

Mitchell N. Clark: Toledo Christian Schools

TIP #1: Ancient China [4-5 Days]

East Asian Teaching Plans for 2005-2006

THE BIG IDEA:

The students will come to see the organizing of dynasties around certain key ideas as vital to their long and wide-ranging influence in East Asia. They will focus on:

1. The echelons of society, its structure and coherence
2. Confucian teaching as a focus for developing administration and leadership.
3. Inventions which helped spread learning and trade across China and into neighboring countries.
4. The development and introduction of a common script to unify divergent dialects.

RATIONALE

Students will be exposed to alternate ways of viewing government and the use of resources to accomplish societal goals.

LESSON BLOCKS - Activities

1. Students will develop a chart of the dynasties, integrating
 - a. Growth of dialects and use of common script
 - b. Invention of the printing press and its impact on learning and government
2. Groups will summarize the teachings of Lao Tzi, showing how this school used books and general learning.

ASSESSMENT:

Homework, quizzing and class discussion will confirm understanding.

GRADE ADAPTATION

Target Grade Level → Seventh Grade

NCSS STANDARDS

Language: dialects, script [NCSS: I, D, E, F]

Culture: religion, nature [NCSS: I, C, D, E; V, B, C, E]

Dynasties: innies outies [NCSS: VI, B, C, D]

Politics: China, Japan, the West [NCSS: VIII, A, B, D]

WEBSITES

- [www.historylink101.com/china history.htm](http://www.historylink101.com/china_history.htm)
- www.china-window.com
- www.chinapage.org/calligraphy/nizan/nizan.html
- www.aisawind.com/art/callig/calligal.htm
- www.historyforkids.org/learn/china/history/index/htm

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- Loewe, M. Everyday Life in Early Imperial China. New York: Putnam, 1968.
- Loewe, M., and Shaughnessy, T., eds. The Cambridge History of Ancient China. Cambridge: Cambridge University Press, 2000.
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- Sivin, N. Science in Ancient China. Aldershot, U.K.: Variorum Press, 1995.
- Smith, Huston. The World's Religions. Harper: San Francisco, 1991.
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Tip # 1

Teaching East Asian Units to be developed → integrated with NCSS standards

Ancient China [Five days]

Language: dialects, script

[NCSS: I, D, E, F]

I. Culture

- D• encourage learners to compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change;
- E• enable learners to give examples and describe the importance of cultural unity and diversity within and across groups;
- F• have learners interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding;

Culture: religion, nature

[NCSS: I, C, D, E; V: B, C, E]

I. Culture

- C• assist learners to apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns;
- D• encourage learners to compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change;
- E• enable learners to give examples and describe the importance of cultural unity and diversity within and across groups;

V Individuals, groups and institutions

- B• help learners analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings;
- C• explain to learners the various forms institutions take, and explain how they develop and change over time;
- E• enable learners to describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements;

Dynasties: innies, outies

[NCSS: VI. B, C, D]

VI. Power, Authority and Governance

- B• help students to understand the purpose of government and how its powers are acquired, used, and justified;
- C• provide opportunities for learners to examine issues involving the rights, roles, and status of individuals in relation to the general welfare;
- D• enable learners to describe the ways nations and organizations respond to forces of unity and diversity affecting order and security;

Inventions: press, compass

[NCSS: VIII. A, B, D]

VIII. Science, Technology, and Society

- A• enable learners to identify, describe, and examine both current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings;
- B• provide opportunities for learners to make judgments about how science and technology have transformed the physical world and human society and our understanding of time, space, place, and human-environment interactions;
- D• prompt learners to evaluate various policies proposed to deal with social changes resulting from new technologies;