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Lesson Title: Ancient China and the Peasant Emperor

Grade Level: 7

Essential Question: How do revolutionaries turn into conservatives?

Lesson Foundations

Content Standards	<p>OHSSG7 #4: <i>The Mongols conquered much of Asia which led to unified states in China and Korea.</i> Mongol failure to conquer Japan allowed a feudal system to persist.</p> <p>OHSSG& # 16: <i>Analyzing individual and group perspectives is essential to understanding historic and contemporary issues.</i> Opportunities for civic engagement exist for students to connect real-world issues and events to classroom learning.</p>		
Learning Objective(s)	<p>LO1: SWBAT summarize the roles of major players (individuals or groups) in the birth of the Han Dynasty.</p> <p>LO2: SWBAT analyze the ways that revolutions betray themselves.</p>	<p>Assessment(s)</p> <p>Include LO being addressed</p>	<p>Silent Debate DBQ Worksheet Exit Ticket</p>
Materials & Resources	<p>PowerPoint presentation, Silent Debate papers, sticky notes, DBQ source packet, DBQ question packet, Gaodi Emperor, Anonymous. (18th Century). London. Retrieved from http://www.ibiblio.org/chineseart/contents/peop/c01s01p06.htm, The Warring States of China, Philg88. (2010, October 27). The Warring States of China. Retrieved March 1, 2020, from https://commons.wikimedia.org/wiki/File:EN-WarringStatesAll260BCE.jpg, Han Dynasty, 195 BC, Esiymbro. (2019, November 10). Han Dynasty Kingdoms 195 BC. Retrieved March 1, 2020, from https://commons.wikimedia.org/wiki/File:Han_dynasty_Kingdoms_195_BC.png, Ancient Chinese crossbow (2nd century BC), Per Honor et Gloria. (2005, March 17). Military of the Han dynasty. Retrieved March 1, 2020, from https://en.wikipedia.org/wiki/Military_of_the_Han_dynasty#/media/File:ChineseCrossbow.JPG, Liu Bang, from Peasant Rebel to Emperor, Breen, B. (2013, February). February 2013: Liu Bang, from Peasant Rebel to Emperor: Origins: Current Events in Historical Perspective. Retrieved March 1, 2020, from https://origins.osu.edu/milestones/february-2013-liu-bang-peasant-rebel-emperor, General Ethnic Composition of China, General Ethnic Composition of China. (n.d.). Retrieved March 1, 2020, from https://www.britannica.com/topic/Chinese-people#/media/1/700914/1013, Extension video: https://www.youtube.com/watch?v=4XdPodNwSGU, Extension Worksheet</p>		



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Instructional Procedures/Steps

<p>Opening __15__ Minutes</p>	<p>Vocabulary Check: The instructor will introduce the EQ, and clarify the meaning of the question, and the words in it. Revolutionary (n.) – a rebel, a person who tries to change something in a major way Conservative (n.) – a person who wants things to stay the same</p> <p>Silent Debate: Each student will be given 2 sticky notes to begin; these will be placed on desks before students enter the room.</p> <ul style="list-style-type: none"> • Students who need them will be given sentence starters on their sticky notes. A • Each paper will have one statement on it. The instructor will direct students to respond to the statement at their table on a sticky note, and attach that sticky note to the table. • After 5 minutes, the instructor will direct students to move clockwise to the next table, and respond to another student’s note on that table with a sticky note of their own. • They will have another 5 minutes for this second stage. • At the second table, students will be told to connect their sticky note to the bottom of the one to which they are responding. • Prompts will be: <ul style="list-style-type: none"> ○ What were the goals of the American Revolutionary War? ○ What revolutions can you think of? ○ Other than military and political revolutions, what other areas have revolutionaries? ○ When does a revolution end? ○ Who is left out of a revolution? • When the exercise ends, the instructor will ask students to volunteer an interesting response that they read, or to share their response to a prompt with the class.
<p>Instruction __30__ Minutes</p>	<p>Pronunciation Instruction: Instructor will draw student attention to the pronunciation of pinyin, and then ask direct students in the pronunciation of several words and names: Qin – “tscheen” (direct student attention to this word as the probable root of English word “China”) Han – “Hahn” (note to students that this, not Chinese, is also the name of the ethnicity of most people in China) Liu Bang – “Lyu Bahng” Gaozu – Gow-tsoo</p>

	<p>DBQ Activity: The instructor will introduce the DBQ assignment, and direct students to download the DBQ packet.</p> <ul style="list-style-type: none"> • Students will, in groups of up to 4, read the documents and use them to answer the questions. (See Source Question Document for questions). • While students work on the DBQ, the instructor will move about the room, offering support questions to students. • Halfway through the task, the instructor will stop and ask all students to answer a question to Check for Understanding. • Support Questions: • What physical traits do people connect with personality traits? • Before the internet, TV, radio, or other fast communication technologies were developed, do you think it was harder or easier to run a big country? Why? • The US Constitution lets states mostly run themselves. Why do you think that is? <p>Check for Understanding (halfway through lesson): Instructor will ask student groups to develop a consensus answer to the following question: “Who was the founder of the Han dynasty?”</p> <ul style="list-style-type: none"> • A representative from each group will be asked to answer the question when called upon. <ul style="list-style-type: none"> • Do you think it’s easier to train a person to use a crossbow, or a sword? • Do you think that a different leader might have unified China if Liu Bang hadn’t? If yes, would China be very different from how it is today, or fairly similar? • What is the difference between a kingdom and an empire? Is the US an empire? <p>Whole Class Synthesis Discussion: Instructor will bring the class back together to discuss the core concepts of the documents.</p> <ul style="list-style-type: none"> • This period of Chinese history had lots of big, fast changes. How did China change in this time? • What is one lasting legacy of the Qin? Of the Han? • Which legacy do you think is most important? Why?
<p>Closure ___5___ Minutes</p>	<p>Exit Ticket: The Qin were the first to unite China under one rule. Did the revolutionary Liu Bang strengthen or weaken what they had created? Why?</p>

Accommodations/ Enrichment	<p>Silent Debate sentence starters – sticky notes for students with accommodations will have sentence starters such as “The goals of the American Revolutionary War were to...”, “the _____ Revolution”, “a revolution is over when it _____.”</p> <p>Extension Activity: Student who finish early will be given a link to the following video, which translates a Han description of the Roman Empire. Students will use the video to complete the Extension Worksheet.</p>
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