

Submitted for Teaching About East Asia Workshop

Purpose - give sixth grade social studies students an understanding about East Asia as it relates to our power standards for sixth grade. The following power standard will be utilized during the lessons.

Power Standard 2: Students will analyze how natural features impact the formation of civilizations.

Materials: TCI History Alive – The Ancient World (online license or text book) Chapter 19 pages 198-211, globes, maps, net books, paper, photo of each student, staplers, social studies notebooks, chart paper, bin from MSU with items that highlight China.

These lessons will take place over the course of a week (at least). Each class has a forty-minute block of time.

Day 1: Explain to students that we are going to need a “passport” for the next area that we are going to study. Have sheets of paper sized and ready to staple. While students are filling in the information talk about how passports are used and why we need them. Tell students that not only are we traveling far away we are time traveling, too. Show students on a map and globe the area considered ancient China. Have them turn and talk in their groups to make predictions about what the geography would have been like over three thousand years ago. Have

students read over – Setting the Stage on pages 198 and 199. In their groups, students should write down two or three questions they have. Students will share out with the class. I will then post the main question that we will focus on as a class *“How did geography affect life in ancient China?”* I will have the students write this essential question in their notebooks so that as we go through the lesson they add information to help with their understanding.

Vocabulary - students will write down the vocabulary words in their notebooks to aid in comprehension of the chapter.

region, climate, oasis, North China Plain, tributary,

Day 2: Review with students where our travels are taking us. Remind students that we are thinking about time – over three thousand years ago. Review our essential question – *“How did geography affect life in ancient China?”* Ask for any volunteers to share their thoughts. Write these on chart paper to reference later. Today we are going to work on an overview of China’s geography (have several maps and globes that students may access as well as their textbooks, and notebooks). Discuss the following areas: geography of outer China, geography of inner China and the Tibet-Qinghai plateau. After providing the students an overview of the aforementioned areas, students will be reading pages 201-204 in the textbook. After they will make a chart on chart paper with a column each area we will cover. The categories will be: climate, physical features and vegetation. We will end the class with a discussion of what they learned and if they have any questions to jot them on a Post-It and place it on our parking lot for tomorrow.

Day 3: Review essential question and ask students what evidence they have so far that will help answer the question. Go over any questions left on the parking lot from yesterday. The lesson for today will pick up where we left off yesterday I will provide an overview of the Northwestern Deserts (Taklimakan Desert and Gobi Desert), the Northwestern Plain, and the North China Plain. Students (or

social scientists as I like to call them) will read over sections located on pages 205-207. I will ask students to show how they used the strategy of talking to the text using Post-It notes as they go. We will share these after students are done reading so that I am able to check for understanding before we head into the next lesson.

Day 4: Ask if there are any questions and review the essential question. Have students share the evidence that has been collected since we began. Today I will provide an overview for the Chang Jiang Basins, Early Settlement in Ancient China, Ancient China's Isolation and Different Regions/Different Ways of Life. I will use the jigsaw strategy for the reading of the following pages 208-211. Once each group has read the assigned section they will jot the information on their chart and we will share out as a class. During this time each section will add to their information on their chart paper. If time allows, students will begin to write out a well-organized response to the essential question utilizing the vocabulary words in their social studies notebooks.

Day 5: Have students review their writing from yesterday and give the class time to finish. Have students hang their posters around the room and give students time to do a gallery walk (about ten minutes). Review the class chart with predictions that the class made and discuss the findings. I will make sure that any misconceptions are cleared up as we go.

If there is time – students will have some time to look through the bin of items that relate to China. Also, could possibly show a video about the geography of China. If students needed a challenge (or finished ahead of the class I would have then look at Japan through the same lens).

Students will be evaluated on input each day on the chart and how they responded to the essential question in their social studies notebook.