

World History & Geography

Medieval & Early Modern Times

Grade 7A



Lesson Plans

“The Chinese During Medieval Times: 600-1300 A.D.”

Subject:

World History and Geography: Medieval and Early Modern Times 7A

Level:

Grade 7

Abstract:

Students will study the civilization of China during Medieval times, between the years of 600 and 1300 A.D. They will study the geography of China and determine how it influenced the economy, commerce, and travel at the time. Control of the government changed when a new dynasty came to power. Students will study how different dynasties, Sui, T'ang, Sung, and Mongols came to power, each trying to rule such a vast area of land. Using textbooks or other materials supplied by the teacher, they will study the importance of religion on the lives of the Chinese people. They will discuss the literature, art, music, and technology produced between 600 and 1300 A.D. Students will research the purpose and building of the Great Wall in China. They will link the past to the present by writing a newspaper article about the Great Wall for the Sunday newspaper's "Travel Section". Finally, students will share their learning with the class by giving an oral presentation.

Invitation:

Today China is once again a country with a growing, expanding economy. One of the attractions tourists most like to visit is the Great Wall. It is so large that astronauts in space can see it. The Great Wall is actually a series of walls that were built and then rebuilt over time by different dynasties. Our class has been asked to write a four-part series of articles for the Sunday newspaper's "Travel Section" about the history and building of the Great Wall and what tourists who visit it today can expect.

Situations:

Where: The lesson will take place primarily at school. Computers in the classroom or computer lab will be used. Some of the textbook reading may occur at home as homework. Some of the research may occur in the school library. Optionally, some of the research may occur outside the school if students have access to a public library and/or to a computer.

When: This Social Studies lesson will take place either before or after study of the Sub-Saharan African Empires (Ghana, Mali, Songhai, and other groups of people in West, Central, and Southern Africa) and after the study of the Asian Civilizations of the Mongols, Ottomans, and Mughals.

How Long: This lesson will require two to three weeks to complete.

Tasks:

Task 1:

Students will listen to the invitation to this lesson.

Task 2:

The teacher will conduct mini-lessons on the different dynasties that ruled and governed, the importance of religion on the lives of the Chinese people, and the literature, art, music, and technology produced between 600 and 1300 A.D. The teacher will show videos, if available, that address the geographic, political, economic, religious, and social structures of the Chinese civilization between 600 and 1300 A.D.

Task 3:

Students will read about the Chinese civilization between 600 and 1300 A.D. in their textbooks and/or other available material supplied by the teacher.

Task 4:

Students will reinforce their understanding of the reading by creating an outline or logical notes.

Task 5:

The teacher will divide the class into four groups, each having a different focus topic. The teacher will explain the task for each group.

Task 6:

The teacher will divide each group into pairs and help each pair further define their research. (See the "Handout: The Great Wall Newspaper Article and Presentation Guide" attachment.)

Task 7:

Each pair of students will take turns taking notes using a simple spreadsheet to manage information, prepare their article, and record sources of all information used. (See the "Step Sheet: Creating a Data Table," "Step Sheet: Formatting an Annotated Bibliography" and the "Sample: Spreadsheet for Recording Data" attachments.)

Task 8:

Each pair of students will compose, using their own words, paragraphs relating the information and content learned through research.

Task 9:

Students will gather photographs and pictures to enhance their article. (See the "Step Sheet: Inserting Pictures Copied from Web Pages into Microsoft Word" attachment.)

Task 10:

Each pair of students will share their draft with another pair of students who will read and offer corrections and suggestions.

Task 11:

Students will respond to peer feedback by revising their paragraphs to incorporate suggestions and improve organization and word choice. Students will use the Word feature "Track Changes" to visually see the scope of revisions between the original draft and final copy. (See the "Step Sheet: Tracking Changes in Microsoft Word" attachment.)

Note: Peer feedback should be accepted only after verifying facts, logic, vocabulary, etc.

Task 12:

Each group will choose two co-editors, who will gather each pair of students' revised paragraphs and organize the content into a single newspaper for the group. The newspaper should have a suitable "headline" (in large, boldface type) and include photographs or drawings. The teacher will have students use the Microsoft Newsletter Wizard template. (See the "Sample: Newsletter" attachment and Tip #4.)

Task 13:

Each pair of students will review the group's newspaper and suggest revisions to the co-editors.

Task 14:

The co-editors will review the suggested revisions and modify the group's newspaper accordingly. The co-editors will print the newspaper which can be displayed on a classroom bulletin board.

Task 15:

Each group will choose two production editors, who will design the group's multimedia presentation which will be given later to the entire class. (See the "Step Sheet: Starting a PowerPoint Project," "Step Sheet: Creating a PowerPoint Presentation," "Step Sheet: Putting the Slide Show Together," "Step Sheet: Gathering and Inserting Electronic Images," and "Sample: PowerPoint Presentation" attachments.)

Notes:

- The presentation should be a high-level outline of the group's newspaper article (for example, key paragraphs reduced to short "bullet" sentences). It should not be word-for-word "repackaging" of their article.
- The presentation should include bullets representing the work of each pair of students in the group.
- The presentation should be colorful and include pictures, and possibly graphics, audio, or other special "effects."

Task 16:

Each student pair in the group will be assigned their respective bullet points from the group's presentation. Pairs will compose and rehearse their presentation "dialog" (that is, the words they will speak to explain the bullet or picture).

Task 17:

Pairs assemble as a group for a "dress rehearsal." The production editors will display the presentation on a computer screen, and the assigned students will speak about their points. The teacher will monitor the rehearsals and offers suggestions.

Note: Final presentations should be limited to approximately 10 minutes.

Task 18:

The whole class will assemble to see and listen to each group's presentation.

Task 19:

The teacher will make comments to clarify and/or expand key points at the conclusion of each presentation and then invite questions from the class.

Task 20:

Students will submit individual research work, notes, and bibliography to the teacher for evaluation.

Interactions:

Full Class: The teacher will provide mini-lessons and videos that address the geographic, political, economic, religious, and social structures of the Chinese civilization in the Middle Ages. The teacher will initiate full-class discussions after each mini-lesson. The teacher will aid students in their research and encourage pairs to discuss information collected. The teacher will guide students through the writing process and will aid in the creating and presenting of the multimedia presentations.

Partners: Partners will research assigned topics, review and organize information, write paragraphs about their assigned topic, peer review the group article, and participate in the group presentation to the class.

Individual: Each student will participate in class discussions, listen to the teacher and other students, read assigned materials, complete a spreadsheet of key points and sources of information, participate in writing the newspaper article, and participate in the presentation to the class.

Standards:

History-Social Science: Grade 7 Medieval and Early Modern Times:

7.3 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages

1. Describe the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan.
2. Describe agricultural, technological, and commercial developments during the Tang and Sung periods.
3. Analyze the influences of Confucianism and changes in Confucian thought during the Sung and Mongol periods.
4. Understand the importance of both overland trade and maritime expeditions between China and other civilizations in the Mongol Ascendancy and Ming Dynasty.

English-Language Arts: Grade 7

Reading

Structural Features of Informational Materials

2.1 Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs).

2.2 Locate information by using a variety of consumer, workplace, and public documents.

Comprehension and Analysis of Grade-Level-Appropriate Text

2.4 Identify and trace the development of an author's argument, point of view, or perspective in text.

Expository Critique

2.6 Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.

Writing

Organization and Focus

- 1.1 Create an organized structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.
- 1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.
- 1.3 Use strategies of notetaking, outlining, and summarizing to impose structure on composition drafts.

Research and Technology

- 1.4 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.
- 1.5 Give credit for both quoted and paraphrased information in a bibliography by using consistent and sanctioned format and methodology for citations.
- 1.6 Create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.

Evaluation and Revision

- 1.7 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.
- 2.4 Write persuasive compositions:
 - a. State a clear position or perspective in support of a proposition or proposal.
 - b. Describe the points in support of the proposition, employing well-articulated evidence.
 - c. Anticipate and address reader concerns and counterarguments.
- 2.5 Write summaries of reading materials:
 - a. Include the main ideas and most significant details.
 - b. Reflect underlying meaning, not just the superficial details.

Written and Oral English Language Conventions

Sentence Structure

- 1.1 Place modifiers properly and use the active voice.

Grammar

- 1.2 Identify and use infinitives and participles and make clear references between pronouns and antecedents.
- 1.3 Identify all parts of speech and types and structure of sentences.
- 1.4 Demonstrate the mechanics of writing (e.g., quotation marks, commas at end of dependent clauses) and appropriate English usage (e.g., pronoun reference).

Punctuation

1.5 Identify hyphens, dashes, brackets, and semicolons and use them correctly

Capitalization

1.6 Use correct capitalization.

Spelling

1.7 Spell derivatives correctly by applying the spellings of bases and affixes.

Speaking Applications (Genres and Their Characteristics)

2.3 Deliver research presentations:

- b. Convey clear and accurate perspectives on the subject.
- c. Include evidence generated through the formal research process (e.g., use of a card catalog, *Reader's Guide to Periodical Literature*, computer databases, magazines, newspapers, dictionaries).
- d. Cite reference sources appropriately.

Assessment:

- "Data and Source Spreadsheet Rubric:" To be used by the teacher to determine the student's quality and depth of research and information collection.
- "Written Paragraphs Rubric:" To be used by the teacher to determine the student's command of standard American English and ability to use writing strategies.
- "Presentation Rubric:" To be used by the teacher to determine the student's ability to deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience.

Tools:

- Microsoft Excel
- Microsoft Word
- Microsoft PowerPoint
- Internet browser

Project Tips and Alternatives:

Tip #1:

Remind students to record sources of information used.

Tip #2:

When editing and revising work using computer applications, remind students to save work often.

Tip #3:

Remind students to use own words.

Tip #4:

If the Newsletter Wizard template is not installed on the class computers, going to the Microsoft Office web site at <http://www.microsoft.com/office> will provide a means to download the template. Select Office Downloads and click. Select Template Gallery and click. Select Marketing Newsletters and click. Select Newsletter Wizard and click. Download the template.

Tip #5:

The teacher can use another available newsletter template in place of the Microsoft Newsletter Wizard.

Tip #6:

Group presentations might be scheduled on different days, to avoid "information overload" and maintain student interest.

Tip #7:

Student work can be posted to a class web page if available.

Tip #8:

If time is a factor, the teacher can decide to not have students do the PowerPoint presentations.

Attachments:

- "Handout: The Great Wall Newspaper Article and Presentation Guide"
- "Step Sheet: Creating a Data Table"
- "Step Sheet: Formatting an Annotated Bibliography"
- "Sample: Spreadsheet for Recording Data"
- "Step Sheet: Inserting Pictures Copied from Web Pages into Microsoft Word"
- "Step Sheet: Tracking Changes in Microsoft Word"
- "Sample: Newsletter"
- "Sample: PowerPoint Presentation"
- "Step Sheet: Starting a PowerPoint Project"
- "Step Sheet: Creating a PowerPoint Presentation"
- "Step Sheet: Putting the Slide Show Together"
- "Step Sheet: Gathering and Inserting Electronic Images"
- "Newspaper Article and Presentation Rubric"
- "Step Sheet: Creating a Data Table and Charts"

Web Resources – Content:

A list of [linked web resources](#) related to the content of this lesson can be found on the Lesson Page.

Web Resources – PowerPoint:

A list of linked web [resources for PowerPoint](#) can be found on the PowerPoint Resources page.

Assistive Technology:

Please refer to the [Assistive Technology section](#) for information on methods and devices to help ensure that all students have access to the curricula in the least restrictive environment.