

Unit 7: History is Important in Every Country
Lesson 1: Timeline Overview of Major Historical Eras in China

Recommendation:

Read the supporting document, “How to Use These Lessons,” for suggestions to help achieve successful implementation of this curriculum. It’s listed in the Instructional Resources in this lesson.

Standards

California World Language Standards - Stage I
<p>Content</p> <p>1.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines.</p> <p style="padding-left: 20px;">1.1 Students address discrete elements of daily life, including:</p> <p style="padding-left: 40px;">j. Important dates in the target culture</p>
<p>Communication</p> <p>1.0 Students use formulaic language (learned words, signs [ASL], and phrases).</p> <p>1.1 Engage in oral, written, or signed (ASL) conversations.</p> <p>1.2 Interpret written, spoken, or signed (ASL) language.</p> <p>1.3 Present to an audience of listeners, readers, or ASL viewers.</p>
<p>Functions</p> <p>1.4 List, name, identify, enumerate.</p> <p>1.5 Identify learned words, signs (ASL), and phrases in authentic texts.</p> <p>1.6 Reproduce and present a written, oral, or signed (ASL) product in a culturally authentic way.</p>
<p>Cultures</p> <p>1.0 Students use appropriate responses to rehearsed cultural situations.</p> <p>1.1 Associate products, practices, and perspectives with the target culture.</p> <p>1.2 Recognize similarities and differences within the target cultures and among students’ own cultures.</p> <p>1.3 Identify cultural borrowings.</p>
<p>Structures</p> <p>1.0 Students use orthography, phonology, or ASL parameters to understand words, signs (ASL), and phrases in context.</p> <p>1.1 Use orthography, phonology, or ASL parameters to produce words or signs (ASL) and phrases in context.</p> <p>1.2 Identify similarities and differences in the orthography, phonology, or ASL parameters of the languages the students know.</p>
<p>Settings</p> <p>1.0 Students use language in highly predictable common daily settings.</p> <p>1.1 Recognize age appropriate cultural or language use opportunities outside the classroom.</p>

Objective

Students will recall key events they know from U.S. history to compare them with key events in the history of China. Students will begin to understand the enormity of Chinese history (5,000+ years) compared with the history of today’s American society (400+ years). Students understand that all countries have a history and all people have a family history.

Student Work

Interpersonal	Presentational	Interpretive
Students listen and speak to others to communicate knowledge, feelings, and opinions, or to negotiate meaning.	Students speak and write language to express information or opinions to an audience.	Students individually listen to, read, and view content without interpersonal interaction.

Domains of Language

Listening	Speaking	Reading	Writing
<p>Students as a whole class listen to teacher give a contextualized mini-lecture.</p> <p>Students listen to the teacher say a sequence of Mandarin words, holding up a “tone card” to identify which tone they hear.</p> <p>Students also demonstrate listening comprehension by pointing at pictures or <i>realia</i> or otherwise indicating their understanding.</p> <p>Students listen to each other in pairs, during teamwork, and to group presentations to the class.</p>	<p>Students speak to each other in pairs and teams using key vocabulary words and phrases.</p> <p>Students speak to the teacher and frequently present to the class with partners or teams.</p>	<p>Students read four to six new Chinese characters in simplified Chinese.</p> <p>Students read short class-generated stories written in pinyin based on the unit theme and/or lesson.</p>	<p>Students write pinyin phrases to describe storyboards created with teacher or team or partner collaboration.</p> <p>Students write four to six Chinese characters in simplified Chinese.</p>

Evidence of Learning – Assessment

Informal or Formal
<p>Informal assessments include teacher visual observations as students identify which tone they hear in newly learned words by using hand gestures.</p> <p>Teacher asks students to express their understanding of the meaning of a new word by saying its translation in English. During this check for understanding the teacher allows students time for metacognition and reflection if there is disagreement and provides immediate feedback on the correct tone.</p> <p>The teacher checks student listening comprehension by having students make gestures to indicate their understanding (using agreed-upon signals to represent the words). A variation is having students close their eyes and respond with such hand gestures to the words they hear, so the teacher can see which ones have and have not acquired the target vocabulary.</p> <p>Assessment of students interacting in pairs or teams during interpersonal communication includes “kidwatching,” as described by Yetta Goodman (<i>Notes from A Kidwatcher: Selected Writings of Yetta M. Goodman</i>, edited by Sandra Wilde and published by Heinemann, Portsmouth, NH, 1996). The teacher moves about the classroom and listens in on student conversations. The teacher records observations of student practice, notes misunderstandings or errors to emphasize in future mini-lessons, and guides students who need assistance or encouragement.</p> <p>The teacher assesses student reading comprehension by asking students to verbally read pinyin and Chinese characters projected on a screen or written on poster-sized charts, and when reading their storyboards. The teacher</p>

gives immediate feedback by asking the student to read again, asking another student, or giving the correction. In the beginning stages of second language acquisition in Chinese, students are expected to recognize Chinese characters by associating them with English translations.

Student written production of pinyin is informally assessed by peers and the teacher reading their storyboard descriptions and giving oral feedback.

When students are presenting their knowledge either orally or in writing, it is based upon a teacher- and class-generated rubric. Refer to the “Strategies Matrix: Teaching Strategies for World Language Classrooms,” in Instructional Resources for this lesson.

Formal assessments will be conducted at the end of each unit of study to ascertain internalization of key vocabulary words and phrases.

Background on Teaching Tones with Color-coding and Kinesthetics to Aid Long-term Memory Color-coding Scheme for Mandarin Tones

(Teacher demonstrates each and asks students to say the following and show the associated **kinesthetic gesture**)

1st oral: “First tone – **blue, up high, like the clear, blue sky.**”

[hand at forehead level, palm down, flat] examples in pinyin: **kāixīn huān**

2nd oral: “Second tone – **green, going up, like a tree reaching to the sun.**”

[hand at nose goes upward] examples in pinyin: **pái hái**

3rd oral: “Third tone – **brown, swinging down and up, like a monkey in a tree.**”

[hand starts near mouth, goes down below chin, then up to nose level] examples in pinyin: **bǎi gǔ**

4th oral: “Fourth tone – **red, like an angry slap on the top of your head.**”

[hand does slap movement from forehead to chin levels] examples in pinyin: **yùnnqì sè**

5th oral: “Fifth tone – **neutral black, like a gentle tap.**”

[fingers of hand close as hand makes tap movement] examples in pinyin: **de, ge** and **ma**

Important Note: The Mandarin third tone is rare in normal speech. In conversation, it is cut in half, the “half dip,” and only the lower rising half (the second half) is heard. The full dip is only fully pronounced in a few circumstances:

- For emphasis
- At the end of a sentence
- List of individual words

Warm Up with Language through Repetition-Rhythm-Rhyme

Poems, Chants, and Songs

English	Chinese Characters	Pinyin
Chants (with clapping) for this lesson:		
What happened here? What happened there? Timeline of history! Let's find out! Dynasties here! Dynasties there! Powerful families in control. Civilization here! Civilization there! Asia and America, let's compare!!	这里发生了什么？那里发生了什么？ 让我们看看历史的时间轴。 这里的朝代，那里的朝代。 都是当权的家族。 这里的文明，那里的文明。 让我们比较亚洲和美洲。	Zhè lǐ fā shēng le shén me? Nà lǐ fā shēng le shén me? ràng wǒ men kàn kan lì shǐ de shí jiān zhóu. zhè lǐ de cháo dài, nà lǐ de cháo dài. dōu shì dāng quán de jiā zú. zhè lǐ de wén míng, nà lǐ de wén míng. ràng wǒ men bǐ jiào yà zhōu hé měi zhōu.
Poems for this lesson:		
History, history, so important to know! What happened, what happened, so long ago?	历史历史很重要， 发生的事情要知道！	lì shǐ lì shǐ hěn zhòng yào, fā shēng de shì qíng yào zhī dào!
Song for this lesson (can be sung to the tune of “Clementine”):		
Ancient China, ancient China, history, thousands of years! Many dynasties and empires, winning families' shouts and cheers! First came Xia, then came Shang, and then Zhou 2,000 years ago. Then came Qin, Han, Tang, Sui, Song, Southern Song, then Kublai Khan and the Mongols. Kublai Khan started the Yuan, who were followed by Ming and Qing, 100 years ago ROC was founded, since '49 now PRC.	古代的中国，几千年的历史， 历数朝代和君王，欢呼与威望。 夏商周秦汉，唐宋元明清。 百年以前成立的中华民国； '49年后是中华人民共和国。	gǔ dài de zhōng guó, jǐ qiān nián de lì shǐ, lì shǔ cháo dài hé jūn wáng, huān hū yǔ wēi wàng. xià shāng zhōu qín hàn, táng sòng yuán míng qīng. bǎi nián yǐ qián chéng lì de zhōng huá mín guó; '49 nián hòu shì zhōng huá rén mín gòng hé guó.

Teacher Modeling of Communication followed by Student's Structured Practice

Message Functions/Structure	Key Vocabulary/Phrases	Strategies for Oral Practice
Requesting information	When was the ____ dynasty in power? Who was the emperor of the ____ dynasty? Where was the capital of the ____ dynasty? ____ 朝是什么时候? 谁是 ____ 朝的皇帝? 哪里是 ____ 朝的都城? ____ cháo shì shén me shí hou? Shéi shì ____ cháo de huáng dì? Nǎ lǐ shì ____ cháo de dū chéng?	Students ask and answer this question at least ten times, using the strategy <u>clipboard survey</u> . <i>(Refer to the Instructional Resources of this lesson to access the Strategies Matrix: Teaching Strategies for World Language Classrooms, which describes the underlined strategies.)</i>
Providing information	The ____ dynasty was in power in ____. One emperor of the ____ dynasty was ____. The capital of the ____ dynasty was ____. ____ 朝在 ____。 ____ 朝的一位皇帝是 ____。 ____ 朝的都城是 ____。 ____ cháo zài ____。 ____ cháo de yī wèi huáng dì shì ____。 ____ cháo de dū chéng shì ____。	
Ordering/sequencing	Which ____ came first? Next? Subsequently, _____. Finally, _____. The penultimate action was _____. At the commencement of _____. 哪个朝代在先? 哪个在后? 然后是 ____? 最后是 ____? 倒数第二个朝代是哪个? 第一个朝代是哪个? Nǎ ge cháo dài zài xiān? Nǎ ge zài hòu? Rán hòu shì ____? Zuì hòu shì ____? Dào shǔ dì èr ge cháo dài shì nǎ ge? Dì yī ge cháo dài shì nǎ ge?	
Compare/contrast	How is ____ similar to ____? How is ____ different from ____? ____ 朝和 ____ 朝有什么相似之处? ____ 朝和 ____ 朝有什么不同之处? ____ cháo hé ____ cháo yǒu shén me xiāng sì zhī chù?	

	<p>____ cháo hé ____ cháo yǒu shén me bù tong zhī chù?</p>	
<p>Inferring</p>	<p>What do you think really happened? Is there something here that doesn't meet the eyes? Can you read between the lines? Is there any sarcasm in this? What do you think will happen next? 你认为到底发生了什么? 表面现象下面到底是什么?你能从字里行间找出来吗?它在讽刺什么? 你认为接下来会发生什么?</p> <p>nǐ rèn wéi dào dǐ fā shēng le shén me? biǎo miàn xiàn xiàng xià miàn dào dǐ shì shén me? Nǐ néng cóng zì lǐ háng jiān zhǎo chū lái ma? Tā zài fěng cì shén me? nǐ rèn wéi jiē xià lái huì fā shēng shén me?</p>	

Teacher Bridges to the Content Connection or Builds Schema for Students (Direct Instruction: Age and Stage-appropriate)

Please refer to the compilation, "Strategies Matrix: Teaching Strategies for World Language Classrooms" for detailed explanations of how to deliver the underlined strategies. It's listed in the Instructional Resources of this lesson. Other items named may be found in the Lesson Materials at the end of this lesson.

Students will brainstorm, in teams, what they know about the history of the United States. [Give instructions in target language and contextualize, hint, or otherwise confirm understanding, accepting student use of L1 to show you they get it. For some grade levels, the teacher may need to roam the room giving some hints for the students to discuss.] Using novel ideas only strategy, teams will stand and recite "Our team says one fact we know about the history of the United States is _____." The teacher will chart several of their ideas and provide the Mandarin translation. These charts will stay on the wall for students to refer to during the unit.

Teacher brings students close to the front of the room to be seated on the rug for a short, contextualized "mini-lecture" in the target language. As with all input such as "mini-lectures," two students are selected to serve as "observers" and will acknowledge good learning behaviors (making good decisions, solving problems, and showing respect) they notice their friends engaging in by awarding them a "Mandarin Miscellany" note or other literacy related item, such as a pencil, notepad, bookmark, etc. (See "materials.")

On large chart paper, or butcher paper, the teacher will have prepared, in advance, a lightly-penciled version of the blackline master for this lesson. If you don't think you can copy it freehand, make an overhead transparency or send it through your computer and shine it through an LCD projector onto the big chart or butcher paper and trace it. (See "materials.") Following is a suggested script to go with it based on Mandarin:

(Look at the list of brainstormed ideas and incorporate some of them into this contextualized mini-lecture...) [Draw the timeline input chart, saying what you're doing in the target language, such as, "Here's the beginning of this timeline to help us study the past of China. This timeline starts about 4,000 years ago, which is called 2,000 years BCE (before the common era)" etc. Write the characters and pinyin.] "People everywhere have **histories of their families and countries** [write it – "say it with me" – repeat it], and China has one of the longest histories of any **civilization** [write it – "say it with me" – repeat it] on earth! A civilization is an advanced state of human society

where **people live together and cooperate** [write it – “say it with me” – repeat it] to have a good lifestyle.”

“Here’s the point on the timeline where we are **today, now** [write it – “say it with me” – repeat it] which is **the year 2011** (or whatever) [write it – “say it with me” – repeat it, add a picture file card of a calendar with the current year or date]. Now let’s go back in time to the year most of you were **born**, _____ [write it – “say it with me” – repeat it]. Now let’s go back in time to the year most of the teachers in our school were **born, 1960-1984** (for example) [write it – “say it with me” – repeat it]. Studying the **timeline of Chinese history** [write it – “say it with me” – repeat it] requires us to go back a lot farther in time.”

“Remember, throughout history, only the very rich, wealthy people like **kings or emperors** [write it – “say it with me” – repeat it, add a picture file card of kings or emperors] had much governmental power until the last few hundred years. Kings and emperors kept their power by having an army or other military force work for them. When they died, they gave that power to their sons and family members. A family that holds government power is called a **dynasty** [write it – “say it with me” – repeat it]. Let’s look at some of the most important dynasties in Chinese history.”

“If you go back many thousands of years, you reach “pre-history,” which is the time before written records. Historians tell us the oldest dynasty in China is the **Xia dynasty, 1700-1500 BCE** [write it – “say it with me” – repeat it – picture file card or sketch]. This dynasty agreed to help protect each other and the people in their area against enemies. During this time, people were farmers and nomads and had bronze weapons and made pottery [picture file cards or sketches]. The next dynasty is the **Shang dynasty, 1500-1122 BCE** [write it – “say it with me” – repeat it – picture file card or sketch]. During this time, writing was invented, with symbols carved into bones and turtle shells [picture file cards or sketches]. The next dynasty was the **Zhou dynasty, 1040-221 BCE** [write it – “say it with me” – repeat it – picture file card or sketch]. **Confucius was born in 551 BCE** [write it – “say it with me” – repeat it – picture file card or sketch] during the Zhou dynasty. Next comes the **Qin dynasty, 221-207 BCE** [write it – “say it with me” – repeat it – picture file card or sketch], which was the first dynasty to unite with other kingdoms to make a larger, unified **empire** [write it – “say it with me” – repeat it] and the **Great Wall** was started [write it – “say it with me” – repeat it – picture file card or sketch]. The **terra cotta soldiers** [write it – “say it with me” – repeat it – picture file card or sketch] are also from this first empire. An empire is a group of nations ruled by a supreme leader, the **emperor or empress**” [write it – “say it with me” – repeat it – picture file card or sketch].

“Okay, let’s repeat the names of these four dynasties: **Xia, Shang, Zhou, and Qin**” [point to the words and chant them a few times].

“Let’s take a 10/2.” Use the **signal word** – students repeat it, do kinesthetic, and are allowed to say the English translation if they need confirmation. In this first lesson, the signal word might be “history” in Mandarin with the students putting their hands out in front of them to represent a book. For a 10/2 moments (10 minutes of teacher talk followed by 2 minutes of student talk or writing to process what they heard), pairs share what they know about places in the school [using L1 in a whisper is okay for this step]. “When I give you the signal word, turn to a neighbor and tell a partner something you think is interesting so far about ancient Chinese history.” [Signal word – students repeat it, do kinesthetic, and are allowed to say the English translation if they need confirmation.]

[During this input or direct instruction, the observers are watching for students making good decisions, showing respect and/or solving problems, so be sure to take a minute to let each one award a “Mandarin Miscellany” slip to someone who has **earned** it, and tell specifically what they saw the person do that earned it!]

-----PROBABLY ANOTHER DAY----->

“Back to the timeline. The next dynasty is the **Han dynasty, 206 BCE – 220 CE (like AD)** [write it – “say it with me” – repeat it – picture file card or sketch]. This 426-year stretch of time had many emperors, started the process of civil service examinations (a test to get a good job in the government), built a canal linking the **Yellow River** to cities [write it – “say it with me” – repeat it – picture file card or sketch], and made the Great Wall longer. After the Han, the empire spent more than 200 years divided into weaker kingdoms. In **589 CE**, the empire was reunited under the **Sui dynasty** [write it – “say it with me” – repeat it – picture file card or sketch]. Thirty years later, in **618 CE**, the Sui family was overthrown by the **Tang dynasty** [write it – “say it with me” – repeat it – picture file card or sketch], which held power for almost 90 years until **907 CE**. The Tang dynasty was defeated and the empire again fell into chaos. For 53 years, various kings tried to take control but couldn’t, until the beginning of the **Song**

dynasty, 960 – 1126 CE [write it – “say it with me” – repeat it – picture file card or sketch], *which is when gunpowder was discovered and firecrackers were invented. After being overrun by the Jin, the Song dynasty continued in the south as the **Southern Song dynasty**, with a new capital at Hangzhou from **1126 – 1279 CE** [write it – “say it with me” – repeat it – picture file card or sketch] when they were conquered by Kublai Khan, who founded the Yuan dynasty.*

“Okay, let’s repeat the names of these five dynasties: **Han, Sui, Tang, Song, Southern Song, and Yuan**” [point to the words and chant them a few times].

“Let’s take another 10/2. When I give you the signal word, turn to a neighbor and tell that person two facts you’ve learned about the dynasties and what you think is most interesting so far about ancient Chinese history.” [Signal word – students repeat it, do kinesthetic, and are allowed to say the English translation if they need confirmation.]

[During this input or direct instruction, the observers are watching for students making good decisions, showing respect and/or solving problems, so be sure to take a minute to let each one award a “Mandarin Miscellany” slip to someone who has **earned** it, and tell specifically what they saw the person do that earned it!]

-----PROBABLY ANOTHER DAY----->

“Back to the timeline. The next dynasty was started by the Mongol invader Kublai Khan (a grandson of Genghis Khan) and is called the **Yuan dynasty, 1279 – 1368 CE** [write it – “say it with me” – repeat it – picture file card or sketch]. This dynasty considered the ethnic Chinese to be inferior and treated them badly. After the Yuan, the Chinese empire was restored in **1368 CE**, when the empire came under control of the **Ming dynasty** [write it – “say it with me” – repeat it – picture file card or sketch], reviving ancient Chinese culture, customs and traditions. The Ming built the **Forbidden City in Beijing** [write it – “say it with me” – repeat it – picture file card or sketch] where today’s Tiananmen Square is found. It was also a time of many maritime expeditions. The Ming also encouraged the development of beautiful **ceramic porcelain dishes and vases** [write it – “say it with me” – repeat it – picture file card or sketch]. In **1644 CE**, the **Qing family** from Manchuria took over **until 1911** [write it – “say it with me” – repeat it – picture file card or sketch]. The Qing dynasty oversaw many important changes and lots of growth; by **1775**, China was the **most wealthy and populous country in the world** [write it – “say it with me” – repeat it – picture file card or sketch], exporting porcelain, silk, and tea. The **last Qing emperor** was a little boy named **Puyi** [write it – “say it with me” – repeat it – picture file card or sketch]. The **Republic of China** started on **January 1, 1912** [write it – “say it with me” – repeat it – picture file card or sketch] under Dr. Sun Yatsen, its first president. This republic still exists today, on the **island of Taiwan** [write it – “say it with me” – repeat it – picture file card or sketch], because its government was pushed off mainland China after a civil war. In **1949**, the **People’s Republic of China** [write it – “say it with me” – repeat it – picture file card or sketch] was formed as a Communist government under **Chairman Mao** [write it – “say it with me” – repeat it – picture file card or sketch], and it has continued ever since.”

“Okay, let’s repeat the names of these last two dynasties and the modern governments: **Ming and Qing, Republic of China, and People’s Republic of China**” [point to the words and chant them a few times].

“Let’s take another 10/2. When I give you the signal word, turn to a neighbor and tell that person something you’ve learned about the last six hundred years of Chinese history.” [Signal word – students repeat it, do kinesthetic, and are allowed to say the English translation if they need confirmation.]

[During this input or direct instruction, the observers are watching for students making good decisions, showing respect and/or solving problems, so be sure to take a minute to let each one award a “Mandarin Miscellany” slip to someone who has **earned** it, and tell specifically what they saw the person do that earned it!]

-----PROBABLY ANOTHER DAY----->

“Let’s come back to the timeline again. This time, let’s add some information about the history of our country, the United States, so we can compare our history with China’s history. Let’s look at the information you remembered at the beginning of this lesson: _____.” [After putting their ideas on the timeline in a different color than used for the previous input, make sure several key dates are on the timeline in that same “U.S.” color: 4,000 BCE – indigenous people (pre-Columbian) in tribes living throughout the American continents; **1492** – Columbus tried to find a route to China but instead sailed to the Americas bringing information, people, and items back to Europe, making it famous; **1521** – Hernan Cortes invaded the Aztec empire for Spain, beginning a

colony that eventually became Mexico and the United States; in **1534**, France began its American colony, part of which became the United States later; England started its American colonies in **1607**, Jamestown in what is now Virginia and in **1621**, Plymouth in what is now Massachusetts; **1776** – the Declaration of Independence from England; **1781** – the former colonies win their freedom after the Revolutionary War; **1789** – the United States Constitution established and George Washington becomes first president; 1860 – President Lincoln is elected; Civil War begins **1861**; **1914-1918** – World War I; **1940-1945**; World War II; **1969** – U.S. sends astronauts to the moon.]

Closure for the timeline: *“Why do we study history? Here’s one reason…”*

Study the past if you would define the future. – **Confucius (551-479 BCE)**

“Return to your seats to complete your learning log by duplicating the chart and completing the “text and you” columns — three facts in the “text” column and an opinion, comment, feeling, reflection, or preference in the “you” column.”

Debrief in English

One way to debrief this input chart listed in the direct instruction section is to review it by pointing and talking about it again in the target language, but having the students say chorally, in English, what they think you are saying. That way if they are misunderstanding something, the teacher may correct, clarify, and reinforce the correct meaning. Another way is to have students give a kinesthetic gesture to show they understand specific words. Students — as a whole group, pairs, or individuals — may also point to the appropriate spot on the chart as the teacher says key vocabulary. The teacher may also choose to briefly “put on his/her English hat” or “click on his/her English speech” and ask if there are any questions or clarifications needed.

TPRS – Total Physical Response Storytelling AKA Teaching Proficiency through Reading and Storytelling

Circling is an intentional strategy to repeatedly expose students to the target structures and attune their ear to pronunciation. The teacher states this circling pattern in Mandarin Chinese with students responding and the teacher repeating as a way of affirming their statements.

“Circling” on the phrase, “Every country has a history of what has happened in the past.”

Teacher pre-teaches the phrase, making sure everyone knows what each word means and agreeing on gestures to indicate each word, such as pointing to each other for “students,” pointing to the head for “learn,” forming a square shape with hands for “classrooms,” and pointing several other directions for “other places in the school.” Then the teacher starts to “circle” the phrase, with the students’ job only to make the gestures and respond in English or Mandarin to indicate their understanding.

The following is a short example of circling (which should go on for approximately ten minutes or when the teacher has repeated the key vocabulary in the area of 50-75 times) — focused on the teacher statements and questions — missing most of the parts the students either say in response or indicate comprehension of by shaking or nodding their heads, or making kinesthetic gestures:

[opening statement, circling begins] “Every country has a history of what has happened in the past.”

Does every country have a history of what has happened in the past? [yes/no]

Yes, every country has a history of what has happened in the past.

Does every country have a history of what has happened in the future? [yes/no]

No, every country has a history of what has happened in the past, not the future.

Does every country have a Sony Playstation of what has happened in the past? [yes/no]

No, not at all! Every country has a *history* of what has happened in the past.

Does every country have a history or a Sony Playstation? [either/or]

Yes, every country has a history of what has happened in the past. [either/or]

Who has a history of what happened in the past? [interrogatory words]

Correct! Every country has a history of what has happened in the past.

Does every country or every apple have a history of what has happened in the past? [changed subject]

Of course! Every country has a history of what has happened in the past.

What does every country have that tells what happened in the past? [interrogatory words]

Yes, every country has a history of what has happened in the past.

[closing statement, circle completed]

Extend the Learning: School-Home Connection and Class Projects, Small Group Activities, Individual Practice

SCHOOL-HOME CONNECTION

Teacher provides a list of dynasties, dates, and important events for students to make a timeline of their own at home, adding sketches and illustrations. As with all school-home connections, students share their timeline with parents or family members asking them to comment and write a comment on the homework paper and/or even contribute a sketch or illustration. Then at school, be sure to have time for each student to share his/her timeline with his/her team, and compare it to the giant input timeline the teacher made with the blackline master.

ADDITIONAL ACTIVITIES

Another homework activity would be to add the major events of American history to the timeline in a different color and discuss similarities and differences between the history of China and the United States, writing a short paragraph or list of bulleted ideas to tell the team the next day.

CLASS PROJECTS

Each team may be assigned one dynasty to research and illustrate on a big poster, with a rubric so each poster includes (at a minimum) the name, dates, capital city, first emperor, key accomplishments, and interesting facts about that dynasty, with illustrations. When each team is satisfied with their work, and has checked the rubric to make sure they haven't forgotten something, use the "gallery walk with docent" strategy to allow students to see each other's work, ask questions, and develop metacognition when they explain their thinking to other teams walking through the "gallery."

Instructional Resources and References

How to Use These Lessons

<http://mandarin.sdcoe.net/cd3.html>

Refer to the guide for using these lessons for more information.

Strategies Matrix: Teaching Strategies for World Language Classrooms

<http://mandarin.sdcoe.net/cd3.html>

This matrix offers a compendium of instructional strategies that accelerate language acquisition, ensure student engagement, and lead to high levels of student achievement.

History is Important in Every Country

General information about Chinese history:

<http://www-chaos.umd.edu/history/toc.html>

<http://www.chinaknowledge.de/History/history.htm>

<http://www.chinapage.com/history1.html>

<http://www.historyforkids.org/learn/china/>

http://en.wikipedia.org/wiki/History_of_China

General information about Chinese emperors:

<http://www.chinapage.com/emperor.html>

<http://www.enchantedlearning.com/subjects/greatwall/Emperor.html> (membership site)

http://en.wikipedia.org/wiki/Chinese_emperors

General information about American history:

<http://americanhistory.si.edu/>

<http://www.americaslibrary.gov/>

http://en.wikibooks.org/wiki/US_History/Pre-Columbian

http://en.wikipedia.org/wiki/History_of_the_United_States

http://en.wikipedia.org/wiki/Population_history_of_indigenous_peoples_of_the_Americas

Reference books to locate in a public library:

Anderson, Jameson. History and activities of ancient China. CALL NO: J 931

Dean, Arlan. Terra-cotta soldiers: army of stone. CALL NO: J 931.04 DEA

Goh, Sui Noi. China. CALL NO: J 951 GOH

Harvey, Miles. Look what came from China. CALL NO: J 951 HAR

Jenner, Caryn. Welcome to China. CALL NO: J 951 JEN

Kalman, Bobbie. China: the culture. CALL NO: J 951 KAL

March, Michael. China. CALL NO: J 951 MAR

Millar, Heather. China's Tang dynasty. CALL NO: J 951.017 MIL

Paludan, Ann. Chronicle of the Chinese emperors. CALL NO: 951.009 PAL

Patent, Dorothy Hinshaw. The incredible story of China's... CALL NO: J 931.04 PAT

Sebag-Montefiore, Poppy. China. CALL NO: J 951 SEB

Shuter, Jane. Ancient China. CALL NO: J 931 SHU

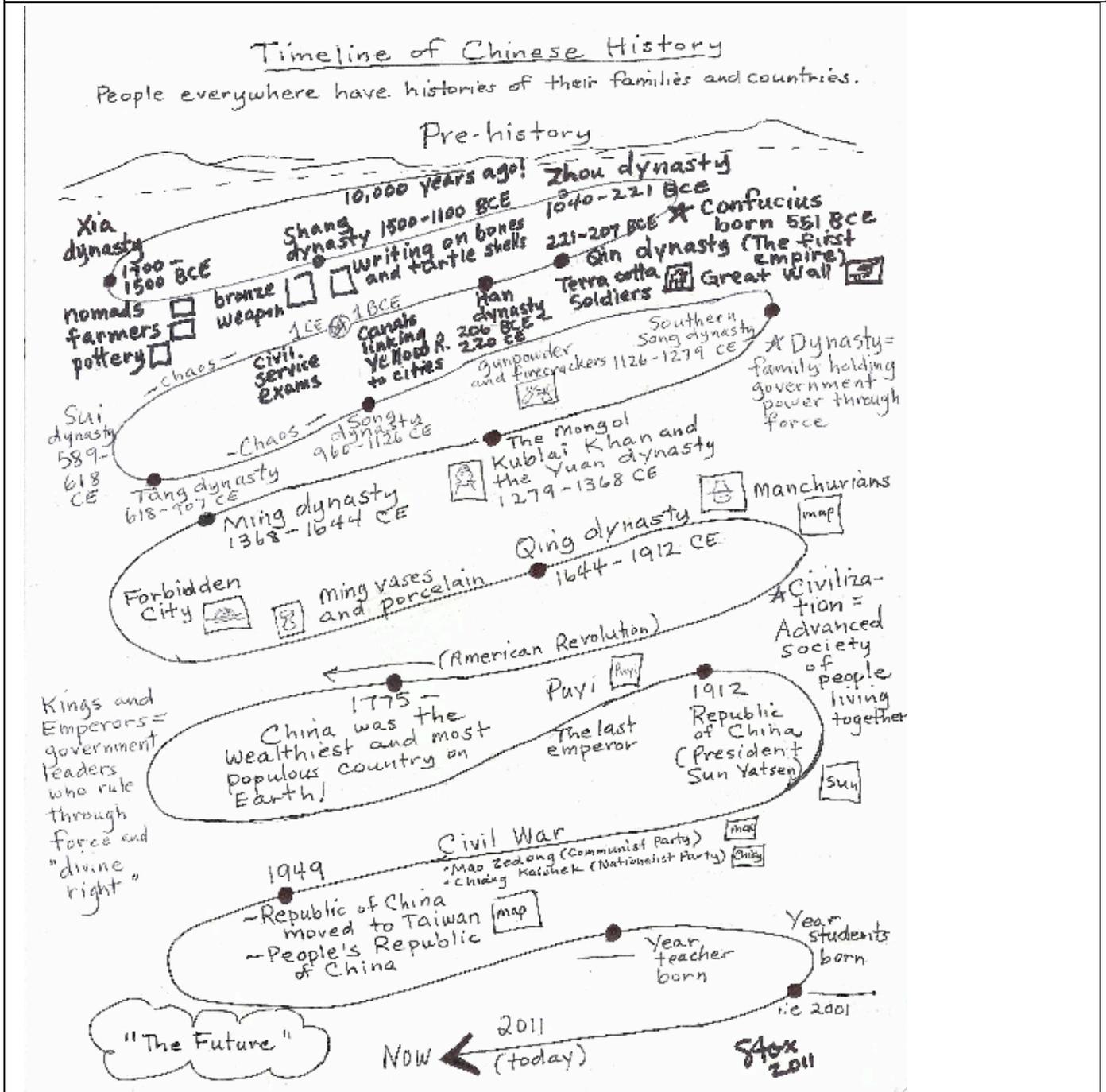
Various. China: opposing viewpoints. CALL NO: YA 951.05 CHI

Lesson Materials

BLACKLINE MASTER for contextualized mini-lecture (with 10/2) for previous section: Teacher Bridges to the Content Connection or Builds Schema for Students (Direct Instruction: Age and Stage-appropriate)

History is Important in Every Country

(Big Picture Contextualized Mini-Lecture for Unit 7, Lesson 1)



S.R. Fox, SDCOE, 2011

Mandarin Miscellany

普通话集锦

pǔtōnghuà jíjīn

Add your own visuals (with your students) to make these award cards even more motivating for your students!

Firecrackers were invented during the Song dynasty.

烟花是宋代时发明的。

yān huā shì sòng dài shí fā míng de.

The Chinese civilization is one of the longest continuing civilizations on earth, about 5,000 years.

中国文明是世界最悠久的文明，
有大约五千年的历史。

zhōng guó wén míng shì shì jiè zuì yōu jiǔ de wén míng, yǒu dà
yuē wǔ qiān nián de lì shǐ.

Bronze coins were used during the Zhou dynasty over 2,000 years ago.

铜币在两千年前的周朝
就使用了。

tóng bì zài liǎng qiān nián qián de zhōu cháo jiù shǐ yòng le.

Beautiful Chinese lanterns have been used for thousands of years, especially at festivals.

美丽的灯笼在中国已经使
用了几千年了，尤其是在
过节的时候。

měi lì de dēng long zài zhōng guó yǐ jīng shǐ yòng le jǐ qiān nián le,
yóu qī shì zài guò jié de shí hou.

Study the past if you would define the future. -- Confucius (551-479 BC)

温故而知新。

孔子

wēn gù ěr zhī xīn. -- kǒng zǐ

Picture File Cards – Shrink or enlarge as needed for posters, playing cards, and so on. Use your own photos or search the Internet for more.



Statue of Confucius at San Diego Chinese Museum

Photo by Sally Fox