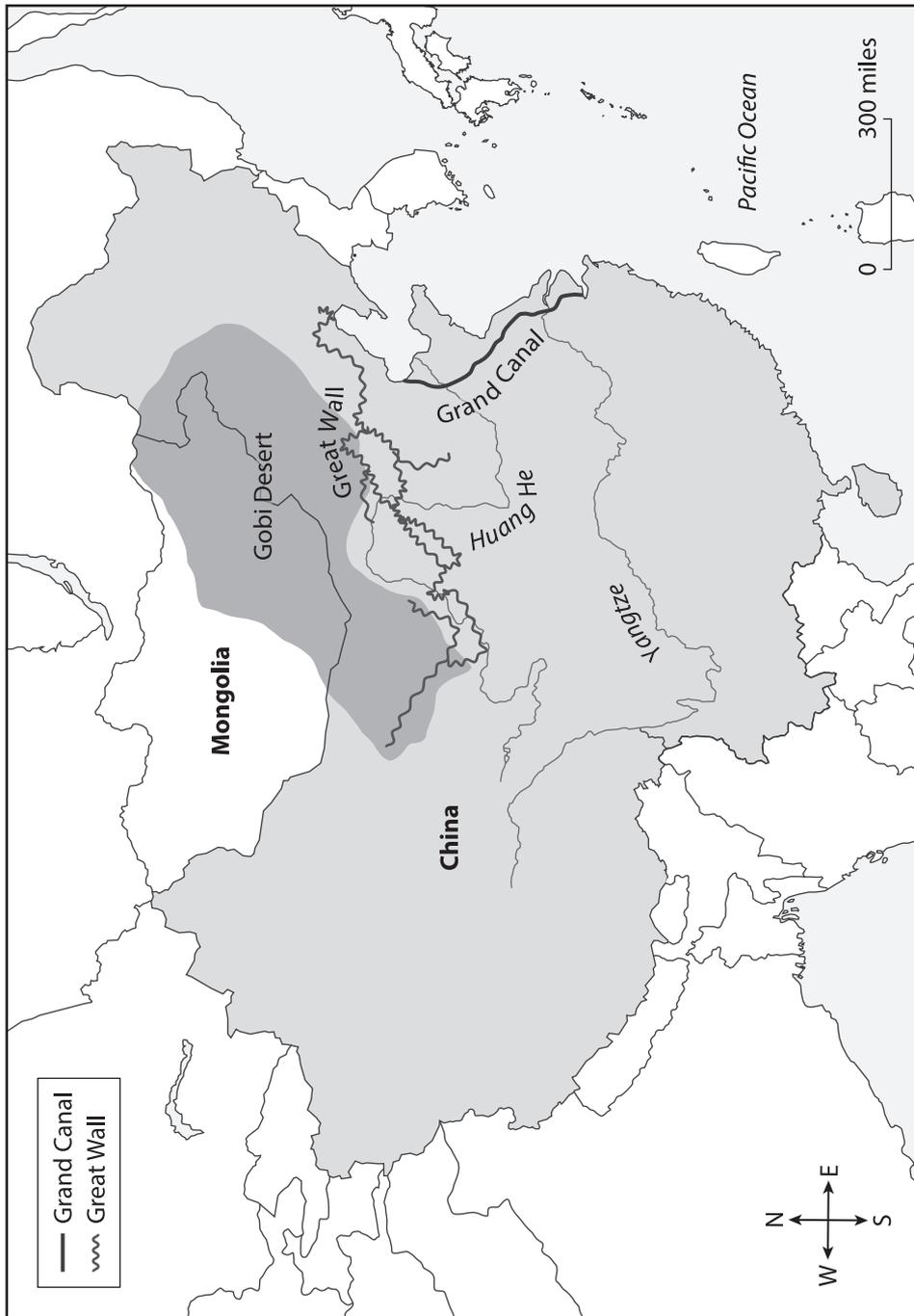
World Map



Name _____

Date _____

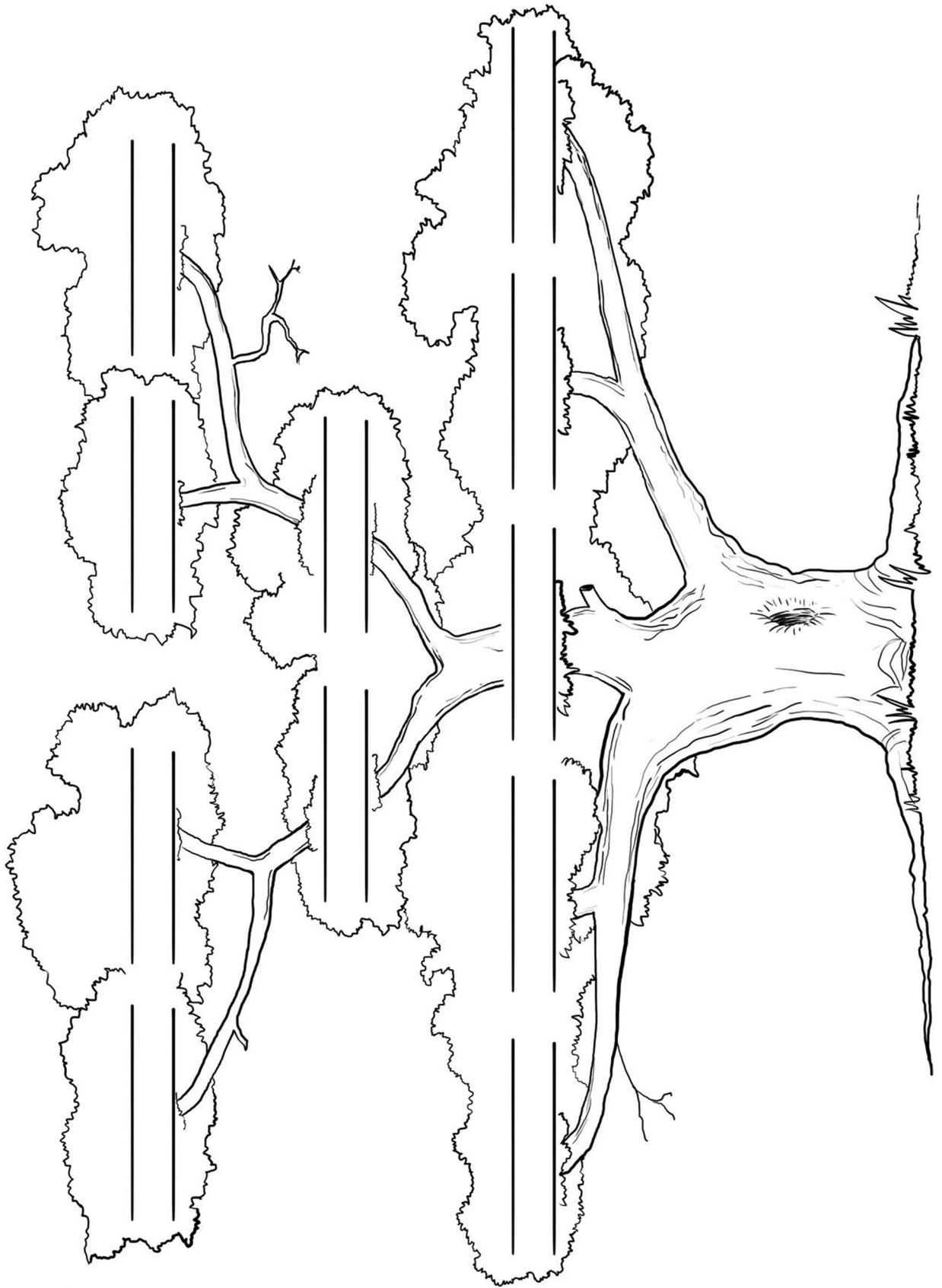
Map of China



Name _____

Date _____

Family Tree



Name _____

Date _____

Activity Page 5.1

Use with Chapter 5

Chinese Characters

water

水

table

桌子

flower

花

today

今天

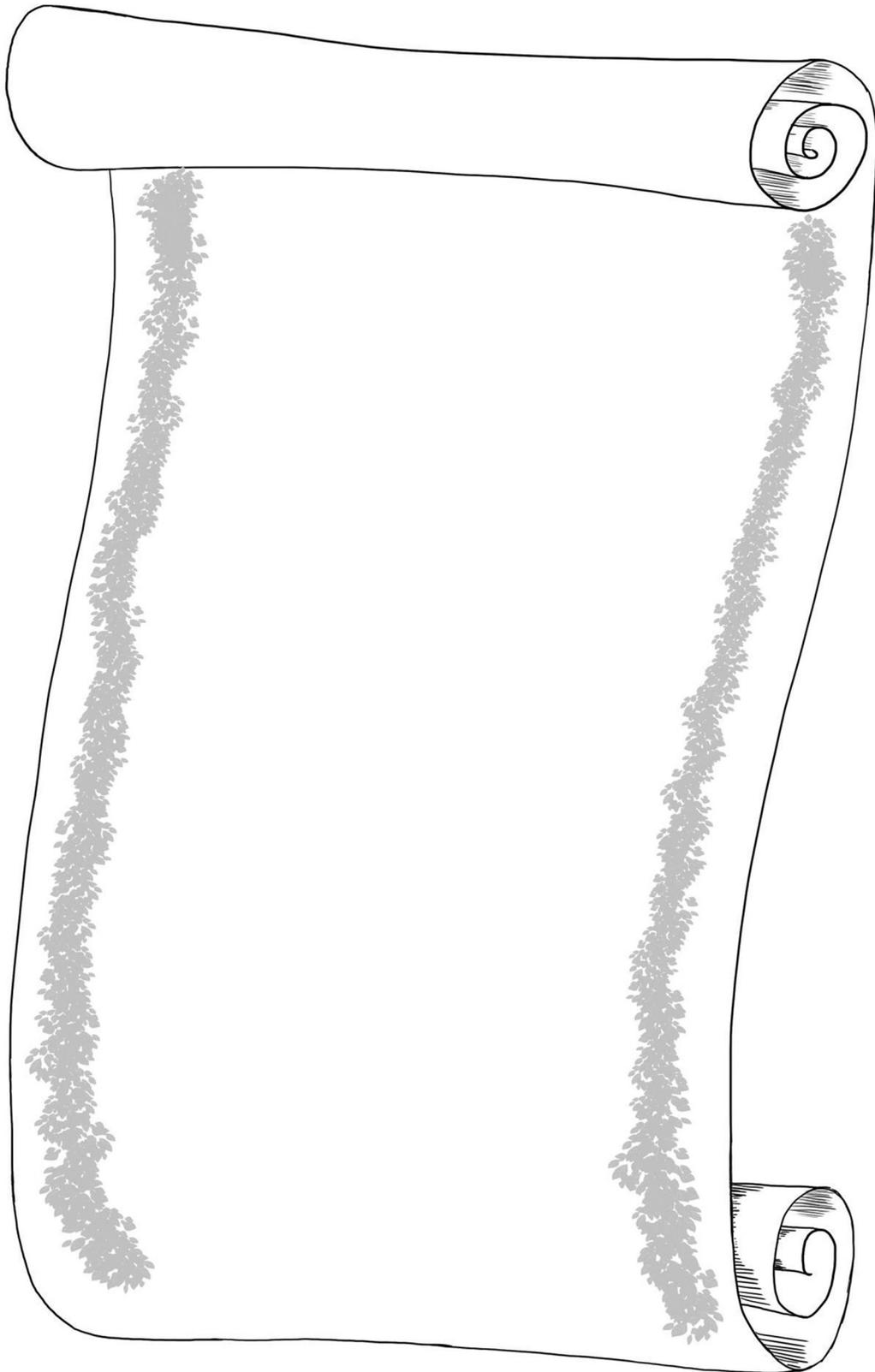
Name _____

Date _____

Activity Page 5.2

Use with Chapter 5

Chinese Scroll



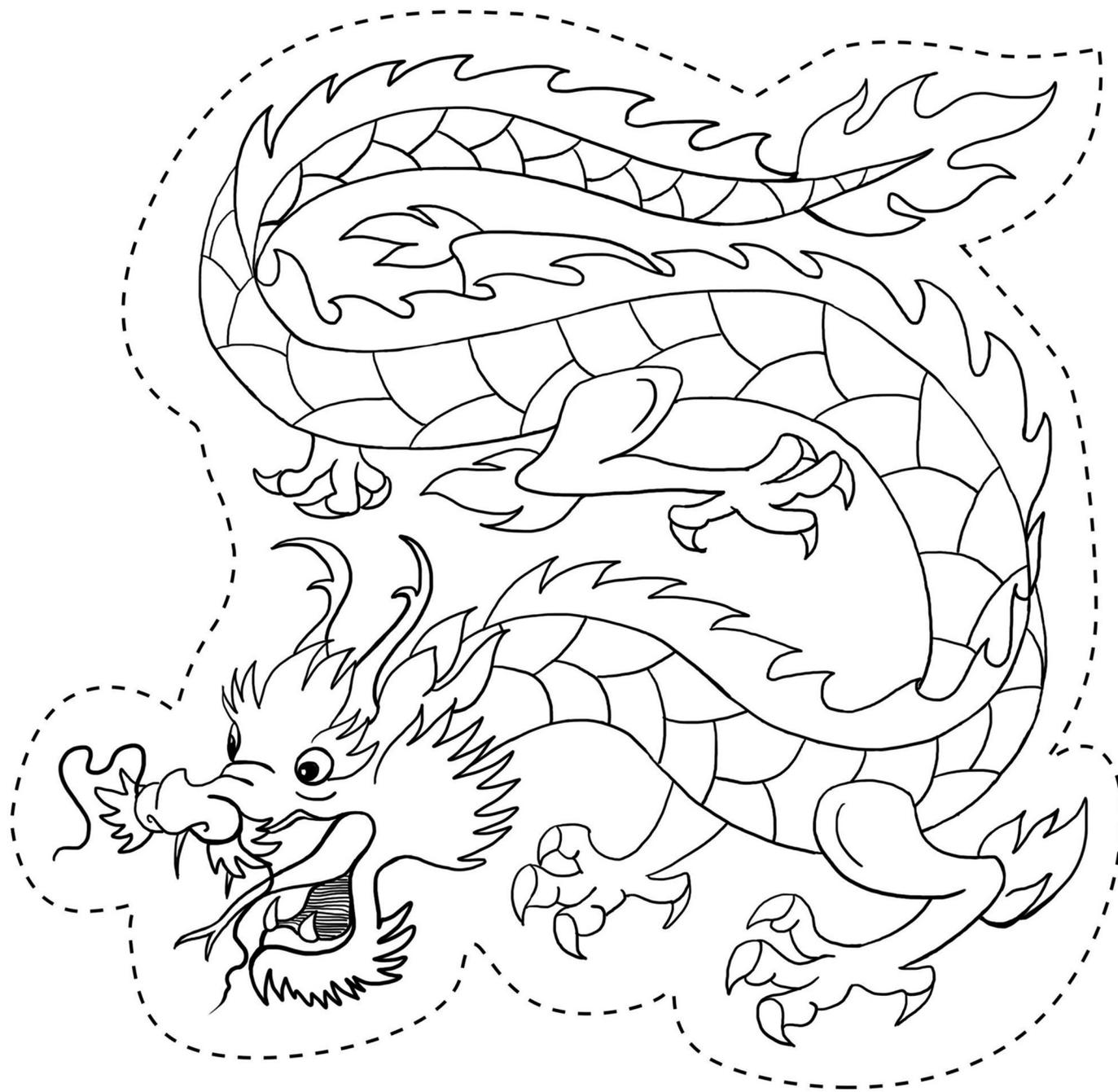
Name _____

Date _____

Activity Page 8.1

Use with Chapter 8

Chinese Dragon



Answer Key: Ancient China

Unit Assessment (pages 79–80)

1. c 2. a 3. b 4. c 5. b 6. c 7. a 8. b 9. b 10. b



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Boy with school books in rural Chinese village, Yinchuan, Ningxia Autonomous Region, China (photo) / Photo © Alain Le Garsmeur / Bridgeman Images: 14b, 65b

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Clker-Free-Vector-Images / Pixabay: 81i, 82h, 82i

Court Ladies Preparing Newly Woven Silk: Women combing and spinning silk, Northern Song dynasty, early 12th century (detail) (ink, colour & gold on silk), Emperor Huizong (1082-1135) (attr. to) / Museum of Fine Arts, Boston, Massachusetts, USA / Special Chinese and Japanese Fund / Bridgeman Images: 49b, 75d, 81f

Hugues de Provence at his Desk, from the Cycle of 'Forty Illustrious Members of the Dominican Order' in the Chapterhouse 1342 (fresco), Tommaso da Modena (1325-76) / San Nicolo, Treviso, Italy / Bridgeman Images: 45a, 74a

Iberfoto / SuperStock: 44b, 73d

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Iraq: Merchants in a camel caravan. Reworked miniature from the 'Maqam' or 'Assembly' of Yahya ibn Mahmud al-Wasiti, 1237 CE / Pictures from History / Bridgeman Images: 51, 76b, 83d, 83h

Japan: Image from the Kyoto Ghosts Scroll which describes the realm of the hungry ghosts and how to placate them. Late 12th century. / Pictures from History / Bridgeman Images: 23b, 68b, 81h

Jed Henry: Cover C, 13c, 16a, 27, 28, 29, 30, 34a, 34b, 66a, 68c, 69a, 69b, 70a, 70b, 70c, 81d, 90c

John Warburton Lee / SuperStock: 55a, 77e

Judy Bellah / age fotostock / SuperStock: 57, 78c

Luis Fernando Dafos / age fotostock / SuperStock: 23a, 68a

Mongol soldiers breaking through the Great Wall of China, Doughty, C.L. (1913-85) / Private Collection / © Look and Learn / Bridgeman Images: 36b, 71d

Olena Siedykh / Alamy Stock Vector: 83c

OpenClipart-Vectors/Pixabay: 81b, 82g, 84a

Pietro Scozzari / age fotostock / SuperStock: 22b, 67c

Radius / SuperStock: 40a, 72c

Replica Banknote of China, Ming Dynasty, 1368-1644 (paper), Chinese School / Ashmolean Museum, University of Oxford, UK / Bridgeman Images: 44a, 73c

Robertharding / Alamy Stock Photo: 15a, 65e, 83i

Set of printing blocks (wood), Chinese School, (18th century) / Private Collection / Photo © Christie's Images / Bridgeman Images: 45b, 74b, 83b

Stock Connection / SuperStock: 44c, 56b, 73e, 78b, 81g

Sunrise on the Grand Canal of China (oil on canvas), Havell, William (1782-1857) / Private Collection / Photo © Sphinx Fine Art / Bridgeman Images: 17b, 66d, 82b

The cartouche of the king, from the Tomb of Horemheb (1323-1295 BC) New Kingdom (wall painting), Egyptian 18th Dynasty (c.1567-1320 BC) / Valley of the Kings, Thebes, Egypt / Bridgeman Images: 82d

The Chinese, first makers of porcelain (chromolitho), European School, (19th century) / Private Collection / © Look and Learn / Bridgeman Images: 47a, 75a

The Great Wall of China, Embleton, Ron (1930-88) / Private Collection / © Look and Learn / Bridgeman Images: i, iii, 36a, 71c, 82c, 83g

View Stock / SuperStock: 14c, 15b, 41a, 41b, 65c, 65f, 73a, 73b

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Woodblock print showing the activity of a Chinese household during a festival (woodblock print on paper), Chinese School / Private Collection / Photo © Luca Tettoni / Bridgeman Images: 21, 67a

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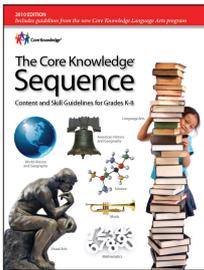
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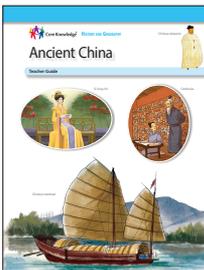
Ancient China

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