**Topic:** Hangzhou: The Classical and Modern City

**Grade Level:** 9

**Subject Area:** Global History and Geography 9, Honors

**Skills:**

* Research
* Group organization

**Essential Questions:**

* How has the city of Hangzhou changed and remained the same over time?
* What is the role of urban centers in China today?

**Instructional Activities:**

1. Introduce the city of Hangzhou.
2. Video clip: economic activity in the city during the time of the Mongols.
3. Reading: “The Attractions of the Capital.”
4. View: Modern pictures of Hangzhou, from 2003 to the present.
5. Introduce group research task. One group of students will research classical Hangzhou and its historical significance. The second group will research the urban development in Hangzhou since 2003 and the modern economic significance of the city.
6. Each group will create an annotated diagram to show the general layout of the city, and include notations of important features, based on the sources of the time. The diagrams will also include visuals and illustrations the group decides will best exemplify the significance of the city.

**Major Understandings, Outcome/Product:**

* Students will understand the dynamics of this urban center when it was a capital city, and today as it has been rebuilt to accommodate China’s modern economic power.
* Annotated diagrams of Hangzhou.

**Topic:** Buddhism in China: Beliefs and Modern Practices

**Grade Level:** 9

**Subject Area:** Global History and Geography

**Skills:**

* Accessing information
* Summarizing information in research notes
* Organizing research
* Writing to address a task
* oral presentation speaking skills

**Essential Questions:**

* What do Buddhists believe?
* How do Buddhists practice their faith today?

**Instructional Activities:**

This lesson will be introduced with pictures of Buddhist monks, modern and historical Buddhist monasteries, and Buddhist people practicing their faith in modern China. Students will complete an in-depth research assignment on the basic background and beliefs of Buddhism, including how Buddhism is practiced in modern China. The components all students will research and incorporate into the paper include details on the following topics:

* The Buddha and his story
* Geographic location and spread of the faith
* Main beliefs of Buddhism
* Primary source: The Eightfold Path
* Symbols: what do they represent and how do they relate to the beliefs?
* Rituals related to birth and death
* Modern practices in Buddhist monasteries in China and public temples

In addition to the research papers, students will be responsible for creating a visual poster and presenting information to the class about one of the sub-topics listed above.

**Major Understandings, Outcome/Product:**

Final projects will consist of a portfolio that students will share during Student Led Conferencing. The portfolio will contain their research notes, outline, rough and final drafts of their research paper, a picture of the poster the created to use in their presentation, and a reflection sheet detailing how they assess their work and the places they would seek to improve for their next research task.

**Topic:** Golden Age Achievements of Classical China

**Grade Level:** 9

**Subject Area:** Global History and Geography

**Skills:**

* Library research
* Analysis of a primary source: objects
* Writing
* Evaluating the significance of a historical advancement

**Essential Questions:**

* What is a “Golden Age”?
* What innovations and inventions came out of the Golden Age of China during the Tang and Song Dynasties?
* How does historical Chinese technology continue to impact our world today?

**Instructional Activities:**

1. The class will brainstorm ideas and develop a definition of a “Golden Age,” including features of how this kind of civilization functioned.
2. The lesson will put students into pairs, with each grouping assigned a specific achievement of the Chinese Golden Age. Students will research their item, focusing on how it was developed and used. They will also find a historical drawing or description of the item.
3. When the research is completed, the students will create a one-sided handout for the bulletin board. The handout will include one well-written paragraph giving details and explanations about the achievement. A second paragraph will let the students explain how their item changed historical China and how it came to impact Global culture in our modern world. The hand-out must also have one or two illustrations, either printed or hand drawn.
4. After the bulletin board has been created, students will assess the impact of Chinese innovation. In their notebooks each individuals student will create a spectrum to show the two items they think are most significant and the two they think had the least about of impact, defending their choices with evidence. Some of these choices will be shared during class discussion.
5. To close the lesson, we will look at the totality of Chinese innovation during this time, and decide whether or not this period of Chinese history fits our definition of a Golden Age.

**Major Understandings, Outcome/Product:**

Students will create individual components of a bulletin board on Classical Chinese achievements.