

Unit Title: China in Three Stages: Dynasties, Mao and Modern
Susan Juza
Level: 9th Grade, Honors World History
Standards: Social Studies

Unit Abstract: Students will study the various dynasties of China, the period of Mao Zedong, and how China is developing into a world power. The class will be broken up into three groups, one for each of the three given topics. The small groups will research its topic and create an artifact and display board representing its topic.

Time of Implementation: Approximately seven to ten days

Big Idea: Each group will research its topic and contribute ideas on what its artifact(s) could be. As a large group, the three groups will decide how to display their artifact upon completion—a circle and each have a slice, a square and each have a section, etc. In addition, the three groups must each make a display board with information/pictures, in an organized way, to bring out more facts about the research. The artifacts and display boards will be used as each group educates the class on its project.

Materials Needed:

1. Student's text book
2. Rubric
3. Student handout of responsibilities
4. Items to construct the artifact: clay, paint, cardboard, construction paper, etc.
5. Photographs of China
6. Display board

Culminating Lesson and Activity: This lesson should be started upon completion of the chapter on the French Revolution, but before World War I. The following two weeks will deal with the history of China to World War I. Each day, students will take notes from the PowerPoints on the dynasties of Chinese history.

Essential Questions:

1. How did China compare with the West while it was still under the influences of the dynasties?
2. What are the major contributions that each dynasty made to China?
3. How did Mao Zedong influence China's development?
4. What were Mao Zedong's policies?
5. How does China compare to the West today?

Day 1:

Lesson:

1. Students will take notes from the PowerPoint which focuses on the Shang and Zhou dynasties of China.
2. Students will be divided into three groups, with approximately six to seven students in a group.
3. The three groups will explore in depth the dynasties, Mao Zedong, and China's accomplishments today.
4. Students will receive a rubric which describes the teacher's expectations of the project.
5. Students, in the small groups, will decide what its artifact(s) will be, and what they will build to represent their topic.
6. Students will come together as a large group to decide how to merge the artifacts into one, on a platform
7. The small groups will decide what items they will need to construct the artifacts—cardboard, clay, paint, etc. Let the students be creative.

Outcomes: Small groups will work together to create a deeper meaning of how China developed through the era of dynasties, Mao, and today.

Day 2:

Lesson:

1. Continue on the PowerPoint with the Qin dynasty. Show the photographs of the Terracotta Warriors in Xian, and explain how this elaborate tomb was build.
2. Show the pictures of the Great Wall. Discuss what these two monuments mean about Chinese history and their culture.
3. Working on projects should continue. Photographs can be used to help create their artifacts.
4. Students of the three groups should start to decide what the display board should show.
5. Research on the various topics; primary sources recommended
6. Work on the projects should continue.

Day 3:

Lesson:

1. Continue on the PowerPoint with the Han and the Sui dynasties.
2. Stress the importance of river usage, and the building of the Grand Canal.
3. Hand a blank map of China to the students. They should map the rivers and canal on the map. Ask the students, “How does this affect trade?”
4. After twenty minutes, students again go to their groups to work on the artifacts.
5. Research continues on their topic
6. Students should be actively engaged in the construction of the artifact

Day 4:

Lesson:

1. Continue on the PowerPoint with the Tang and the Song dynasties
2. Discussion on foot-binding after showing the pictures in the PowerPoint. Ask the students, “How does this change the lives of women in China?”
3. After twenty minutes, students again go to their groups to work on the artifacts and display boards

Day 5:

Lesson:

1. Continue on the PowerPoint with the Yuan and the Ming dynasties
2. Map out world travels during these years. Discussion: “Why did the Chinese discontinue these explorations?”
3. Continue working on the artifacts and display boards.

Day 6:

Lesson:

1. Continue on the PowerPoint with the Qing Dynasty
2. Groups should have its display boards created, and the all groups should be assembling the artifacts into one display

Day 7:

Lesson:

1. Presentation of Projects.
2. Every group should present its project, including the display board and artifact, and “teach” the other groups on its specialized area.

Form of Assessment: The artifact and display board are in lieu of a test. Questions on the dynasties will be used for their final exam

Note: The next time I teach this unit, the students will also read Snow Flower and the Secret Fan by Lisa See.