



UNIT GRAPHIC ORGANIZER

SUBJECT: HISTORY

UNIT: 2

COURSE: SIXTH

TEACHER: Mr. Luis David Sánchez

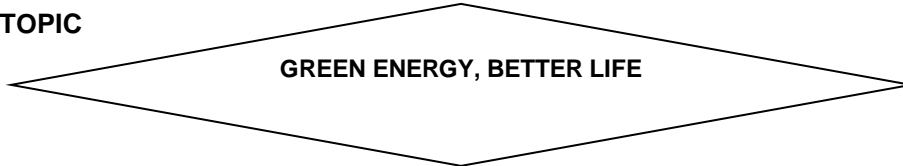
DATE: March 25th 2025

TITLE: Chinese dynasties Qin, Zhou, and Ming Dynasties. Feudalism in ancient Japan. Early civilizations in America: cultures of Aztec and Mayas South America.

THROUGHLINES:

1. What do you think the word "dynasty" means and why were they important in Chinese history?
2. How do you think the samurai and feudal lords (daimyos) worked together to maintain order in Japan during that time?
3. How important was religious thought in American cultures?

GENERATIVE TOPIC



UNDERSTANDING GOALS:

<p>1. The students will make relationships of similarities and differences about the concept of dynasty, comparing its forms in the past and present in China.</p>	<p>2. Students will identify the essential characteristics of land management and ownership for feudal Japan and pre-Hispanic American cultures.</p>
--	--

	UNDERSTANDING PERFORMANCES	TIME	ASSESSMENT	
	ACTIONS		WAYS	CRITERIA
Exploration Stage	<p>To evaluate the use of government systems of the past and contrast them with those of the present the students are going to check three dynasties in ancient China. Later teaches is going to use a time line describing main achievements (classroom material and worksheet)</p> <p>To identify the characteristics of a feudal economic model in ancient Japan, students and the teacher will analyze some social roles from the EDO period through a Japanese animation inspired by that time. https://www.youtube.com/watch?v=IL2yLQt xWrw</p> <p>To recognize values and ideas specific to American cultures through a set of images that represent deities related to natural forces and agricultural resources, the students are going to make a collage with their images and characteristics.</p> <p>Thinking skills IDENTIFY, RETELLING AND EXPLANIG DETAILS IN TIME LINE CLASSIFY HISTORICAL FACTS BY DATING RECOGNIZE SPECIFIC VOCABULARY Synthesis project progress: Week 1: To check materials and prototype drawings Week 2: To begin with the building of the prototype</p>	Weeks 3	<p>Classifying the most outstanding facts of each dynasty and its dates and main historical facts into the timeline. (Notebook graphic organizer)</p> <p>Drawing the hierarchies of the social classes through a cartoon in the notebook.</p> <p>Designing a character inspired by ancient Japan and describing the job he does and the social class he belongs to.</p> <p>Drawing one of the Mayan or Aztec gods and, designing cup board cards with its origin, powers, characteristics and the environment on which it has its influence.</p>	<p>Historical – cultural Ethical – political</p>

<p style="text-align: center;">Guided Stage</p>	<p>The students are going to locate the changes over territories dominated by the three Chinese dynasties in order to describe the use of the lands along the TASK time. Historical map.</p> <p>The students are going to identify the geographical and historical facts about the yellow river position and its use to the crops, then the teacher is going to use a writing report to promote the writing explanation about economical Chinese development.</p> <p>The teacher is going to use a graphic organizer to classify the social order and role plays during feudal time in ancient Japan.</p> <p>In order to recognize and compare social perspectives of the past and present, the teacher will develop a guided reading activity to list main achievements of American civilizations in science, architecture, agriculture, and economics. TASK (reading report)</p> <p>Thinking tools RELATE CAUSE AND EFFECT RELATIONSHIPS HIERARCHIZE SOCIAL ROLES LOCATE EXTENSIONS OF THE TERRITORY AND DIFFERENT USES</p> <p>Synthesis project progress: Week 3: To test the build prototype. To write down on logbook the test results and the mistakes. Week 4: To correct mistakes and describe the way to use prototype in context.</p>	<p style="text-align: center;">Weeks 3</p>	<p>Pointing out the lands controlled by Han and Qing dynasties and its main cultural, economic and technological changes along the time.</p> <p>Designing a brainstorming classifying main legacies of last Chinese dynasties.</p> <p>Answering exercises from TASK including the sketches.</p> <p>Matching an exercise with cultures and civilizations of past and present time.</p> <p>Developing a synoptic table as a system of Japanese and American cultures comparing the economic and religious visions on the use of natural resources.</p>	<p>Historical – cultural Ethical – political</p>
<p style="text-align: center;">Learning Evidence</p>	<p>Synthesis project prototype about GREEN ENERGY applying</p> <p>Week 5th: To organize an oral presentation. Week 6th: To share socializing the use of prototype. Week 7th: To present the final project.</p>	<p style="text-align: center;">Weeks 2</p>	<p>GREEN ENERGY – BETTER LIFE Students build a prototype for using green energy (wind, solar, or chemical) according to the groups assigned by their teachers. In this prototype, they conduct practical experiments on the storage of electrical energy or the transformation of chemical energy into other forms, allowing them to experience its use and application in a real-life context.</p>	<p>Historical – cultural Ethical – political</p>