

Lesson Title Chinese Invention Bracket Tournament

Class and Grade level(s) Middle/High school social studies

Goals and Objectives

The student will be able to:

- *utilize primary and secondary sources to conduct research
- *create a logical essay
- *present a persuasive argument in front of the class
- *understand how influential the Chinese were in many things that affect our every day lives

Time required/class periods needed

2 class periods for research
1 class period for the tournament (or 5 minutes per day for several days)

Primary source bibliography

Since many of the inventions are ancient, primary sources are limited.

Other resources used

Temple, Robert. [The Genius of China: 3,000 Years of Science, Discovery and Invention](http://www.bcps.org/offices/lis/models/chinahist/dynasties.html)
<http://www.bcps.org/offices/lis/models/chinahist/dynasties.html>
http://books.google.com/books?id=ssO_19TRQ9AC&printsec=frontcover&dq=ancient+chinese
http://afe.easia.columbia.edu/song/readings/inventions_timeline.htm

Required materials/supplies

Computer access
Poster for brackets or online bracket maker <http://www.bracketmaker.com/>

Vocabulary NA

Procedure

Working individually or in pairs, have students use resources to select and research an invention or procedure that has its roots in China. Research should focus on the following:

- *inventor or inventors of the invention
- * the story behind the discovery
- * its marketing to the public
- * the way this invention changed or continues to change our world

Remind students that things Made in China are NOT the same as things that were invented by the Chinese.

Have students will write a 1-2 page summary of/persuasion paper about their invention, with correct citations

The teacher will create a bracket to pit inventions against each other.

Distribute ballots (small slips of paper that can be used to cast votes)

Have students come up two or two pairs at a time to present their invention by giving the story of their invention and describing the way that this invention is critical to the modern world. At the conclusion of this "invention off," students cast their votes and places their ballots into a bag. The teacher counts the votes while the next pairs are preparing their presentation then fills in the winner.

Repeat this procedure until you have a champion which, ideally, will be the invention that has had the most significant impact on the world.

Assessment/evaluation

Rubric

Use of time /20

Written project-

Inventor /10

Story behind invention

Main problem /10

Breakthroughs /10

Lucky breaks /

Impact (how did it change our world)

One impact /10

Second impact /10

Third impact /10

Presentation-

Charm and effervescence /10

Clarity /10

Total /110