

**Mitchell N. Clark: Toledo Christian Schools**  
**TIP #1: Ancient China [4-5 Days]**  
East Asian Teaching Plans for 2005-2006

**THE BIG IDEA:**

The students will come to see the organizing of dynasties around certain key ideas as vital to their long and wide-ranging influence in East Asia. They will focus on:

1. The echelons of society, its structure and coherence
2. Confucian teaching as a focus for developing administration and leadership.
3. Inventions which helped spread learning and trade across China and into neighboring countries.
4. The development and introduction of a common script to unify divergent dialects.

**RATIONALE**

Students will be exposed to alternate ways of viewing government and the use of resources to accomplish societal goals.

**LESSON BLOCKS - Activities**

1. Students will develop a chart of the dynasties, integrating
  - a. Growth of dialects and use of common script
  - b. Invention of the printing press and its impact on learning and government
2. Groups will summarize the teachings of Lao Tzi, showing how this school used books and general learning.

**ASSESSMENT:**

Homework, quizzing and class discussion will confirm understanding.

**GRADE ADAPTATION**

Target Grade Level → Seventh Grade

**NCSS STANDARDS**

Language: dialects, script	[NCSS: I. D, E, F]
Culture: religion, nature	[NCSS: I. C, D, E; V. B, C, E]
Dynasties: innies outies	[NCSS: VI. B, C, D]
Politics: China, Japan, the West	[NCSS: VIII. A, B, D]

## WEBSITES

[www.historylink101.com/china\\_history.htm](http://www.historylink101.com/china_history.htm)

[www.china-window.com](http://www.china-window.com)

[www.chinapage.org/calligraphy/nizan/nizan.html](http://www.chinapage.org/calligraphy/nizan/nizan.html)

[www.aisawind.com/art/callig/calligal.htm](http://www.aisawind.com/art/callig/calligal.htm)

[www.historyforkids.org/learn/china/history/index/htm](http://www.historyforkids.org/learn/china/history/index/htm)

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## Tip # 1

Teaching East Asian Units to be developed → integrated with NCSS standards

### **Ancient China [Five days]**

**Language: dialects, script** [NCSS: I. D, E, F]

#### **I. Culture**

D• encourage learners to compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change;

E• enable learners to give examples and describe the importance of cultural unity and diversity within and across groups;

F• have learners interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding;

**Culture: religion, nature** [NCSS: I. C, D, E; V: B, C, E]

#### **I. Culture**

C• assist learners to apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns;

D• encourage learners to compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change;

E• enable learners to give examples and describe the importance of cultural unity and diversity within and across groups;

#### **V Individuals, groups and institutions**

B• help learners analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings;

C• explain to learners the various forms institutions take, and explain how they develop and change over time;

E• enable learners to describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements;

**Dynasties: innies, outies** [NCSS: VI. B, C, D]

#### **VI. Power, Authority and Governance**

B• help students to understand the purpose of government and how its powers are acquired, used, and justified;

C• provide opportunities for learners to examine issues involving the rights, roles, and status of individuals in relation to the general welfare;

D• enable learners to describe the ways nations and organizations respond to forces of unity and diversity affecting order and security;

**Inventions: press, compass** [NCSS: VIII. A, B, D]

#### **VIII. Science, Technology, and Society**

A• enable learners to identify, describe, and examine both current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings;

B• provide opportunities for learners to make judgments about how science and technology have transformed the physical world and human society and our understanding of time, space, place, and human-environment interactions;

D• prompt learners to evaluate various policies proposed to deal with social changes resulting from new technologies;