

7th Grade World History –China

Rational: In this unit students will have already been introduced to Chinese culture and society during the Tang Dynasty or the Middle Ages, a time of great development in many of China’s cities. Major economic changes occurred during this time which established many traditions that were still in place up the 20th century. Aside from being familiar with this period of economic growth and development students will continue to study how society fared during this time.

At this point of the unit students will be familiar with Chinese geography and be able to use their notes to identify major rivers and frontiers of the Tang Dynasty’s realm of control. Furthermore, at this point of instruction, students will have already been accustomed to writing, on a daily basis, a series of responses that add up to a paragraph. This is done at the start of the class and it is called warm ups. Also, students will already be familiar with the writing expectations and know that towards the end of the unit they will have a writing assessment that requires students to write an explanatory essay. The following lessons will give students primary source material that maybe be used in their writing assessment once the unit is completed. By taking notes on Du Fu and analyzing one of his poems, students will have notes and reflections at their disposal that maybe be used in their analysis of the poem.

History- Social Science State Standards 7.3: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China during the Middle Ages.

Reading Standards for Social Studies 6-12:

Craft and structure 4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history.

Integration of Knowledge and Ideas 9: Analyze the relationship between a primary and secondary source on the same topic.

Learning Objective: In order to have a more well-rounded understanding of Chinese history, students will be analyzing primary source texts that will give them a better picture of how people during the Tang Dynasty lived and the concerns that many had while the government tried to keep its empire in place.

Students will be able to give a general overview of what has been learned thus far, by writing a short summary of major events and technological developments during the Tang dynasty.

Students will be able to read and annotate one poem written by Du FU, “Song of Chariots.”

Students will be able to highlight or underline at least two lines found in the poem that show how people lived during the Tang Dynasty.

Students will be able to create a visual representation of the information highlighted or listed to show how people during the Tang dynasty lived.

Working in groups students will be able explain what the poem is trying to say and will reach a general consensus on its overall message.

Strategies: All-Write-Round robin, warm ups, class discussion, Cornell notes, group discussion, comprehension questions, visual representation story board

Materials: *History Alive: The Medieval World and Beyond*, Chapter 19 (p.206-207).

One poem written by Du Fu (712-770)- *Birch: Tang Poetry*, "A Song of War Chariots," p. 240-241, student notebook, pencil, eraser, color pencils or crayons, projector, elmo, blank sheet of paper, computer, and internet, websites (*The Spirit of Du Fu*- <https://www.youtube.com/watch?v=KjLla8ryuik> and *The Life of Du Fu*- <https://www.youtube.com/watch?v=uVaOgVYuhwo>)

Informal assessments: Group generated written response, group discussions, individual visual representations, video notes, and poem annotation.

Formal assessments: Visual representations, explanatory paragraph on what passages they chose and why, one paragraph analysis on one passage that they choose, comprehension questions at the end of the lesson.

Life during the Tang Dynasty

Day 1: Introduction to Du Fu

5 minutes- Warm up Students will be given a warm up at the start of the class, to initiate the day's lesson, but also to review what was previously studied. They will be given five minutes to write their response.

Warm up: What were some technological and economic achievements during the Tang Dynasty? What allowed them to trade more efficiently? What was the extent of the Tang's empire, in terms of geography?

5 minutes- Sharing responses to the class: This allows students that have yet to write a response or don't know how to answer the questions, to listen to their classmates and write down the responses they feel are adequate. Also, students that are sharing are able to practice their reading skills, and their public speaking skills.

5 minutes- Introduction to Du Fu: Teacher- Up to this point we have looked at the major achievements that occurred during the Tang Dynasty and we have looked at China's geography. Today we will take a closer look at the costs of having a large empire and living in a place that was wealthy and doing well. We will begin looking at one of the most famous poets of that time- Du Fu. As we start this lesson I want you think about this question. Was everything ok in during the Tang Dynasty? Before the lesson begins, have students set up their Cornell notes.

3-5 minutes- Students must set up their Cornell notes with the following requirements. Requirements may be projected or written on the board.

Title: The Spirit of Du Fu

EQ: Who was Du Fu?

15 notes

4-5 questions

Short summary

Total points- 25

20-25 minutes-Students will take Cornell notes on the short video that talks about Du Fu's life. The teacher will play the video once, without captions, and will then have a short class discussion on what the video is about.

<https://www.youtube.com/watch?v=KjLLa8ryuik> (The Spirit of Du Fu)

Students will first listen to the video, without captions. Students will only watch and listen to the video, note taking is not necessary. After the video stops students will be given time to discuss with their tablemates what the video is about.

As a class students will share what they remember from the short video, the teacher may write their answers on the board or on the computer, which can be projected and as a class, students can take notes. Keep in mind stay at least half or below the required number of notes.

The teacher will play the video again, but will place captions on the video and will stop the video at intervals that have important information, so that what was not mentioned during the class discussion maybe included on the notes. After the video is done, students will be given time to complete their notes and to write their summaries. The teacher will walk around and check off students that are done. Those that are done early will be given a copy of Du Fu's poem *A Song of War Chariots* to read independently.

10-18 minutes: Every student will be given a copy of Du Fu's *A Song of War Chariots*. Student helpers can be chosen to pass out copies. Once the teacher has double checked that everyone has a copy the teacher will read the poem to the class making sure that everyone is looking at their own handout.

After the teacher has read the poem, they will ask the students if they have any questions regarding the words. The teacher will also ask the students what they think the poem is about. The teacher will then ask a series of opened questions to elicit critical thinking and have students think about life in the Tang Dynasty.

Life during the Tang Dynasty

Day 2: Poem Analysis and Interpretation

5 minutes-Warm up: Teacher will write or project instructions on the board. Please write your response on your notebook. You may write four to five sentences in your response. Using your notes from yesterday's video answer the following questions using complete sentences.

-Who was Du Fu?

-What makes him an important person in world history? Why?

Students will be given five minutes to write their response.

5 minutes- student responses: After five minutes the teacher will randomly call 4-6 students to share their responses to the class.

15-20 minutes- Group work: Yesterday we saw a short video on Du Fu, and we began looking at his poem *A Song of War Chariots*. I will be reading the poem to the class one more time, but it will be your job to read the poem again with your table mates and answer the following questions.

All-Write-Round-Robin: Students will work with their tablemates, and using one piece of paper that will be shared with everyone sitting in the group, they will answer the questions. Each student must write a response. Write your initials next to the answer that you wrote. Make sure to answer all the questions in complete sentences.

Questions may be written or projected on the board.

- Who is Du Fu talking about?
- Why is it bad luck to have boys and good luck to have girls?
- What happens to men that are sent out for war?
- What do you think Du Fu's mood is? Why?
- Why do you think Du Fu wrote this poem?

10-20 minutes- Independent work: You will choose three to four passages in the poem and make visual representations. You will be given a handout titled *A Song of War Chariots: Visual Representation*. Choose three to four passages by highlighting or underlining the passages that you will be using. At the bottom of each box copy the line that you chose, and then make a drawing that represents that line according to how you see it.

Teacher will model one example. First the teacher will show the students the handout. Next the teacher will read the poem and find a passage they like which they will use as an example for the class. After the teacher has chosen the passage they will draw the visual representation on one of the boxes. Remember to write the passage at the bottom of each box. After the teacher has modeled the example, students will work independently, while the teacher walks around monitoring student engagement.

5-10 minutes- Class discussion: Students will share their comprehension question responses with the class to have a class discussion on the meaning of the poem.

Life during the Tang Dynasty

Day 3: Final thoughts and closing of lesson

5 minutes- Warm up: Please write your response in your notebook. You may write four to five sentences in your response. Use your notes, your poem handout and your visual representations to answer the following questions.

- What is Du Fu best known for?

- What feeling does one get when reading *A Song of War Chariots*?
- What could have been the reasons that Du Fu wrote this poem the way he did?
- Can you make a connection with anything happening today?

5 minutes – Student responses: Five to six students will be selected to share their responses to the class.

15-20 minutes- Finish visual representation: Students will be given more time to complete their visual representations. Once students are done drawing and coloring their interpretations, they will have to write a one paragraph explanation as on what passages they chose and why they drew the images that are in their respective boxes. The short paragraph may be written on the back of the paper on in their notebook, on the same page where the page will eventually be pasted. After time is up the teacher will tell students select one student per group to go up to the class and share their work. The teacher will walk around and check of student work.

15-20 minutes- Student presentations: The teacher will select 5-6 six students to go up to the class and present one visual representation to the class. Students will explain to the class why they chose the passage that they chose and give reasons as to why they chose to draw the images that they drew.

10-15 minutes – Analysis of one passage: Once students have finished giving their short presentations to the class they will begin to write a short paragraph analysis on one of the passages that they selected. This passage may serve as a body paragraph to a large writing assessment that students will write as the culminating task on the unit of China. In addition, the paragraph explanation that was written on the back of their visual representations can be used as an introductory rough draft.

5 minutes- Wrap-up and final thoughts: Students will watch another short video on Du Fu <https://www.youtube.com/watch?v=uVaOgVYuhwo> (The Life of Du Fu). Students will be required to write a short response on their notebook if they want to be dismissed on time. After the students see the short video present the following two questions:

What made Du Fu's writings unique? How could Du Fu's constant moving have affected his perception of his environment or how did it affect the way he saw China? Is moving a lot a good thing?