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| Lesson Topic | Compare and Contrast: The United States and East Asia in the 18th Century |
| Class/Grade | Social Studies and Language Arts for 5th grade |
| Activity Type | Venn Diagram, internet research |
| Lesson Objectives | The student will be able to   * identify unique characteristics of 18th Century U.S. and 18th Century East Asia. * contrast 18th Century East Asia and 18th Century United States * recognize that the United States is a young country in comparison to East Asia. |
| Essential Questions | How do different aspects of culture and society change 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.6-8.1  CCSS.ELA-LITERACY.RH.6-8.2  [CCSS.ELA-LITERACY.RH.6-8.7](http://www.corestandards.org/ELA-Literacy/RH/6-8/7/) |
| Sources Used | [**http://www.learn.columbia.edu/nanxuntu/html/shops\_index.html**](http://www.learn.columbia.edu/nanxuntu/html/shops_index.html) (An interactive technology experience in which students explore “Merchants, Shops, and City Life in China in the 1700s.” Utilizes Scroll Six of the Quianlong Emperor’s Southern Tour Series.)  <http://www.pem.org/sites/yinyutang/> (Yin Yu Tang is an interactive site in which students explore a multi-generational home occupied in southern China from the late 17th century.)  <http://memorialhall.mass.edu/home.html> (An interactive site in which students explore 18th century life in America. Utilizes hundreds of primary sources including documents and artifacts.)  [**http://www.plimoth.org/learn/collections-archaeology/colonial-collections**](http://www.plimoth.org/learn/collections-archaeology/colonial-collections) (Displays various primary sources, particularly colonial artifacts.)  **Other Resources Used:**  World GeoHistoGram at <http://mrfarshtey.net/review/Geo_Histogram-Empires.pdf> (This is an excellent graphic depicting the age of various regions of our world. It is easy to see that the U.S. in particular is a very young region.)  Strategies that Work: Teaching Comprehension for Understanding & Engagement by Stephanie Harvey & Anne Goudvis, 2007 (for an in-depth explanation of the three-column approach to organize compare and contrast material) |
| Required Materials | Computers for students to navigate  <http://www.learn.columbia.edu/nanxuntu/html/shops_index.html> (East Asia)  <http://memorialhall.mass.edu/home.html> (America)  Research Recording worksheet copied (three-columned)  Writing assessment sheet copied  Assessment grading guide copied |
| Time Requirement | 1-3 hours (broken into 2-3 segments, depending upon students’ proficiency with technology) |

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| Procedure |  |
| Pre-lesson Preparation | * Invite students to talk with a partner about how old they think America is. Encourage them to explain their thinking. * Show students a world map, pointing out East Asia. Invite student to talk with a partner about how old they think that region of the world is. Encourage them to explain their thinking. |
| Lesson introduction | * Explain that the United States was formed in the 18th century, over 200 years ago while the region in our world referred to as East Asia is over 4,000 years old! * Depending upon where you are in studying United States history, you may need to briefly point out that the United States was officially formed in the 18th century, though Native Americans were living on the land over 1500 years before that. * Encourage students to compare how old they thought the regions were with how old they actually are. * This may also be a good time to discuss how historians know the age of a region (through primary source documents and artifacts). * Consider using the World GeoHistoGram, <http://mrfarshtey.net/review/Geo_Histogram-Empires.pdf> as a graphic for the age of various regions. |
| Activity | * Students use the research worksheet (below) to record information about the two regions using the two websites listed in the Required Materials Section. The worksheet is divided into 3 columns: the first and third for each region and the middle column for recording similarities. This is similar to a Venn Diagram, but allows more space for similarities and provides a more organized way of recording information. The worksheet has some suggested topics already included, but may certainly be amended to meet the needs of the students. |
| Wrap-up | * Allow time for students to share observations they have recorded and discovered online. |
| Extension/  Assessment | * Students synthesize their research into an illustration and paragraph that compares and contrasts one aspect of life in 18th century America and East Asia. (Form below) * Share grading form (below) with students before they begin the assessment. |

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **18th Century America**  **Structures**  **Clothing**  **Language**  **Products/Businesses**  **Other Observations** | **Similarities**  **Structures**  **Clothing**  **Language**  **Products/Businesses**  **Other Observations** | **18th Century East Asia**  **Structures**  **Clothing**  **Language**  **Products/Businesses**  **Other Observations** |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Directions:** Use your research to illustrate and write about ONE aspect of life in 18th century America and East Asia (such as clothing or businesses, etc.) include both comparing and contrasting elements.

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**Illustration Caption:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Paragraph:**

**Grading Guide**

Illustration clearly has comparing and contrasting elements of 18th century America and East Asia (16) \_\_

Illustration’s caption explains or describes the illustration (14) \_\_\_\_

Paragraph is written about one aspect of life in 18th century America and East Asia (13) \_\_\_\_

Paragraph includes evidence from research to support student assertions (13) \_\_\_\_

At least 3 comparing and/or contrasting points are included in the paragraph (16) \_\_\_\_

Spelling is correct in the caption and paragraph (14) \_\_\_\_

Proper capitalization, punctuation, and grammar are utilized in the paragraph and caption (13) \_\_\_\_

TOTAL: /100