

**APPLYING
COMMON
CORE**

WORLD HISTORY

ANCIENT CHINA

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Contents

1	Introduction
2	Common Core Standards
3	Tracking Common Core Standards
5	CHAPTER 1: KEY IDEAS AND DETAILS
6	ACTIVITY 1: I Ching
12	ACTIVITY 2: Silk
17	CHAPTER 2: CRAFT AND STRUCTURE
18	ACTIVITY 3: Confucius Quotations
27	ACTIVITY 4: Inventions from Ancient China
33	CHAPTER 3: INTEGRATION OF KNOWLEDGE AND IDEAS
34	ACTIVITY 5: The Terra-Cotta Army
40	ACTIVITY 6: Chinese New Year
47	CHAPTER 4: WRITING STANDARDS
48	ARGUMENTATIVE WRITING: Current Issue
53	INFORMATIVE WRITING: Ancient Chinese Dynasties
57	NARRATIVE WRITING: Building the Great Wall of China
67	Selected Answers
71	Bibliography



Introduction

Goals

The main goal of this book is to help students develop skills outlined in the Common Core Standards by clarifying what the standards are asking for and by giving teachers specific activities they can use to address the standards.

Organization

The book is mostly organized by the categories into which Common Core places its standards. The first three chapters are “Key Ideas and Details,” “Craft and Structure,” and “Integration of Knowledge and Ideas.” Because “Range of Reading and Level of Text Complexity” is addressed every time students read, it does not have its own chapter. Also, because it is common for many writing categories to overlap on a paper, the fourth chapter covers all the writing standards and is divided into the three main paper types: argumentative, informative, and narrative.

Activities open with an introductory page that includes every standard covered by the activities, directions, estimated lesson length, and additional teaching ideas. At the back of the book are selected answers for the reading activities.

Tracking Common Core Standards

On page 3, there is a chart that can help you track which Common Core Standards you have addressed and with which activities.

Narrative Writing

Narrative writing is not required for social studies teachers, which is why there is no WHST.6-8.3. However, this form of writing was included in this book (W.6.3–W.8.3) because numerous social studies teachers also teach language arts, for the many educators who find creative writing a valuable way to explore history, and because other required writing standards can be covered with narrative writing.

Common Core Standards

If a teacher covers the six reading activities and three papers outlined in this book, he or she will have addressed every 6–8 History/Social Studies Common Core Standard at least once. Although it is not expected that teachers cover every standard in each unit of study, this gives teachers a great way to see examples of every standard and have numerous assignments to choose from.

Common Core Standards

READING

Key Ideas and Details

RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2

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.

» *Summarize primary or secondary sources.*

RH.6-8.3

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

» *Summarize the steps of a process or historical event.*

Craft and Structure

RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

» *Use context to decipher the meanings of difficult words.*

RH.6-8.5

Describe how a text presents information (e.g., sequentially, comparatively, causally).

» *Determine how the author has ordered the information.*

RH.6-8.6

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

» *Interpret a reading with a visual.*

RH.6-8.8

Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9

Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity

RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

SPEAKING AND LISTENING

Comprehension and Collaboration

SL.6.1–SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6–8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

WRITING

Text Types and Purposes

WHST.6-8.1

Write arguments focused on discipline-specific content.

» *Argumentative writing.*

WHST.6-8.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

» *Informative writing.*

W.6.3–W.8.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

» *Creative writing. (This is not required for social studies teachers.)*

Production and Distribution of Writing

WHST.6-8.4

Produce clear and coherent writing in which the development, organization,

and style are appropriate to task, purpose, and audience.

» *Write for a specific audience.*

WHST.6-8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

» *Use writing process.*

WHST.6-8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

» *Publish writing for an audience.*

Research to Build and Present Knowledge

WHST.6-8.7

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

» *Research to answer a question.*

WHST.6-8.8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

» *Use multiple credible sources when researching and summarize findings in own words.*

WHST.6-8.9

Draw evidence from informational texts to support analysis, reflection, and research.

» *Support essays with information or quotes from texts.*

Range of Writing

WHST.6-8.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Tracking Common Core Standards

CCSS.ELA-LITERACY	Assignment	Assignment	Assignment	Assignment
<u>RH.6-8.1</u>				
<u>RH.6-8.2</u>				
<u>RH.6-8.3</u>				
<u>RH.6-8.4</u>				
<u>RH.6-8.5</u>				
<u>RH.6-8.6</u>				
<u>RH.6-8.7</u>				
<u>RH.6-8.8</u>				
<u>RH.6-8.9</u>				
<u>RH.6-8.10</u>				
<u>SL.6.1–SL.8.1*</u>				
<u>WHST.6-8.1</u>				
<u>WHST.6-8.2</u>				
<u>W.6.3–W.8.3*</u>				
<u>WHST.6-8.4</u>				
<u>WHST.6-8.5</u>				
<u>WHST.6-8.6</u>				
<u>WHST.6-8.7</u>				
<u>WHST.6-8.8</u>				
<u>WHST.6-8.9</u>				
<u>WHST.6-8.10</u>				

*Not required for social studies teachers.

ACTIVITY 1

CHAPTER
Key Ideas and Details

DURATION
1 class period

I Ching

COMMON CORE STANDARDS

RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2

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.

RH.6-8.10

By the end of grade 8, read and comprehend history/ social studies texts in the grades 6–8 text complexity band independently and proficiently.

SL.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

DIRECTIONS

- Students read the introduction to “I Ching” independently, highlighting all lines or phrases that explain how I Ching divinations work. Students share what they highlighted with a partner, then the class.
- The class completes the first two scenarios together.
- Students complete the last two scenarios with a partner. Students share what they wrote with the class.
- Students complete “I Ching Questions” independently. Questions 8 and 10 require students to access an I Ching reading online. The teacher will need to modify the activity if Internet access is not available for each student.
- The teacher may want to use the I Ching as a way to bring up the ideas of yin and yang.

IMPORTANT/DIFFICULT VOCABULARY

There are many ways to review vocabulary. Below are some words you may choose to create a review activity with.

- | | | |
|----------------|--------------|-------------|
| ▪ Auspicious | ▪ Folly | ▪ Profits |
| ▪ Confucianism | ▪ Hexagram | ▪ Protract |
| ▪ Cultivate | ▪ Importune | ▪ Steadfast |
| ▪ Divination | ▪ Litigation | ▪ Taoism |

I CHING 1/3

The I Ching is one of the oldest books in the world. Although its ideas had already been passed down for centuries, the book itself was first composed around 1000 BCE. The title translates to Book of Changes, and the book consists of wisdom connected to sixty-four hexagrams. Some believe that reading these hexagrams can inform a person on how to better live his or her life, or if someone applies a hexagram to a specific decision, it can be used to divine one's future. Traditionally, coins or sticks were tossed to determine which hexagram to consult.

The I Ching was highly influential in creating Taoism and Confucianism. Confucius supposedly once said, "If some years were added to my life, I would devote fifty of them to the study of the oracle [later called I Ching], and might then avoid committing great errors." For over three thousand years people have been interpreting and writing commentaries about the I Ching.

To get an idea of how the I Ching works, students have been given four scenarios. For each, a hexagram has been randomly selected and two poems from the hexagram's description in the I Ching are included. This is a simplification of the process as the I Ching includes more information about each hexagram. Also, true I Ching readings take into account whether or not lines are changing or unchanging, with changing lines altering the meaning of the hexagram. For the purposes of this activity all lines have been made unchanging. The students' job is to use the excerpts provided here from the I Ching to give the hypothetical person advice on what he or she should do. Make sure to quote at least two phrases from the poems to support your advice.

Scenario One

Trumaine is sixty-two and has been teaching middle school for thirty-plus years. He still likes his job and believes he has more to give. On the other hand, he dislikes spending his weekends grading and would like to see his grandkids more, who live in another state. What advice do you think hexagram forty-two, the "Increase" symbol, would give Trumaine?

JUDGMENT POEM

A Destination
Profits.
It Profits
To cross a Great
Stream.



IMAGE POEM

Wind and thunder . . .
This is
Increase
The True Gentleman,
Seeing goodness,
Moves
If there is error,
He corrects it.

Advice:

INVENTIONS FROM ANCIENT CHINA CHART

Invention	When was it invented?	How can it be used?	Rank in Order of Importance (1 = least important, 5 = most important)
Umbrella			
Porcelain			
Kite			
Wheelbarrow			
Paper			

INVENTIONS FROM ANCIENT CHINA QUESTIONS 1/2

1. How did you rank the inventions? Why? Be specific about what factors you used to judge their importance.
2. Why wouldn't Egyptians need umbrellas?
3. How is porcelain used today?
4. What roles in science have kites played?
5. How is a wheelbarrow helpful?
6. What was the first paper supposedly made out of?