

Ancient China

(A standards-based unit of study)
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**Aligned to Vermont Standards By:
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Important Information About This Unit

This standards-based integrated technology unit is designed for middle level students. The UVM Asian Studies outreach program would like to thank Tim Nguyen and Don Donn for allowing us to integrate materials they created with this unit. Teachers using this unit will be directed to Internet sites to locate Tim Nguyen's unit, [Banpo Village, Gone But Not Forgotten](#) and Don Donn's unit, [Ancient Life in China](#). A supplemental teaching guide along with assessments that align these materials with the Vermont Framework of Standards and Learning Opportunities was created by the UVM Asian Studies Outreach Program. Special thanks goes to Vermont teachers Nilah Cote and Veanne Maxwell who taught this unit in their classroom and created additional supplemental student materials, revised assessment tools and provided instructional feedback to the Asian Studies Outreach Program.

Unit Introduction

The essential question invites students to think about how historical events and powerful people of the past influence our lives today. Middle school students are very interested in creating a "fair and just" society. As they explore the differences between the lives of common people and those with wealth and power, they can quickly relate to the discrepancies that exist. They will also learn about how new knowledge and inventions can change a society. The first part of the unit allows the students to explore and discover information about Banpo, an ancient civilization that was unearthed in the middle of the 20'th century. The second part of the unit allows students to expand their knowledge of ancient civilizations by researching and comparing Chinese dynasties. This unit is divided into four learning sections. Each section has a product that students are expected to complete and is used to assess student learning. The culminating task of this unit builds on prior knowledge students have gained from previous learning activities.

Essential Question:

How did new inventions, knowledge and different ruling dynasties influence the people and civilization of China during ancient times?

Guiding Questions:

1. What can we learn from ancient artifacts?
2. What was life like during ancient Chinese times?
3. How do people and inventions change society?
4. What characteristics make each time period unique? What characteristics do they have in common?

Culminating Task:

The culminating task is divided into two parts. Students will create an exhibit for Ancient Heritage Museum Day and present information about their time period to the class. They will also create a map showing China's political boundaries during the era they researched and share this information with the class. For the second part of the culminating task, students will select three different time periods from those that were presented and create a venn diagram to compare these eras.

Vermont Standards

Vital Results:

- 1.18 Students use computers, telecommunications, and other tools of technology to research, gather information and ideas, and to represent information and ideas accurately and appropriately.
- 1.20 Students use graphs, charts, and other visual presentations to communicate data accurately and appropriately.
- 2.1 Students ask a variety of questions. This is evident when students:
 - b. Ask questions to determine why events occur
 - c. Ask questions that compare and contrast, to determine similarities and differences.
 - d. Ask questions that help make connections within and across fields of knowledge and/or between concepts.
 - f. Ask critical evaluation questions that judge the quality of evidence from within a problem, text, work of art, etc.
- 3.7 Students make informed decisions. This is evident when students:
 - a. Seek information and base decisions on evidence from reliable sources, including prior experience, trying things out, peers, adults, and print and non-print resources.
 - b. Evaluate the consequences of decisions
 - c. Describe and explain their decisions based on evidence
 - e. Analyze and consider alternative decisions.

Field Of Knowledge

- 6.4 Students identify major historical eras and analyze periods of transition in various times in their local community, in Vermont, in the United States and in various locations worldwide to understand the past, the present, and the relationship between the two. This is evident when students:
 - aa. Demonstrate various dating systems (BCE, CE)
 - c. Investigate the impact of new knowledge and inventions on society as a whole and on various groups.
 - dd. Identify and sequence patterns of change and compare historical data from the world by examining the historical development of societies.
- 6.5 Students investigate both the traditional and the social histories of the people, places and culture under study. This is evident when students:
 - a. Identify and analyze the impact of various individuals and groups throughout history.
 - c. Demonstrate understanding of the relationship among powerful people, important events, and the lives of common people.
- 6.7 Students use geographical knowledge and images of various places to understand the present, communicate historical interpretation, develop solutions for the

problems, and plan for the future. This is evident when students:

- d. Use scale to calculate and estimate distance on a map.
- e. Make and use legend/keys on a variety of thematic maps.
- bb. Locate the physical, political, and cultural regions of Vermont, the United States, and the world. Locate major mountain ranges, major rivers, major climate and vegetation zone.

7.10 Students use concrete, formal, and informal strategies to solve mathematical problems, apply the process of mathematical modeling, and extend and generalize mathematical concepts. Students apply mathematics as they solve scientific and technological problems or work with technological systems. This is evident when:

- a. Solve problems by reasoning mathematically with concepts and skills expected in these grades.
- cc Determine how to break down a complex problem into simpler parts, extract pertinent information from situations.
- f. Make sensible, reasonable estimates.

LEARNING SECTIONS

STUDENT PRODUCT	LEARNING ACTIVITIES
<p>Travel itinerary with budget Standard: 7.10 a,cc,f Timeframe: 3 hours</p>	<ol style="list-style-type: none"> 1. Crossing Time Zones. 2. Comparing air miles to China: “crow” & “jet” miles. 3. Instruction on reliable Internet sites. A suggested site to visit for information is http://www.infotaft.marioncity.k12.oh.uc/why.html#traps
<p>Sketched map of China/Banpo Standard: 6.7 bb,c,e 1.18 Timeframe: 1 hour</p>	<ol style="list-style-type: none"> 1. Use the Internet, electronic encyclopedias, and/or CD's to locate maps of China.
<p>Lost Civilization Competition Standard: 1.18, 2.1 b,c,d,f 6.4 c,dd 6.7 c,bb,e Timeframe: 10 hours</p>	<ol style="list-style-type: none"> 1. Banpo Village, Gone But Not Forgotten http://score.rims.k12.ca.us/activity/banpo 2. Gather information and take notes from designated web sites). Formulate questions and answers from this information.
<p>Heritage Museum Day Presentation & Venn Diagram Standard: 1.18 1.20 3.7a,b,c,e 6.4 aa,c,dd 6.5 a,c 6.7d,e,bb Timeframe: 15 hours</p>	<ol style="list-style-type: none"> 1. Lost In Time. (timeline activity) 2. Daily Life in Ancient China http://members.aol.com/Donneclass/Chinalife.html 3. Sketched map of China showing the dynasty's political boundaries. 4. Get the facts from Artifacts (create reproductions of artifacts from designated time period) 5. Savvy Surfin’ -Research the Internet, CD's etc. to locate information about time period.

Teacher Guide for:

SKETCHED MAP OF CHINA
Learning Section

Rationale: Students will need to understand where the ancient culture of Banpo was located and be able to locate and identify other important geographical features related to the time and place under study.

Time: Students will need about 90 minutes to locate a map of Banpo and various other maps of China and to hand sketch and label their maps.

Materials Needed: An electronic encyclopedia and Internet sites with ancient maps showing the Banpo region. If access to technology is limited, students can rotate on/off computers and can use globes and printed resources to obtain the information.

Prerequisite Skills: Students will need to have worked with maps before, understand longitude and latitude, and be familiar with how to find information on the Internet and other electronic sources.

Procedure: Introduce the unit to students and let them know they will be involved in a simulated journey to China to examine an ancient society and learn about how people lived thousands of years ago in a region that is called the cradle of civilization. Before they can begin their travels, they will need to gather information about where they are going and how they can get there.

Explain to students the types of things they will know by the end of this unit. Students will also need to learn how to determine validity of information on the web. This information can be obtained from several places on the Internet. One excellent site at Tafts Middle School <http://www.infotaft.marioncity.k12.oh.us/why.html#traps> provides students with information on how to critically evaluate web sites. They will learn to ask questions such as; what is the domain name of the site and how does this help us determine how reliable the site is (.org means a non-profit, edu usually means a university, .com is a commercial site, .gov is a government site etc.)? When was the site updated? Is there information available on how to contact someone about the site? Is the information on the site properly cited? Spend time reviewing several Internet sites with the class, analyzing them according to criteria students have learned.

Begin the mapping activity by asking students to make predictions about the size of China and compare China to the United States. Ask them what time they think it would be in China right now. Have them look at the longitude and latitude of the U.S. and ask them to predict China's longitude

and latitude. Ask students to record these predictions in a journal. If computers are limited, have groups of students get on the Internet and read through **Banpo Village, Gone But Not Forgotten**, a unit created by Tim Nguyen located at <http://score.rims.k12.ca.us/activity/banpo>, while others work on the mapping activity. Allow each group to read the directions and progress at their own speed.

Provide students with sufficient time to explore and locate various types of maps of China.

Students draw the maps in their journal following the criteria listed below.

Assessment Method: Written Product (sketched map)

Assessment Tools: Scoring Guide

Criteria: Use technology to locate appropriate maps (1.18)

Hand sketched map represents the approximate scaled size and shape of China and has the following information located and labeled (6.7bb)

1. Xi'am and Shaanxi Provinces
2. The city of Banpo
3. The longitude and latitude for Banpo.
4. The present day time zone for that region.
5. Major climatic zones.
6. A legend or key that communicates map information.

Name: _____ Date: _____

Scoring Guide for Hand-Sketched China Map

My hand-drawn map of China includes the following:

- | | | | |
|---|-----|------|------|
| 1. Sketched map looks proportionally similar to the original map in terms of size and distance. (Standard 6.7bb) | All | Some | None |
| 2. Map is drawn on a grid that shows the correct longitude and latitude positions of the country of China and the village of Banpo. (Standard 6.7c) | All | Some | None |
| 3. The present day time zones for China and Banpo are accurately identified and labeled on the map. (Standard 6.7c) | All | Some | None |
| 4. The Xiam and Shaanxi Province and village of Banpo are correctly located and labeled on your map. (Standard 6.7bb) | All | Some | None |
| 5. The major climatic zones in China are correctly represented and easily distinguished from one and other. (Standard 6.7bb) | All | Some | None |
| 6. The legend/key is used appropriately and makes the map easier to understand. (Standard 6.7e) | All | Some | None |
| 7. All information for the sketched map was obtained from an electronic encyclopedia, CD or the Internet. (Standard 1.18) | All | Some | None |

Teacher Guide for:
TRAVEL ITINERARY AND BUDGET
Learning Section

Rationale: Students will understand the cost of traveling to China and the distance they will be traveling if they were to travel to China. This activity represents a real life application of math and problem solving skills used for trip planning and vacationing.

Time: 3 hours

Materials: Access to a phone & phone book and the Internet. (If this is not possible, the teacher can provide a sheet with various price quotes and possible routes from airlines, travel agents etc, and hand these out to students)
Map of the world, map of time zones around the world.
Globe, flashlight
Crossing Time Zones student worksheet
Fly Like a Crow to Beijing, China student worksheet
Flight Record Sheet
Sample travel itinerary

Prerequisite Skills: Students should be familiar with the term "budget", why budgets are needed and able to read and interpret scaled distances on a map.

Procedure: Use a large globe to demonstrate to students that the earth rotates on its axis Once every 24 hours in a counter-clockwise direction. Place a piece of clay On a section of the globe and spin the globe counterclockwise. Ask students to use directional words like north, south, east, west, to explain the direction of the earths spin (east to west). Then shine a flashlight on the globe to represent the sun. Let them know that the earth is spinning at 1,000 miles an hour. Ask students to describe what they observe as the earth spins. (They will need to notice that one part of the earth not exposed to the sun is dark). Identify the country the clay is stuck to. Ask students to observe and explain which direction the sun would rise in that country where it would set. Stop the globe but keep the light shining on the globe. Have students get close enough to the globe to answer the questions- what countries would be experiencing daytime; what countries would be experiencing night? Which part of the United States would be experiencing sunrise first, the eastern or western part? Why do we have different time zones?

Provide pairs of students with a time zone map and Crossing Time Zones student worksheet. Explain to them the earth is divided into 24 standard time zones. People set their clocks based on the time zone they are in. A new time zone begins approximately every 15° longitude. Lines of longitude can only be used as a guide, not as an exact measurement. Because of the way

lines of longitude divide countries or even states, people have made adjustments to time zones according to political boundaries. Students are now ready to complete the Crossing Time Zones Sheet. Discuss their findings in whole group format.

Provide students with the Fly Like A Crow to Beijing, China and for students who need additional organizational support, give them the Flight Record student worksheet. They will need maps for this activity. When students have completed this sheet, discuss their findings and then discuss reasons why their trip will be cover more air miles than this. Airline companies do not have freedom to fly where ever they please. They must follow certain routes, often these are not the most direct routes from one location to another.

Students should be ready to create their travel itinerary and begin planning their trip. Show students what a sample itinerary and describe its components. Place students in teams if this has not been done yet and provide time for students to brainstorm and select a name for their team. Each team will need to prepare a budget and travel itinerary for their trip to China.

Explain to teams that the companies they work for are small and do not have money to waste. The president of the company will allow them to spend two weeks in China. In order to find the best deal, each person will need to develop a budget and travel itinerary for the team. Each team member's budget and travel itinerary will be submitted to the company's president. They must remember to include information about their sources. The President will review all submitted budgets and select the budget & itinerary from each team that includes the clearest cost breakdown of all necessary team expenses and is the most cost efficient. Once the President approves the team's budgeted amount, this will be the total amount of money available to the team. It is important for each team to carefully determine determine and plan for all of the team's needs and budget accordingly. No additional money will be released to the team once the budget is approved. Budgets should be written up using the Vermont math portfolio format.

The travel itinerary will include flight arrival/departure times, the scheduled route, work and recreational time, planned visits to a few recreational sites and costs (but these will not be covered by the company). The schedule of working hours should state the beginning and ending hours in China and provide information on what time it would be in the United States. The itinerary should also include information about where the team is staying while in China and how they can be reached in case of emergency. The team must decide how to go about finding the necessary information for their budget and travel itinerary and then do the initial research independently.

Assessment Method: Written Product-Travel Itinerary and Budget

Assessment Tool: Rubric and Checklist

Assessment Criteria: Travel itinerary shows dates of travel, travel route, air miles, times of departure/arrival, place of lodging, & daily work and leisure schedule.(7.10cc)

Budget demonstrates use of mathematical reasoning skills, estimates are sensible and reasonable, calculations are accurate. (standard 7.10a,cc,f)

Written explanation for budget and itinerary demonstrates the ability to formulate and solve the problem, is easy to follow and clearly describes each person's anticipated cost for the trip as well as the total cost for the entire team. (7.10bb)

Name: _____ Date: _____

CROSSING TIME ZONES

In this activity you will be able to learn about the different time zones around the world and find out the time difference between the United States and China. Find maps and time zone information that will help you answer the questions below.

What time would it be if.....

1. It is 1 P.M. in Burlington, Vermont; then it is _____ in New York City, New York.
2. It is 3 A.M. in your town or city; then it is _____ in Anchorage, Alaska.
3. It is 3 A.M. in your town or city; then it is _____ in San Diego, California.
4. It is 4 P.M. in Tokyo, Japan; then it is _____ in Cairo, Egypt.
5. It is 4 P.M. in Tokyo, Japan; then it is _____ in Beijing, China.
6. It is 9 A.M. in Beijing, China; then it is _____ in my town or city.
7. It is 2 A.M. in Sydney, Australia; then it is _____ in Beijing, China.
8. It is 1 P.M. in Burlington, Vermont; then it is _____ in Moscow, Russia.
9. It is 6 P.M. in Moscow, Russia; then it is _____ in Beijing, China.
10. It is 9 A.M. in Paris, France; then it is _____ in my town or city.
11. What types of things would people be doing at 8 A.M. in your town or city?

12. What types of things would people in Beijing, China be doing at 8 A.M. your time?

Name: _____ Date: _____

FLY LIKE A CROW TO BEIJING, CHINA!

The expression "straight as the crow flies" means to take the straightest, most direct route between tow locations. Often it is not possible to take the most direct route.

- 1. Look at a map. Determine the shortest route between your home town and Beijing, China. Calculate the distance between the two locations.**

How many miles is it? _____

- 2. What are some reasons why you might not be able to fly this route by jet?**

- 3. Find different routes your team could take if you were going to travel from your hometown to Beijing, China by jet. (contact a travel agent or airline companies) Include departure and arrival times for each location. What is the difference between crow miles compared to jet miles?**

Briefly describe each route, include arrival and departure times, then determine the jet miles required for each route. Compare these routes to crow miles.

- 4. What route do you prefer to travel? Why? How many miles would you be traveling?**

- 5. How many hours of your travel time is actually spent in the air flying?** _____

Name: _____ Date: _____

FLIGHT RECORD SHEET

Location	Departure Time	Arrival Time	Flight Number	Roundtrip Cost	Information Source

SELECTED FLIGHT SCHEDULE

Airline	Flight Number	Gate Assigned	Seat Number

Created by Nilah Cote, Sheldon, VT.

Name: _____ Date: _____

TRAVEL ITINERARY ASSESSMENT CHECKLIST

The travel itinerary contains the following:			Points
1. Dates of travel	Yes	No	1
1. Travel route, arrival and departure times for return trip	Yes	No	2
3. Air miles for each leg of flight and total air miles traveled.	Yes	No	5
4. Place(s) and dates of lodging	Yes	No	2
5. Daily work schedule states time in China and time in the United States.	Yes	No	2
6. Recreational/leisure schedule with list of planned recreation sites.	Yes	No	4
7. Emergency contact (Name & Number)	Yes	No	1
8. Layout and design of itinerary has a professional look.	Yes	No	3

Possible points = 20	Total Points earned		_____

**Points are only earned if you answered yes.

TRAVEL BUDGET Assessment Rubric

Criteria	Novice	Apprentice	Accomplished	Distinguished
Determine what the problem is asking and break the problem into steps to solve and solve the problem (7.10cc)	Attempt was made at determining what the problem is asking but there are problems with the interpretation of the problem, steps were not relevant to the problem and would not lead to solving the problem.	Work demonstrates understanding of what the problem is asking but steps used would not lead to successfully solving the entire problem.	Work demonstrates understanding of what the problem is asking, shows a series of logically sequenced steps that would lead to successfully solving the problem.	(To be determined by the classroom teacher)
Use mathematical reasoning and calculation skills (7.10a)	Reasoning has major flaws or an extensive amount of information is missing so that reasoning skills can't be determined. OR Calculations contain many errors or are not shown and work can't be assessed	Reasoning skills demonstrate logical thoughts with errors or gaps in thinking. OR Calculations contain some errors in the work or final solution	Reasoning skills demonstrate logical thinking consistently throughout the problem and calculations are correctly computed without errors in all phases of the work	
Use quotes and estimates to anticipate cost and demonstrate the ability to use only the important information that relates to the problem (7.10cc,f)	Cost breakdown amounts are inaccurate and do not represent reasonable estimates and quotes. Many necessary expenses are missing from the budget.	Cost breakdown shows sensible and reasonable estimates and quotes but is missing some necessary expenses from the budget.	Cost breakdown shows sensible and reasonable estimates for quoted amounts. Anticipated expenses are realistic and necessary items are included.	
Explanation of individual and team expenses demonstrates understanding of how to break a complex problem into simpler parts. (7.10cc)	Attempt is made to explain all budget expenses but the explanation is difficult to follow or can't be read.	Budget explains all expenses but some parts are difficult to follow.	Budget clearly explains all expenses, individual and group in an easily understandable way	

Teacher Guide for:

LOST CIVILIZATION COMPETITION
Learning Section

Rationale: Students will develop an awareness of how ancient societies can be studied through artifacts, specific historical, cultural and geographical information about the Banpo village region, ethical dilemmas facing archaeologists and society regarding these discoveries, and how ancient and past civilizations influence modern society.

Time: 4 hours

Materials: Banpo Research Sheet
Additional Banpo Research Sites
Banpo Village, Gone But Not Forgotten unit materials at
<http://score.rims.k12.ca.us/activity/banpo>

Procedure: Teams will go to the Banpo Village, Gone But Not Forgotten Internet site at <http://score.rims.k12.ca.us/activity/banpo> and read the letter from China's Minister of Culture and the Rules for Competition information. Each team member will research the four categories (history to include information about new knowledge and or inventions, geography information taken from previous map work and new information they may find on the Internet, artifacts and family life/religious practices) of information about Banpo. Each team member will keep notes in their journal following the format suggested on the unit's web site or use the Banpo Research form . Each student will create two questions for each category from information found on the Internet and their sketched maps. Discuss the different types of questions with students. For example some questions ask why things happen, others compare and contrast information, sometimes we use questions to help us connect new ideas or information to things we already know, and some questions are used to evaluate or judge how reliable the information we are hearing or using is. When each team member has researched all four categories, team members share information and select the two best questions for each of the four categories that will be used in the competition. Introduce and explain the Lost Civilization Competition rubric to students. *Teams who complete their research early can design posters, create pictures etc. to be used to decorate the room for competition day. The teacher can act as Minister of Culture on competition day. Each team will give their questions and responses to the "Minister of Culture" (make sure there is a way of identifying who created the questions so a team is not given its own questions to answer) Teams are assigned numbers for the competition and each team takes turn

answering questions. Each team has 1 minute to respond. If they answer the question correctly they earn a point. If they do not answer it, the same question is given to the next team and continues on until it can be answered (the team who created the question may not answer it). After the question and answer period, the Minister of Culture tallies the points and awards the winning team 1 million yuan.

Assessment Method: Written Team Questions and Oral Participation in Competition

Assessment Tools: Rubric

Assessment Criteria: Use the Internet, electronic encyclopedias, and or CD's to locate historical documents, pictures of artifacts and other information that directly relates to the history of Banpo.(1.18)
Investigate and locate geographic features in China and the Banpo region.(6.7c,bb,e)
Recognize new knowledge and or inventions developed by the people of Banpo (6.4c)
Analyze information about the transition from hunter/gatherer society to the beginning of settled agricultural communities.(6.4dd)
Pose questions to determine why events occur, compare and contrast information, connect concepts and evaluate the quality of information(2.1b,c,d,f)

Name: _____ Date: _____

BANPO RESEARCH SHEET

Find Information For These Four Categories

History, Knowledge & Inventions	Geographic Features of the Banpo Site Region	Artifacts Excavated from the Banpo Site	Banpo Family Life and Village Life (including children)

LOST CIVILIZATION COMPETITION

Criteria	Novice	Apprentice	Accomplished	Distinguished
Use the Internet, electronic encyclopedias and or CD's to locate historical documents, pictures of artifacts and other resources that directly relate to the history of Banpo. (1.18)	Frequently needs assistance with the following skills: locating web sites, electronic resources, copying information into a word document and retrieving the document.	Occasionally needs assistance with some of the following skills: locating assigned web sites &/ or using electronic resources, copying the information into a word document or retrieving the document.	Independently locates and uses assigned web sites, electronic encyclopedias and/or CD's, finds and copies the information for all 4 categories (history, geography, artifacts and family life into a word document, retrieves the word document from files.	Determined by classroom teacher.
Identify and recognize the types of new knowledge &/or inventions developed by the Banpo people that were carried over into later civilizations. (6.4c)	Information about new knowledge and inventions of the Banpo civilization and how this knowledge and these inventions changed society is inaccurate and sparse.	Information is accurate but sparse regarding new knowledge and inventions of Banpo civilization and how this new knowledge and these inventions changed society.	Accurately identifies and explains orally (answer questions in competition) and in writing (notes) several ways new knowledge and inventions changed society.	
Investigate and locate geographic features in the Banpo region site. (6.7c,bb,e)	Sketched map contains many geographic inaccuracies or missing several pieces of information and student is not able to correctly explain the location of these features orally.	Sketched map contains minor inaccuracies or is missing one or two pieces of information.	Sketched map of China accurately represents the size and shape of the country, identifies the location of the Xi'am and Shaanxi Provinces, the Banpo site, longitude and latitude of Banpo, the present day time zone for that region, major climatic zones in China and a legend or key that clearly explains the map.	
Analyze historical information relating to the transition from hunter-gatherer society to the beginning of settled agricultural communities in the Banpo region. (6.4dd)	Information is sketchy, only partially complete or inaccurate.	Identifies years the village existed is but the comparison between a hunter/gatherer society and agrarian society needs more elaboration. Some examples from the Banpo culture and way of living are included.	Identifies years Banpo Village is known to exist. Compares orally and in writing the difference between a hunter/gatherer society and agrarian culture. Sites specific examples from Banpo culture and way of living.	
Pose questions to determine why events occur, compare and contrast, connect concepts and critically evaluate the quality of oral and printed information. (2.1b,c,d,f)	Questions are created from information written in the journal but only use one type of questioning format.	Questions are created from information written in journal notes but only use two of the four different types of questions.	Questions are created from information written in journal notes and use all four types of question. 1. Questions ask why an event happened 2. Questions compare & contrast information. 3. Questions connect ideas or information from the other categories 4. Questions evaluate how good the information being read or heard is.	

Teacher's Guide for:
ANCIENT HERITAGE MUSEUM DAY
Learning Section

Rationale: Students will be able to broaden their understanding of ancient cultures by studying Chinese cultures from other time periods. This knowledge will allow them to analyze and compare each culture, learn about important individuals and events and also develop an awareness of the philosophies and beliefs from the periods under study.

Time: 6 hours

Pre-requisite Understanding: It is recommended a short discussion about museums is held prior to beginning this learning section to benefit students who have not visited a museum. Students can also spend time visiting on-line museums.

Materials: Students can use various materials to create artifacts. Examples would be Clay, sourdough, paper mache, wood, paper, scraps of fabric, crayons etc. Computer Internet access and other literature resources to gather information about times under study (see bibliography for suggested resources)
Roll of adding machine tape, construction paper, string, white paper, colored pencils for time-line activities.

Each working group will need the following sheets:

Lost In Time student work sheet

Daily Life in Ancient China: <http://members.aol.com/Donnclass/Chinalife.html>

Welcome to Ancient China: <http://members.aol.com/Donnclass/Chinalife.html>

Cheat Sheet: <http://members.aol.com/Donnclass/Chinalife.html>

Information specific to each era: <http://members.aol.com/Donnclass/Chinalife.html>

Ancient Heritage Museum Day Team Self-Assessment Sheet

Group Presentation Data & Feedback Sheet

Venn Diagram Rubric

Video and student activities in History through Art and Architecture of China by Ann Campbell (see bibliography).

Procedure: There are several enabling (prior) activities students need to engage in before Ancient Heritage Museum Day. There are five time periods the class will be learning about on Ancient Heritage Museum Day. The class will be divided into teams. Each team will become an expert in one time period and that will be the time period they prepare an exhibit and presentation for. The exhibit will consist of a sketched and labeled map showing China's political boundaries during that era, recreated artifacts, cards with information about each artifact, and a visual of pictures representing the time period that will be placed along a large class timeline

Teams will be responsible for deciding what needs to go into the exhibit and how they will go about preparing for it. Remind students they will need to critically evaluate web sites and other resources to determine their reliability. Before students begin this learning section, provide each student with a copy of the Team Self-Assessment sheets, Group Presentation Data & Feedback Sheet and the Venn Diagram Rubric. This will guide the type of information students will need to collect.

Begin this section with the Lost In Time activity. Then help students gain a broad sense of the time span and cultures under study by taping adding machine tape along the wall to create a large class time-line that dates from 6000 years BCE to 2000 years CE (1 meter for every 1,000 years is a good scale to use) Going back in time from the present to 6,000 BCE, ask students to determine where 1,500 CE would go, 1,000CE, 500 CE, 500 BCE, 1,000 BCE etc would go. Continue dating the time line back to 6,000 BCE. After students share information from their personal timeline, ask them where this information would go on the large timeline. Each student can put up one event from his or her personal time line on the class time line.

On Ancient Heritage Museum Day all students will be responsible for knowing where they would locate their time period along the time line and how many years that is. Students could also place their visuals of pictures that represents their timeline on the class timeline after their presentations.

Assign teams a time period to research and explain the criteria to them. Most of the information needed for this learning section is located at <http://members.aol.com/Donnclass/Chinalife.html> but additional learning activities, student work sheets and assessments have been created by the UVM Asian Studies Outreach Program to align this learning section with Vermont standards.

Teams will also need to research and draw a map that shows the political boundaries of China during their assigned period of study and the names of the bordering countries (ancient names and what country that region is in today). Each person in the team should sketch and label a map and then the team will select one person to create a final version of the map to be used during their presentation.

Show students the video History through Art and Architecture of China by Ann Campbell. Provide students with the student materials that are part of the video kit that is related to the time period they are researching. Allow students time to visit web sites with specific information about art during their time period.

Teams will continue reading information about their ancient society(ies); looking for information about artifacts from that time period; locating information that explains important events, identifies and describes

important people or groups, explains their impact on society; and how new knowledge and inventions changed the society under study.

The team will review the information they have collected, determine what information to use in their exhibit, which items best represent their era, what artifact each person will make, and the materials needed. Each person on the team will also create an index card that provides important information about the artifact.

Before the team includes anything in the exhibit, they will need to make sure every member of the team is knowledgeable about all team artifacts and information being presented.

On Ancient Heritage Museum Day, teams can set up their exhibits and then each team will present to the class. Each team should be able to locate their era on the class timeline and explain this to the class. Hand out 5 copies of the Group Presentation Data & Feedback sheet (one for each era) for students to complete during each team's presentation. The information on this sheet will serve two purposes. It will allow students to give feedback to presenters and will also help students complete their Venn Diagrams, which is the last product to be assessed in this unit.

At the end of each presentation, the class will sit with their teams, review their notes, and quickly jot down any important information that was missed. Students can also ask any member of the presenting team about information that might have been omitted or was not clearly presented and provide feedback to the presenting group.*Other classrooms/parents/community members can be invited to celebrate and learn about ancient China.

Assessment Method: Oral Presentation, Self and Peer Assessment, Venn Diagram

Assessment Tools: Team Self Assessment, Group Presentation Feedback Rating, Rubrics

Assessment Criteria:

Locate China's political boundaries during the period under study (6.7bb)

Know how to organize time in a linear format (BCE-CE) (standard 6.4a,aa)

Use technology to investigate historical documents and artifacts that identify significant events, people, and community life for the period under study.(standard 1.18, 6.4a, b, 6.5a)

Analyze the impact individual people and events had on the society under study. (standard 6.5a)

Describe the artifacts and use them to sequence and identify characteristics of transitions between eras (6.4dd)

Make an informed decision: seek information from reliable sources, recognize others' points of view and assess their decisions from others perspectives, describe and explain their decisions based on evidence, analyze and consider alternative decisions based on fact, evaluate the consequences of decisions. (standard 3.7 a,b,c,e)

Use a visual models to communicate information about the time period to the audience (1.20)

LOST IN TIME

(Introduction to Timelines)

Look at the dates on the Cheat Sheet, Who's Who in Ancient China. Can you imagine how long ago these time periods were? Notice some years have a BC after them and others use AD. Sometimes you will see the letters BCE instead of BC and CE instead of AD. What does it mean if you see the letters BC or BCE after a year? What about the letters AD or CE?

1. Make a timeline showing the year you were born, the year you started school, and years important events happened in your life.
2. Decide if you should put the letters BCE or CE after these years and label each year with the letters you feel belong there.
3. Look at some of the timelines others have created in the room. What are some things you could do to improve your timeline? Write down these ideas so you can use them on your next timeline.

4. Look at the spacing or distance between the years on your timeline? How can you visually show the distance to accurately represent the time span between the years? (For example if there is only a few months between certain events compared to 10 years between others, how would you show this?)
5. *Be prepared to share your ideas for creating quality timelines with your teacher and your class.

Group Presentation Data & Feedback Sheet

Please take a few minutes after each group presents to discuss what your team learned from the presentation and exhibit. Answer the following questions.

- 1.a. What was the name of this time period ? (6.4aa)
- 1.b. What were the dates given for this time period? (6.4aa)
- 1.c. What dynasty (dynasties) ruled during this time period? (6.5a)
- 1.d. How well did the presenters explain these things? Rate the team from 1-4. A score of 4 is excellent, a score of 1 is poor. 1 2 3 4

- 2.a. Who was the ruling emperor(s)? (6.5a)
- 2.b. What important events happened during this time period? (6.5c)

- 2.c. How did the emperor or ruling dynasty and events change the society? (6.5c)

- 2.d. How well did the presenters explain these things? 1 2 3 4
- 3.a. List all new knowledge or inventions that relate to this time period. (6.4c)

- 3.b. In what ways did this new knowledge or these new inventions change the lives of Chinese people? (6.4c)

- 3.c. How well did the presenters describe and explain information about these things? 1 2 3 4

- 4.a. What overall rating would you give to the presenters? 1 2 3 4
Why?

ANCIENT HERITAGE MUSEUM DAY
TEAM SELF-ASSESSMENT

1. How did your team decide on the types of artifacts to select and information to use in your exhibit? (3.7a)

2. Identify how many of each type of resource was used to collect information for your presentation? (1.18)
CD ROM _____ Web Sites _____ Electronic Encyclopedia _____
Books _____ Magazine Articles _____ Encyclopedias _____

3. How did your team check to determine if the information or sources you were using were reliable and accurate? (1.18, 3.7a)

4. In what ways did your team demonstrate that you were able to recognize each others viewpoints and opinions as well as those of your classmates when making decisions about what to include in your exhibit and presentation? (3.7d)

5. Before deciding on what to include in your exhibit, what other exhibit and presentation ideas, information etc. did you consider? What factors influenced your final decision? (3.7e)

6. How effective does your team feel your exhibit and presentation was? (3.7b)

7. What would your team do differently next time? Why? (3.7)

Venn Diagram Rubric

Criteria	Novice	Apprentice	Accomplished	Distinguished
Name 3 ancient Chinese eras, the dates of each era and describe how they relate to each other chronologically (6.4 aa, 6.4dd)	An attempt is made to name each time period, date and place them in order but the information is not accurate	Each time period is named and dated correctly but there is some confusion about which time period came first/last.	Correctly named and dated three different time periods, stated which of the three came first and last.	(Determined by classroom teacher)
Identify and describe how each emperor ruled, analyze the impact of these ruling emperors and their dynasties for 3 different time periods. (6.5a,c, 6.4dd)	An attempt is made to include the necessary information listed under the Accomplished level but the information does not provide enough information to show the differences between dynasties/emperors and their impact on each time period or the information is inaccurate and misleading.	Most of the information listed under the Accomplished level is present and accurate.	The dynasty and emperor is listed correctly for all 3 time periods. Examples of how one emperor and one ruling dynasty from each of the three different time periods changed the lives of people during their period of rule is accurate. Correctly compares similarities and differences among each time period.	
Describe important events that occurred and how these affected the daily lives of Chinese people living during each time period. (6.4dd, 6.5c)	An attempt is made to include the necessary information listed under the Accomplished level but quite a bit of information is missing or inaccurate and misleading.	Most of the information listed under the Accomplished level is present and accurate.	Examples of new knowledge, inventions and other important events are accurately listed for each of the three time periods. An explanation of how these things affected the daily lives of Chinese people is accurate for all 3 time periods.	

ANCIENT HERITAGE MUSEUM DAY
CHART & MAP RUBRIC

Criteria	Novice	Apprentice	Accomplished	Distinguished
<p>Use scale to estimate the area of China during the specific time period and compares this to China's present political boundaries. (6.7d)</p> <p>Name and label bordering countries and the Chinese Empire.(6.7bb)</p> <p>Label important places in the empire during this time period. (6.7bb)</p> <p>Make and use a legend or key (6.7e)</p>	<p>Many quality indicators listed under Accomplished are missing or inaccurate.</p>	<p>Most of the quality indicators listed under Accomplished are evident but some information is missing or inaccurate.</p>	<p>Sketched map's size accurately represents the shape and size of China during the given time period and information is given during the presentation that compares China's size then to it's current size. Bordering countries and the Chinese Empire is correctly located and labeled. Several important places are located and labeled. The legend or key is legible and clearly explains symbols on the map.</p>	
<p>Use a chart to communicate data accurately (1.20)</p>	<p>An attempt is made to create a chart that effectively communicates information but there is a problem in two or more of the quality indicators listed under the Accomplished Level.</p>	<p>The chart effectively communicates information but there is a problem in one of the quality indicators listed under the Accomplished Level.</p>	<p>Text and graphics show good use of design principles, appropriate use of color and space, are large enough to be seen from a distance. Chart effectively communicates information about the era it represents.</p>	

BANPO INTERNET SITES:

Chinese Geography, History, Culture

<http://www.imh.org/imh/china/xian.html>

<http://www.cis.umassd.edu/%7Egleug>

<http://geography.about.com>

<http://www.datacomm.ch/pmgeiser/china>

<http://sunSITE.sut.ac.jp/asia/china>

<http://www.ihep.ac.cn/china.html>

<http://www.chinapage.com/china-rm.html>

<http://fractal.umd.edu/history/toc.html>

<http://www.history.evansville.net/china.html>

http://www.chaos.umd.edu/history/time_line.html

<http://www.unc.edu/courses/hist033/handouts.htm#Maps>

Banpo History and Artifacts

<http://zinnia.umfacad.maine.edu/~mshea/China/xian.html>

<http://www.furman.edu/engaged/inted/StudyAbroad/China/zhongguo/terracotta.html>

<http://score.rims.k12.ca.us/activity/banpo>

<http://www.chnmus.net/English>

<http://china-window.com/beijing/tour/museum>

http://www.wsu.edu:8080/~wldciv/brians_syllabus/3.html

<http://www.unc.edu/courses/hist033/handouts.htm>

<http://www.chinats.com/xian/index21.htm>

<http://www.crystalinks.com/china2.html>

Tourism

<http://www.warriortours.com/>

Travel Logs and Diaries

<http://www.welleslian.com/dragontour/tour>

<http://www.cco.caltech.edu/%7Esalmon/china1.html>

<http://www.travel-library.com/asia/china/trip.nowak.html>

<http://www.apva.org/exhibit/date.html>

ANCIENT CHINA SITES

Student Create Sites

<http://www.penncharter.com/Student/china.index.html>

<http://www.cmi.k12.il.us/Urbana/projects/AncientCiv/china.html>

<http://www.kings.k12.ca.us/kcoe/curric/chinese.html>

http://www.best.com/~swanson/china/eg_china_menu1.html

<http://library.advanced.org/23062/>

Dynasty Information

<http://www.wsu.edu:8080/~dee/ANCCHINA/CHOU.HTM>

http://www.shorelin.Wednet.edu/Echo_Lake/china.html

Buddism, Taoism Philosophies

<http://www.chebucto.ns.ca/Philosophy/Taichi/taoism.html>

<http://www.edepot.com/buddha.html>

<http://edepot.com/taoism.html>

Ancient China Bibliography

History through Art and Architecture

Look and Do Elementary Program the Art and Architecture of China

by Ann Campbell

Alarion Press 1997

P.O. Box 1882

Boulder, CO 80306-1882

1-800-523-9177

This video covers most of the dynasties and has student sheets to accompany it.

Calliope World history for Young People May/June

The Ming Dynasty

Cobblestone Publishing

7 School St.

Peterborough, NH 03458

603-924-7209

They have other titles that fit for this unit too.

The Ancient World

Prentice Hall 1998

Other Supplementary Material

Writing and Arithmetic: Ancient Civilizations (3500 B.C.- A.D. 1)

by Paul Russell Tambourine, 1994 (48p)

The author explains how people wrote and computed in ancient civilizations of Asia, Africa, Europe, and the Americas.

The Mongols by Robert Nicholson

Chelsea, 1994 (32p)

Daily life, religion, clothing, and food are a few of the points discussed.

The Silk Route: 7,000 Miles of History by John S. Major

Harper, 1995 (32p) also paper This handsomely illustrated book tracks goods on a journey from China to Byzantium via the Silk Route in 700 B.C.

The Great Wall of China by Leonard Everett Fisher

Aladdin, 1995 (32p)

With dramatic black-and-white illustrations, Fisher tells the story of the construction of the 4,000-mile wall that made China a fortress.

The Song of Mulan by Jeanne M. Lee

Front Street, 1995

Mulan disguises herself as a boy to join the Khan's soldiers in fighting the Invading Tartars. In English and Chinese.

What Do We Know About Buddhism? by Anita Ganeri
Bedrick, 1997 (44p)
The author explains the origins and practices of Buddhism

Marco Polo: A Journey Through China by Fiona Macdonald and
David Salariya
Watts, 1998 (32p)
Presented here is an account of Marco Polo's travels and his stay at the court
of Kubla Khan.

Silk and Spice Routes by Paul Strathern and Struan Reid
Silver, 1994 (48p)
Trade between East and West is explored in the four books in this series:
Exploration by Land, Exploration by Sea, Inventions and Trade, and
Cultures and Civilizations.

Oracle Bones, Stars, and the Wheelbarrows: Ancient Chinese Science
and Technology by Frank Ross
Houghton, 1982 (192p) also paper
Discussed are the achievements of the ancient Chinese in astronomy,
medicine, botany, and engineering, as well as Chinese inventions including
gunpowder, the compass, and printing.

The Ancient Chinese by Hazel Mary Martell
Macmillan, 1993 (64p)
The author focuses on various aspects of ancient Chinese culture, such as
art, religion, government, and everyday life.

Metropolis: Ten Cities, Ten Centuries by Albert Lorenz
Harru N. Abrams, Inc., 1996, pgs: 64, .
This book shows life in ten cities, including a 13th-century Mongol tent city
With Genghis Khan.

Everyday Life in Medieval Times by Marjorie Rowling
Putnman, 1968, pgs: 228.
This book describes the people, places, and the state of science and
Technology in medieval Europe. Chapter 10 of the book provides examples
such as paper-making, a process that spread from China and the Middle
East to Europe much earlier than the 13th century.

The Travels of Marco Polo by Marco Polo
The Orion Press, pgs: 356
This book presents Marco Polo's story of his journey from Venice to China,
as dictated by Marco Polo.

The Times Atlas of World History

Hammond Fourth Edition, 1994, pg 127.

This reference presents a series of historical maps and content that details The Mongol empire of Genghis Khan and its successor states.

BOOKS TO READ ALOUD

Maples in the Mist: Children's Poems from the Tang Dynasty

translated by Minfong Ho Lothrop, 1996 (32p)

Illustrated with Chinese brush paintings, the poems represent the larger repertoire usually taught to children in China.

Dragons, Gods & Spirits from Chinese Mythology

by Tao Tao Liu Sanders Bedrick, 1994 (132p)

This lavishly illustrated edition is a comprehensive collection of Chinese mythology.

MULTIMEDIA RESOURCES

Videocassettes

Latitude and Longitude 22 min.

National Geographic, 1994

Asia 25 min.

Physical Geography of the Continents Series

National Geographic, 1991

China: Sichuan Province 25 min.

National Geographic, 1988

Buddhism: The Middle Way of Compassion 20 min.

United Learning, 1993

Software

Ancient World 2000 (Computer-Interactive Videodisc)

Decision Development, 1995

Ancient Civilizations (CD-ROM)

ENTREX Software, 1995

World Geo Graph II (Floppy Disk)

Learning Company, 1993

Picture Atlas of the World (CD-ROM)
Now What Software, 1995

Non-European World History (Computer-Interactive Videodisc)
Instructional Resources, 1996

STV: World Geography
Asia and Australia (Computer-Interactive Videodisc)
National Geographic, 1994

BOOKS FOR TEACHERS

The Cambridge History of Ancient China
edited by Edward L. Shaughnessy and Michael Loewe
Cambridge U., 1998