Town, Tales, and Timelines

Grade Level: Second Grade, Art, Title I
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Length of Unit: 6-9 weeks: integrated unit (reading, writing, language, social studies, art)

I. ABSTRACT
Second grade teachers will each specialize in Ancient India, Ancient China, or Modern Japan and teach the geography, history, and basic cultural elements from the Core Knowledge sequence to all second grade classes. Each class will then do a more in-depth study of one country, during which economics concepts from state curriculum will be included. Knowledge and concepts will be taught through: read alouds and tell alouds of non-fiction trade books, reference materials, and online resources; read alouds, shared reading, and retelling of folk tales; small group research, reports and projects exploring culture; and a culminating “town simulation event”. The Art teacher will integrate the arts of these countries into her classes. The Title 1 teacher and students will present retellings of Asian folk tales.

II. OVERVIEW
A. Concept Objectives: from State of Ohio Social Studies: Economics - Grade 2 - indicators and benchmarks
1. Explain how environmental processes influence human activity and ways humans depend on and adapt to the environment.
2. Compare daily life in the past and present, demonstrating an understanding that while basic human needs remain the same, they are met in different ways in different times and places.
3. Understand and explain how language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.
4. Demonstrate knowledge of and ability to think about the relationship among events by:
   a) identifying sequence of events in history
   b) grouping events by broad historical eras on a time line:
   c) recognizing that change occurs in history:
   d) or identifying cause-and-effect relationships.

B. Content from the Core Knowledge Sequence:
HISTORY AND GEOGRAPHY: GRADE 2
I. EARLY CIVILIZATION: ASIA
A. GEOGRAPHY OF ASIA
1. The largest continent, with the most populous countries in the world
2. Locate: China, India, Japan
3. Indus River and Ganges River
B. INDIA
1. Hinduism
   a. Brahma, Vishnu, Shiva
   b. Many holy books, including the Rig Veda
2. Buddhism
a. Prince Siddhartha becomes Buddha, “the Enlightened One”
b. Buddhism begins as an outgrowth of Hinduism in India, and then spreads through many countries of Asia
c. King Asoka (also spelled Ashoka)

C. CHINA
1. Yellow (Huang He) and Yangtze (Chang Jiang) Rivers
2. Teachings of Confucius (for example, honor your ancestors)
3. Great Wall of China
4. Invention of paper
5. Importance of silk
6. Chinese New Year

III. MODERN CIVILIZATION AND CULTURE: JAPAN
A. GEOGRAPHY
1. Locate relative to continental Asia: “land of the rising sun”
2. A country made up of islands
3. Pacific Ocean, Sea of Japan
4. Mt. Fuji
5. Tokyo

B. CULTURE
1. Japanese Flag
2. Big Modern cities, centers of industry and business
3. Traditional craft: origami
4. Traditional costume: kimono

VISUAL ARTS GRADE 2
I. ELEMENTS OF ART
B. Observe the use of line in two dimensional art - Katsushika Hokusai, The Great Wave at Kanagawa Nmi-Ura, Views of Mt. Fuji

II. SCULPTURE
A. Observe the use of shape, mass and line in sculptures
1. Flying worse (from Wu-Wei, China)

V. ARCHITECTURE
C. Noting line shape and special features in architecture
1. Great Supta (Buddhist Temple in Sanchi, India)
2. Himeji castle (also known as “White Heron Castle”, Japan)

LANGUAGE ARTS GRADE 2
III. FICTION
A. STORIES
1. The Tongue-Cut sparrow (a folk tale from Japan)
2. The Tiger, the Brahman, and the Jackal (a folk tale from India)
3. The Magic Paintbrush – (A Chinese folk tale) 2. Lesson content (from
ECONOMICS – GRADE 2 – from State of Ohio Social Studies: Economics -
Grade 2 Indicators and Benchmarks, applied to Core Knowledge topics: India,
China, Japan)

A. Economics terms
1. Goods, services
2. Buyers, sellers
3. Wants, needs
4. Production, consumption
5. Supply, demand
6. Money systems

B. Production
1. Briefly introduce – land, labor, capital, entrepreneurship
2. Use of resources – raw materials to make various products

C. Money System
1. As capital
2. To purchase goods and services
3. To pay labor

C. Skill Objectives:
1. Demonstrate map skills by: identifying and locating continents, oceans,
   India, China, Japan, landforms and bodies of water.
2. Place a series of related historical events in chronological order on a time line.
3. Use historical artifacts, photographs, biographies, maps, diaries, folklore,
   visual and electronic sources to gather information.
4. Identify the work that people performed to make a living in the past,
   explain how jobs in the past are similar and/or different from those of today and how science and technology have changed the daily lives of people.
5. Describe the cultural practices and products of people in India, China and Japan.
6. Describe ways in which language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.
7. Distinguish between goods and services and explain why people in different parts of the world earn a living in a variety of ways
8. Communicate information in written, oral and visual forms.
9. Use problem-solving/decision-making skills to identify a problem and gather information while working independently and in groups.
10. Demonstrate comprehension by retelling and by responding to literal, informational, and evaluative questions.
11. Create two and three-dimensional artworks – pictures, architecture and sculptures – using features indicative of these art forms in China, Japan, and India.

III. BACKGROUND KNOWLEDGE

A. For Teachers:
1. Chatterjee, Nainin and Anita Roy. Eyewitness Books, India. New York,
   NY. Dorling Kindersley Ltd., 2002. 0-7894-8971-6
B. For Students:
1. Language Arts – Grade 1- Folktales
2. Geography
   a. Kindergarten – continents, town, city, community, river, lake, mountains
   b. Grade 1 – maps and symbols; north, south, east, west; oceans; equator; Northern and Southern Hemisphere; peninsula and island
   c. History - Grade 1 – Early Civilization - reference the setting, agriculture, towns, and cities of Mesopotamia and Ancient Egypt.
   d. Art - Grades K and 1 – kinds of lines, use of lines in art, shapes, sculpture

IV. RESOURCES
N. Large classroom wall map of the world (individual world maps in student atlases or textbooks also helpful
O. Internet access – computers and printer
P. Various art supplies – construction paper, dye, polymer clay, muslin fabric, beads, beading string, items for constructing 3-D models (boxes, sticks, fabric paint, etc.) chalk.
Q. Food ingredients for cooking.
V. **LESSONS** – This section consists of:

A. 5 lessons covering the basic C. K. topics to be taught to all 2nd grade classes;

B. 5 lessons covering a more in-depth study of each country for the “Experts Class”; suggestions for cultural projects.

C. Following this in-depth study (each class doing one country – Chin, India or Japan) each class will move into 5 Research and Towns Lessons and then

D. 5 Economics and Businesses Lessons which will cover at least a 2 week period of learning and preparation for the culminating Town Simulation Event.

E. Art Lessons

F. Title 1 Lessons on Folk Tales

**India Lessons-For all classes**

**Lesson 1: Introduction and Geography of India**

A. *Daily Objectives*

1. **Content Objectives**
   a. Explain how environmental processes influence human activity and ways humans depend on and adapt to the environment.
   b. Compare daily life in the past and present, demonstrating an understanding that while basic human needs remain the same, they are met in different ways in different times and places.
   c. Demonstrate knowledge of and ability to think about the relationship among events by:
      1) grouping events by broad historical eras on a time line:
      2) recognizing that change occurs in history: or
      3) identifying cause-and-effect relationships

2. **Lesson Content - GEOGRAPHY OF ASIA**
   a. The largest continent, with the most populous countries in the world
   b. Locate: China, India, Japan
   c. Indus River and Ganges River

3. **Skill Objectives**
   a. Demonstrate map skills by: identifying and locating continents, oceans, India, China, Japan, landforms and bodies of water
   b. Use historical artifacts, photographs, biographies, maps, diaries, folklore, visual and electronic sources to gather information.
   c. Identify the work that people performed to make a living in the past, explain how jobs in the past are similar and/or different from those of today and how science and technology have changed the daily lives of people.
   d. Communicate information in written, oral and visual forms.
   e. Demonstrate comprehension by retelling and by responding to literal, informational, and evaluative questions.

B. **Materials**

1. Classroom wall map of World, small individual maps in text or atlas, if available
3. Timeline display (sample included, you may want to make a larger copy using sentence strips, as a display for classroom
4. Chart paper, marker
C. **Key Vocabulary**
1. Continent – largest bodies of land on the earth
2. India – country on the continent of Asia
3. Peninsula – a piece of land (often narrow) that sticks out into the water, surrounded by water on 3 sides
4. Indus River – located in northwest ancient India, site of first known civilizations in India, the towns of Mohenjo–Daro and Harappa.
5. Ganges River - located in the north east, site of later settlements, a holy river to the Hindu.
6. Himalayan mountains – located on northern border of India

D. **Procedures / Activities**
1. Display the large world wall map and pass out student texts or atlases (if available) that have individual maps of the world. Tell students that we will be studying countries on the continent of Asia – India, China and Japan – looking at the geography of the continent and countries, the history of the people living there and discovering how these countries are the same and different from each other, and from our lives in the U.S. Have students locate India on the wall map (and on their individual maps). Have students identify major land and water features in India, referring to the map key. (Indus and Ganges River; Himalayan mountains, plains, and desert regions; peninsula and islands)
2. Pass out a black line master of a map of India. Guide students through a coloring / marking exercise identifying the features on the black line map. Color the Indus and the Ganges Rivers blue. Color the Himalayan mountains purple. Color the plains regions green. Color the desert region brown. Color the islands off the coast red. Outline the peninsula of India in yellow.
3. Point out the Indus River as the starting point of study since ruins of the first civilizations were found there and excavated in the 1920’s and 1930’s, by archaeologists.
4. Display a teacher-made copy of the timeline (example attached). Show the students where 3000 B.C. is and compare this with where their life would be on the timeline. Point out the centuries where our country was discovered and settled and help students understand how long ago, and how old a civilization the Indian people came from.
5. Ask the children to predict/brainstorm what life would be like in 3000 B.C. along the Indus River and record their ideas on board or chart paper. Ask questions like: What would people do for a living? What would they eat? How would they get around? What would their homes be like, be made of? How would life be different than ours? What would the archaeologists have found? Record their predictions on chart paper to save.

D. **Assessment / Evaluation**
1. Informal, anecdotal assessment can be done during the brainstorming of ideas and as students identify geography features
2. Collect student colored maps and assess for correct geographic features marked and direction following.

**Lesson 2:** **The Indus Valley Civilization of Ancient India**
A. **Daily Objectives**
1. Content Objectives
a. Explain how environmental processes influence human activity and ways humans depend on and adapt to the environment.

b. Compare daily life in the past and present, demonstrating an understanding that while basic human needs remain the same, they are met in different ways in different times and places.

c. Understand and explain how language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.

d. Demonstrate knowledge of and ability to think about the relationship among events by:
   1. identifying sequence of events in history
   2. grouping events by broad historical eras on a time line:
   3. recognizing that change occurs in history: or
   4. identifying cause-and-effect relationships
   5. Lesson Content - GEOGRAPHY OF ASIA

2. Lesson Content: Geography of Asia
a. The largest continent, with the most populous countries in the world
b. Locate: China, India, Japan
c. Indus River and Ganges River

2. Skill Objectives
a. Demonstrate map skills by: identifying and locating continents, oceans, India, China, Japan, landforms and bodies of water
b. Place a series of related historical events in chronological order on a time line.
c. Use historical artifacts, photographs, biographies, maps, diaries, folklore, visual and electronic sources to gather information.
d. Identify the work that people performed to make a living in the past, explain how jobs in the past are similar and/or different from those of today and how science and technology have changed the daily lives of people.
e. Communicate information in written, oral and visual forms.
f. Demonstrate comprehension by retelling and by responding to literal, informational, and evaluative questions.

B. Materials
5. Classroom wall map of World, small individual maps in text or atlas, if available
6. Timeline display
7. India Journal and picture cutouts (included) for each student

C. Key Vocabulary
1. Continent – largest bodies of land on the earth
2. India – country on the continent of Asia
3. Indus River – located in northwest ancient India, site of first known civilizations in India, the towns of Mohenjo-Daro and Harappa.

D. Procedures / Activities

1. Refer to the brainstormed list made the previous day and the timeline of Ancient India. Show students where on the timeline the study will begin (3000B.C.) and how far away our present time is. Have students identify the centuries where our country was discovered and formed (from earlier lessons on Westward Expansion) and how much older India is.

2. Gather the children in a shared reading space and do a read aloud or shared reading of Pearson’s Ancient India – pp. 2-5 to introduce the Indus Valley Civilization.

3. Read “Long Ago in Asia” from What Every Second Grader Needs to Know, pp. 97-8, to tell more about the Indus Valley People.

4. Then use Exploration into India, pp5-7, and the Eyewitness Books India, pp. 8-9 as a tell aloud, to tell about the first civilizations in the Indus Valley, Mohenjo-Daro and Harippa.

5. Share about how the people settled near a river for food, irrigation and transportation; the well-planned grid system for the cities; the lower town, citadel and granaries; the way the ruins were excavated y archaeologists; artifacts found that tell us about these ancient people – pottery, jewelry, god and goddess statues, stone seals, bobble-head cows, bulls, etc.

6. Refer back to the students predictions and brainstorming to compare what they predicted to what they have learned about the Indus Valley Civilization.

7. Pass out a copy of the India Facts Journal and a copy of the Indus Valley pictures (included) to each child. Explain that we will be creating a picture journal/book of facts about India as we study. It will be the way they show what they have learned about India each day, and a reference tool of all they have learned when we are finished. It will be used as a way to assess their learning.

8. Have volunteers identify labels for each picture, write the words on the board and have the students write the labels on their sheet of pictures. Briefly discuss, in review, what we learned about each picture and decide where in the journal each picture will go.

9. Have the students color, cut out the pictures, and glue them on the corresponding topic pages in the journal. Have students add a sentence below each picture, telling something they know about the item.

E. Assessment / Evaluation

1. Informal, anecdotal assessment can be done during the discussion of the reading, as pictures are labeled, and review of facts about each picture.

2. Collect India journals and assess the fact sentences students added to each picture. This can be done after each lesson, to check for understanding or at the end of the set of lessons, assessing the journal as a whole.

Lesson 3: The Aryan Invaders and Hinduism

A. Daily Objectives

1. Content Objectives
   a. Explain how environmental processes influence human activity and ways humans depend on and adapt to the environment.
b. Compare daily life in the past and present, demonstrating an understanding that while basic human needs remain the same, they are met in different ways in different times and places.

c. Understand and explain how language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.

d. Demonstrate knowledge of and ability to think about the relationship among events by:
1. identifying sequence of events in history
2. grouping events by broad historical eras on a time line:
3. recognizing that change occurs in history: or
4. identifying cause-and-effect relationships.

2. Lesson Content: GEOGRAPHY OF ASIA

a. Ganges River

b. Hinduism
1. Brahma, Vishnu, Shiva
2. Many holy books, including the Rig Veda

3. Skill Objectives
a. Demonstrate map skills by: identifying and locating continents, oceans, India, China, Japan, landforms and bodies of water
b. Place a series of related historical events in chronological order on a time line.
c. Use historical artifacts, photographs, biographies, maps, diaries, folklore, visual and electronic sources to gather information.
d. Describe the cultural practices and products of people in India.
e. Communicate information in written, oral and visual forms.
f. Demonstrate comprehension by retelling and by responding to literal, informational, and evaluative questions.

B. Materials
5. Classroom wall map of World, small individual maps in text or atlas, if available
6. Timeline display
7. India Journal and picture cutouts of Aryans (see appendix) for each student

C. Key Vocabulary
1. Ganges River- located in the north east, site of later settlements, a holy river to the Hindu.
2. Hinduism – a religion brought to Ancient India by the Aryan people
3. Brahma - a Hindu god, creator of the universe
4. Vishnu – a Hindu god, protector of the universe
5. Shiva – a Hindu god of destruction
6. Caste System – the division of people into a hierarchy of groups by the kind of work they did
7. Rig Veda – one of the holy books of Hinduism
8. Diwali – Hindu festival of lights, to please Lakshmi so she will bring good fortune

D. Procedures / Activities
1. Gather the children in a shared reading space. Using Exploration into India, pp. 8-9, and the Eyewitness Books India, p.9, tell aloud how the Aryan people invaded the Indus Valley and moved eastward to the Ganges Valley.
2. Read aloud or tell aloud the information about the Aryans and Hinduism from, What Every Second Grader Needs to Know, pp.98-9.
3. Refer to the large wall map and locate the Indus and Ganges River regions to show where the Aryans settled. Tell about their life of farming, trade and bartering; their tribal structure and their bringing of a religion that worshiped many gods, which mingled with the ideas of the Indus Valley people to form the Hindu religion.
4. Read from What Every Second Grader Needs to Know, pp.99-102, to tell about the Hindu religion.
5. Tell about the Rig-Veda, a collection of Hymns used by the Hindu priests and a sacred, holy text still used today.
6. Explain the caste system and the account of how it came to be from the Rig-Veda.
7. Read aloud or do shared reading of Pearson’s Ancient India – pp. 6-15 to tell more about the Aryans and Hinduism. Use this as a wrap-up review, having students fill in blanks and elaborate.
8. Pass out a copy of the India Facts Journal and a copy of the Indus Valley pictures (see appendix) to each child. Have volunteers identify labels for each picture, write the words on the board and have the students write the labels on their sheet of pictures. Briefly discuss, in review, what we learned about each picture and decide where in the journal each picture will go. Have them color, cut, glue and add a sentence.

E. Assessment / Evaluation
1. Informal, anecdotal assessment can be done during the review discussion, as pictures are labeled.
2. Collect India journals and assess the fact sentences students added to each picture. This can be done after each lesson, to check for understanding or at the end of the set of lessons, assessing the journal as a whole.

Lesson 4: King Asoka’s Reign and the development of Buddhism
A. Daily Objectives
1. Content Objectives
   a. Compare daily life in the past and present, demonstrating an understanding that while basic human needs remain the same, they are met in different ways in different times and places.
   b. Understand and explain how language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.
   c. Demonstrate knowledge of and ability to think about the relationship among events by:
      1. identifying sequence of events in history
2. grouping events by broad historical eras on a time line:
3. recognizing that change occurs in history: or
4. identifying cause-and-effect relationships

2. Lesson Content – INDIA
   a. Buddhism
      1. Prince Siddhartha becomes Buddha, “the Enlightened One”
      2. Buddhism begins as an outgrowth of Hinduism in India, and then spreads through many countries of Asia
      3. King Asoka (also spelled Ashoka)

3. Skill Objectives
   a. Place a series of related historical events in chronological order on a time line.
   b. Use historical artifacts, photographs, biographies, maps, diaries, folklore, visual and electronic sources to gather information.
   c. Communicate information in written, oral and visual forms.
   d. Demonstrate comprehension by retelling and by responding to literal, informational, and evaluative questions.

B. Materials
   5. Timeline
   6. India Journal and picture cutouts of King Asoka’s reign and Buddhism for each student

C. Key Vocabulary
   1. King Asokah – a powerful but kind king from ancient India
   2. Prince Siddharta – man who founded Buddhism and became Buddha, “the enlightened one”
   3. Lion capital – symbol of King Asoka, found on the top of pillars, a symbol for India

D. Procedures / Activities
   1. Gather the children in a shared reading space. Introduce the study for today – King Asoka, a good and kind ruler of Ancient India. Show the timeline and point out where on the timeline King Asoka’s rein occurred. (269 B.C.)
   2. Read from What Every Second Grader Needs to Know, pp.105-6 about King Asoka and pp. 103-4 about Buddhism. Then read Ancient India, pp.16-24 to the children
   3. Using Exploration into India, pp12-13, and the Eyewitness Books India, p.10-12, share pictures and tell aloud about the changes King Asoka made, his humanitarian ways of leading the people, the beginnings of Buddhism, and how King Asoka introduced Buddhism in India.
   4. Tell how King Asoka build roads, rest houses, hospitals, veterinary clinics, drinking places and planted trees. Tell about his lion capital and how it has become a symbol of India, even today.
5. Discuss how Buddhism was formed from the ideas of Prince Siddharta and his quest for truth and peace and how King Asoka became a follower.

6. Pass out India Facts Journals and a copy of the King Asoka and Buddhism pictures (see appendix) to each child. Have volunteers identify labels for each picture, write the words on the board and have the students write the labels on their sheet of pictures. Briefly discuss, in review, what we learned about each picture and decide where in the journal each picture will go. Have them color, cut, glue into their journal and add a sentence.

E. Assessment / Evaluation
1. Informal, anecdotal assessment can be done during the review discussion, as pictures are labeled.
2. Collect India journals and assess the fact sentences students added to each picture. This can be done after each lesson, to check for understanding or at the end of the set of lessons, assessing the journal as a whole.

Lesson 5 – The Culture and People of India
A. Daily Objectives
1. Content Objectives
   a. Explain how environmental processes influence human activity and ways humans depend on and adapt to the environment.
   b. Compare daily life in the past and present, demonstrating an understanding that while basic human needs remain the same, they are met in different ways in different times and places.
   c. Understand and explain how language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.
2. Lesson Content – GEOGRAPHY OF ASIA
   a. The largest continent, with the most populous countries in the world
   b. Locate: China, India, Japan
   c. Indus River and Ganges River
3. Skill Objectives
   a. Demonstrate map skills by: identifying and locating continents, oceans, India, China, Japan, landforms and bodies of water
   b. Use historical artifacts, photographs, biographies, maps, diaries, folklore, visual and electronic sources to gather information.
   c. Identify the work that people performed to make a living in the past, explain how jobs in the past are similar and/or different from those of today and how science and technology have changed the daily lives of people.
   d. Describe the cultural practices and products of people in India.
   e. Describe ways in which language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.
   f. Communicate information in written, oral and visual forms.
   g. Demonstrate comprehension by retelling and by responding to literal, informational, and evaluative questions.

B. Materials
1. Large classroom wall map of world.
3. Blackline master of India map from LaMarche, Chalotte and Beth Parada. *India, A Cultural Resource Guide*. St. Louis, MO. Milliken Publishing Co., 1996, back of page 1 – add the 7 “stops” (circled numbers) from *Dropping in on India*, to the map before copying for class.
4. Pictures from India regions (see appendix)
5. India Journal and page of pictures
6. Teacher–Made tests (Ohio Proficiency Test model)- see appendix

C. **Key Vocabulary**
1. Himalayan Mountains – mountains in northern India, town of Leh is in this region
2. Thar Desert – desert in India’s northwest corner, larger than California
3. Sari – the dress of women and girls, a long piece of silk or cotton wound around the body
4. Dhoti - native dress often worn by men and boys, a piece of cloth wound around the legs, like baggy pants
5. Taj Mahal – a huge, beautiful, tomb built for Shah Jahan’s wife
6. Coast - where land mass meets the ocean, Madras is a city on the coast of India
7. Plains – a flat land region, found in central and coastal India, Calcutta is on the eastern plains along the Bay of Bengal.
8. Plateau - A high flat region in southern India, Bangalor is a city there

D. **Procedures / Activities**
1. Gather the children in a shared reading space. Introduce the study for today – learning more about the people and culture of India and how people live in different regions of the country.
2. Explain that India has many different regions, habitats and landforms. Show the wall map and point out the various regions we will learn about today – Himalayas, northwestern desert, large cities, Indus and Ganges Rivers, plains regions, plateaus in southern India and the coast.
4. As you read, discuss the land and climate, and how this influences how people live, what they do for a living, etc. Refer to the large map to point out where each region is.
5. After reading and discussing, pass out students India journals and picture sheet for this lesson. Have students identify labels for each picture, write the word on board and have students label their sheet. Discuss what categories each picture would fall under in the journal. Have students set aside to color, cut out, past into journal and add sentence to, later – after map activity is finished.
6. Pass out the India map and pictures. Students are to color and cut out pictures, then glue to the map matching each picture to the region where the picture would be found. Discuss and review the regions before having students do this activity on own.
7. Complete picture journal.
8. Assessment using tests modeled after Ohio Proficiency Tests (reading and social studies type formats)
E. Assessment / Evaluation
1. Informal, anecdotal assessment can be done during the discussions, and as as pictures are labeled.
2. Map activity should be collected and evaluated for pictures matched to correct regions.
3. This will be the final lesson entered into the India journals for the “non-India expert” classes. They should be collected and assessed for this lesson or as a whole, if not assessed previously.
4. As a final assessment, students will take a Reading test and a Social Studies test about India, modeled after the state of Ohio’s Proficiency tests and covering the state learning outcomes.

India Lessons for Expert Class
The next 5 Lessons about India are a more in depth study of the people and culture, for the “expert” class. The purpose of these lessons is to give the “India Experts” class more information for the culminating projects - research reports and a simulated Indian town with scenery, student run “businesses” with “merchandise” of the country and time period; costumes; displays of art and culture; and money and government systems. Optional cultural activities involving art and crafts, cooking, games, etc., for a more extensive immersion in the culture and preparation of displays and costumes.

Lesson 6 – Count Your Way through India
A. Daily Objectives
1. Concept Objectives
   a. Explain how environmental processes influence human activity and ways humans depend on and adapt to the environment.
   b. Compare daily life in the past and present, demonstrating an understanding that while basic human needs remain the same, they are met in different ways in different times and places.
   c. Understand and explain how language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.

2. Lesson Content
   a. GEOGRAPHY OF ASIA
      1. The largest continent, with the most populous countries in the world
      2. Locate: China, India
      3. Indus River and Ganges River
   b. INDIA
      1. Hinduism
         a. Brahma, Vishnu, Shiva

3. Skill Objectives
   a. Use historical artifacts, photographs, biographies, maps, diaries, folklore, visual and electronic sources to gather information.
   b. Identify the work that people performed to make a living in the past, explain how jobs in the past are similar and/or different from those of today and how science and technology have changed the daily lives of people.
   c. Describe the cultural practices and products of people in India, China and Japan.
d. Describe ways in which language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.

e. Communicate information in written, oral and visual forms.

f. Use problem-solving/decision-making skills to identify a problem and gather information while working independently and in groups.

g. Demonstrate comprehension by retelling and by responding to literal, informational, and evaluative questions.

B. Materials
2. Spices for smelling and tasting – turmeric, cumin, cayenne pepper, cinnamon, ginger, coriander, cardamom.
3. India Journal and picture sheet for these stories.
4. Optional cooking/tasting activity – spices; ingredients for chaptis and raita (see recipes in resources listed); utensils; access to refrigerator and stove, hotplate, or electric skillet; paper plates, butter, popcorn, tortillas or crackers.

C. Key Vocabulary
1. Hindi numbers – ache, dough, teen, charr, paunch, chay, sot, art, now duss
2. Mohandas K. Gahndi – led India in its nonviolent protest of British rule
3. Taj Majhal – huge beautiful tomb built for Shah Jahan’s wife
4. Diwali – Hindu festival of lights
5. Ravana – a ten headed demon of Indian drama
6. Rama – hero who triumphs over Ravana to save Sita, his wife.

D. Procedures/Activities
1. Set up the various spice jars on a table somewhere in the room.
2. Gather the children in a shared reading space. Introduce the study for today – learning more about the people and culture of India through counting in Hindi.
4. As you read, practice saying the Hindi numbers and discuss, elaborate and ask questions about the various topics on each page.
5. After reading and discussing, invite students to come up and smell the various spices. Have the class vote with sticky tabs on a large graph paper, to show which spice they think smells the best. (an alternative would be to make 7 bowls of popcorn or white rice, shake these spices on them, and let students actually taste; or make spice butters and spread on crackers or torn up soft flour tortillas, which are like chapatii)
6. Pass out students India journals and picture sheet for this lesson. Have students identify labels for each picture, write the words on board and have students label their sheet. Discuss what categories each picture
would fall under in the journal. Have students color, cut out, past into journal and add sentence to.

7. **OPTIONAL ACTIVITY:** While students are working on journals, set up a cooking/tasting activity. With small groups, have the children help make spice flavored butters with cumin, turmeric, cayenne pepper, orriander, and ginger; chapattis (flat round wheat breads similar to tortillas); and Kela Ka Raita (yogurt dish with cardamom and cinnamon). Recipes are from resources listed. An alternative would be to prepare all ahead of time and just have students taste. You could use soft flour tortillas in place of chapatis.

**E. Assessment / Evaluation**

1. Informal, anecdotal assessment can be done during the discussions, and as pictures are labeled.
2. Journals can be collected and assessed for this lesson.
3. The information students learn from this lesson will be used to create research reports in later lessons and be assessed in another way at that time

**Lesson 7 – Village and City Life in India Today**

**A. Daily Objectives**

1. **Concept Objectives**
   a. Explain how environmental processes influence human activity and ways humans depend on and adapt to the environment.
   b. Compare daily life in the past and present, demonstrating an understanding that while basic human needs remain the same, they are met in different ways in different times and places.
   c. Demonstrate knowledge of and ability to think about the relationship among events by:
      1.) identifying sequence of events in history
      2.) grouping events by broad historical eras on a time line:
      3.) recognizing that change occurs in history: or
      4.) identifying cause-and-effect relationships.

2. **Lesson Content**
   a. **GEOGRAPHY OF ASIA**
      1. The largest continent, with the most populous countries in the world
      2. Locate: China, India, Japan
      3. Indus River and Ganges River
   b. **INDIA**
      1. Hinduism
      a. Brahma, Vishnu, Shiva

3. **Skill Objectives**
   a. Use historical artifacts, photographs, biographies, maps, diaries, folklore, visual and electronic sources to gather information.
   b. Identify the work that people performed to make a living in the past, explain how jobs in the past are similar and/or different from those of today and how science and technology have changed the daily lives of people.
   c. Describe the cultural practices and products of people in India, China and Japan.
e. Describe ways in which language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.

f. Communicate information in written, oral and visual forms.

g. Use problem-solving/decision-making skills to identify a problem and gather information while working independently and in groups.

h. Demonstrate comprehension by retelling and by responding to literal, informational, and evaluative questions.

B. Materials


3. India Journal and picture sheet for these stories, (see appendix).

4. Large wall map of the world


6. Optional cultural activity supplies: Large sheets of dark colored construction paper or manila paper, rice flour (see health food stores) or regular flour, powdered tempera paint (if colored flour is desired), white school glue, copies of Indian type patterns, small paper cups.

C. Key Vocabulary
1. Chapatis – round, flat wheat bread eaten at almost every meal

2. Diwali lamps – clay pots filled with oil and wicks, to light for Diwali festival

3. Rangoli – floor painting - designs made with rice flower

4. Mehndi – hand painting - designs made with henna dye

D. Procedures / Activities
1. Gather the children in a shared reading space. Introduce the study for today – learning more village and city life in present day India and what people do for a living


3. As you read point out the different kinds of work people do. Introduce and define the vocabulary: goods, and services. Have the children identify what types of work fall into each.

4. Refer to the wall map when appropriate, to point out the location of various cities or villages.

5. Point out the various forms of transportation – from primitive to more modern, and the varied economic levels of the peoples in Indai. Have the children notice the different kinds of buildings and homes and explain that India today is a very diverse country with people from the very poor to the very wealthy, from primitive lives to more modern lives.

6. Point out how the people of India today still dress, live and celebrate in many of the ways of Ancient India.

7. Ask the children to compare some of the customs of India to customs we have in the U.S. (Note the carnival like fair they have during Diwali celebrations.) If you have a diverse class, some immigrant children may be able to share customs from their parents’ native countries that are
similar to Indian customs (Our Somali Muslim children do hand painting like the Indian people.)

8. If time, also read, Bash, Barbara. *In the Heart of the Village, The World of the Indian Banyan Tree.* San Francisco, CA: Sierra Club Books for Children, 1996. This gives a little different look and focus to village life. Discuss the same topics as for the first book.

9. Pass out students India journals and picture sheet for this lesson. (see appendix) Have students identify labels for each picture, write the words on board and have students label their sheet. Discuss what categories each picture would fall under in the journal. Have students color, cut out, past into journal and add sentence to.

10. OPTIONAL ACTIVITY: Rangoli – floor painting – This activity may be done with colored flour (add powdered tempera paint to flour and mix) and manila paper; or with white flour and dark colored construction paper.
   b. Have students create a floor design, lightly in pencil on their paper. Have them be sure to fill the page with a design of repeated lines and/or swirling loops.
   c. Once the design is drawn, pass out small cups of flour.
   d. Students then outline over a small section of the pencil design with school glue and sprinkle the flour over the glue before it dries, by rubbing between thumb and forefinger as the Indian ladies would do to make the floor design.
   e. Repeat this process of adding glue to a small section and sprinkling the flour, until all pencil lines are covered.
   f. Let dry. Save for room decorations for culminating town event. (These could be laminated and actually placed on the floor.)

E. **Assessment / Evaluation**
   1. Informal, anecdotal assessment can be done during the discussions, and as pictures are labeled.
   2. Journals can be collected and assessed for this lesson.
   3. The information students learn from this lesson will be used to create research reports in later lessons and be assessed in another way at that time.
   4. Optional Project will be used to decorate room for Town Simulation

**Lesson 8 – More Facts about India Today**

A. **Daily Objectives**

1. Concept Objectives
   a. Explain how environmental processes influence human activity and ways humans depend on and adapt to the environment.
   b. Compare daily life in the past and present, demonstrating an understanding that while basic human needs remain the same, they are met in different ways in different times and places.
   c. Understand and explain how language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.

2. Lesson Content
a. GEOGRAPHY OF ASIA
   1. The largest continent, with the most populous countries in the world
   2. Locate: China, India, Japan
   3. Indus River and Ganges River
b. INDIA
   1. Hinduism
      a. Brahma, Vishnu, Shiva
   2. Buddhism
      a. Prince Siddhartha becomes Buddha, “the Enlightened One”
      b. Buddhism begins as an outgrowth of Hinduism in India, and then spreads through many countries of Asia

3. Skill Objectives
   a. Use historical artifacts, photographs, biographies, maps, diaries, folklore, visual and electronic sources to gather information.
   b. Identify the work that people performed to make a living in the past, explain how jobs in the past are similar and/or different from those of today and how science and technology have changed the daily lives of people.
   c. Describe the cultural practices and products of people in India, China and Japan.
   d. Describe ways in which language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.
   e. Demonstrate comprehension by retelling and by responding to literal, informational, and evaluative questions.
   f. Create two and three-dimensional artworks – pictures, architecture and sculptures – using features indicative of these art forms in China, Japan, and India

B. Materials
   2. India Journal and picture sheet for these stories.
   3. Optional cultural activity supplies

C. Key Vocabulary
   1. Hindi – official language of India, but one of 17 languages spoken
   2. Republic – form of government in India where people have the power to elect those who will run the government.
   3. Islam – another religion practiced in India, Muslims follow teachings of Mohammed.
   4. Sikhism – a religion found in India, members believe it is important to take care of others
   5. Holi – a Hindu holiday that celebrates the coming of spring

D. Procedures / Activities
1. Gather the children in a shared reading space. Introduce the study for today – learning about life in present day India, esp. education, government, and sports.

2. Have the students fill out a KWL (Know, Want to Know, Learned, see appendix) sheet before reading this book. Have volunteers tell what we have already learned about present day life in India and esp. government, sports or education. Students write down on their sheet, or do a class chart together.

3. Have students generate questions, things they want to know about government education and sports in India, and write on their KWL sheet.

4. Ask students to brainstorm what they think might be the government, favorite sports, educational practices and record on chart paper to check later.


6. As you read point out the different kinds of work people do. Review the vocabulary: goods, and services. Have the children identify what types of work fall into each.

7. Point out the new facts revealed in this book, in particular the numbers of languages spoken, the outlawing of the caste system, the republic –type government, various religions, education statistics and facts, cricket as a popular sport, and the decorating of elephants for holidays.

8. Ask the children to compare some of the customs and practices in India to customs we have in the U.S.


10. Pass out students India journals and picture sheet for this lesson. Have students identify labels for each picture, write the words on board and have students label their sheet. Discuss what categories each picture would fall under in the journal. Have students color, cut out, past into journal and add sentence to.

11. Have students record three facts on their KWL sheet that they remember from the book.

12. OPTIONAL ACTIVITY. Sports and Games of India


E. **Assessment / Evaluation**

1. Informal, anecdotal assessment can be done during the discussions, and as pictures are labeled.

2. Journals can be collected and assessed for this lesson.

3. The information students learn from this lesson will be used to create research reports in later lessons and be assessed in another way at that time.

**Lesson 9 –Indian Culture through Indian Folktales**

A. **Daily Objectives**

1. Concept Objectives
2. **Lesson Content**

   a. **GEOGRAPHY OF ASIA**
      1. The largest continent, with the most populous countries in the world
      2. Locate: China, India, Japan
      3. Indus River and Ganges River

   b. **INDIA**

3. **Skill Objectives**

   a. Use historical artifacts, photographs, biographies, maps, diaries, folklore, visual and electronic sources to gather information.
   b. Describe the cultural practices and products of people in India, China and Japan.
   c. Describe ways in which language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.
   c. Communicate information in written, oral and visual forms.
   f. Demonstrate comprehension by retelling and by responding to literal, informational, and evaluative questions.
   g. Create two and three-dimensional artworks – pictures, architecture and sculptures – using features indicative of these art forms in China, Japan, and India.

B. **Materials**

   3. Story Map (see appendix)
   4. Optional cultural activity supplies

C. **Key Vocabulary**

   1. Raja - a rich leader of a region in Ancient India
   2. folktale – story told in a particular country
   3. rice – food commonly eaten in India
   4. famine – a time of poor weather and crops, where people do not have enough to eat

D. **Procedures / Activities**

   1. Gather the children in a shared reading space. Introduce the study for today – learning about Indian folk tales. Ask the children to look for cultural features in the stories, that they have learned about in the last few weeks.
   2. Show the book, Demi, *One Grain of Rice*. New York, NY: Scholastic Press, 1997. This is a mathematical folk tale with beautiful illustrations of Indian dress, celebrations and culture. Do a picture walk through the first 2-3 pages. Ask the students to predict what the story will be about - setting, characters, story problem. Ask the children to listen for these
story elements as you read, as well as looking for cultural elements they have learned about. (what makes it a folk tale)

3. Read the story aloud. Ask questions about story elements, motives and qualities of characters, etc.

4. After reading, have volunteers identify the setting, characters, story problem and solution. Have students explain how Rani used math to outsmart the Raja.

5. Next introduce, Backstein, Karen. The Blind Men and the Elephant. New York, NY: Scholastic, Inc., 1992. as another folktale from India. Ask the students why the story might be about an elephant (Elephants represented one of the Hindu gods and they were used in battles. The Indian people decorate and parade elephants for special events.)

6. Read the story and ask the children to listen for story elements and identify cultural elements as they hear them. (the things that make it a folk tale)

7. Pass out the story map sheet and have the students choose one of the folk tales to write a story map for.

8. OPTIONAL ACTIVITIES– Elephant Decorating and Tie Dyeing
   a. Pass out elephant pattern sheets (see appendix) and heavy oak tag for each student. b. Set up a table with glitter, small beads, ribbon, fabric, etc. for students to use to decorate the elephant. Have students color the elephant, saddle bridle etc. and then cut out and glue on to oak tag, then use the other items to decorate. Save to use as displays in their India town.

   b. While students are working on elephants, work with small groups at another table on tie dyeing. See, M. Shalant, Phyllis. Look what We’ve Brought You from India. Parsippany, NJ: Julian Messner, 1998, for a brief background on the importance of tie dyeing in the culture and how-to ideas. This book suggests using handkerchiefs. We used long strips of muslin that the girls could use as sashes on skirts or saris and the boys could use to make turbans.
   1. Supplies – 2-4 pkgs. of Rit dye in bright colors 3-5 large bowls (one for rinse) white muslin cut or torn into 4” wide strips, a yard long (3 yards of 36” wide muslin will make 27 strips), better if washed first rubber gloves (if you don’t want purple hands!) rubber bands marbles or dried beans
   2. Mix dye according package directions (I used warm but not hot water.) Fill one bowl with cold water for rinsing.
   3. Have students put name, small on edge of sash in permanent marker. Have students prepare their sash for dyeing. For stripe pattern, accordion pleat. Then put tight rubber bands around it at various places. For circles, put a few marbles or beans in a section and rubber band them in.
4. Help students put part of their sash into one color and soak for several minutes. When dark, squeeze out and dip into another color. Repeat until finished.

5. Rinse in cool water, squeeze out and take rubber bands off. Hang to dry. Save for part of costume for “town event”.


E. Assessment / Evaluation

1. Informal, anecdotal assessment can be done during the discussions.
2. Collect Story Maps and evaluate for story elements and cultural features shown.
3. Students ability to cooperate in a group and problem solve will be observed during the activities.

Lesson 10 – Colors of India – a review

A. Daily Objectives

1. Concept Objectives
   a. Understand and explain how language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.
   b. Demonstrate knowledge of and ability to think about the relationship among events by:
      1.) identifying cause-and-effect relationships.

2. Lesson Content
   a. GEOGRAPHY OF ASIA
      1. The largest continent, with the most populous countries in the world
      2. Locate: China, India, Japan
      3. Indus River and Ganges River
   b. INDIA

3. Skill Objectives
   a. Use historical artifacts, photographs, biographies, maps, diaries, folklore, visual and electronic sources to gather information.
   b. Describe the cultural practices and products of people in India, China and Japan.
   c. Describe ways in which language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.
   d. Communicate information in written, oral and visual forms.
   e. Demonstrate comprehension by retelling and by responding to literal, informational, and evaluative questions.
   f. Use problem-solving/decision-making skills to identify a problem and gather information while working independently and in groups.
   h. Create two and three-dimensional artworks – pictures, architecture and sculptures – using features indicative of these art forms in China, Japan, and India.

B. Materials
2. India Journal and picture sheet for this story.
3. Letter to parents asking for supplies – boxes, toilet paper roles, wallpaper, dowels, fabric, etc., for making buildings for business (later in the unit)

C. Key Vocabulary
2. Khadi – handmade clothing
3. Bengal tiger – India’s national animal, many live in swampy jungle called Sundarbans
4. Bindi – dot of red dust called sindoor that a married woman wears on her forehead
5. Golden Temple – a gold Sikh shrine in northern India – center of the Sikh religion
6. Krishna – human form the Hindu god Vishnu takes to protect the world from destruction, always painted blue

D. Procedures / Activities
1. Gather the children in a shared reading space. Introduce the study for today - reviewing the culture of India by going through a color book.
2. Ask the children to look for new facts we have not learned about yet.
3. Read the story aloud. Ask cause and effect questions.
4. Pass out students India journals and picture sheet for this lesson. Have students identify labels for each picture, write the words on board and have students label their sheet. Discuss what categories each picture would fall under in the journal. Have students color, cut out, past into journal and add sentence to. This will be the last entry so journals will be collected, evaluated and saved for using during research, and for sharing with visitors to the “town”.
5. OPTIONAL ACTIVITIES– Bead and Jewelry making – this will take more than one day to complete
   a. Necklaces, bracelets, anklets, medallions can be made with store purchased beads and heavy thread, or students can make beads with polymer clay, which can be cooked in a toaster oven right in the classroom. Books on bead making with polymer clay can be found at any library or bookstore and it is really a fun process. Sculptey II clay is soft and easy for students to use. Small sculpted figured could also be made. The clay comes in dozens of colors and mixes like paint to form new colors.
   b. To make jewelry with store bought beads, you will need beading thread, (elastic or non) or fine string, needles with large eyes, and a variety of beads.
Set out beads in small bowls, cut lengths of thread or rope for necklaces or bracelets etc. Students may be able to thread without needles, depending on the size of bead holes and thread.

c. To make clay beads, you will need:
1.) About 1-2 oz. brick of Sculpy II clay per student (it’s kind of pricey – buy in bulk or have students help!)
2.) Rolling pins (I use thick dowel rods cut into 6-8” pieces
3.) Large needles or turkey lacers to poke holes in beads
4.) Styrofoam plates for students to work on and Styrofoam bowls for students to put beads in as they finish.
5.) 1 or 2 long razor blades for cutting clay – to be used with or by the teacher only and a cutting board
6.) Access to an oven or a toaster oven
7.) Shallow foil pans lined with brown paper (paper bag) – small pans if using toaster oven. You will need a pan for a lid also, to seal in the fumes.
8.) Beading thread or string
d. I cut the 2 oz. Clay pieces into 4 pieces and let students choose different colors. You will need to teach students how to roll a bead in their hand, how to roll out a flat piece, stack two colors, roll up in a jelly roll, and slice into beads. Refer to a book about polymer clay for fun decorative techniques.
e. Don’t let kids work the clay too much or the colors will mix together and they will have “mud”.
f. When they have beads formed, spread out in pans lined in brown paper, write student name near beads, and bake as directed in oven or toaster oven.
g. Let cool, then string and save for costumes for “town event”.


E. Assessment / Evaluation

1. Informal, anecdotal assessment can be done during the discussions.
2. This will be the final lesson entered into the India journals for the “non-India expert” classes. They should be collected and assessed for this lesson or as a whole, if not assessed previously.
3. Students ability to cooperate in a group and problem solve will be observed during the activities.

Japan Lessons for all classes

III. Background Knowledge
A. For Teachers:

B. For Students
1. Language Arts – K and Grade 1 – poems and folktales
2. Geography
   a. Kindergarten – continents, town, city, community, river, lake, mountains
   b. Grade 1 – maps and symbols, directions (north, south, east, west, oceans, equator, Northern and Southern Hemisphere, peninsula and island
3. History – Grade 1 – Modern civilization – reference the setting, agriculture, towns, and cities of Modern Japan
4. Art – Grades K and 1 – kinds of lines, use of lines in art, shapes, sculpture

IV. Resources
V. Lessons

Lesson 1: Geography of Japan and the Modern Civilization and Culture

A. Daily Objectives

1. Concept Objectives
   a. Explain how environmental processes influence human activity and ways humans depend on and adapt to the environment.
   b. Compare daily life in the past and present, demonstrating an understanding that while basic human needs remain the same, they are met in different ways in different times and places.

2. Lesson Content
   a. GEOGRAPHY
      1) Locate relative to continental Asia: “land of the rising sun”
      2) A country made up of islands
      3) Pacific Ocean, Sea of Japan
      4) Mt. Fuji
      5) Tokyo

3. Skill Objectives
   a. Demonstrate map skills by: identifying and locating continents, oceans, India, China, Japan, landforms and bodies of water.
   b. Use historical artifacts, photographs, biographies, maps, diaries, folklore, visual and electronic sources to gather information.
   c. Communicate information in written, oral and visual forms.
   d. Use problem-solving/decision-making skills to identify a problem and gather information while working independently and in groups.
   e. Demonstrate comprehension by retelling and by responding to literal, informational, and evaluative questions.

B. Materials

1. Japan Today
2. Postcards from Japan
3. Japan-Old Ways and Modern Days
4. Classroom wall map of the world and individual maps (if available)
5. Blackline master and an overhead of the map of Japan and Mt. Fuji

C. Key Vocabulary
1. continent-long bodies of land on the earth
2. island-area of land surrounded by water
3. peninsula-a piece of land (often narrow) that sticks our in the water, surrounded by water on 3 sides
4. Tokyo-the capitol and largest city of Japan
5. Mt. Fuji- the tallest mountain in Japan
6. Ocean and Sea- bodies of water
7. Honshu, Shikoku, Kyushu, and Hokkaido-four main islands that make up Japan

D. Procedures
1. Display a large world map and student individual maps (if available). Tell students we will be studying the continent of Asia and the countries of India, China, and Japan on the continent. Also, discuss how these countries are alike and different from the lives of people in the U.S. Have students locate Japan on the world map and individual maps and discuss how its made up of 4 main islands- Honshu, Shikoku, Kyusha, and Hokkaido. Have students identify major land and water features in and around Japan (Pacific Ocean, Sea of Japan, Mt. Fuji).
2. Read from Postcards from Japan book (pp. 4 and 5) and also p. 2 of Japan Today to provide students information about Japan. Emphasize directions (north, south, east, west) while discussing and providing information.
3. Hand out blackline master of Japan and set up an overhead of the same map to be used as a guide for students. Have students color in all the water with a blue crayon, as you color with a marker. Cut out words at the bottom of the four main islands and paste them in the correct place on the map (using the world map and individual maps for assistance). Color the land green to show where the water and land are. Put answers on the overhead after 5 minutes or so and have them self-check. Walk around for observation of understanding.
4. Review how Mt. Fuji is the tallest mountain in Japan. Read p. 4 form Japan Today. Give students a blackline master of Mt. Fuji to color and create with a partner. Display in room.

E. Assessment/Evaluation
1. Anecdotal assessment can be done during discussion, and the island labeling.
2. Completion of the Japan map and the Mt. Fuji project

Lesson 2: Land of the Rising Sun
A. Daily Objectives
1. Concept Objectives
   a. Explain how environmental processes influence human activity and ways humans depend on and adapt to the environment.
   b. Compare daily life in the past and present, demonstrating an understanding that while basic human needs remain the same, they are met in different ways in different times and places.
2. Lesson Content
   a. GEOGRAPHY
1) Locate relative to continental Asia: “land of the rising sun”
2) A country made up of islands
b. CULTURE
1) Japanese Flag
3. Skill Objectives
   a. Demonstrate map skills by: identifying and locating continents, oceans, India, China, Japan, landforms and bodies of water.
   b. Describe the cultural practices and products of people in India, China and Japan.
   c. Communicate information in written, oral and visual forms.
   d. Demonstrate comprehension by retelling and by responding to literal, informational, and evaluative questions.

B. Materials
1. Japan A True Book
2. Colors of Japan
3. Japan Today
4. chart paper
5. Vocabulary form – 2 per student (Appendix)
6. pencils and crayons
7. World map
8. United States map
9. map of Japan

C. Key Vocabulary
1. island—piece of land smaller than a continent, completely surrounded by water
2. ocean—an immense body of salt water which covers 3/4 of Earth’s surface
3. mountain—a landform consisting of high peaks
4. Nippon: a name the Japanese gave to their ocean meaning “Land of the Rising Sun”

D. Procedures
1. Read pp. 5-7 in the book Japan A True Book, p. 4 of the book Colors of Japan, and p.3 of Japan Today to identify and discuss the meaning of the flag and why Japan is sometimes known as the “Land of the Rising Sun;” and to review facts about Japan and important vocabulary words from lesson 1.
2. Write a list of vocabulary words and their definitions on chart paper and explain to students that they will be making a “student dictionary book” of important words discussed and learned in the Japan unit.
3. Hand out the forms to each student and discuss and identify four words already learned (ie. Island, ocean, mountain, and Nippon). Have students write the word and definition on chart paper as children write it on the paper. Compare and contrast landforms found in Japan versus landforms found in Ohio using a world map and a U.S. map (possibly a Japan map too).
4. Have students illustrate their booklet in groups for each word using various resources while you walk around assisting and evaluating.
5. Collect booklets and keep in a student made folder to be used throughout the unit.

E. Assessment/Evaluation
1. Oral discussion of landforms and facts about Japan from Lesson 1.
2. Completion of the first two pages of the student dictionary booklet.

Lesson 3: Modern Japan: A Way of Life (Economy and Jobs)

A. Daily Objectives

1. Concept Objectives
   a. Explain how environmental processes influence human activity and ways humans depend on and adapt to the environment.
   b. Demonstrate knowledge of and ability to think about the relationship among events by:
      1) recognizing that change occurs in history
      2) identifying cause-and-effect relationships.

2. Lesson Content
   a. CULTURE
      1) Big Modern cities, centers of industry and business

3. Skill Objectives
   a. Use historical artifacts, photographs, biographies, maps, diaries, folklore, visual and electronic sources to gather information.
   b. Identify the work that people performed to make a living in the past, explain how jobs in the past are similar and/or different from those of today and how science and technology have changed the daily lives of people.
   c. Describe the cultural practices and products of people in India, China and Japan.
   d. Distinguish between goods and services and explain why people in different parts of the world earn a living in a variety of ways
   e. Communicate information in written, oral and visual forms.
   f. Use problem-solving/decision-making skills to identify a problem and gather information while working independently and in groups.

B. Materials

1. Japan Today
2. Postcards from Japan
3. True Book of Japan
4. Venn diagram from Scholastic News
5. vocabulary forms- 2 per student (Appendix)
6. pencils and crayons
7. Venn diagram (Copy for the students and an overhead copy-Appendix)
8. chart paper of vocabulary words about Japan

C. Vocabulary

1. import-to bring goods from a foreign country for trade or sale
2. export-send merchandise to other countries for resale
3. farming-land used for agriculture raising animals
4. factory-plant where goods are manufactured

D. Procedures

1. Read pp. 5-6, p.10 of Japan Today, p. 15 from the book, Postcards from Japan, pp. 27-35 of the True Book of Japan, and p. 8-10 of Japan, This Place is Crowded to explain and emphasize the types of jobs in Japan, how food is grown, and types of products that are made in Japan and exported to other countries.
2. Hand out more student dictionary forms and have students add to their booklet (i.e. import, export, farming, and factory). Write and discuss words on chart paper as students write on their forms. Have students work together or independently. Complete the forms as seatwork or independent work time.

3. Review and discuss a Venn diagram. Have students complete a Venn diagram of Japan and the U.S. in relation to goods made in each country, what types of goods are imported and exported, as well as the types of foods that are favorites for each country. Throughout the discussion, students complete their Venn diagrams while you complete it on the overhead.

4. Collect dictionary forms and the Venn diagram to be kept in a folder until the end of the unit. Walk around during the activity of completing the Venn diagram for evaluation.

E. Assessment/Evaluation
1. Oral discussion about jobs and types of food in Japan and the U.S.
2. Completion of 2 pages in the student dictionary booklet
3. Completion of the Venn diagram

Lesson 4: Tokyo: The Capital and Largest City in Japan
A. Daily Objectives
1. Concept Objectives
   a. Explain how environmental processes influence human activity and ways humans depend on and adapt to the environment.
   b. Compare daily life in the past and present, demonstrating an understanding that while basic human needs remain the same, they are met in different ways in different times and places.
   c. Demonstrate knowledge of and ability to think about the relationship among events by:
      1) identifying cause-and-effect relationships.
2. Lesson Content
   a. GEOGRAPHY
      1) Tokyo
   b. CULTURE
      1) Big Modern cities, centers of industry and business
3. Skill Objectives
   a. Use historical artifacts, photographs, biographies, maps, diaries, folklore, visual and electronic sources to gather information.
   b. Identify the work that people performed to make a living in the past, explain how jobs in the past are similar and/or different from those of today and how science and technology have changed the daily lives of people.
   c. Describe the cultural practices and products of people in India, China and Japan.
   d. Communicate information in written, oral and visual forms.
   e. Demonstrate comprehension by retelling and by responding to literal, informational, and evaluative questions.

B. Materials
1. Japan Today
2. Dropping in on Japan
3. True Book of Japan
4. **Similarities/Differences between Tokyo and New York (Appendix)**

**C. Key Vocabulary**
1. skyscrapers—tall buildings found in large cities
2. department stores—place to buy various goods
3. transportation—way of moving from one place to another
4. subway—underground electrical hypowered train that is used for transportation

**D. Procedures**
1. Read pp. 7-8 of *Japan Today*, pp. 10-11 of *The True Book of Japan*, and pp. 24-26 of *Dropping in on Japan* to introduce and discuss the modern civilization of Japan and to recognize that a (3/4) majority of the Japanese live in large cities.
2. Discuss the characteristics of Tokyo (skyscrapers, department stores, places of employment, transportation-subway). Compare and contrast to New York City by completing the similarity/differences form as you complete on the board or overhead with help from the students. Locate both cities on a world map and a U.S. map and write the definitions on the vocabulary chart of important words.
3. Review a friendly letter format with students. Have them write to a parent explaining what they learned about Tokyo and how it is similar to the U.S. and yet different (using same and different sheet completed. Put the format on chart paper.)
4. Assist students as they are writing their letters to parents. As students finish the letter, they can add more vocabulary words and definitions in their student dictionary book using the information you wrote on the chart paper with the important words about Japan.
5. Collect letters and vocabulary sheets for review. Put the sheets in their folders as part of their booklet. For homework- students are to bring in their complete address (with a parent’s name) on a sheet of paper to address envelopes to be mailed.

**E. Assessment/Evaluation**
1. Oral discussion of Tokyo and New York City
2. Completion of the similarities and differences of Tokyo and New York
3. Completion of the 2 vocabulary forms.

**Lesson 5: Japan: Culture and Arts as well as Educational Experience**

**A. Daily Objectives**

1. **Concept Objectives**
   a. Explain how environmental processes influence human activity and ways humans depend on and adapt to the environment.
   b. Understand and explain how language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.

2. **Lesson Content**
   a. **CULTURE**
      1) Traditional craft: origami
      2) Traditional costume: kimono

3. **Skill Objectives**
   a. Use historical artifacts, photographs, biographies, maps, diaries, folklore, visual and electronic sources to gather information.
b. Identify the work that people performed to make a living in the past, explain how jobs in the past are similar and/or different from those of today and how science and technology have changed the daily lives of people.

c. Describe the cultural practices and products of people in India, China and Japan.

d. Describe ways in which language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.

e. Communicate information in written, oral and visual forms.

f. Demonstrate comprehension by retelling and by responding to literal, informational, and evaluative questions.

B. Materials
1. Japan Today
2. Count Your Way Through Japan
3. A True Book of Japan
4. Colors of Japan
5. a spiral notebook
6. origami forms
7. vocabulary forms - 1 per student (Appendix)

C. Key Vocabulary
1. origami: art of “folding paper”
2. kimono: a special robe worn on various occasions such as festivals

D. Procedures
1. Read pp. 12-16 in Japan Today, p. 7 of Count Your Way Through Japan, p. 26 of A True Book of Japan, p. 17 of Colors of Japan to understand the meaning of kimonos, origami, and the various activities of the arts in which the Japanese culture values, as well as the educational expectations of children.
2. In a journal, have students write why they would or would not like to go to school in Japan, following discussion of the similarities and differences between school in the U.S. and Ohio. Share ideas after 5-10 minutes and make a list of responses on the board under the headings, Yes, I would or No, I wouldn’t. (Graph the results of yes or no and compare.)
3. Discuss uses of kimonos and compare to type of clothing worn in the U.S. for special occasions (weddings, christenings, school uniforms, etc.)
4. Review the seasons of the year and discuss how Japan’s 4 seasons reflect some of the designs on various kimonos (the Swan – art of origami, crane, or other animal)

E. Evaluation
1. kimono robe
2. origami project (if done in class)
3. vocabulary page for the student vocabulary booklet
4. oral questioning and answering
5. completion of the journal writing
6. **Formal, cumulative assessment** can be done following the five core lessons using the teacher made Social Studies test covering Core Knowledge content in Japan (modeled after the format of the state of Ohio Citizenship proficiency test).
Japan Lessons for Expert Class

Lesson 6: Tokyo: A Modern City

A. Daily Objectives
   1. Concept Objectives
      a. Explain how environmental processes influence human activity
         and ways humans depend on and adapt to the environment.
      b. Compare daily life in the past and present, demonstrating an
         understanding that while basic human needs remain the same,
         they are met in different ways in different times and places.
      c. Demonstrate knowledge of and ability to think about the
         relationship among events by:
            1) recognizing that change occurs in history
   2. Lesson Content
      a. CULTURE
         1) Big Modern cities, centers of industry and business
   3. Skill Objectives
      a. Use historical artifacts, photographs, biographies, maps, diaries,
         folklore, visual and electronic sources to gather information.
      b. Identify the work that people performed to make a living in the
         past, explain how jobs in the past are similar and/or different
         from those of today and how science and technology have
         changed the daily lives of people.
      c. Describe the cultural practices and products of people in India,
         China and Japan.
      d. Communicate information in written, oral and visual forms.
      e. Demonstrate comprehension by retelling and by responding to
         literal, informational, and evaluative questions.

B. Materials
   1. I Live in Tokyo
   2. Dropping in on Japan
   3. Drawing of the bullet train
   4. Paints for the train (white and blue)
   5. Large white cardboard for each student
   6. Colored pencils, paints, and brushes
   7. Journals

C. Key Vocabulary
   1. bullet train – a form of transportation using a very fast train
   2. skyscraper – a very tall building

D. Procedures
   1. Read I Live in Tokyo and discuss the similarities and differences with
      U.S. Use prior Venn diagram for a source (lesson 3). Also, read pp. 24-
      26 of Dropping in on Japan for more facts about Tokyo, and pp. 7-9 of
      Japan Today.
   2. Review and emphasize that Tokyo and New York both have subways
      and skyscrapers as part of their cities. Explain that Japan has a train,
      known as the bullet train that is a major part of their transportation
      system. Discover and explain facts about the train using various
      resources.
   3. Display a drawing of the bullet train and explain that the train runs
      through Tokyo, so each student will have a chance to paint part of it. It
      will then be used as part of the scenery in the town.
4. Have some students painting the bullet train and others, using various resources, draw, paint and cut out a skyscraper on a large sheet of white cardboard paper.
5. Students will then switch and complete the other activity. Make sure all students paint a part of the bullet train and also have an opportunity to create and design a skyscraper that will be used for scenery in the town.
6. Have students (with partners) make a list in their journals of why they would or would not like to live in a large city like New York or Tokyo.
7. Share journals as a large group.

E. Assessment/Evaluation
1. Participation on the completion of the bullet train.
2. A completed drawing of a skyscraper used for scenery.
3. Journal entry from each student on why they would or would not like to live in a city like Tokyo and New York.
4. 2 completed proficiency based tests that can be used after lessons 1-5 or after this set of completed lessons.

Lesson 7: Japan: Land of the Old and New
A. Daily Objectives
1. Concept Objectives
   a. Explain how environmental processes influence human activity and ways humans depend on and adapt to the environment.
   f. Compare daily life in the past and present, demonstrating an understanding that while basic human needs remain the same, they are met in different ways in different times and places.
   g. Understand and explain how language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.
   d. Demonstrate knowledge of and ability to think about the relationship among events by:
      1) identifying sequence of events in history.
2. Lesson Content
   a. CULTURE
      1) Big Modern cities, centers of industry and business
3. Skill Objectives
   a. Use historical artifacts, photographs, biographies, maps, diaries, folklore, visual and electronic sources to gather information.
   b. Describe the cultural practices and products of people in India, China and Japan.
   c. Describe ways in which language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.
   d. Communicate information in written, oral and visual forms.
   e. Use problem-solving/decision-making skills to identify a problem and gather information while working independently and in groups.

B. Materials
1. Exploration into Japan
2. Japan. This Place is Crowded
3. A Family from Japan
4. Taking Your Camera to Japan
5. A True Book of Japan
6. worksheet – Old and New Customs in Japan (Schaefer)
7. large white paper-pencils and crayons or markers
8. 2 large sheets of paper to display drawings on U.S. and Japan

C. Key Vocabulary
1. tradition – culture or family customs passes down from generation to generation

D. Procedures
1. Read Exploration of Japan pp 42-45 to emphasize the new modernization of Japan and pp. 18-20 of A True book of Japan to compare and contrast Japanese traditions and customs to those of the U.S.
2. Complete the Land of the New and Old form to help students distinguish between old and new customs in Japan. Make an overhead of the worksheet to be completed as the students complete.
3. Split the class into 2 groups (one for Japan and one for the U.S.). There will be 13 students on each side or half of your total. The Japan group will work in partners to draw, color, and write a sentence about various Japanese traditions or customs. While the other group will work in partners to draw, color, and write a sentence about various U.S. traditions or customs. See below for some ideas. Students can choose whatever traditions they want.

Japan
- Wear jeans and t-shirts
- Wear yellow hats in school and uniforms
- Use chopsticks and spoons to eat with
- Clean their own classroom
- Valentine’s Day-girls give chocolates to boys
- Children are encouraged to think and be a part of a group (no independent acts or original thinking)
- Japan has its own Disneyland
- New Year’s Day is the most important holiday of the year

United States
- Wear jeans and t-shirts
- New Year’s Day is different (food and rest with family)
- Use silverware to eat
- Students don’t clean their own classrooms (janitors are hired)
- Families sit in chairs at the dinner table

4. As students finish the project they can share results (compare and contrast Japan to U.S.)
5. Display each drawing on 2 large sheets of paper (one for U.S. and one for Japan) to be used for the town project

F. Assessment/Evaluation
1. Completion of the traditions drawings and sentences.
2. Discussion of the various traditions.

Lesson 8: Calligraphy and Origami: The Arts of Japan
A. Daily Objectives

1. Concept Objectives
2. Lesson Content
   a. CULTURE
      1) Traditional craft: origami

3. Skill Objectives
   a. Use historical artifacts, photographs, biographies, maps, diaries, folklore, visual and electronic sources to gather information.
   b. Describe the cultural practices and products of people in India, China and Japan.
   c. Describe ways in which language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.
   d. Communicate information in written, oral and visual forms.
   e. Use problem-solving/decision-making skills to identify a problem and gather information while working independently and in groups.

B. Materials
   1. Construction paper or white paper for the origami
   2. Large white tagboard or construction paper for the calligraphy
   3. black markers, paint, and a brush for the calligraphy and shirts
   4. A True Book of Japan
   5. Japan Today
   6. Internet access for Japanese words in calligraphy
   7. Grass Sandals, The Travel of Bosho for Japanese words done in calligraphy
   8. worksheet- Japanese writing (Schaefer)

C. Key Vocabulary
   1. calligraphy – using a brush and paint to make alphabet characters
   2. origami – paper folding

D. Procedures
   2. Explain to students about calligraphy and complete the Japanese writing worksheet together using a black marker.
   4. Split the class into 2 groups. Have students, using various resources, work in partners to research Japanese words in the art of calligraphy. Students will paint the words on loose white paper, using black paint and large paint brushes. The other group will follow directions on how to make an origami of a dog (use pp. 40-41 of the True Book of Japan for step by step instructions).
   5. Switch the groups and have them complete the other activity. Collect all the projects for display in the room after students share them.

E. Assessment/Evaluation
   1. Completion of the calligraphy and the origami project.

Lesson 9: The Food and Festivities of Japan
A. Daily Objectives
   1. Concept Objectives
a. Explain how environmental processes influence human activity and ways humans depend on and adapt to the environment.

b. Compare daily life in the past and present, demonstrating an understanding that while basic human needs remain the same, they are met in different ways in different times and places.

c. Understand and explain how language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.

2. **Lesson Content**

   a. **CULTURE**
      1) Big Modern cities, centers of industry and business
      2) Traditional costume: kimono

3. **Skill Objectives**

   a. Use historical artifacts, photographs, biographies, maps, diaries, folklore, visual and electronic sources to gather information.

   b. Describe the cultural practices and products of people in India, China and Japan.

   c. Describe ways in which language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.

   d. Communicate information in written, oral and visual forms.

B. **Materials**

1. *Taking Your Camera to Japan*
2. *The Funny Little Woman*
3. Chart of the food pyramid
4. Food-goldfish, bowls of cooked rice, cups of tea, dowels for chopsticks
5. Carp kites and kimonos (if completed)
6. Mats

C. **Key Vocabulary**-none

D. **Procedures**

1. Read pp. 16-17 of *Taking Your Camera to Japan* to extend and learn about the various customs of the Japanese culture. Also read pp.12-15 to recognize the popular foods and cooking done by the Japanese.

2. Read *The Funny Little Woman* for an emphasis on rice being a main dish in Japan. Discuss and list other popular foods in Japan (i.e. seafood, rice, coffee, toast, various vegetables, spicy sauces etc.)

3. Look at a chart of the Food Pyramid and discuss which food groups some of the foods go in. Orally discuss favorite foods of students in the class and then locate those on the Food Pyramid. (For seatwork, students can cut and paste various foods in the correct food group for evaluation.)

4. Have students grab a mat and sit in a circle to demonstrate the Japanese tradition of sitting on the floor during mealtime. If students have kimonos (made in art) they can wear those during the meal.

5. Discuss and review how tea ceremonies are popular in Japan and that the women and girls serve the boys and men. Have the female students come and get a small bowl of rice and a cup of tea to be served to the males in the classroom.

6. After everyone has been served, explain how the Japanese use dinner time to discuss the days news and activities of family members.

7. As students finish, have them sit and wait until all are done and then have students practice dancing (using Japanese songs given to you by...
your music teacher/public library). Discuss different celebrations children are involved in. Carp kites could be hanging around the room as decorations. Students can wear their kimonos. Carp kites and kimonos will be made in art class.

E. Assessment/Evaluation
1. Oral discussion and participation with the food and festivities
2. Completion of the food group pyramid activity

Lesson 10: Games, Activities, and Child Expectations of the Japanese Culture

A. Daily Objectives
1. Concept Objectives
   a. Explain how environmental processes influence human activity and ways humans depend on and adapt to the environment.
   b. Understand and explain how language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.

2. Lesson Content
   a. CULTURE
      1) Big Modern cities, centers of industry and business

3. Skill Objectives
   a. Use historical artifacts, photographs, biographies, maps, diaries, folklore, visual and electronic sources to gather information.
   b. Describe the cultural practices and products of people in India, China and Japan.
   c. Describe ways in which language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.
   d. Communicate information in written, oral and visual forms.
   e. Demonstrate comprehension by retelling and by responding to literal, informational, and evaluative questions.

B. Materials
1. A Family from Japan
2. Postcards from Japan
3. Crow Boy
4. Dropping in on Japan
5. Games found on the internet (supplies needed, will vary)
6. Bed pillows, masking tape, 2 helmets
7. Chicken nuggets cooked in soy sauce and sugar (1 per student)
8. Chopsticks (dowel rods already make in a previous lesson)

C. Key Vocabulary
1. kendo – sport in which players strike each other with bamboo or wooden sticks
2. sumo wrestling – the sport of male wrestling in which 2 large men try to knock each other out of a ring (pushing or bumping one another)

D. Procedures
1. Read pp. 6-14 of the book, A Family from Japan to recognize and discuss different expectations of children in Japan. Also, read pp. 19-27
of the Postcards from Japan for more information on the roles of children.

2. Read Crow Boy to understand the experiences in the life of a Japanese boy.

3. Introduce and discuss various games or activities enjoyed in Japan (such as soccer, baseball, sumo wrestling, kendo, karate, and golf). Compare and contrast to the U.S. games.

4. Let students experience the sumo wrestling done by Japanese men. Students will go against each other (by choice) using 2 bed pillows, tape, and helmets. Students will use supplies to try and knock/push each other out of a ring (made out of tape). Students who don’t want to participate can choose a popular game in Japan. Use internet resources to seek out games.

5. Have students take off their shoes and get their lunch to be eaten in the room with you. Emphasize that the Japanese children are expected to use good manners and clean up their own classroom when finished. Have students practice part of the time using chopsticks. Provide each student with a chicken nugget dipped or cooked in soy sauce and sugar – a favorite snack of the Japanese children. This activity can be done at the next lunchtime available.

6. Have students write a journal entry about their day and explain what they liked the best about it and why.

7. Note: Lessons 9 and 10 can be offered in the town unit to customers visiting Tokyo (ie serve cooked rice or fish crackers, set up a sumo wrestling ring for a small fee).

E. Assessment/Evaluation

1. Participation in various activities or games
2. Observation of behavior during lunchtime meal
3. Journal entry done by each student based on their experiences of the day

China Lessons

III. BACKGROUND KNOWLEDGE

A. For Teachers:


B. For Students:

1. Language Arts
   a. Kindergarten-Poems and Aesop’s Fables
   b. Grade 1-Poetry, Aesop’s Fables, Different Lands, Similar Stories
2. Geography
a. Kindergarten – continents, town, city, community, river, lake, mountains
b. Grade 1 - maps and symbols, north, south, east, west; oceans; equator; Northern and Southern Hemisphere; peninsula and island.

3. History – Grade 1- Early Civilizations- reference the setting, agriculture, towns and cities of Mesopotamia and Ancient Egypt.

4. Art-Grades K and 1- kinds of lines, use of lines in art, shapes, sculpture

IV. RESOURCES
V. Internet Access – Computers and Printer
1) www.chinapage.com
2) www.mandarintools.com
3) www.Zhongwen.com
4) www.mandarintools.com/chinesename.html
5) www.china.org
China Exploring a Culture Through Art, Crafts, Cooking, Games, and Historical Aids. Edupress


China Lessons for All Classes

Lesson 1-Geography of China and the formation of China’s Ancient Civilization

A. Daily Objectives

1. Content Objectives
   a. Explain how environmental processes influence human activity and ways humans depend on and adapt to the environment.
   b. Compare daily life in the past and present, demonstrating an understanding that while basic human needs remain the same, they are met in different ways in different times and places.
   c. Understand and explain how language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.
   d. Demonstrate knowledge of and ability to think about the relationship among events by:
      1. identifying sequence of events in history
      2. grouping events by broad historical eras on a time line
      3. recognizing that change occurs in history or
      4. identifying cause-and-effect relationships

2. Lesson Content
   a. Geography of Asia
      1. The largest continent with the most populous countries in the world
      2. Locate: China, India, and Japan
      3. Huang He (Yellow River), Changjiang (Yangtze River), The Grand Canal

3. Skill Objectives
   a. Demonstrate map skills by: identifying and locating continents, oceans, India, China, Japan, landform and bodies of water.
   b. Place a series of related historical events in chronological order on a time line.
   c. Use historical artifacts, photographs, biographies, maps, diaries, folklore, visual and electronic sources to gather information.
   d. Identify the work that people performed to make a living in the past, explain how jobs in the past are similar and/or different from those of today and how science and technology have changed the daily lives of people.
   e. Communicate information in written, oral, and visual forms.
   f. Demonstrate comprehension by retelling and by responding to literal, informational, and evaluative questions.

B. Materials

7. Classroom wall map of World, small individual maps in text or atlas, if available.
8. Blackline master – Ancient China
9. Timeline display (included)
10. China Journal and picture cutouts (included) for each student

C. **Key Vocabulary**

1. Continent – largest bodies of land on the earth.
2. China – country on the continent of Asia. Third largest country in the world. One of the oldest civilizations in the world.
3. Peninsula – a piece of land (often narrow) that sticks out into the water.
4. Huang He (The Yellow River) – located in northeast China. One of the longest rivers in China. Begins in the Kunlun Mountains in the west and flows eastward to the Pacific Ocean. Waters hundreds of thousands of square miles of farmland. Site of first known civilization.
5. Mongolia – country that borders the northern region of China.
6. Chiangjiang (The Yangtze River) – the longest river on the continent of Asia and the third longest in the world. Located in southeast China. Begins in the Kunlun Mountains in the west and flows eastward to the Pacific Ocean. Waters hundreds of thousands of square miles of farmland.
7. India – country that borders the western region of China.
11. Taklimakan Desert – located in the west China. Is one of the largest sandy deserts in the world.
12. The Grand Canal – a human made river connecting the Huang He (Yellow River) and Chanjiang (Yangtze River). The oldest and longest canal in the world. Dug by hand by ancient Chinese.
13. Plains – flat areas of land used mostly for farming.

D. **Procedures/Activities**

1. Display the large world wall map and pass out student texts or atlases (if available) that have individual maps of the world. Tell students that we will be studying countries on the continent of Asia – India, China, and Japan – looking at the geography of the continent and countries, the history of the people living there and discovering how these countries are the same and different from each other, and from our lives in the U.S. Have students locate China on the wall map (and on their individual maps). Have students identify major land and water features in China, referring to the map key. (Huang He and Chanjiang, The Grand Canal, Mountains (Himalayans, Mt. Everest, and Kunlun), plains, desert regions, and peninsula.

3. Point out the Huang He as the starting point of study since ruins of ancient villages and cities were found believed to be at least 4,000 years old. Scientists are learning more and more about the early civilization of China.

4. Display a teacher made of copy of the timeline (attached for use by students in later lesson). Show the students where 3000 B.C. is and compare this with where their life would be on the timeline. Point out the centuries where our country was discovered and settled and help understand how long ago, and how old civilization the Chinese people come from.

5. Ask the children to predict/brainstorm what life would be like in 3000 B.C. along the Huang He and Chanjiang and record their ideas on board or chart paper. Make a list of ways rivers are important. Ask questions like: What would people do for a living? What would they eat? How would they get along? How would they get around? What would their homes be like, be made of? How would life be different than ours? What would the archaeologists have found?

6. Gather the children in a shared reading space and do a read aloud or shared reading of Pearson’s Ancient China – pp. 2-5 the rivers and ancient Chinese Civilization.

7. Then Use: (1) See Through History Ancient China, pp 4-5, pp 10-11, pp 28-29, pp 30-31, and pp 32-33, (2) Taking Your Camera To China pp 4-9, (3) Exploration Into China pp 4-7 and (4) Eyewitness Books Ancient China pp 6-10, and pp 34-37 as a tell aloud, to tell about the first civilizations in China. Share how the people settled near a river for food, irrigation and transportation; the way the ruins were excavated by archaeologists: artifacts found that tell us about these ancient people. Refer back to the students predictions and brainstorming to compare what they predicted to what they have learned about the Ancient Chinese Civilization.

8. Use the read aloud: The Story About Ping. Marjorie Flack and Kurt Wiese to generate a discussion about how the river is used, the types of transportation, and the clothing the people are wearing.

9. Pass out a copy of the China Facts Journal and a copy of the Ancient China pictures (included) to each child. Explain that we will be creating a picture journal/book of facts about China as we study. It will be the way they show what they have learned about China each day, and a reference tool of all they have learned when we are finished. It will be used as a way to assess their learning.

10. Have volunteers identify labels for each picture, write the words on the board and have students write the labels on their sheet of pictures. Briefly discuss, in review, what we learned about each picture and decide where in the journal each picture will go.
11. Have students color, cut, and glue the pictures on the corresponding topic pages. Have students add a sentence below each picture, telling something they know about the item.


E. **Assessment/Evaluation**

1. **Informal, anecdotal assessment** can be done during the review discussion, as pictures are labeled.

2. Collect China journals and assess the fact sentences students added to each picture. This can be done after each lesson, to check for understanding or at the end of the set lessons, assessing the journal as a whole.

3. **Formal Assessment** Pearson’s *Ancient China* – pp. 33; Learning Master: a Map of China will be completed with 70% accuracy.

**Lesson 2-The Teaching of Confucius and The Chinese and Their Ancestors**

A. **Daily Objectives**

1. **Content Objectives**
   a. Explain how environmental processes influence human activity and ways humans depend on and adapt to the environment.
   b. Compare daily life in the past and present, demonstrating an understanding that while basic human needs remain the same, they are met in different ways in different times and space.
   c. Understand and explain how language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.
   d. Demonstrate knowledge of and ability to think about the relationship among events by:
      1. identifying sequence of events in history
      2. grouping events by broad historical eras on a timeline;
      3. recognizing that change occurs in history; or
      4. identifying cause-and-effect relationships;

2. **Lesson Content**
   a. **The Teachings of Confucius**
      1. Time period: 551-479 B.C.
      2. Historical events
      3. Chinese religious ideology
      4. Confucianism: beliefs and examples
   b. **The Chinese and Their Ancestors**
      1. Ancient Chinese Society
      a. Rich Chinese
      b. Peasant Poor
      c. Living in Harmony
      d. Marriage
      2. A Chinese Family
      3. Death and Funerals
      4. Qing Ming Festival

3. **Skill Objectives**
   a. Place a series of related historical events in chronological order on a timeline.
b. Use historical artifacts, photographs, biographies, maps, diaries, folklore, visual and electronic sources to gather information.

c. Identify the work that people performed to make a living in the past, explain how jobs in the past are similar and/or different from those of today and how science and technology have changed daily lives of people.

d. Describe the cultural practices and products of people of China.

e. Describe ways in which language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.

f. Use problem-solving/decision-making skills to identify a problem and gather information while working independently and in groups.

g. Demonstrate comprehension by retelling and by responding to literal, informational, and evaluative questions.

h. Communicate information in written, oral and visual forms.

B. Materials
2. China Exploring a Culture Through Art, Crafts, Cooking, Games, and Historical Aids. Edupress

C. Key Vocabulary
1. Confucius – (a philosopher) westernized name for the teacher Kong Qui. Developed a new moral outlook based on kindness, respect, and the strength of the family
2. Laozi - (a philosopher) founder of Daoist or Taoist religion. Developed philosophy that people are guided by universal laws, not human ones.
3. Buddhism – a religion originated in India. Chinese mixed elements of Daoism with Buddhism. The belief that you can only be truly happy when you stop wanting things and work to remove all desire from your life. Believe in reincarnation.
4. Shang Dynasty – China’s first great dynasty. A Bronze Age civilization renowned for its skillful metalwork and for the emergence of the first Chinese writing. Shang kings and their nobles ruled a rural population from walled towns and cities.
5. Bronze Age – time period during the Shang Dynasty when people made weapons and tools from bronze.
6. Zhou Dynasty – Zhou kings maintained the Shang Dynasty practice of ancestor worship, and society was organized on a feudal system.
7. Feudal System – Lords ruled peasant farmers from large estates.
8. Virtue – a good quality
9. Ancestors - all the people who lived before you in your family.
10. Qing Ming – a festival occurring on the second and third days of the third moon to honor and celebrate the dead.
11. Ying/Yang – a belief of a balance in nature. The idea that there are two forces in everything: yin and yang. Yin and yang are opposites, but neither can exist without the other.

**D. Procedures/Activities**

1. Display the teacher made timeline. Place the following events on the timeline: (a) Confucius (b) Zhou Dynasty (c) Daoism/Taoism (d) Buddhism (e) Warring States Period and (f) Shang Dynasty/Bronze Age civilization.
2. Gather the children in a shared reading space and do a read aloud or shared reading of Pearson’s *Ancient China* – pp. 6-9 to introduce Confucius.
4. As a whole group make a list of Confucious, beliefs. From this create a second list of virtues.
5. Read the following read alouds: (a) *The Seven Chinese Brothers*. Margaret Mahy (b) *The Emperor and the Kite*. Jane Yolen (c) *Liang and the Magic Paintbrush*. Demi. (d) *The Dragon Prince A Chinese Beauty & The Beast*. Laurence Yep (e) *Ling Cho and His Three Friends*. V.J. Pacilio and (f) *The Greatest Treasure*. Demi. After reading each story have students help complete a two-part chart. One side is examples from the story of virtuous living. The other side of the chart is examples from the story non-virtuous living.
6. Pass out each child’s China Facts Journal and China pictures related to the lesson. Have students identify labels for each picture, write words on the board and have students write the labels on their sheet of pictures. Briefly discuss, in review what we learned about each picture and decide where in the journal each picture will go. Have students color, cut, and
glue the pictures on the corresponding topic pages. Have students add a sentence below each picture, telling something they know about the item.

7. Gather the children in a shared reading space and do a read aloud or shared reading of Pearson’s *Ancient China* – pp. 10-13 to introduce the Chinese and their ancestors.


9. As a whole group create two-part chart: How the Ancient Chinese honor their ancestors and how we honor our ancestors.

10. Read the following read aloud: *Tikki Tikki Tembo*, Arlene Mosel. After reading the story have students provide examples of honoring family members and ancestors from the story.

11. Gather the children in a shared reading space and do a read aloud or shared reading about Qing Ming and the Cold Foods Festival from *A Treasury Of Chinese Holiday Tales, Activities & Recipes Moonbeams, Dumplings & Dragon Boats* pp. 34-45.

12. Have students in small groups make a list of the foods and activities the Chinese participate in during the Qing Ming Festival. Have students also, explain why the foods and activities are done during the festival. Have each small group share their lists. Create one large class chart as each group shares.

13. Have students repeat the activity stated in number 6 above for this lesson.

14. Use Pearson’s *Ancient China* – pp. 34-36; Learning Master: Make a Family Tree as a formal assessment of student learning.

E. Assessment/Evaluation

1. **Informal, anecdotal assessment** done during the creation of all charts and during review discussion, as pictures are labeled.

2. Collect *China Journals* and assess the fact sentences students added to each picture. This can be done after each lesson, to check for understanding or at the end of the set of lessons, assessing the journal as a whole.

3. **Formal Assessment** will be done using Pearson’s *Ancient China* – pp. 34-35: Learning Master: Make a Family Tree. Students will complete the assessment with 70% accuracy.

Lesson 3 – The Great Wall of China

A. Daily Objectives

1. Content Objectives
   a. Explain how environmental processes influence human activity and ways humans depend on and adapt to the environment.
   b. Compare daily life in the past and present, demonstrating an understanding that while basic human needs remain the same, they are met in different ways in different times and space.
c. Understand and explain how language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.
d. Demonstrate knowledge of and ability to think about the relationship among events by:
   1) identifying sequence of events in history
   2) grouping events by broad historical eras on a time line;
   3) recognizing that change occurs in history; or
   4) identifying cause-and-effect relationships;

2. Lesson Content
   a. The Great Wall of China
      1. Time Period: 221 B.C. – 1644 A.D.
      2. Historical Events
      4. The building of The Great Wall.
      5. Locate The Great Wall of China on a map.

3. Skill Objectives
   a. Place a series of related historical events in chronological order on a timeline.
   b. Use historical artifacts, photographs, biographies, maps, diaries, folk lore, visual and electronic sources to gather information.
   c. Identify the work that people performed to make a living in the past, explain how jobs in the past are similar and/or different from those of today and how science and technology have changed daily lives of people.
   d. Describe the cultural practices and products of people of China.
   e. Use problem-solving/decision-making skills to identify a problem and gather information while working independently and in groups
   f. Demonstrate comprehension by retelling and by responding to literal, informational, and evaluative questions.
   g. Communicate information in written, oral and visual forms.

B. Materials

C. Key Vocabulary
   1. The Great Wall – China’s most famous landmark. Built to keep Mongols from invading in the north. Begun by Emperor Qin and completed by Ming Dynasty Emporers.
   2. Mongols – name of the people living in the country that boarders northern China. Were always attempting to invade China.
3. Barbarian – someone who is uncivilized and who is different. Mongols were called this by the Chinese.
4. Nomads – A traveling community.
5. Qin Dynasty- 221 B.C. Known as Shih Huang-Di. First emperor. Brought China under one ruler.
6. Han Dynasty – 202 B.C. Emporer’s make improvements to The Great Wall. Established a national civil service.
7. Period of Unrest – 220 A.D. Also known as the Period of Disunity. China was divided into separate states. Foreign peoples overran northern China and various dynasties struggled for power in the southern part of China. Ideas of Buddhism became popular during this time.
10. Civil Wars- 907. Also known as Five Dynasties. China was briefly divided into the north and the south. A part of northern China fell under foreign rule, while the south was divided into numerous small states; many more than the name Five Dynasties implies.
11. Song Dynasty – 960. China was united once more and reached its greatest heights of civilization.
12. Yuan Dynasty – 1279. China is conquered by the Mongols, who establish their own dynasty. International trading thrives due to the Mongols controlling the length of the Silk Road.

D. Procedures/Activities
1. Display the teacher made timeline. Place the following events on the timeline: all of the dynasties from the Qin through to the Ming.
2. Discuss the contributions or events that effected China during each dynasties reign.
3. Display the large world map. Show students where Mongolia is China’s northern neighbor.
4. Pass out blackline master of map of China. Guide children through a coloring marking exercise identifying the path of the Great Wall and Mongolia. (You can use the same map from Lesson 1. This could be a review).
5. Gather the children in a shared reading space and do a read aloud or shared reading of Pearson’s *Ancient China* – pp. 14-16 as an introduction to The Great Wall Of China.
7. Gather the children in a shared reading space do a read aloud or shared reading of Leonard Everett Fisher’s *The Great Wall Of China*. Upon completion of the story students will do a story retell sequencing in correct order the events of building the Great Wall.
8. Pass out student copies of the China Facts Journal and copies of pictures related to the lesson. Follow steps for completing the journal as stated in lessons 1 and 2.

E. Assessment/Evaluation

1. Informal, anecdotal assessment can be done during the review discussion, as pictures are labeled.

2. Formal Assessment – 70% accuracy in completion of the story retell for Leonard Everett Fisher’s *The Great Wall of China*.

3. Collect China journals and assess the fact sentences students added to each picture. This can be done after each lesson, to check for understanding or at the end of the set of lessons, assessing the journal as a whole.

Lesson 4 – Chinese Inventions: Paper and Silk

A. Daily Objectives

1. Content Objectives
   h. Explain how environmental processes influence human activity and ways humans depend on and adapt to the environment.
   i. Compare daily life in the past and present, demonstrating an understanding that while basic human needs remain the same, they are met in different ways in different times and space.
   j. Understand and explain how language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.
   k. Demonstrate knowledge of and ability to think about the relationship among events by:
      1. identifying sequence of events in history
      2. grouping events by broad historical eras on a time line;
      3. recognizing that change occurs in history; or
      4. identifying cause-and-effect relationships;

2. Lesson Content
   a. Paper
      1. Cai Lun: an imperial official invented paper in 114 A.D.
      2. Materials used in early paper making
      3. Impact on Chinese culture
   b. Silk
      1. Discovered by Emperor Huang-Ti’s wife in 2700 B.C.
      2. How silk is made
      3. Uses of Silk

3. Skill Objectives
   a. Place a series of related historical events in chronological order on a timeline.
   b. Use historical artifacts, photographs, biographies, maps, diaries, folklore, visual and electronic sources to gather information.
   c. Identify the work that people performed to make a living in the past, explain how jobs in the past are similar and/or different from those of today and how science and technology have changed daily lives of people.
   d. Describe the cultural practices and products of people of China. Use problem-solving/decision-making skills to identify a
problem and gather information while working independently and in groups

e. Demonstrate comprehension by retelling and by responding to literal, informational, and evaluative questions.
f. Communicate information in written, oral and visual form.

B. Materials
5. China Exploring a Culture Through Art, Crafts, Cooking, Games, and Historical Aids. Edupress

3. Key Vocabulary
1. Cai Lun – imperial official. Perfected papermaking in 105 A.D.
2. Han Dynasty – 207 B.C. Used a form of parchment
3. Silk – discovered by Emporer Huang-Ti’s wife in 2700 B.C.

D. Procedures/Activities
1. Gather the children in a shared reading space and do a read aloud or shared reading of Pearson’s Ancient China – pp. 21 to introduce the lesson on the invention of paper.
2. Display the teacher made timeline. Place the following events on the timeline: (a) Han Dynasty and (b) Cai Lun.
3. Discuss other events occurring at those times on the time line.
5. Gather the children in a shared reading space and do a read aloud or shared reading of Hirsch’s What Every Second Grader Needs to Know…. – pp. 109-110 “Smooth as Silk” regarding the invention of paper. Discuss.
6. Pass out student copies of the China Facts Journal and pictures related to this lesson. Follow the steps as stated in lessons 1 and 2.
7. Gather the children in a shared reading space and do a read aloud or shared reading of Pearson’s Ancient China – pp. 25-28 to introduce the lesson on the discovery and making of silk.
8. Display the teacher made timeline. Place the following event on the timeline: the discovery of silk; 2700 B.C. Discuss other events occurring on the timeline during this time, before this time, and after this time.
11. Refer to *China Exploring a Culture Through Art, Crafts, Cooking, Games, and Historical Aids*. Edupress pp. 12-13 to complete the sequencing activity on the steps of silk-making.

12. Pass out copies of the China Facts Journal and a copy of pictures related to the lesson. Follow directions for completion as stated in lessons 1 and 2.

**E. Assessment/Evaluation**

1. **Informal, anecdotal assessment** can be done during the review discussion, as pictures are labeled.

2. **Formal assessment** will be done through 70% accuracy completion of the sequencing activity for the steps in silk-making.

3. Collect *China journals* and assess the fact sentences students added to each picture. This can be done after each lesson, to check for understanding or at the end of the set of lessons, assessing the journal as a whole.

**Lesson 5 – The Chinese New Year**

**A. Daily Objectives**

1. **Content Objectives**
   a. Explain how environmental processes influence human activity and ways humans depend on and adapt to the environment.
   b. Compare daily life in the past and present, demonstrating an understanding that while basic human needs remain the same, they are met in different ways in different times and space.
   c. Understand and explain how language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.
   d. Demonstrate knowledge of and ability to think about the relationship among events by:
      1. identifying sequence of events in history
      2. grouping events by broad historical eras on a time line;
      3. recognizing that change occurs in history;
      4. or identifying cause-and-effect relationships;

2. **Lesson Content**
   a. The Chinese Calendar – lunar calendar.
   b. The Zodiac – Chinese horoscope.
   c. The Chinese New Year and it’s related celebrations.

3. **Skill Objectives**
   1. Place a series of related historical events in chronological order on a timeline.
   2. Use historical artifacts, photographs, biographies, maps, diaries, folklore, visual and electronic sources to gather information.
   3. Identify the work that people performed to make a living in the past, explain how jobs in the past are similar and/or different from those of today and how science and technology have changed daily lives of people.
   4. Describe the cultural practices and products of people of China. Use problem-solving/decision-making skills to identify a problem and gather information while working independently and in groups.
5. Demonstrate comprehension by retelling and by responding to literal, informational, and evaluative questions.
6. Communicate information in written, oral and visual form.

B. Materials
4. China Exploring a Culture Through Art, Crafts, Cooking, Games, and Historical Aids. Edupress

C. Key Vocabulary
1. Chinese New Year – Also known as the Lunar New Year or the Spring Festival. Occurs at the end of January beginning of February and lasts for 15 days. Celebrates the coming of spring and the reunion of family.
2. Lunar Calendar – a calendar system based on the cycle of the moon. The cycle of the moon is just less than 30 days, and twelve moons define the twelve months of the year. In order to keep the lunar calendar linked to the seasons, the Chinese lunar calendar includes an extra month seven times every nineteen years called the intercalary month.
3. Zodiac – similar to our horoscopes. It moves in a 12 year cycle, each named for an animal in order that they came to Bhudda’s bedside when summoned. People born during the year of a particular animal are said to possess certain characteristics.
4. Nianhua – the pasting on new wood block prints on doorways to convey hopes for the coming year. The wood block prints are images of favorite gods and are placed on doorways according to what the family is hoping for.
5. Chun Lian – good luck characters. Convey good wishes for the coming year. They are written in the finest calligraphy on diamond-shaped red paper. These are hung on doors.
6. Hongbao – red envelopes filled with money that is passed out to children and servants during the banquet.
7. Jianzi – a shuttlecock game played by any number of people.
8. Lantern Festival – celebrated on the fifteenth day of the first moon. Marks the end of the New Year celebration.
9. Yuanxiao – sticky rice balls that are symbolic of family reunion and happiness.
10. Lantern Parade – families carry beautifully designed lanterns around their city or nearby park. The lanterns can be many different shapes and forms such as animals and magic beasts.

11. Lantern Riddles – a game where riddles are written on slips of paper and hung from lanterns or decorative mobiles such as zodiac mobiles.

12. Gongxi facai – term meaning “wishing you prosperity”

13. Dragon Parade – held on New Year’s day. The dragon is the most important and powerful animal of the Chinese zodiac. Once a year it appears to bring good fortune to everyone.

14. Lion Dance – occurs on the eve of the Lantern Festival. The lion’s visit ensures good luck for the New Year.

D. Procedures/Activities

1. Gather the children in a shared reading space and do a read aloud or shared reading of Pearson’s *Ancient China* – pp. 29-32 to introduced the Chinese New Year.

2. Use *Kid’s Discover Ancient China* – pp. 8-9, *Eyewitness Books Ancient China* – pp. 50-51 to provide students with more in depth background information.

3. Gather children in a shared reading space and do a read aloud or shared reading of Simond’s *A Treasury Of Chinese Holiday Tales, Activities & Recipes Moonbeams, Dumplings & Dragon Boats* – pp. 4, 13, 14-15, 16-17, 18, and 19-21. Discuss symbols and activities important to the New Year.

4. Gather the children in a shared reading space and do a read aloud or shared reading of the books: (1) Demi’s *Happy New Year! Kung-His Fa-Ts’Ai!* and Simond’s *A Treasury Of Chinese Holiday Tales, Activities & Recipes Moonbeams, Dumplings & Dragon Boats: “The Story of the Kitchen God”* - pp. 5-9.

5. Have students in small groups complete a double-sided chart. Label one side “Our New Year” and label the other side “Chinese New Year”. Have students fill in facts, activities and symbols for each New Year Celebration. Have small groups share their charts with the whole class. During whole group sharing create a large class chart. Discuss similarities and differences.

6. Use Pearson’s *Ancient China* – pp. 38 Learning Master: Make a Dragon as culminating activity to end the discussion of the Chinese New Year.

7. Pass out each child’s China Facts Journal and copies of pictures related to the lesson. Follow the directions as stated in lesson’s 1 and 2 for completion.

8. Gather children in a shared reading space and do a read aloud or shared reading of Simond’s *A Treasury Of Chinese Holiday Tales, Activities & Recipes Moonbeams, Dumplings & Dragon Boats* – pp. 22, 27, 28, and 29-31. Discuss symbols and activities important to The Lantern Festival marking the end of the New Year celebrations.


10. As a whole group add facts, activities and symbols to the large class created chart begun earlier.
11. Follow the directions for making paper lanterns pp. 28 in Simond’s *A Treasury Of Chinese Holiday Tales, Activities & Recipes Moonbeams, Dumplings & Dragon Boats*. Have each student make his/her own paper lantern. Once lantern’s are complete you can have a lantern parade around the classroom.

12. Pass out each child’s China Facts Journal and copies of pictures related to the lesson. Follow the directions as stated in lesson’s 1 and 2 for completion.

E. Assessment/Evaluation

1. **Informal, anecdotal assessment** can be done during the review discussion, as pictures are labeled.

2. Collect **China journals** and assess the fact sentences students added to each picture. This can be done after each lesson, to check for understanding or at the end of the set of lessons, assessing the journal as a whole.

3. **Informal assessment** will be done with participation in discussions, small group participation, and completion of: (1) pp. 38 Pearson’s Ancient China Learning Master: Make a Dragon, and (2) pp. 28 Simond’s A Treasury Of Chinese Holiday Tales, Activities & Recipes… making paper lanterns and parade.

4. **Formal, cumulative assessment** can be done following the five core lessons using the teacher made Social Studies test covering Core Knowledge content in China (modeled after the format of the state of Ohio Citizenship proficiency test).

China Lessons for Expert Class

Lesson 6 – Writing The Chinese Language: Oracle Bones, Ideographs, and Calligraphy

A. Daily Objectives

1. **Content Objectives**
   a. Explain how environmental processes influence human activity and ways humans depend on and adapt to the environment.
   b. Compare daily life in the past and present, demonstrating an understanding that while basic human needs remain the same, they are met in different ways in different times and places.
   c. Understand and explain how language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.
   d. Demonstrate knowledge of and ability to think about the relationship among events by:
      1. identifying sequence of events in history
      2. grouping events by broad historical eras on a time line
      3. recognizing that change occurs in history or
      4. identifying cause-and-effect relationships

2. **Lesson Content**
   a. **Oracle Bones**
      1) Description/History
      2) Examples
   b. **Create Oracle Bones**
      1) Ideographs
      2) Description/History
3) Examples
   c. Create Ideographs on Oracle Bones
   d. Calligraphy
      1) Description/History
      2) Example
   e. Create Chinese Phrases

3. Skill Objectives
   a. Use historical artifacts, photographs, biographies, maps, diaries, folklore, visual and electronic sources to gather information.
   b. Describe the cultural practices and products of people of China.
   c. Use problem-solving/decision-making skills to identify a problem and gather information while working independently and in groups.
   d. Communicate information in written, oral, and visual forms.
   e. Demonstrate comprehension by retelling and by responding to literal, informational, and evaluative questions.

B. Materials
   4. *China Exploring a Culture Through Art, Crafts, Cooking, Games, and Historical Aids*. Edupress
   5. Internet Resource: www.chinapage.com
   6. Internet Resource: www.china.org

C. Key Vocabulary
   1. Oracle Bones – inscriptions carved onto the surface on animal bones and tortoise shells. Used by diviners to tell the future and to answer questions.
   2. Oracle Bone Script – the oldest known form of Chinese written language. It dates back as far as 4, 800 years ago.
   3. Diviner – also known as soothsayers. Court magicians who used animal bones and tortoise shells to provide answers to questions concerning the future.
   4. Ideographs – pictures of ideas rather than letters of the alphabet. Each character is a symbol that represents a complete word or syllable. The simplest Chinese word has one stroke, the most complicated has 30 strokes.
   5. Calligraphy – the evolvement of ideographs: characters from pictures and signs during the development of writing. An abstract art with a variety of styles handed down from generation to generation.

D. Procedures/Activities
   1. **Note: Introduce Oracle Bones and Ideographs together. These will not be two separate lessons but intermixed together.** Use Pearson’s *Ancient China* – pp. 17-20 to introduce the lessons on oracle bones, ideographs and calligraphy.
   2. Use the following resources to provide students with background knowledge on oracle bones and ideographs: (1) www.chinapage.com - oracle bone script, (2) *Eyewitness Books Ancient China* – pp. 11, (3) See
3. Show examples of ideographs and oracle bones using the same resources as stated in number 2 above.

4. Provide students time to practice making some of the ideographs from pg. 9 of the resource: *China Exploring a Culture Through Art, Crafts, Cooking, Games, and Historical Aids*.

5. Use the directions found on page 10 of the resource named in procedure number 4 to have students create their own oracle bones. Note: Instead of stiffening the paper overnight as directed you can have students crumple the paper bag several times repeatedly. You can also, allow students to create their ideographs on the paper bag with very watered down black tempera paint. Allow the ideographs to dry before applying the brown watercolor (can use very watered down tempera paint). Also, white paper bags work well.

6. Use the following resources to provide students with background knowledge on calligraphy: (1) [www.chinapage.com](http://www.chinapage.com) - *Appreciation of the Art of Chinese Calligraphy*, (2) [www.china.org](http://www.china.org) - *Culture & Art: Calligraphy*, (3) *Taking Your Camera To China* – pp. 23, and (4) *Eyewitness Books Ancient China* – pp. 30-31.

7. Show examples of the different styles of calligraphy by using the examples found on the website [www.chinapage.com](http://www.chinapage.com) - *Appreciation of Chinese Calligraphy: A single word written in different styles*.

8. Review with students Confucius and his use of sayings or quotes to help people understand how to live a virtuous life. Using the internet site: [www.chinapage.com](http://www.chinapage.com) - *Classic Chinese Quotations* provide students with examples of Chinese quotes.

9. Activity: Students will practice their own form of Chinese Calligraphy. Students may work individually or in small groups of 2-3 (depending on the quote chosen). Students choose a quote to copy using their own form of Chinese Calligraphy. Impress on students this is an opportunity to be creative and expressive. However, they need to keep the ideograph form correct. (What they add to the form, or the thickness or thinness of the form is where the student can be creative and expressive). Provide students with a long piece of white butcher paper. Students should write their quotes going down the length of the white butcher paper. Provide students with a large blank index card to write in English what their Chinese quote says.

10. Pass out student copies of the China Facts Journal and pictures related to the lesson. Follow directions for completion as stated in Lesson’s 1 and 2.

**E. Assessment/Evaluation**

1. **Informal, anecdotal assessment** can be done during the review discussion, as pictures are labeled.

2. Collect **China journals** and assess the fact sentences students added to each picture. This can be done after each lesson, to check for understanding or at the end of the set of lessons, assessing the journal as a whole.

3. **Informal assessment** will be done through participation and completion of the activities: (1) Making oracle bones and writing ideographs and (2) Chinese Calligraphy-Chinese Quotes Banners.
Lesson 7 – Living In Harmony: Zodiac, Yin/Yang and Elements

A. Daily Objectives

1. Content Objectives
   a. Explain how environmental processes influence human activity and ways humans depend on and adapt to the environment.
   b. Compare daily life in the past and present, demonstrating an understanding that while basic human needs remain the same, they are met in different ways in different times and places.
   c. Understand and explain how language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.
   d. Demonstrate knowledge of and ability to think about the relationship among events by:
      1. identifying sequence of events in history
      2. grouping events by broad historical eras on a time line
      3. recognizing that change occurs in history or
      4. identifying cause-and-effect relationships

2. Lesson Content
   a. Zodiac
      1. Review lunar calendar
      2. Stories of How Zodiac was created – (1) Jade Emporor and (2) Bhudda
      3. Investigate own Zodiac symbol
      4. Yin/Yang and Elements
      5. Introduce and provide examples
      6. Investigate own yin/yang and elements associated with Chinese name

3. Skill Objectives
   a. Use historical artifacts, photographs, biographies, maps, diaries, folklore, visual and electronic sources to gather information.
   b. Describe the cultural practices and products of people of China.
   c. Use problem-solving/decision-making skills to identify a problem and gather information while working independently and in groups
   d. Communicate information in written, oral, and visual forms.
   e. Demonstrate comprehension by retelling and by responding to literal, informational, and evaluative questions.

B. Materials

3. China Exploring a Culture Through Art, Crafts, Cooking, Games, and Historical Aids: Edupress

8. Internet Resource: [www.mandarintools.com](http://www.mandarintools.com)

**D. Key Vocabulary**

1. **Zodiac** - similar to our horoscopes. It moves in a 12 year cycle, each named for an animal in order that they came to Bhudda’s bedside when summoned. People born during the year of a particular animal are said to possess certain characteristics.

2. **Lunar Calendar** - a calendar system based on the cycle of the moon. The cycle of the moon is just less than 30 days, and twelve moons define the twelve months of the year. In order to keep the lunar calendar linked to the seasons, the Chinese lunar calendar includes an extra month seven times every nineteen years called the intercalary month.

3. **Bhudda** – Founder of the religion Bhuddism.

4. **Feng Shui** – literal meaning wind and water. Originally used to find ideal sites for graves. Adapted to help the living counter unlucky influences in their home.

5. **Yin and Yang** – the idea of balance in nature. The idea that there were two forces in everything: yin and yang. Yang is strong, active, light and male. Yin is weak, passive, dark and female. The two are opposites but neither can exist without the other.

6. **Elements** – made from nature

**E. Procedures/Activities**

1. Use the following resources to provide students with background information on the Zodiac, Yin/Yang, and Elements (the harmony of living): (1) *See Through History Ancient China* – pp. 19-20, (2) *Kid’s Discover Ancient China* – pp. 8-9, and (3) *Early Civilizations Chinese Life* – pp. 13-14.

2. Gather children the children in a shared reading space and do a read aloud or shared reading of two versions of how Zodiac was created: (1) The Jade Emporer – Simond’s *Moonbeams, Dumplings & Dragon Boats* A Treasury Of Chinese Holiday Tales, Activities & Recipes – pp. 19 and (2) Bhudda – *China Exploring a Culture Through Art, Crafts, Cooking, Games, and Historical Aids* – pp. 18.

3. Provide students with different examples of the characteristic for each zodiac animal. You can use the same resources listed in procedure number 2 above. (Many Chinese restaurants have place mats with the Zodiac and descriptions on it that you can obtain). Discuss how the characteristics are similar and provide definitions for any characteristic words students aren’t familiar with.

4. Go to the internet site: [www.mandarintools.com](http://www.mandarintools.com) to obtain each child’s Chinese name and Zodiac symbol.

5. Provide each student with a copy of his/her Chinese name and Zodiac symbol.

6. Provide students with a chance to practice writing his/her Chinese name.

7. Activity: Students will create their own Zodiac calendar with his/her Chinese name in the middle and his/her elements along the outer edges of the Zodiac circle.

8. Procedures:
Lesson 8 – Chinese Inventions: Beyond Paper and Silk

A. Daily Objectives

1. Content Objectives
   a. Explain how environmental processes influence human activity and ways humans depend on and adapt to the environment.
b. Compare daily life in the past and present, demonstrating an understanding that while basic human needs remain the same, they are met in different ways in different times and places.

c. Understand and explain how language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.

d. Demonstrate knowledge of and ability to think about the relationship among events by:
   1. identifying sequence of events in history
   2. grouping events by broad historical eras on a time line
   3. recognizing that change occurs in history or
   4. identifying cause-and-effect relationships

2. Lesson Content

   a. Jigsaw Lessons on Chinese Inventions
      1. Students will research various Chinese inventions in small groups
      2. Each student group will be the teacher leader and present their findings to the class
      3. Presentations will be displayed

3. Skill Objectives

   a. Use historical artifacts, photographs, biographies, maps, diaries, folklore, visual and electronic sources to gather information.
   b. Describe the cultural practices and products of people of China.
   c. Use problem-solving/decision-making skills to identify a problem and gather information while working independently and in groups
   d. Communicate information in written, oral, and visual forms.
   e. Demonstrate comprehension by retelling and by responding to literal, informational, and evaluative questions.

B. Materials

   4. China Exploring a Culture Through Art, Crafts, Cooking, Games, and Historical Aids. Edupress
   5. School Media Center for group research and internet access
   6. Report Format (attached)

C. Key Vocabulary

   1. Added as groups do research for their report. Add any words students need a definition of.

D. Procedures/Activities

   2. Divide students into small groups of 3-5 (depending on the size of your class).
3. Provide each small group with the report sheet.
4. Have small groups go to the school media center to research Chinese inventions.
5. Have each group identify the invention they will report on. Make sure each group has a different invention.
6. Have small groups complete the report sheet.
7. Have each small group act as the teacher leaders providing the class with information about their researched invention.
8. Display all small group reports.
9. Pass out student copies of the China Facts Journal and pictures related to the lesson. Follow procedures as listed in lesson’s 1 and 2 for completion.

E. Evaluation/Assessment
1. Informal, anecdotal assessment can be done during the review discussion, as pictures are labeled.
2. Collect India Journals and assess the fact sentences students added to each picture. This can be done after each lesson, to check for understanding or at the end of the set of lessons, assessing the journal as a whole.
3. Formal assessment can be done during participation in small groups, reporting to class, and accurate completion of the report format.

Lesson 9 – Chinese Festivals
A. Daily Objectives
1. Content Objectives
   a. Explain how environmental processes influence human activity and ways humans depend on and adapt to the environment.
   b. Compare daily life in the past and present, demonstrating an understanding that while basic human needs remain the same, they are met in different ways in different times and places.
   c. Understand and explain how language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.
   d. Demonstrate knowledge of and ability to think about the relationship among events by:
      1. identifying sequence of events in history
      2. grouping events by broad historical eras on a time line
      3. recognizing that change occurs in history or
      4. identifying cause-and-effect relationships
2. Lesson Content
   a. Chinese New Year and the Lantern Festival
      1. review concepts from lesson 5
      2. Activity: Chinese Shuttlecock
   b. Qing Ming and the Cold Foods Festival
      1. review concepts from lesson 2
      2. Activity: Kites
   c. The Dragon Boat Festival
      1. The tale of Qu Yuan
      2. Symbols and activities
      3. Activity: Dragon Boats
   d. Mid-Autumn Moon Festival
1. The story of Chang E and Hou Yi
2. Symbols and activities
3. Activity: Mock Moon Cakes

3. Skill Objectives
   a. Use historical artifacts, photographs, biographies, maps, diaries, folklore, visual and electronic sources to gather information.
   b. Describe the cultural practices and products of people of China.
   c. Use problem-solving/decision-making skills to identify a problem and gather information while working independently and in groups
   d. Communicate information in written, oral, and visual forms
   e. Demonstrate comprehension by retelling and by responding to literal, informational, and evaluative questions

B. Materials
   1. Lesson 2 of this unit
   2. Lesson 5 of this unit
   3. China Exploring a Culture Through Art, Crafts, Cooking, Games, and Historical Aids. Edupress

C. Key Vocabulary
   1. Use key vocabulary from lesson 2 relevant to the Qing Ming Festival
   2. Use key vocabulary from lesson 5 relevant to the Chinese New Year and the Lantern Festival
   3. Pinwheels – are fun to play with. Can be placed on a windowsill to bring good luck.
   4. Kites – date of invention is not exactly known. Kites made of bamboo and silk have been flown since 1,000 B.C. During the Han dynasty a general scared an opposing army by flying kites that made noises over the enemy camp late at night. The enemy soldiers were so frightened that they fled.
   5. Dragon Boat Festival – also known as the double fifth. Marks the arrival of summer. Crowds gather along the banks of rivers and lakes to watch vividly colored dragon boats race.
   6. Qu Yuan – a statesman and a poet who lived more than twenty-three hundred years ago. He hated corruption but was surrounded by it. Attempted to introduce fair policies. His fellow ministers did not like this and told lies about Qu Yuan to the King. Qu Yuan was sent away by the King in disgrace.
   7. zhupian – bamboo clackers that musicians, storytellers, and actors use when performing for crowds. The bamboo clackers click a simple beat and often accompany the songs that are sung or the stories told.
   8. Xianbao – a tiny bag containing fragrant herbs and plants. They are believed to keep illnesses and evil spirits away.
   9. Mid-Autumn Moon Festival – also known as the Harvest Moon Festival. The festival honors the female goddess of the moon. Held on the evening of the fifteenth day of the eighth month.
   10. Hou Yi – an officer in the Yellow Emperor’s Imperial Guard. Was a skilled archer and had an enchanted bow. Was married to Chang E. Wanted to live forever.
12. Moon Cakes – a type of cookie. Were used during the Yuan dynasty to pass messages back and forth of a secret plan to attack the Mongols and regain Chinese control of China. Moon cakes are credited for the victory.
13. Shadow Puppets – date of invention is unknown. They have been used in China for at least a thousand years. Earlier shadow puppets were made from paper. Most later ones were made from animal hides. Puppeteers control the movement of the puppet with thin bamboo rods attached to parts of the puppet. Performances are held at night with a light source behind a white screen.

D. Procedures/Activities
1. Review “The Story of the Kitchen God” pp. 5-9 found in the resource Moonbeams, Dumplings, and Dragon Boats A Treasury of Chinese Holiday Tales, Activities & Recipes.
2. Review symbols and activities associated with the Chinese New Year.
3. Review the story “Dongfang and the Festival of Lanterns” pp. 23-26 found in the resource listed in procedure number 1.
4. Review symbols and activities associated with the Festival of Lanterns
6. Review the story “The Tale of Jie Zitui” pp. 35-38 found in the resource listed in procedure number 1.
7. Review symbols and activities associated with Qing Ming and the Cold Foods Festival.
8. Activity: Kites. Follow directions for completion located in the resource listed in procedure number 1 pp. 44-45. (Note: an easier version can be made by overlapping two popsicle sticks to form a lower case t and using tissue paper. Students can draw, color and decorate the tissue paper before gluing it to the crossed popsicle sticks)
9. Gather the children in a shared reading space and do a read aloud or shared reading of the story “The Tale of Qu Yuan” pp. 49-52 of the resource listed in procedure number 1.
10. Introduce and discuss the significance of the symbols and activities for The Dragon Boat Festival.
11. Activity: Dragon Boats. Follow the directions for completion found in the resource China Exploring a Culture Through Art, Crafts, Cooking, Games, and Historical Aids – pp. 45.
12. Gather the children in a shared reading space and do a read aloud or shared reading of the story “The Story of Chang E and Hou Yi” pp. 61-65 of the resource listed in procedure number 1.
13. Introduce and discuss the significance of the symbols and activities for the Mid-Autumn Moon Festival.
15. Pass out student copies of China Fact Journal and pictures related to the lesson. Follow procedures for completion found in lesson’s 1 and 2.

E. Evaluation and Assessment
1. Informal, anecdotal assessment can be done during the review discussion, as pictures are labeled.
2. Collect **China Journals** and assess the fact sentences students added to each picture. This can be done after each lesson, to check for understanding or at the end of the set of lessons, assessing the journal as a whole.

3. **Informal Assessment** can be done through participation and completion of the activities: (1) Chinese Shuttlecock, (2) Kites, (3) Dragon Boats, and (4) Mock Moon Cakes.

**Lesson 10 – The Three Perfections: Calligraphy, Poetry, and Painting**

A. **Daily Objectives**

1. **Content Objectives**
   a. Explain how environmental processes influence human activity and ways humans depend on and adapt to the environment.
   b. Compare daily life in the past and present, demonstrating an understanding that while basic human needs remain the same, they are met in different ways in different times and places.
   c. Understand and explain how language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.
   d. Demonstrate knowledge of and ability to think about the relationship among events by:
      1) identifying sequence of events in history
      2) grouping events by broad historical eras on a time line
      3) recognizing that change occurs in history or
      4) identifying cause-and-effect relationships

2. **Lesson Content**
   a. Calligraphy
      1) Review calligraphy with students. Refer to lesson 6 of this unit for key ideas and vocabulary.
      2) Activity: Add calligraphy to painting and poem relevant to the theme.
   b. Painting
      1) Types and styles
      2) Examples
      3) Activity: Painting a nature picture to go with poetry writing
   c. Poetry
      1) Types and styles
      2) Examples
      3) Activity: Poetry writing in Chinese style

3. **Skill Objectives**
   a. Use historical artifacts, photographs, biographies, maps, diaries, folklore, visual and electronic sources to gather information.
   b. Describe the cultural practices and products of people of China.
   c. Use problem-solving/decision-making skills to identify a problem and gather information while working independently and in groups.
   d. Communicate information in written, oral, and visual forms.
   e. Demonstrate comprehension by retelling and by responding to literal, informational, and evaluative questions.
B. **Materials**
1. Lesson 6 of this unit.
2. *China Exploring a Culture Through Art, Crafts, Cooking, Games, and Historical Aids.* Edupress
5. Internet Resource: [www.chinapage.com](http://www.chinapage.com)

C. **Key Vocabulary**
1. Use key vocabulary for calligraphy from lesson 6 of this unit
2. The Three Perfections – calligraphy, poetry, and painting. The combination of these arts was considered the height of artistic expression. They were usually combined in the form of poetically inspired landscape painting with beautiful calligraphy running down one side. From the Song dynasty onward, the practice of the three perfections was seen as the greatest accomplishment of an educated person.
3. Hui Zong – an Emperor during the Song Dynasty. Led the way toward transforming writing into an art form. Developed a style of calligraphy known as “slender gold”.
5. Natural Harmony – The Song painter Guo Xi believed the main duty of the landscape painter was to bring the peace of nature into every home. A Song landscape often portrayed a tranquil view of mountains and water.
6. Landscapes – paintings of landforms and things found in nature.

D. **Procedure/Activities**
1. Use the following resources to provide students with background knowledge of the three perfections: *Eyewitness Books Ancient China* – pp. 30-33, and *See Through History Ancient China* – pp. 22-23.
2. Show students examples of the three perfections. (Note: you can use many of the resources listed in this unit to provide students with visual examples. You can also use your art teacher, media specialist, and your local library to obtain additional examples). Discuss and identify common themes and elements present in Chinese painting and calligraphy.
3. Use the website: [www.chinapage.com](http://www.chinapage.com) to obtain examples of Chinese poetry. (Note: you can obtain samples of ancient poets, as well as, modern poets from this website. You can also get copies of the poem in Chinese and the translation in English from the same website). Go to the Chinese Poetry section of the website. Discuss the poetry with students. Have students identify common themes and elements prevalent in all of the Chinese poems.
4. Activity: Students will have the opportunity to practice the three perfections. Use the directions found on pp. 24 of *China Exploring a Culture Through Art, Crafts, Cooking, Games, and Historical Aids* for completion of this activity. (Note: you will need to use the websites: (1) [www.chinapage.com](http://www.chinapage.com) and (2) [www.mandarintoools.com](http://www.mandarintoools.com) to find calligraphy to go with each students poem and painting).
5. Display finished student work of the three perfections.
6. Pass out each student’s China Facts Journal and pictures related to the lesson. Follow directions for completion found in lesson’s 1 and 2 of this unit.

E. Assessment/Evaluation
1. Informal, anecdotal assessment can be done during the review discussion, as pictures are labeled.
2. Collect China journals and assess the fact sentences students added to each picture. This can be done after each lesson, to check for understanding or at the end of the set of lessons, assessing the journal as a whole.
3. Informal assessment can be done through participation and completion of student’s three perfections activity.

Towns and Research Reports
These next 5 Lessons will cover the next phase of this comprehensive unit. These lessons have the children use the information they have learned about their country of study to create a “town” of their own in this country. They will make decisions about where, when and what it is like and start preparing posters and scenery in groups. They will also decide what information is important to share with “visitors” to their town and country and write research reports on topics of interest and importance.

Lesson T&R 1 – Towns and Topics Decision - Making
A. Daily Objectives
1. Concept Objectives
a. Understand and explain how language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.
2. Lesson Content
a. GEOGRAPHY OF ASIA
1. The largest continent, with the most populous countries in the world
2. Locate: China, India, Japan
3. Indus River and Ganges River
b. INDIA
1. Hinduism
  a. Brahma, Vishnu, Shiva
  b. Many holy books, including the Rig Veda
2. Buddhism
  a. Prince Siddhartha becomes Buddha, “the Enlightened One”
  b. Buddhism begins as an outgrowth of Hinduism in India, and then spreads through many countries of Asia
  c. King Asoka (also spelled Ashoka)
3. Skill Objectives
a. Use historical artifacts, photographs, biographies, maps, diaries, folklore, visual and electronic sources to gather information.
   b. Describe the cultural practices and products of people in India.
c. Describe ways in which language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.

d. Communicate information in written, oral and visual forms.

e. Use problem-solving/decision-making skills to identify a problem and gather information while working independently and in groups.

B. Materials
1. Any and all books used for the country study (see China, India, and Japan lessons.)
2. Chart paper
3. Wall map of world

C. Key Vocabulary
1. Research – finding and recording information by looking at resources
2. Non-fiction – books telling true information about real things
3. Facts – true information about real things

D. Procedures / Activities
1. Introduce students to the next phase of the study, which is to create a town in their country and to prepare research reports to share with “visitors” who come to their “town”.
2. Brainstorm with students what time period they would like their town to represent in the history of their country of study and whether they want it to be a city or village. Discuss pros and cons of suggestions, then vote as a class. Record decisions on chart paper.
3. Next brainstorm with students where in the country they want to have their town (region, climate) and whether it will be a small village or big city. Record decisions on chart paper.
4. Decide as a class which real town or city it will be and use the large wall map to see what land forms and waterways are in the area. Record decisions on chart paper.
5. Explain to the children that there will be two projects each will work on in the coming week. First: to help with posters and scenery for our town – flag, scenery showing landforms and water ways, posters of language (like color words or number words) a map of the country, etc.
6. Children can help brainstorm what kinds of things they think are important to show and share with visitors, about their country of study.
7. Record decisions on chart paper and have children to volunteer to work in groups on each of these posters.
8. Second: to choose a topic about their country and collect research, write a report, make a visual aid about it, and present both to “visitors” to our town. Show and page through the various books you have studied with the children to help them think of topics they might want to do a report about.
9. Ask: what are important things you learned that you think we need to tell others about our country?
10. Brainstorm and record a list with the children. (topics might include: dress, jobs, pottery, jewelry making, religion, ancient cities, animals, habitats or regions, government, holidays, interesting customs, food, crops, interesting statistics – an overview of the country), geographic features, important leaders, etc.) Help children choose a topic - singles, pairs or groups of 3-4 and record on chart paper.
E. *Assessments*

1. Informal, anecdotal assessment can be done during the discussions and brainstorming. Children’s ideas will give you information about what they remember from the study. Informal assessment of the children’s cooperative and problem solving skills can also be done during this time.

2. Formal assessment will be done of final project.

**Lesson T & R 2 –Research and Poster Drafts**

A. *Daily Objectives*

1. Concept Objectives
   a. Understand and explain how language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.
   b. Demonstrate knowledge of and ability to think about the relationship among events by:
      1.) identifying sequence of events in history
      2.) grouping events by broad historical eras on a time line:
      3.) recognizing that change occurs in history: or
      4.) identifying cause-and-effect relationships.

2. Lesson Content
   a. GEOGRAPHY OF ASIA
      1. The largest continent, with the most populous countries in the world
      2. Locate: China, India, Japan
      3. Indus River and Ganges River
   b. INDIA
      1. Hinduism
         a. Brahma, Vishnu, Shiva
         b. Many holy books, including the Rig Veda
      2. Buddhism
         a. Prince Siddhartha becomes Buddha, “the Enlightened One”
         b. Buddhism begins as an outgrowth of Hinduism in India, and then spreads through many countries of Asia
         c. King Asoka (also spelled Ashoka)
   c. Skill Objectives
      a. Use historical artifacts, photographs, biographies, maps, diaries, folklore, visual and electronic sources to gather information.
      b. Describe the cultural practices and products of people in India.
      c. Describe ways in which language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.
      d. Communicate information in written, oral and visual forms.
      e. Use problem-solving/decision-making skills to identify a problem and gather information while working independently and in groups.

B. *Materials*

1. Any and all books used for the country study (see China, India, and Japan lessons.)
2. Reference materials on topics the children have chosen – encyclopedias, other non-fiction books from media center, web sites or printed copies of information from websites, pictures, etc.

3. Poster paper
4. 8 x 11 plain paper, for drawing a plan
5. Research / Note taking form

C. Key Vocabulary
1. Research – finding and recording information by looking at resources
2. Non-fiction – books telling true information about real things
3. Facts – true information about real things
4. Note taking – jot down ideas, does not have to be complete sentences
5. Draft – first copy, does not have to be perfect, done in pencil

D. Procedures / Activities
1. Depending on the availability of your resources, size and skills of your class, and access to technology, teacher may want to prepare research resources ahead of time. We have found it helpful with this age group to mark reference books with sticky tabs for various topics, to copy a page or two from different books to give to a group doing a report on that topic, or to visit the web sites ahead of time and print the information on hard copy.

2. Also prepare ahead of time, large poster paper or scenery paper, for the posters identified on the previous day.

3. Have children gather in their research groups. Explain that they will be taking notes on their topic from the resources you give them. Explain the process of note taking (jot phrases, not sentences; important interesting facts) Each child is to write down information. In groups, the resources can be split up and each child can do notes on one.

4. Also explain the process for poster making that will come after research. (Gather in poster group, each draw up a plan on small drawing paper, share, decide as a group what the final poster will look like, decide how to get it drawn in pencil on the poster.)

5. Be sure to discuss problem solving skills, how to take turns, negotiate, compromise, use a little of each person’s ideas, have each person contribute in some way, each person using the skills they are best at to help the group.

6. Set out posters and drawing paper around the room for students to work on as they finish. Tell children where each poster group will work.

7. Have children begin the research / note taking process and circulate to help as needed.

8. As children finish the note taking process, they can gather in poster groups and start planning their poster. They should each work on a pencil drawing of what they think the poster should look like first, then decide as a group the final look.

9. They will need to work together to get their plan drawn lightly in pencil on their poster.

E. Assessments
1. Informal assessment of the children’s cooperative and problem solving skills can be done during this time.

2. Formal assessment will be done of final project.
3. Students ability to cooperate in a group and problem solve will be observed during the activities.

Lesson T&R 3 – Drafts and Posters

A. Daily Objectives

1. Concept Objectives
   a. Understand and explain how language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.
   b. Demonstrate knowledge of and ability to think about the relationship among events by:
      1.) identifying sequence of events in history
      2.) grouping events by broad historical eras on a time line:
      3.) recognizing that change occurs in history: or
      4.) identifying cause-and-effect relationships.

2. Lesson Content
   a. GEOGRAPHY OF ASIA
      1. The largest continent, with the most populous countries in the world
      2. Locate: China, India, Japan
      3. Indus River and Ganges River
   b. INDIA
      1. Hinduism
         a. Brahma, Vishnu, Shiva
         b. Many holy books, including the Rig Veda
      2. Buddhism
         a. Prince Siddhartha becomes Buddha, “the Enlightened One”
         b. Buddhism begins as an outgrowth of Hinduism in India, and then spreads through many countries of Asia
         c. King Asoka (also spelled Ashoka)

3. Skill Objectives
   a. Communicate information in written, oral and visual forms.
   b. Use problem-solving/decision-making skills to identify a problem and gather information while working independently and in groups.
   c. Create two and three-dimensional artworks – pictures, architecture and sculptures – using features indicative of these art forms in China, Japan, and India.

B. Materials

1. Note taking forms – filled in
2. Good paragraph form with topic sentence & details (or word processors / computers if students will compose on keyboard. They will still need the paragraph model to look at.)
3. Poster paper
4. Paints, markers or crayons – (whatever teacher decides to have children use for posters and scenery)
5. Old newspaper for painting on
6. Art shirts or smocks
C. **Key Vocabulary**
1. Draft – first copy, does not have to be perfect, done in pencil
2. Topic sentence – main idea sentence, introduces the topic
3. Details – sentences that tell individual ideas about the topic
4. Summary sentence – a closing sentence to end, wrap up; often a main idea sentence again.

D. **Procedures / Activities**
1. Pass out or get out student note taking sheets and have the students move together to form their research group.
2. Explain that today we will be putting the notes we took into complete sentences to make a non-fiction report. Review the parts of a good paragraph – topic sentence, detail sentences, summary sentence.
3. Pass out the good paragraph form. Each student is to write his or her own report, but students working together may collaborate and have the same sentences.
4. If available, have students who wish to, compose on computers or word processors, using the good paragraph form as a guide.
5. As students finish draft, or if you wish, one poster group at a time – have poster groups who have their pencil drawing completed start coloring, markerling or painting their poster or landscape/scenery.
6. When drafts are finished, have groups pair up to have another group or person read / look at their report. Do peer editing, looking for words out of order, sentences that don’t make sense, capitals, punctuation and correct spelling.
7. Collect completed drafts and note sheets and edit / correct for final copy to be worked on in next lesson. Hang up completed posters.

E. **Assessments**
1. Informal assessment of the children’s cooperative and problem solving skills can be done during this time.
2. Assessment of independent skill in the writing process - organization of writing, on topic, mechanics usage, spelling usage and grammar usage can be done on the draft copies if desired. See rubric score sheet.
3. Students ability to cooperate in a group and problem solve will be observed during the activities.

Lesson T & R 4 – Final Copies and Posters

A. **Daily Objectives**

1. **Concept Objectives**
   a. Understand and explain how language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.
   b. Demonstrate knowledge of and ability to think about the relationship among events by:
      1.) identifying sequence of events in history
      2.) grouping events by broad historical eras on a time line:
      3.) recognizing that change occurs in history: or
      4.) identifying cause-and-effect relationships.

2. **Lesson Content**
   a. GEOGRAPHY OF ASIA
      1. The largest continent, with the most populous countries in the world
2. Locate: China, India, Japan
3. Indus River and Ganges River

b. **INDIA**
   1. **Hinduism**
      a. Brahma, Vishnu, Shiva
      b. Many holy books, including the Rig Veda
   2. **Buddhism**
      a. Prince Siddhartha becomes Buddha, “the Enlightened One”
      b. Buddhism begins as an outgrowth of Hinduism in India, and then spreads through many countries of Asia
      c. King Ashoka (also spelled Ashoka)

3. **Skill Objectives**
   a. Communicate information in written, oral and visual forms.
   b. Use problem-solving/decision-making skills to identify a problem and gather information while working independently and in groups.
   c. Create two and three-dimensional artworks – pictures, architecture and sculptures – using features indicative of these art forms in China, Japan, and India.

B. **Materials**
   1. Edited / corrected copies of drafts
   2. Final copy/display paper (or word processors / computers if students will be typing final copy)
   3. Poster paper
   4. Paints, markers or crayons – (whatever teacher decides to have children use for posters and scenery)
   5. Old newspaper for painting on
   6. Art shirts or smocks

C. **Key Vocabulary**
   1. Edit – check text for errors and fix
   2. Final copy – neat, carefully written last copy for display, correct spelling, capitals, word order.

D. **Procedures / Activities**
   1. Pass out edited copies of drafts and display paper.
   2. Have students make their final copies from their drafts. When finished, they can practice reading it 2-3 times with their group.
   3. Have any poster groups not finished, complete their posters.
   4. As students finish, they may peruse the books and resources, get ideas for their visual aid, make a sketch, and think about what they will need to make it. Help with suggestions – diorama, triarama, poster, model, clay figures, puppets in native dress, real artifacts if available, painting, maps, raw materials, examples, drawings, food, etc.)
   5. Collect and save final copies and plans/lists of materials for visual aids.
   6. Hang posters that are complete.

E. **Assessments**
   1. Informal assessment of the children’s cooperative and problem solving skills can be done during this time.
   2. Final copies can be rubric scored and compared / averaged to the draft copy, if desired.
3. Students ability to cooperate in a group and problem solve will be observed during the activities.

**Lesson T & R 5 – Visual Aids, Candidates, and Costumes**

**A. Daily Objectives**

1. **Concept Objectives**
   a. Understand and explain how language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.
   b. Demonstrate knowledge of and ability to think about the relationship among events by:
      1.) identifying sequence of events in history
      2.) grouping events by broad historical eras on a time line:
      3.) recognizing that change occurs in history: or
      4.) identifying cause-and-effect relationships.

2. **Lesson Content**
   a. **GEOGRAPHY OF ASIA**
      1. The largest continent, with the most populous countries in the world
      2. Locate: China, India, Japan
      3. Indus River and Ganges River
   b. **INDIA**
      1. Hinduism
         a. Brahma, Vishnu, Shiva
         b. Many holy books, including the Rig Veda
      2. Buddhism
         a. Prince Siddhartha becomes Buddha, “the Enlightened One”
         b. Buddhism begins as an outgrowth of Hinduism in India, and then spreads through many countries of Asia
         c. King Asoka (also spelled Ashoka)

3. **Skill Objectives**
   a. Communicate information in written, oral and visual forms.
   b. Use problem-solving/decision-making skills to identify a problem and gather information while working independently and in groups.
   c. Create two and three-dimensional artworks – pictures, architecture and sculptures – using features indicative of these art forms in China, Japan, and India.

**B. Materials**

1. Art supplies for visual aids – whatever the teacher wants to propose/offer – poster board, boxes or tag board for dioramas, triaramas, computers for computer generated art, paper bags, sticks, fabric, clay, etc.
2. Candidate application and speech form
3. Letter to families about costume ideas and time frame of final “Town Event”

**C. Key Vocabulary**

1. visual aid – poster or 3 dimensional art work that helps explain the topic of a report
2. candidate – someone running for an office or position
3. government – the form of organization and leadership over a group of people
4. Leader / ruler (depending on the country – President, Prime Minister, Emperor, King, Shah, …) – a person who leads a group of people – may be elected, appointed, inherited or take over by force.

D. Procedures / Activities
1. Prior to this lesson, gather materials students need for their visual aids, or have them bring in. (construction paper, oak tag, poster board, clay, felt, toilet paper tubes, boxes, toothpicks, pipe cleaners, tongue depressors, fabric, tape, glue, staplers, etc.) Many of these things may have already come in as a response to the letter from the previous week.
2. Have students collect the materials they need, or pass out to students in their report groups.
3. Have students begin working on visual aids and circulate to assist.
4. At the end of the work period. Clean up, store projects and have children join you in a gathering space.
5. Explain that next week you will be choosing someone to be the officials and leaders of the town / country and that students interested in being considered will need to fill out an application and write a speech at home this weekend.
6. Depending on the country, its history and practice and what you the teacher, or the class thinks, determine whether you will have an election (as in a democratic country) or choose a leader another way. Remind students of the ways a leader can come into power. (For instance – India has an elected leader, today, so the class doing India would elect a Prime Minister or a city leader. China, on the other hand does not have an elected leader. You would have to decide how to handle this. Perhaps elect anyway, since that is what we know is the fair way. Or not - do it a selected way (teacher picks??) and let the children experience how that feels!)
7. Pass out application and speech forms to those interested.
8. Pass out and explain / read letter to parents about costume ideas.

E. Assessments
1. Informal assessment of the children’s cooperative and problem solving skills can be done during this time.
2. Formal assessment will be done of final project – research report and visual aid, when it is presented to an audience.
3. Students ability to cooperate in a group and problem solve will be observed during the activities.

Economics and Businesses
The following lessons cover economic concepts, the making of town businesses that would be indicative of the country studied, and the creating of a money system modeled after the country’s money.

Lesson E&B 1 – Economics terms and Business plans
A. Daily Objectives
1. Concept Objectives
   a. Explain how environmental processes influence human activity and ways humans depend on and adapt to the environment.
b. Compare daily life in the past and present, demonstrating an understanding that while basic human needs remain the same, they are met in different ways in different times and places.

2. Lesson content (from State of Ohio, Social Studies: Economics - Grade 2 Indicators and Benchmarks applied to Core Knowledge topics: India, China, Japan)
   a. Economics terms
      1.) goods, services
      2.) buyers, sellers
      3.) want, needs
      4.) production consumption
      5.) supply, demand
      6.) money systems
   b. Production
      1.) Briefly introduce – land, labor, capital, entrepreneurship
      2.) Use of resources – raw materials to make various products
   c. Money System
      1.) As capital
      2.) To purchase goods and services
      3. To pay labor

3. Skill Objectives
   a. Identify the work that people performed to make a living in the past, explain how jobs in the past are similar and/or different from those of today and how science and technology have changed the daily lives of people.
   c. Describe the cultural practices and products of people in India, China and Japan.
   d. Distinguish between goods and services and explain why people in different parts of the world earn a living in a variety of ways
   e. Communicate information in written, oral and visual forms.
   f. Use problem-solving/decision-making skills to identify a problem and gather information while working independently and in groups.

B. Materials
   1. Economics vocabulary sheet
   2. Business plan forms
   3. Chart paper

C. Key Vocabulary (from State of Ohio, Social Studies: Economics - Grade 2 Indicators and Benchmarks)
   1. entrepreneurship – starting one’s own business
   2. goods and services - objects (merchandise) or helpful acts people need or want to purchase, merchandise
   3. money systems – what people use to purchase goods or services, as capital to start a business, to pay labor determined by the government
   4. customer, buyer – the person buying what a business sells
   5. seller – the person selling the merchandise or service
   6. profit – money a business owner makes after paying all the costs of the business
   7. production and consumption the making of goods from raw materials and the using up of goods or raw materials
D. Procedures / Activities

1. Introduce the purpose of the lesson today as deciding on what businesses each student will make and run for our country’s town.

2. Ask the children to brainstorm all the jobs and businesses they saw in the books we read and studied over the last weeks. List them on chart paper. If necessary, have children refer to the books used over the past weeks. Remind them to think of jobs and products that would be particularly indicative of India, of the region their town is in, or the time period covered.

3. Introduce and define the terms wants, needs, and goods, services. Categorize the jobs and products on the brainstormed list as goods, service, wants or needs.

4. Once an extensive list is made, ask the children to be thinking about 1-3 ideas they might be interested in, over the next 20 minutes.

5. Put the list aside and pass out the Economics vocabulary form. Explain to the children that in order to run their own business, they must have some training in economics and running a business.

6. Have the children write a phrase or sentence to define wants, needs, goods and services. Have volunteers share their ideas.

7. Introduce the next word and ask students to guess the meaning. Take several guesses. Then define, explain, give examples. Have students write a phrase to define the word, based on your discussion or have student volunteers dictate a short definition and write it on the board for students to copy.

8. Do this to define the rest of the words.

9. Go back to the list of jobs / businesses the children brainstormed. Have children decide which business they want to have in the class town. Students can work alone, with a partner or in small groups to run a business, remembering that in teams, they will have to decide who will get what parts of the business to take home at the end.

10. Once all have decided what business they want to create, pass out the business plans. Explain to the children that when someone wants to start a business, they usually have to borrow money or get investors (Venture Capitalists) to start up their business. They must present a good idea and well thought out plan in order to get financing.

11. Walk the children through the first page of the business plan form, asking children for ideas for each part. Record these ideas on the board or chart paper, so children may reference them. (See teacher answer sheet for ideas to lead children to.) Remind them that they need to think of a name for their store.

12. Show the second form and explain that this form will be pictures of their store, window displays, signs and merchandise ideas. Each section must be filled in, detailed and neat, and should be colored.

13. Explain that once their business plan is completed and approved by the banker or Venture Capitalist (the teacher), they will receive their “financing” to start their business. (“financing” is the store front oak tag, and other materials needed to get started on their business)

14. Have children work on business plans and circulate to assist.
15. Collect business plans when finished.

E. Assessments
1. Informal assessment of the understanding can be done during the discussions.
2. Business plan will be scored according to rubric

Lesson E&B 2 – Business Plan Review, Awarding of “Venture Capital” (supplies to make their businesses), Making Storefront

A. Daily Objectives
1. Concept Objectives
   a. Explain how environmental processes influence human activity and ways humans depend on and adapt to the environment.
   b. Compare daily life in the past and present, demonstrating an understanding that while basic human needs remain the same, they are met in different ways in different times and places.

2. Lesson content (from State of Ohio Social Studies: Economics - Grade 2 Indicators and Benchmarks, applied to Core Knowledge topics: India, China, Japan)
   a. Economics terms
      1.) goods, services
      2.) buyers, sellers
      3.) want, needs
      4.) production, consumption
      5.) supply, demand
      6.) money systems
   b. Production
      1.) Briefly introduce – land, labor, capital, entrepreneurship
      2.) Use of resources – raw materials to make various products
   c. Money System
      1.) As capital
      2.) To purchase goods and services
      3.) To pay labor

3. Skill Objectives
   a. Identify the work that people performed to make a living in the past, explain how jobs in the past are similar and/or different from those of today and how science and technology have changed the daily lives of people.
   c. Describe the cultural practices and products of people in India, China and Japan.
   d. Distinguish between goods and services and explain why people in different parts of the world earn a living in a variety of ways.
   e. Communicate information in written, oral and visual forms.
   f. Use problem-solving/decision-making skills to identify a problem and gather information while working independently and in groups.

B. Materials
1. Completed business plans
2. 12 x 18” oak tag, one for each child
3. pencils, crayons, markers
C. **Key Vocabulary**

1. Business Plan – what an entrepreneur must present to an investor or banker in order to get loan to start business
2. Venture capital – money (capital) given to entrepreneur by an investor to start a new venture (idea, business)
3. Display window – the front window of a store, arranged to show interesting things to the customers
4. Advertising – verbal, art or print messages that entice people to buy a product or service

D. **Procedures / Activities**

1. After reviewing the students business plans, gather the children together and read aloud the ones that are complete, letting the students comment on why they are complete, what the good ideas are.
2. Show students how they will be making a store front out of a large piece of oak tag. Draw an example of the front of a store with a large window and display of merchandise, sign of store name, wall design, roof design, front door, etc. (If they are doing a mobile or open air shop, they may draw this on the store front.)
3. Pass out large oak tag to students whose plans are complete. Hold oak tag in landscape position and fold in 2-3 inch flap on each side. This makes a stand up store front.
4. They may get started on their design. Have them draw lightly in pencil first and show teacher first before proceeding. (Make sure they have filled the page and followed directions before they add color with markers, coloring, or paint.)
5. Work with the students whose business plans are incomplete individually or in small groups. Get them started on store fronts when ready.
6. Collect finished storefronts and save for town simulation.

E. **Assessments**

1. Informal assessment of the children’s cooperative and problem solving skills can be done during this time.
2. Formal assessment will be done of final project.

**Lesson E&B 3 – Money system and Costume Demonstration**

A. **Daily Objectives**

1. Concept Objectives
   a. Explain how environmental processes influence human activity and ways humans depend on and adapt to the environment.
   b. Compare daily life in the past and present, demonstrating an understanding that while basic human needs remain the same, they are met in different ways in different times and places

2. Lesson content (from State of Ohio Social Studies: Economics - Grade 2 Indicators and Benchmarks, applied to Core Knowledge topics: India, China, Japan)
   a. Economics terms
      1.) goods, services
      2.) buyers, sellers
      3.) want, needs
      4.) production, consumption
5.) supply, demand
6.) money systems

b. Production
1.) Briefly introduce – land, labor, capital, entrepreneurship
2.) Use of resources – raw materials to make various products

c. Money System
1.) As capital
2.) To purchase goods and services
3.) To pay labor

3. Skill Objectives
a. Identify the work that people performed to make a living in the past, explain how jobs in the past are similar and/or different from those of today and how science and technology have changed the daily lives of people.

c. Describe the cultural practices and products of people in India, China and Japan.

d. Distinguish between goods and services and explain why people in different parts of the world earn a living in a variety of ways.

e. Communicate information in written, oral and visual forms.

f. Use problem-solving/decision-making skills to identify a problem and gather information while working independently and in groups.

B. Materials
1. Any and all books used for the country study (see China, India, and Japan lessons.) or web pages that show or explain the money system
2. Small zip lock baggies – one or two per child
3. copies of money for your class’ country
4. Drawing paper
5. Construction paper (optional)
6. 8 x 12” Oak tag (optional)
7. Clothing or fabric items that can be used for costumes

C. Key Vocabulary
1. money system names and values for each country
2. capital – money used to start up a business for expenses such as rent, purchasing merchandise, store fixtures, etc.
3. purchase – to buy
4. wages, salary – payment given to workers (labor)

D. Procedures / Activities
1. Prior to this lesson, runoff copies of money for your class’ country.
2. Lead children in a discussion of what money is used for. See if they can come up with capital, to purchase goods and services and to pay labor.
3. Discuss the money system of the country they represent, the names of the coins and paper money and how this money relates in value to our money.
4. Tell the children they will be making paper money, (and wallets or a purse if you wish).
5. Pass out the copies of the paper money. Have the children color it the appropriate colors and cut out. They may put in a zip lock bag.
6. If you wish, have children make wallets or purses out of construction paper. You may use yarn for a strap on purse.
7. Another option is to have the children bring in a box to use as a “cash drawer” for their money.
8. As children are working on their money, get out some clothing items that can be used as or modified into costumes. You may want to ask volunteers to come up and get dressed up. (For instance, for India, show how to wrap a length of material around as a sari, or how to wind a thin strip of fabric or tie-dyed strips around the head to make a turban. For Japan, children could wear robes for Kimonos and thong sandals. For China, children could wear long plain button shirts on backwards and Capri pants, with thong sandals. The large round “rice-paddy” type hats could be made by slitting a large paper plate up to the center and overlapping.)
9. Ask the children to begin bringing in their costumes to leave at school in preparation for the town simulation.
10. Discuss with the children how the money system works and how to make change. Give some same money problems and have them make change.
11. Have the children practice making change with a partner.

E. Assessments
1. Informal assessment of children’s understanding of the money system can be done during the discussion.

Lesson E&B 4 – Merchandise and signs
A. Daily Objectives
1. Concept Objectives
   a. Explain how environmental processes influence human activity and ways humans depend on and adapt to the environment.
   b. Compare daily life in the past and present, demonstrating an understanding that while basic human needs remain the same, they are met in different ways in different times and places
2. Lesson content (from State of Ohio Social Studies: Economics - Grade 2 Indicators and Benchmarks, applied to Core Knowledge topics: India, China, Japan)
   a. Economics terms
      1.) goods, services
      2.) buyers, sellers
      3.) want, needs
      4.) production, consumption
      5.) supply, demand
      6.) money systems
   b. Production
      1.) Briefly introduce – land, labor, capital, entrepreneurship
      2.) Use of resources – raw materials to make various products
   c. Money System
      1.) As capital
      2.) To purchase goods and services
      3.) To pay labor
3. Skill Objectives
   a. Identify the work that people performed to make a living in the past, explain how jobs in the past are similar and/or different from those of today and how science and technology have changed the daily lives of people.
   c. Describe the cultural practices and products of people in India, China and Japan.
   d. Distinguish between goods and services and explain why people in different parts of the world earn a living in a variety of ways.
   e. Communicate information in written, oral and visual forms.
   f. Use problem-solving/decision-making skills to identify a problem and gather information while working independently and in groups.

B. Materials
   1. Any and all books used for the country study (see China, India, and Japan lessons.)
   2. 8 x 11 printer paper
   3. oak tag and or construction paper
   4. fine-tipped black markers

C. Key Vocabulary
   1. merchandise – items being sold in a store
   2. manufacture – make items in huge quantities, at a factory
   3. stock – the merchandise a store has on hand, or putting out merchandise onto store shelves or racks
   4. inventory – the merchandise a store has on hand or counting items to see how many of each item a store has left
   5. supply and demand – how much of an item a store has available compared to how popular an item is affects the price
   6. raw materials – what merchandise is made from

D. Procedures / Activities
   1. Set out piles of 9 x 12” construction paper cut into quarters or halves, for sale sign making.
   2. Explain to the children that today they will be designing the merchandise they will sell in their stores. They may want to use books and resources from the study to get ideas. They need to think of at least eight ideas but may do more if they wish.
   3. Explain that once their merchandise drawing is finished they will go over the pencil outline in black marker, so that they will copy well on the copier. Their merchandise designs will be “manufactured” by the teacher by copying on the copier. Once their merchandise is reproduced, it will be given back to the student to color and cut out. (Teacher should save the originals to make more when needed for more “shoppers”.)
   4. Tell the students that next they will be creating sale signs and advertising signs for their store, in a stand up format. Show them the construction paper set out and how to fold in half to stand up. Brainstorm things to write on sign. (Sale!, Buy one, get one free!, Great buy!, Great deal!, Low price! …) Write ideas on board.
   6. Pass out white 8 ½ x 11 copier paper. Show the children how to fold in a hamburger fold 3 times, to make 8 boxes.
7. Instruct the children to draw neatly and carefully, IN PENCIL ONLY, eight different items they want to sell, one in each box. They also need to put a price tag and price on each item.

8. Once they have done the eight pictures neatly and completely, have them go over the pencil drawings with a fine tipped black marker. They should write their name on the front, right in the middle of the page and turn in to the teacher.

9. As students finish the merchandise page, guide them to the table of construction paper. They may start making 2-4 signs for their business.

E. Assessments

1. Informal assessment of the children’s cooperative and problem solving skills can be done during this time.

2. Formal assessment will be done of final project.

Lesson E&B 5 – Building models and Merchandise
A. Daily Objectives

1. Concept Objectives
   a. Explain how environmental processes influence human activity and ways humans depend on and adapt to the environment.
   b. Compare daily life in the past and present, demonstrating an understanding that while basic human needs remain the same, they are met in different ways in different times and places

2. Lesson content (from State of Ohio Social Studies: Economics - Grade 2 Indicators and Benchmarks, applied to Core Knowledge topics: India, China, Japan)
   a. Economics terms
      1.) goods, services
      2.) buyers, sellers
      3.) want, needs
      4.) production, consumption
      5.) supply, demand
      6.) money systems
   b. Production
      1.) Briefly introduce – land, labor, capital, entrepreneurship
      2.) Use of resources – raw materials to make various products
   c. Money System
      1.) As capital
      2.) To purchase goods and services
      3.) To pay labor

3. Skill Objectives
   a. Identify the work that people performed to make a living in the past, explain how jobs in the past are similar and/or different from those of today and how science and technology have changed the daily lives of people.
   c. Describe the cultural practices and products of people in India, China and Japan.
   d. Distinguish between goods and services and explain why people in different parts of the world earn a living in a variety of ways
   e. Communicate information in written, oral and visual forms.
f. Use problem-solving/decision-making skills to identify a problem and gather information while working independently and in groups.

B. Materials

1. Any and all books used for the country study (see China, India, and Japan lessons.) that show architecture of businesses and buildings in a city or town.
2. Art materials for building a 3-D model of building for their business, indicative of the architecture and time period of the town and country – boxes, cardboard, dowels or sticks, fabric, wallpaper, construction paper, yarn, translucent paper, straw, toilet paper rolls, curved bottom fruit cups, glue, masking tape, packing tape, staplers, paint, markers, etc.
3. 8 copies of each child’s merchandise (“manufactured” on the copier!)
4. Small zip lock baggies – one per child

C. Key Vocabulary

1. architecture – the form, composition and features of buildings
2. model – a small copy of a larger item

D. Procedures / Activities

1. Tell students that they will be building a 3-D model of their business today, using the boxes, tubes, cups and materials they have brought in.
2. Tell the children they must first decide what kind of structure they will have. Will it be a permanent building, a temporary structure (like a tent), a wagon, a tall city building with a store on the first floor, etc.
3. Show or have children look through books at the architecture of the country. Discuss the different types of structures and their features.
4. Have the children draw a sketch of what they want the building to look like.
5. Pass out or have children choose the materials they need. One method we have used is to put it all in a pile and then let each child choose one large thing start with. Once everyone has chosen one large item, then let each child have a second turn to choose, letting different children go first. Repeat until all is chosen, or children have enough to work with.
6. Pass out large pieces of masking tape by pulling off and sticking to desks. Circulate and help children figure out how to attach boxes and other pieces.
7. Once they have the basic structure put together, they may glue on construction paper to cover or paint with tempera paint.
8. They will need to add their store name and windows, doors, etc. if applicable.
9. When children finish buildings, they should get their 8 copies of merchandise. Have them color and then cut out the 8 sections of the sheet. Cut up merchandise can be put in small zip lock baggie with student name written on in permanent marker. This is saved for the Town Simulation.

E. Assessments

1. Informal assessment of the children’s cooperative and problem solving skills can be done during this time.
2. Formal assessment will be done of final project.

Art Lessons
III. Background Knowledge
A. For Teachers:
B. For Students:
   1. Students know the art elements
   2. Students know what a landscape is

IV. Resources

V. Lessons-Japanese Art
Lesson One: Overview of Japanese Art
A. Daily Objectives:
1. Concept Objectives: Understand and explain how artistic creations serve as an expression of culture and influence the behavior of people living in a particular culture.

2. Lesson Content:
   a. Introduce Japanese arts, crafts and architecture such as printmaking, origami, temples, and traditional dress (kimonos).

3. Skill Objective:
   a. Demonstrate map skills by: identifying Japan on a world map.
   b. Create a three dimensional artwork (origami) by following the directions given.
   c. Describe ways in which artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.

B. Materials:
   1. Examples of origami
   2. Pictures of Kimonos
   3. “The Great Wave” Hokusai
   4. Pictures of Japanese temples
   5. 9” x 9” thin white paper
   6. Origami instructions

C. Key Vocabulary:
   1. Kimono: traditional Japanese garment: a loose, floor-length, traditional Japanese garment that has wide sleeves, wraps in front, and is fastened with a sash
   2. Origami: paper-folding art: the Japanese art of paper folding

D. Procedures and Activities:
   1. Have examples of Japanese Artwork hanging in the room prior to students arrival.
   2. When students are seated, ask them if they can guess what country these objects and artwork are from.
   3. Show students where Japan is located on the world map. Begin a discussion about the Japanese artwork they are looking at. Questions: What things do you notice first about these artworks? What Art Elements are the most important in these artworks? Etc.
   4. Explain what each of the examples are and how it was made. Discuss how these artworks are traditional forms of Japanese art that still influence people today. Introduce vocabulary: kimono, architecture, origami, and printmaking.
   5. Pass out square papers to each student and explain that they will make their own origami today.
   6. Give step-by-step instructions while modeling how to make either a flapping bird or a simple swan (See Appendix for origami instructions.

E. Assessment/Evaluation: Question of the day dealing with locating Japan and its geography.

Lesson Two: The Island’s Influence

A. Daily Objectives:
   1. Concept Objectives:
      a. The students will understand how artistic creations serve as expressions of culture.
b. Explain how environmental processes influence human activity and ways humans depend on and adapt to the environment.

2. Lesson Content:
   a. Explain how the environment and geography of Japan affects the lifestyle of the people and the artwork of the people.
   b. Locate Japan and recognize the geography of the country: made up of a group of islands, Mount Fuji, Pacific Ocean.

3. Skill Objective:
   a. Identify the work that people performed to make a living in the past and how those jobs are similar and different to the jobs of the present due to technology and science.
   b. Create a print (two-dimensional artwork) using features indicative of these art forms in Japan.

B. Materials:
   1. Examples of Gyotaku prints
   2. Pictures of Japanese fishermen
   3. 4 fresh whole fish
   4. Paper towels (brown rolled ones preferably)
   5. Black tempera paint
   6. Large brushes

C. Key Vocabulary
   1. Printmaking: artwork made by pressing design: a work of art made by inking a surface with a raised design and pressing it onto paper or another surface
   2. Gyotaku: the documentation of a fish by making a print of it.

D. Procedures and Activities:
   1. Review information from lesson one. What country have we been learning about? What are some things you remember about the artwork form that country? Do you remember what some of the different kinds of artwork are called? What is something that is interesting about the environment/geography of Japan
   2. Ask students what kinds of jobs and hobbies they think people who live on an island would have. (Lead them towards fishing)
   3. Discuss how fishing was and still is a very important industry and hobby in Japan.
   4. Explain how gyotaku prints came into being and why they have continued to be used as artwork and for scientific research.
   5. Explain how students will have the opportunity to make their own gyotaku prints today if they would like to. (Some students may choose not to… if they would like to just watch I let them participate in that way.)
   6. Demonstrate how to wash the fish, dry the fish, brush on the paint, and press the paper towel onto the fish.
   7. After the demonstration is over students may make their prints.
   8. Allow time for clean up.

E. Assessment/Evaluation: Question of the day dealing the fishing industry in Japan.

V. Lesson Three: The Great Wave
A. Daily Objectives:
   1. Concept Objectives:
a. Understand how artistic creations serve as expressions of culture and influence the behavior of a people living in a particular culture.

b. The students will understand ways that humans depend on and adapt to the environment.

2. Lesson Content:
   a. Explain how the environment and geography of Japan affects the artwork of the people.
   b. Students the observe, analyze, and discuss the use of line in Katsushika Hokusai’s print The Great Wave at Kanagawa Nami-Ura.
   c. Locate Japan and recognize the geography of the country: made up of a group of islands, Mount Fuji, Pacific Ocean

3. Skill Objective:
   a. Students will begin creating a two-dimensional artwork using features indicative of Japanese prints.
   b. Communicate information in written form.

B. Materials:
1. Hokusai’s print “The Great Wave”
2. Drawing paper relative to the size of the foam available
3. Foam plates (meat trays work well)
4. Various pictures of different kinds of ocean life as a reference for students
5. Ink plates
6. Brayers
7. Water soluble ink
8. Newspaper

C. Key Vocabulary
1. Printmaking: artwork made by pressing design: a work of art made by inking a surface with a raised design and pressing it onto paper or another surface
2. Tsunami: large ocean wave: a large destructive ocean wave caused by an underwater earthquake or some other movement of the earth’s surface

D. Procedures and Activities:
1. Explain how today they will be looking at another kind of Japanese print. (Ask students what kind of print they learned about in the previous lesson.) Show students the print of “The Great Wave.”
2. Ask students what they see in the picture. (Wave, boat, mountain, and people) Ask students what kinds of lines they see and where those lines lead their eyes.
3. Ask students what they think is happening in the picture. Explain what a tsunami is and discuss how these affect Japan.
4. Demonstrate how students will be drawing of tsunami today and brainstorm some things that they could draw in their tsunami.
5. Pass out the papers and students may begin drawing. Also pass out the various pictures of sea life so students may use them as a reference for their drawings.
6. When students are finished with their pencil drawings show them how to place the paper on top of the foam tray and lightly trace over it with their pencil or pen to transfer the image.
7. After all the students have their images transferred, introduce the printmaking procedures. There are four table groups in my room and a printmaking station is set up at each table for students to roll the ink onto the brayers and their foam plates.

8. Each student will make two prints from their foam plates.

9. As students are finishing up they may clean their area and their printmaking station.

E. Assessment/Evaluation: Have student write a list of procedures used in the printmaking process. (See the Appendix for printmaking procedures handout.)

Lesson Four: Girl’s and Boy’s Day

A. Daily Objectives:
1. Concept Objectives:
   a. Understand how artistic creations serve as expressions of culture and influence the behavior of a people living in a particular culture.

2. Lesson Content:
   a. Students will explore some holidays celebrated in the Japanese culture.
   b. Students will discuss and understand the use of crafts and costumes in holiday ceremonies and traditions.

3. Skill Objective:
   a. Students will begin creating a two-dimensional artwork using features indicative of Japanese craft and costume.

B. Materials:
1. Examples of kimonos
2. Pictures of Koi (a Japanese carp)
3. Bulletin board paper
4. Glitter
5. Markers
6. Scissors
7. Glue
8. Yarn
9. Felt pieces
10. Ribbon
11. Paint
12. Paintbrushes

C. Key Vocabulary
1. Kimono: traditional dress or costume worn in the Japanese culture
2. Koi; a kind of carp bred in Japan

D. Procedures and Activities:
1. Explain to the students how Japanese culture has a special day for boys and a special day for girls every year and they will be learning about these two days.

2. Give the girls the kimono patterns and have them cut out their kimono shape from the bulletin board paper while you discuss Boy’s Day (Kodomo-no-Hi) with the boys.

3. Explain to the boys that the Japanese people believe carp are strong and brave because they are able to swim upstream and leap waterfalls. The people want their boys to take on these characteristics of the carp so they make a carp kite for each boy in the family.
4. Give the boys the carp patterns and let them trace and cut their carp kites while discussing Girl’s Day (Hina-Matsuri) with the girls.
5. Explain to the girls that Girl’s Day is a traditional holiday meant to honor the emperor. The girls in the household set up a special set of doll’s to symbolize the emperor’s court. During the festival the girls get to wear their best kimonos and play hostess to guests.
6. Show girls some examples of kimonos and give them supplies to begin decorating their kimonos with.
7. When the boys are done cutting out their carp, Demonstrate how they can paint different patterns on their carp using pictures of koi as a reference.
8. When the paint is dry show the boys how they can draw details on their carp like eyes, gills, fins, and scales with markers.
9. When boys are done decorating their carp demonstrate how we will glue all the edges of the carp except the mouth and hang it in the classroom with a string.
10. When the girls are done decorating their kimonos, they may make paper dolls to create a display of the emperor’s court.

E. Assessment/Evaluation:
1. When students are finished with their projects they may begin working on the “What I learned about Japanese Art” worksheet. (See the Appendix for this.)
2. When students go back to their homeroom, the girls will explain their holiday to the boys and serve them a cake/cookie. The boys will also have an opportunity to describe their holiday to the girls and serve them goldfish crackers.

Lessons – Chinese Art
Lesson One: Overview of Chinese Art
A. Daily Objectives:
1. Concept Objectives:
   a. Understand and explain how artistic creations serve as an expression of culture and influence the behavior of people living in a particular culture.

2. Lesson Content:
   a. Introduce Chinese arts, crafts and architecture such as landscapes, sculpture, and papermaking.

3. Skill Objective:
   a. Demonstrate map skills by: identifying China on a world map.
   b. Describe ways in which artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.

B. Materials:
1. Examples of homemade paper
2. Pictures of Chinese sculptures
3. Pictures of the great wall of China
4. Pictures of Chinese landscapes
5. Pictures of Chinese Architecture

C. Key Vocabulary

D. Procedures and Activities:
1. Explain to students that today we will be looking at some different kinds of art and discussing them with our table groups.
2. Distribute handouts and pictures to each table group. (Give each table multiple pictures of the same artwork so they can all see)
3. When materials have been distributed, read through the questions with the students.
1. Students discuss their specific picture using the questions on the handout.
2. When students are finished with their discussions, each group reports to the class their findings.
3. Ask students what country they think these artworks are from.
4. Show students where China is located on the world map. Begin a discussion about the Chinese artwork they are looking at. Questions: What things do you notice first about these artworks? What Art Elements are the most important in these artworks? Etc.
5. Explain what each of the examples are and how it was made. Introduce vocabulary: sculpture, landscape, and chop.
E. Assessment/Evaluation: Question of the day dealing with locating China and its geography.

Lesson Two: Chinese Chops

A. Daily Objectives:
1. Concept Objectives:
   a. Understand and explain how artistic creations serve as an expression of culture and influence the behavior of people living in a particular culture.
2. Lesson Content:
   a. Introduce Chinese sculptures to students
3. Skill Objective:
   a. Create three-dimensional artwork indicative of sculptures found in China.
   b. Describe ways in which artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.
   c. Describe the cultural practices and products of people in China.

B. Materials:
1. Pictures of Chinese sculptures
2. Pictures of Chinese Chops
3. Pictures of Chinese landscapes
4. Chinese characters that have different meanings
5. Markers
6. Pencils
7. 2”x2” clay slab
8. Carving tools

B. Key Vocabulary
1. Chop: A Chinese seal used to sign official documents

C. Procedures and Activities:
1. Give students a piece of paper and have them write their name any way they want.
2. Show students some famous signatures and seals. Discuss why signatures or seals are used. (Correspondence, documents, promissory notes)
3. Show students examples of Chinese chops. Discuss how they came into being and how they are still used today in China.
4. Discuss with students what kind of art chops would be... two-dimensional or sculptures. Explain how they serve as both because the actual chop is a sculpture but the print it makes is two-dimensional.
5. Explain to students that they will be making their own chop from clay after they design their symbol.
6. Demonstrate to students how they will choose a Chinese character that says something about them and incorporate their initials into the design as well.
7. Students work on designing their chop seal on paper then trace with a permanent black marker.
8. When students are finished designing their chop, remind students how their previous Japanese prints were reversed. Show students how to place their paper design upside down on top of the clay and trace their design to create a light impression on the clay underneath.
9. When students are done tracing demonstrate how to carve the rest of the chop from the clay. (If the clay is already leather hard it is easier for them to carve.)
10. When students are finished carving they will clean up their area.

D. Assessment/Evaluation: Question of the day

Lesson Three: Chinese Sculpture

A. Daily Objectives:
1. Concept Objectives:
   a. Understand and explain how artistic creations serve as an expression of culture and influence the behavior of people living in a particular culture.

2. Lesson Content:
   a. Introduce Chinese sculptures to students

3. Skill Objective:
   a. Create three-dimensional artwork indicative of sculptures found in China.
   b. Describe ways in which artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.
   c. Describe the cultural practices and products of the people of China.

B. Materials:
1. Pictures Chinese sculptures (Clay Warriors, Bronze Dragons, Foo Dogs, Horses, Owls etc.)
2. Pictures of actual animals
3. Sketching paper
4. 2”x2”x4” clay slab
5. Carving tools
6. Clay
7. Red Water-soluble ink
8. Glaze

C. Key Vocabulary
1. Sculpture: a three-dimensional piece of art
D. Procedures and Activities:
2. Review the information about Chinese chops from the previous lesson. Ask students if Chinese chops are two-dimensional artwork or three-dimensional.
3. Explain that in the previous lesson when they were making the stamping part of the chops, they were creating something that made two dimensional artwork and today they will begin working on carving the handles of the chops which are three dimensional.
4. Look at some examples of Chinese artwork. Have students sort them according to which artworks are two-dimensional and which artworks are three-dimensional.
5. Ask students what is different about the three-dimensional artwork.
6. Explain that these artworks are called sculptures.
7. Look at a picture of a chop, discuss with the students whether it is a sculpture or not.
8. Explain that when artists make sculpture, unlike two dimensional artwork, they need to think about what it looks like from all angles.
9. Demonstrate how students will choose an animal to draw a preliminary sketch from at least two sides.
10. Students may choose their animals and begin their sketches.
11. When students have finished sketching, demonstrate how they will begin carving their animals from the block of clay provided.
12. Students may begin carving.
13. When students complete their chop handle slip and score the handle and the stamp and join them together. (If a 2”x2”x4” block of clay is used, when the clay is still wet, drill a hole in the center of the chop handle to promote even drying)
14. When students have a completed chop, clean-up.
15. After the chops have been fired, students may glaze them.
16. After the chops have been glaze fired, practice making stamps with them using red water soluble ink.

E. Assessment/Evaluation: Students will be able to create stamps with their chops.

Lesson Four: Chinese Landscapes:
A. Daily Objectives:
1. Concept Objectives:
   a. Understand and explain how artistic creations serve as an expression of culture and influence the behavior of people living in a particular culture.
   b. Explain how humans depend on and adapt to the environment.
2. Lesson Content:
   a. Discuss Chinese landscapes and the use of line and value used by Chinese artists.
3. Skill Objective:
   a. Describe ways in which artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.
   b. Create two-dimensional artworks using features indicative of landscapes in China.

B. Materials:
1. Examples of Chinese landscapes
2. 2-9”x12” pieces of paper
3. Scissors
4. Charcoal
5. Chalk pastels
6. India ink or black watercolor
7. Paint brushes
8. Tissue paper
9. Pencils

C. Key Vocabulary
1. Landscape: a picture depicting an expanse of scenery

D. Procedures and Activities:
1. Discuss the geography of China: rivers, mountains, and rocky gorges. Show photographs of the geography of China.
2. Look at some Chinese Landscapes. Compare and contrast the Landscape paintings to the photographs using a Venn diagram. Ask students how the landscape painters changed what they were actually seeing when they created their paintings.
3. Discuss which art elements the students think are the most important in the artwork.
4. Demonstrate to students how they will cut a mountain range across the middle of their paper. Students cut their papers. (With second grade students I have found it is best to model the following process step by step with them.)
5. Direct students to throw away the piece they perceive as the mountains and keep the piece they perceive as the sky.
6. Show students how they will use the sky piece as a stencil. Place either a chalk pastel or charcoal on its side and drag it lightly towards the bottom of the paper repeatedly until you fill in the stenciled area. (Instruct students not to drag all the way to the bottom or there will be no room for more mountain ranges.)
7. While the stencil is still in place blend the chalk pastels or charcoal.
8. Demonstrate to students how they can slide their stencil towards the middle of the page and move it either left or right so the mountain ranges don’t line up perfectly, and create another mountain range using the same process as before.
9. Students may do one more mountain range if there is room.
10. When students are finished with this they may clean up their area.
11. Discuss with the students what sorts of things they see in the foregrounds of the Chinese landscape paintings.
12. Explain to students how they will be using ink to create the foregrounds in their own landscapes.
13. Demonstrate how students will paint their ground line then add their natural objects such as trees, rocks, etc.
14. Give students a scrap piece of paper to practice their paintings on before they begin on their actual landscape.
15. When they are ready they may paint on their landscape.
E. **Assessment/Evaluation:** When students are finished painting their landscape, have them fill out their own Venn Diagram comparing and contrasting their artwork to an actual photograph of Chinese geography.

**Lesson Five: Papermaking**

**A. Daily Objectives**

1. **Concept Objectives**
   a. Understand how artistic creations serve as expressions of culture and influence the behavior of a people living in a particular culture.

2. **Lesson Objectives**
   a. Students will be able to explain papermaking procedures.
   b. Students will understand that papermaking was first invented in China and the importance of this invention

3. **Skill Objectives**
   a. Describe ways in which artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.
   b. Create two-dimensional artworks using features indicative of landscapes in China.

**B. Materials**

1. Scrap paper
2. Scrap construction paper
3. Newspapers
4. Paper towels
5. Natural objects: dried flower petals, carrots, grass clippings, beets, etc.
6. Mold and Deckle
7. Plastic tub
8. Sponge
9. Old Blender

**C. Key Vocabulary**

1. paper pulp: a mixture of cellulose material such as: wood, paper, and rags, ground up and moistened to make paper
2. mold: a frame or model around which something is formed or shaped
3. deckle: a thin wooden frame used to form the border or determine the width of homemade paper

**E. Procedure**

1. When students begin finishing their landscapes and before they begin their landscape evaluation, find a stopping point to introduce papermaking.
2. Explain to students that the Chinese were the first to invent paper from fiberous natural materials. Explain that they will create their own mixture for their paper pulp at the papermaking station.
3. Explain to the students that they will be working in groups of four on the paper-making project.
4. Demonstrate to students how they will follow the papermaking procedures outlined in Art from Many Hands.
5. When each group comes to the paper-making station, each student gets to choose one item to add to the paper pulp. Rip scrap pieces of newspaper, construction paper, etc. and blend with water in an old blender. To add more texture to the pulp, add grass, flower petals, or vegetables.
6. Pour enough batches of pulp into a plastic tub to fill it at least three inches deep.
7. Dip the mold and deckle into the tub and swish the pulp around to get even coverage on the screen.
8. Slowly lift the screen out of the pulp.
9. After the water has been drained, turn the screen upside down and press a sponge onto the back of the screen to soak up excess water.
10. After the paper is dry, students may use their chop to sign their papers.

F. Assessment/Evaluation: Students will create their own piece of paper.

Lessons: Art from India
Lesson One: Overview of Indian Art and Architecture
A. Daily Objectives:
1. Concept Objectives:
   a. Understand and explain how artistic creations serve as an expression of culture and influence the behavior of people living in a particular culture.
2. Lesson Content:
   a. Introduce Indian arts, crafts, textiles and architecture such as batik, folk paintings, jewelry, the Taj Mahal, and the Great Stupa.
3. Skill Objective:
   a. Demonstrate map skills by: identifying India on a world map.
      1) Describe ways in which artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.
      2) Communicate information in written and oral forms.
      3) Use problem-solving/decision-making skills to identify and gather information while working in groups.

B. Materials
1. Examples of batik, folk paintings, architecture, variety of Indian arts.
2. Artifacts/examples of artwork from India (these can be found at your local import stores)
3. 3-D Taj Mahal Puzzle
4. Artifact questionairre
5. Pencils

C. Key Vocabulary:
1. Hinduism: a diverse body of religion, philosophy, and cultural practice native to and predominant in India, characterized by a belief in reincarnation and a supreme being of many forms and natures, by the view that opposing theories are aspect to one eternal truth, and by desire for liberation from earthly evils.
2. Islam: a monotheistic religion by the acceptance of the doctrine of submission to God and to Muhammad as the chief and last prophet of God.

D. Procedure
1. Before students arrive, set up 6-8 artifact stations around the room.
2. Explain to students that they will be learning about the art of a new country today. Tell them that they get to be detectives/historians today to decipher information about the artifacts they are looking at.
3. Show the students where the stations are located in the room.
4. Explain that they will have five minutes to fill out the questionnaire at each station with the other students in their group before they rotate to the next station.

5. Read through the artifact questionnaire with the students.

6. Split the students up into groups of four and begin station work. Set a timer for five minutes so the students know when to rotate.

7. When students are finished with all the stations brainstorm their ideas about the artwork that they looked at and the people that made it. Ask questions like: What were the artifacts made out of? Why were the artifacts made— to be useful or decorative? What can we say about the people that made these artifacts?

8. Tell students the artwork they have been looking at is from India. Locate India on the map.

9. Explain that there are many different kinds of art from India and very diverse groups of people that make these different kinds of artwork.

10. Explain to students that they will be learning about some different types of art made in India and creating their own artwork in the style of these artists.

E. Assessment/Evaluation: Students will demonstrate an understanding of Indian art and culture by discussing the artifacts with the group.

Lesson Two: Folk Paintings

A. Daily Objectives
   1. Concept Objectives
      a. Understand and explain how artistic creations serve as an expression of culture and influence the behavior of people living in a particular culture.

   2. Lesson Objectives:
      a. Students will create their own drawing of a major life event or someone they admire in the style of the Madhubani painters.
      b. Students will identify the major art elements found in the Madhubani folk paintings.

   3. Skill Objectives
      a. Describe ways in which artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.
      b. Create two-dimensional artworks using features indicative of folk paintings in India
      c. Communicate information in visual forms.

C. Materials
   1. pencils
   2. Crayola Bold and Tropical markers
   3. Black Permanent markers
   4. Examples of Madhubani paintings
   5. 9”x12” paper
   6. silver or gold adhesive paper (foil can also be used)

D. Key Vocabulary
   1. folk art: art created by an non-formally trained artisan that reflects traditional values of a society

E. Procedure:
1. Show students the folk art depictions of gods, goddesses, and ceremonies found in Madhubani paintings.
2. Discuss and make a list of the similarities in the artworks (Color, Pattern, Line, Shape, and subject matter)
3. Explain that these are pictures of gods and goddesses that the Hindu religion believes in. Show students some different depictions of Shiva, Vishnu, Krishna, Parvati, and Ganesh.
4. Explain to students that they will think of a very important time or a person they admire in their life and draw a picture in the style of the Madhubani Paintings.
5. Demonstrate to the students how they can draw the facial features of the people in their pictures in the style of Indian folk art characters. Remind students to use the characteristics they listed previously when they are drawing their pictures.
6. Before students begin coloring with the markers have them trace their pencil lines with a black sharpie marker.
7. When students have finished their tracing begin the next lesson on batik. Students can work on coloring in their folk art drawings with markers while they are waiting to wax their batiks.
8. When students are finished coloring, show them how they can apply the adhesive metallic paper or foil to small areas of their folk art to add interest.
9. Have students share their artwork with the class and discuss its meaning.

E. **Assessment/Evaluation:** Students will successfully complete their artwork and describe the meaning of their folk art to their class.

### Lesson Three: Batik tigers

#### A. **Daily Objectives**

1. **Concept Objectives:**
   a. Understand and explain how language stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.

2. **Lesson Objectives:**
   a. Students will be able to create their own tiger design
   b. Students will be able to successfully create their own batik using the waxing and dying process.

3. **Skill Objectives:**
   a. Describe the cultural practices and products of people in India.
   b. Create two-dimensional forms using features indicative of art forms in India.
   c. Communicate information in written forms.

#### B. **Materials**

1. Examples of fabric arts from India
2. Examples of Indian art with tigers as subject matter
3. Markers
4. Bees wax
5. Paraffin
6. Old paintbrushes
7. Natural fabric squares (cotton, silk, etc)
8. Pencils
9. Markers
10. Old electric skillets
11. Drawing Paper
12. Fabric Dye
13. Plastic tubs
14. Newspaper

C. **Key Vocabulary**
1. Batik: a method of dyeing fabric by which the parts of fabric not intended to be dyed are covered with removable wax
2. Textile: a cloth manufactured by weaving or knitting

D. **Procedure:**
1. Discuss the importance of the tiger in India.
2. Pass out some pictures of tigers and let the students draw their pictures (Remind them they are only doing a pencil drawing and they shouldn’t color anything in yet.)
3. When students are finished with their pencil drawing, they may trace over the pencil lines with a black marker.
4. Show students examples of batik fabric and discuss how it is made with the students.
5. Demonstrate to students how they will be taking their drawing of a tiger and transferring it onto fabric. Place the marker drawing under the fabric and students may use a pencil to trace over the lines. The fabric should be thin enough that students are able to see through it.
6. When students are finished tracing their drawing, demonstrate how they will begin their batik project by deciding which areas will stay white. This is a good time to go over the waxing and dyeing procedures with the students. Depending on your room these will be different. I like to set up two waxing stations where four students at a time can work. I dye all the pieces together or half and half when they are ready.
7. When the students have waxed their first layer, dye the whole batch orange.
8. After the cloth is dry, demonstrate to students how they will color in the areas they want to stay orange on their paper with an orange marker. Demonstrate how they will cover the same areas on their cloth piece with wax. Students wax. When they are done, dye the whole batch brown.
9. Continue having the students color their paper pieces in with markers before they wax. This will help them decide which areas they need to wax. Next they need to cover everything they want to stay brown with wax then dye the whole batch green.
10. Next they cover everything they want to stay green with wax and dye the whole batch black.
11. When students have completed their batik, have them make a list of the procedures used in the process.
12. Iron out the wax using newspapers as couch sheets.

E. **Assessment/Evaluation**
1. Students will be able to list the procedures used to make batik fabric

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**Lesson Four: Taj Mahal**

**A. Daily Objectives**

1. Concept Objectives:
a. Understand and explain how artistic creations serve as expressions of culture and influence the behavior of a people living in a particular culture.

2. Lesson Objectives
   a. Students will compare and contrast the architecture of Japan, China, and India
   b. Student will create their own building design using some of the architectural elements found in the Taj Mahal.

3. Skill Objectives
   a. Use Photographs to gather information.
   b. Describe ways in which artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.
   c. Create two-dimensional artwork using features indicative of these art forms in India.

B. Materials
   1. Pictures of Asian Architecture listed in the Core Knowledge book
   2. Pictures of the Taj Mahal
   3. 9”x12” colored paper
   4. Markers
   5. Scissors
   6. 3-D O’s

C. Key Vocabulary
   1. Architecture: building design: the art and science of designing and constructing buildings
   2. Minaret: A tall, slender tower attached to a mosque, having one or more balconies from which a caller summons people to prayer
   3. Dome: A vaulted roof having a circular, polygonal, or elliptical base and a generally hemispherical or semispherical shape
   4. Vault: An arched structure serving to cover a space
   5. Stupa: a dome shaped monument used to house Buddhist relics or commemorate significant facts of Buddhism or Jainism

Procedure
1. Define architecture to the students
2. Show students pictures of different buildings of China, Japan, and India. Discuss some of the similarities and differences the students see between these buildings.
3. Focus student’s attention on the Taj Mahal and discuss the specific characteristics of the building: minarets, dome, marble, calligraphy, finial, landscaping, symmetry, and vaulted recesses.
4. Tell the story of the Taj Mahal and why it was built. Discuss with the students how the building was built as a memorial to the shah’s wife.
5. Demonstrate to students how they will create a preliminary sketch of their building using some of the architectural elements found in the Taj Mahal. Explain to students that they need to make sure there are different layers to their building
6. Students create their preliminary sketch using architectural elements found in the Taj Mahal.
7. Demonstrate how they will use three markers to color the three levels of their buildings, front, middle, and back. Students color their three layers
8. When students are finished coloring, pass out a white piece of paper, this will be the student’s first layer. Demonstrate how to fold the paper in half and cut out the shape of their first layer.

9. When students are finished cutting, discuss how the Taj Mahal was a memorial building so people would remember the shah’s wife. Explain how students may draw things about themselves on the first layer so people looking at their building will learn something about the person who made the building.

10. When students are finished decorating their first layer, demonstrate how to fold their second paper in half and cut the second layer of their building.

11. After students have cut their second layer, discuss how the shah was Muslim and part of the building was decorated in the Muslim style using organic decorations such as leaves, vines, and flowers.

12. Demonstrate to students how they may decorate their second layer using leaves, flowers, and vines.

13. After students are finished decorating their second layer, demonstrate how to fold and cut the last layer.

14. After students have cut their last layer discuss tessellations and the repetition of geometric shapes. Demonstrate how students will use this concept to decorate their last layer.

15. After students are finished decorating their last layer with geometric shapes demonstrate how they will assemble the three layers of their building using the 3-D O’s to make the first two layers of their building stick out.

E. Assessment/Evaluation: Students will be able to identify and label the different parts of the Taj Mahal and their own building structure

III. Background Knowledge
A. For Teachers

B. For Students
   1. Core Knowledge Grade 1 Language Arts – folktales
   2. Core Knowledge Grade 1 Geography – map skills

IV. Resources
E. Folktale Learning Packet (see Appendix)

V. Lessons (Small reading group lessons – approximately 20 minutes each)
   Lesson 1: Introduction to Folktales
   A. *Daily Objectives*
1. **Concept Objective**  
a. Understand and explain how language, stories, folktales, music, and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.

2. **Lesson Content**  
a. Locate: China, India, Japan  
b. *The Tongue-Cut Sparrow* (a folktale from Japan)  
c. *The Tiger, the Brahman, and the Jackal* (a folktale from India)  
d. *The Magic Paintbrush* (a Chinese folk tale)

3. **Skill Objectives**  
a. Demonstrate map skills by: identifying and locating continents, oceans, India, China, Japan, landforms and bodies of water  
b. Describe ways in which language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.  
c. Demonstrate comprehension by retelling and by responding to literal, informational, and evaluative questions.

B. **Materials**  
1. *Children’s Atlas of the World*  
2. Folktale Learning Packet for each student (Appendix)  
3. *The Tongue-Cut Sparrow* (1 per student)  
4. *Liang and the Magic Paintbrush* (1 per student)  
5. *Favorite Fairytales Told in India* (1 per student)

C. **Key Vocabulary**  
1. Folktale: A story that has been told for a long time by a group of people. The purpose is to entertain and to teach a lesson. Folktales often have events that happen over and over. The stories were orally told before they were ever written down.

D. **Procedures/Activities**  
1. Show students the book *Children’s Atlas of the World*. Flip through the book and have students discuss pages that they find interesting.  
2. Turn to page 30. Point out Asia on the map. Turn to pages 82-89. Point out China, Japan, and India.  
3. As a group, identify Japan, China, and India on the map of Asia.  
4. Tell students that we will be studying folktales from these three countries in Asia. The folktales are *The Tiger, the Brahman, and the Jackal*, *The Magic Paintbrush*, and *The Tongue-Cut Sparrow*  
   Define folktale: Folktale: A story that has been told for a long time by a group of people. The purpose is to entertain and to teach a lesson. Folktales often have events that happen over and over. The stories were orally told before they were ever written down.  
5. With the map on page 1 of the learning packet, point out the countries again and tell the students where each folktale originated.  
   *The Tiger, the Brahman, and the Jackal* - India  
   *The Magic Paintbrush* - China  
   *The Tongue Cut Sparrow* – Japan  
6. Let students know that the group will be reading *The Tiger, the Brahman, and the Jackal* during the next lesson.  
7. Review lesson by questioning: What makes a story a folktale? Where did these folktales originate? What is the purpose of a folktale?
Lesson 2: Folktales - The Tiger, the Brahman, and the Jackal

A. Daily Objectives
   1. Concept Objective
      a. Understand and explain how language, stories, folktales, music, and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.
   2. Lesson Content
      a. The Tiger, the Brahman, and the Jackal (a folktale from India)
   3. Skill Objectives
      a. Describe ways in which language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.
      b. Demonstrate comprehension by retelling and by responding to literal, informational, and evaluative questions.

B. Materials
   1. Folktale Learning Packet for each student (Appendix)
   2. Favorite Fairytales Told in India (1 per student)

C. Key Vocabulary
   1. Folktale: A story that has been told for a long time by a group of people. The purpose is to entertain and to teach a lesson. Folktales often have events that happen over and over. The stories were orally told before they were ever written down.

D. Procedures/Activities
   1. Review the definition of a folktale. (Tell me what you learned about folktales yesterday.) Relocate India on the map.
   2. What folktale originated in India? (The Tiger, the Brahman, and the Jackal)
   3. Turn to The Tiger, the Brahman, and the Jackal in Favorite Fairytales Told in India.
   4. Point out and discuss the meaning of the vocabulary words from the story in the learning packet.
   5. Read The Tiger, the Brahman, and the Jackal with the students. Model using reading strategies and have students practice throughout the folktale.
   6. Have students retell the folktale to a partner using the pictures from the book.
   7. Let students know that the group will be completing a story map with the information from the story in the next lesson.

Lesson 3: Folktales - The Tiger, the Brahman, and the Jackal

A. Daily Objectives
   1. Concept Objective
      a. Understand and explain how language, stories, folktales, music, and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.
   2. Lesson Content
      a. The Tiger, the Brahman, and the Jackal (a folktale from India)
2. **Skill Objectives**
   
   a. Describe ways in which language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.
   
   b. Demonstrate comprehension by retelling and by responding to literal, informational, and evaluative questions.

### B. Materials

1. Folktale Learning Packet for each student (Appendix)

### C. Key Vocabulary

1. **Folktale**: A story that has been told for a long time by a group of people. The purpose is to entertain and to teach a lesson. Folktales often have events that happen over and over. The stories were orally told before they were ever written down.

### D. Procedures/Activities

1. Review the definition of a folktale. (Tell me what you have learned about folktales.)

2. Ask students: What folktale originated in India? *(The Tiger, the Brahman, and the Jackal)*

3. Turn to *The Tiger, the Brahman, and the Jackal* in *Favorite Fairytales Told in India*.

4. Review the folktale as a group.

5. Introduce the story circle story map in the learning packet. Directions: The words in the middle circle tell the parts of the story that we should describe. In the outside of the circle we will write the description based on the story.

6. Have students give examples of the information that they will write in each section. Model writing the information in the outer circle.

7. Have students complete the story map with a partner.

### E. Assessment/Evaluation

1. Evaluation of story circle.

2. Evaluation of student responses during discussion and questioning.

### Lesson 4: Folktales- The Magic Paintbrush

#### A. Daily Objectives

1. **Concept Objective**
   
   a. Understand and explain how language, stories, folktales, music, and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.

2. **Lesson Content**
   

3. **Skill Objectives**
   
   a. Describe ways in which language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.

   b. Demonstrate comprehension by retelling and by responding to literal, informational, and evaluative questions.

#### B. Materials

1. Folktale Learning Packet for each student (Appendix)

2. *Liang and the Magic Paintbrush* (1 per student)
C. **Key Vocabulary**
1. Folktale: A story that has been told for a long time by a group of people. The purpose is to entertain and to teach a lesson. Folktales often have events that happen over and over. The stories were orally told before they were ever written down.

D. **Procedures/Activities**
1. Review the definition of a folktale. (Tell me what you have learned about folktales.)
2. Relocate China on the map.
   - Introduce the book *Liang and the Magic Paintbrush*.
   - Point out and discuss the meaning of the vocabulary words from the story in the learning packet.
   - Read *Liang and the Magic Paintbrush* with the students. Model using reading strategies and have students practice throughout the folktale.
   - Have students retell the folktale to a partner using the pictures from the book.
   - Say: Tell me what we can learn from this story.

E. **Assessment/Evaluation**
1. Evaluation of student responses during discussion and questioning.

**Lesson 5: Folktales- The Magic Paintbrush**

A. **Daily Objectives**
1. **Concept Objective**
   - Understand and explain how language, stories, folktales, music, and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.

2. **Lesson Content**
   - *The Magic Paintbrush* – (A Chinese folktale)

3. **Skill Objectives**
   - Describe ways in which language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.
   - Demonstrate comprehension by retelling and by responding to literal, informational, and evaluative questions.

B. **Materials**
1. Folktale Learning Packet for each student *(Appendix)*
2. *Liang and the Magic Paintbrush* (1 per student)

C. **Key Vocabulary**
1. Folktale: A story that has been told for a long time by a group of people. The purpose is to entertain and to teach a lesson. Folktales often have events that happen over and over. The stories were orally told before they were ever written down.

D. **Procedures/Activities**
1. Review the definition of a folktale. (Tell me what you have learned about folktales.)
3. Review the folktale as a group by looking at the pictures and giving a brief retelling of the story.
4. Introduce the beginning, middle, end, and moral flip book in the learning packet. Directions: Cut on the dotted lines to the solid line. Fold on the
solid line so that the words beginning, middle, end, and moral can be seen on top. Below each section, write a summary of the events during that part of the folktale. If time allows, illustrate the section.

5. Model how to cut and fold the flip book. Have students give examples of the information that they will write in each section. Model writing the information in the flip book.

6. Have students cut out and complete the flip book individually.

7. Have students orally describe their flip books. Have students compare and contrast each other’s information.

E. Assessment/Evaluation
2. Evaluation of student responses during discussion and questioning.

Lesson 6: Folktales- The Tongue-Cut Sparrow
A. Daily Objectives
1. Concept Objective
   a. Understand and explain how language, stories, folktales, music, and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.

2. Lesson Content
   a. The Tongue Cut Sparrow (a folktale from Japan)

3. Skill Objectives
   a. Describe ways in which language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.

   b. Demonstrate comprehension by retelling and by responding to literal, informational, and evaluative questions.

B. Materials
1. Folktale Learning Packet for each student (Appendix)
2. The Tongue-Cut Sparrow (1 per student)

C. Key Vocabulary
1. Folktale: A story that has been told for a long time by a group of people. The purpose is to entertain and to teach a lesson. Folktales often have events that happen over and over. The stories were orally told before they were ever written down.

D. Procedures/Activities
1. Review the definition of a folktale. (Tell me what you have learned about folktales.)

2. Relocate Japan on the map.

3. What folktale originated in India? (The Tongue Cut Sparrow)

4. Introduce the book The Tongue-Cut Sparrow.

5. Point out and discuss the meaning of the vocabulary words from the story in the learning packet.

6. Read The Tongue Cut Sparrow with the students. Model using reading strategies and have students practice throughout the folktale.

7. Have students retell the folktale to a partner using the pictures from the book.

8. Say: Tell me what we can learn from this story.

E. Assessment/Evaluation
1. Evaluation of student responses during discussion and questioning.

Lesson 7: Folktales- The Tongue-Cut Sparrow
A. Daily Objectives
1. **Concept Objective**
   a. Understand and explain how language, stories, folktales, music, and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.

2. **Lesson Content**
   a. *The Tongue Cut Sparrow* (a folktale from Japan)

3. **Skill Objectives**
   a. Describe ways in which language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.
   b. Demonstrate comprehension by retelling and by responding to literal, informational, and evaluative questions.
   c. Communicate information in written, oral, and visual forms.

**B. Materials**
1. Folktale Learning Packet for each student (Appendix)
2. *The Tongue-Cut Sparrow* (1 per student)

**C. Key Vocabulary**
1. Folktale: A story that has been told for a long time by a group of people. The purpose is to entertain and to teach a lesson. Folktales often have events that happen over and over. The stories were orally told before they were ever written down.

**D. Procedures/Activities**
1. Review the definition of a folktale. (Tell me what you have learned about folktales.
2. Review the folktale as a group by looking at the pictures and giving a brief retelling of the story.
3. Introduce the story cube in the learning packet. Have students give examples of the information that they will write in each section. Section 1: Write the main characters. Section 2: Describe the setting. Section 3: Write the problem. Section 4: Write the solution. Section 5: Explain your favorite part of the story. Section 6: What is the moral of this story?
4. Model writing the information on the sides of the cube before cutting the cube out. Then model how to cut, fold, and tape the cube together. Directions: Cut along the dotted line. Fold on the solid lines to form a cube. Tape or glue flaps into place.
5. Have students complete the story cube individually.
6. Have students share their story cubes with the class.

**E. Assessments**
1. Evaluation of story cube.
2. Evaluation of student responses during discussion and questioning.

**Lesson 8: Folktales - Review of folktales**

**A. Daily Objectives**
1. **Concept Objective**
   a. Understand and explain how language, stories, folktales, music, and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.

2. **Lesson Content**
   a. *The Tongue Cut Sparrow* (a folktale from Japan)
i. *The Tiger, the Brahman, and the Jackal* (a folktale from India)
ii. *The Magic Paintbrush* (a Chinese folk tale)

3. **Skill Objectives**
   a. Describe ways in which language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.
   b. Demonstrate comprehension by retelling and by responding to literal, informational, and evaluative questions.
   c. Communicate information in written, oral, and visual forms.

**B. Materials**
1. Folktale Learning Packet for each student (Appendix)
2. *The Tongue-Cut Sparrow* (1 per student)
3. *Liang and the Magic Painbrush* (1 per student)
4. *Favorite Fairytales Told in India* (1 per student)
5. Presentation overview sheet
6. Presentation rubric (Appendix)

**C. Key Vocabulary**
1. Folktale: A story that has been told for a long time by a group of people. The purpose is to entertain and to teach a lesson. Folktales often have events that happen over and over. The stories were orally told before they were ever written down.

**D. Procedures/Activities**
1. Review the definition of a folktale. (Tell me what you have learned about folktales.)
2. Review all the folktales as a group by looking at the pictures and giving a brief retelling of each story.
3. Ask the students what their favorite folktale is and why. Give everyone a chance to answer.
4. Explain to the students that they will be giving short presentations to their class so that the other students can learn about the folktales.
5. Let the students know that they will be working on the presentation over the next few lessons. Each group will present one lesson to the class.

**E. Assessments**
1. Evaluation of student responses during discussion and questioning.

**Lesson 9: Folktales- Folktale presentations**

**A. Daily Objectives**

1. **Concept Objective**
   a. Understand and explain how language, stories, folktales, music, and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.

2. **Lesson Content**
   a. *The Tongue Cut Sparrow* (a folktale from Japan)
   b. *The Tiger, the Brahman, and the Jackal* (a folktale from India)
   c. *The Magic Paintbrush* (a Chinese folk tale)

4. **Skill Objectives**
   a. Describe ways in which language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.
   b. Demonstrate comprehension by retelling and by responding to literal, informational, and evaluative questions.
Communicate information in written, oral, and visual forms.

B. Materials
1. Folktale Learning Packet for each student (Appendix)
2. The Tongue-Cut Sparrow (1 per student)
3. Liang and the Magic Paintbrush (1 per student)
4. Favorite Fairytales Told in India (1 per student)
5. Presentation overview sheet
6. Presentation rubric (see appendix)

C. Key Vocabulary
6. Folktale: A story that has been told for a long time by a group of people. The purpose is to entertain and to teach a lesson. Folktales often have events that happen over and over. The stories were orally told before they were ever written down.

D. Procedures/Activities
1. Remind students that they will be working with each other to present a folktale to the class.
2. Explain the folktale project: Each group will present one folktale to the class. Since each class has three groups, all the folktales will be presented. The teacher will assign the folktale and help the groups decide what needs to be included in the presentation. The students will grade themselves using the rubric. The teacher will also assess using the same rubric.
3. Show students the presentation overview sheet. Explain the parts to the sheet and model how to fill in the sections.
4. Show the students the rubric. Tell the students what will be graded and explain the expectations of the presentation. Also discuss the importance of equal participation.

E. Assessments
1. Evaluation of student responses during discussion and questioning.

Lessons 10 and 11: Folktales- Folktale presentations (work days)
A. Daily Objectives
1. Concept Objective
a. Understand and explain how language, stories, folktales, music, and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.

2. Lesson Content
   a. The Tongue Cut Sparrow (a folktale from Japan)
   b. The Tiger, the Brahman, and the Jackal (a folktale from India)
   c. The Magic Paintbrush (a Chinese folk tale)

3. Skill Objectives
   a. Describe ways in which language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.
   b. Demonstrate comprehension by retelling and by responding to literal, informational, and evaluative questions.
   c. Communicate information in written, oral, and visual forms.

B. Materials
1. Folktale Learning Packet for each student (Appendix)
2. The Tongue-Cut Sparrow (1 per student)
3. Liang and the Magic Paintbrush (1 per student)
4. Favorite Fairytales Told in India (1 per student)
5. Presentation overview sheet
6. Presentation rubric (see appendix)

C. **Key Vocabulary**
1. Folktale: A story that has been told for a long time by a group of people. The purpose is to entertain and to teach a lesson. Folktales often have events that happen over and over. The stories were orally told before they were ever written down.

D. **Procedures/Activities**
1. Assign a folktale to each group.
2. Review the expectations with the rubric and the areas on the overview.
3. Guide the students in completing the overview as a group. Have the students discuss what they would like to say in each area. Have each student write the group’s responses on their overview sheet.
4. After the overview sheets are completed, assign a part to each student.
5. Have the students tell the group what they would like to say during their part of the presentation. Discuss whether or not what they said would cover the area that they need to describe.
6. Allow the groups to practice the presentation.
7. Review and discuss the rubric with the group. Go over the parts that need to be worked on in order to receive all the points.
8. Collect the overviews for use the next day.

E. **Assessments**
1. Evaluation of student responses during discussion and questioning.
2. Evaluation of the presentation overview.

**Lessons 12 and 13: Folktales - Folktale presentations to the class**

A. **Daily Objectives**
1. Concept Objective
   a. Understand and explain how language, stories, folktales, music, and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.

2. Lesson Content
   a. *The Tongue Cut Sparrow* (a folktale from Japan)
   b. *The Tiger, the Brahman, and the Jackal* (a folktale from India)
   c. *The Magic Paintbrush* (a Chinese folk tale)

3. Skill Objectives
   a. Describe ways in which language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.
   b. Demonstrate comprehension by retelling and by responding to literal, informational, and evaluative questions.
   c. Communicate information in written, oral, and visual forms.

B. **Materials**
1. Folktale Learning Packet for each student  (Appendix)
2. *The Tongue-Cut Sparrow* (1 per student)
3. *Liang and the Magic Paintbrush* (1 per student)
4. *Favorite Fairytales Told in India* (1 per student)
5. Presentation overview sheet
6. Presentation rubric (see appendix)

C. **Key Vocabulary**
1. Folktale: A story that has been told for a long time by a group of people. The purpose is to entertain and to teach a lesson. Folktales often have
events that happen over and over. The stories were orally told before they were ever written down.

**D. Procedures/Activities**

1. Pass out the overviews to all students. Have students quietly review their parts.
2. Have each group give their presentation at the designated time (discuss with classroom teacher).
3. After the presentation, have each student complete a rubric over his/her section of the presentation. The teacher should also complete a rubric for each student.
4. Review and discuss the scores for each student individually.

**E. Assessments**

1. Evaluation of student responses during discussion and questioning.
2. Evaluation of the presentation overview.
3. Evaluation of the presentation with the rubric.

**VI. CULMINATING ACTIVITY – Town Simulation Event**

The culminating event is each class’ simulated town with scenery, student run “businesses” with “merchandise” of the country and time period; costumes; displays of art and culture; and money and government systems. Students will role-play government officials and shop owners and present their research reports to the “visiting” classes who will come to “sight–see and shop” in their “country’s town”.

**A.** Spend 1-2 days practicing this to get ready for having visitors and an audience. 1. The town leaders must prepare speeches to introduce the country and town and review the information on the posters and scenery with the visitors.
   1. Students practice giving their research reports loudly and clearly, using good public speaking skills.
   2. During this practice time. Student presentations are evaluated by both the teacher and the student, using a rubric.

**B.** Students may write invitation letters to the other town’s citizens. Each letter includes a coupon for their store on the bottom of the letter, offering a great sale, deal, or free item. This insures that each store will get at least one customer, when the child comes to redeem the coupon! (Be sure they put their store name on the coupon!)
   1. If you have the children do the letters in pencil, they can be copied on the copier before sending, so you can use for different classes who come to visit. 2. Visitors also need to be provided with copies of the town money for each child, that they can cut out and put in a baggie and bring to “shop.”

**C.** On the day of the visit from our “Town Visitors” one will see:
   1. Scenery and cultural posters
   2. Students in costume
   3. Student run businesses with merchandise for sale
   4. Paper play money for business owners and visitors
   5. Government officials who welcome the visitors and introduce the country and town
   6. Research Reports and visual aids presented to visitors by “experts class”
   7. Buildings, storefronts and merchandise displayed on desks tops, arranged in “streets” (we make street names and signs) Students put money on chair turned backwards and stand behind desk to sell.
8. Introduction of the businesses found in the town
9. Business owners “hawking their wares”, trying to attract customers to their store
10. Buying and selling of merchandise

D. The presentations of the town leaders and the research reports usually take 20-30 minutes. We usually let the student visitors shop for about 10 minutes. Then the “tourist plane” leaves and the host town class processes the simulation event.
1. The teacher leads a discussion of things that went well or could have gone better Ask questions like:
2. How do you think your business went?
3. What items of yours sold well? What items did not?
4. Did you sell out of anything?
5. What could you do to get your poor selling items to sell better? (make look better, lower price, offer a sale….)
6. What could you do differently to attract more customers?
7. What items do you need to “order” more of?
8. What items will you drop from your inventory?

F. Have students fill out rubric score sheet for town simulation
G. Discuss how stores reorder and restock shelves with merchandise; advertising techniques; the effects of supply and demand; how unpopular items end up at outlet stores and deep discount houses.
1. Have students decide if they want their same “merchandise sheet” copied (manufactured) for the next visitors, or if they want to make a new sheet of different merchandise.
2. Prepare for next class of “visitors” to come.

We usually have 3-5 classes visit, and that is plenty. By then everyone, especially the teacher, has had enough! It is time to pack it up and take it all home. The children keep all their artifacts to remind them this memorable second grade learning experience!

VIII. HANDOUTS/STUDENT WORKSHEETS
See attached

VIII. BIBLIOGRAPHY

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</tbody>
</table>
India's History

- 3000 B.C.
  - Indus Valley Civilization
  - Indus People
  - Mohenjo-Daro & Harappa
  - Planned cities
  - Straight rows
  - Near a river
  - Carved figures
  - Bulls
  - Jewellery
  - Bobble - head cows

- 2000 B.C.
  - Aryans - from Iran invaders

- 1500 B.C.
  - River<br>
  - Farming near Ganges River
  - Raja's and tribes
  - Hinduism
  - Rig Veda - holy book

- 1000 B.C.

2004 Core Knowledge® National Conference, Towns, Tales and Timelines, Grade 2
many battles, many rulers, many religions,

- Gods and Godesses
- Statues and art

- Prince Siddhartha - became Buddha
- Asoka - good king - roads, rd. Houses, listened to people, laws on rocks,

- Buddhist - non-violent
- Lion capital - symbol

- Golden empire
- Art, literature, science, math
- Origin of our numbers, decimals, and earth is round
Geography, Habitats and Animals
People and Dress
Homes and Buildings
Economy – (jobs, money, wealth)
Transportation and Communication (alphabet, language, writing)
Crops and Food
Education, Sports, and Fun
Government, Symbols, and Leaders
Customs and Traditions
Religion
India Lesson 2 Pictures – Indus Valley People

[Diagram of a map showing the Indus Valley and other regions]

[Artistic representation of ancient Indus Valley symbols]

[Drawing of an ancient Indus Valley building]

[Illustration of an ancient Indus Valley statue]

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# India Lesson 3 Pictures - The Aryans

<table>
<thead>
<tr>
<th>Diagram</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Aryans" /></td>
<td>Priests, Military, Shopkeepers, Servants, Outcastes</td>
</tr>
<tr>
<td><img src="image2" alt="India Map" /></td>
<td>India</td>
</tr>
<tr>
<td><img src="image3" alt="Aryan Warrior" /></td>
<td></td>
</tr>
</tbody>
</table>

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2004 Core Knowledge® National Conference, Towns, Tales and Timelines, Grade 2
India Lesson 4 Pictures – King Asoka’s Reign

[Images of historical figures and inscriptions]

---

[Blank lines for writing]
India Lesson 5 Pictures – Dropping in on India

[Diagrams and images related to India and its culture, such as traditional clothing, food items, and a map of India with identifiable landmarks.]
# Picture Journal Assessment Rubric

<table>
<thead>
<tr>
<th>Name ________________________________________________</th>
<th>Little</th>
<th>Some</th>
<th>Most</th>
<th>All</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pictures</strong> — colored, in appropriate categories, labeled</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td><strong>Facts</strong> — content important, correct information</td>
<td>5</td>
<td>10</td>
<td>15</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td><strong>Facts</strong> — Mechanics capitals and punctuation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Facts</strong> — Spelling Usage correct spelling of grade level words and posted words</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Overall</strong> — neatness and effort</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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</tr>
</tbody>
</table>

/40
India (State of Ohio Reading Proficiency Model)

For thousands of years, many different groups of people settled near two rivers in Ancient India. The first people in Ancient India settled near the Indus River in about 3000 B.C. They farmed the rich land near the river. They used the river to trade their goods. The Aryan people came to India in 1500 B.C. They settled from the Indus River to the Ganges River. The Hindu religion was formed from the ideas from these first people. The Hindu believed that the Ganges River was a holy river with healing powers. Modern scientists have found that water from the Ganges River does kill germs. Later, the Persians, the Greeks and the Mauryans all came and settled near these rivers. They brought new ideas and religions to India. The Indus and Ganges Rivers were important resources to the settlers in India.
1. Many early people coming to Ancient India settled near the Indus and Ganges Rivers. Read the sentences below. List the 3 reasons that tell why people settled near the Ganges. (OPT4 -16)

1. The rivers were a source of food and water.
2. The rivers were used for travel.
3. The people got tired of traveling.
4. People found that the Ganges River had healing properties.
5. The Ganges River was near the Himalayan Mountains.

2. The Hindu religion was formed from the ideas of two groups of people. The two groups were: (OPT-16)
A. The Greeks and the Persians
B. The Indus Valley People and the Aryans
C. The Mauryans and the Greeks

3. Which book do you think would have helped the author most when she wrote *Ancient India?* (OPT4-19)
A. The Hindu Religion
B. India Past and Present
C. The Greeks

4. How are all the different people who came to India alike? (OPT4-16)
A. They all came to India from other lands.
B. They were all Hindu.
C. They all lived in the mountains.
5. Look at the map with the selection. How did the Aryan people from Europe get to the land around the Indus River? (OPT4-12)
A. They came by boat.
B. They traveled over the mountains on foot or animals.
C. They took a train.
**King Asoka, a Great King**

King Asoka was a powerful king in India. The people of India loved King Asoka. He wanted to be a good king by helping his people. Asoka met a monk who was a follower of Buddha. The monk told Asoka how to be a good king. King Asoka wanted people to be peaceful and respect each other. He made laws about these ideas and taught them to his people. The laws were carved in huge rocks along the roads. He wanted to make life easier for his people. He built roads for travel and planted trees for shade. He started hospitals and shelters for travelers. Asoka traveled all around his country, listening to what his people wanted. King Asoka was a good king for his people. (OPT4-13)

6. King Asoka was an important king for India.

---

Why did the people of India love King Asoka?

_________________________________________________________________________
_________________________________________________________________________

What things did King Asoka do help the people of his country?

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

7. What did King Asoka do to help his people be healthy? (OPT4-17)
   A. He built roads.
   B. He planted trees.
   C. He built hospitals.
8. Which of the things King Asoka did was the most important? Why? (OPT4-18)

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

9. According to the selection, we can guess that King Asoka:
   (OPT4-17)
   A. cared about his people.
   B. liked to garden.
   C. ruled for a long time.

10. The selection describes many changes King Asoka made in his country. What kind of time do the changes suggest? (OPT4-17)
   A. A time when India was at war.
   B. A time when people’s rights were not respected.
   C. A time when life for people in India was getting better.
India  (State of Ohio Citizenship Proficiency Model)

Use the timeline below to answer the questions

<table>
<thead>
<tr>
<th>Indus Valley</th>
<th>Aryans</th>
<th>Persians</th>
<th>Greeks</th>
<th>King Asoka &amp; Mauryans</th>
</tr>
</thead>
<tbody>
<tr>
<td>3000 B.C.</td>
<td>2000 B.C.</td>
<td>1000 B.C.</td>
<td>0</td>
<td>1000 B.C.</td>
</tr>
</tbody>
</table>

1. Long ago, many different people came to Ancient India. Which group of people were the earliest settler in India?  (OPT4-1)
   A. The Greeks
   B. The Indus Valley People
   C. The Mauryans

2. The timeline shows some of the people who came to Ancient India. What group of people lived closest to your lifetime?  (OPT4-1)
   A. The Aryans
   B. The Indus Valley People
   C. The Mauryans

3. From this timeline, you can tell that:  (OPT4-1)
   A. Many different people came to India.
   B. King Asoka was a good king.
   C. The Aryans were warriors.
Use the map above to answer questions 4 and 5.

4. Which river is in northeast India? (OPT4-10)
A. The Indus River
B. The Baltic Sea
C. The Ganges River

5. India has many land forms and waterways. Which of the following groups includes three landforms or waterways found in India? Use the map to help you. (OPT4-C10)
A. river, island, country
B. mountains, river, plains
C. plains, city, mountains
6. The Hindu religion has many gods. Brahma is an important god for Hindus. They believe he created the universe. Vishnu is another Hindu god. He protects the universe that Brahma created. Shiva is the Hindu god of destruction. He has the power to see what others cannot see. Agni is the Hindu god of fire. The Hindu have many other gods, too. (OPT4-5)

Tell one god that the Hindu people believe in.
__________________________________________________________

What did the Hindu people believe about this god?
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
7. The people of Ancient India were divided into groups. The groups were based on the kind of work the people did. These groups are called castes. People in the top castes were treated as more important that people in the bottom castes. Which statement is a FACT rather than an opinion? (OPT-16)

A. Military leaders are very brave.
B. Priests are the highest caste in the Caste system.
C. Being a servant would be terrible.

8. The Hindu people stay in the caste they are born into for their whole life. (OPT4-6)

Give two reasons why a Hindu person would want to be a Priest or Military Leader, rather than a Servant or Outcaste.

1) ____________________________________________________________
   ____________________________________________________________
2) ____________________________________________________________
   ____________________________________________________________
India Lesson 6 Pictures – Count Your Way through India

<table>
<thead>
<tr>
<th>Image</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Figure 1" /></td>
<td>Tuna, Coriander, Cumin, Cardamom</td>
</tr>
<tr>
<td><img src="image2.png" alt="Figure 2" /></td>
<td>Woman with a crown</td>
</tr>
<tr>
<td><img src="image3.png" alt="Figure 3" /></td>
<td>Man reading</td>
</tr>
<tr>
<td><img src="image4.png" alt="Figure 4" /></td>
<td>Taj Mahal</td>
</tr>
</tbody>
</table>
India Lesson 7 Pictures – Where We Live, India
### India Lesson 8 Pictures - Take Your Camera to India

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td><img src="image1.png" alt="Spinning Wheel" /></td>
<td><img src="image2.png" alt="Spinning Wheel" /></td>
</tr>
<tr>
<td><img src="image3.png" alt="Durga" /></td>
<td><img src="image4.png" alt="Durga" /></td>
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<tr>
<td><img src="image5.png" alt="Indian Flag" /></td>
<td><img src="image6.png" alt="Indian Flag" /></td>
</tr>
<tr>
<td><img src="image7.png" alt="Cow" /></td>
<td><img src="image8.png" alt="Cow" /></td>
</tr>
</tbody>
</table>

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### Notes
- **Spinning Wheel:** The spinning wheel was a significant invention in India, symbolizing the country’s rich textile heritage.
- **Durga:** Durga is a significant deity in Hinduism, known for her strength and protective nature.
- **Indian Flag:** The flag of India is known as the 'Tricolor', featuring the Ashoka Chakra.
- **Cow:** The cow is sacred in Hinduism, symbolizing purity and strength.

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India Lesson 9 – Elephant Pattern
## India Lesson 10 Pictures – Colors of India

<table>
<thead>
<tr>
<th>Image</th>
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</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Image" /></td>
<td>Woman in traditional Indian attire</td>
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<tr>
<td><img src="image2.png" alt="Image" /></td>
<td>Traditional Indian symbol</td>
</tr>
<tr>
<td><img src="image3.png" alt="Image" /></td>
<td>Tiger in the wild</td>
</tr>
<tr>
<td><img src="image4.png" alt="Image" /></td>
<td>Elephant in a jungle setting</td>
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</tbody>
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2004 Core Knowledge® National Conference, Towns, Tales and Timelines, Grade 2
Lesson 2 – Map of India – Indus River, location of first known settlement
3000 B.C.
Merchant Stamp – with bull, used to stamp sealed containers of goods
Stone Carving of Priest – found in Mohejo-Daro ruins
Lesson 3 – Brahma – major god of Hindu religion, takes form of 5 headed being
Caste System – classes of people from least valued to most, originated at time of Aryans as part of Hindu religion
Map of India – Ganges River – Aryan invaders settled from Indus River across the Ganges – holy river to Hindu
Indra – Hindu god of fire
Lesson 4 – King Asoka – good king who did many things for his people
King’s edicts (laws) on rocks along the road – his laws were good laws about treating people kindly
Lion capital - a capital is a symbol found on top of columns, the lion capital was the symbol of King Asoka and has become a symbol of modern day India
Buddha – Prince Siddhartha, who became Buddha and founded Buddhism, followed by King Asoka
Lesson 5 – Goods sold at markets – fruits and vegetables, ropes of flowers, cloth, brass plates and carvings, candles sticks, baskets, pottery
Sari – native dress for women, a length of cloth wrapped around woman’s waist and up over shoulder
Map of India showing habitats/regions of India
Lesson 6 – Spices – used in Indian dishes
Ramayana – drama telling of the Hero Rama who must save his wife from the 10 headed villain Ravanna
Gandhi – leader of the movement to win independence from India from Britain, believed in non-violent protest and self sufficiency
Taj Mahal – magnificent architectural wonder, actually a tomb built by the Shah Jahan as a burial place for his wife, who died in childbirth
Lesson 7 – Banyan tree – tree with multiple trunks that grows in India
Mehndi – custom of women to paint designs on their hands with henna dye
Rangoli – elaborate designs done on the floor for special
holidays with a white paste made with flour
Chapati – round flour flat bread made by the Indians, similar to tortillas, a staple at most every meal

Lesson 8 – Chakra – spinning wheel, became a symbol of self sufficiency and independence and democracy in India
Lahkshmi – a Hindu goddess, Diwali holiday is celebrated to please this goddess.
Flag of India – has the chakra wheel green, white and orange bands
Sacred Cow – cows are considered sacred by the Hindu, may not be killed, roam freely through the cities and are never eaten by Hindus, who are generally vegetarians

Lesson 10 – Bindhi – red dot of powder worn by women to signify that they are married
Diwali candles – clay bowls with oil and wick lit on holiday
Diwali
Bengal Tiger – native to India
Elephant – valued by Indians and elaborately decorated for festivals such as Holi
Parents,

We are beginning our last big special project for second grade - our Town Unit. We will be developing towns based on civilizations and cultures of other countries - specifically, Ancient China, Ancient India, and Modern Japan. Each of our classes will be doing one country and teaching the other classes what they learned through our town creation and presentations. We think it will be lots of fun as well as educational.

We would like our children and families to begin saving and sending in things for making our town buildings - small boxes (no bigger than shoe boxes, please), Pringles cans, small plastic fruit cups, small pieces of fabric (like 12” x 12”) and 12” dowels or sticks etc. (Things of different architectural shapes - think Taj Mahal domes and points and columns!) We will spend several days learning about the country and then a few weeks putting our town and businesses together, preparing our presentations etc. At the end of the month, we will be inviting other classes to visit and learn about our country and culture.

A word of note: an important part of the culture of many countries is their religion. Many cultures have developed based on religious practices and beliefs. We will be learning about other religions from around the world, not teaching religion! Your child is always welcome to share about their own family’s beliefs and we can certainly compare how they might be the same or different. If any questions about what is “right” or “true” come up, your child will always be directed to parents for answers!

Thanks for your help and support!

The Second Grade Team
T & R Lesson 2 – Note taking Form

Name _____________________________

Find important facts about your topic. You may use words and phrases. Do not copy whole sentences from the books. Put the facts in your words. Use the book to spell important words correctly.

<table>
<thead>
<tr>
<th>Topic:</th>
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<tbody>
<tr>
<td>Fact:</td>
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</tbody>
</table>

2004 Core Knowledge® National Conference, Towns, Tales and Timelines, Grade 2 158
Name _______________________ T & R Lesson 3 – Good Paragraph Form

Title

---

Topic Sentence
– introduce, main idea

---

Details -
Important Facts
About Your topic

---

Closing Sentence – wrap up, ending

---
T & R Lesson 5 – Candidate Application

**Why I Want to Be** ________________________________

Name: ___________________________ Age: __________

Address: ______________________________________________________

Education: ____________________________________________________

Hobbies and Talents: ____________________________________________

Other Jobs You’ve Had: _________________________________________

As leader I want to: __________________________________

I can help my country and city by: _________________________

I deserve this job because I: ____________________________________
T & R Lesson 5 – Candidate Speech

**Introduce Yourself**

---

**Tell about yourself** – age, education, personal qualities that would make you a good leader

---

**Tell about goals** or things you want to do as leader of your country and city

---

**Tell how you will help** your country and city

---

**Tell why you think you deserve this job** – why should people vote for you, why you will be a good leader

---
Dear Families of Second Graders,

Our exciting Towns, Tales and Timelines Event is coming up in a few weeks. We will be holding our Town Simulation on __________________

Students are invited and encouraged to dress up as a citizen from their respective country – China, India or Japan. We are asking that you help with costumes by finding things around the house that your child could use. No need to go to great expense, just improvise with things you have!

Here are some suggestions:

**China**
- Long buttoned shirts with round neck, no collar
- Baggy shirt with sash
- Loose fitting pants (pajama pants)
- Large round pointed hat might be made from cardboard (pizza box?) Cut in circle slit to center, overlap cut edges and staple to form point

**India**
- Long piece of fabric (3 yards) to wrap around as sari (for girls)
- Long skirts and t-shirt top
- Sashes
- Long strips of fabric to wrap around head as turban (for boys)
- Baggie pants or piece of white fabric to wrap around waist and legs like dhoti (for boys)
- Jewelry – gold, beads, bangles, anklets

**Japan**
- Bathrobes with tie belt for Kimono
- Thong style sandals with socks (toe socks?)
- Or formal modern dress
- Hair in upswept do

Thanks for your help and support!
E & B Lesson 1 – Economics Vocabulary

Learning About Businesses

1. Entrepreneur

2. Profit

3. Labor

4. Capital

5. Goods / Products / Merchandise

6. Services

7. Wants

8. Needs

9. Production

10. Consumption

11. Supply

12. Demand
E & B Lesson 1 – Economics Vocabulary

Learning About Businesses - definitions

1. **Entrepreneur** - a person who starts his or her own business
2. **Profit** - the money one makes after paying expenses
3. **Labor** - people one hires and pays to do the work of the business
4. **Capital** - money or property owned or used for a business
5. **Goods / Products / Merchandise** - things sold at a business
6. **Services** - helpful work or action one pays to have done
7. **Wants** - things you would like to have but can live without
8. **Needs** - things everyone must have to live
9. **Production** – making goods
10. **Consumption** - using up goods
11. **Supply** - how much of a product or service is available for sale
12. **Demand** - how popular goods or services are to the buyers
**Business Plan**

<table>
<thead>
<tr>
<th>Name of Entrepreneur</th>
<th>Name of Business</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

**My business will be:** (tell the products or services)

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**I chose this business because:**

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**My business will be successful because:**

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**I will attract customers to my business by:** (tell how you will advertise, etc.)

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**I will try to increase my profits by:** (how will you make more money)

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**I will be a good Entrepreneur because:**

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<thead>
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<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Product or Service Examples</td>
</tr>
<tr>
<td>----------------------------</td>
</tr>
<tr>
<td>Picture of Building with Name and Display</td>
</tr>
<tr>
<td>Product or Service Examples</td>
</tr>
</tbody>
</table>
E & B Lesson 2 - Business Goods or Services (use this form or just have students fold a piece of copier paper into 8 boxes)

Draw a product or service in each box, label it and add price. Use pencil only, then outline in black thin line marker after checking with teacher.

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<table>
<thead>
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</tbody>
</table>

Name
# E & B Lesson 2 – Rubric for Business Plan

<table>
<thead>
<tr>
<th>Name</th>
<th>Shows little understanding, effort, completeness</th>
<th>Shows some understanding, effort, completeness</th>
<th>Shows good understanding, effort, completeness</th>
<th>Shows advanced understanding, effort, completeness</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name and Products/Services</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Reasons for choice and success</td>
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E & B Lesson 5 – Town Simulation – Business Performance Assessment

Name ___________________________________________________

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<th>Shows advanced understanding, effort, completeness</th>
<th>Total</th>
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# E & B Lesson 5 – Research Reports and Presentations Rubric

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<tr>
<td><strong>Report Content</strong> -</td>
<td>Adequate information, organized</td>
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<td>Uses good speaking skills – volume, eye contact, voice tone, knows content</td>
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<td><strong>Visual Aide Content</strong> -</td>
<td>Visual gives important information and relates to report</td>
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<td>Shows evidence of effort, care completeness</td>
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The Similarities and Differences between

Tokyo: The Capital and Largest City in Japan and
New York: The Largest City in the United States

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The Similarities and Differences between

Tokyo: The Capital and Largest City in Japan and
New York: The Largest City in the United States

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<th>Differences</th>
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<td>8. ______________________</td>
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Important Vocabulary Words for Japan Unit

____________________'s Dictionary Book

Word: __________
Definition: __________________________________________
_____________________________________________________

This is my picture of the word above:

Word: __________
Definition: __________________________________________
_____________________________________________________

This is my picture of the word above:
## Class Participation Rubric

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<th>Listens – Pays attention 1-5 points</th>
<th>Participates in Discussions 1-5 points</th>
<th>Shows Understanding 1-5 points</th>
<th>Total (1-15 points)</th>
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China Picture Journal

Name ___________________________
People
Inventions
Symbols
The Arts
Living in Harmony
Government & Leaders
Religion
China Lesson 1 Pictures – Geography & Civilization

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<td>Picture 4</td>
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China Lesson 3 Pictures - The Great Wall

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<td><img src="image2" alt="Emperor Qin Shi Huang" /></td>
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<td><img src="image3" alt="Horse and Rider" /></td>
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<tr>
<td><img src="image4" alt="Great Wall" /></td>
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<td><img src="image2" alt="Emperor Qin Shi Huang" /></td>
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### Picture Journal Assessment Rubric

Name _______________________________________________________

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### China Lesson 5 Pictures – Chinese New Year

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### China Lesson 6 Pictures – Chinese Writing

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<td><img src="image3.png" alt="Image 3" /></td>
<td>树木</td>
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<td><img src="image4.png" alt="Image 4" /></td>
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2004 Core Knowledge® National Conference, Towns, Tales and Timelines, Grade 2
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### China Lesson 8 – Chinese Inventions

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China Lesson 9 Pictures – Chinese Festivals

[Images of Chinese cultural symbols and drawings]

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Blank Picture Pieces for Students who want to add more

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### China Lesson 10 – The Three Perfections

<table>
<thead>
<tr>
<th>Image of Chinese character</th>
<th>Blank lines for writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Image of bird and cranes</td>
<td>Blank lines for writing</td>
</tr>
<tr>
<td>Image of person fishing</td>
<td>Blank lines for writing</td>
</tr>
<tr>
<td>Blank lines for writing</td>
<td>Blank lines for writing</td>
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</table>

*See the graceful bird. Its feathers as white as snow.*
*Its eyes are sharp, It really likes fish.*
<table>
<thead>
<tr>
<th>China Lessons</th>
<th>1-10 - Extra Pictures</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Image" /></td>
<td><img src="image2.png" alt="Image" /></td>
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<td><img src="image3.png" alt="Image" /></td>
<td><img src="image4.png" alt="Image" /></td>
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<td><img src="image5.png" alt="Image" /></td>
<td><img src="image6.png" alt="Image" /></td>
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<thead>
<tr>
<th>King (Emperor)</th>
<th>Noble</th>
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<tbody>
<tr>
<td>Small landowners &amp; serfs</td>
<td>Peasants, farmers, &amp; craftsmen</td>
</tr>
<tr>
<td>Merchants</td>
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Lesson 1 – Geography & Civilization

Picture 1 – Map of China: Key Ideas
- Country on the continent of Asia, Third largest country in the world. One of the oldest civilizations.
- Huang He (yellow river) - located in northeast China. One of the longest rivers in China. Begins in the Kunlun Mountains in the west and flows eastward to the Pacific Ocean. Waters hundreds of thousands of square miles of farmland. Site of first known civilization.
- Changjiang (yangtze river) - the longest river on the continent of Asia and the third longest in the world. Waters hundreds of thousands of square miles of farmland
- Gobi Desert- located in the north of China and to the south of Mongolia. The second largest desert in the world.
- The Grand Canal – a human made river connecting the Huang He and the Changjiang. The oldest and longest canal in the world. Dug by hand by ancient Chinese.

Picture 2 – Mountains: Key Ideas
- Kunlun Mountains- located in the western part of China. Source for Huang He and Changjiang.
- Mt. Everest – located on the boarder of China and Nepal. The world’s tallest mountain
- Farming – Chinese dug terraces into the mountainside to grow rice crops

Picture 3 – Rivers: Key Ideas
- Two major rivers in China: Huang He and Changjiang.
- Villages formed around rivers: (1) fertile soil (2) transportation and (3) food source.

Picture 4 – Peasant Farmers & Farming: Key Ideas
- Most Ancient Chinese were peasant farmers
- Rice and wheat core crops
- Feudal Society
- Dynasties

Lesson 2 – Confucius & Ancestors

Picture 1 – Daoism/Taoism: Key Ideas
- Philosopher Laozi founder of Daoist/Taoist religion. People are guided by universal laws, not human ones

Picture 2 – Confucius: Key Ideas
- Philosopher
- Westernized name is Kong Qui
- Developed a new moral outlook based on kindness, respect, and strength of family.

Picture 3 – Bhuddism: Key Ideas
• A religion originated in India
• Chinese mixed elements of Daoism with Bhuddism.
• Developed idea of the belief that you can only be truly happy when you stop wanting things and work to remove all desire from your life.
• Believe in reincarnation.

Picture 4 – Shang Dynasty: Key Ideas
• China’s first great dynasty.
• A Bronze-Age Civilization known for its skillful metalwork and for the emergence of the first Chinese writing.
• Kings and their nobles ruled a rural farming population from walled towns and cities.

Lesson 3 – The Great Wall

Picture 1 – Map of China: Key Ideas
• Great wall built in the northern part of China to keep Mongols from invading.
• Many peasants were forced into labor to complete the wall
• It took many years before the wall was finally finished
• Parts of walls from other areas in China were brought to the north to add to the building of the Great Wall.

Picture 2 – Emperor Qin: Key Ideas
• Also known as Shih Huang-Di
• Credited with China being named after him.
• Known as the first emperor
• Brought China under one ruler

Picture 3 – Nomads: Key Ideas
• A traveling community.
• Mongol tribes were considered this.

Picture 4 – The Great Wall: Key Ideas
• Begun by Emperor Qin
• Finished by the Ming Dynasty
• Each Dynasty added to or rebuilt parts of the wall.
• One million people sent to begin construction on the Great wall: 700,000 workers and 300,000 soldiers.
• 3,750 miles long

Lesson 4 – Paper and Silk

Picture 1 – Cai Lun: Key Ideas
• Imperial Official
• Perfected papermaking in 105 A.D.

Picture 2 – Silk Clothing: Key Ideas
• Only the rich could afford silk Clothing
• Silk clothing had many ornate designs on it such as the dragon which was considered to be wise and strong.

Picture 3 – Fans: Key Ideas
• First fans made of silk and bamboo
• Favorite item of dress for both men and women
• Cheaper fans were made of bamboo and paper

Picture 4 – Silk Production: Key Ideas
• The silkworm spins a cocoon. The cocoon is dropped into boiling water so that the silk fiber can be unwound.
• The thread is picked from the hot water with chopsticks.
• The thread is twisted into strands on a spinning machine
• Silk strands are woven together on a hand loom.
• The woven silk is dyed and hung to dry.

Lesson 5 – Chinese New Year

Picture 1 – Dragon Parade: Key Ideas
• Held on New Year’s Day.
• The dragon is the most important and powerful animal of the Chinese Zodiac.
• Once a year the dragon appears to bring good fortune to everyone.

Picture 2 – The Lion Dance: Key Ideas
• Occurs on the eve of the Lantern Festival.
• The lions visit ensures good luck for the New Year.

Picture 3 – Firecrackers: Key Ideas
• Important part of the New Year celebration.
• Are lit in front of homes to scare away the evil spirits so that the door guardians can be put in place to protect the home.

Picture 4 – Lantern Festival
• Celebrated on the fifteenth day of the full moon
• Marks the end of the New Year Celebration
• Lantern parades are held around the city or in nearby parks. Family carry beautifully designed lanterns.
• Lanterns can be different shapes and forms.

Lesson 6 – Chinese Writing

Picture 1 – Ideographs: Key Ideas
• Pictures of ideas rather than letters of the alphabet.
• Each character is a symbol that represents a complete word or syllable.
• The simplest Chinese word has one stroke and the most complicated has 30 strokes.

Picture 2 – Oracle Bones: Key Ideas
• Oracle bone script is the oldest known form of Chinese written language. It dates back as far as 4,800 years ago.
• Inscriptions carved onto the surface on animal bones and tortoise shells.
• Used by diviners (soothsayers) to tell the future and answer questions.

Picture 3 – Calligraphy: Key Ideas
• The development of ideographs: characters from pictures and signs during the development of writing.
• An abstract art with a variety of styles handed down from generation to generation.

Lesson 7 – Living in Harmony

Picture 1 – Zodiac: Key Ideas
• Similar to our horoscope.
• It moves in a 12 year cycle, each named for an animal in the order that they came to Buddha’s bedside when summoned. (one legend)
• People during the year of a particular animal are said to possess certain characteristics.

Picture 2 – Yin/Yang: Key Ideas
• The idea of balance in nature.
• There are two forces in everything: yin and yang.
• Yang is strong, active, light, and male.
• Yin is weak, passive, dark, and female.
• The two are opposites but neither can exist without the other.

Picture 3 – Elements/Feng Shui: Key Ideas
• Made from nature.
• Literal meaning “wind and water”
• Originally used to find ideal sites for graves.
• Adapted to help the living counter unlucky influences in their home.

Lesson 8 – Chinese Inventions

Picture 1 – Wheelbarrow: Key Ideas
• Was invented to make better use of time when working in the fields.
• Toiling in the fields meant moving materials and tools to different places. Peasant farmers needed a quicker way to get materials and tools moved.

Picture 2 – Earthquake Detector: Key Ideas
• The many earthquakes that struck China made it necessary to create a way to detect them.
• Created in 132 A.D.
• Water moved from level to level when the earth trembled

Picture 3 – Bronze Coins: Key Idea
• Early Chinese money
• Coins had holes drilled in them so that they could be hung on strings.

Picture 4 – Compass: Key Ideas
• Used over 2,000 years ago.
• Chinese discovered that magnetite would point to a north-south direction automatically.
• Enabled long distance sea travel.

Lesson 9 – Chinese Festivals

Picture 1 – Pagodas/Temples: Key Ideas
• On New Year’s Eve people go to the temple to pray for their ancestors and good fortune.
• Children bow and pray and pay respect to parents and elders.
• No bad words can be said, or you will have bad luck for the new year.

Picture 2 – Chang E: Key Ideas
• The beautiful daughter of the River God.
• Was in love with and married Hou Yi.
• Both wanted to live forever.
• Became Goddess of the moon.

Picture 3 – Shadow Puppets: Key Idea
- Used during the Mid-Autumn Moon Festival.
- Have been used in China for at least a thousand years.
- Earlier shadow puppets were made from paper. Later ones were made from animal hides.
- Puppeteers control the movement of the puppets with thin bamboo rods attached to the puppets’ parts.
- Performances are held at night, with a light source behind a white screen.
- The puppets move between the light source and the screen so that their colorful shadows appear on the screen.

**Picture 4 – Kites: Key Idea**
- Flown during the Quing Ming and the Cold Foods Festival.
- Kites made of bamboo and silk were flown in China as long ago as 1000 B.C.
- During the Han Dynasty a general scared an opposing army by flying kites that made noises over the enemy camp late at night. The enemy soldiers were so frightened they ran away.

**Lesson 10 – The Three Perfections**

**Picture 1 – Calligraphy: Key Ideas**
- Song emperor Hui Zong led the way toward transforming writing into an art form.
- Hui Zong developed an elegant style of calligraphy called “slender gold”.
- Writing usually ran down the side of poetically inspired landscape paintings.

**Picture 2 – Poetry: Key Ideas**
- Many poets wrote poetry to go with paintings and pottery that had been created.
- Most poetry was about landscapes and nature.
- Other poetry was about battles won and lost.

**Picture 3 – Landscapes**
- The Song emperor Hui Zong added painting to the subjects set in the top civil service examination. The examination question quoted a line of poetry that had to be illustrated in an original way.
- The combination of calligraphy, poetry, and painting became known as the three perfections.
- The combination of these arts was considered the height of artistic impression.
- The practice of the three perfections was seen as the greatest accomplishment.
Use the information from the book to answer the questions.

1. What type of landform is Mt. Fuji? (OPT 4-8)
   - A. an ocean
   - B. a mountain
   - C. a lake

2. If you climbed up Mt. Fuji, what would you find at the top?
   (OPT 4-8)
   - A. snow
   - B. pine trees
   - C. sand

Use the Venn diagram to answer questions 3 and 4.

[Diagram showing the comparison between United States and Japan regarding school year, custodians cleaning classrooms, and having teachers and children learn to read.]
3. In which country do the children clean their classrooms? (OPT 4-6)
   - A. Both the United States and Japan
   - B. United States
   - C. Japan

4. Which statement is true about schools in the United States? (OPT 4-6)
   - A. The school year is shorter than in Japan.
   - B. The school year is longer than in Japan.
   - C. The children teach themselves.

5. An island is a piece of land surrounded by water. Japan is made up of thousands of islands. Select the food item that is important in Japan. (OPT 4-11)
   - A. fish
   - B. steak
   - C. fruit
Answer Key

Japan Today
Pearson Learning Today

1. B (a mountain)

2. A (snow)

3. C (Japan)

4. A (The school year is shorter than in Japan.)

5. A (fish)
   Japan is surrounded by water. Therefore, fish is abundant.
Postcards from Japan by Zoe Dawson

Use the map in the beginning of the book to answer questions 1 and 2.

1. In which direction is Tokyo from Japan?  (OPT 4-7)
   - A. north
   - B. east
   - C. south

2. Which ocean is east of Tokyo?  (OPT 4-7)
   - A. Pacific Ocean
   - B. Atlantic Ocean
   - C. Sea of Japan

3. The Japanese name for Japan is Nippon. This means “the land of the rising sun.” The red circle on the Japanese flag stands for the sun.  (OPT 4-6)

Give 2 facts about Japan using the information above.

1) __________________________________________
   __________________________________________

2) __________________________________________
   __________________________________________
Use the information in the Venn diagram to answer questions 4 and 5.

Facts about the old and new Japan

Old Japan
- boat was used for transportation

Both
- speak Japanese
- use silk for clothing

New Japan
- bullet train used for transportation

4) What is used for transportation in the new Japan? (OPT
   - A. bullet train
   - B. horse and buggy
   - C. boat

5) What is one fact both the old and the new Japan have in common? (OPT 4-10)

Fact: __________________________________________
6) Americans eat a lot of beef because we have lots of land that is good for raising cattle. Japan is too small and mountainous to raise a lot of animals for food, so the Japanese eat more fish instead.

What type of food do the Japanese eat more often? (OPT 4-11)
- A. fish
- B. chicken
- C. beef

Explain why the Japanese eat this type of food more often.

__________________________________________
__________________________________________
__________________________________________
__________________________________________

7) Which statement is a fact rather than an opinion? (OPT 4-6)
- A. Kimonos are the prettiest dresses to wear.
- B. Kimonos are worn by Japanese girls and women.
- C. Kimonos are very comfortable to wear.
8) The women in Japan wear long dresses called kimonos. They are made of silk and are worn for different occasions. Choose an occasion that the women of Japan would not wear their long dresses. (OPT 4-6)
   - A. to do chores
   - B. festivals
   - C. weddings
Answer Key
Postcards from Japan by Zoe Dawson

1. C (south)

2. A (Pacific Ocean)

3. Only 2 needed
   1) The Japanese name for Japan is Nippon.
   2) Nippon stands for “land of the rising sun.”
   3) The red circle on the flag stands for the sun.

4. A (bullet train)

5. Only 1 needed
   Fact: They both speak Japanese.
   Fact: They both use silk for clothing.

6. A (fish)

   The Japanese eat this type of food because Japan is too small and mountaineous to raise animals for food.

7. B (Kimonos are worn by Japanese girls and woman.)

8. 8. A (to do chores)
QUESTION OF THE DAY (Japanese Art):

1.) (Lesson #1) What are three types of artwork found in Japan?

2.) (Lesson #2) Japan is made up of a group of islands. How does this affect Japanese art?

3.) (Lesson #3) How are prints made?

4.) (Lesson #4) Describe how three different kinds of Japanese art are made.
WHAT I LEARNED ABOUT JAPANESE ART:

Vocabulary:

a. Island___________________________________________

b. Tsunami__________________________________________

c. Kimono__________________________________________

d. Origami__________________________________________

e. Gyotaku__________________________________________

f. Hina-Matsuri_____________________________________

g. Print_____________________________________________

h. Fuji_____________________________________________

i. Kodomono-Hi_____________________________________


Write step-by-step instructions on how to make a print.

PRINTMAKING PROCEDURES:
A print is a kind of artwork that can be made over and over by pressing an inked stamp on paper. In art class I learned how to make a print. To make your own print follow these instructions:
First,__________________________________________

Next,__________________________________________

Then,__________________________________________

Now,__________________________________________

Finally,__________________________________________
Names: ______________________________________,
_______________________, _______________________

Look at your picture and answer the following questions. Remember, when you are working in a group everyone’s ideas are important!

1. Make a list of things you notice about your picture.
   ___________________________________________
   ___________________________________________
   ___________________________________________
   ___________________________________________
   ___________________________________________
   ___________________________________________
   ___________________________________________
   ___________________________________________
   ___________________________________________

2. Where do you think this picture is from? ________________________________

3. Why do you think that?
   ___________________________________________
   ___________________________________________
Chinese Landscapes:

- Look at your landscape and a picture of a Chinese landscape.
- Write things that are the same about both artworks in the space where the two ovals overlap.
- Write things that are unique to your artwork in the first oval.
- Write things that are unique to the Chinese landscape in the second oval.
ARTIFACT INFORMATION SHEET (India):

How is this artifact decorated?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What do you think this artifact used for?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Do you think this artifact is ancient (old) or modern (new)?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Where do you think this artifact is from?
Name: ____________________________________________

What is batik?

________________________________________________

________________________________________________

________________________________________________

________________________________________________

Write how you made your batik step by step.

1. __________________________________________________

________________________________________________

________________________________________________

________________________________________________

2. __________________________________________________

________________________________________________

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3. ______________________________________
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4. ______________________________________
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6. ______________________________________
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7. ______________________________________
   ______________________________________
   ______________________________________
   ______________________________________
   __________

8. ______________________________________
   ______________________________________
   ______________________________________
   ______________________________________
   __________
Name:__________________________________________

Cut out the boxes and label the parts of your building on your sketch.

Minaret

Minaret

Minaret

Minaret

Minaret

Dome

Dome

Dome

Dome
The Magic Paintbrush

Vocabulary Words

orphan
loan
beggar
twig
notice
lifelike
praise
awoke
emperor
palace
The Tiger, the Brahman, and the Jackal
Vocabulary Words
vain
Brahman
jackal
oaths
contrary
grateful
pious
consented
pleaded
unjust
papal tree
gratitude
sorrowfully
judgment
interrupted
impatiently
dexterously
permit
The Tongue-Cut Sparrow
Vocabulary Words

bad-tempered
sparrow
wife
complained
husband
starch
greedy
shrieked
fluttering
treasures
delighted
polite
**Story Circle**

**Directions:** Fill in the outside of the circle with facts about the story.
Title I Lesson
Story Cube

Story Cube

1

2

3

4

5

6
Folktale Presentation Overview

Name ________________________________________
Folktale ______________________________________
Presentation Part ______________________________

Part 1: Introduction
Definition of folktale: __________________________
___________________________________________
___________________________________________

Name of folktale: _____________________________
It originated in: _____________________________

Part 2: Summary of folktale
Characters: _________________________________
Setting: ____________________________________
___________________________________________
Beginning: ___________________________________
___________________________________________
___________________________________________

Part 3: Summary continued
Middle: _____________________________________
___________________________________________
___________________________________________

Ending: _____________________________________
___________________________________________
___________________________________________
Part 4: What we learned

Definition of Moral: _____________________________________________

We learned: ____________________________________________________

Example: ________________________________________________________
**Folktale Presentation Rubric**

Name ________________________________
Folktale _______________________________
Presentation Part _______________________

1. **Presentation Overview**
   ___ 3 points- Accurate completion of the presentation overview
   ___ 2 points- Completed some of the presentation overview accurately
   ___ 1 point- Tried to complete the overview but did not complete it accurately
   ___ 0 points- Did not complete the overview

2. **Individual Presentation Part**
   ___ 10 points- Covered all areas of presentation part
   ___ 5 points- Covered some of the presentation part
   ___ 0 points- Did not cover any of the presentation part

3. **Quality of Presentation**
   ___ 2 points- Looked at the audience while speaking. Spoke clearly and loudly.
   ___ 1 point- Occasionally looked at the audience. Occasionally spoke clearly and loudly.
   ___ 0 points- Did not look at the audience.
Did not speak clearly and loudly.

4. Participation
   ___ 3 points- Participated during all activities/discussions
   ___ 2 points- Participated during some activities/discussions
   ___ 1 point- Participated in few activities/discussions
   ___ 0 points- Did not participate

5. Work Performance
   ___ 2 points- Performed to the best of his/her ability
   ___ 1 point- Occasionally performed to the best of his/her ability
   ___ 0 points- Did not perform to the best of his/her ability

Total Points _____
Possible Points 20