Unit Plan on the Ming Dynasty

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| Unit Title: The Ming Dynasty  Subject: Individuals and Societies  Grade: 7 and 8 | | | | | | | Teacher: Rachel Flachbart  Duration: November 2nd-November 19th | | | |
| Summary of Unit:  For this unit we explored the Ming dynasty between the mid to late 1300s to the 1500s. The unit will focus on the relations between the Chinese and the Europeans. The Ming dynasty was an advanced society that was considered one of China’s golden ages due to their centralized government, production of goods that other countries wanted to trade with, and their technology. | | | | | | | | | | |
| Stage 1: Desired Results | | | | | | | | | | |
| Standards:   1. CCSS.ELA-LITERACY.W.8.1 Write arguments to support claims with clear reasons and relevant evidence. 2. CCSS.ELA-LITERACY.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 3. CCSS.ELA-LITERACY.W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 4. CCSS.ELA-LITERACY.RH.6-8.1   Cite specific textual evidence to support analysis of primary and secondary sources.   1. CCSS.ELA-LITERACY.RH.6-8.2   Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. | | | Essential Questions: How did the Ming centralize the authority? What were the relations between the Chinese and other countries? How did those relationships affect the Ming dynasty? | | | | | | | |
| Content Objectives:  1. Students will read and discuss the role of Hongwu in creating the Ming dynasty.  2. Students will use Chalk Talk to learn about the role of women in the Ming dynasty.  3. Students will have an academic conversation and do headlines to analyze the relationship between the Ming dynasty and European countries. | | Language Objectives:  1. Students will be able to evaluate the role of women in the Ming dynasty through discussion, writing, and reading.  2. Students will analyze the role Emperor Hongwu had in creating a strong centralized government.  3. Students will discuss and write on the relationship between the Chinese in the Ming dynasty and Europeans in the 1500s. | | | | | | | |  |
| Stage 2: Assessment Evidence | | | | | | | | | | |
| Formative Assessments:   1. November 2nd and 3rd students wrote one fact they learned about the Ming dynasty and one question they still have in their interactive notebook. 2. November 4th and 5th after students complete Chalk Talk they will write on the back of their group’s paper one thing that went well and one thing that did not go well when doing the strategy. 3. November 9th and 10th students did an academic conversation on Chinese European relations using primary sources. Their exit ticket was a headline that each group shared to the whole class. 4. November 11th and 12th their formative was at the end of class students turned in a revised thesis statement and I gave them feedback on it. | | | | Summative Assessment: The summative assesses the four criterion strands of the Middle Years Program Individuals and Societies. The first section is knowing and understanding. This section students will demonstrate their mastery of vocabulary and content knowledge given during direct instruction. The second section is investigating. On this section students demonstrate their mastery of certain skills. On this assessment is they were given information and they had to write those sources in MLA format. Next they identified a strong thesis statement and said why they chose that one. On the back side students had to write a thesis statement then do a graphic organizer of T.R.E. This was for thinking critically and communicating. | | | | | | |
| Differentiation Assessment Considerations:  I will work with Ms. Kurdy to accommodate each student who has a 504 or IEP with the assessment I designed. | | | | Unit Pre-Assessment:  On the first days, November 2nd and 3rd I used an image of the forbidden city and students had to make an educated guess where it was built by who and when. This showed me if students had prior knowledge on the Ming dynasty. | | | | | | |
| Stage 3: Learning Plan | | | | | | | | | | |
| Strategies/Activities:   1. Chalk Talk 2. Headlines 3. Academic Conversation 4. Thesis Statement stations 5. MLA activity | | | | | | | | | | |
| Lesson Descriptions:  Lesson 1 (November 2nd and 3rd): Ming Dynasty introduction. Lecture on the Ming dynasty. Then students will read a primary source on Emperor Hongwu then we will have a class discussion on the role Hongwu played in creating a centralized government.  Lesson 2 (November 4th and 5th): Students read a primary source on the different perspectives of Chinese European relations. Then students had an academic conversation using the prompts on the primary sources. The end activity is we did the headlines strategy as the exit ticket.  Lesson 3 (November 9th and 10th): Students will read three primary sources from women in the Ming dynasty. Then students will have a short discussion in their groups on the reading. Next students came up with questions and we did the Chalk Talk on those questions.  Lesson 4 (November 11th and 12th): Thesis statement lesson. Students wrote a thesis statement then gave peer feedback using a star (something good) and stair (something they could improve on). At the end of class students used the feedback to revise their statements and their exit ticket was the revised thesis statement. I went through each students thesis statement and gave feedback to them on how they could improve.  Lesson 5 (November 16th and 17th): Review. Showed students the summative and we did a practice summative.  Lesson 6 (November 18th and 19th): Summative assessment. | | | | | | | | | | |
| Lesson Plan  Lesson Title: The Ming Dynasty | | | | | | | | | Date: November 2nd and 3rd  Grades: 7 and 8  Subject: Individuals and Societies | |
| Duration:  68 minutes | Materials/Resources:  Google slides, projector, document camera | | | | | | | Vocabulary:  Dynasty  Bureaucracy | | |
| Objectives/Standards: | | | | | | Essential Question: How did the Ming centralize their authority? | | | | |
| Must Do (Hook): Picture of forbidden city. Students had to guess who built it, when, and by who. | | | | | Strategy/Activity:  Lecture then a reading on Emperor Hongwu then a whole class discussion on the role Hongwu had in creating a centralized government. | | | | | |
| Lesson Plan  Lesson Title: How the Chinese were xenophobic towards Europeans. | | | | | | | | | Date: November 4th and 5th  Grades: 7 and 8  Subject: Individuals and Societies | |
| Duration:  68 minutes | Materials/Resources:  Google slides, projector, primary source | | | | | | | Vocabulary:  Xenophobia  Merchant | | |
| Objectives/Standards | | | | | | Essential Questions: How did the Ming perceive Europeans? How did that impact their dynasty? | | | | |
| Must Do (Hook): Students wrote a guess to what xenophobia meant. | | | | | Strategy/Activity:  Academic Conversation  Headlines | | | | | |
| Lesson Plan  Lesson Title: The Role of Women in the Ming Dynasty | | | | | | | | | Date: November 9 and 10  Grade: 7 and 8  Subject: Individuals and Societies | |
| Duration:  68 minutes | Materials/Resources:  Primary sources, google slides, construction paper for chalk talk,  student samples of chalk talk questions | | | | | | | Vocabulary:  Filial piety  Martyr | | |
| Objectives/Standards: | | | | | | Essential Question: What was the role of women in the Ming dynasty? | | | | |
| Must Do (Hook): I had students write down what was the most interesting fact they had learned so far. | | | | | Strategy/Activity:  Chalk Talk  Reading of primary sources on the role of women in the Ming dynasty | | | | | |
| Lesson Plan  Lesson Title: European perceptions of the Chinese during the Ming dynasty | | | | | | | | | Date: November 11th and 12th  Grades: 7 and 8  Subject: Individuals and Societies | |
| Duration:  68 minutes | Materials/Resources:  Google slides, primary source | | | | | | | Vocabulary:  Insurrection | | |
| Objectives/Standards: | | | | | | Essential Question: How did the Portuguese perceive the Chinese in the 1500s? | | | | |
| Must Do (Hook): What is the difference between a strong and weak thesis statement? | | | | | Strategy/Activity:  Reading of a primary source. Then students wrote a thesis statement. Next they gave peer feedback on each other’s thesis statement. Lastly their exit ticket was to revise their thesis statement then I gave them feedback on it. | | | | | |
| Lesson Plan  Lesson Title: MLA and Review | | | | | | | | | Date: November 16th and 17th  Grades: 7 and 8  Subject: Individuals and Societies | |
| Duration: 68 minutes | Materials/Resources: Summative review, primary sources from the unit, google slide, and extra worksheet on MLA | | | | | | | Vocabulary:  None | | |
| Objectives/Standards: | | | | | | Essential Question: What is plagiarism? | | | | |
| Must Do (Hook): Students answered what is plagiarism? Why is it important to cite sources? | | | | | Strategy/Activity:  Extra review on MLA. Review of the summative. | | | | | |
| Lesson Plan  Lesson Title: Summative Assessment | | | | | | | | | Date: November 18th and 19th  Grades: 7 and 8  Subject: Individuals and Societies | |
| Duration:  68 minutes | Materials/Resources:  Summative assessment | | | | | | | Vocabulary:  None | | |
| Objectives/Standards: N/A | | | | | | Essential Question: N/A | | | | |
| Must Do (Hook):  N/A | | | | | Strategy/Activity: Summative assessment. | | | | | |

Bibliography:

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