East Asia Lesson Plan 1 CHINESE INVENTIONS

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Purpose:

The 'Big Concept' addressed in this lesson is the importance of Ancient Chinese inventions to our lives in the modern United States.

The 'Essential Questions' students will address are

- (1) What were some of the important inventions of Ancient China?
- (2) How do these ancient inventions influence our lives today?
- (3) What makes in invention important?

Rationale:

Help students understand and analyze the cultural and scientific legacies of Ancient Chinese civilization.

Materials:

- Computers with internet access (preferably one computer for ever two students)
- Wide variety of art supplies (construction paper, colored pencils, magic markers, stencils, glue, glitter, tape, ruler, protractor, scissors, etc.)
- Copies of attached handouts (at least one per student)

Activities: (7-9 Days)

- -Before introducing the project divide class into 4-6 mixed-ability groups
- -Day 1: Distribute & review Handout #1: Chinese Invention Project

In class students will then research Ancient Chinese inventions & organize

presentation, at home they will begin research for their essay.

-Days 2-4: In class students will create print ad, write radio/TV commercial & practice their presentation, at home they will write their essay.

-Day 5: Groups will present their Ancient Chinese inventions to class

-Day 7:All essays are due

Assessment:

- -During small group presentations the teacher will complete Handout #2: Chinese Inventions Presentation Grade Report (one for each student). You may wish to make notes during the presentation, and complete the handout at a later date.
- -After reading each students essay the teacher will complete Handout #3: Chinese Inventions Essay Grade Report.

Grade Adaptation:

This lesson is designed for a 7th grade class. It can easily be scaled down: you may eliminate the essay and /or presentation. Students can work in small groups to create posters or flyers selling an invention. For upper grades, a teacher can have students research and discuss improvements made to, or in the manufacturing of, one of the inventions.

| Name: | (| Class: | Date: | | | |
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| CHINESE INVENTIONS PROJECT | | | | | | |

The Situation:

Your group is an advertising agency hired to convince people to buy one of the major inventions of Ancient China. Prepare a 5 to 10 minute advertising campaign "selling" the class your Ancient Chinese invention.

Topics:

Each "agency" will be assigned an Ancient Chinese invention by the teacher. Each member of the "agency" is expected to be an expert on the invention. Possible inventions are -Gunpowder -Paper -Compass

-Printing -Porcelain -Silk

The Requirements:

- (a) ALL members must participate in the presentation
- (b) Presentations must include a print ad (poster, brochure, flyer, newspaper ad, etc.)
- (c) Presentations must include historical information about the invention
- (d) Presentations must include a 30 to 90 second radio or TV commercial
- (e) Each member must write a 5 paragraph essay describing the importance of one of the Ancient Chinese inventions. You must explain which of the remaining 5 inventions is most important to our lives today. (You may NOT write about the same invention your group was assigned by the teacher.)

Standards Addressed

This project is designed to address the following Ohio Academic Content Standards:

- People in Societies: Describe the cultural & scientific legacies of Chinese civilization
- SS Skills & Methods: Communicate a position on a topic orally or in writing and support that position with evidence
- SS Skills & Methods: Work effectively to achieve group goals

Timeline:

Monday Research Ancient Chinese inventions & organize presentation

Tue-Thur Create print ad, write radio/TV commercial & practice presentation

Friday Presentations Monday Essays due

Use the websites listed to get historical information on the inventions

•Gunpowder, porcelain, paper & printing http://www.hyperhistory.com/online_n2/connections_n2/chinese_inventions.html

- •Paper, compass, printing & gunpowder http://sln.fi.edu/tfi/info/current/inventions.html
- •Compass, gunpowder & paper http://inventors.about.com/od/chineseinventors/
- •Compass, gunpowder, printing, paper & silk http://library.thinkquest.org/15618/inventor.htm#P4
- •Silk, paper, porcelain, gunpowder & compass http://www.cnn.com/interactive/specials/9908/china.inventions.timeline/frameset.exclude.html

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CHINESE INVENTIONS PRESENTATION GRADE REPORT

- People in Societies: Describe the cultural & scientific legacies of Chinese civilization
- A As a whole, the group demonstrated an in-depth understanding of the invention and its importance.
- B As a whole, the group demonstrated a satisfactory (while individually this student demonstrated an in depth) understanding of the invention and its importance.
- C As a whole, the group demonstrated a satisfactory understanding of the invention and its importance.
- D As a whole the group demonstrated a minimal understanding of the invention and its importance.
- F As a whole the group failed to demonstrate an acceptable understanding of the Invention and its importance, or this student did not participate in the presentation
- <u>SS Skills & Methods</u>: Communicate a position on a topic orally and support that position with evidence
- A Consistently spoke loudly & clearly, made eye contact with audience, and maintained good posture. Clearly stated position and explained supporting evidence
- B Usually spoke loudly & clearly, made eye contact with audience, and/or showed good posture. Clearly stated position and explained supporting evidence
- C Occasionally spoke loudly & clearly, made eye contact with audience, and/or showed good posture. Stated a position and supporting evidence
- D Rarely spoke loudly & clearly, made eye contact with audience, and/or showed good posture. Stated a position, failed to provide supporting evidence
- F Almost never spoke loudly & clearly, made eye contact with audience, and/or showed good posture. Failed to state a position &/or provide supporting evidence. Student did not participate in the presentation
- **SS Skills & Methods**: Work effectively to achieve group goals
- A Consistently demonstrated active listening & constructive feedback. He/She was a strong leader, helped establish group goals and was always on task.
- B Usually demonstrated active listening & constructive feedback. He/She took on a variety of roles, helped establish group goals and was usually on task.
- C Occasionally demonstrated active listening & constructive feedback, He/She took on a single role, helped establish group goals and was usually on task.
- D Rarely demonstrated active listening &/or constructive feedback. He/She took on a single role and was sometimes off task.
- F Almost never demonstrated active listening &/or constructive feedback. He/She

was frequently off task and/or disrupted the group process

| Name: | Class: | Date: |
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CHINESE INVENTIONS ESSAY GRADE REPORT

- People in Societies: Describe the cultural & scientific legacies of Chinese civilization
- A The writing demonstrated an in-depth understanding of the invention and its importance.
- B The writing demonstrated a better than satisfactory understanding of the invention and its importance.
- C The writing demonstrated a satisfactory understanding of the invention and its importance.
- D The writing demonstrated a minimal understanding of the invention and its importance.
- F The writing failed to demonstrate an acceptable understanding of the invention and its importance, or this student did not submit an essay.
- <u>SS Skills & Methods</u>: Communicate a position on a topic in writing and support that position with evidence
- A Writing is well organized, accurate, detailed & complete. Spelling, punctuation & grammar are virtually free of error.
- B Writing is well organized, accurate, detailed & complete. Spelling, punctuation & grammar are generally correct. (May include minor errors which do not interfere with understanding.)
- C Writing is mostly accurate, detailed & complete. Spelling, punctuation & grammar are generally correct, but includes several errors which do not interfere with understanding.
- D Writing is mostly inaccurate, incomplete & missing details. May or may not include spelling, punctuation & grammatical errors which interfere with understanding
- F Writing is inaccurate and/or illegible. May or may not include spelling, punctuation & grammatical errors which interfere with understanding, and/or student failed to submit an essay