

Unit 7: History is Important in Every Country
Lesson 3: Focus on Four Major Dynasties

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 learn about and then compare and contrast key features of four dynasties through Chinese history, the Qin, Han, Ming, and Qing.

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>

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 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, flat sky.”

[hand at forehead level, palm down, flat] example in pinyin: **jīntiān**

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

[hand at nose goes upward] example in pinyin: **wán**

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

[hand starts at mouth level, goes down below chin, then up to nose level] example in pinyin: **wǒmen**

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

[hand does slap movement from forehead to chin levels] example in pinyin: **ràng**

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

[fingers of hand close as hand makes tap movement] example in pinyin: **de** (no written accent mark)

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:		
<p>Qin, Han, Ming, and Qing Interesting dynasties over thousands of years!</p> <p>Qin, Qin, Qin – Great Wall begins! Han, Han, Han – Paper and porcelain! Ming, Ming, Ming – Science and technology! Qing, Qing, Qing – Manchus and prosperity!</p>	<p>秦，汉，明，清 几千年来有趣的朝代！</p> <p>秦，秦，秦—长城开始修！ 汉，汉，汉 - 纸张和瓷器！ 明，明，明 - 满族和繁荣！</p>	<p>qín, hàn, míng, qīng jǐ qiānnián lái yǒuqù de cháodài!</p> <p>qín, qín, qín—chángchéng kāishǐ xiū! hàn, hàn, hàn zhǐzhāng hé cíqì! míng, míng, míng mǎnzú hé fánróng!</p>
Poems for this lesson:		
<p>The important thing to know about the Qin dynasty is that it was the first one in China!</p> <ul style="list-style-type: none"> • Its founding emperor was Qin Shi Huang • It started connecting the Great Wall • It started the imperial system that lasted 2,000 years! <p>But the important thing about the Qin dynasty is that it was the first one in China!</p> <p>The important thing to know about the Han dynasty is paper and porcelain were invented!</p> <ul style="list-style-type: none"> • Its founding emperor was Liu Bang • It adopted Confucian ideals • It started the civil service exam system that lasted 2,000 years! <p>But the important thing about the Han dynasty is paper and porcelain were invented!</p> <p>The important thing to know about the Ming dynasty is it was a time of sea exploration!</p> <ul style="list-style-type: none"> • Its founding emperor was Zhu Yuanzhang • It finished construction of the Great Wall • It had over 100,000,000 people <p>But the important thing about the Ming dynasty is it was a time of sea exploration!</p> <p>The important thing to know about the Qing dynasty is the empire grew to its largest area!</p> <ul style="list-style-type: none"> • Its longest-reigning emperor was Kangxi • It was the last imperial dynasty ruling from 1636 to 1912 • In 1775, China was the most wealthy and 	<p>秦朝重要的事是它是中国的开始！ 它的开国皇帝是秦始皇 长城开始被修建 它开创的帝国统治持续了两千年</p> <p>但是秦朝重要的事是它是中国的开始！</p> <p>汉朝重要的事是纸张和瓷器的发明！ 它的开国皇帝是刘邦 它采用了儒家的思想 它开始了持续两千年的科举制度</p> <p>但是汉朝重要的事是纸张和瓷器的发明！</p> <p>明朝重要的事是航海探索！ 它的开国皇帝是朱元璋 长城的修建完成了 它有一亿人口</p> <p>但是明朝重要的事是航海探索！</p>	<p>qín cháo zhòngyào de shì shì tā shì zhōngguó de kāishǐ! tā de kāiguó huángdì shì qínshǐhuáng. chángchéng kāishǐ bèi xiūjiàn. tā kāichuàng de dìguó tǒngzhì chíxù le liǎng qiānnián. dànshì qín cháo zhòngyào de shì shì tā shì zhōngguó de kāishǐ!</p> <p>hàn cháo zhòngyào de shì shì zhǐzhāng hé cíqì de fā míng! tā de kāiguó huángdì shì liúbāng. tā cǎiyòng le rújiā de sīxiǎng. tā kāishǐ le chíxù liǎng qiānnián de kējǔ zhìdù. dànshì hàn cháo zhòngyào de shì shì zhǐzhāng hé cíqì de fā míng!</p> <p>míngcháo zhòngyào de shì shì hángǎi tànsuǒ! tā de kāiguó huángdì shì zhūyuánzhāng. chángchéng de xiūjiàn wánchéng le. tā yǒuyī yì rénkǒu. dànshì míngcháo zhòngyào de shì shì hángǎi tànsuǒ!</p> <p>qīngcháo zhòngyào de shì shì língtǔ zuìdà! tā tǒngzhì shíjiān zuì zhǎng de huángdì shì kāngxī. tā shì zuìhòu de dìguó tǒngzhì, cóng 1636 nián dào 1912 nián. 1775 nián, zhōngguó shì dìqiū shàng zuì fánróng de guójiā. dànshì qīngcháo zhòngyào de shì shì língtǔ</p>

<p>populous nation on earth But the important thing about the Qing dynasty is the empire grew to its largest area!</p>	<p>清朝重要的事是领土最大！ .它统治时间最长的皇帝是康熙 .它是最后的帝国统治，从1636年1912年 .1775年，中国是地球上最繁荣的国家 但是清朝重要的事是领土最大！</p>	<p>zuìdà!</p>
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Song for this lesson (can be sung to the tune of “Twinkle, Twinkle, Little Star”):

<p>Qin and Han so long ago! Early dynasties starting to grow. Consolidating power Inventing many things Organizing government To last for centuries. Qin and Han so long ago! Early Chinese empires starting to grow.</p> <p>Ming and Qing more recently Last Chinese dynasties, don't you see. Society was organized Everybody in his place Trading through their mariners Thought their own things were the best Ming and Qing most recently ended in 1912, now China's the PRC.</p>	<p>很久以前的秦朝和明朝！ 帝国开始了扩张。 权力的巩固 事物的创新 政权的组织 持续了几个世纪。</p> <p>很久以前的秦朝和明朝！ 帝国开始了扩张。</p> <p>近一点的明朝和清朝 最后的帝国，你知道吗？ 社会有组织又有序 每个人有居所 通过水手换东西 以为自己的是最好的 近一点的明朝和清朝 于1912年结束 现在是中华人民共和国。</p>	<p>hěnjiǔ yǐqián de qín cháo hé míngcháo! dìguó kāishǐ le kuòzhāng. quánlì de gǒnggù shìwù de chuàngxīn zhèngquán de zǔzhī chíchù le jǐ gè shìjì. hěnjiǔ yǐqián de qín cháo hé míngcháo! dìguó kāishǐ le kuòzhāng</p> <p>jìn yīdiǎn de míngcháo hé qīngcháo zuìhòu de dìguó, nǐ zhīdào ma? shèhuì yǒu zǔzhī yòu yǒu xù měi gèrén yǒu jūsuǒ tōngguò shuǐshǒu huàn dōngxi yǐwéi zìjǐ de shì zuì hǎo de jìn yīdiǎn de míngcháo hé qīngcháo yú 1912 nián jiéshù xiànzài shì zhōnghuá rénmín gònghéguó.</p>
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Teacher Modeling of Communication followed by Student's Structured Practice

Message Functions/Structure	Key Vocabulary/Phrases	Strategies for Oral Practice
<p>COMMUNICATIVE: Requesting help</p>	<p>What do you think this is? 你认为这是什么？ nǐ rènwéi zhè shì shénme?</p> <p>Help me say that, please.</p>	<p>The oral development <u>jigsaw strategy</u> will be used for students to learn about the four focus dynasties and to practice communicative language functions.</p>

	<p>请帮我说那个。 qǐng bāng wǒ shuō nàgè.</p> <p>Would you please help me describe this? 你能帮我描述这个吗？ nǐ néng bāng wǒ miáoshù zhège ma?</p>	<p>(Refer to the Instructional Resources of this lesson to access the Strategies Matrix: Teaching Strategies for World Language Classrooms, which describes the underlined strategies.)</p>
<p>COMMUNICATIVE: Giving information or help</p>	<p>I think this is _____. 我想这是 _____. Wǒ xiǎng zhè shì _____.</p> <p>This is pronounced _____, I think. 我认为这个发音是 _____. Wǒ rènwéi zhège fāyīn shì _____.</p> <p>Yes, I will help you describe this. 好，我帮你描述这个。 Hǎo, wǒ bāng nǐ miáoshù zhège.</p>	
<p>COMMUNICATIVE: Describing places, things, ideas, and people</p>	<p>This picture has _____ in it. It is _____. This looks like _____. 这张画里有 _____. 它是 _____. 这看起来象 _____. zhè zhāng huà li yǒu _____. Tā shì _____. zhè kàn qǐlái xiàng _____.</p>	
<p>COMMUNICATIVE: Expressing feelings and opinions</p>	<p>Which dynasty do you like best? I like the ___ best because _____ .</p> <p>你最喜欢那个朝代？ 我最喜欢_____ 因为_____。 nǐ zuì xǐhuan nàgè cháo dài? wǒ zuì xǐhuan _____ yīnwèi _____.</p>	<p>Could use <u>think-pair-share</u> or <u>lines of communication</u> strategy.</p>
<p>ACADEMIC: Seeking academic information</p>	<p>Please tell me a fact about the _____ dynasty. 请告诉我某个朝代的情况。 qǐng gàosu wǒ mǒu gè cháo dài de qíngkuàng.</p>	<p>Using the <u>snowballs</u> or <u>inside-outside circles</u> strategy, students practice seeking, providing, and reporting the same piece of information several times.</p>
<p>ACADEMIC: Providing academic information</p>	<p>Let me tell you some interesting facts about the _____ dynasty. 让我告诉你关于_____朝的一些有趣的事实。 ràng wǒ gàosu nǐ guānyú _____ cháo de yǐxiē</p>	

<p>ACADEMIC: Reporting academic information</p>	<p>yǒuqù de shìshí.</p> <p>I learned an interesting fact from my friend _____ that the _____ dynasty was _____.</p> <p>我从我的朋友那里学了一个有趣的事实：__朝 _____。 wǒ cóng wǒ de péngyǒu nàlǐ xué le yīgè yǒuqù de shìshí: chāo _____。</p>	
<p>ACADEMIC: Comparing and contrasting</p>	<p>The Qin was more _____ than the Han dynasty.</p> <p>The Ming dynasty was _____ whereas the Qing dynasty was _____.</p> <p>秦朝比汉朝 _____。</p> <p>明朝是_____但是清朝是_____。</p> <p>qín cháo bǐ hàn cháo _____。</p> <p>míngcháo shì _____ dànshì qīngcháo shì _____。</p>	<p>Create two T-graphs, one comparing Qin and Han, the other comparing Ming and Qing. Then use the language structures to share information about the four dynasties in a structure like <u>content curiosities</u> or <u>pair-share</u>.</p>
<p>ACADEMIC: Ordering and sequencing</p>	<p>The order of the four focus dynasties is: first, the _____, then the _____, then the _____, and last the _____,</p> <p>四个朝代的顺序是：</p> <p>首先是：_____，</p> <p>然后是：_____，</p> <p>然后是：_____，</p> <p>最后是：_____。</p> <p>sì gè cháo dài de shùnxù shì: shǒuxiān shì: _____， ránhòu shì: _____， ránhòu shì: _____， zuìhòu shì: _____。</p>	<p>Language structures are written in large text on chart/poster. Teacher models filling in the blanks by pointing at the timeline from lesson 1. Students <u>choral call</u> the cloze answers.</p>
<p>ACADEMIC: Evaluating information</p>	<p>I believe the _____ dynasty is the best of the four dynasties we studied because _____.</p> <p>我认为__朝在我们学的四个朝代中最_____, 因为 _____。</p>	<p>Teacher models this sentence with his/her own evaluation. Students brainstorm other choices and reasons while teacher charts other possible answers. Students write their evaluation in learning log in "you" section.</p>

	<p>wǒ rènwéi _____ chāo zài wǒmen xué de sì gè chāodài zhōng zuì _____, yīnwèi _____.</p>	
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**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 think-pair-share at their seats on the prompt, “Have you ever been somewhere, like a basketball court, playground, or park, when another person or group of people came, told you to get out, and took your place? Tell your partner what happened and how you felt.” (Prompt is written on large chart or poster, in primary language, to prepare the learners for the lesson.) “This is similar to what happens when warlords invade territory and take control. Over history, various warlords in China have taken control and started a dynasty.”

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.

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, in this case a window pane. 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.

Pass out a window pane blank for students to fill in as they listen and watch to lesson. Following is a suggested script to go with it based on Mandarin:

“First pane, do this: [teacher starts to draw first pane, students are following along] _____.”

[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!]

“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, “Paper and porcelain were invented during the Han Dynasty.”

Teacher pre-teaches the phrase, making sure everyone knows what each word means and agreeing on gestures to indicate each word, such as picking up a piece of paper and maybe a china “porcelain” cup. Then the teacher starts to “circle” the phrase, with the students’ job 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 or indicate comprehension of by shaking or nodding their heads, or making kinesthetic gestures:

[opening statement, circling begins] “Paper and porcelain were invented during the Han Dynasty.”

Were paper and porcelain invented during the Han Dynasty? [yes]

Yes, paper and porcelain were invented during the Han Dynasty.

Were paper and porcelain invented during the Qing Dynasty? [no]

No, Paper and porcelain were invented during the Han Dynasty.

Were paper and porcelain invented during the Ming Dynasty or the Han Dynasty? [Han]

That’s right, paper and porcelain were invented during the Han Dynasty.

Were paper and porcelain or fireworks invented during the Han Dynasty? [paper and porcelain]

Correct! Paper and porcelain were invented during the Han Dynasty.

When were paper and porcelain invented? [during the Han Dynasty]

Very good! Paper and porcelain were invented during the Han Dynasty.

What was invented during the Han Dynasty? [paper and porcelain]

Perfect answer! Yes, paper and porcelain were invented during the Han Dynasty.

[closing statement, circle completed]

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

SCHOOL-HOME CONNECTION

Students survey family members and friends about whether they like to play dominoes or mah jong. They collect a list of five people they’ve surveyed including a short explanation of why (or why not) they like to play the game. Students will share their findings with other students the next day. Points are earned for the team for bringing in their survey results and sharing them.

ADDITIONAL ACTIVITIES

Another day, students may be asked to think about their favorite board game and either bring it in to present to the team or class as a “show and tell” or draw a picture of it to present to the team. Similarly, another day the assignment might be to think about their favorite movement games and draw/label something related to that, or survey their friends and family about preferences among various games.

CLASS PROJECTS

If at all possible, students should be given the opportunity to play a domino game or mah jong, using sentence frames and word banks to use as much of the target language as they can without putting a damper on the fun!

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.

Chinese History

General history of Chinese dynasties with animated map showing dynasties through time

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

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

Qing dynasty

<http://talesofwisdom.com/2009/02/24/emperor-kang-xi-taught-his-children-to-recite-a-book-120-times/>

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

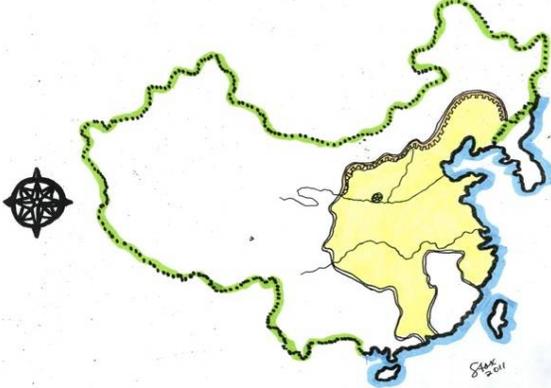
(Big Picture Contextualized Mini-Lecture for Unit 7, Lesson 3)

Mini-lecture: Teacher will refer to dates and people, and add visuals related to the Qin, Han, Ming, and Qing dynasties to the timeline created during the first lesson on Unit 7.

Window pane input strategy

Qin, Qin, Qin – Great Wall begins

- Its founding emperor was Qin Shi Huang
- It started connecting the Great Wall
- It started the imperial system that lasted 2,000 years!



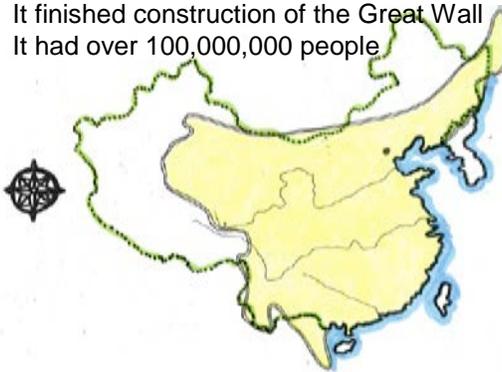
Han, Han, Han – Paper and porcelain!

- Its founding emperor was Liu Bang
- It adopted Confucian ideals
- It started the civil service exam system that lasted 2,000 years!



Ming, Ming, Ming – Science and technology!

- Its founding emperor was Zhu Yuanzhang
- It finished construction of the Great Wall
- It had over 100,000,000 people



Qing, Qing, Qing – Manchus and prosperity!

- Its longest-reigning emperor was Kangxi
- It was the last imperial dynasty – from 1636 to 1912.
- In 1775, China was the most wealthy and populous nation on earth



S. R. Fox, SDCOE, 2011

Mandarin Miscellany

普通话集锦

pǔtōnghuà jíjīn

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Qin Dynasty, the first Chinese empire

秦朝， 第一个中国皇帝

qín cháo , dìyī gè zhōngguó huángdì

Han Dynasty, the second Chinese empire

汉朝，第二个中国皇帝

hàn cháo , dìèr gè zhōngguó huángdì

Invention of paper and porcelain

纸张和瓷器的发明

zhǐzhāng hé cíqì de fāmíng

Banishment or execution of dissenting scholars

焚书坑儒

fén shū kēng rú

Ming dynasty, a time of maritime expeditions

明朝， 航海探索

míng cháo , háng hǎi tàn suǒ

Qing dynasty, a time of China's pre-eminence on the world stage

清朝， 中国一统天下

qīng cháo , zhōngguó yī tǒng tiānxià

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Photograph by Sally Fox