

UNIT 4 LEARNING EXPECTATIONS

1. This document is a summation of what you need to master for the Unit Test.
2. Review the overview below and be able to answer the questions as we analyze the Unit.
3. Quizzes and Exit Ticket Assessments that will align with the overview below.
 - a. This is a Study Resource.
 - b. This can be used to assist in completing your Do Now.
 - c. **INCORPORATE LEARNED INFORMATION WITHIN YOUR EXIT TICKETS**
4. Your answers need to incorporate Perspectives and ISPICE.

INQUIRY ARC	HOW SHOULD A GOVERNMENT TREAT ITS PEOPLE?
<p>Purpose For Learning</p> <p><i>How to connect the unit to being successful and achieving your goals.</i></p> <ol style="list-style-type: none"> 1. What are you doing to prepare for your exam to obtain your goals? 2. When is isolating yourself from others a good thing? 3. When is isolating yourself from others a bad thing? 4. What is your philosophy on success and achieving your goals? 5. What type of person normally achieve the goals you are striving for? 	<p>Pivoting north from India to explore ancient Chinese dynasties, students will trace the development of civilization in China, focusing on how geographic conditions led to high population density. Students will continue their exploration into the concept of civilization by answering the inquiry arc question – How should a government treat its people? Through this inquiry arc, students will explore how the Huang He River’s flood zone led to an advanced agricultural economy and how the abundance of natural resources and geographic barriers allowed China to operate in relative isolation for thousands of years. Students will understand the teachings of Confucianism, Daoism, and Legalism and articulate which philosophy they think is the most effective. Finally, students will research the Shang, Zhou, Qin, and Han dynasties in order to identify how the Han Dynasty opened Chinese Civil Service positions to all male members of its society if they could pass an exam on Confucian systems of government. Students will collect evidence throughout the unit to construct and defend a claim.</p> <p>The Chinese dynasties developed a system to makes sure the most qualified citizens were given the jobs that were highly coveted regardless of what social class. How will you insure that you are qualified for your dreams when it is time to receive them? What achievements have you accomplished so far that would show you are going to be qualified for your goals?</p>
<p>Unit 4 – Ancient China</p>	
<p>Big Ideas (Main Ideas)</p> <ul style="list-style-type: none"> • The Huang He River’s flood zone was very fertile, which led to an advanced agricultural economy. • The abundance of natural resources and geographic barriers allowed China to operate in relative isolation for thousands of years. • The teachings of Confucianism, Daoism, and Legalism emerged as prolific schools of thought aimed to present solutions to political and cultural problems. • The Shang, Zhou, and Han dynasties were major political entities in Ancient China. • The Han Dynasty opened Chinese Civil Service positions to all male members of its society if they could pass an exam on Confucian systems of government. 	

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DC Content Power Standards	Compelling Questions	Supporting Questions
Use the italicized questions to answer the DC Content Power Standards.		
<p>7.5.2: Describe the importance of the fertile valleys of the Huang He River to the location of early Chinese agricultural societies.</p> <p><i>Explain using ISPICE and Perspectives the importance of the Hinduism.</i></p>	<p>CQ1: What were the effects of China’s isolation?</p> <p><i>Use Perspectives (religion must be used) with ISPICE. Think about Hindu ideology vs. your own and your religious beliefs.</i></p> <p>Define isolation and discuss how it effected China’s progress of a civilization.</p>	<p>SQ1: What are the geographic features of ancient China?</p> <p><i>Name the geographic features.</i></p> <hr/> <p>SQ2: How did the physical features of ancient China support civilization?</p> <p><i>You have answered this question already.</i></p> <hr/> <p>SQ3: What are the benefits and drawbacks of geographic isolation?</p>
<p>7.11.3: Understand the life of Confucius; the fundamental teachings of Confucianism, Daoism, and Legalism; and how Confucius sought to solve the political and cultural problems prevalent in the time.</p> <p><i>Use Perspectives and ISPICE to help answer the question</i></p>	<p>CQ2: Which ancient Chinese philosophy should governments use?</p> <p>Describe Daoism, Confucianism, and Legalism and discuss what you feel is the philosophy that will create the most progress. Use examples to compare and explain why it is important.</p>	<p>SQ4: What are the beliefs and behaviors of Daoism in China?</p> <hr/> <p>SQ5: What are the beliefs and behaviors of Confucianism in China?</p> <hr/> <p>SQ6: What are the beliefs and behaviors of Legalism in China?</p>

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<p>7.5.4: Describe the government in the Shang Dynasty, the development of social hierarchy and religious institutions, and Zhou political expansion.</p> <p>7.11.2: Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and internal political stability and its influence outside of China.</p>	<p>CQ3: Who should be able to participate in the government?</p> <p>What characteristics did the Chinese culture expect? How did the Chinese culture decide who should participate in government? Was this the best method when comparing past civilizations?</p>	<p>SQ7: What was the Mandate of Heaven?</p> <p>SQ8: What were the achievements of the Shang and Zhou dynasties?</p> <p>SQ9: How did the Han change the way Chinese Empires worked?</p>
<p>Unit Performance Task</p>	<p>Students will construct a multi-paragraph argumentative essay that addresses the question “How should a government treat its people?” Students are welcome to incorporate knowledge from previous units into their answer. However, their focus should be on the concepts from the Ancient China unit. Students should identify which of the Ancient Chinese Philosophies works best for running a government and take a position on who should be allowed to participate in the government. Students should cite evidence from the texts and use information about the Chinese Dynasties as examples to support their claims.</p>	