Author’s Name: Thomas Nitz
Lesson Title: Ancient China and the Peasant Emperor
Grade Level: 7
Essential Question: How do revolutionaries turn into conservatives?

Lesson Foundations

| Content Standards | OHSSG7 #4: *The Mongols conquered much of Asia which led to unified states in China and Korea.* Mongol failure to conquer Japan allowed a feudal system to persist.
| | OHSSG& # 16: *Analyzing individual and group perspectives is essential to understanding historic and contemporary issues.* Opportunities for civic engagement exist for students to connect real-world issues and events to classroom learning.
| Learning Objective(s) | LO1: SWBAT summarize the roles of major players (individuals or groups) in the birth of the Han Dynasty.
| | LO2: SWBAT analyze the ways that revolutions betray themselves.
| | Assessment(s) | Include LO being addressed
| | Silent Debate DBQ Worksheet Exit Ticket

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COLLEGE OF EDUCATION AND HUMAN ECLOGY
# Instructional Procedures/Steps

| Opening  | 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 |
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| 15       | Silent Debate: Each student will be given 2 sticky notes to begin; these will be placed on desks before students enter the room.  
- Students who need them will be given sentence starters on their sticky notes.  
- 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:  
  - 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. |
| Instruction | 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 |
| 30       |                                                                                                                  |
**DBQ Activity:** The instructor will introduce the DBQ assignment, and direct students to download the DBQ packet.

- 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?

**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?”

- A representative from each group will be asked to answer the question when called upon.
  - 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?

**Whole Class Synthesis Discussion:** Instructor will bring the class back together to discuss the core concepts of the documents.

- 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?

**Closure**

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**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?
| Accommodations/Enrichment | 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 __________.”  
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. |