|  |  |
| --- | --- |
| **Grade:** 3rd **Unit:** 2a **Time Frame:** mid November- January  **Essential Question:** How do culture, geography, and history shape a community? How are world communities the same? How are they different? | |
| **Focus Questions:** (What is my child thinking about?) | |
| * Where is China? What is life like there? * How have the people and geography of China shaped its past and present? * How has the traditional culture of China shaped its past and present? * What do Chinese folktales and history tell us about Chinese culture? * How have key events and people shaped China’s history? * How did the trade that occurred along the Silk Road support cultural exchange and diffusion?  ? * How is China’s government today similar to and different from its government in the past? * What are human rights, and how do people in China fight for them? | |
| **Student Outcomes:** (What can my child do after this unit is over?) | |
| * Use maps and other tools to explore China’s geography and location. * Explore how traditional culture, including music, art, and religious practice, influences modern China. * Explore Chinese inventions and innovations. * Explore how trade both shaped China and allowed Chinese culture to shape the world throughout history. | |
| **Performance Tasks:** (End-of-Unit task) | **Formative Assessment:** |
| * Students categorize facts and details to produce their own writing about China. * Students compare China’s geography, culture, history, government, or economics with another country. | * Students take notes in about their research on subtopics of China. * Students will take a multiple choice assessment. * Students become an expert on one subtopic to present to the class. * Plicker questions. |
| **Extension Activities** | |
| • Research: China’s dynasties that ruled and influenced China.  • Informational Writing: Students write about their understandings of The Silk Road.  • Opinion Writing: Students choose an aspect of Chinese culture, a landmark, or physical feature and write about why they think it was important to China’s development.  • Map Making: Make a map of China labeling important landmarks, cities, and landforms.  • Book Making: Make a pamphlet detailing a subtopic of China. | |