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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

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| 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&amp; # 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<br/>DBQ Worksheet<br/>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 <a href="http://www.ibiblio.org/chineseart/contents/peop/c01s01p06.htm">http://www.ibiblio.org/chineseart/contents/peop/c01s01p06.htm</a>, The Warring States of China, Philg88. (2010, October 27). The Warring States of China. Retrieved March 1, 2020, from <a href="https://commons.wikimedia.org/wiki/File:EN-WarringStatesAll260BCE.jpg">https://commons.wikimedia.org/wiki/File:EN-WarringStatesAll260BCE.jpg</a>, Han Dynasty, 195 BC, Esiymbro. (2019, November 10). Han Dynasty Kingdoms 195 BC. Retrieved March 1, 2020, from <a href="https://commons.wikimedia.org/wiki/File:Han_dynasty_Kingdoms_195_BC.png">https://commons.wikimedia.org/wiki/File:Han_dynasty_Kingdoms_195_BC.png</a>, Ancient Chinese crossbow (2nd century BC), Per Honor et Gloria. (2005, March 17). Military of the Han dynasty. Retrieved March 1, 2020, from <a href="https://en.wikipedia.org/wiki/Military_of_the_Han_dynasty#/media/File:ChineseCrossbow.JPG">https://en.wikipedia.org/wiki/Military_of_the_Han_dynasty#/media/File:ChineseCrossbow.JPG</a>, 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 <a href="https://origins.osu.edu/milestones/february-2013-liu-bang-peasant-rebel-emperor">https://origins.osu.edu/milestones/february-2013-liu-bang-peasant-rebel-emperor</a>, General Ethnic Composition of China, General Ethnic Composition of China. (n.d.). Retrieved March 1, 2020, from <a href="https://www.britannica.com/topic/Chinese-people#/media/1/700914/1013">https://www.britannica.com/topic/Chinese-people#/media/1/700914/1013</a>, Extension video: <a href="https://www.youtube.com/watch?v=4XdPodNwSGU">https://www.youtube.com/watch?v=4XdPodNwSGU</a>, Extension Worksheet</p> |  |  |



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### Instructional Procedures/Steps

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

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|   | <p><b>DBQ Activity:</b> The instructor will introduce the DBQ assignment, and direct students to download the DBQ packet.</p> <ul style="list-style-type: none"> <li>• Students will, in groups of up to 4, read the documents and use them to answer the questions. (See Source Question Document for questions).</li> <li>• While students work on the DBQ, the instructor will move about the room, offering support questions to students.</li> <li>• Halfway through the task, the instructor will stop and ask all students to answer a question to Check for Understanding.</li> <li>• Support Questions:</li> <li>• What physical traits do people connect with personality traits?</li> <li>• 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?</li> <li>• The US Constitution lets states mostly run themselves. Why do you think that is?</li> </ul> <p><b>Check for Understanding</b> (halfway through lesson):<br/>         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"> <li>• A representative from each group will be asked to answer the question when called upon.             <ul style="list-style-type: none"> <li>• Do you think it’s easier to train a person to use a crossbow, or a sword?</li> <li>• 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?</li> <li>• What is the difference between a kingdom and an empire? Is the US an empire?</li> </ul> </li> </ul> <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"> <li>• This period of Chinese history had lots of big, fast changes. How did China change in this time?</li> <li>• What is one lasting legacy of the Qin? Of the Han?</li> <li>• Which legacy do you think is most important? Why?</li> </ul> |
| <p>Closure<br/>         ___5___ Minutes</p> | <p><b>Exit Ticket:</b><br/>         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>  |

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| Accommodations/<br>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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