

International Consortium for Multilingual Excellence in Education



August 15th, 2020

Dear District/School Personnel:

We are a consortium of researchers, teacher educators, and teachers who believe in and strive to foster multilingual excellence. Therefore, during this time of crisis and difficulty, we are eager to put our expertise and passions to use to try to be of assistance. We initially designed 21 immediate-response packets for K-5, as soon as the pandemic forced schools to shut down. We then applied for and received a grant that has allowed us to create more than 100 full activity packets, ranging from Levels 1-3 of English proficiency, and grades K-12.

The breakdown of packets is as follows:

Level 1 – Entry into English

Emphasis on developmentally appropriate interesting/challenging tasks

- K-2
- 3-5
- 6-8 with a literacy background
- 9-12 with a literacy background
- 6-8 without literacy background
- 9-12 without literacy background

Level 2 – Building Background

- K-1
- 2-3
- 4-5
- 6-8
- 9-10
- 11-12

Level 3 – Interdisciplinary Inquiry

- K-1
- 2-3
- 4-5
- 6
- 7-8
- 9-10
- 11-12

With this letter, is an “Activity Packet” that can be used freely with any group of students or families as you see fit. Each packet includes interdisciplinary activities designed to be completed within a week. Teachers from around the country have designed, developed, and created these packets, each focusing on the topics of their choice. Because learning academic content can happen within any thematic context, these packets are designed to be diverse, dynamic, and engaging for students of all backgrounds. The topics covered in these units range from cultures, animals, natural disasters, inventions, and much more. You will see each teacher’s personality reflected strongly in these packets, and our hope is that this will capture students in a way similar to that of a rich and immersive classroom environment.

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Our hope is that these materials can provide some meaningful learning supports to students and families who may not have access to online learning opportunities. However, we can also imagine a variety of ways that these packets can provide learning opportunities outside of our original intent and purpose. Please use these activity packets in any way you see fit for your students and families. We will be so pleased to learn of how they might be useful, particularly for your multilingual students and their families. We think it might be particularly helpful for you to print packets and mail them to families, but we also see opportunities to work with local agencies, leave printed-out packets for pick-ups at schools, etc.

We designed these activities based around several big ideas:

- Productive play and inquiry
- Grade level and English Language Development standards/curriculum
- Fostering multilingual language development
- Providing opportunity for all four language domains (reading, writing, speaking and listening)

These packets are self-contained. Everything a child will need to be successful with the activities is provided in the packet. Students will only need a writing utensil. Additional tools like crayons or scissors are optional.

We have also included a letter to parents. We hope this will help parents understand what students will be doing with the packet and that we encourage the use of all language resources available to the student. The packets are in English for the students, but the students can write, talk and engage with family members regarding the packet activities in any language they would like. We have translated the parent letter into Spanish, and we encourage districts to translate the letter into any other language that would be helpful for your local families.

Designing Activity Packets is a new initiative for us, though we have been designing professional learning opportunities (eWorkshops) for teachers of multilingual learners since 2011. Like our Activity Packets, those learning opportunities for teachers are free. To learn more about them and us, please visit our website at: <https://cehs.unl.edu/icmee/>

We are eager to be a helpful, collaborative partner in all learning needs related to multilingual students and their teachers, so please, do not hesitate to reach out to us with questions, ideas, concerns, feedback, etc. We are available at icmee@unl.edu.

Sincerely,

Kara Mitchell Viesca, PhD

Associate Professor of Language Education

University of Nebraska Lincoln

Teaching, Learning and Teacher Education

PI: International Consortium for Multilingual Excellence in Education

This packet was designed and created by **Amanda McLaughlin** in collaboration with Aaron Johnson and Alexa Yunes.

The Standards that Informed the Development of this Packet are:

English Language Proficiency

- 6-8.1 English learner can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.
- 6-8.2 English learner can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.
- 6-8.3 English learner can speak and write about grade-appropriate complex literary and informational texts and topics.
- 6-8.4 English learner can construct grade-appropriate oral and written claims and support them with reasoning and evidence.
- 6-8.7 English learner can adapt language choices to purpose, task, and audience when speaking and writing.
- 6-8.8 English learner can determine the meaning of words and phrases in oral presentations and literary and informational text.
- 6-8.9 English learner can create clear and coherent grade-appropriate speech and text.
- 6-8.10 English learner can make accurate use of standard English to communicate in grade-appropriate speech and writing.

Math

- MA.6.1.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among fractions, decimals, percents, and integers within the base-ten number system.

Social Studies

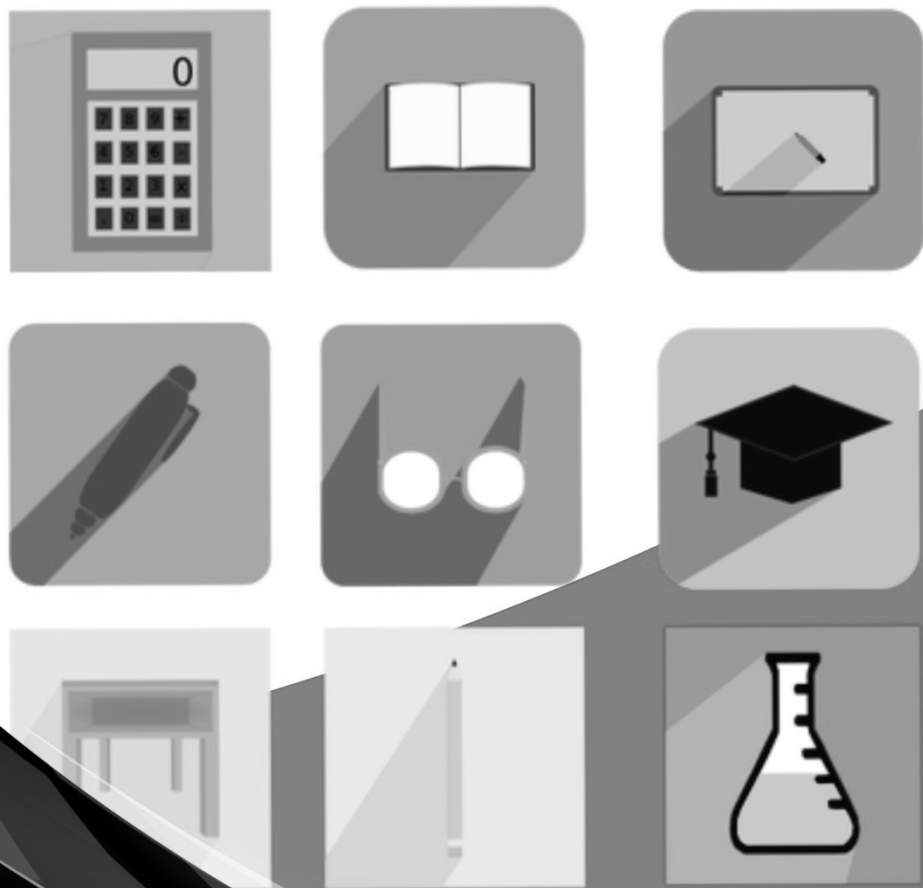
- SS 6.3.1 Identify where (spatial) and why people, places, and environments are organized on the Earth’s surface.
- SS 6.3.3 Identify how the natural environment is changed by natural and human forces, and how humans adapt to their surroundings.
- SS 6.4.1 Analyze patterns of continuity and change over time in world history.
- SS 6.4.2 Use multiple perspectives to identify the historical, social, and cultural context of past and current events.
- SS 6.4.4 Interpret and evaluate sources for historical context.

Science Standards and Cross-Cutting Ideas

- SC.6.12.4 Gather, analyze, and communicate evidence of factors and interactions that affect weather and climate.

6th grade • English Level 3

Learning PACKET #3



Theme: China

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August 15th, 2020

Dear Families:

During the COVID-19 pandemic, it became necessary for students to learn at home. Many students have limited access to technology, others struggle with online learning, and some simply want more to do while they are at home. With these things in mind, we have created an extensive resource of learning materials that we hope will be helpful for your children to engage with. These Activity Packets were designed with your students in mind and are aligned with each of their grade level content. Each activity in the packets will help students continue with their schooling as well as continue to grow their multilingualism. We encourage you to talk to your student about what they are doing and let your child ask you about the topics they are learning about. The packet is in English, but we encourage you and your children to speak and think together in any language you would like to. We strongly encourage you to use the language you feel most comfortable using with your student. Supporting their learning in all the languages they know is helpful—even for developing their English! So, please encourage your student to do the work in the packet in any language they would like.

We know that families are dealing with a lot of stress and uncertainty right now, so we encourage you to play the role you would like to play with your student and their Activity Packet based on what works best for you. We recommend reading the information about the packet and activities and then discussing with your student how the packet works and how they can work through it. We believe that with that introduction, your student can do a lot, if not all, of the work themselves. However, if you are available to work more closely with your student (or for a sibling or other family member to do so), we encourage that as well. Please know, this is not intended to be something that adds stress and work to your family during this demanding time. We hope that this is a helpful resource so your student can continue growing academically while in unusual situations.

We also hope you will find these packets interesting and fun. We have integrated activities from all of the grade level content standards: English Language Arts, Mathematics, Social Studies, Science, Physical Education and Art. We have also developed different packets for the different levels of English proficiency, so your child should feel challenged but also capable of largely understanding the content in front of them.

6th-12th grade students are encouraged to talk about their learning as much as possible, even if it is not to one person in particular. Some packets will include activities where students can “use a cell phone” to record voice messages and post on social media, which we hope might be ways in which they can be encouraged to speak in English or in any language they prefer.

In these packets, we have also included the following activities:

- Dictionary. Each day we hope that your student will engage with words they find interesting and want to keep track of. We encourage students to use the dictionary activities to keep track of words they learn and find interesting. We also encourage students to use any language they would like as well as pictures to help them remember what the words mean.

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- Journal. Students should be encouraged to write in any language (or combination of languages) that they feel most inclined to. They can also use pictures as appropriate. We hope these journal spaces will also be points of conversation for your child with someone in their home.
- Packet 3 Focus: Students will learn about the life of ancient China through a variety of reading, writing, science, and creative activities.
- Math Concept: Percentages. Each day students will have a short math activity to practice and build skills.
- Vocabulary: Ancestor, barter, dynasty, emperor, ethics, isolate, merchant, natural barrier, philosophy, silk

We hope that these activities will enhance your child's learning while we work through these very unusual circumstances. We also hope that they will give your child opportunities for productive play. If you have any questions or concerns about these packets, feel free to reach out to our project at icmee@unl.edu or by calling the Teaching, Learning and Teacher Education department at 402-472-2231.

Sincerely,

Kara Mitchell Viesca, PhD
Associate Professor of Language Education
University of Nebraska Lincoln
Teaching, Learning and Teacher Education
PI: International Consortium for Multilingual Excellence in Education

This packet was designed and created by **Amanda McLaughlin** in collaboration with Aaron Johnson and Alexa Yunes.

Answer Keys

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Answer Key

Activity 2

1. A
2. B
3. A
4. C
- 5.

- Xia _____ 2700 B.C.
- Shang _____ 1600 B.C.
- Zhou _____ 1046 B.C.
- Qin _____ 256 B.C.
- Han _____ 206 B.C.
- Sui _____ 581
- Tang _____ 618
- Song _____ 960
- Yuan _____ 1279
- Ming _____ 1368
- Manchu _____ 1644

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Activity 3



Activity 4

1. 24%
2. 20%
3. 81%
4. 70%
5. 3%
6. 90%

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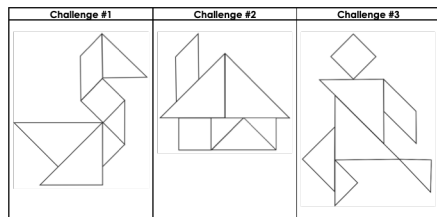


Activity 7

1. 175
2. 1
3. 45
4. 10

Activity 8

Shape Sort: 5 triangles, 1 square, 1 parallelogram



Activity 10

The Great Wall of China

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Activity 11



Activity 12

Giant Pandas: Bear family, 20-45 pounds of bamboo, 150-250 pounds, white and black fur, round ears, short tail, stay on ground, diurnal
Red Pandas: Ailuridae family, 2-4 pounds of bamboo, fruit, bugs, bird eggs, 7-14 pounds, reddish brown fur, pointed ears, long bushy tail, live in trees, nocturnal
Both: name, live in forests of China (habitat), eat bamboo, extended wrist bone or "false thumb", live in zoos, endangered

Activity 13

1. \$63.75
2. \$2.16
3. \$1.80
4. \$18
5. \$30
6. \$47.70



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Activity 16

1	4	9	8	6	6	1	4	9	8
1	4	7	3	3	10	5	2	9	6
9	2	9	1	8	2	3	10	5	8
2	6	4	10	9	9	8	2	3	10
3	1	1	8	4	6	4	2	3	5
3	6	6	8	9	1	8	5	10	2
7	4	1	6	10	3	7	2	3	7
10	9	1	2	5	5	2	10	7	2
5	9	7	3	7	10	1	5	7	3
4	7	5	10	2	3	3	10	5	9
6	8	2	2	10	5	7	3	1	9
1	4	6	6	4	8	9	1	8	4

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15 de agosto del 2020

Estimadas familias:

Durante la pandemia del COVID-19, ha sido necesario que los estudiantes aprendan en casa. Muchos de los estudiantes tienen acceso limitado a la tecnología, otros tienen dificultad para aprender en línea y algunos simplemente quieren tener algo más que hacer mientras están en casa. Pensando en estas razones, hemos creado un recurso con una gran extensión de materiales de aprendizaje que esperamos serán útiles para que sus hijos participen activamente. Estos paquetes de aprendizaje fueron diseñados teniendo en mente a sus niños y están alineados a los contenidos de cada nivel de grado. Cada actividad en estos paquetes los ayudará a continuar con su escolarización, así como a seguir aumentando su multilingüismo. Lo alentamos a que hable con su estudiante sobre lo que está haciendo y deje que le pregunte sobre los temas que le interesan. El paquete está en inglés, pero le recomendamos a usted y a su estudiante que hablen y piensen juntos en el idioma que deseen. Le recomendamos encarecidamente que use el idioma con el que se sienta más cómodo al comunicarse con su estudiante, ya que respaldar su aprendizaje en todos los idiomas que sabe es útil, ¡incluso para su inglés! Por lo tanto, anime a su estudiante a hacer el trabajo en el paquete en cualquier idioma que desee.

Sabemos que las familias están lidiando con mucho estrés e incertidumbre en este momento, por lo que lo alentamos a que desempeñe el papel que le gustaría desempeñar con su estudiante y su paquete de actividades según lo que funcione mejor para usted. Le recomendamos leer la información sobre el paquete y las actividades que contiene y luego discutir con su estudiante cómo funciona el paquete y cómo pueden trabajar en él. Creemos que, con esa introducción, su estudiante puede hacer mucho, si no todo, el trabajo por sí mismo. Sin embargo, si usted está disponible para trabajar más estrechamente con su estudiante (o un hermano u otro miembro de la familia), también lo recomendamos. Por favor, tenga en cuenta que esto no pretende ser algo que agregue estrés y trabajo a su familia durante este momento tan desgastante. Por el contrario, esperamos que este sea un recurso útil para que su estudiante pueda continuar desarrollándose académicamente durante esta situación tan inusual.

También esperamos que ustedes encontrarán estos paquetes interesantes y divertidos. Hemos integrado actividades de todos los estándares de contenido de nivel de grado: Artes del Lenguaje en inglés, Matemáticas, Estudios Sociales, Ciencias, Educación Física y Arte. También hemos desarrollado diferentes paquetes para los diferentes niveles de dominio del inglés, de esta manera su hijo podrá sentir el desafío y también será capaz de comprender en gran medida el contenido que se les presenta.

Los estudiantes de Kínder a 5to grado crearán un Amigo para su paquete. Esta es la primera actividad en el paquete y está destinada a ayudar a su estudiante a tener a alguien con quien hablar sobre el trabajo que está haciendo en el paquete. Hemos incluido imágenes de posibles "amigos" para que su estudiante puede elegir. Sugerimos que elijan un amigo, lo personalicen e inclusive le pongan un nombre. A lo largo de las actividades del paquete, se le pedirá a su estudiante que hable con su amigo o incluso que le haga preguntas. Con este compañero, su estudiante podrá trabajar de forma independiente sin necesidad de su tiempo y atención para tener éxito al trabajar en el paquete.

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Sin embargo, también alentamos a su estudiante a hablar con usted u otros miembros de la familia cuando estén disponibles. Además, su estudiante puede elegir un animal de peluche o muñeca o alguien más como su amigo. No tienen que usar uno de los amigos que ofrecemos, pero deben planificar quién será su amigo cada vez que trabajen en el paquete (uno de nuestros amigos, alguien en su familia / hogar, una muñeca que ya tienen, etc.). Esto podría ser algo en lo que necesitarán su ayuda para poder comprender.

En este paquete hemos incluido las siguientes actividades:

- **Diccionario:** Esperamos que cada día su estudiante capte palabras que encontrará interesantes y querrá tener un seguimiento y registro de estas. Al final de los paquetes encontrarán páginas en las que su estudiante podrá mantener su propio diccionario. Recomendamos ampliamente que los estudiantes usen estas páginas para registrar palabras que les gusten o les parezcan interesantes. También alentamos a los estudiantes a usar cualquier lenguaje que deseen, así como imágenes para recordar el significado de las palabras.
- **Diario:** Cada día, los estudiantes tienen un tema corto de escritura al que pueden responder. Los estudiantes deben ser alentados a escribir en cualquier idioma (o combinación de idiomas) que les parezca más conveniente. También pueden utilizar imágenes si lo consideran necesario. Esperamos que estos temas cortos de escritura puedan utilizarse de puntos de conversación entre su estudiante y su amigo.
- **Enfoque del paquete 3:** Los estudiantes aprenderán sobre la vida de la antigua China a través de una variedad de actividades de lectura, escritura, ciencia y actividades creativas.
- **Concepto matemático:** porcentajes. Cada día, los estudiantes tendrán una pequeña actividad matemática para practicar y desarrollar habilidades.
- **Vocabulario:** antepasados, trueque, dinastía, emperador, ética, aislar, comerciante, barrera natural, filosofía, seda

Esperamos que estas actividades mejoren el aprendizaje de su hijo mientras trabajamos juntos para atravesar estas circunstancias tan inusuales. También esperamos que le darán a su hijo oportunidades de juego productivo. Si tiene alguna pregunta o inquietud acerca de estos paquetes, siéntase en libertad de comunicarse con nuestro proyecto a icmee@unl.edu o llamando al departamento de Enseñanza, Aprendizaje y Educación para maestras (Teaching, Learning, and Teacher Education) al 402-472-2231.

Sinceramente,

Kara Mitchell Viesca, PhD
Associate Professor of Language Education
University of Nebraska Lincoln
Teaching, Learning and Teacher Education
PI: International Consortium for Multilingual Excellence in Education

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Instructions Key



- Share with someone else
- Comparte con alguien más
- مشاركتها مع شخص آخر
- La wadaag qof
- Chia sẻ với ai đó



- Read
- Lee
- اقرأ
- Akhriso
- Đọc



- Write
- Escribe
- اكتب
- Qor
- Viết



- Sort
- Ordena
- رتب
- Kala sooc
- lựa chọn



- Move your body
- Mueve tu cuerpo
- حرك جسمك
- Dhaqdhaqaaqa jirkaaga
- Di chuyển cơ thể của bạn



- Cut
- Corta
- قص الورقة
- Waraaqda jar
- Cắt giấy



- Read out loud
- Lee en voz alta
- قراءة بصوت عال
- Kor u aqri
- Đọc to



- Make a connection
- Hacer una conexión
- إجراء اتصال
- Xiriir samee
- Tạo kết nối

123

- Count
- Cuenta
- العدد
- Tiri
- đếm



- Draw
- Dibuja
- رسم
- Sawir
- Vẽ tranh



- Find
- Encuentra
- وجد
- Soo hel
- Tìm thấy

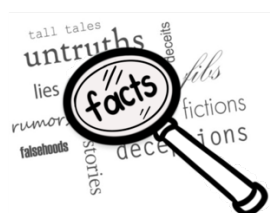
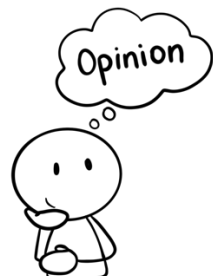

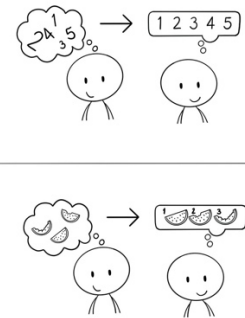



- Color
- Colorea
- لون
- Midab gudaha
- làm cho hoa mỹ



- Share with your Buddy
- Comparte con tu Buddy
- شارك مع صديقك
- La wadaag asxaabtaada
- Chia sẻ với bạn bè của bạn

Thinking Skills Glossary

Word	Definition	Picture
Fact 事实 Hecho	something we know, without question 我们知道的毫无疑问 Algo que podemos comprobar	
Opinion 意见 Opinión	something we think or believe 我们认为或相信的事情 Algo que pensamos	
Compare 相比 Comparar	think about how two or more things are the same or different 考虑一下两个或多个事物是相同还是不同 Pensar en qué se parecen y en qué son diferentes dos o más cosas	
Sequence 序列 Secuencia	to put things in the right order from first to last 从头到尾正确地安排事情 Poner las cosas en orden , del primero al último	
Classify Sort Categorize 分类 Clasificar Organizar	to put things into groups by how they are the same 通过相同的方式将事物分组 Agrupar cosas por cómo se parecen	

Question Words



Who?



When?



Where?



What?



Why?



iPhone Instruction Icons



Write a text message
写短信
Escribe un mensaje



Tweet: write one sentence
推特：写一句话
Tweet: escribe una oración



Post on Facebook: write a few sentences
在Facebook上发布：写几句话
Publica en Facebook: escribe algunas oraciones



Post on Instagram: write a sentence and draw a picture
在Instagram上发布：写一个句子并画一幅画
Publica en Instagram: escribe una oración y dibuja



Write an email: write a paragraph
写一封电子邮件：写一个段落
Escribe un correo electrónico: escribe un párrafo

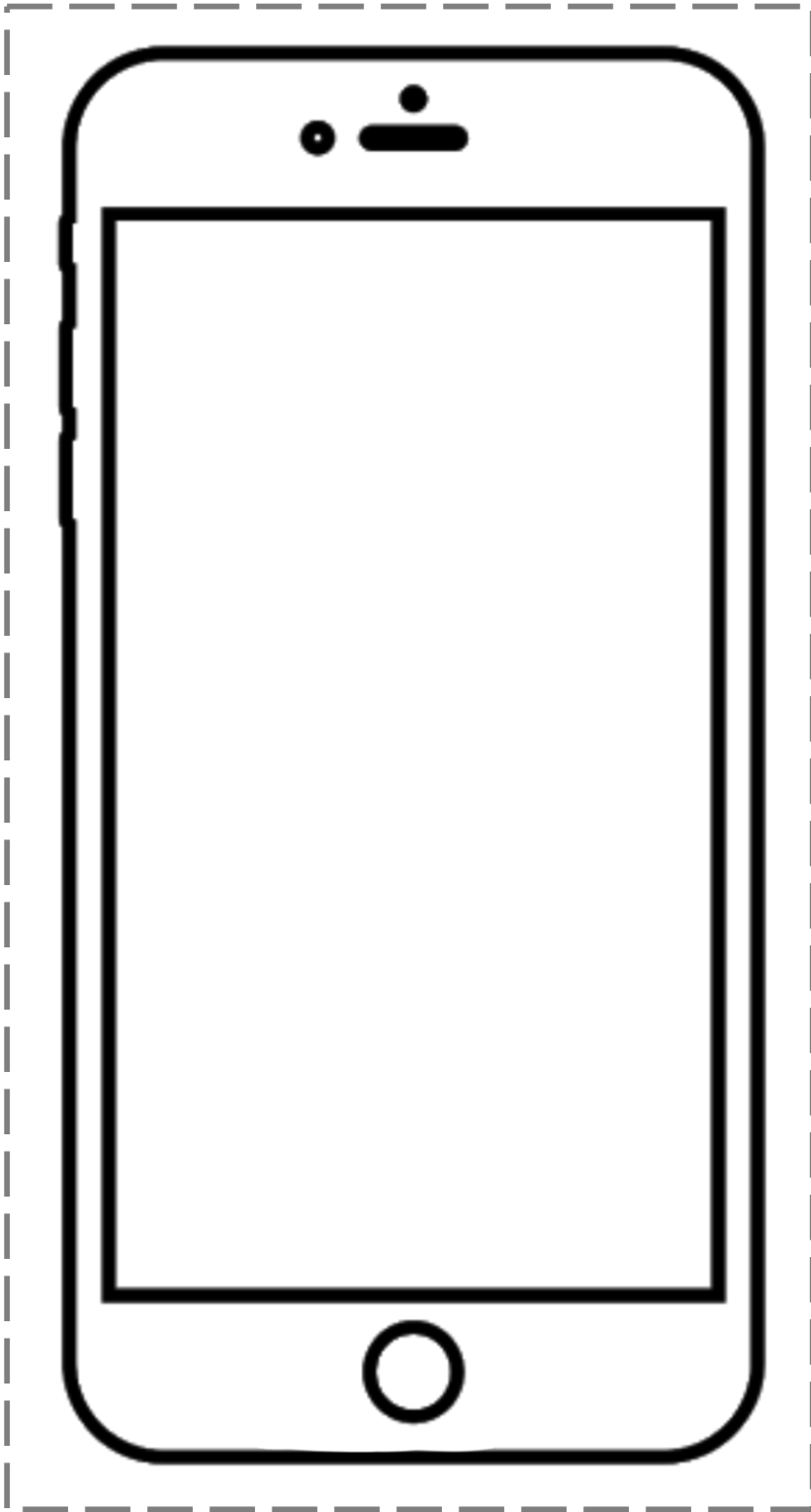


Record a voice message
录制语音留言
Graba un mensaje de voz



Make a phone call
打个电话
Haz una llamada


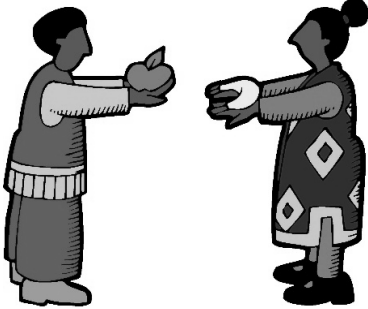





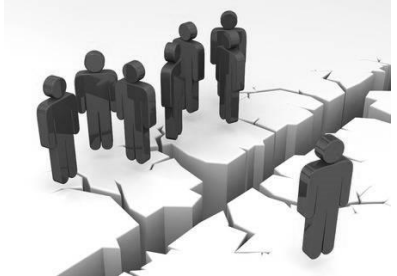






Ancient China Vocabulary

Directions: Study the vocabulary notes for Ancient China. Then, write a way you will remember the word (home language, connection, drawing). After, cut out the cards to play a memory game. Place all cards face down, so you cannot see the information. Choose two cards at a time to look at and read aloud. If it is a match, you keep the cards! Take turns choosing cards with someone or play alone and see how fast you can find all the matches!

Objective: I can **define** vocabulary words for Ancient China.

Word	Definition	Visual	How I Remember This Word
Ancestor	a person who was in someone's family in past times		
Barter	to exchange things (such as products or services) for other things instead of for money		
Dynasty	line of rulers from the same family		
Emperor	a man who rules an empire		

<p>Ethics</p>	<p>rules of behavior based on ideas of what is good and bad</p>		
<p>Isolate</p>	<p>to keep something separate from others</p>		
<p>Merchant</p>	<p>someone who buys and sells goods, especially in large amounts</p>		
<p>Natural barrier</p>	<p>an obstacle created by nature to keep places separate (mountains, deserts, oceans)</p>		
<p>Philosophy</p>	<p>a set of ideas about how to do something or how to live</p>		
<p>Silk</p>	<p>a smooth, soft, and shiny cloth that is made from thread produced by silkworms</p>		

Ancestor	Barter	Dynasty
Emperor	Ethics	Isolate
Merchant	Natural barrier	Philosophy
Silk		

<p>a smooth, soft and shiny cloth that is made from thread produced by silkworms</p>	<p>line of rulers from the same family</p>	<p>a person who was in someone's family in past times</p>
<p>a set of ideas about how to do something or how to live</p>	<p>a man who rules an empire</p>	<p>someone who buys and sells goods, especially in large amounts</p>
<p>to exchange things (such as products or services) for other things instead of money</p>	<p>an obstacle created by nature to keep places separate (mountains, deserts, oceans)</p>	<p>rules of behavior based on ideas of what is good and bad</p>
<p>to keep something separate from others</p>	<p></p>	<p></p>

A Look at China's Ruling Dynasties Throughout History

Directions: Read the article "A Look at China's Ruling Dynasties Throughout History". Then, complete the comprehension questions attached.

Objective: I can **identify** details about ancient Chinese dynasties.



The Great Wall of China stretches more than 13,000 miles. The most well-known sections were built during the Ming dynasty (1368–1644). Photo: Jeff Hu/Getty Images

By National Geographic Society, adapted by Newsela staff
Published: 05/16/2019

The Chinese empire was one of history's longest. It lasted for thousands of years. During this time, many ruling dynasties rose and fell.

A dynasty is a family group. It passes down the right to rule through its family line. The period during which a particular family ruled is also called a dynasty.

Single families often remained in power for hundreds of years. The throne was passed down from father to son.

Fact Or Fiction?

According to Chinese legend, a man named Yu helped China recover from a major flood. For this reason, the gods awarded him the right to rule. This right was known as the Mandate of Heaven. It was passed down through Yu's family line. He was the first ruler of the Xia dynasty.

The Xia dynasty ruled from 2070 B.C. to 1600 B.C. The dynasty fell after a Shang king seized power. Then the Shang dynasty began.

How much truth is there to this story? Not much, many historians believe. Many say the Xia dynasty never existed. They believe the Shang dynasty was really China's first dynasty. However, archaeologists have found evidence of large-scale floods from around the Xia time period, so the traditional story might be at least partly true.

The Shang dynasty lasted for about 600 years. It was called a "Golden Age." Many new things took place. China's writing system was invented during this period.

In 1046 B.C., the Shang king was overthrown by the Zhou king. The Shang dynasty then came to an end.

- 1. What does the section "Fact Or Fiction?" show the reader?**
 - a. A story about what caused China's dynasties to begin**
 - b. The reasons statues of warriors were buried with emperors**
 - c. The full list of all of China's dynasties in time order**
 - d. The way important writers helped China grow and change**

The Time Of Confucius

The Zhou dynasty was the longest of China's dynasties. It lasted from 1046 B.C. to 256 B.C. Some of China's most important writers lived during this period. The most famous was Confucius. His writing is still read today.

The years from 476 B.C. to 221 B.C. are called the "Warring States Period." The Zhou controlled seven regions. During this period, these regions began fighting each other. The Qin armies won this struggle in 256 B.C. They then kicked out the Zhou leaders

The Qin And Odd Warrior Statues

The Qin dynasty only lasted 15 years from 221 B.C. to 206 B.C. However, it was an important time in Chinese history. It was a period of coming together. Lands around China were brought under Chinese rule.

The first Qin leader was Qin Shin Huang. (He is also sometimes called Shi Huangdi or Qin Shi Huang). He began work on the Great Wall of China. Qin Shin Huang died in 210 B.C. Almost 8,000 statues of warriors were buried along with him.

Qin Shin Huang was followed by his son, Qin Er Shi. He was overthrown in 206 B.C. Liu Bang was the leader of the rebels. He became the first emperor of the Han dynasty.



Terracotta warriors of the mausoleum of the first Qin emperor on display in Xi'an, China, June 24, 2018. Made during the Qin dynasty from 246 B.C. to 208 B.C., the figures were to guard the emperor's tomb. Photo by: Tao Zhang/Getty Images

- 2. How did China change because of the Qin dynasty?**
 - a. It grew and came together as more lands were ruled by China.**
 - b. It broke into seven different regions that were fighting each other.**
 - c. It invented the first system of writing that China had ever had.**
 - d. It established the Silk Road to develop trading with other places.**

Hans Ride The Silk Road

The Han dynasty, which was from 206 B.C. to A.D. 220, was another Golden Age. During this time, the Silk Road was established. The Silk Road was a trade route. It connected Asia to Europe and Africa.

In A.D. 220, the last Han emperor was removed. Han rule was followed by the Three Kingdoms period from A.D. 220 to 280. During these years, China was divided into three states: Cao Wei, Shu Han, and Dong Wu. Each state had its own ruler.

Between the years 386 and 581, China broke apart even more. It was divided into the northern and southern territories.

The Greatest Dynasty's Empress

In 581, the Sui dynasty arose. The Sui dynasty did not last long. Yet, it managed to reunite the northern and southern territories. However, in the year 618, the Sui were overthrown by the Tang.

The Tang dynasty, which ran from 618 to 906, is often called the greatest dynasty. Its members included China's only woman ruler. Her name was Empress Wu Zetian. She ruled the Chinese empire for about 20 years.

The Mongols Take Over

The Tang dynasty was followed by a period of constant wars. In the year 960, the Song dynasty came to power. During this period, the world's first paper money was issued.

The Song dynasty lasted until 1279. In that year, it fell to the Mongols. The Mongols then ruled China as the Yuan dynasty from 1279 to 1368.

The Yuan dynasty ended in 1368. It was taken over by the Ming Emperor Zhu Yuanzhang. He established the Ming dynasty, which lasted from 1368 to 1644.

The Ming emperors made the Great Wall of China even bigger. They hoped it would keep out invaders. Manchu forces still broke through. They ended the Ming dynasty in 1644.

3. What caused the end of the Ming dynasty?

- a. Mongols began ruling China as the Yuan dynasty.**
- b. Manchu invaders broke through the Great Wall.**
- c. China divided into three states or kingdoms.**
- d. Chinese Emperor Puyi decided to step down.**



Clay sculptures depict the daily life of Beijing during the last years of the Qing dynasty in the early 1900s. They are on exhibit at the Capital Museum in Beijing, China. Photo: Zhang Peng/LightRocket via Getty Images

The Last Emperors

The Manchu invaders established the Qing dynasty. It ruled from 1644 to 1911.

In 1911, the last of the Chinese emperors, Puyi, stepped down. China then became a republic.

4. Which section of the article provides information about the only family with a woman ruler?
- a. "The Time of Confucius"
 - b. "Hans Ride The Silk Road"
 - c. "The Greatest Dynasty's Empress"
 - d. "The Last Emperors".
5. Write the name of the correct dynasty next to the year they came into power.

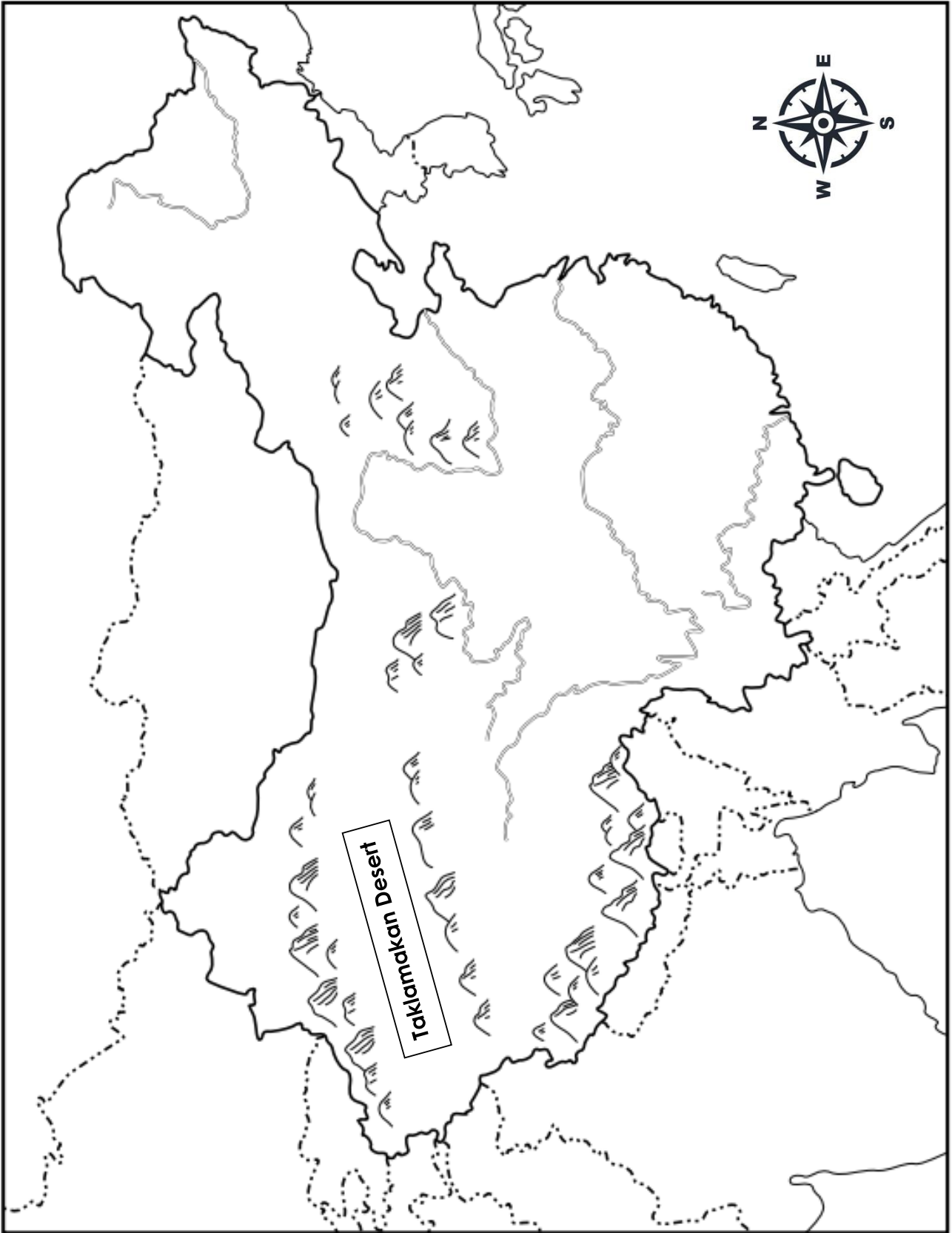
Qin	_____ 2700 B.C.
Sui	_____ 1600 B.C.
Manchu	_____ 1046 B.C.
Xia	_____ 256 B.C.
Han	_____ 206 B.C.
Ming	_____ 581
Shang	_____ 618
Song	_____ 960
Yuan	_____ 1279
Zhou	_____ 1368
Tang	_____ 1644

Natural Barriers in Ancient China

Directions: There are many natural barriers that kept Ancient China isolated from the world. In fact, the Chinese believed they were the only people in the world for a long time! Follow the directions below to correctly label the map detailing the natural barriers in Ancient China.

Objective: I can **label** a map of Ancient China.

1. The **Taklamakan Desert** protected China to the northwest.
2. The **Gobi Desert** separated China from the Mongolians to the north.
3. The **Plateau of Tibet** is home to many glaciers that feed the Yellow River and Yangtze River.
4. The **Himalayan Mountains**, home to Mount Everest, the tallest mountain in the world, protected southwest China.
5. The **Yellow Sea** is the most northern sea protecting China to the east.
6. The **South China Sea** is named according to its location.
7. The **East China Sea** is also named according to its location.
8. The **Yellow River** is south of the Gobi Desert, and flows into the Yellow Sea.
9. The **Xi Jang River** is not fed from the Plateau of Tibet and flows into the South China Sea.
10. The **Yangtze River** is the longest river in Asia, between the Yellow River and East China River.



Intro to Percentages

Directions: Read through the notes about percentages and complete the practice items.

Objective: I can **define** percent. I can **create** shapes percentages.

What is a percent?

A percent is a fraction expressed as a number out of 100.

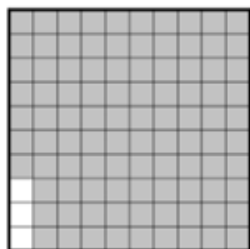
The percent symbol, %, is what we use to represent a percentage.

When we say percent, we mean **per 10**, because we think **this should be divided by 100**.

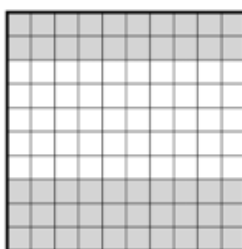
When a percent is written as a fraction, the denominator is always 100.

List three examples where you have seen percentages (%) in real life.

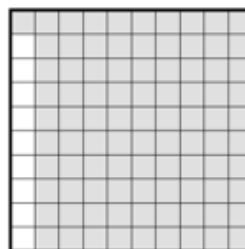
Visual Examples:



= 97%



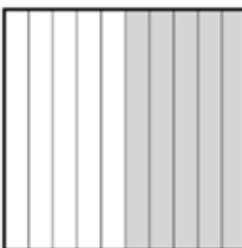
= 50%



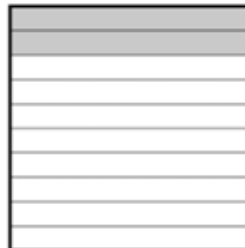
= 91%



= 10%



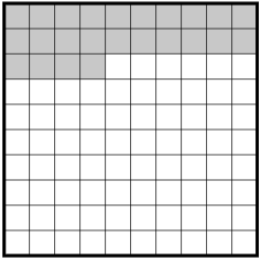
= 50%



= 20%

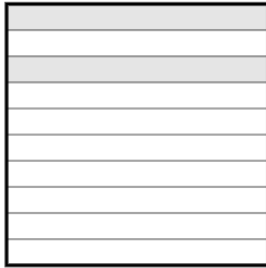
Practice Items

1.



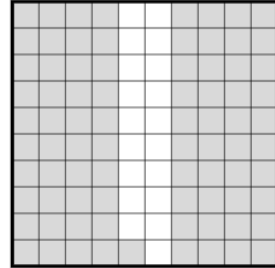
= _____

2.



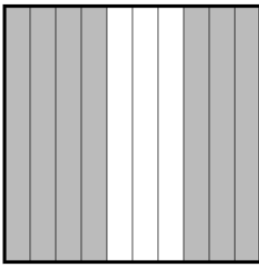
= _____

3.



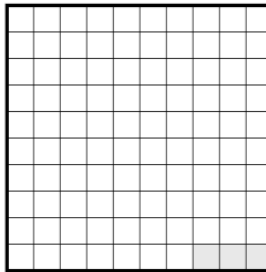
= _____

4.



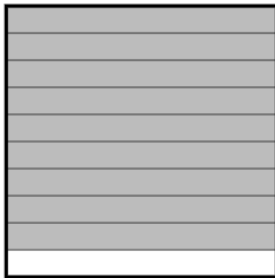
= _____

5.



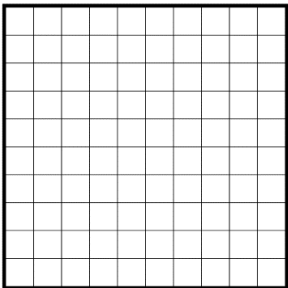
= _____

6.



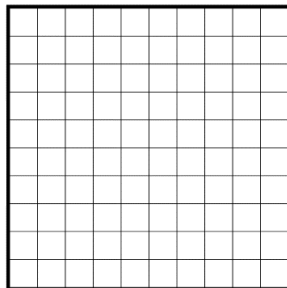
= _____

7.



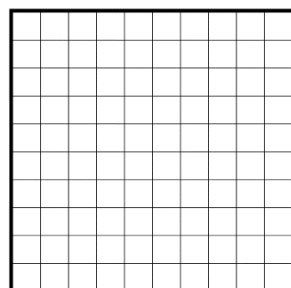
= 35%

8.



= 60%

9.



= 72%

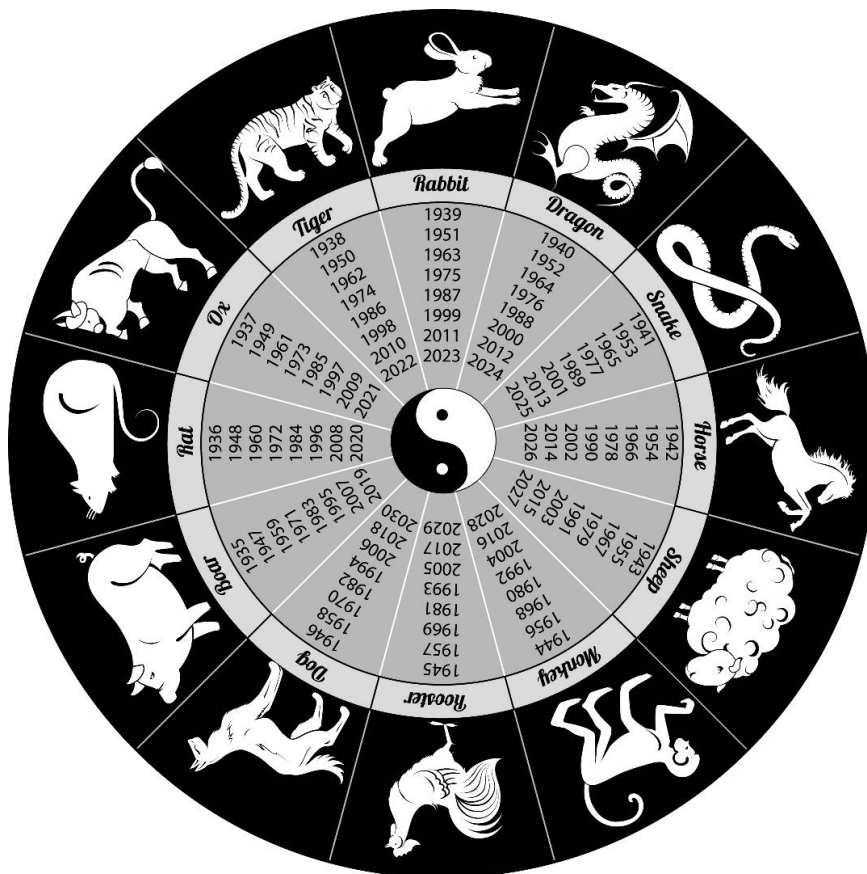
Chinese Zodiac





Directions: Read the introduction to the Chinese Zodiac. Then, use the wheel chart to identify your own zodiac symbol. Find your symbol on the description chart and analyze what the zodiac says about your personality. Is it correct? After, find two friends or family members and help them identify and analyze their zodiac sign.





Objective: I can **identify** and **analyze** my Chinese Zodiac symbol.





In Chinese astrology, there are 12 zodiac signs. This is because the lunar, or moon, cycle repeats every 12 years. There is one animal to represent each year of the lunar cycle. This is different than Western zodiac, which has each of the 12 zodiac signs represented within one year. The Chinese Zodiac goes back thousands of years. It was officially recognized by the Han Dynasty (206 B.C.–9 A.D.), but is believed to have been created before.

According to ancient Chinese myths, a long time ago Buddha or the Jade Emperor (depending on the region) called together all the animals on Earth. However, only 12 came: the rat, ox, goat, dog, horse, monkey, rabbit, pig, tiger, dragon, snake, and rooster. These animals were rewarded with a year of the lunar cycle for their obedience. Buddha told the animals that all future children born during their year would have personalities based on the personality of the animal. To decide the order of the years, the animals had a race. The order of the winners decided the order of the lunar years, with the rat coming in first and the pig last.



 鼠 RAT	 牛 OX	 龍 DRAGON	 蛇 SNAKE
Strengths: Wise, practical, imaginative	Strengths: Confident, patient, hard worker	Strengths: Creative, intelligent, friendly	Strengths: Wise, charming, deep thinker
Weaknesses: Greedy, gossip	Weaknesses: Demanding, poor communicator	Weaknesses: Demanding, impatient	Weaknesses: Procrastinator, stingy
Possible Careers: Social worker, salesperson, inventor	Possible Careers: Surgeon, military, graphic designer	Possible Careers: Lawyer, architect, entertainer	Possible Careers: Psychologist, writer, fashion designer

 馬 HORSE	 羊 GOAT	 猴 MONKEY	 雞 ROOSTER
Strengths: Strong, generous, positive	Strengths: Resilient, motivated, gentle	Strengths: Clever, confident, loyal	Strengths: Punctual, funny, honest
Weaknesses: Easily gives up, irresponsible	Weaknesses: Complainer, materialistic	Weaknesses: Restless, quick to anger	Weaknesses: Impatient, selfish
Possible Careers: Scientist, politician, journalist	Possible Careers: Restaurant owner, doctor, teacher	Possible Careers: Real estate agent, construction, technology field	Possible Careers: Hair stylist, trainer, police officer

 虎 TIGER	 兔 RABBIT	 狗 DOG	 豬 PIG
Strengths: Brave, active, leader	Strengths: Joyful, polite, responsible	Strengths: Dependable, faithful, honest	Strengths: Goal oriented, sincere, tolerant
Weaknesses: Stubborn, careless	Weaknesses: Shy, hesitant	Weaknesses: Worrisome, antisocial	Weaknesses: Materialistic, lazy
Possible Careers: Actor, military, banker	Possible Careers: Daycare owner, nurse, translator	Possible Careers: Business owner, secret agent, principal	Possible Careers: Scientist, engineer, health care

1. I was born in _____. According to the Chinese Zodiac I am a _____ . This means my strengths are _____ , _____ , _____ . One of my weaknesses might be _____. Based on these traits, a career I might be good at is _____ .

Do you agree with your zodiac?

Write three sentences why or why not.

2. _____ was born in _____. According to the Chinese Zodiac they are a _____. This means their strengths are _____, _____, _____. One of their weaknesses might be _____. Based on these traits, a career they might be good at is _____.

Do you agree with _____'s zodiac?

Write three sentences why or why not.

3. _____ was born in _____. According to the Chinese Zodiac they are a _____. This means their strengths are _____, _____, _____. One of their weaknesses might be _____. Based on these traits, a career they might be good at is _____.

Do you agree with _____'s zodiac?

Write three sentences why or why not.

The Ballad of Mulan

Directions: Read the ancient folktale "The Ballad of Mulan". This folktale is written in the form of a poem, meaning that the lines are all written separately and have a sense of flow and harmony. Then, complete the graphic organizer to analyze the main character.

Objective: I can **analyze** a character from an ancient folktale.

Retold by Song Nan Zhang

Long ago, in a village in northern China, there lived a girl named Mulan. One day, she sat at her loom weaving cloth. Click-Clack! Click-Clack! went the loom.

Suddenly, the sound of weaving changed to sorrowful sighs. "What troubles you?" her mother asked.

"Nothing, Mother," Mulan softly replied.

Her mother asked her again and again, until Mulan finally said, "There is news of war."

"Invaders are attacking. The Emperor is calling for troops. Last night, I saw the draft poster and twelve scrolls of names in the market. Father's name is on every one."

"But father is old and frail," Mulan sighed.

"How can he fight? He has no grown son and I have no elder brother."

"I will go to the markets. I shall buy a saddle and a horse. I must fight in Father's place."

From the eastern market Mulan bought a horse, and from the western market, a saddle. From the southern market she bought a bridle, and from the northern market, a whip.

At dawn Mulan dressed in her armor and bid a sad farewell to the father, mother, sister, and brother. Then she mounted her horse and rode off with the soldiers.

By nightfall she was camped by the bank of the Yellow River. She thought she heard them mother calling her name.

But it was only the sound of the river crying.

At sunrise Mulan took leave of Yellow River. At dusk she reached the peak of Black Mountain.

In the darkness she longed to hear father's voice but heard only the neighing of enemy horses far away.

Mulan rode ten thousand miles to fight a hundred battles. She crossed peaks and passes like a bird in flight.

Nights at the camp were harsh and cold, but Mulan endured every hardship. Knowing her father was safe warmed her heart.

The war dragged on. Fierce battles ravaged the land. One after another, noble generals lost their lives.

Mulan's skill and courage won her respect and rank. After ten years, she returned as a great general, triumphant and victorious!

The Emperor summoned Mulan to the High Palace. He praised her for her bravery and leadership in battle.

The Court would bestow many great titles upon her. Mulan would be showered with gifts of gold.

"Worthy General, you may have your heart's desire," the Emperor said.

"I have no need for honors or gold," Mulan replied.

"All I ask for is a swift camel to take me back home." The Emperor sent a troop to escort Mulan on her trip.

In town, the news of Mulan's return created a great excitement. Holding each other, her proud parents walked to the village gate to welcome her.

Waiting at home, Mulan's sister beautified herself. Her brother sharpened his knife to prepare a pig and sheep for the feast in Mulan's honor.

Home at last! Mulan threw open her bedroom door and smiled. She removed her armor and changed into one of her favorite dresses.

She brushed out her shiny black hair and pasted a yellow flower on her face. She looked into the mirror and smiled again, happy to be home.

What a surprise it was when Mulan appeared at the door! Her comrades were astonished and amazed. "How is this possible?" they asked.

"How could we have fought side by side with you for ten years and not have known you were a woman!"

Mulan replied, "They say the male rabbit likes to hop and leap, while the female rabbit prefers to sit still. But in times of danger, when two rabbits scurry by, who can tell male from female?"

Mulan's glory spread through the land. And to this day, we sing of this brave woman who loved her family and served her country, asking for nothing in return.

Character Analysis

Use text evidence from the poem to analyze the character of Mulan.

Thoughts: What does the character think?

Feelings: How does the character feel?

Actions: What does the character do?

Effect: How do people react to the character? How does the character impact others?

Character Traits: Words or phrases to describe the character.

Mulan Character Traits:		
1.	2.	3.

Thoughts:
1.
2.
3.



Feelings:
1.
2.
3.

Thoughts:	Effect:
1.	1.
2.	2.
3.	3.

Finding Percentages

Directions: Read through the notes about finding the percent of a whole number. Then, complete the practice items.

Objective: I can **calculate** the percentage of a whole number.

Yesterday we learned how to find the percentage of a number out of 100. Easy right? 25% of $100 = 25$! However, finding the percentage is not always that easy. There are two methods to find the percentage of a whole number. Practice both methods and decide which one you like best!

Method 1: Using Decimals

What is 25% of 85 ?

Step 1: Change % to a decimal by moving the decimal point 2 digits to the **left**. $25\% = 0.25$

Step 2: Multiply.

$$\begin{array}{r} 85 \\ \times 0.25 \\ \hline 425 \\ +1700 \\ \hline 21.25 \end{array}$$

21.25 is 25% of 85

Practice Using Decimals

What is 15% of 9 ?

What is 75% of 120 ?

Method 2: Using Fractions

What is 25% of 85?

Step 1: Change % to a fraction with a denominator of 100. $25\% = \frac{25}{100}$

*Percent means out of 100, that's why the denominator is **always** 100*

Step 2: Multiply. $\frac{25}{100} \times \frac{85}{1} = \frac{2125}{1}$

Step 3: Divide. $2125 / 100 = 21.25$ is 25% of 85

Practice Using Fractions

What is 45% of 90?	What is 75% of 30?
--------------------	--------------------

Practice Items

Choose a method and find the percentage of each whole number. (Or try both!)

1. What is 50% of 350?	2. What is 10% of 10?
3. What is 90% of 50?	4. What is 5% of 200?

Tangrams


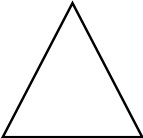
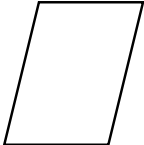
Directions: Read the background information about tangrams. Then, cut apart the shapes on the **solid black lines**. After, complete the shape sorting activity. Finally, use the cut apart shapes to recreate new shapes.

Objective: I can **name** and **sort** shapes.

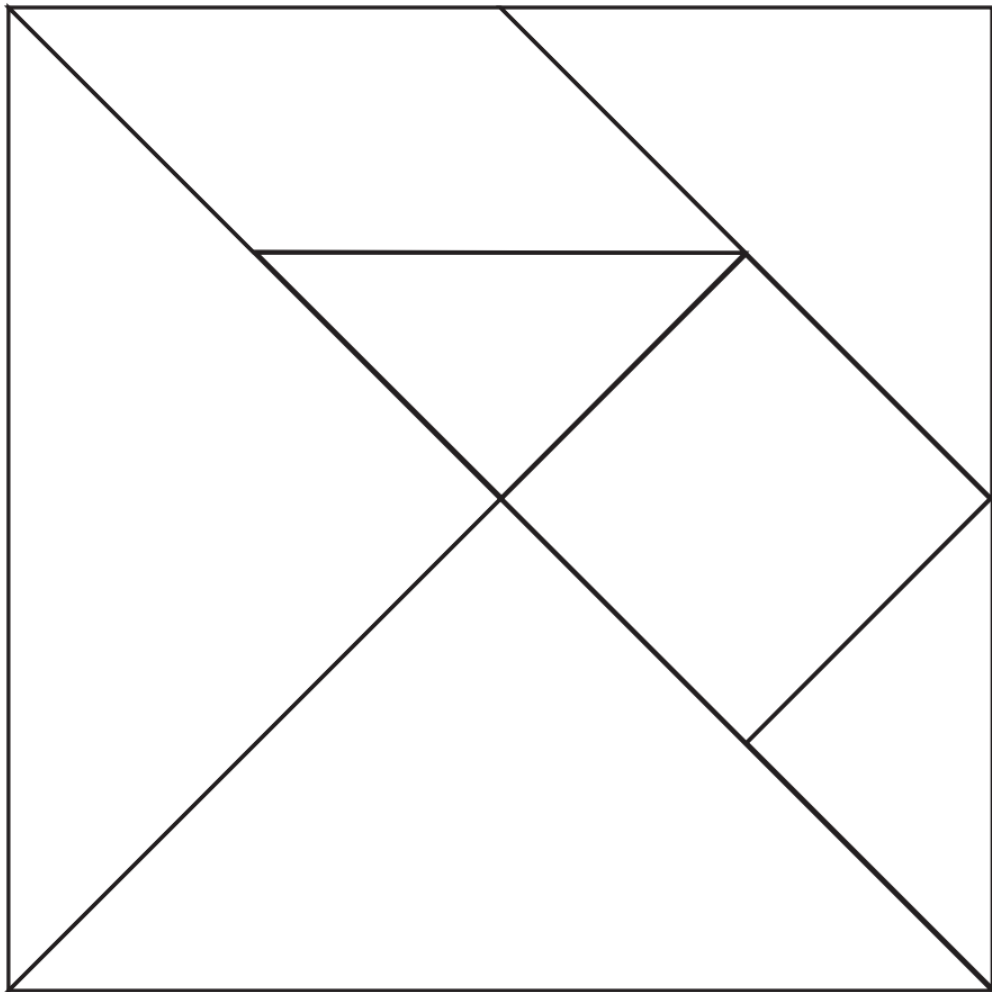
Tangrams are ancient Chinese puzzles that are made from seven pieces. These shapes can be moved around to create larger shapes, or different pictures. Tangrams are a fun activity done by many children and families still today to celebrate Chinese holidays such as Lunar New Year.

Cut apart the tangram on the next page. Then, sort the pieces by shape. Write the number of each shape in the chart below.



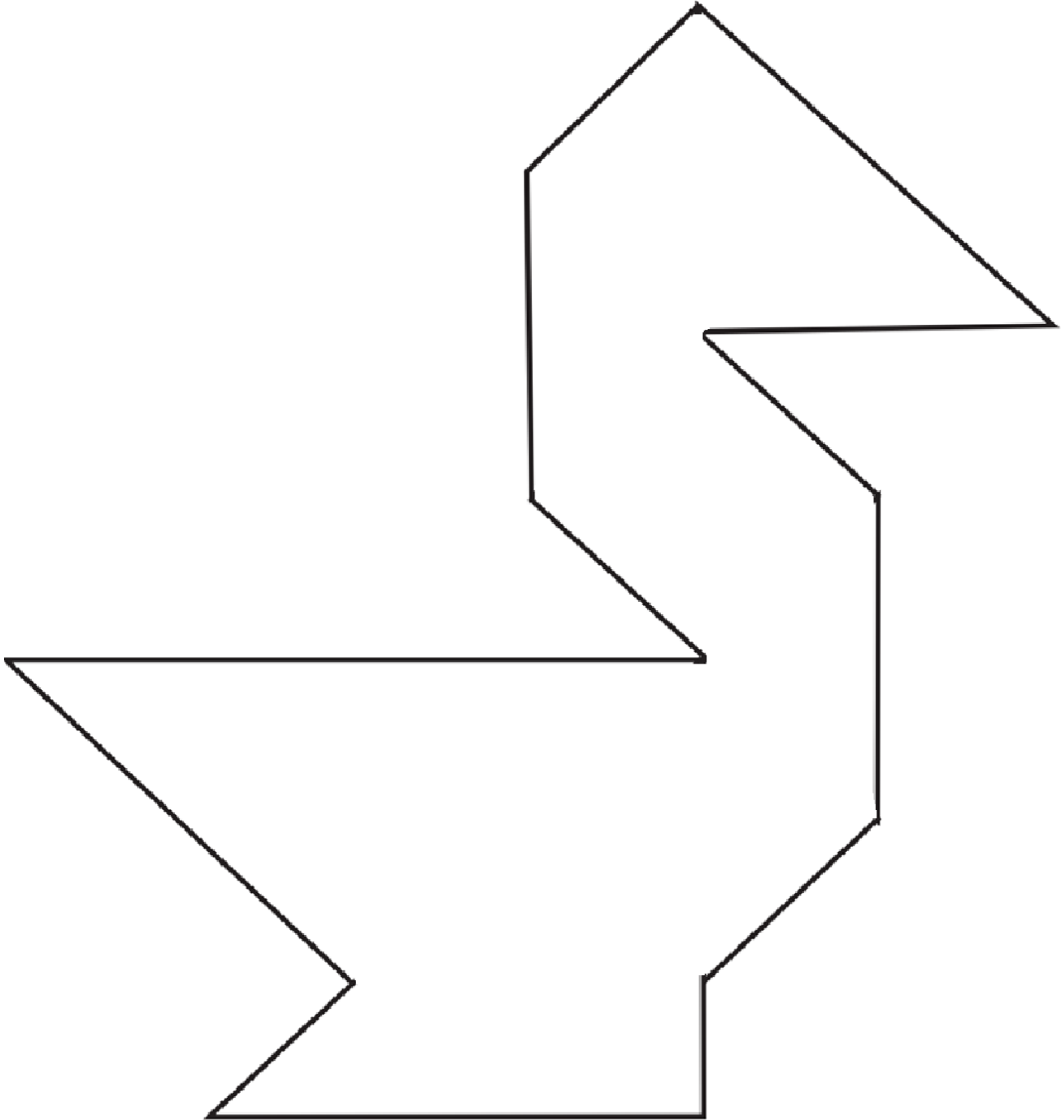
Shape	Amount
Square 	
Triangle 	
Parallelogram 	

Cut the tangram **on the solid black lines**.



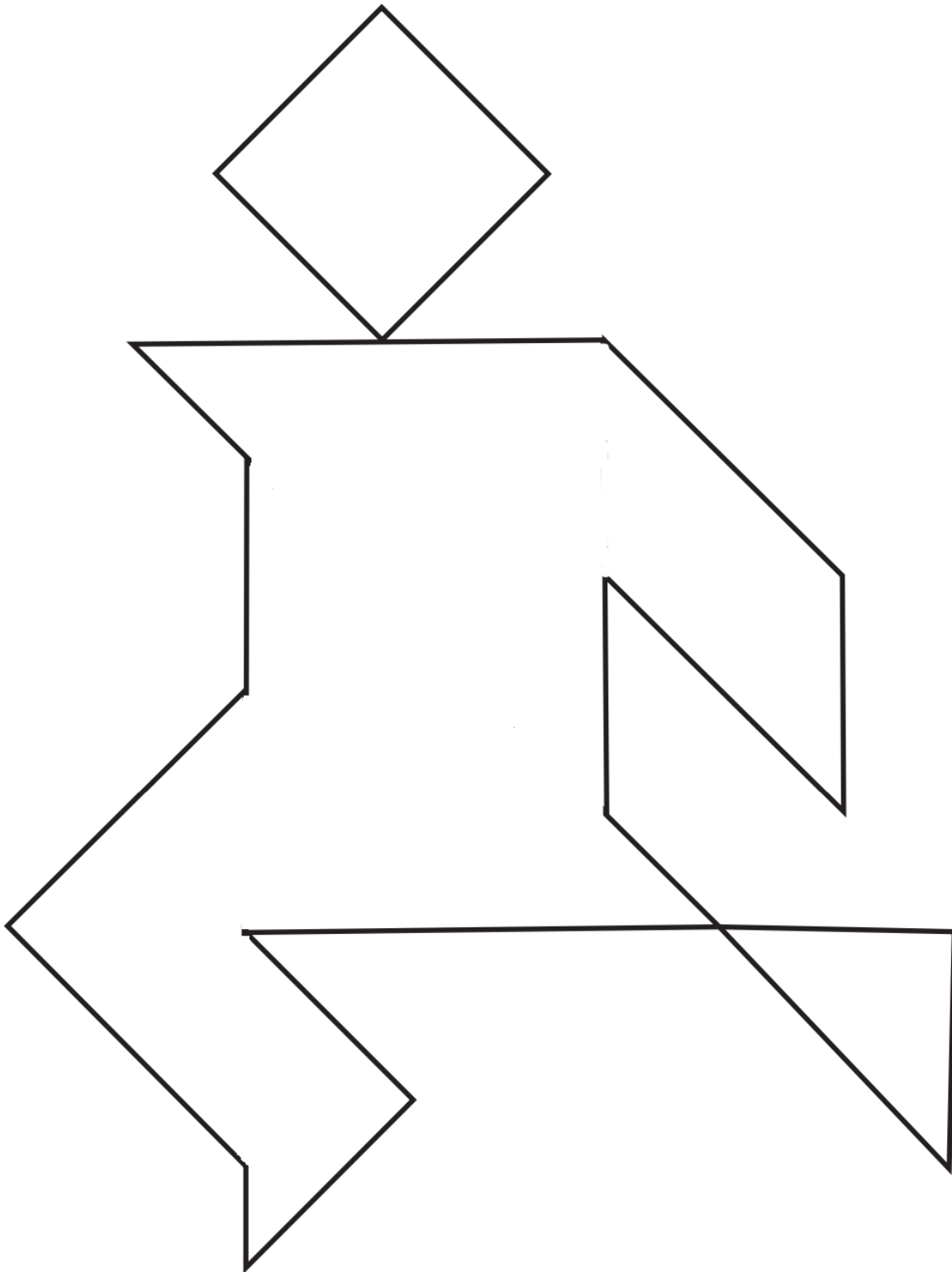
Challenge #1

Recreate this shape. You must use all seven pieces. The pieces cannot overlap.



Challenge #3

Recreate this shape. You must use all seven pieces. The pieces cannot overlap.



Ancient Chinese Dynasties

Directions: Read each infographic box about six different Chinese Dynasties. Then, compare the dynasties in four areas: size, technology, the arts, and overall power.

Objective: I can **compare** aspects of power between six ancient Chinese Dynasties.

Qin Dynasty

Years: 221-207 BC (14 years)

Founder: Qin Shi Huang



Contributions to society

- The original Great Wall of China
- Large road system
- Single written language to be used throughout the country
- Single set of laws to be used throughout the country
- Brought the people of China together as one people
- Created a money system to improve trade
- Improved the military with new tactics and equipment

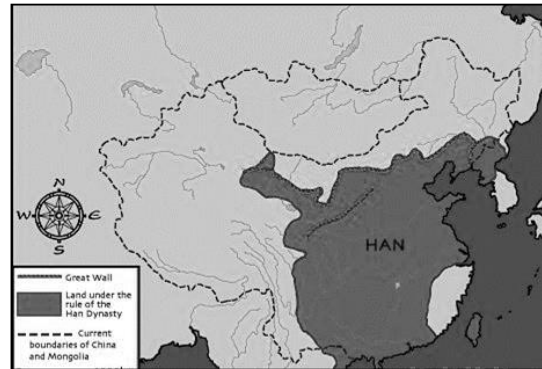
Other Information

- The modern name of the country, "China" comes from this original dynasty.
- Harshly punished anyone who disagreed with the emperor. 400 people were buried alive for questioning the emperor and even his own son was banished from the empire.

Han Dynasty

Years: 206 BC – 221 AD (427 years)

Founder: Liu Bang



Contributions to society

- Wheelbarrow
- Paper
- Seismograph (Earthquake Detector)
- Ship rudder to improve steering at sea
- Opened the Silk Road connecting Europe and Asia for the first time.
- Used negatives numbers in math for the first time in history.

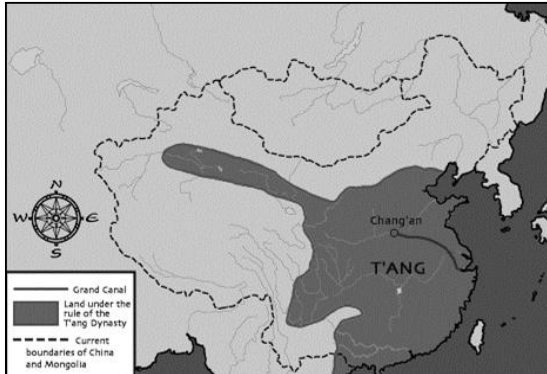
Other Information

- Women had legal rights, though not as many as men
- Forced everyone to follow Confucianism so they'd support the government
- Grew to 50 million people

Tang Dynasty

Years: 618-906 AD (288 years)

Founder: Li family



Contributions to Society

- Printing press
- Playing cards
- Toilet paper
- Implemented civil service exams to test people who wanted to work for the government.
- Improved farming with new techniques like irrigation ditches
- Created a 20,000 mile long postal network
- Nearly 50,000 poems written that still exist today

Other Information

- Huge growth in Buddhism
- Welcomed foreign cultures via the Silk Road leading to growth in art, music and fashion.
- Considered the "golden age" of Chinese civilization

Song Dynasty

Years: 960 – 1279 AD (319 years)

Founder: Taizu



Contributions to Society

- Gun powder
- Paper money
- Oversaw a great growth in literature and knowledge
- First Chinese government to create a navy
- Created incredibly lifelike sculptures out of wood
- Increased quality and variety of ceramics
- Created a public-school system
- Created retirement homes for elderly lower classes who could no longer work

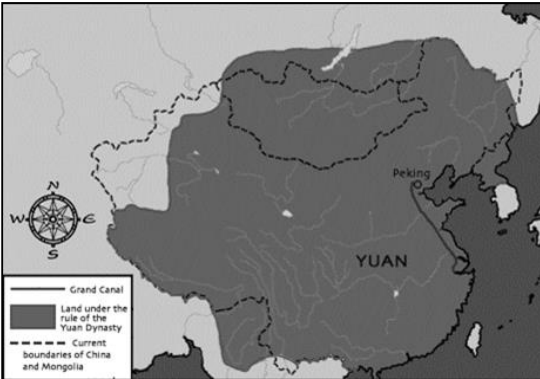
Other Information

- Population doubled in size due to advances in farming techniques

Yuan Dynasty

Years: 1279-1368 (89 years)

Founder: Kublai Kahn



Contributions to Society

- Cannon
- Teapot
- Land mine
- Re-opened the Silk Road increasing trade with the west
- Improved farming by extending the Grand Canal
- Built many hospitals and orphanages to help the poor

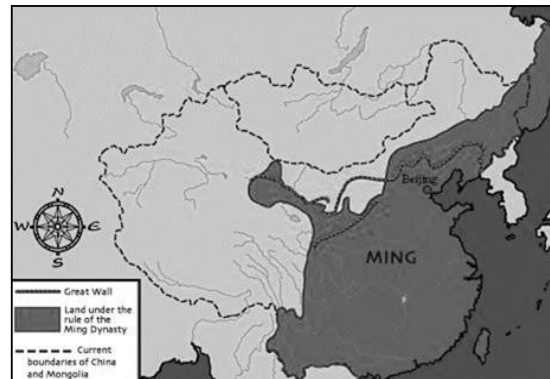
Other Information

- Only dynasty ruled by non-Chinese
- Visited by Marco Polo from Italy
- Invited Christian missionaries to come and teach the people
- Encouraged contact with Europe bringing in many new foods and ideas.

Ming Dynasty

Years: 1368-1644 AD (276 years)

Founder: Zhu Yuanzhang



Contributions to Society

- Toothbrush
- "Fire Dragon Issuing from the Water" rocket launcher
- Built the Forbidden City, a massive palace for the emperor
- Completed the Great Wall adding hundreds of guard towers and filling in the remaining gaps
- Sent explorers around the world sailing around Africa and possibly even reaching North America

Other Information

- Population grew from 65 million to 160 million
- Said to be the most advanced nation on Earth at the time by some historians
- Returned to the old Tang and Song styles of sculpture and painting without adding much new technique.

Rank each dynasty in order (1 = Strongest, 6 = Weakest) for each category. Write a 5 sentence paragraph (Intro, 3 reasons, conclusion) to support why you chose the overall strongest dynasty.

Size	Technology	The Arts	Overall Power
1. _____	1. _____	1. _____	1. _____
2. _____	2. _____	2. _____	2. _____
3. _____	3. _____	3. _____	3. _____
4. _____	4. _____	4. _____	4. _____
5. _____	5. _____	5. _____	5. _____
6. _____	6. _____	6. _____	6. _____

I believe the _____ Dynasty is the most powerful. One reason why is because _____

_____ This is why the _____ Dynasty is the most powerful.

Finding Percentages: Riddle

Directions: Calculate each percentage. Then, use your answers to complete the riddle. Refer to your notes from yesterday for your preferred method. Use the scratch paper to calculate your answers.

Objective: I can **calculate** the percentage of a whole number.

Over 10 million people visit me in a year. I am over 13,000 miles long. The Ming Dynasty built me to protect their empire. What am I?

A	C	E
What is 20% of 25?	What is 75% of 16?	What is 10% of 1000?
G	H	I
What is 50% of 50?	What is 30% of 180?	What is 15% of 400?
L	N	R
What is 1% of 50?	What is 25% of 144?	What is 60% of 300?
T	W	
What is 90% of 150?	What is 60% of 15?	

The _____ of _____

25 180 100 5 135 90 5 9 9 12 54 60 36 5

Scratch Paper

The Silk Road

Directions: Read the background information about the Silk Road. Follow the directions to draw a line connecting each city along the route. Then, draw a picture of the item unique to that city next to it.

Objective: I can **illustrate** a map of the Silk Road.

The Silk Road was a network of trade routes that connected China to the rest of the world beginning during the Han Dynasty. Although it was not actually a paved road, traders were able to take these routes to travel to Europe and Africa to gather new and useful goods. The routes were named after silk, China's unique trading good.



1. Start your trip in Guangzhou. Pick up some tea leaves from the market to take to trade.
2. Stop in Xian. Make sure to grab a lot of silk to trade along the route!
3. Stop in Kashgar. Trade some of your goods in exchange for a beautiful jade necklace.
4. Stop in Samarkand. Pick up a small dog to accompany you on your travels!
5. Stop in Constantinople. Pick up some woven baskets to carry your new goods in.
6. Stop in Antioch. Trade up for some gold to take back to China.
7. Stop in Demascus. Here you will need to restock food for the trip. Trade for dried fruit and nuts.
8. Stop in Alexandria. Here you will get on a boat for the majority of your trip back to China.
9. Stop in Muziris for a day. Make sure to pick up some new spices, like pepper.
10. Hop back on the boat and head home to Guangzhou! Cut through the Malacca Strait.



Giant Panda vs. Red Panda

Directions: Read the article discussing the similarities and differences between Giant Pandas and Red Pandas. As you read, circle all signal words you see in the text. Then, complete the graphic organizer to compare and contrast the two animals.

Objective: I can **compare** Giant Pandas and Red Pandas.

Signal Words		
same	alike	also
similar	both	too
unlike	however	but
different	although	while

Giant Pandas and Red Pandas have similar names. But what else do they have in common? The truth is, they are very different animals! First of all, they belong in different families. The Giant Panda is a part of the Bear family and the Red Panda is a part of the Ailuridae family. The Red Panda is the only animal in the Ailuridae family, but many would compare them to a raccoon.



Giant Pandas and Red Pandas have the same habitat. Both animals live in the forests of Asia, particularly China. Giant Pandas and Red Pandas also have the same diet. However, a Giant Panda eats between 20-45 pounds of bamboo a day! Unlike the Red Panda who only eats 2-4 pounds of a bamboo a day, and sometimes fruit, bugs, or bird eggs. Also, Giant Pandas and Red Pandas both have an extended wrist bone, which is sometimes called a "false thumb". This helps them better strip bamboo to eat.

The two animals look very different. The average Giant Panda weights 150-250 pounds, while a Red Panda weighs 7-14 pounds. Many people recognize the Giant Panda because of their white and black fur, round ears, and short tail. While the Red Panda has reddish brown fur, pointed ears, and a long, bushy tail.

Although they live in the same forests, these animals rarely interact with each other. Red Pandas spend most of their time living in trees, unlike Giant Pandas who stay on the ground but will sometimes climb. Giant Pandas are diurnal, which means they are awake and most active during the daytime, but Red Pandas are nocturnal, and are most active at night.

Giant Pandas and Red Pandas are unique animals. You can find both species in many zoos around the world. They are also both endangered, with their habitat being threatened by humans wanting to tear trees down and hunting the animals for their fur.





Giant Pandas



Both



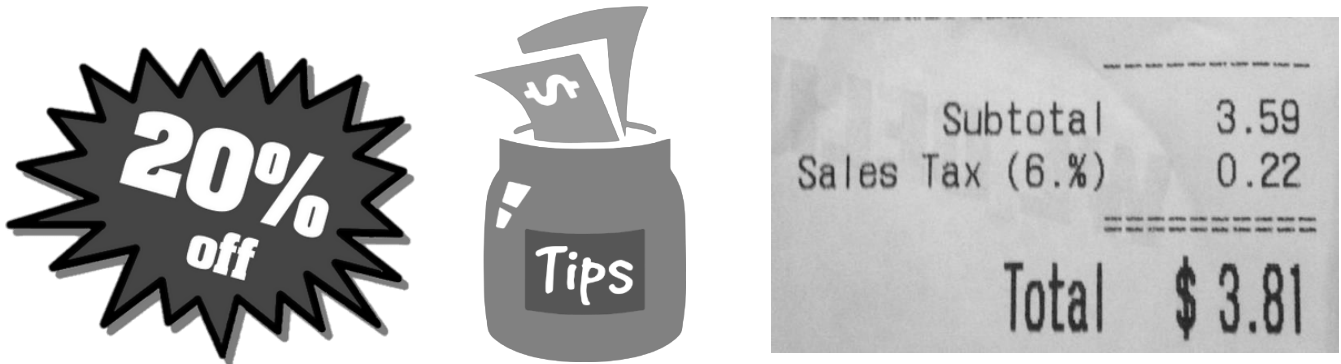
Red Pandas

Discounts, Tips, and Taxes

Directions: We use percentages all the time in everyday life, specially when shopping! Read through each story problem and calculate the correct percentage.

Objective: I can **calculate** the percentage of a whole number using everyday situations.

One way we use percentages is when getting a discount, for example, when something is on sale for 20% off. Another way we use percentages is when leaving a tip at a restaurant or other service. It is polite to leave between 15-20% of your total bill for the employee. Sales tax is another way we use percentages. Sales tax is a small percent of your total bill at a store that you pay to the government to help pay for things like roads or schools. Every state has a different sales tax rate, for this activity we will use 6% as our sales tax rate.



1. A silk merchant has an excess of supply, so he decides to have a sale: 15% off if you spend \$75. Find the percentage of how much the silk will cost **after the sale**.

75	
X 0.15	
11.25	
75.00	
-11.25	
63.75	The silk will cost \$63.75 after the sale.

2. A trader on the Silk Road stops to have lunch. His lunch costs a total of \$12. He wants to give the restaurant server an 18% tip. How much is the **tip total**?

3. A spice shop on the Silk Road charges 6% sales tax. A trader spends \$30 at the shop. How much will be charged **for sales tax**?

4. Two traders meet, one with silk and one with jewels. The jewel trader says he will trade his jewels for a discount of 10% off. The jewels are worth a total of \$180. How much of a **discount** does the silk trader get?

5. A trader stops at an inn along the Silk Road to get a good night's rest. He is charged \$25 for his stay. He tips the inn owner 20%. How much did he spend **on his total stay and tip**?

6. A trader decides to take a ship home to China from Egypt. His ticket costs \$45, with a sales tax of 6%. How much does he spend on his **total ticket with sales tax**?

Chinese Philosophy: What Would They Do?

Directions: Read the descriptions of three Ancient Chinese philosophies. Then, read each modern day situation. Write 2-3 sentences explaining what you think each philosophy would do in the situation.

Objective: I can **apply** Ancient Chinese Philosophy to modern day situations.

What is a Philosophy?

A philosophy is a way of thinking about the world, the universe, and society. It works by asking very basic questions about the nature of human thought, the nature of the universe, and the connections between them. Philosophies are often compared to religion. Many religions began as philosophies until they gained more followers.

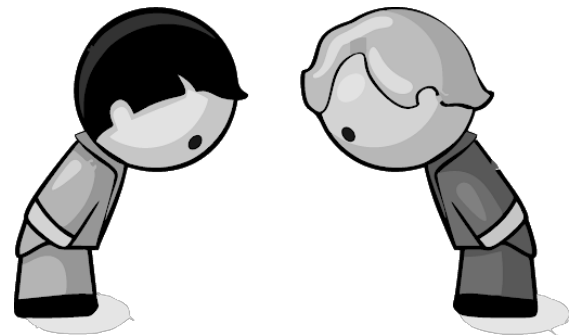


水 Confucianism

The philosopher Confucius began teaching in 522 B.C. He taught that social harmony and good government would come to China if people lived according to principles of ethics, good conduct and moral judgment. He believed that harmony would come from good relationships: people respect leaders, children respect their parents, wives respect husbands, young people respect old people, and friends respect each other. It is important to note that the superior in the relationship (leaders, parents, husbands, and old people) treat others with kindly and are a good example.

Confucius believed that the government should not have strict laws, and that people would behave correctly if they were treated well by the government. He also believed that education was very important and learning never stops in life.

Important Quote: "Do not do unto others as you would not want others to do unto you"



道 Taoism

Taoist ideas are traced to teachings of a scholar named Laozi. It emerged as a major philosophy around 500 B.C. Taoism emphasized harmony with nature and rejected formal social structure and the idea that people must fill specific roles within society. Taoists believe that people should turn away from the way “worldly ways”, or the ways society wants us to act, and focus on letting things happen to us naturally, the way the universe wants it to be. Taoism focuses on having inner peace and not compete with others, search for information, and be greedy for power or money. Taoism does not believe in fighting, setting rules or laws, and taking control of your own body such as dieting. People who follow Taoism should always be modest, honest, and kind to others.

Important Quote: “Stop leaving and you will arrive. Stop searching and you will see. Stop running away and you will be found.”



法家 Legalism

Legalism was founded by Hanfeizi around 200 B.C. Like Confucianism, it stressed the importance of an orderly society, but in a different way. Having a highly efficient and powerful government with harsh and strict laws were the key to restoring power. According to Legalism, people are selfish and untrustworthy by nature, so peace can only be achieved by threatening severe punishment. Additionally, if people broke laws, the people around them such as their family and neighbors should also be punished for their actions. Legalists believed that anyone can be a leader as long as they follow and enforce laws. Rulers can not be kind, or else the people will not respect them and will become lazy and bad.

Important Quote: “The intelligent ruler does not value people who are of themselves good without rewards and punishments.”



Example:

A student sees an opportunity to take something they have really wanted, without being caught. How should that student act?

- a) Confucian response: Would not take it, its against the rules.
- b) Taoist response: Would not take it, having it might complicate their lives.
- c) Legalist response: Would not take it, it's against the law.

1. A student knows that they are failing a class. Students from each of these doctrines know they will be in trouble when their parents find out. How do they handle this situation?

- Confucian response: _____

- Taoist response: : _____

- Legalist response: : _____

2. A student has just found \$20 in the hall. What should they do?

- Confucian response: _____

- Taoist response: : _____

- Legalist response: : _____

3. A student's parents have just spent a lot of money on new shoes. The student was playing around and stepped in a giant mud puddle. What should they tell their parents, or should they?

- Confucian response: _____

- Taoist response: : _____

- Legalist response: : _____

4. A student really likes a new student in school, but all the other students are making fun of the new student's clothes. How should the first student act?

- Confucian response: _____

- Taoist response: : _____

- Legalist response: : _____

Percent Mystery Picture

Directions: First, solve each problem and circle the correct answer. Then, follow the instructions from each answer to reveal the mystery picture,

Objective: I can **calculate** the percentage of a whole number.

Circle the correct answer to find the instructions to reveal the mystery picture.

What is 80% of 5?	2 Color in the 1's	4 Color in the 2's
What is 25% of 300?	75 Color in the 3's	100 Color in the 4's
What is 5% of 1000?	50 Color in the 5's	25 Color in the 6's
What is 10% 10?	1 Color in the 7's	2 Color in the 8's
What is 60% of 250?	160 Color in the 9's	150 Color in the 10's

1	4	9	8	6	6	1	4	9	8
1	4	7	3	3	10	5	2	9	6
9	2	9	1	8	2	3	10	5	8
2	6	4	10	9	9	8	2	3	10
3	1	1	8	4	6	4	2	3	5
3	6	6	8	9	1	8	5	10	2
7	4	1	6	10	3	7	2	3	7
10	9	1	2	5	5	2	10	7	2
5	9	7	3	7	10	1	5	7	3
4	7	5	10	2	3	3	10	5	9
6	8	2	2	10	5	7	3	1	9
1	4	6	6	4	8	9	1	8	4

Weekly Reflection

Directions: Complete the 3-2-1 to reflect on your learning from this week! Make sure to write **at least one complete sentence** for each prompt.

Objective: I can **reflect** on what I have learned about Ancient China.

3 New things I learned	1. 2. 3.
2 Connections to my prior knowledge or life	1. 2.
1 Question I still have	1.

Reference Sheet

LENGTH

Metric	Customary
1 kilometer = 1000 meters	1 mile = 1760 yards
1 meter = 100 centimeters	1 mile = 5280 feet
1 centimeter = 10 millimeters	1 yard = 3 feet
	1 foot = 12 inches

CAPACITY AND VOLUME

Metric	Customary
1 liter = 1000 milliliters	1 gallon = 4 quarts
	1 gallon = 128 ounces
	1 quart = 2 pints
	1 pint = 2 cups
	1 cup = 8 ounces

MASS AND WEIGHT

Metric	Customary
1 kilogram = 1000 grams	1 ton = 2000 pounds
1 gram = 1000 milligrams	1 pound = 16 ounces

TIME

1 year = 365 days
1 year = 12 months
1 year = 52 weeks
1 week = 7 days
1 day = 24 hours
1 hour = 60 minutes
1 minute = 60 seconds



ICMEE is housed within: