**History and Geography Unit Organizer**

**Ancient China**

**2nd Grade: Allen, Meister, and Siemens**

**Summary:** In this unit the students will locate the Yellow (Huang He) and Yangtze (Chang Jiang) Rivers on a map and discuss their importance. They will learn about the teachings of Confucius and how his teachings were used in Ancient China. Students will be able to explain the reasons for the building of the Great Wall of China. Students will identify paper and silk as important inventions from China. Students will become familiar with the traditions associated with Chinese New Year.

**Colorado State Standards:**

*Yellow (Huang He) and Yangtze (Chang Jiang) Rivers*

2.2.2.c Explain why people settle in certain areas

2.2.2.d Identify examples of physical features that affect human activity

2.2.2.e Describe how the size and the character of a community change over time for geographic reasons

*Teachings of Confucius (for example, honor your ancestors*)

2.1.1.b Explain the past through oral and written firsthand accounts of history

2.1.1.c Explain the information conveyed by historical timelines

2.1.1.d Identify history as the story of the past preserved in various sources.

2.1.2.b Compare and contrast past and present situations, people, and events in neighborhoods, communities, and the nation

2.1.2.c Give examples of people and events and developments that brought important changes to the community

2.1.2.e Describe the history, interaction, and contribution of the various peoples and cultures that have lived in or migrated to neighborhoods and communities

2.4.1.a List ways that people express their ideas respectfully

2.4.1.b Identify how people monitor and influence decisions in their community

2.4.2.c Identify

*Great Wall of China*

2.1.1.a Identify community and regional historical artifacts and generate questions about their function and significance

2.1.1.d Identify history as the story of the past preserved in various sources

2.1.2.b Compare and contrast past and present situations, people, and events in neighborhoods, communities, and the nation

2.1.2.c Give examples of people and events and developments that brought important changes to the community

2.1.2.e Describe the history, interaction, and contribution of the various peoples and cultures that have lived in or migrated to neighborhoods and communities

2.2.2.a Identify how communities manage and use nonrenewable and renewable resources

2.2.2.b Identify local boundaries in the community

2.2.2.d Identify examples of physical features that affect human activity

2.4.1.b Identify how people monitor and influence decisions in their community

2.4.2.b Identify examples of power and authority and strategies that could be used to address an imbalance, including bullying as power without authority

2.4.2.c Identify and give examples of appropriate and inappropriate uses of power and the consequences

*Invention of paper*

1.2.2.b Give examples of how people use and interrelate with Earth’s resources

2.1.2.c Give examples of people and events and developments that brought important changes to the community

2.1.2.e Describe the history, interaction, and contribution of the various peoples and cultures that have lived in or migrated to neighborhoods and communities

2.2.2.a Identify how communities manage and use nonrenewable

*Importance of silk*

1.2.2.b Give examples of how people use and interrelate with Earth’s resources

2.1.2.c Give examples of people and events and developments that brought important changes to the community

2.1.2.e Describe the history, interaction, and contribution of the various peoples and cultures that have lived in or migrated to neighborhoods and communities

2.2.2.a Identify how communities manage and use nonrenewable and renewable resources.

2.3.1.b Identify goods and services and recognize examples of each

2.3.2.a Identify components of financial decision-making including gathering, evaluating, and prioritizing information based on a financial goal, and predicting the possible outcome of a decision

2.3.2.b Differentiate between a long-term and a short-term goal

2.4.2.b Identify examples of power and authority and strategies that could be used to address an imbalance, including bullying as power without authority

*Chinese New Year*

2.1.1.e Create timelines to understand the development of important community traditions and events

2.4.1.a List ways that people express their ideas respectfully

**Common Core Standards:**

*Identify and express physical sensations, mental states, and emotions of self and others.*

*Understand and use language to express spatial and temporal relationships (up, down, first, last, before, after, etc.).*

*Understand and use narrative language to describe people, places, things, locations, events, actions.*

SL2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

*Understand and use common sayings and phrases such as “Don’t judge a book by its cover” and “Better late than never” (see page 60).*

L2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

*Follow multi-step, oral directions.*

SL2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

*Give simple directions.*

W2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

SL2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)re

*Provide simple explanations.*t

RL2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL2.3 Describe how characters in a story respond to major events and challenges.

RI2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

RI2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI2.8 Describe how reasons support specific points the author makes in a text.

W2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

W2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

W2.8 Recall information from experiences or gather information from provided sources to answer a question.

SL2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

SL2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)e S

*Recite a nursery rhyme, poem or song independently, using appropriate eye contact, volume and clear enunciation.*

RL2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

**Core Knowledge Content:**

World History and Geography

* Geography of Asia
  + The largest continent, with the most populous countries in the world
  + Locate: China, India, and Japan
* China
  + Yellow (Huang He) and Yangtze (Chang Jiang) Rivers
  + Teachings of Confucius
  + Great Wall of China
  + Invention of paper
  + Invention of silk
  + Chinese New Year

Language Arts

* Fiction
  + The Magic Paintbrush

**Previous Unit:**

* Ancient India

**Next Unit:**

* Ancient Greece

**Prior Knowledge:**

* Kindergarten through Grade 1
  + Judaism
  + Christianity
  + Islam

**Future Knowledge:**

* Grade 4
  + Dynasties and Conquerors
    - Qin Shihuangdi
    - Han dynasty
    - Tang and Song dynasties
    - Mongol invasions and rule
    - Ming dynasty

**Cross-Curricular Links:**

* Language Arts:
  + Stories
    - The Magic Paintbrush
* Visual Arts:
  + Sculpture
    - Flying Horse, One Leg Resting on a Swallow
  + Architecture
    - The Great Stupa
    - Himeji Castle

**Additional Resources:**

* For Teachers:
  + Core Knowledge Teacher Handbook, Grade 2, Core Knowledge Foundation, ISBN: 1-890517-74-7
  + Ancient China (Eyewitness Books), by Arthur Cotterell (Dorling Kindersley, 2000) ISBN: 0789458667
  + Life in Ancient China (The Way People Live), by Amy Allison (Lucent, 2001) ISBN: 1560066245
* For Students:
  + What Your 2nd Grader Needs to Know; Fundamentals of a Good Second-Grade Education, by E.D. Hirsch, Dell Publishing, ISBN: 0-385-31027-7
  + Pearson Learning/Core Knowledge History and Geography Series, edited by E.D. Hirsch, 1-800-321-3106
  + Ancient Civilizations: China, by Tami Deedrick (Raintree/Steck-Vaughan, 2001) ISBN: 0739835807