

Unit 4: Ancient and Classical China

Unit #:	APSDO-00026558	Duration:	3.0 Week(s)	Date(s)	
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Team:
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Grade(s)
7

Subject(s)
Social Studies

Unit Focus

In this unit, students will learn about the origins of China and analyze the unification and the emergence of its unique culture during the various dynasties such as; Zhou, Qin, and Han. An emphasis will be placed upon cultural contributions intellectually and technologically. This unit will be assessed using standard quizzes and tests. Students will also compare and contrast the various dynasties in China and learn how Chinese philosophies had immediate and lasting legacies in China's history. Primary instructional materials for this unit will include maps, artifacts, primary and secondary sources and Holt McDougal's World History.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p>Common Core <i>History/Social Studies: 7</i></p> <ul style="list-style-type: none"> • Cite specific textual evidence to support analysis of primary and secondary sources. <i>CCSS.ELA-LITERACY.RH.6-8.1</i> • Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. <i>CCSS.ELA-LITERACY.RH.6-8.2</i> • Write arguments focused on discipline-specific content. <i>CCSS.ELA-LITERACY.WHST.6-8.1</i> 	<p>T1 (T3) Use textual evidence to form generalizations, make predictions and draw conclusions.</p> <p>T2 (T5) Apply social studies concepts and content to make connections to a given situation, problem or challenge.</p> <p>T3 (T6) Evaluate how individuals and groups influence or change society.</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
	<p>U1 (U100) Governments make and enforce the rules for society.</p> <p>U2 (U200) Innovations and revolutions address significant societal needs.</p> <p>U3 (U500) Beliefs influence cultural practices</p>	<p>Q1 (Q101) Are rules there to limit or protect rights?</p> <p>Q2 (Q302) Who has access to economic opportunities and resources?</p> <p>Q3 (Q702) When and why are individual</p>

<p>Connecticut Goals and Standards <i>Social Studies : 7</i></p> <ul style="list-style-type: none"> Analyze how relationships between humans and environments extend or contract settlement and movement. <i>GEO.6-7.7</i> Explain how economic decisions affect the well-being of individuals, businesses and society. <i>ECO.6-7.1</i> Explain the connections between the physical and human characteristics of a region and the identity of individuals and cultures living there. <i>GEO.6-7.5</i> Use questions about historically significant people or events to explain the impact on a region. <i>HIST.6-7.1</i> 	<p>and human behaviors. U4 (U502) Cultural Practices: Culture unifies people through shared beliefs and customs. U5 (U703) Effective leaders have the ability to influence the direction of a group.</p>	<p>rights limited? Q4 (Q705) What are the circumstances that unite people around a common goal or idea?</p>
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
<p>K1 Isolation contributed to the development of a unique culture</p> <p>K2 The Silk Road contributed to cultural diffusion</p> <p>K3 Confucianism, Daoism and Buddhism shaped Chinese culture</p> <p>K4 The Chinese made important contributions and discoveries</p> <p>K5 Confucian principles shaped Chinese political ideals</p>	<p>S1 Use primary documents to analyze values in society</p> <p>S2 Conduct short research task to answer a question or solve a problem</p>	