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| Lesson Topic | China’s Dynasties Unraveled |
| Class/Grade | Middle School Social Studies |
| Activity Type | Carousel |
| Lesson Objectives | **The student will be able to:**   * Identify China’s ten main dynasties * Identify main achievements of each dynasty * Strengthen sequential reasoning skills * Strengthen cooperative group work skills |
| Essential Questions | How do societies maintain tradition and incorporate new ideas and technology over time? |
| Standards/  Benchmarks | KSDE Social Studies: 4.2 The student will analyze the context and draw conclusions about continuity and change.  KSDE Literacy/Common Core: [CCSS.ELA-LITERACY.RH.6-8.7](file:///C:\Users\amydiane\Downloads\CCSS.ELA-LITERACY.RH.6-8.7)  [CCSS.ELA-LITERACY.WHST.6-8.7](http://www.corestandards.org/ELA-Literacy/WHST/6-8/7/) |
| Sources Used | * The Art of Asia – History and Maps <http://www.artsmia.org/art-of-asia/history> * Chinese Dynasties Chart: <http://afe.easia.columbia.edu/timelines/china_timeline.htm> * World History Atlas, 2003 Maps.com, Santa Barbara, CA * History Grades 4-6; Ancient China, by Maria Backus, 2002 Milliken Publishing |
| Required Materials | * Copies of ***The Dynasties of China*** chart * Copies of ***Dynasties Question & Answer*** sheet (below) * Construction paper, glue, scissors, pencil * Calculators (optional) |
| Time Requirement | 3-4 45 minute class periods |

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| Procedure |  |
| Pre-lesson Preparation | * Before starting this activity, share several maps of China displaying some of the different dynasties and their history (refer to primary source bibliography above).      * Additionally, share some of the colored overhead transparencies from Milliken’s History Grades 4-6; Ancient China. * Discuss the definition for the word *dynasty* and how China was ruled by ten different dynasties during the period of ancient history and each dynasty made unique contributions. (May also contrast the length of China’s history- about 30 centuries - with that of the United States to help students appreciate the length and depth of China’s ancient civilization). |
| Lesson introduction | Activity Day 1: Prepare posters for gallery walk.   * Explain to students that they will be working with a group to investigate one of the 10 Chinese dynasties. Each group will prepare a poster about the dynasty and then work as a whole class to place the posters in sequential order on the classroom walls. * Assign students into 10 teams of roughly equivalent sizes and tell them they will work together on this activity. Assign each group a dynasty and tell them to use resources (i.e. their textbook, information from <http://archive.artsmia.org/art-of-asia/history/dynasty-shang.cfm.html>) to make their poster which should include the dynasty name, the years of rule, and at least 6 details about the dynasty related to Society, Politics, Interactions with other lands and peoples, Culture, Economics, and Technology |
| Activity | Poster arrangement and Gallery Walk/Carousel   * Each group should have their poster finished before this step can be completed. * Ask the students to work as a whole class to line up in chronological order based on their dynasty’s years of rule. Once the order is correct, affix the posters to the walls so that students can use them to retrieve information. * Put students into groups of 3-5. Students can be in groups with people who were not in their poster making group. * Pass out copies of the Dynasties Q&A sheet. Have each group start at a different point on the Dynasties timeline and give them time to circulate in clockwork fashion around the room, answering the questions on the Q&A sheet that they are able to answer based on the posters. Give them a limited amount of time at each poster by setting a timer or playing music when it is time to move to the next dynasty. * After students have viewed all posters, allow them to sit with their groups and use resources to finish the Q&A sheet. This website is useful: <http://afe.easia.columbia.edu/timelines/china_timeline.htm> * After the teams have answered all the questions (use discretion to allow a specific amount of time for this – some groups will work faster than others). When you call time, review the order of the dynasties and review answers to questions. |
| Wrap-up | * Allow discussion time for students to share observations they made during the course of this activity. |
| Extension/  Assessment | * Teacher observation of group work – in particular, how the student determine the sequential order of the dynasties. * Dynasties Q & A sheet * Follow-up discussion |

**Dynasty Q & Q**

Class: \_\_\_\_\_\_\_\_\_\_\_

Group Members:

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When your group has finished putting the timeline of dynasties together, answer the following questions. Number each answer on your dynasty sheet and answer it directly on there.

1. How many years did each of the 10 dynasties rule? Write the number right next to each dynasty.
2. How many total numbers of years were dynasties in control of ancient China? How many centuries is that?
3. Which dynasty ruled the longest? Which one ruled the shortest?
4. During the Qin Dynasty it says “*writing, weights and measures are standardized.*” What does that mean?
5. During the Zhou Dynasty who was the influential Chinese philosopher who teaches a code of behavior ?
6. During the Ming Dynasty it says “*commerce flourishes*.” What does that mean?
7. The height of trade along the Silk Road occurred during which dynasty?
8. In which dynasty did printing, poetry and calligraphy flourish?
9. During the Han Dynasty what religion was started?
10. During which dynasty did Marco Polo visit?
11. What was the name of the structure built to link the Huang and Chang rivers during the Sui Dynasty?
12. During which dynasty were oracle bones discovered that described the customs of this time period?

Bonus: During which dynasty did the United States become an independent nation? Explain your answer.