

China Unit

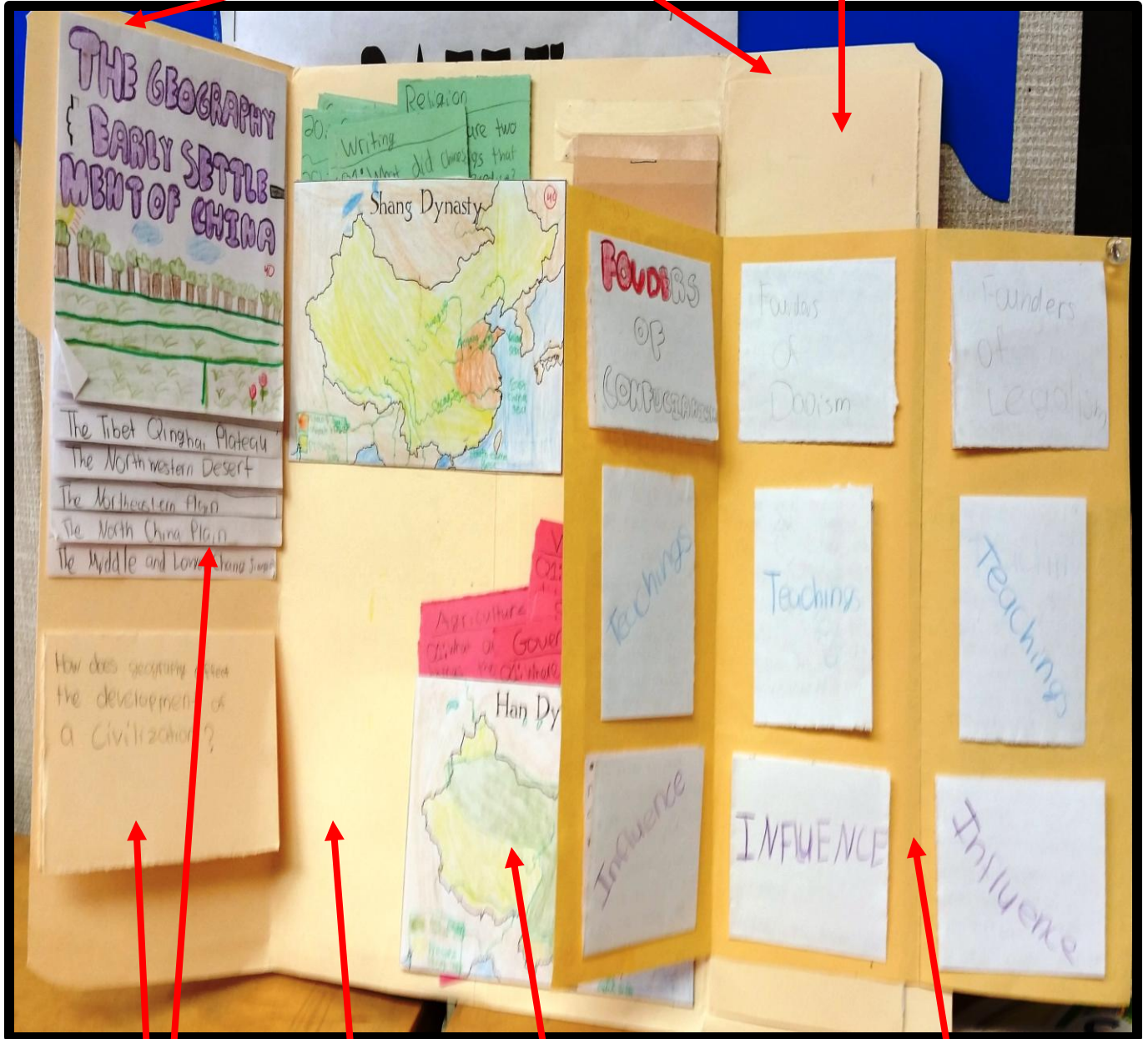
Lapbook

By

Mayra Alvarenga

Picture on cover is visible when edges of the lap book are closed.

Vocabulary Cards are behind this flap.



Flip book & Warm-up Pros/Cons

Weapons & Warfare Smushbook will be placed here upon completion.

Maps & Quiz-Quiz Cards

Zhou Dynasty & Three Philosophies Brochure.

Project Lesson Plans

Teacher Mayra Alvarenga

Subject: History

Grade: Sixth

Lesson Unit/Topic: China/ Geography Flipbook

1. **Introduction:** (Identify Grade Level K12 Academic Content Standard(s), rationale, behavior expectations).

<p><u>California Content Standard</u></p> <p><u>World History & Geography: Ancient Geography</u></p> <p>6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.</p> <p>2. Explain the geographic features of China that made governance and the spread of ideas and goods difficult and served to isolate the country from the rest of the world.</p> <p>Time Frame: 2-3 class periods.</p> <p>Purpose: In this lesson, students are introduced to China’s Geography. Students will understand that each geographic region has a different make up and some may not be suitable for developing a civilization.</p> <p>Behavior expectations: All students are expected to be respectful to peers and any adult present. Students must provide the speaker with their full attention at all times; this means 1) eyes focused, 2) ears listening, 3) mouth closed, and 4) body still. In order to participate in class discussions, students must raise their hand and wait to be called upon. If a student yells out an answer, he/she will be reminded to raise his/her hand. A simple, “Thank you, your answer was correct, but you didn’t raise your hand” followed by a prompt call to another student reminds these students to raise their hand. Student directions are always displayed on the worksheet and explained in detailed. In addition, I encourage students to ask clarifying questions if they do not understand a concept. Furthermore, I ask students to repeat steps or answer questions that show understanding of concept or task.</p>	<p><u>Rationale:</u></p> <p>Standard: The sixth grade California Content Standard requires all sixth graders to analyze geographical regions of early civilizations of China. Standards provide a focus for students and teachers in the classroom.</p> <p>Time Frame: The time duration for this class will vary depending on the understanding of the concepts. If students are having difficulty understanding certain steps, I will spend more time (up to a class period) on the explicit teaching and guided practice. It is critical to make sure that all students understand the concepts prior to moving on to the independent learning activity.</p> <p>Purpose: Understand the differences of each geographic region may help students understand the reason why the people choose to settle in a specific region.</p> <p>Behavior Expectations: It is critical to cover expectations to all students at every point of the lesson. In the beginning of the lesson, students should be told what concept they will be covering. Throughout the lesson, student should be told and demonstrated the steps of the task at hand. By doing so, student do not have any excuses for not meeting the task expectations. Based on previous observation, I have learned which students work well together and which students are easily distracted. It is critical to keep the talkative and/or disruptive kids separated from each other in order to prevent group or whole class disruption. It also helps keep students on task and focus on the assignment in front of them.</p>
--	---

2. **Learner Outcome(s)/Objective(s):** (What will students learn from this lesson? How will you measure mastery of the outcome?)

<ul style="list-style-type: none"> • Students will be able to conduct a Chapter 19 group reading which focuses on the different type of geographic regions found in China. • Students will be able to reflect and discuss the key features of section as they complete that section • Students will be able to create a flipbook that describes the different type of geography found in China. 	<p><u>Rationale:</u></p> <p>The learning objectives clarify the intent of instruction for the teacher, as well as, the students. Objectives provide a basis for later mastery checks or checklist. It also formulates clear objectives for instruction and strategies used. In addition, objectives help lead students to the academic goal intended for them.</p> <ul style="list-style-type: none"> • Mastery of the outcome will be measured by students’ ability to understand the differences of geographic region which includes physical features, temperature, soil type, and natural vegetation. • They will also be measured by their participation in pair, group, and class discussions.
--	---

3. Pre-Assessment Activity: (Determine students' abilities to achieve the Learner Outcome and prescribe instruction accordingly.)

<p>Linguistic background: All students are bilingual (English and Spanish, Tagalog, or another home language), but lessons are conducted only in English.</p> <p>Academic language abilities: All students in this class have been classified as basic and below basic. If they do not understand academic language, they have been taught and encouraged to use context clues, dictionary, or thesaurus to help with meaning. If they still do not understand, they ask teacher for clarification on meaning or usage.</p>	<p><u>Rationale:</u></p> <p>Linguistic background: While it is important to understand and accept all linguistic background, it is critical to do all lesson in English in order to enhance their English skills.</p> <p>Academic language abilities: It is critical to be aware of students' academic record and scores when planning a lesson and interacting with students. This helps the teacher establish how challenging a lesson will be. Modeling and repetition are significant strategies that will help all students understanding academic language.</p>
---	---

4. Resources: (Identify materials needed for this lesson accounting for varying degrees of skill level)

<p>I will use a computer, ELMO, projector, and a whiteboard to teach and review the lesson with the students.</p> <p>Students will be allowed to use the following:</p> <ul style="list-style-type: none"> Interactive learning notebook which contains notes from previous activities. <i>History Alive</i> Textbooks Visuals displayed on classroom posters <p>Students already have:</p> <ul style="list-style-type: none"> Color pencils/colors, multiple highlighters, pencils, pens <p>Students will be given the following:</p> <ul style="list-style-type: none"> Three 4 ¼ X 5 ½ sheets of white paper and a ruler 	<p><u>Rationale:</u></p> <ul style="list-style-type: none"> Using technology such as the computer, ELMO, and projector is a great manner for students to interact with demonstrations. By having the student monitors distribute the white sheets of paper and rulers, it diminishes any distractions (such as getting up or asking classmates for material) that will prevent them from highest lesson comprehension.
--	--

5. Learning Activities: Explicit Teacher Instruction - (Explain, Model, Demonstrate, Check for Understanding)

<ul style="list-style-type: none"> Student monitors will distribute 3 half sheets of paper and rulers, students will place them on the corner of their desk. All students will copy agenda. Once students have copied their agenda and homework, students will quietly copy and answer their focus question <ul style="list-style-type: none"> Students will be given 7 minutes to answer the question, "How does geography affect the development of a civilization?" Upon answering, students will be given 45 seconds each to share their answer with their shoulder partner. 2 students will randomly be selected to share his/her partner's answer with the class. Expectations and requirements will be reviewed with students, the students and I will work set up our flipbook. <ul style="list-style-type: none"> I will explain the each step, model doing it on the ELMO projector. Then students will do the same step I just modeled. I will walk around showing students how their paper is supposed to look. When they are done with that step, they raise their paper. This is my signal that they are ready to move on. It also helps classmates who are having trouble remembering how it is suppose to look. <ul style="list-style-type: none"> Step 1: Align all papers Step 2: Offset the horizontal edges Step 3: Fold all three papers over so that none of the horizontal edges touch. Step 4: Staple your flipbook on top Step 5: Draw a line on the under each bottom edge. This will define where students will write their heading. Step 6: Label headings: (The heading are sections from Chapter 19) <ul style="list-style-type: none"> The Tibet-Quinghai Plateau The Northwest Desert The Northeaster Plain The North China Plain
--

- The Middle and Lower Chang Jiang Basin
 - Step 7: Glue mini thermometers on upper left corner of all sections.
 - Step 8: Draw a square on the upper right corner and label it “Natural Vegetation”
 - Step 9: Draw one large rectangle under both and label it “Physical Features”

Check for Understanding:

- During the lesson or note-taking time, I will informally assess students by asking the students questions regarding the information that has just been presented to them.
- I will circulate the room to check that students are correctly working on the task that was assigned to them.

6. Guided Practice/ Collaborative Practice (Check for understanding and provide feedback and re-teaching)

- Students will open their books to chapter 19. Students will be given 10 minutes to read the introduction and overview independently. (They are encouraged to write any question on a post it. This prevents them from interrupting fellow students who are still reading)
- Students and I will work on the section, The Tibet-Quinhai Plateau together. I will model/work on the following steps:
 - Remind students that we are looking for weather, vegetation, physical features.
 - Randomly choose student to read caption under or next to picture.
 - Once student has completed his reading. I am going to ask myself aloud, “Am I able to find any of the three required answers? Hmm? Let’s read again.” I read it again and give students the opportunity to fill in their answers in their appropriate spots. I circulate the room.
 - Ask students to help me fill out my flipbook. Using our “selector tools”, I select students.
 - “Aladdin would you tell me the summer temperature? He tells me and I highlight my thermometer to the appropriate level.
 - “Mary would you tell me the temperature in the winter? She tells me and I highlight my thermometer to the appropriate level.
 - “Sofia what are some physical features found in this region?” She tells me and I write them in my rectangle.
 - “Peter would you tell me the natural vegetation found in the Tibet-Quinhai Plateau? He tells me and I write it in my square.
- Students are given 10 minutes to fill out the top portions of their flipbook. They have to follow the same steps modeled to them and have to write neatly in order to get credit. The timer is displayed on the board so that they keep track of their time.
 - Early finisher may begin reading the section quietly.
- All my students are assigned a letter ‘A’ or ‘B’. ‘A’s will tell B’s the summer temperature, and ‘B’ has to approve. ‘B’s will tell ‘A’s the winter temperature and ‘A’s will approve. They will compare natural vegetation and physical features using the same format.

Check for Understanding:

- During this portion of the lesson, I will informally assess students by asking the students questions regarding the information that has just been presented to them.
- I will circulate the room to check that students are correctly working on the task that was assigned to them.

7. Independent Practice:

- Students will read sections 19.3 through 19.7 as a group.
- In addition to being assigned a letter, all my students are assigned a number 1-4. (This is a Kagan strategy)
- Our selector tools randomly chooses a number, this student will be our first reader.
 - He/she will read one paragraph. Then he/she will formulate a question in his/her head to ask the group based on what has just been read.
 - i. The reader will ask the group the question. Teammates will raise their hand to signal they know the answer.
 - ii. The reader will choose a teammate to answer the question in a complete sentence. Students that were not paying attention will now know the answers.
 - Students rotate roles and now we have a new reader. Repeats steps.
- Once all students have read, students quietly write 4 sentences/bullets from the section they have just completed. They

have to paraphrase.

Check for Understanding:

- During this portion of the lesson, I will informally assess students by asking the students questions regarding the information that has just been presented to them.
- I will circulate the room to check that students are correctly working on the task that was assigned to them.

8. Assessment and Evaluation: (Describe how you will assess and/or evaluate the students' learning. Describe differentiating assessment strategies you will use for ELL, special needs students, highly achieving students and low achieving students.)

Learning will be assessed by the following:

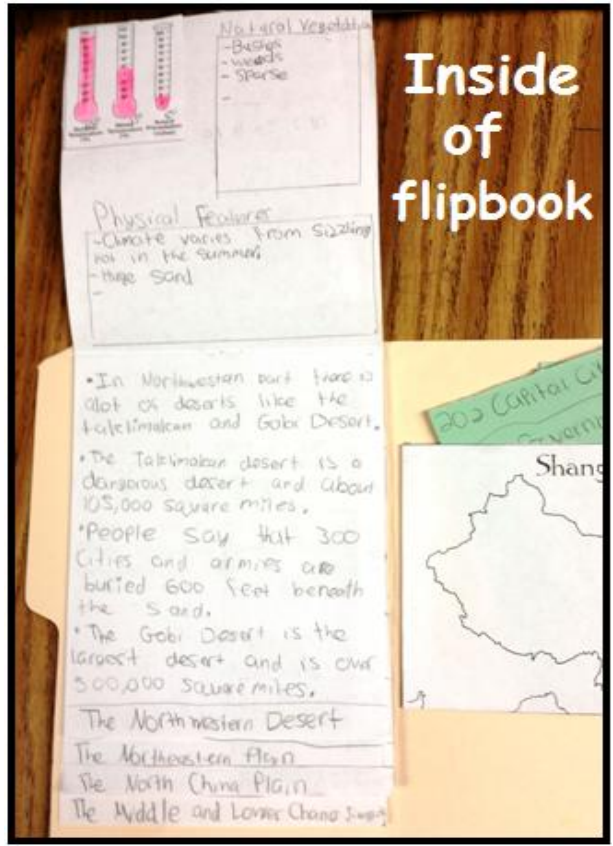
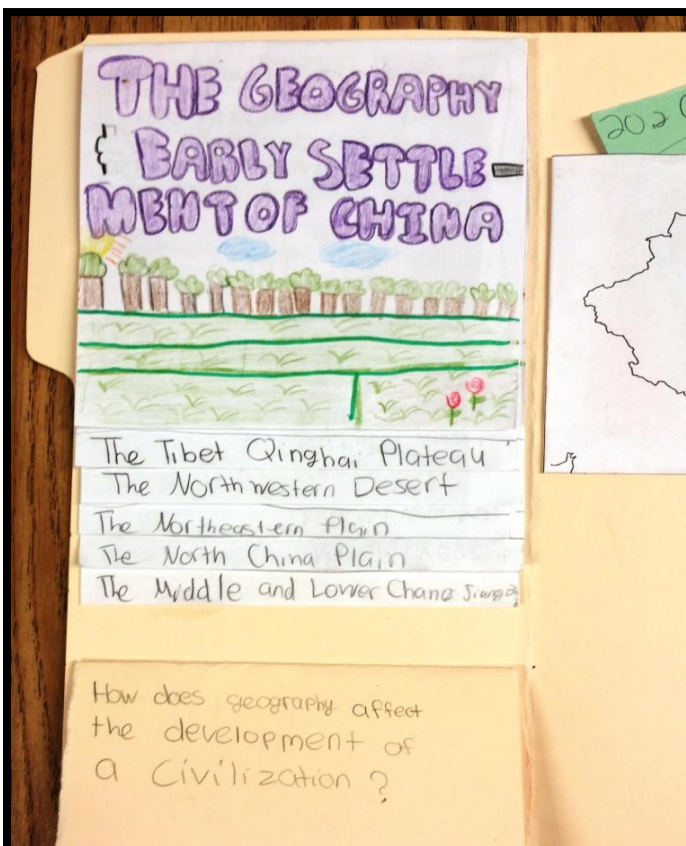
- Informally I will circulate the room to ensure that all students are working productively on their assigned task. This gives me the opportunity to check that students are correctly working on the task that was assigned to them. It also allows me the time to provide them with ideas on how to improve their work's content or creativity .
- Formally I will assess their learning by grading the accuracy of their sketches and the information presented in their flipbook.

9. Closure: (Describe how students will reflect on what they have learned.)

Students were asked to answer, "In which region would people have the easiest time establishing a civilization? In which region would people have the most difficult time establishing a civilization? Explain your answer."

10. Lesson Reflection/Assessment:

Upon conducting informal assessments I was able to re-teach the principles to individuals, small groups and/or the class. Circulating the room and probing the students allowed me to target specific student's needs and address them on the spot. To determine what went well and what needs to be changed in the lesson, not only was I alert of how well they carry out the task at hand, but I asked them, "what did you think of this lesson? Where you able to understand the differences between the region?"



Lesson Unit/Topic: Ancient China Vocabulary Cards

1. **Introduction:** (Identify Grade Level K12 Academic Content Standard(s), rationale, behavior expectations).

<p><u>California Content Standard</u></p> <p><u>World History & Geography: Ancient Geography</u></p> <p>6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.</p> <p>Time Frame: 1 class period. (shorten bell schedule)</p> <p>Purpose: In this lesson, students are introduced to vocabulary that will help them understand ancient China’s history.</p> <p>Behavior expectations: All students are expected to be respectful to peers and any adult present. Students must provide the speaker with their full attention at all times; this means 1) eyes focused, 2) ears listening, 3) mouth closed, and 4) body still. In order to participate in class discussions, students must raise their hand and wait to be called upon. I</p>	<p><u>Rationale:</u></p> <p>Standard: The sixth grade California Content Standard requires all sixth graders to analyze geographical, political, economic, religious, and social structures of early civilizations of China. By understanding the language of the discipline, students will be able to better understand the content that they are studying.</p> <p>Time Frame: The time duration for this class will vary depending on the understanding of the concepts.</p> <p>Purpose: Understand the language of the discipline which will help them understand the meaning of the content read.</p> <p>Behavior Expectations: It is critical to cover expectations to all students at every point of the lesson. In the beginning of the lesson, students should be told what concept they will be covering. Throughout the lesson, student should be told and demonstrated the steps of the task at hand. By doing so, student do not have any excuses for not meeting the task expectations.</p>
--	---

2. **Learner Outcome(s)/Objective(s):** (What will students learn from this lesson? How will you measure mastery of the outcome?)

<ul style="list-style-type: none"> • Students will be able to define vocabulary terms that are significant to understanding ancient China’s history. • Students will be able to neatly draw a sketch, or symbol that relates to each word. 	<p><u>Rationale:</u></p> <p>The learning objectives clarify the intent of instruction for the teacher, as well as, the students. Objectives provide a basis for later mastery checks or checklist. It also formulates clear objectives for instruction and strategies used. In addition, objectives help lead students to the academic goal intended for them.</p> <ul style="list-style-type: none"> • Mastery of the outcome will be measured by students’ ability to understand the differences of geographic region which includes physical features, temperature, soil type, and natural vegetation. • They will also be measured by their participation in pair, group, and class discussions.
--	---

3. **Pre-Assessment Activity:** (Determine students’ abilities to achieve the Learner Outcome and prescribe instruction accordingly.)

<p>Linguistic background: All students are bilingual (English and Spanish, Tagalong, or another home language), but lessons are conducted only in English.</p> <p>Academic language abilities: All students in this class have been classified as basic and below basic.</p>	<p><u>Rationale:</u></p> <p>Linguistic background: While it is important to understand and accept all linguistic background, it is critical to do all lesson in English in order to enhance their English skills.</p> <p>Academic language abilities: It is critical to be aware of students’ academic record and scores when planning a lesson and interacting with students</p>
--	--

4. Resources: (Identify materials needed for this lesson accounting for varying degrees of skill level)

<p>Students will be allowed to use the following:</p> <ul style="list-style-type: none">• Notebook (which contains notes from previous activities).• <i>History Alive</i> Textbooks <p>Students already have:</p> <ul style="list-style-type: none">• Color pencils/colors, multiple highlighters, pencils, pens <p>Students will be given the following:</p> <ul style="list-style-type: none">• Vocabulary flip cards worksheet• Manila file folder (letter size)• Ivory cardstock paper (8 ½ X 11)• Rulers	<p><u>Rationale:</u></p> <ul style="list-style-type: none">• By having the student monitors distribute the worksheets of paper and rulers; it diminishes any distractions (such as getting up or asking classmates for material) that will prevent them from highest lesson comprehension.
---	--

5. Learning Activities: Explicit Teacher Instruction - (Explain, Model, Demonstrate, Check for Understanding)

<ul style="list-style-type: none">• Student monitors will distribute vocabulary terms flip cards, manila folders, ivory cardstock paper, and rulers.• Students will place them on the corner of their desk. All students will copy agenda.• Once students have copied their agenda and homework, students will quietly copy and answer their focus question<ul style="list-style-type: none">• Students will be given 7 minutes to answer the question, “How does geography isolate a civilization?”• Upon answering, students will be given 45 seconds each to share their answer with their shoulder partner.• 2 students will randomly be selected to share his/her partner’s answer with the class.• Expectations and requirements will be reviewed with students, the students and I will begin work set up our lapbook.• I will explain the each step, model doing it on the ELMO projector. Then students will do the same step I just modeled. I will walk around showing students how their paper is supposed to look. When they are done with that step, they raise their paper. This is my signal that they are ready to move on. It also helps classmates who are having trouble remembering how it is suppose to look.<ul style="list-style-type: none">• Step 1: Open your manila folder• Step 2: Place your hand on the right edge. Now fold the folder so that the edge that you are touching is now touching the center of the folder. Make your creases sharp.• Step 3: Place your hand on the left edge. Now fold the folder so that the edge that you are touching is now touching the center of the folder. Make your creases sharp• Step 4: Now fold your ivory paper in half vertically. Make a sharp crease. Cut along that crease. Now you have two halves. Raise your two halves when you are done so that I know that you are done. Place one half on the table.• Step 5: Fold this half horizontally. Make a sharp crease and cut. Raise your two quarter sheets so that I know that you are done. Place one quarter sheet on the table. Fold the other quarter sheet in half, but DO NOT cut. Put the other quarter sheet away and forget about it for now.• Step 6: Open your manila folder so that it is flat on the table. Now take out your flipbook and flip it over so that I don’t see the cover. Write the word, “glue”. Put your left hand on the top left corner; about 4 fingers down write the word, “glue. Now glue your flipbook on your manila folder.• Step 7: Get your (folded) ivory quarter sheet. Write “glue” on the back. Copy yesterday’s warm-up question on the front. Now glue (underneath your flipbook) on your manila folder. Close that side of your manila folder so that you don’t see your flipbook or (warm-up) flip card.• Step 8: Pick up your half sheet and fold about 3 inches vertically. Make a sharp crease. Write the word “glue and glue after the right crease of the folder. This creates a flap that will serve as a home for our vocabulary term.• Step 9: Cut out vocabulary card and glue on designated area. Draw lines along the borders so that students know exactly where to write. <p>Check for Understanding:</p> <ul style="list-style-type: none">• During the lesson or note-taking time, I will informally assess students by asking the students questions regarding the information that has just been presented to them.• I will circulate the room to check that students are correctly working on the task that was assigned to them.

6. Guided Practice/ Collaborative Practice (Check for understanding and provide feedback and re-teaching)

- Students will open their books to chapter 19. Students will be given 10 minutes to read the introduction and overview independently. (They are encouraged to write any question on a post it. This prevents them from interrupting fellow students who are still reading)
- Students and I will work on the first term “philosophy”. I will model the appropriate way to do it so that they are aware of my expectation.
 - Say the following aloud, “I know that my writing is better when I draw lines so I’m going to draw lines.” Ask students, “Do you need to draw lines?” “Correct, if you know your writing slants, then you need lines.
 - Say the following aloud, “I’m going to copy my definition on the right side”. Then I model it and wait for them to do it.
 - Say the following aloud, “I’m going to draw my visual on the left side”. Then I model it and wait for them to do it.
 - Clarify any question and remind them of expectations.

Check for Understanding:

- During this portion of the lesson, I will informally assess students by asking the students questions regarding the information that has just been presented to them.
- I will circulate the room to check that students are correctly working on the task that was assigned to them.

7. Independent Practice:

- Students will continue to use Chapter 19 and the textbook’s glossary to define the remaining terms.
- Students will create a visual representation of the word that will help them remember the meaning of the vocabulary term.

Check for Understanding:

- During this portion of the lesson, I will informally assess students by asking the students questions regarding the information that has just been presented to them.
- I will circulate the room to check that students are correctly working on the task that was assigned to them.

8. Assessment and Evaluation: (Describe how you will assess and/or evaluate the students’ learning. Describe differentiating assessment strategies you will use for ELL, special needs students, highly achieving students and low achieving students.)

Learning will be assessed by the following:

- Informally I will circulate the room to ensure that all students are working productively on their assigned task. This gives me the opportunity to check that students are correctly working on the task that was assigned to them. It also allows me the time to provide them with ideas on how to improve their work’s content or creativity.
- Formally I will assess their learning by grading the accuracy of their sketches and the information presented in their vocabulary cards.

9. Closure: (Describe how students will reflect on what they have learned.)

Students answered, “What was your vocabulary term of choice? Why is this term significant to China’s history? Explain your answer.

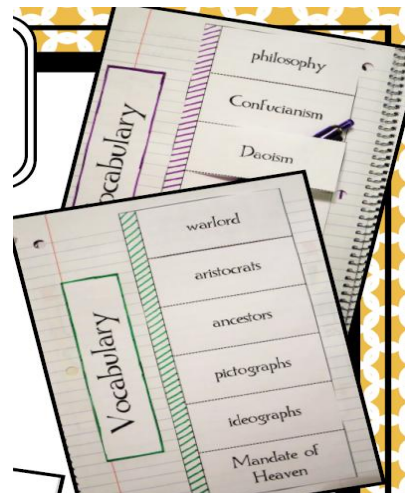
10. Lesson Reflection/Assessment:

Upon conducting informal assessments I was able to re-teach the principles to individuals, small groups and/or the class. Circulating the room and probing the students allowed me to target specific student’s needs and address them on the spot. To determine what went well and what needs to be changed in the lesson, not only was I alert of how well they carry out the task at hand, but I asked them, “what did you think of this lesson? Where you able to understand the differences between the region?”

warlord
aristocrats
ancestors
pictographs
ideographs
Mandate of Heaven

philosophy
Confucianism
Daoism
Legalism
filial piety

This template was originally from Teachers pay Teachers, but I modified its use for my lap book. The sample on the right is the TPT template; no instructions were provided. The sample on the following page is what my students did. They also used it to quiz each other for vocabulary test.



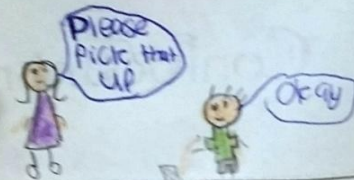
Religion

What did Chinese do that

Shang Dynasty



Definition: The Study of the fundamental nature of knowledge, reality, and existence, especially when considered as an academic discipline.



Definition: A Chinese philosophy that emphasizes proper behavior.



Definition: A Chinese Philosophy that emphasizes living in harmony with nature.



Definition: A Chinese philosophy that emphasizes strict obedience to laws.



Definition: Is a virtue of respect for ones father, elders and ancestors.



Vocabulary CARD

wo

aris

and

picto

ideo

Man

He

Lesson Unit/Topic: Shang Dynasty Cards (for Quiz-Quiz)

*This activity will be done in the same format for the Zhou, Qin, and Han Dynasties. The steps will be the same, but color cards will vary. Zhou =yellow card, Qin= blue, Han= pink. There is no particular reason for choosing those colors. It was what I had available

1. **Introduction:** (Identify Grade Level K12 Academic Content Standard(s), rationale, behavior expectations).

<p><u>California Content Standard</u></p> <p><u>World History & Geography: Ancient Geography</u></p> <p>6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.</p> <p>1. Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty.</p> <p>Time Frame: 1-2 class periods.</p> <p>Purpose: In this lesson, students will learn about the Shang dynasty’s government, capital city, social classes, religion, writing, art, technology, and the end of the dynasty.</p> <p>Behavior expectations: All students are expected to be respectful to peers and any adult present. Students must provide the speaker with their full attention at all times; this means 1) eyes focused, 2) ears listening, 3) mouth closed, and 4) body still. In order to participate in class discussions, students must raise their hand and wait to be called upon. I</p>	<p><u>Rationale:</u></p> <p>Standard: The sixth grade California Content Standard requires all sixth graders to analyze geographical, political, economic, religious, and social structures of early civilizations of China.</p> <p>Time Frame: The time duration for this class will vary depending on the understanding of the concepts.</p> <p>Purpose: Understand the components of the civilization and its significance. Understand contribution to other societies throughout time.</p> <p>Behavior Expectations: It is critical to cover expectations to all students at every point of the lesson. In the beginning of the lesson, students should be told what concept they will be covering. Throughout the lesson, student should be told and demonstrated the steps of the task at hand. By doing so, student do not have any excuses for not meeting the task expectations.</p>
--	--

2. **Learner Outcome(s)/Objective(s):** (What will students learn from this lesson? How will you measure mastery of the outcome?)

<ul style="list-style-type: none"> • Students will be able to identify key concepts regarding government, capital city, social classes, religion, writing, art, technology, and the end of the dynasty and create question cards. • Students will be able to play a couple of rounds of quiz-quiz with shoulder partner. 	<p><u>Rationale:</u></p> <p>The learning objectives clarify the intent of instruction for the teacher, as well as, the students. Objectives provide a basis for later mastery checks or checklist. It also formulates clear objectives for instruction and strategies used. In addition, objectives help lead students to the academic goal intended for them.</p> <ul style="list-style-type: none"> • Mastery of the outcome will be measured by students’ ability to understand the differences of geographic region which includes physical features, temperature, soil type, and natural vegetation. • They will also be measured by their participation in pair, group, and class discussions.
--	---

4. **Pre-Assessment Activity:** (Determine students’ abilities to achieve the Learner Outcome and prescribe instruction accordingly.)

<p>Linguistic background: All students are bilingual (English and Spanish, Tagalong, or another home language), but lessons are conducted only in English.</p> <p>Academic language abilities: All students in this class have been classified as basic and below basic.</p>	<p><u>Rationale:</u></p> <p>Linguistic background: While it is important to understand and accept all linguistic background, it is critical to do all lesson in English in order to enhance their English skills.</p> <p>Academic language abilities: It is critical to be aware of students’ academic record and scores when planning a lesson</p>
--	--

4. Resources: (Identify materials needed for this lesson accounting for varying degrees of skill level)

<p>Students will be allowed to use the following:</p> <ul style="list-style-type: none"> • <i>History Alive</i> Textbooks <p>Students already have:</p> <ul style="list-style-type: none"> • Color pencils/colors, multiple highlighters, pencils, pens <p>Students will be given the following:</p> <ul style="list-style-type: none"> • Dynasty worksheets (2 dynasties/sheet) • Four 8 ½ X 11 cardstock papers (green, pink, blue, yellow) • One envelope 	<p><u>Rationale:</u></p> <ul style="list-style-type: none"> • By having the student monitors distribute the worksheets of paper and rulers; it diminishes any distractions (such as getting up or asking classmates for material) that will prevent them from highest lesson comprehension.
---	--

5. Learning Activities: Explicit Teacher Instruction - (Explain, Model, Demonstrate, Check for Understanding)

<ul style="list-style-type: none"> • Student monitors will distribute dynasty worksheets and cardstock paper • Students will place them on the corner of their desk. All students will copy agenda. • Once students have copied their agenda and homework, students will quietly copy and answer their focus question <ul style="list-style-type: none"> • Students will be given 7 minutes to answer the question, “Look at page 194. Why do you think that a chariot was found inside of a ruler’s tomb? What other things do you think were discovered? Explain your answer.” • Upon answering, students will be given 45 seconds each to share their answer with their shoulder partner. • 2 students will randomly be selected to share his/her partner’s answer with the class. • Expectations and requirements will be reviewed with students, the students and I will begin set up dynasty pockets for our lapbook. <ul style="list-style-type: none"> • I will explain the each step, model doing it on the ELMO projector. Then students will do the same step I just modeled. I will walk around showing students how their paper is supposed to look. When they are done with that step, they raise their paper. This is my signal that they are ready to move on. It also helps classmates who are having trouble remembering how it is suppose to look. <ul style="list-style-type: none"> ▪ Step 1: Cut out the four dynasty sheets along the most outer line. Write the word “glue” on the three outer rectangles. Fold along the lines closest to the map. ▪ Step 2: Open your manila folder. Glue the pockets in the center. (See sample pictures) ▪ Step 3: Fold the green cardstock paper in half vertically. Make a sharp crease and cut. Fold each half sheet in half horizontally and make a sharp crease. Cut. Now fold each quarter sheet in half and make a sharp crease. Cut. You should have 8 eighths of a sheet. ▪ Step 4: Place the green cards to the side. Repeat the previous steps for each color. Once the other colors are cut, place cards in the envelope and put the envelope away. ▪ Grab the green cards and label as follows: <ul style="list-style-type: none"> • Table of Contents= lists the following • Capital City • Government • Religion • Writing • Art & Technology • The End of the Shang <p>Check for Understanding:</p> <ul style="list-style-type: none"> • During the lesson or note-taking time, I will informally assess students by asking the students questions regarding the information that has just been presented to them. • I will circulate the room to check that students are correctly working on the task that was assigned to them.
--

6. Guided Practice/ Collaborative Practice (Check for understanding and provide feedback and re-teaching)

<ul style="list-style-type: none"> • Students will open their books to chapter 20.2, page 196. They will grab the card labeled “Capital city”. • Review expectations. Students will create 3 questions based on the reading of each section. ELD students will create two questions. • One student will be randomly chosen to read the first paragraph. Classmates read along silently.
--

- When student finishes reading, I ask, “Who can tell me what year archeologists excavated the ruins in Anyang?” “A’s tell B’s the year.” “Now can that be written as one of my questions on my card?” Students say “yes”.
- I write my question (Q1) on the front of my card and my answer (A1) on the back of my card.
- Students are given the opportunity to write their own or copy mine.
- Another student is chosen to read the next two paragraphs. Students have to follow along.
- Students are given time to write their own question and answer. They are reminded that these cards are going to be used to quiz classmates so they cannot write easy questions. They have to make their classmates think, but not confuse them.
- B’s ask A’s their question without showing their card. Once the question has been asked, B’s shows A’s the question, but the answer is facing them. If A’s are having difficulty, B’s can give them up to 2 clues (one at a time). If ‘A’ is still having difficulty, ‘B’ directs him/her to paragraph.
- ‘A’ reads the paragraph. ‘B’ asks the question again and ‘A’ answers.
- Switch roles.
- A third student is randomly chosen to finish reading the section. Students write their question and answer.
- Students quiz each other. This time, A’s ask their question first, but steps are the same.

Check for Understanding:

- During this portion of the lesson, I will informally assess students by asking the students questions regarding the information that has just been presented to them.
- I will circulate the room to check that students are correctly working on the task that was assigned to them.

8. Independent Practice:

- Students will independently read each section on chapter 20. They cannot move on to the next section until they have read all of it and written their 2 or 3 questions (depending on ELD level)
- They will stop at the end of each paragraph and choose to write a question/ answer or move on to the next paragraph.
- They are not allowed to ask partners for help as they will be quizzing each other the next day.

Check for Understanding:

- During this portion of the lesson, I will informally assess students by asking the students questions regarding the information that has just been presented to them.
- I will circulate the room to check that students are correctly working on the task that was assigned to them.

8. Assessment and Evaluation: (Describe how you will assess and/or evaluate the students’ learning. Describe differentiating assessment strategies you will use for ELL, special needs students, highly achieving students and low achieving students.)

Learning will be assessed by the following:

- Informally I will circulate the room to ensure that all students are working productively on their assigned task. This gives me the opportunity to check that students are correctly working on the task that was assigned to them. It also allows me the time to provide them with ideas on how to improve their work’s content or creativity.
- Formally I will assess their learning by grading the accuracy of their questions and answers.

9. Closure: (Describe how students will reflect on what they have learned.)

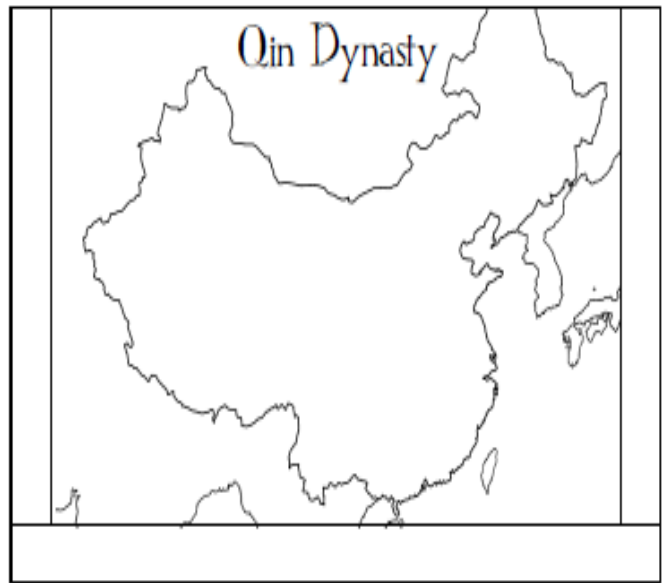
Students answered, “What was your favorite part of this activity? Why? Explain your answer.”

10. Lesson Reflection/Assessment:

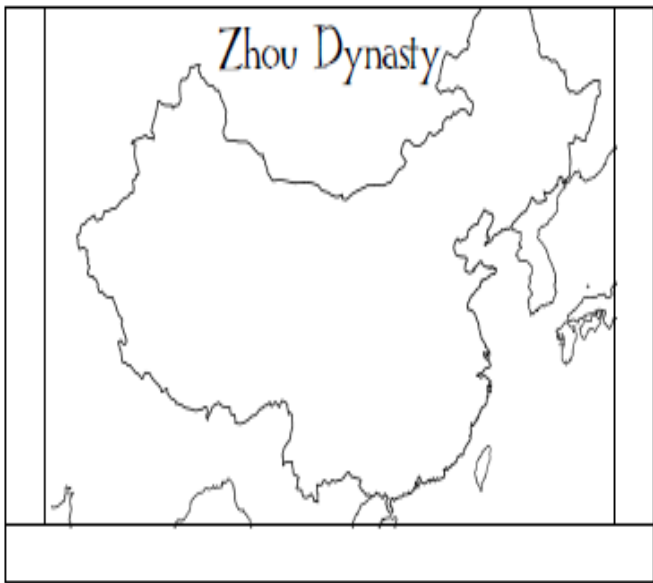
Upon conducting informal assessments I was able to re-teach the principles to individuals, small groups and/or the class. Circulating the room and probing the students allowed me to target specific student’s needs and address them on the spot. To determine what went well and what needs to be changed in the lesson, not only was I alert of how well they carry out the task at hand, but I asked them, “what did you think of this lesson? Where you able to understand the differences between the region?”



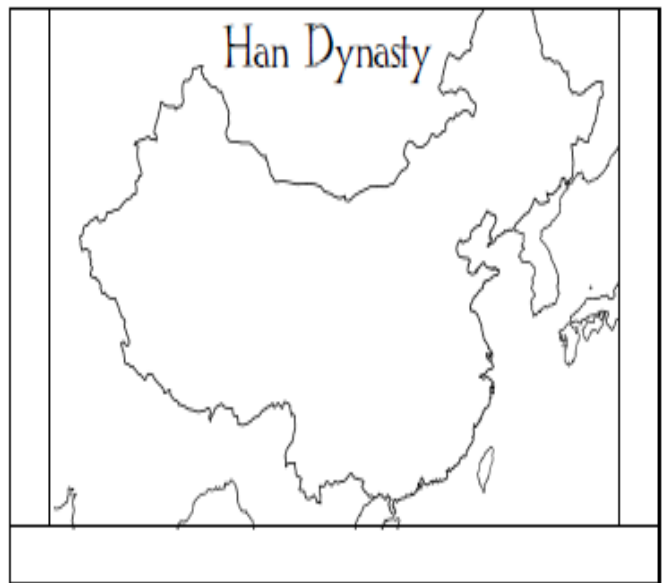
Cut out the entire activity. Then glue the pockets one on top of the other to create layered pockets in your notebook or just glue to edges to create one pocket.



Cut out the entire activity. Then glue the pockets one on top of the other to create layered pockets in your notebook or just glue to edges to create one pocket.



©The Teacher's Prep



©The Teacher's Prep

This template was originally from Teachers pay Teachers, but I modified its use for my lap book. The sample on the following page is what my students did. They used it to conduct quiz-quiz activity.

Religion

Q1: What are two religion things that Shang believed in?

20.2 Capital City

20.3 Government

Q2: What...

The End

Q1: What did the Shang king and his nobles spend enormous amount of money on?

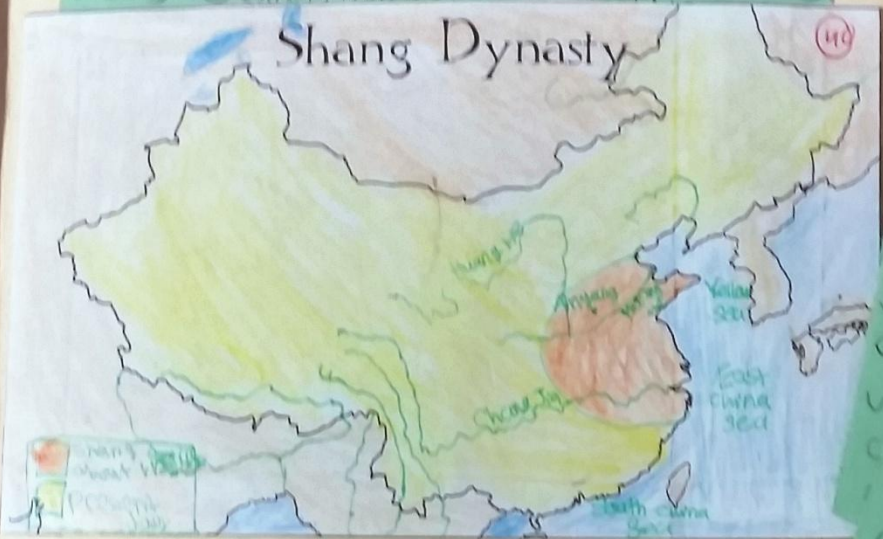
ART & Technology

Q1: How did Jade workers make objects with Writing?

Q1: What did Chinese writing first contain?

Q2: What does pictographs mean?

Q2: What is the earliest known example of Chinese writing?



Science

Q1: How does the government work?

Q2: How were they based on?

Q3: How could young men become officials?

Agriculture

Q1: What are the things the farmers made for?

ART

Q1: How did they...



Lesson Unit/Topic: Shang Dynasty Smushbook

*This activity will be done in the same format for the Zhou, Qin, and Han Dynasties.

1. **Introduction:** (Identify Grade Level K12 Academic Content Standard(s), rationale, behavior expectations).

<p><u>California Content Standard</u></p> <p><u>World History & Geography: Ancient Geography</u></p> <p>6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.</p> <p>1. Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty.</p> <p>Time Frame: 1 class period.</p> <p>Purpose: In this lesson, students will learn about the Shang dynasty’s warfare.</p> <p>Behavior expectations: All students are expected to be respectful to peers and any adult present. Students must provide the speaker with their full attention at all times; this means 1) eyes focused, 2) ears listening, 3) mouth closed, and 4) body still. In order to participate in class discussions, students must raise their hand and wait to be called upon. I</p>	<p><u>Rationale:</u></p> <p>Standard: The sixth grade California Content Standard requires all sixth graders to analyze geographical, political, economic, religious, and social structures of early civilizations of China.</p> <p>Time Frame: The time duration for this class will vary depending on the understanding of the concepts.</p> <p>Purpose: Understand the components of the civilization and its significance. Understand contribution to other societies throughout time.</p> <p>Behavior Expectations: It is critical to cover expectations to all students at every point of the lesson. In the beginning of the lesson, students should be told what concept they will be covering. Throughout the lesson, student should be told and demonstrated the steps of the task at hand. By doing so, student do not have any excuses for not meeting the task expectations.</p>
--	--

2. **Learner Outcome(s)/Objective(s):** (What will students learn from this lesson? How will you measure mastery of the outcome?)

<ul style="list-style-type: none"> • Students will be able to identify the significance in using bronze and jade in the Shang Dynasty. • Students will be able to identify warfare strategies. 	<p><u>Rationale:</u></p> <p>The learning objectives clarify the intent of instruction for the teacher, as well as, the students. Objectives provide a basis for later mastery checks or checklist. It also formulates clear objectives for instruction and strategies used. In addition, objectives help lead students to the academic goal intended for them.</p> <ul style="list-style-type: none"> • Mastery of the outcome will be measured by students’ ability to understand the differences of geographic region which includes physical features, temperature, soil type, and natural vegetation. • They will also be measured by their participation in pair, group, and class discussions.
--	---

5. **Pre-Assessment Activity:** (Determine students’ abilities to achieve the Learner Outcome and prescribe instruction accordingly.)

<p>Linguistic background: All students are bilingual (English and Spanish, Tagalong, or another home language), but lessons are conducted only in English.</p> <p>Academic language abilities: All students in this class have been classified as basic and below basic.</p>	<p><u>Rationale:</u></p> <p>Linguistic background: While it is important to understand and accept all linguistic background, it is critical to do all lesson in English in order to enhance their English skills.</p> <p>Academic language abilities: It is critical to be aware of students’ academic record and scores when planning a lesson and interacting with students</p>
--	--

4. **Resources:** (Identify materials needed for this lesson accounting for varying degrees of skill level)

<p>Students will be allowed to use the following:</p> <ul style="list-style-type: none"> • <i>History Alive</i> Textbooks <p>Students already have:</p> <ul style="list-style-type: none"> • Color pencils/colors, multiple highlighters, pencils, pens <p>Students will be given the following:</p> <ul style="list-style-type: none"> • Four 8 ½ X 11 white sheets of papers • Rulers 	<p><u>Rationale:</u></p> <ul style="list-style-type: none"> • By having the student monitors distribute the worksheets of paper and rulers; it diminishes any distractions (such as getting up or asking classmates for material) that will prevent them from highest lesson comprehension.
---	--

5. Learning Activities: Explicit Teacher Instruction - (Explain, Model, Demonstrate, Check for Understanding)

<ul style="list-style-type: none"> • Student monitors will distribute 4 white worksheets per student • Students will place them on the corner of their desk. All students will copy agenda. • Once students have copied their agenda and homework, students will quietly copy and answer their focus question <ul style="list-style-type: none"> • Students will be given 7 minutes to answer the question, “Why is it important for a society to have a strong military? Explain your answer.” • Upon answering, students will be given 45 seconds each to share their answer with their shoulder partner. • 2 students will randomly be selected to share his/her partner’s answer with the class. • Expectations and requirements will be reviewed with students. • Students will be given 5 minutes to create four smushbook. (they have created these throughout the year so it does not need modeling) • Students will write glue on the back cover of each smushbook and the front cover of three smushbooks. Then they will glue the smushbooks together creating one big smushbook. • Students will number all pages. They will draw 12 lines minimum on all even numbered pages. They will leave the odd pages blank for now. Later they will draw their visuals on the odd pages. • Briefly present students with information about warfare, importance of using bronze, and jade through powerpoint. • Students write notes in their notebook. <p>Check for Understanding:</p> <ul style="list-style-type: none"> • During the lesson or note-taking time, I will informally assess students by asking the students questions regarding the information that has just been presented to them. • I will circulate the room to check that students are correctly working on the task that was assigned to them.
--

6. Guided Practice/ Collaborative Practice (Check for understanding and provide feedback and re-teaching)

<ul style="list-style-type: none"> • Review expectations. Students will use chapter 20, notes, and research to fill out their smushbook. • Label the first four odd pages. Page1- Warfare, page 3- armies, page 5 weapons, and page 7-ceremonial axes. • Review notes. “Is there anything in our notes that can be placed in any of these four sections?” • Students are given time to review notes and highlight (yellow) anything that can be categorized as warfare. • Students review and come to a consensus with shoulder partner • Students volunteer answers. I put a couple of their responses on my smushbook, they do the same. • “Is there anything in our notes that can be placed in under armies?” • Students are given time to review notes and highlight (pink) anything that can be categorized as armies. • Students review and come to a consensus with shoulder partner • Students volunteer answers. I put a couple of their responses on my smushbook, they do the same. <p>Check for Understanding:</p> <ul style="list-style-type: none"> • During this portion of the lesson, I will informally assess students by asking the students questions regarding the information that has just been presented to them. • I will circulate the room to check that students are correctly working on the task that was assigned to them.
--

9. Independent Practice:

<ul style="list-style-type: none"> • Students will independently review their notes, books, and research to continue filling out their smushbook • Students will independently create a visual for each section.
--

Check for Understanding:

- During this portion of the lesson, I will informally assess students by asking the students questions regarding the information that has just been presented to them.
- I will circulate the room to check that students are correctly working on the task that was assigned to them.

8. Assessment and Evaluation: (Describe how you will assess and/or evaluate the students' learning. Describe differentiating assessment strategies you will use for ELL, special needs students, highly achieving students and low achieving students.)

Learning will be assessed by the following:

- Informally I will circulate the room to ensure that all students are working productively on their assigned task. This gives me the opportunity to check that students are correctly working on the task that was assigned to them. It also allows me the time to provide them with ideas on how to improve their work's content or creativity .
- Formally I will assess their learning by grading the accuracy of their questions and answers.

9. Closure: (Describe how students will reflect on what they have learned.)

Students answered, "What could be a reason that the Zhou Dynasty will defeat the Shang? Explain your answer."

10. Lesson Reflection/Assessment:

Upon conducting informal assessments I was able to re-teach the principles to individuals, small groups and/or the class. Circulating the room and probing the students allowed me to target specific student's needs and address them on the spot. To determine what went well and what needs to be changed in the lesson, not only was I alert of how well they carry out the task at hand, but I asked them, "what did you think of this lesson? Where you able to understand the differences between the region?"

