

China

West End Middle School

2008-2009 School Year

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West End Middle School is located in Nashville, Tennessee. There are approximately 400 students in grades 5-8 that will attend during the 2008-2009 school year. The middle school experience is a unique time that allows time for growth and development. West End's mission is to instill knowledge and skills for academic excellence through critical thinking, responsible decision-making, and respect for others and ourselves. All students can gain knowledge and skills that will promote their success in their lives. Our vision is that all members of the West End Middle School community will embrace its historic legacy and develop their individual talents as they participate in the local, national, and international community. In order for our students to achieve the vision, the teaching and learning must be effective and dynamic. In order to support our beliefs, we will foster a safe and comfortable environment for learning and, in accordance with school district goals, seek out professional development opportunities that utilize instructional methods and teaching strategies compatible with our students' learning styles and needs. Based upon these beliefs, I am honored to be able to incorporate the National Consortium for Teaching about Asia into my classroom and school.

In the 2008-2009 school year, all sixth grade students will participate in the Middle Years Programme which promotes the education of the whole child with an emphasis on developing skills, attitudes, and knowledge needed to participate in an increasingly global society. The International Baccalaureate Middle Years Programme (MYP) is designed to help students develop the knowledge, understanding, attitudes and skills necessary to participate actively and responsibly in a changing world. It is a programme of international education designed for students aged 11 to 16. This period, encompassing early puberty and mid-adolescence, is a particularly critical phase of personal and intellectual development and requires a programme that helps students participate actively and responsibly in a changing and increasingly

interrelated world. Learning how to learn and how to evaluate information critically is as important as learning facts.

I will be creating many activities and presenting lessons in lecture format on the studies of Ancient China. Students will take notes on the lessons and videos presented throughout the unit. Many of the lessons will be cross curricular. China will be studied from the beginning of the Shang Dynasty to the Ming Dynasty. I will organize continuous assessment over the course of the programme taking account of specified criteria that correspond to the objectives for each subject. The MYP offers a criterion-referenced model of assessment. This means that students' results are determined by performance against set standards, not by each student's position in the overall rank order. I am responsible for structuring varied and valid assessment tasks that allow students to demonstrate achievement according to the required objectives within each subject group. These may include: open-ended, problem-solving activities and investigations, organized debates, hands-on experimentation, analysis, and reflection. Assessment strategies, both quantitative and qualitative, provide feedback on the thinking processes as well as the finished piece of work. There is also an emphasis on self-assessment and peer-assessment within the programme.

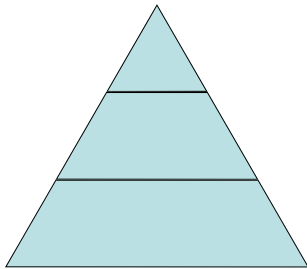
The students will be creating a notebook. The purpose of the notebook is to focus on Ancient Civilizations. Each civilization will include a map, a time line, significant individuals, legacies, key accomplishments, key places, a comparison and contrast of the great empires, and key vocabulary terms. Legacies will include architecture, government and legal systems, mathematics, art, calligraphy, language, literature, and road systems. Key accomplishments will include the Great Wall, gun powder, civil service, paper, silk worm, and the wheelbarrow. China will be compared and contrasted with Greece and Rome in the following areas: major religions (Christianity, Buddhism and Hinduism), epics and historical sources (Bible, Iliad, Odyssey, Mahabharata, and Ramayana), trade and routes in the Mediterranean, and governmental systems (republic, democracy, and monarchy). Key vocabulary terms will come from the lessons and the standards. After each lesson, students will complete assignments in class; these lessons will be questions from the chapter. Other assignments will be given for homework.

I will introduce the students to the unit by showing them a brief video about China. The students will learn about the Shang through the Qin in the first lessons of the unit. We will read Chapter 7 of the text book. I will provide extra information on Qin Shi Huangdi, the terra-cotta

soldiers, and the Great Wall. Students will place on the time line the Shang dynasty (1750-1045 B.C.E.), the Zhou dynasty (1045-403 B.C.E.), the warring States Period (403-221 B.C.E), and the Qin (221-202 B.C.E.). They will also map the following places: Anyang, Chang Jiang, the Gobi desert, the Himalayas, the Huang He valley, the Kunlan Shan, the Tian Shan, and the Wei He. Students will define the following vocabulary terms: aristocrats, ancestors, Before the Common Era, bureaucracy, Confucianism, Dao, Daoism, dynasty, filial piety, ideographs, Legalism, Mandate of Heaven, oracle bones, pictographs, social classes, and standardization. The students will identify the following people and their accomplishments: Confucius, Hanfeizi, Laozi, Qin Shi Huangdi, Wu Wang and the Xiongnu. Each lesson will take about two days to teach. The first assignment will be to complete a chart like the one below describing the characteristics of the Shang and Zhou dynasties.

	Shang Dynasty	Zhou Dynasty
Dates		
Leadership		
Accomplishments		

The second assignment will be to create and complete a pyramid diagram like the one below showing the social classes in ancient China from most important (top) to the least important (bottom).



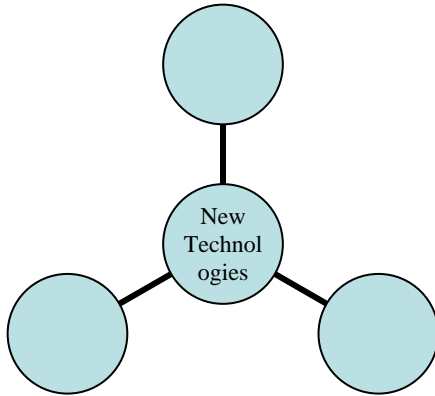
The third assignment will be to create a poster comparing the three Chinese Philosophers. The fourth and final assignment will be to will complete a web exercise on the Great Wall of China. This assignment will be completed in the library on the seventh day. The students will be given a study guide to review for a quiz. The eighth day of the unit will be a quiz. After the students have completed the quiz and it has been graded, we will see a video on the Shang, the Zhou, and the Qin.

They will add the following items to their map: Changan, Guangzhou, Korea, Japan, Luoyang, Mongolia, and the Silk Road. The students will add and define the following words: acupuncture, economy, monastery, Neo-Confucianism, reform, and warlord. They will identify the following people: Du Fu, Empress Wu, Liu Bang, Wendi, and Zhang Qian. They will also add the following dates to their timelines: the Han dynasty (202-220 C.E.), 300 years of Civil War, the Sui dynasty (581-618 C. E.), and the Tang dynasty (618-907). The students will then learn about the Han dynasty to the Tang dynasty by continuing to read Chapter 7 and beginning Chapter 12. The first assignment will be for the students to create a poster comparing and contrasting the four Chinese dynasties based on the lessons so far. The second assignment will be for the students to complete a table as shown below to show the time periods, the most important rulers, and the reasons for the decline of the Sui and Tang dynasties.

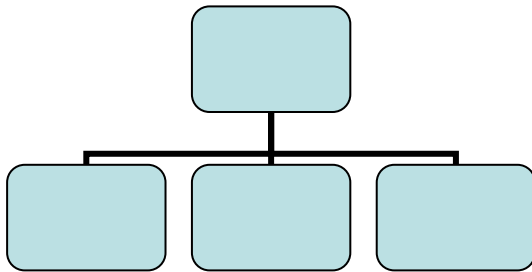
	Sui	Tang
Time Period		
Important Rulers		
Reasons for decline		

The students will be given another study guide to be used to review for a quiz on the Han, the Sui, and the Tang. After the students have completed the quiz and it has been graded, we will see a video on the Han, the Sui, and the Tang.

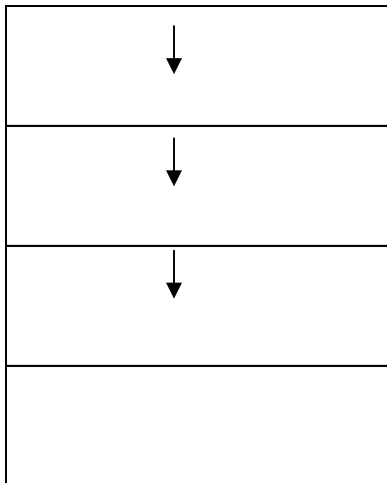
The students will add the following vocabulary to their notebooks: barbarian, census, novel, steppe, terror, and tribe. They will add the following places to their map: Beijing, Karakorum, Khanbaliq, Nanjing, and Portugal. The students will place the following dates on their time lines: the Song dynasty (960-1279 C.E.), the Yuan dynasty (1279-1368 C.E.) and the Ming dynasty (1368-1644 C.E.). They will identify the following people: Genghis Khan, Kublai Khan, Marco Polo, Yong Le, Zheng He, and Zhu Yuanzhang. We will finish reading Chapter 12. The first assignment will be to complete a chart like the one below describing the new technologies developed in China during the Middle Ages.



The second assignment will be to use a diagram like the one below to show the accomplishments of Genghis Khan's reign.



The third assignment will be to use a chart like the one below to show cause and effect links in



The students will be given another study guide to be used to review for a quiz on the Song, the Mongols, and the Ming. After the students have completed the quiz and it has been graded, we will see a video on the Song, the Mongols, and the Ming.

The students will be complete several group projects as a review for the unit test on Ancient China. They may do the projects in any order. A rubric will be given for each project. One of the

projects will be to create a power point presentation on the significant individuals. Another of the projects will be to create a poster of the legacies, key accomplishments, and key places of each dynasty. The third project will be to write a paper comparing and contrasting the empires of China, Greece, and Rome. The fourth and final project will be to create a Jeopardy game of the key vocabulary terms. All projects will be used to review for the unit test.