

Domain-Based Unit Overview

Title of Domain: Ancient China, Grade 2

Learning Time: 11 Days

Big Idea

China is the oldest civilization that is still in existence.

What Students Need to Learn

- Geography
 - Location of China
 - The importance of the Huang He (Yellow River) and Yangtze (Chang Jiang) River
 - What a desert is
- History
 - Teachings of Confucious (for example, “Honor your ancestors.”)
 - Great Wall of China
 - Invention of paper and importance of silk
 - Chinese New Year

MN Academic Standards

2.2.4.5.1 Classify materials that come from nature as natural resources (or raw materials); tools, equipment and factories as capital resources; and workers as human resources.
2.3.1.1.4 Use maps, photos, or other geographic tools to answer basic questions about where people are located.
2.4.1.2.1 Use historical records and artifacts to describe how people’s lives have changed over time.
2.4.2.4.2 Describe how the culture of the community reflects the history, daily life or beliefs of its people.

Pre-Assessment

Display a KWL chart on the Smartboard and fill it out together.

Domain Lesson 1	Chapter 1-China's Great Rivers
MN Academic Standards	2.3.1.1.4 Use maps, photos, or other geographic tools to answer basic questions about where people are located
Objectives	Identify China's two main rivers, the Huang He and Yangtze. Understand the roles of China's rivers in the formation of China's ancient civilizations.
Vocabulary	Plains, deserts, silt, crops, civilizations, population, archaeologists, and kingdoms.
Procedure	-Read Chapter 1: China's Great Rivers; follow along with the teacher guide asking and answering questions. -Students will open their packets to the section labeled China's Great rivers -Play the video Yangtze Rivers (04:34) for students - Ask students questions from the teacher guide about the and Yangtze river. Play the video Yellow River (02:44) for students -Ask student questions from the teacher guide about the Yellow River
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 2	Chapter 2-Family and Ancestors
MN Academic Standards	2.4.2.4.2 Describe how the culture of the community reflects the history, daily life or beliefs of its people.
Objectives	-Understand how ancestors were honored in Ancient China
Vocabulary	head, honoring, ancestors, celebration, traditional
Procedure	-Read Chapter 2:Family and Ancestors; Follow along with the teacher guide asking and answering questions -Have students turn to page 5 of their packets. While students are listening and reading chapter two, they should be filling out pg. 5 in their packet about Family and Ancestors -demonstrate what a family tree looks like. Allow students the opportunity to create their own family tree.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 3	Chapter 3-Teaching of Confucious
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MN Academic Standards	<i>2.4.1.2.1 Use historical records and artifacts to describe how people's lives have changed over time.</i>
Objectives	Understanding the main ideas and teaching of confucius; recognize the influence of confucianism on Chinese government
Vocabulary	master, virtue, government
Procedure	-Read Chapter 3- Teaching Confucius -Follow along with the teacher guide to ask and answer questions -Have students turn to page 4 in their packet -Students will follow along with the reading and fill out page 4 in their packet. Students explain how they follow the virtues of confucius -Play the "Is this Virtuous" game: You will say the words in the teacher guide. Students give a thumbs up if it is virtuous and a thumbs down if they do not think the word is virtuous
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 4	Chapter 4-The Great Wall of China
MN Academic Standards	<i>2.2.4.5.1 Classify materials that come from nature as natural resources (or raw materials); tools, equipment and factories as capital resources; and workers as human resources.</i>
Objectives	Recognize the Great Wall. Understand the work required and how long it took to build the Great Wall.
Vocabulary	nomads, emperor, border, stories, invaders, valuable
Procedure	-Read chapter 4-The great Wall of China; follow along with the teacher guide to ask and answer questions -Students turn to page 6 in their packets. As they follow along with the reading students will fill out the page about the Great Wall of China with facts they learn from the reading. -Play the video The History of the Great Wall of China for Kids (03:29); Ask students questions from the teacher guide.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 5	Chapter 5-Writing the Chinese language
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MN Academic Standards	<i>2.4.1.2.1 Use historical records and artifacts to describe how people's lives have changed over time.</i> <i>2.4.2.4.2 Describe how the culture of the community reflects the history, daily life or beliefs of its people.</i>
Objectives	Understand how the Chinese language is written and read. Recognize the historical and artistic value of writing in Chinese culture.
Vocabulary	unite, strokes
Procedure	-Read Chapter 5- Writing the Chinese language; Follow the teacher guide ask and answer questions -Students turn to pg. 7 in their Ancient China packet. Students follow along with the reading as they fill out information in their packet. -After the reading, students will practice writing chinese characters. -Students will practice writing different Chinese characters . Students will then swap papers with each other and try to figure out what character is written down
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 6	Chapter 6-Chinese inventions
MN Academic Standards	<i>2.4.1.2.1 Use historical records and artifacts to describe how people's lives have changed over time.</i>
Objectives	Recognize some of China's important inventions.
Vocabulary	printing, exploded, porcelain, delicate
Procedure	-Read Chapter 6- Chinese inventions; Follow the teacher guide, ask and answer student questions -Students open their Ancient Chinese packet to page 8. As students follow along with the packet filling out information for each invention that is listed.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 7	Chapter 7-Beautiful Silk
MN Academic Standards	<i>2.4.1.2.1 Use historical records and artifacts to describe how people's lives have changed over time.</i> <i>2.2.4.5.1 Classify materials that come from nature as natural resources (or raw materials); tools, equipment and factories as capital resources; and workers as human resources.</i>

Objectives	Understand how silk is made. Understand the cultural, economic, and geographic importance of silk.
Vocabulary	caterpillars, spin, cocoons, thread, foreigner, bandits
Procedure	-Read chapter 7-Beautiful Silk; Follow the teacher guide and ask student questions that are in the teacher guide. -Students open their ancient china packet and turn to page 9. -Students follow the reading and fill out the packet with information they learn about silk. -Show students the video Chinese Art (02:35) -Ask and answer questions in teacher guide after the video
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 8	Chapter 8-Chinese New Year
MN Academic Standards	2.4.2.4.2 Describe how the culture of the community reflects the history, daily life or beliefs of its people.
Objectives	Understand the meaning of the Chinese New Year. Understand how the Chinese New Year is celebrated.
Vocabulary	fortune, parade
Procedure	-Students will read and listen to Chapter 8: Chinese New Year; Using the teacher guide ask and answer student questions -Students will turn to page 10 in their ancient China packets. As students follow along they will complete Page 10. -Play the video Let's Celebrate Chinese New Year for students, starting at 1:10. - Ask and answer questions in the teacher guide about " Let's Celebrate Chinese New Year"
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 9	Review Day
MN Academic Standards	2.2.4.5.1 Classify materials that come from nature as natural resources (or raw materials); tools, equipment and factories as capital resources; and workers as human resources. 2.3.1.1.4 Use maps, photos, or other geographic tools to answer basic questions about where people are located. 2.4.1.2.1 Use historical records and artifacts to describe how people's lives have changed over time.

	<i>2.4.2.4.2 Describe how the culture of the community reflects the history, daily life or beliefs of its people.</i>
Objectives	Review for unit Assessment
Vocabulary	Unit Vocabulary
Procedure	-Students review for unit assessment
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 10	Unit Assessment
MN Academic Standards	<i>2.2.4.5.1 Classify materials that come from nature as natural resources (or raw materials); tools, equipment and factories as capital resources; and workers as human resources. 2.3.1.1.4 Use maps, photos, or other geographic tools to answer basic questions about where people are located. 2.4.1.2.1 Use historical records and artifacts to describe how people's lives have changed over time. 2.4.2.4.2 Describe how the culture of the community reflects the history, daily life or beliefs of its people.</i>
Objectives	Take Unit Assessments
Vocabulary	Unit Vocabulary
Procedure	-Students will take unit assessment
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 11	Chinese Dragon Craft
MN Academic Standards	<i>2.2.4.5.1 Classify materials that come from nature as natural resources (or raw materials); tools, equipment and factories as capital resources; and workers as human resources. 2.3.1.1.4 Use maps, photos, or other geographic tools to answer basic questions about where people are located. 2.4.1.2.1 Use historical records and artifacts to describe how people's lives have changed over time. 2.4.2.4.2 Describe how the culture of the community reflects the history, daily life or beliefs of its people.</i>
Objectives	Students will create a dragon craft
Vocabulary	parade and dragon

Procedure	<ul style="list-style-type: none"> -Students will take a look at images from chapter 8. -Students will notice that the color red is used frequently in chapter 8 -Students will work independently to cut and color their dragon. -Students will take their cut out dragon and attach it to sticks or straws -Students will participate in a classroom parade where students will be able to display their dragons.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>