

East Asia Lesson Plan 1
CHINESE INVENTIONS
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Purpose:

The 'Big Concept' addressed in this lesson is the importance of Ancient Chinese inventions to our lives in the modern United States.

The 'Essential Questions' students will address are

- (1) What were some of the important inventions of Ancient China?
- (2) How do these ancient inventions influence our lives today?
- (3) What makes an invention important?

Rationale:

Help students understand and analyze the cultural and scientific legacies of Ancient Chinese civilization.

Materials:

- Computers with internet access (preferably one computer for every two students)
- Wide variety of art supplies (construction paper, colored pencils, magic markers, stencils, glue, glitter, tape, ruler, protractor, scissors, etc.)
- Copies of attached handouts (at least one per student)

Activities: (7-9 Days)

- Before introducing the project divide class into 4-6 mixed-ability groups
- Day 1: Distribute & review Handout #1: Chinese Invention Project
In class students will then research Ancient Chinese inventions & organize presentation, at home they will begin research for their essay.
- Days 2-4: In class students will create print ad, write radio/TV commercial & practice their presentation, at home they will write their essay.
- Day 5: Groups will present their Ancient Chinese inventions to class
- Day 7: All essays are due

Assessment:

-During small group presentations the teacher will complete Handout #2: Chinese Inventions Presentation Grade Report (one for each student). You may wish to make notes during the presentation, and complete the handout at a later date.

-After reading each student's essay the teacher will complete Handout #3: Chinese Inventions Essay Grade Report.

Grade Adaptation:

This lesson is designed for a 7th grade class. It can easily be scaled down: you may eliminate the essay and/or presentation. Students can work in small groups to create posters or flyers selling an invention. For upper grades, a teacher can have students research and discuss improvements made to, or in the manufacturing of, one of the inventions.

- Paper, compass, printing & gunpowder

<http://sln.fi.edu/tfi/info/current/inventions.html>

- Compass, gunpowder & paper

<http://inventors.about.com/od/chineseinventors/>

- Compass, gunpowder, printing, paper & silk

<http://library.thinkquest.org/15618/inventor.htm#P4>

- Silk, paper, porcelain, gunpowder & compass

<http://www.cnn.com/interactive/specials/9908/china.inventions.timeline/frameset.exclude.html>

Name: _____ Class: _____ Date: _____

CHINESE INVENTIONS PRESENTATION GRADE REPORT

• **People in Societies**: Describe the cultural & scientific legacies of Chinese civilization

- A As a whole, the group demonstrated an in-depth understanding of the invention and its importance.
- B As a whole, the group demonstrated a satisfactory (while individually this student demonstrated an in depth) understanding of the invention and its importance.
- C As a whole, the group demonstrated a satisfactory understanding of the invention and its importance.
- D As a whole the group demonstrated a minimal understanding of the invention and its importance.
- F As a whole the group failed to demonstrate an acceptable understanding of the Invention and its importance, or this student did not participate in the presentation

• **SS Skills & Methods**: Communicate a position on a topic orally and support that position with evidence

- A Consistently spoke loudly & clearly, made eye contact with audience, and maintained good posture. Clearly stated position and explained supporting evidence
- B Usually spoke loudly & clearly, made eye contact with audience, and/or showed good posture. Clearly stated position and explained supporting evidence
- C Occasionally spoke loudly & clearly, made eye contact with audience, and/or showed good posture. Stated a position and supporting evidence
- D Rarely spoke loudly & clearly, made eye contact with audience, and/or showed good posture. Stated a position, failed to provide supporting evidence
- F Almost never spoke loudly & clearly, made eye contact with audience, and/or showed good posture. Failed to state a position &/or provide supporting evidence. Student did not participate in the presentation

• **SS Skills & Methods**: Work effectively to achieve group goals

- A Consistently demonstrated active listening & constructive feedback. He/She was a strong leader, helped establish group goals and was always on task.
- B Usually demonstrated active listening & constructive feedback. He/She took on a variety of roles, helped establish group goals and was usually on task.
- C Occasionally demonstrated active listening & constructive feedback, He/She took on a single role, helped establish group goals and was usually on task.
- D Rarely demonstrated active listening &/or constructive feedback. He/She took on a single role and was sometimes off task.
- F Almost never demonstrated active listening &/or constructive feedback. He/She

was frequently off task and/or disrupted the group process

Name: _____ Class: _____ Date: _____

CHINESE INVENTIONS ESSAY GRADE REPORT

• **People in Societies**: Describe the cultural & scientific legacies of Chinese civilization

- A The writing demonstrated an in-depth understanding of the invention and its importance.
- B The writing demonstrated a better than satisfactory understanding of the invention and its importance.
- C The writing demonstrated a satisfactory understanding of the invention and its importance.
- D The writing demonstrated a minimal understanding of the invention and its importance.
- F The writing failed to demonstrate an acceptable understanding of the invention and its importance, or this student did not submit an essay.

• **SS Skills & Methods**: Communicate a position on a topic in writing and support that position with evidence

- A Writing is well organized, accurate, detailed & complete. Spelling, punctuation & grammar are virtually free of error.
- B Writing is well organized, accurate, detailed & complete. Spelling, punctuation & grammar are generally correct. (May include minor errors which do not interfere with understanding.)
- C Writing is mostly accurate, detailed & complete. Spelling, punctuation & grammar are generally correct, but includes several errors which do not interfere with understanding.
- D Writing is mostly inaccurate, incomplete & missing details. May or may not include spelling, punctuation & grammatical errors which interfere with understanding
- F Writing is inaccurate and/or illegible. May or may not include spelling, punctuation & grammatical errors which interfere with understanding, and/or student failed to submit an essay