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# China (Civilizations) [2nd grade]

Trinity University

Canyon Ridge Elementary School (San Antonio, Tex.)

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# Unit: China (Civilizations)

## Grade: 2

### Stage 1: Desired Results

#### Understandings

*Students will understand that...*

- *The Ancient Chinese Civilization left a legacy.*

#### Essential Questions

- 1) What is a civilization? (What kind of government, religion, geography, and theatre/art/architecture do these civilizations identify with?)
- 2) What makes one civilization differ from another?
- 3) Why do people settle where they do?
- 4) Where would we be without the Chinese Civilization?

#### Vocabulary

Indus River  
Ganges River  
Hinduism  
Brahman  
Buddhism  
Buddha  
The Great Stupa  
King Asoka  
The Great Wall of China  
Yellow River  
Yangtze River  
Himalayan Mountains  
Chinese Lunar Calendar  
Silk  
Emperor  
Confucius  
The Golden Rule  
Compass

#### Knowledge & Skill

*(NEISD scope & sequence; TEKS; Core; etc.)*

TEKS:

- 2.5 Use simple geographic tools such as maps, globes, and photographs.
- 2.5A Use symbols, find locations, and determine directions on maps and globes.
- 2.5B Draw maps to show places and routes using a compass rose.
- 2.6 Understand the locations and characteristics of places and regions.
- 2.6A Identify major land forms and bodies of water.
- 2.7 Understand how physical characteristics of places and regions affect people's activities and settlement patterns.
- 2.8 Understand how humans use and modify the physical environment.
- 2.8A Identify ways in which people depend on the physical environment, including natural resources, to meet basic needs.
- 2.8D Identify ways people can conserve and replenish natural resources.
- 2.10C Trace the development of a product from a natural resource to a finished product.

## Stage 2: Assessment Evidence

### Performance Task:

- Draw a picture and write three sentences to explain why ancient civilizations settled near water.
- In your journal write how Confucius demonstrated one of the virtues. Do you think he would be a self-manager?
- Test on facts about China
- Computer Activity.
- Written response to the Life Cycle of a silkworm.
- Respond to “The Four Dragons” folktale and water color a Chinese Dragon.
- Compare “Little Red Riding Hood” and “Lon Po Po” using a Venn diagram.

### Other evidence:

*(quizzes, tests, academic prompts, etc.)*

*note – these are usually included where appropriate in Stage 3 as well)*

## Stage 3: Learning Activities

*(Steps taken to get students to answer Stage 1 questions and complete performance task)*

- Read and discuss the story “The Squiggle.” Provide students with a piece of yarn to make their own picture of an invention utilizing a piece of yarn.
- After a review of the virtues, have students develop an acrostic poem about Confucius being a self-manager.
- Create a visual and written representation of the Silk Worm Life Cycle (created on a paper plate, using corn kernels, packing peanuts, cotton, and a coffee filter to represent the moth).
- Students write an Airy Chinese poem called a Lantern.
- After learning about the Chinese New Year, use your artistic abilities and water color a Chinese Dragon.
- Yoga exercises.
- Students locate and identify their zodiac sign and their families, and identify their correct characteristics.
- After listening to “Grandfather Tang’s Story,” students will use tangrams to create objects (optional: Origami paper).
- “A Tribute to Silk” song.

Self-Assessments:

Related Literature:

- Cat and Rat (Ed Young)
- Seven Chinese Brothers
- 17 Kings and 42 Elephants
- The Kings Chessboard
- Count Your Way Through China
- The Empty Pot
- What Your Second Grader Needs to Know (E.D. Hirsch Jr.)
- Silk: Material World (Claire Llewellyn)
- The Squiggle (Carole Lexa Schaefer)
- Grandfather Tang's Story
- Lon Po Po

Other Evidence, Summarized

Related Media:

- "Lion Dance" (Reading Rainbow)
- "Little Red Riding Hood" (Fairytale theater)