

Lesson Title Chinese Inventions during the Golden Age and their Influence on the United States

Class and Grade level(s) 4-6th grade (could easily be adapted for upper grades)

Goals and Objectives

The student will be able to:

1. Work cooperatively in a group setting to research and present information.
2. Recognize the important inventions from the Chinese Golden Age.
3. Compare and contrast timelines of Chinese inventions and U.S. inventions
4. Describe the impact of Chinese inventions on America's inventions

Time required/class periods needed

Two weeks * 30 minute class periods.

Primary source bibliography

<http://www.pbs.org/wgbh/nova/ancient/song-dynasty.html>

http://afe.easia.columbia.edu/song/readings/inventions_timeline.htm

Required materials/supplies

Computer access

Presentation materials – posters, markers, pens

Vocabulary

dynasty
influence
impact

Procedure

1. To build background knowledge, students read and respond to the interview at: <http://www.pbs.org/wgbh/nova/lostempires/china/age.html>. The ensuing group discussion will be the guided practice for this lesson, in which the students will gain an understanding of the significance of Chinese inventions and their impact on America.
2. In a jigsaw activity format, students are divided into groups. Each group is assigned a dynasty from the Golden Age (Tang, Song, Yuan or Ming.) The groups are responsible for researching the inventions from each dynasty. Students present the contributions of their dynasty to the class in a student-selected format. Examples of appropriate formats include a television commercial, interview, posters or another format approved by the teacher. The research can be done at http://afe.easia.columbia.edu/song/readings/inventions_timeline.htm.
3. The class will work collaboratively to put together a timeline of the Chinese inventions from each of their dynasties.
4. Students will explore American inventions at http://www.pbs.org/wgbh/amex/telephone/timeline/f_timeline.html, and make a timeline of the prominent inventions from America.
5. The students will compare and contrast the timelines, paying particular attention to the dates that the Chinese and American inventions arise.
6. Students will choose one American invention that would have been dependent on a Chinese invention and write about the relationship.

Assessment/evaluation

1. A group scoring guide will be available to evaluate the individual student's work in the group.
2. Observations of student participation in the creation of class timeline.
3. A scoring guide will be completed by the teacher for the writing component of the lesson.