**Unit 3 – River Valley Civilizations NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_BLK#\_\_\_\_**

**Topic Guide – Ancient China**

**Due Date: Tuesday November 25th, 2014**

**Presentations will be on Monday and Tuesday: NOVEMBER 24th and 25th!!!!!!**

**Generalizations:**

* Create a commentary of an interview with a historical figure to identify and measure the impacts of Ancient China.
* **Performance Task Summary:**

The year is 2032; society presents itself as peaceful, innovative and advanced. A time machine has been invented and reporters from around the world have been given an opportunity to interview historical figures!

The network you work for has chosen to compile an exposé on Emperors of Ancient China. You will team with a network team (producer and two reporters) to host a historical figure to talk about the contributions of their society. Luckily, new technology has also been invented that allows automatic translation of audio and video so language barriers are no longer an issue!

**Choose from:**

 An Emperor from the Shang Dynasty

 Emperor Qin Shi Huangdi

 An Emperor from the Han Dynasty

 A worker on the Great Wall of China

 An Emperor from the Tang Dynasty

 An Emperor from the Song or Sung Dynasty

 Genghis Khan (Mongol Dynasty)

 A worker on the Terracotta Warrior Army

* **Performance Task Criteria: (Group Work- 3 Members)**
* The team (producer, two reporters and a historical figure) will put together a commentary that looks at the contributions of ancient Chinese society by dynasty.
* Each group will be assigned/choose from different historical figures.

**Process:**

1. In network teams, students will use technology to research the “contributions of Chinese dynasties” and evaluate the impact of the lessons learned on modern society.
2. The team will create a presentation to deliver to the class (playing other reporters taking notes on this new figure, never before interviewed)
3. The presentation and report should include a comprehensive list of the factors that contributed to the rise and fall of the dynasty
* The important inventions that were made

* Connections/impact that they these people had on modern society should be made.
1. Students will take notes on each other in a graphic organizer to evaluate the important contributions. This presentation should be intended to teach the class the highlights of their dynasty

5. A written text version of the script must be presented to the teacher for credit

* **Performance Task Rubric:**
* Report Brief Script‐ **40 points**
* Includes a clearly stated stance on the topics (**15 points**)
* Use of valid and valuable data and evidence (**15 points**)
* Written clearly for all other participants to understand (**15** points)
* Correct use of documenting resources and grammar (**15** points)
* ‐ Participation in Presentation **‐ 40 points**
* Student speakers used proper grammar, historical evidence and followed debate procedures

‐ Use of data and evidence **‐ 30 points**

* Data and evidence is valid (**15** points)
* Data and evidence is used properly and is cited in the Report Brief and debate (**15 points**)

**Total Point = 200**

**Resources:**

<http://www.bcps.org/offices/lis/models/chinahist/dynasties.html>

(Contributions of different Chinese Dynasties)

[http://www.preceden.com/timelines/4222‐china‐dynasties](http://www.preceden.com/timelines/4222%E2%80%90china%E2%80%90dynasties)

 (Chinese Dynasties Timeline)

Questions to be asked (contributions of their society)

1. What impact did these accomplishments have on people and society?
2. Why was this invention created?
3. Who was responsible for its creation?
4. How does this invention work?
5. Who is to benefit from this invention?
6. How did this invention contribute to later societies?
7. What impact did these accomplishments have on other civilizations?