

Lesson Plan: China

Topic: Dynasties of Feudal China

Grade Level: 7

Standard: Ohio Social Studies 7: Growing opposition to the rule of the foreigners led to the overthrow of the Mongols. Korea and China reverted back to dynasties in their respective countries. (Content Statement 4)

Resources

- Website: <http://www.ducksters.com/history/china/dynasties.php>
- Puzzle piece template: <http://www.clipartbest.com/cliparts/7ca/Rby/7caRbyocA.png>
- Scissors (one pair, for teacher only)
- Colored pencils, crayons, or markers (optional, for teacher only)
- Notebook paper (1 page per student)

Set-up (time required: 30-45 minutes)

1. Teacher prints two copies of the puzzle template page.
2. On the top row of puzzle pieces, write out the names of each dynasty and the dates, from the Han dynasty to the Ming dynasty (inclusive).
3. On the bottom row of each puzzle piece, write a key fact or contribution from each dynasty (the website above gives such examples).
4. Before cutting, make enough copies so that each student will get one puzzle piece.
5. (optional) Before cutting, teacher may want to color matching pieces.
6. (optional) Before cutting, teacher may want to laminate puzzle pieces to preserve for future use.
7. Cut out pieces, shuffle, and randomly place puzzle pieces in one or more envelopes.

Procedure (time required: one class period)

1. Teacher introduces topic of Chinese dynasties. Explain that students will be learning about the Dynasties that were in place in China during the European Middle Ages.
2. As teacher is introducing topic, pass out envelope(s) and tell each student to take one puzzle piece from the envelope, then pass the envelope to his/her neighbor.
3. When all students have one puzzle piece, teacher will explain that students need to work together to complete the puzzle (there will be more than one completed puzzles).
4. Provide students with either:
 - a. A printout of the information from the website above, or
 - b. Laptops with access to the website above
5. Have students read material silently, in small groups, or as a whole class.
6. Teacher tells students to use the information and their knowledge of timelines, to complete the puzzle. Tell students there will be more than one complete puzzle.

7. Allow students to move freely to complete the puzzle. Teacher provides support to struggling students. Teacher gives additional pieces to students who find a match early. Teacher facilitates by adding extra pieces and offering support as needed
8. Once puzzles are complete and all students have placed their piece in the correct spot, teacher displays answer key and has students check their work.
9. Once students verify their puzzle is correct, students copy information (dynasty name, date of dynasty, key features) in to their notebooks/notebook paper.
10. Teacher wraps up by highlighting key features of Chinese dynasties. Comparisons can be made between Chinese dynasties and European monarchs.
11. During clean-up, reshuffle puzzle pieces and place back in to envelopes.

Modifications

- The website provided is simply a suggested site. Teacher can modify puzzle pieces and notes to meet own learning targets. A teacher-specific handout highlighting the features of each dynasty would need to be made for students.
- Teacher should print copies of the completed puzzle and give to students who struggle to take notes.
- Teacher can add color to pieces to make task easier.
- Additional, or fewer, puzzle pieces could be used.

