

**Domain-Based Unit Overview**

**Title of Domain: Dynasties of China, Grade 4**

**Learning Time: 12 days**

**Big Idea**

*For nearly two thousand years, China had an advanced civilization ruled by a succession of dynasties.*

**What Students Need to Learn (CK Handbook, p.2)**

- Qin dynasty: Shihuangdi, first emperor, begins construction of the Great Wall
- Han dynasty: the trade in silk and spices, the Silk Road, the invention of paper
- Tang and Song dynasties: highly developed civilizations; extensive trade; important inventions, including compass, gunpowder, paper money
- Mongol invasions and rule: Chinggis (also spelled Genghis) Khan and the “Golden Horde”; Kublai (also spelled Khubilai) Khan and his capital at Beijing; and Marco Polo
- Ming dynasty: the Forbidden City and the explorations of Zheng He
- Become familiar with examples of Chinese art:
  - Silk scrolls
  - Calligraphy (the art of brush writing and painting)
  - Porcelain

**MN Academic Standards**

N/A

**Pre-Assessment**

Create a K.W.L chart for students to write what they know about the Dynasties of China. They will also record things they want to learn about the Dynasties of China. This will be on display for the remainder of the unit. The class will revisit the “L” portion of the chart at then end of the unit.

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| <b>Domain Lesson 1</b>       | “The First Emperor” (CKHG, pg. 14) |
| <b>MN Academic Standards</b> | N/A                                |

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| <b>Objectives</b>         | <ul style="list-style-type: none"> <li>● I can identify Shihuangdi as the first emperor of China. (RI.4.1)</li> <li>● I can describe Shihuangdi’s accomplishments as emperor and his methods of leadership. (RI.4.1)</li> <li>● I can understand the meaning of the following domain-specific vocabulary: terracotta, emperor, jade, crossbow, tyrant, Ming dynasty, barbarian, immortality, and generation. (RI.4.4)</li> </ul>  |
| <b>Vocabulary</b>         | Terracotta, emperor, jade, crossbow, tyrant, Ming dynasty, barbarian, immortality, and generation   |
| <b>Procedure</b>          | <ul style="list-style-type: none"> <li>● Introduce the Reader</li> <li>● Pass out and discuss AP 1.1 (World Map)</li> <li>● Read Chapter 1 - pgs. 2-10</li> <li>● Pause frequently for oral discussion</li> <li>● Review timeline cards</li> <li>● Students answer Big Question in essay form: What were some of the things the first emperor did to unite China?</li> <li>● Complete AP 1.2</li> <li>● Terracotta Soldiers Virtual Field Trip - Online Resources (if time allows)</li> </ul> |
| <b>Poetry</b>             | <i>If Applicable</i>  |
| <b>Nonfiction</b>         | <i>Dynasties of China</i>   |
| <b>Saying and Phrases</b> | <i>If Applicable</i>  |
| <b>Writing</b>            | <i>If Applicable</i>  |

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| <b>Domain Lesson 2</b>       | “The Han Dynasty” - pg.22  |
| <b>MN Academic Standards</b> | N/A  |
| <b>Objectives</b>            | <ul style="list-style-type: none"> <li>● Understand China’s Isolation and why the chinese finally tried to break the isolation.</li> <li>● Identify the reasons for the development of the silk road.</li> <li>● Relate the idea of the Han dynasty as golden time to cultural advances such as the invention of paper.</li> </ul> |
| <b>Vocabulary</b>            | official, tribesman, yak, oasis, hemp  |

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| <b>Procedure</b>          | <ul style="list-style-type: none"> <li>● Review the big question: “Why might the Chinese have wanted to protect their silk industry?”</li> <li>● Read Chapter 2 - pgs. 12-19 <ul style="list-style-type: none"> <li>○ Pause frequently for oral discussion</li> </ul> </li> <li>● Review timeline cards</li> <li>● Students answer Big Question in essay form: “Why might the Chinese have wanted to protect their silk industry?”</li> <li>● Complete activity page 1.2</li> <li>● Teacher read aloud the “ The wonderful Chuang Brocade” <ul style="list-style-type: none"> <li>○ Students should follow along and be prepared to answer oral comprehension questions</li> </ul> </li> </ul> |
| <b>Poetry</b>             | <i>If Applicable</i>   |
| <b>Nonfiction</b>         | <i>Dynasties of China</i>  |
| <b>Saying and Phrases</b> | <i>If Applicable</i>   |
| <b>Writing</b>            | <i>If Applicable</i>   |

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| <b>Domain Lesson 3</b>       | “Wu Zhao” (CKHG, pg. 29)  |
| <b>MN Academic Standards</b> | N/A   |
| <b>Objectives</b>            | <ul style="list-style-type: none"> <li>● I can describe the expectations for young women in ancient China. (RI.4.1)</li> <li>● I can describe the capital city of Chang’an (RI.4.1)</li> <li>● I can summarize Wu Zhao’s extraordinary rise from humble beginnings to political power. (RI.4.1)</li> <li>● I can understand the meaning of the following domain-specific vocabulary: foreigner, imperial, shrine, Buddhist religion, nun, ruthless, resign, and Buddha. (RI.4.4)</li> </ul> |
| <b>Vocabulary</b>            | Foreigner, imperial, shrine, Buddhist religion, nun, ruthless, resign, and Buddha   |
| <b>Procedure</b>             | <ul style="list-style-type: none"> <li>● Display copy of AP 3.1</li> <li>● Read Chapter 3 - pgs. 20-29</li> <li>● Review timeline cards</li> <li>● Students answer Big Question in essay form: Why might it be said that Wu Zhao’s rise to power was an extraordinary achievement?</li> </ul>   |

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|                           | <ul style="list-style-type: none"> <li>• Complete AP 3.2</li> </ul> |
| <b>Poetry</b>             | <i>If Applicable</i>  |
| <b>Nonfiction</b>         | <i>Dynasties of China</i>   |
| <b>Saying and Phrases</b> | <i>If Applicable</i>  |
| <b>Writing</b>            | <i>If Applicable</i>  |

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| <b>Domain Lesson 4</b>       | “The Tang Dynasty” - pg. 35   |
| <b>MN Academic Standards</b> | N/A   |
| <b>Objectives</b>            | <ul style="list-style-type: none"> <li>• I can explain why the years of the Tang dynasty represent a golden age of art and culture in Chinese history. (RI.4.1)</li> <li>• I can identify the accomplishments and inventions of the Tang dynasty. (RI.4.1)</li> <li>• I can understand the meaning of the following domain-specific vocabulary: calligraphy, woodblock printing, alchemist, charcoal, nitrate, and saltpeter. (RI.4.4)</li> </ul> |
| <b>Vocabulary</b>            | Calligraphy, woodblock printing, alchemist, charcoal, nitrate, and saltpeter  |
| <b>Procedure</b>             | <ul style="list-style-type: none"> <li>• Display copy of AP 3.1 - Tang and Song Dynasties</li> <li>• Read Chapter 4 - pgs. 30-35             <ul style="list-style-type: none"> <li>○ Pause frequently for oral discussion</li> </ul> </li> <li>• Review timeline cards</li> <li>• Students answer the Big Question in essay form: What great advances happened during the Tang Dynasty?</li> <li>• Complete AP 4.1</li> </ul>                    |
| <b>Poetry</b>                | <i>If Applicable</i>  |
| <b>Nonfiction</b>            | <i>Dynasties of China</i>   |
| <b>Saying and Phrases</b>    | <i>If Applicable</i>  |
| <b>Writing</b>               | <i>If Applicable</i>  |

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| <b>Domain Lesson 5</b> | “Peddler’s Curse” - Pg. 40 |
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| <b>MN Academic Standards</b> | N/A   |
| <b>Objectives</b>            | <ul style="list-style-type: none"> <li>● Explain the conflict between the emperor Hui Zong’s interests and his responsibilities</li> <li>● Identify characteristics of chinese art during the Song dynasty</li> <li>● Summarize the events that led to the division of China and the fall of Emperor Hui Zong.</li> </ul>   |
| <b>Vocabulary</b>            | Prophecy, peddler academy, canvas, panoramic, siege machine, virtue   |
| <b>Procedure</b>             | <ul style="list-style-type: none"> <li>● Review the big question, “ How did emperor Hui Zong fall from power?”</li> <li>● Read Chapter 5, pages 36-41 <ul style="list-style-type: none"> <li>○ Pause frequently for oral discussion</li> </ul> </li> <li>● Review timeline cards</li> <li>● Students answer the Big Question in essay form: “ How did emperor Hui Zong fall from power?”</li> </ul> |
| <b>Poetry</b>                | N/A   |
| <b>Nonfiction</b>            | Dynasties of China  |
| <b>Saying and Phrases</b>    | N/A   |
| <b>Writing</b>               | N/A   |

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| <b>Domain Lesson 6</b>       | “Town and Country” (CKHG, pg. 46)   |
| <b>MN Academic Standards</b> | N/A   |
| <b>Objectives</b>            | <ul style="list-style-type: none"> <li>● I can contrast city life and rural life in China in the 1100s. (RI.4.1)</li> <li>● I can describe the urban qualities of Hangzhou. (RI.4.1)</li> <li>● I can explain the importance of education in China during the Song dynasty. (RI.4.1)</li> <li>● I can understand the meaning of the following domain-specific vocabulary: ton, vendor, wares, horoscope, porter, ritual, and elite. (RI.4.4)</li> </ul> |

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| <b>Vocabulary</b>         | Ton, vendor, wares, horoscope, porter, ritual, and elite   |
| <b>Procedure</b>          | <ul style="list-style-type: none"> <li>● Read Chapter 6 - pgs. 42-49 <ul style="list-style-type: none"> <li>○ Pause frequently for oral discussion</li> </ul> </li> <li>● Review timeline cards</li> <li>● Students answer the Big Question in essay form: What was the difference between life in the countryside and life in the city in southern China during the Song dynasty?</li> <li>● Complete AP 6.1</li> </ul> |
| <b>Poetry</b>             | <i>If Applicable</i>   |
| <b>Nonfiction</b>         | <i>Dynasties of China</i>  |
| <b>Saying and Phrases</b> | <i>If Applicable</i>   |
| <b>Writing</b>            | <i>If Applicable</i>   |

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| <b>Domain Lesson 7</b>       | “the Mongol Invasions” - Pg. 51  |
| <b>MN Academic Standards</b> | N/A  |
| <b>Objectives</b>            | <ul style="list-style-type: none"> <li>● Describe the mongol’s reputation and their military achievements</li> <li>● Explain the importance of Chinggis Khan as a warrior and leader</li> <li>● Compare Kulbai Khan with his grandfather</li> </ul>  |
| <b>Vocabulary</b>            | Plaque, locust   |
| <b>Procedure</b>             | <ul style="list-style-type: none"> <li>● Review the big question of the chapter: “What made the Mongols such fearsome warriors?”</li> <li>● Read Chapter 7 - pgs. 50-57 <ul style="list-style-type: none"> <li>- Pause frequently for oral discussion</li> </ul> </li> <li>● Review timeline cards</li> <li>● Students answer the Big Question in essay form: “What made the Mongols such fearsome warriors?”</li> </ul> |
| <b>Poetry</b>                | <i>If Applicable</i>   |
| <b>Nonfiction</b>            | <i>Dynasties of China</i>  |
| <b>Saying and Phrases</b>    | <i>If Applicable</i>   |

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| <b>Writing</b> | <i>If Applicable</i> |
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| <b>Domain Lesson 8</b>       | “Kublai Khan and Marco Polo” pg. 56   |
| <b>MN Academic Standards</b> | N/A   |
| <b>Objectives</b>            | <ul style="list-style-type: none"> <li>● I can identify the capital established by Kublai Khan at Beijing. (RI.4.1)</li> <li>● I can recognize Marco Polo as a great traveler who visited China during the time of Kublai Khan. (RI.4.1)</li> <li>● I can explain the effect of the Mongols’ military failures in Vietnam and Japan. (RI.4.1)</li> <li>● I can understand the meaning of the following domain-specific vocabulary: observatory, astronomer, heavenly bodies, postal system, tax, and typhoon. (RI.4.4)</li> </ul> |
| <b>Vocabulary</b>            | Observatory, astronomer, heavenly bodies, postal system, tax, and typhoon   |
| <b>Procedure</b>             | <ul style="list-style-type: none"> <li>● Display and pass out copies of AP 8.1</li> <li>● Read Chapter 8 pgs. 58-63</li> <li>● Review timeline cards</li> <li>● Students answer the Big Question in essay form: Why might the development of the postal service have been considered one of Kublai Khan’s greatest achievements?</li> </ul>   |
| <b>Poetry</b>                | <i>If Applicable</i>  |
| <b>Nonfiction</b>            | <i>Dynasties of China</i>   |
| <b>Saying and Phrases</b>    | <i>If Applicable</i>  |
| <b>Writing</b>               | <i>If Applicable</i>  |

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| <b>Domain Lesson 9</b>       | “The Forbidden City” (CKHG, pg. 61) |
| <b>MN Academic Standards</b> | N/A                                 |

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| <b>Objectives</b>         | <ul style="list-style-type: none"> <li>● I can explain how the Ming dynasty began. (RI.4.1)</li> <li>● I can describe the Forbidden City. (RI.4.1)</li> <li>● I can summarize the achievements of Zheng He, the Admiral of the Western Seas. (RI.4.1)</li> <li>● I can explain the reasons for the decline of the Ming dynasty and the Manchu takeover. (RI.4.1)</li> <li>● I can describe Chinese art, including silk scrolls, calligraphy, and porcelain. (RI.4.7)</li> <li>● I can understand the meaning of the following domain-specific vocabulary: kowtow, log book, and queue. (RI.4.4)</li> </ul> |
| <b>Vocabulary</b>         | Kowtow, log book, and queue  |
| <b>Procedure</b>          | <ul style="list-style-type: none"> <li>● Display copy of AP 8.1</li> <li>● Read Chapter 9 - pgs. 64-71</li> <li>● Review timeline cards</li> <li>● Students answer Big Question in essay form: How did the Manchu gain control of China?</li> <li>● The Art of China (if time allows) <ul style="list-style-type: none"> <li>○ Look at images found on CKHG Online Resources and answer guided questions</li> </ul> </li> </ul>  |
| <b>Poetry</b>             | <i>If Applicable</i>   |
| <b>Nonfiction</b>         | <i>Dynasties of China</i>  |
| <b>Saying and Phrases</b> | <i>If Applicable</i>   |
| <b>Writing</b>            | <i>If Applicable</i>   |

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| <b>Domain Lesson 10</b>      | “The Last Dynasty” (CKHG, pg. 69)   |
| <b>MN Academic Standards</b> | N/A   |
| <b>Objectives</b>            | <ul style="list-style-type: none"> <li>● Summarize Qianlong’s views on trade with other countries</li> <li>● Explain the effect of opium on China, including war with great Britain</li> <li>● Identify factors that contribute to the decline of the chinese empire</li> </ul> |
| <b>Vocabulary</b>            | Prosperity, porcelain, ingenious, republic  |



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| <b>Procedure</b>          | <ul style="list-style-type: none"> <li>● Review the big question of the chapter: “What brought about an end to two thousand years of rule of emperors of China?”</li> <li>● Review AP 8.1 locate the Ming and Qing dynasties on the map and review the second question on the sheet.</li> <li>● Read Chapter 10 - pgs. 50-57 <ul style="list-style-type: none"> <li>- Pause frequently for oral discussion</li> </ul> </li> <li>● Review timeline cards</li> <li>● Students answer the Big Question in essay form: “What brought about an end to two thousand years of rule of emperors of China?”</li> <li>● Complete activity page 10.1</li> </ul> |
| <b>Poetry</b>             | <i>If Applicable</i>   |
| <b>Nonfiction</b>         | <i>Dynasties of China</i>  |
| <b>Saying and Phrases</b> | <i>If Applicable</i>   |
| <b>Writing</b>            | <i>If Applicable</i>   |

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| <b>Domain Lesson 11</b>      | Review   |
| <b>MN Academic Standards</b> | N/A  |
| <b>Objectives</b>            | <ul style="list-style-type: none"> <li>● Qin dynasty: Shihuangdi, first emperor, begins construction of the Great Wall</li> <li>● Han dynasty: the trade in silk and spices, the Silk Road, the invention of paper</li> <li>● Tang and Song dynasties: highly developed civilizations; extensive trade; important inventions, including compass, gunpowder, paper money</li> <li>● Mongol invasions and rule: Chinggis (also spelled Genghis) Khan and the “Golden Horde”; Kublai (also spelled Khubilai) Khan and his capital at Beijing; and Marco Polo</li> <li>● Ming dynasty: the Forbidden City and the explorations of Zheng He</li> <li>● Become familiar with examples of Chinese art: <ul style="list-style-type: none"> <li>○ Silk scrolls</li> <li>○ Calligraphy (the art of brush writing and painting)</li> <li>○ Porcelain</li> </ul> </li> </ul> |
| <b>Vocabulary</b>            | Alchemist, imperial, jade, terracotta, kowtow, resign, queue, and porcelain  |

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| <b>Procedure</b>          | <ul style="list-style-type: none"> <li>• Complete study guide</li> </ul> |
| <b>Poetry</b>             | <i>If Applicable</i>   |
| <b>Nonfiction</b>         | <i>Dynasties of China</i>  |
| <b>Saying and Phrases</b> | <i>If Applicable</i>   |
| <b>Writing</b>            | <i>If Applicable</i>   |

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| <b>Domain Lesson 12</b>      | Test   |
| <b>MN Academic Standards</b> | N/A  |
| <b>Objectives</b>            | <ul style="list-style-type: none"> <li>• Qin dynasty: Shihuangdi, first emperor, begins construction of the Great Wall</li> <li>• Han dynasty: the trade in silk and spices, the Silk Road, the invention of paper</li> <li>• Tang and Song dynasties: highly developed civilizations; extensive trade; important inventions, including compass, gunpowder, paper money</li> <li>• Mongol invasions and rule: Chinggis (also spelled Genghis) Khan and the “Golden Horde”; Kublai (also spelled Khubilai) Khan and his capital at Beijing; and Marco Polo</li> <li>• Ming dynasty: the Forbidden City and the explorations of Zheng He</li> <li>• Become familiar with examples of Chinese art:             <ul style="list-style-type: none"> <li>○ Silk scrolls</li> <li>○ Calligraphy (the art of brush writing and painting)</li> <li>○ Porcelain</li> </ul> </li> </ul> |
| <b>Vocabulary</b>            | Alchemist, imperial, jade, terracotta, kowtow, resign, queue, and porcelain  |
| <b>Procedure</b>             | <ul style="list-style-type: none"> <li>• Complete Test - Dynasties of China</li> </ul>   |
| <b>Poetry</b>                | <i>If Applicable</i>   |
| <b>Nonfiction</b>            | <i>Dynasties of China</i>  |
| <b>Saying and Phrases</b>    | <i>If Applicable</i>   |
| <b>Writing</b>               | <i>If Applicable</i>   |

| <u><b>Cross-Curricular Connections</b></u> |  |
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| <b>Art</b>                                 | <ul style="list-style-type: none"> <li>●</li> </ul>  |
| <b>Media</b>                               | <ul style="list-style-type: none"> <li>● Read and discuss “Sojourner Truth: Ain’t I a Woman?,” “A Picture Book of Sojourner Truth,” “Only Passing Through: The Story of Sojourner Truth,” “Walking the Road to Freedom,” “The Underground Railroad (Hudson),” “Days of Jubilee: The End of Slavery in the United States,” “The Abolitionist Movement,” “Sailing to Freedom,” “Freedom Train: The Story of Harriet Tubman,” “Frederick Douglass Fights for Freedom,” “John Brown’s Raid on Harpers Ferry,” “Samuel’s Choice,” “A Good Night for Freedom,” “Frederick Douglass (Gregory),” “The Road to Seneca Falls,” “If You Lived When Women Won Their Rights”</li> </ul>   |
| <b>Music</b>                               | <ul style="list-style-type: none"> <li>● American Revolution               <ul style="list-style-type: none"> <li>○ Yankee Doodle (1st CK)</li> </ul> </li> <li>● War of 1812               <ul style="list-style-type: none"> <li>○ The Star Spangled Banner (2nd CK)</li> </ul> </li> <li>● Patriotic               <ul style="list-style-type: none"> <li>○ America the Beautiful (1st CK)</li> <li>○ This Land is Your Land (2nd CK)</li> <li>○ Sousa’s <i>Stars and Stripes Forever</i> (3rd CK)</li> <li>○ America (My Country ‘tis of Thee) (3rd CK)</li> <li>○ You’re a Grand Old Flag (3rd CK)</li> <li>○ Songs of the Armed Forces (4th CK)                   <ul style="list-style-type: none"> <li>■ Taps</li> <li>■ Air Force Song</li> <li>■ Anchors Aweigh</li> <li>■ The Army Goes Rolling Along</li> <li>■ The Marine’s Hymn</li> </ul> </li> <li>○ Battle Hymn of the Republic (5th CK)</li> <li>○ God Bless America (5th CK)</li> </ul> </li> </ul> |
| <b>P.E.</b>                                | <ul style="list-style-type: none"> <li>● Jump Rope, Tinikling, Dance</li> </ul>  |