

Ancient China

Unit Overview: The unit is on ancient China from 1800 B.C.E to 300 C.E. The week of study includes lessons on maps, timelines, Xia Dynasty, Shang Dynasty, Religion, Qin Dynasty, The Great Wall, and the Han Dynasty. The study will include the geographic, economic, political, religious, and social structure that was established on the Yellow River and the Yangtze River. The students will research the natural borders of China and why these natural borders contributed to China's isolation. Students will learn about the significance of the dragon and create a timeline to keep track of what they learn in the unit. They will do a reader's theater performance and make their own magnetic compass.

Day One: China's Natural Borders: Maps

Summary: The first lesson of the unit will set the background of China in a geographical perspective. Since geography shapes and influences a nation/country, learning this feature will give the students an idea of how China's isolation influenced the Chinese.

Lesson Objectives:

The Student's Will Be Able To:

1. Draw and locate the geographical features in and around China
2. Discuss and define the features of natural barrier

Materials:

1. True story of Mulan read aloud
2. Disney's Mulan video
3. Textbook
4. Internet & computers
5. Blank outline map of China [create one here:
<https://www.worksheetworks.com/geography/asia/china/outline.html>]
6. Colored pencils

Activities:

1. **Engagement:** Open class by saying, "Welcome honorable students to ancient China!" Bow a few times to the class, then say, "Today we begin our study of Ancient China."
2. Introduce China by reading the real story of Mulan aloud to the class, followed by showing some clips from Mulan by Disney (ancestor worship, dragons, emperors, great wall, bureaucracy).
3. **Input:** Tell the class that many people, not just the Huns from the north, tried to conquer China and that is why the Chinese built the Great Wall to protect themselves. Tell the class that we will learn more about the Great Wall later on. Tell them that the Great Wall wasn't the only thing that helped keep China isolated from the rest of the early world--geography played a part too.
4. Ask them to define, "What is a natural barrier," and then explain that China had many. Check for understanding by making quick, formative assessments of the students' responses.
5. **Independent Practice:** Separate the students into groups and have them research China's natural barriers using their textbook, internet, and other resources. Assign or randomly select a barrier for each group, which would include: Himalayan Mountains, Mount Everest, Gobi Desert, Taklamakan Desert (Sea of Death), South and East China Sea, Yellow River & Yangtze River, plus whatever other geographic features you would like to put under China's natural barriers. Then have the students report back on their findings.
6. **Check for Understanding:** Walk around the room and engage with the groups. Make sure they are on task and not confused about the subject matter. Clarify any questions. Assist with difficulties student might have trying to research.
7. **Guided Practice:** Class Activity: Map of Ancient China: Give Students a map of China. With a projector, add major map labels and features of China on the map. Let the students color their maps, if time permits. Check student's work on the maps and make sure they followed along accurately.
8. **Closure:** Bow to the students and thank them for participating in the lesson.

Assessment: Observation of participation & filled out outline maps

Day Two: Who's Who in Ancient China: Dragon Timeline

Summary: This lesson will help the students clarify the major figures in China by making a dragon (an important Chinese symbol) timeline.

Lesson Objectives:

The Student's Will Be Able To:

1. Create a dragon timeline of ancient Chinese dynasties
2. Identify the dragon as the symbol of China and its emperors

Materials:

1. Pictures of dragons
2. Scissors, colored paper, markers, etc
3. Story: Dragon Lore power point (included in the unit folder)
4. Dragon Lore handout and discussion questions (attached at the end of the lesson plans)
5. Who's Who Chart (attached at the end of lesson plans)

Activities:

1. **Engagement:** Say to the students, "Welcome honorable students" and bow a few times.
2. **Input:** Say that China covers 11,000 years of history and that, fortunately, it's divided into big blocks of time. Still, it can be frustrating remembering all the people and era's of time because different people refer to the same blocks of time by different names. It's just not very helpful when we're learning. For example someone might say "in Shang times" or "in Han times" or they might say "in the Bronze Age" or "in the Age of Division."
3. Then, hand out the chart about Who's Who in Ancient China (that you, the teacher, previously made). Be sure to tell the students that they don't need to memorize it, but that they need to keep it so that they can refer to it various times during the unit, and that they are to keep it in their notebook.
4. **Transition:** Ask: What is a dragon? Assess the responses of the students. Say: During the entire 11,000-year period of ancient China's history, dragons played an important part of ancient Chinese daily life. Read *Dragon Lore* aloud, or have students read it aloud, from the power point. Then have the students answer the discussion questions from a Dragon Lore handout the teacher gives them to be turned into the teacher.
5. **Check for Understanding:** When the discussion questions have been turned in, assess the answers. Check for comprehension of the text.
6. **Independent Practice:** Class Activity: Have the students get into groups and make a dragon timeline. There should be between 5 to 6 dragons. Give each group of students pictures of different dragons and have them create a dragon head, tail, body, and claws. If you teach one class, each group can make a complete dragon, in brown, red, green, gold, and blue, for the five ancient Chinese elements (wood, fire, earth, metal, and water). If you teach more than one class in a single classroom, each class can make a complete dragon. Assign each group a piece of the dragon (head, tail, claws, body); if you have more than four groups, double up on the body and claws. One class would make a brown dragon, another a green dragon, etc. Only allow the head and tail to be quite colorful--let the body be one color. Once the group has completed the dragon, insert white pieces of paper in the length of the body where they can write in the dynasty name, date, major accomplishments, and inventions (when the students study that dynasty). Each dragon will hold timeline information about one of the dynasties or dynasty groups we will be studying in this unit--Xia, Shang & Chou (Zhou), Ch'in (Qin), Han, T'ang.
7. **Closure:** Say: Thank you honorable students for your attention today (bow several times). I wish you enjoyment of the sunset tonight!

Assessment: Participation in discussion, discussion questions, and timelines

Day Three: Xia Dynasty: Earliest Known China Civilization

Summary: The purpose of the lesson is to introduce the earliest known dynasty of China.

Lesson Objectives:

The Student's Will Be Able To:

1. Respond to questions eliciting a mental calculation of time (B.C.E./CE) to "how long ago?"
2. Describe life during the Xia Dynasty from a short story
3. Construct the beginning of a timeline with information of the Xia Dynasty
4. Play the Good Luck/Bad Luck activity to understand how the Chinese viewed luck and money
5. Brainstorm synonym words for the word "superstitious"

Materials:

1. Chinese Coin Activity: Small circles of cardboard or heavy paper with a hole in the center or each to make a Chinese coin (one per student). A bag of candy enough for one piece per student. Optional: If you are going to allow students to make a string of coins (a necklace of one coin) they will need pieces or string or yarn.
2. Papercut Good Luck Dragon (Timeline for their notebook): Red paper, one papercut pattern per student, glue and scissors, white paper
3. Story: Loawnu and the Patched Silk Sky (attached)
4. Paper Dragon Pattern
5. Whiteboard & Dry Erase Marker

Activities:

1. **Engagement:** Say: "Welcome honorable students (bow). Welcome to ancient China!"
2. **Class Activity:** Review B.C. and CE concepts while introducing the Xia Dynasty to make sure that they understand that if something happened in 10,000 B.C.E., which it happened 12,000 years ago. This is important also before they start writing information on their timeline.
3. **Input:** Tell the students about the early Chinese people and write on the projector what they will write on the timeline--only write key words or phrases. "About 10,000 B.C.E., a group called the Yangshao settled near the Huang He River. Archaeologists have uncovered many Yangshao villages in northern China. In one village, they found the remains or farmhouses built partly underground, with plaster floors, and roofs held up with wooden posts. How long ago was that? (Wait for student response of 12,000 years ago) About 6,000 years ago, jade was first worked. What is jade? (Listen to responses) About 3,000 B.C.E., another farming group appeared, the Lungshan people. They were very advanced for their time. They harvested silk, and used it to weave fine fabrics. They used a potter's wheel to make beautiful pottery. They baked strong bricks in ovens, and used them to build their homes. They worked together on flood control and irrigation projects. They had great engineering skills. Around 2,000 B.C.E.--How long ago was that? (Response from students should be 4,000 years ago)--legend says that their "Great Engineer," Yu, founded the Xia (she-ah) Dynasty. What is a dynasty? (Listen to responses) A dynasty is a line of rulers who belong to the same family and pass control from one generation to the next. There are no written records. Our knowledge comes from ruins of their town, ancient stories, and legends.
4. **Activity:** Introduce the story, *Loawnu and the Patched Silk Sky*, and tell the students that this ancient story tells us quite a bit about daily life in Xia times, around the year 2000 B.C.E. (4000 years ago).
5. Read the Story
6. **Class Discussion:** What does this story tell us about Xia times? (Explanations of nature, agriculture, irrigation, wise woman, warm blankets, silk, the importance of the Spring Festival also known as the Chinese New Year, early inventions).
7. **Activity:** papercut Good Luck Dragon Timeline: Make a personal dragon timeline. Give the students time to cut out a dragon head and tail. Have the students put the tail end on the left and the head end on the right. Give them colored paper to make the body with 3 white sheets of paper to write on. Give the students time to write down ancient Chinese contributions and inventions as we find them. The body of the dragon they create will hold 3 dynasties. Today they can add the Xia Dynasty marked as 2000 B.C.E. in a timeline dated from 10,000 B.C.E. to 1700 B.C.E. Ask the students what inventions we can add?
8. **Transition:** "The ancient Chinese were great inventors!" One thing they invented were coins with holes in the middle so that coins could be strung together for easy carrying.
9. **Activity:** Good Luck-Bad Luck (Flip a coin): Students need to be given a small circle cut out from cardboard with a hole in the center, while students are adding information about the Xia Dynasty on their timelines. Say that we are going to make an ancient Chinese coin today. Tell students to write "Good Luck" in red letters on one side of their coin, and "Bad Luck" on the other side. Then have all students flip their coins in a heads-tails fashion. Tell the students to stay seated if their coin lands on Bad Luck and to stand up if their coin lands on Good Luck. Once they do this, have the "Good Luck" students come forward and collect two pieces of candy from the teacher. Instruct them to give one piece to the people with bad luck to share their good fortune. In closure, tell them that in the early days

of ancient China, people worked together, such as to prepare the fields and for the Spring Festival. Then give the students a piece of string so that they can wear their money around their neck like they did in ancient China because they didn't have banks.

10. **Transition:** The ancient Chinese tried to explain why some people have good luck and some have bad luck for no apparent reason. They could only assume that their gods intervened directly. Then discuss how the ancient Chinese believed in multiple gods similar to the early Romans. Then give examples of gods of ancient China. Say: They believed in these gods because they were superstitious. What is a superstition? (Listen, confirm, or deny answers and give the definition of it being an irrational fear of the unknown or mysterious). Follow up by using the whiteboard to create a list of words that can be used to describe a superstition (myth, old wives' tale, unfounded, delusion, illusion, irrational, credulous, mythical).
11. **Check for Understanding:** Most of the checking will be when I ask direct questions of the students, such as "How long ago was that?" "What does this story tell us about Xia times?" "What is a superstition?" These all help me monitor the understanding of the class as we walk through the lesson together.
12. **Closure:** Say: "Thank you honorable students for your attention today (bow several times). I wish you enjoyment of the sunset tonight. Ah...was there ever such a sight!"

Assessment: The timelines will be assessed later in the unit after they have added 3 dynasties. Then the timeline will be collected and graded for thoroughness. It will just be a formative assessment since we won't be done with the unit at the time of collection. See Rubric (attached at the end of the lesson plans)

Day Four: Reader's Theater: China

Summary: The purpose of this lesson is to extend the history of ancient China into a cross-curricular activity, such as Readers Theater.

Lesson Objectives:

The Student's Will Be Able To:

1. read fluently their role in the script
2. compare and contrast the difference between a tapestry and a brocade
3. discuss how the brocade was a skill developed in ancient China

Materials:

1. Readers Theater Script: The Magic Brocade: A tale of China (attached in unit folder)
2. Readers Theater performance Rubric (attached at the end of lesson plans)

Activities:

1. **Engagement:** Say: Welcome honorable students (bow several times).
2. **Input:** The Chinese invented a method of weaving called Brocade, which is similar to tapestry. Does anyone know what tapestry is? (Wait for responses, and then explain). There's an ancient folktale called, "*The Magic Brocade: A Tale of China.*" We will learn about the Brocade method of weaving and present it as a theater presentation at the same time. Brocade is woven cloth with raised patterns resembling embroidery. It has been woven in China since at least the third century. It is used for waistcoats, quilt covers, bedspreads, and other household items. Note: If you haven't practiced Reader's Theater before in the classroom, and then explain how Reader's Theater is implemented. Otherwise, for classrooms experienced with Reader's Theater, assign parts to groups of students. The script calls for 9 or more readers. For a class size around 30, this will separate the students into three groups. To make the script less redundant, you could change a small aspect of the story to create some differences between each groups reading.
3. **Steps to Implement the Readers Theater Scripts:**
4. **Step 1:** Assemble students into groups. Pass out scripts.
Step 2: Ask students to read through their scripts silently. Then assign practice spaces to each group. Groups may now break away and go to their practice spaces.
Step 3: Using cooperative learning techniques (use the specific techniques which work best for you), each group assigns parts and rehearses its script. Suggestions for improvements, additions or changes must come from the group. Teacher may move from group to group encouraging the readers. Check to see that scripts have been underlined, as previously mentioned.

Step 4: Ask readers to take scripts home so that some home rehearsal may be accomplished. Suggest reading script aloud with various family members.

Step 5: Allow groups to practice two or three times, or until they feel ready for an audience.

Step 6: Schedule the group presentations. You might feature one group presentation per day for a week, or hold a "Friday Festival" and present them all on the following Friday afternoon.

5. For this particular lesson, we will present all 3 on Friday.
6. **Modeling:** This is important for groups that have never acted out a Readers Theater. Explanations must be made to the students in terms of implementation and expectations. For classrooms that have already been using Readers Theater, give a brief overview of your implementation and expectation--students might just need a quick reminding. Remind students to underline or highlight their lines/part and practice their reading at home.
7. **Independent Practice:** Give students time in the classroom to practice their script first silently to themselves and then collectively as a group. Further practice will be done at home.
8. **Check for Understanding:** This will be done throughout the lesson as you look for understanding from the students when you are giving the directions, as you are watching them read silently, and as you are moving from group to group as they practice in class.
9. **Closure:** Say: "Thank you honorable students for your attention today (bow several times). I wish you enjoyment of the sunset tonight. Ah...was there ever such a sight!"

Assessment: The students will be assessed on their oral reading (volume, clarity, expression, & reading in turn), and cooperation with their group. The attached rubric will be used to assess their performance.

Day Five: Science Experiment: The Magnetic Compass

Summary: The lesson blends the history unit on ancient China with science investigation. This lesson coincides with the Han Dynasty and should be completed during the study of this history lesson.

Lesson Objectives:

The Student's Will Be Able To:

1. Conduct a variety of research on the magnetic compass
2. Use the scientific method to make a student representation of the compass
3. Relate the invention of the compass with the significance of its use in history

Materials:

1. Magnetic compasses or compass pictures
2. Magnetic Worksheet (unit folder)
3. Project Checklist to aid students (unit folder)
4. Whiteboard and markers
5. Paper and pencils for the students
6. Textbooks, computers, books, magazines, etc for research
7. Rubric (attached in unit folder)
8. Directions for making a compass pdf (unit folder) can be used mainly by teacher

Activities:

1. **Engagement:** Say: "Welcome most honorable students. Today you will all be great Chinese inventors!"
2. **Input:** One of the many inventions made by the Chinese was the magnetic compass. This was made during the Han Dynasty. Recall that the Han Dynasty reigned from 206 B.C.E to 220 CE. The magnetic compass was invented around the same time they invented paper around 100 B.C.E. Also remember that they Silk Road became an important mode of transportation during this time and merchants transported many good from Asia to Europe. The magnetic compass was one of the items they transported and greatly enhanced nautical navigation in and throughout Europe.
3. You, great inventors, will be making your own magnetic compass (hold up an example compass for students to view or use visuals). We will use the scientific method for this process. Some questions to ask yourselves as you're making your hypothesis are: What basic components are needed to make this invention? (base, needle, magnet), What materials could you use to make the compass? (magnet, paper clip, cardboard, markers, etc.). What could I use and how could I construct the compass to make it work properly? Do this now in your journal. You will test these ideas later and then reflect upon the closeness of your theory. Do you need to revise your project? After you've made a compass, how could you make it better? What would or wouldn't you do differently?





4. You will need to research the magnetic compass and if you use internet, books, or other sources, you will need to cite those resources in your paper. In addition, you will be required to research the material you use and find its origins. For example, if you use a sewing needle for your pointer find out: What is the material/object made of? Where do you find the material that the object is made of (in the Earth, on a specific continent, in the mountains, etc)? How is it made? Who made it/invented the material/object? How do we use the object today (what is its specific purpose)? Finally, illustrate your compass. How do you imagine it to look and how does it look after you've created it?
5. **Guided Practice:** Pass out magnetic compasses to different tables so that students can view them. Tell them to hold it, observe it, and move around with the compass to see how it is used to find North, South, East, and West. Take the time now to brainstorm some ideas to the questions above with the class after they've had a moment to brainstorm some ideas on their paper/science journal. Brainstorm some ideas by using learning tools, such as: mapping, webbing, lists, etc. Give the students the direction sheet and question sheet. Give the students and opportunity to research in your classroom.
6. **Independent Practice:** Give the students the direction sheet and question sheet. Allow them time to look over the question again, and/or answer some question. Allow an opportunity for students to research in your classroom through the use of classroom computers, books, and media. Create a center in the back of the room with a variety of material, such as: card board pieces, paperclips, magnet, corks, needles, Petri dishes, brads, magnets, Styrofoam, etc. This will give some students some material to use without you telling them how to use it.
7. **Check for Understanding:** This will be done throughout the lesson. Let the students help you brainstorm and see how well they are understanding the concepts. If they cannot think of any ideas, you know you haven't explained well enough. Walk around during Independent Practice time and watch them as they work. Make sure they understand the concepts you've taught.
8. **Closure:** Say: "Thank you honorable students (bow). Go invent great things!"

Assessment: A rubric will be used to assess this activity. Assessment will be based on a variety of different categories such as: thoroughness of research, completion of worksheet, grammar, and timeliness. It is a summative assessment of the project.

Source:

<http://tep-546-ancient-china.wikispaces.com/A.+Unit+Overview>

Cheat Sheet: Who's Who in Ancient China

Time Period	Dynasty	Quick Glimpse
<u>Early</u> 10,000-1500 BCE	<u>Xia(Hsia)</u>	<u>Lungshan people, the great engineers</u> Silk, potters wheel, baked brick houses, flood control, irrigation
<u>Bronze Age</u> 1500-600 BCE	<u>Shang</u> <u>Chou(Zhou)</u>	 <p>Rich Nobles & Poor Farmers <u>Oracle Bones (Shang)</u> <u>Mandate of Heaven (Chou)</u> <u>Ancestor Worship</u> Chariots, bowmen, great royal hunts, bronze candlesticks, feudal lords, jade carvings, Chinese writing (pictographs), <u>calligraphy</u></p>
<u>Classical Age</u> 600 BCE- 200 CE	Late Chou <u>Ch'in(Qin)</u> <u>Han</u>	 <p><u>Building the Great Wall</u> <u>First Emperor (Qin)</u></p> <p><u>Confucius & Taoism (Chou)</u> <u>Silk Road (Han)</u> Central government, public schools, mirrors, oil lamps, fancy shoes, fireplaces, window frames with colored glass, marble staircases <u>Chinese New Year & Lantern Festival</u> <u>Chinese Zodiac</u></p>
<u>Age of Division</u> 200-600 CE	 A bunch of dynasties 	<u>Hu the Tiger</u> (who reminds me of Jaba the Hut in Star Wars!) Invention of gunpowder Tea! (Confucius probably never tasted tea, and it really didn't become popular until T'ang times, but this era is when it first started to be enjoyed.)
<u>Early Medieval Period</u> 600-900 CE	<u>T'ang</u>	<u>The Golden Age!</u> Furniture, ceramics, spoons, amber, turquoise, gold, silver, goblets, teacups, sports, games, music, dancing, even a kind of football, and a neat form of air-conditioning. Fancy hats, silk robes, jade belts, <u>Buddhism</u> <u>Tea was used as barter with areas in Mongolia for horses</u> in an exchange called the "Tea and Horse" Policy.



DRAGON LORE

Dragons are an important part of many Chinese festivals, including Chinese New Year. In ancient China, dragons did not breathe fire. Dragons were wise and caring. They guarded the wind, the rain, the rivers, precious metals and gems.

Many countries use dragons in their art, especially China, Korea and Japan. It's easy to tell the difference between Chinese, Korean and Japanese dragons. Just count the dragon's toes. Of course, you have to get really close. Sometimes it looks as if they have 3 toes, when they really have 5 - some are hidden from sight. But, for a quick rule of toe ...

- Chinese dragons have five toes!
- Korean dragons have four toes!
- Japanese dragons have three toes!

Legend says . .

The farther dragons travel from their home in China, the more toes they lose! Fortunately, when wandering dragons return home to China, all their missing toes grow back. But, as most dragons would prefer to keep all their toes, all the time, few dragons ever wander very far from home.

Discussion Questions:

Do dragons really exist? Did they ever exist?

If not, give two reasons why people might have invented these mythical creatures.

1.

2.

Draw a Dragon:

Dragon Timeline 3 Dynasties

	4	3	2	1	Score/Level
Creativity	Exceptional originality of presented material	Some apparent originality displayed through creative use of materials	Material presented with little originality or creative thought	Project includes little variety in presentation techniques	
Content	Project is well-organized and meets all requirements.	Project is well-organized and meets most requirements	Project meets half of the requirements; well-organized	Unorganized and meets less than half the requirements	
Grammar	Nearly error-free which reflects clear understanding and thorough proofreading	Few grammatical and/or stylistic errors	Some errors in grammar and/or format that does not interfere with clarity	Multiple grammatical and stylistic errors	
Presentation	Evidence that pride and care was taken and the message of the product is clearly defined	Clear, uncluttered, and attractive	Project appears rushed of somewhat careless, but the content is legible	Careless, hurried, and illegible presentation	

Loawnu and the Patched Silk Sky: Ancient Story (2000 B.C.E.)

On a warm spring day, in **Xia times**, some children went out in the fields to play. The people in the village had already dug and repaired the long skinny canals in the earth that were used each season to channel the rushing spring waters that would be flowing down from the hills. The children loved to play in the fields. There was always something to do. Today, they planned to race each other down the long canals, while they were still empty. The waters would be coming soon, though. It was important that the waters come. They were needed to feed the fields, once the spring seeds were planted.

Alarmed at what they saw in the fields, the children ran up the hill to Loawnu's house. In those days, if you had a problem you went to see the local wise woman. In this village, the wise woman's name was Loawnu. "Loawnu," they shouted. "The sky is falling down!" Loawnu smiled at the children. "Don't be worried. Find all the pieces of sky that have fallen, and bring them to me. I'll sew them together again in time for the festival."

The **spring festival** was nearing. This was a time when the young people gathered from many villages to meet one another and to find husbands and wives. The children's village had been honored this year as the meeting village. Everyone had worked hard all winter, getting ready to host the spring festival. Some of the people had made wonderful pots on potting wheels. Some had sewn silk banners and robes. Some had painted dragon designs on village gates, to guard the safety of all the expected guests at the festival. It would be a horrible time for the sky to fall down. The village would be disgraced!

Off the children ran to pick up the pieces. But some were missing! "Loawnu!" cried the children, as they tore up the hill, breathing heavily. Loawnu only smiled.

The next day, the children ran outside and looked up. The sky looked as it always looked on a warm spring day, clean and fresh and blue. They were so happy.

That night, they were amazed! The sky had always been dark at night. That night, it was filled with light! Loawnu had patched the missing pieces of sky with bright twinkling light! How beautiful! How clever! We shall have the happiest spring festival in all the land! How lucky we are to know Loawnu! All the village agreed.

Readers' Theater Presentation Rubric

Name _____

Date _____

	Excellent	Good	Needs works
Oral Delivery <i>Volume</i>	Consistently speaks loudly enough for audience to hear <i>8-10 pts.</i>	Usually speaks loudly enough for audience to hear <i>4-7 pts.</i>	Speaks too soft or loud to hear. <i>0-3 pts.</i>
Oral Deliver <i>Clarity</i>	Words are pronounced correctly and easily understood <i>8-10 pts.</i>	Most words are pronounced correctly and easily understood <i>4-7 pts.</i>	Many words pronounced incorrectly, to fast or slow, mumbles <i>0-3 pts.</i>
Oral Delivery <i>Reads with expression</i>	Consistently reads with appropriate expression <i>8-10 pts.</i>	Usually reads with appropriate expression. <i>4-7 pts.</i>	Reads with little or no expression. <i>0-3 pts.</i>
Oral Delivery <i>Reads in turn</i>	Takes turns accurately on a consistent basis. <i>8-10 pts.</i>	Takes turns accurately on a somewhat consistent basis <i>4-7 pts.</i>	Takes turns rarely on a consistent basis <i>0-3 pts.</i>
Cooperation with group	Consistently works well with others <i>8-10 pts.</i>	Sometimes work well with others. <i>4-7 pts.</i>	Difficulty in working with others. <i>0-3 pts.</i>

Total points possible 40

Points earned _____

Percentage _____%

Scientific Report Rubric

Title of Report _____ Student's Name _____

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Research	Does not answer any questions suggested in the template.	Answers some questions.	Answers some questions and includes a few other interesting facts.	Answers most questions and includes many other interesting facts.	
Purpose/Problem	Does not address an issue related to how to make a compass work.	Addresses a compass issue which is unrelated to research.	Addresses an issue somewhat related to research.	Addresses a real issue directly related to research findings.	
Procedure	Not sequential, most steps are missing or are confusing.	Some of the steps are understandable; most are confusing and lack detail.	Most of the steps are understandable; some lack detail or are confusing.	Presents easy-to-follow steps which are logical and adequately detailed.	
Illustration & Labels	Illustration and/or labels missing information and are inaccurate.	Both complete, minor inaccuracies and/or illegible characters.	Both accurate, some ill-formed characters.	Illustrations and labels neatly completed and totally accurate.	
Conclusion	Presents an illogical explanation for findings and does not address any of the questions suggested in the template.	Presents an illogical explanation for findings and addresses few questions.	Presents a logical explanation for findings and addresses some of the questions.	Presents a logical explanation for findings and addresses most of the questions.	
Grammar & Spelling	Very frequent grammar and/or spelling errors.	More than two errors.	Only one or two errors.	All grammar and spelling are correct.	
Project	Project is incomplete.	Project is mostly complete.	Project is formed correctly.	Project displays attention to detail, time and effort by the student.	
Timeliness	Report handed in more than one week late.	Up to one week late.	Up to two days late.	Report handed in on time.	
				Total	

The Magic Brocade

A Tale of China

Told by Aaron Shepard

Reader's Theater Edition #26

Adapted for reader's theater (or readers theatre) by the author, from his [picture book](#) published by Pan Asian/EduStar, Union City, California, 2000

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PREVIEW: To save his mother's life, a young man must retrieve her weaving from the fairies of Sun Palace.

GENRE: Folktales

READERS: 9 or more

CULTURE: Chinese

READER AGES: 8–15

THEME: Following dreams; creative process

LENGTH: 12 minutes

ROLES: Narrators 1–4, Widow, Chen (male), Li-en (female), Old Woman, Stall Keeper, (Fairy Ladies)

NOTES: Brocade is woven cloth with raised patterns resembling embroidery. It has been woven in China since at least the third century. There it is used for waistcoats, quilt covers, bedspreads, and other household items. For best effect, place NARRATORS 1 and 2 at far left, and 3 and 4 at far right, as seen from the audience. *Chen* is pronounced "CHEN." *Li-en* is pronounced "lee-EN."

NARRATOR 1: Once in China there lived an old widow and her son, Chen. The widow was known all over for the brocades that she made on her loom.

NARRATOR 4: Weaving threads of silver, gold, and colored silk into her cloth, she made pictures of flowers, birds, and animals—

NARRATOR 2: pictures so real they seemed almost alive.

NARRATOR 3: People said there were no brocades finer than the ones the widow wove.

NARRATOR 1: One day, the widow took a pile of brocades to the marketplace, where she quickly sold them. Then she went about buying her household needs.

NARRATOR 4: All at once she stopped.

WIDOW: Oh, my!

NARRATOR 2: Her eye had been caught by a beautiful painted scroll that hung in one of the stalls.

NARRATOR 3: It showed a marvelous palace, all red and yellow and blue and green, reaching delicately to the sky. All around were fantastic gardens, and walking through them, the loveliest maidens.

NARRATOR 1: The stall keeper asked,

STALL KEEPER: Do you like it? It's a painting of Sun Palace. They say it lies far to the east and is the home of many fairy ladies.

WIDOW: *(sighs)* It's wonderful. It makes me want to be there. *(pays and takes it)*

NARRATOR 4: Though it cost most of her money, the widow could not resist buying the scroll.

NARRATOR 2: When she got back to her cottage, she showed it to her son.

WIDOW: Look, Chen. Have you ever seen anything more beautiful? How I would love to live in that palace, or at least visit it!

NARRATOR 3: Chen looked at her thoughtfully.

CHEN: Mother, why don't you weave the picture as a brocade? That would be almost like being there.

WIDOW: Why, Chen, what a marvelous idea! I'll start at once.

NARRATOR 1: She set up her loom and began to weave.

NARRATOR 4: She worked for hours, then days, then weeks, barely stopping to eat or sleep. Her eyes grew bloodshot, and her fingers raw.

CHEN: *(anxiously)* Mother, shouldn't you get more rest?

WIDOW: Oh, Chen, it's so hard to stop. While I weave, I feel like I'm there at Sun Palace. And I don't want to come away!

NARRATOR 2: Because the widow no longer wove brocades to sell, Chen cut firewood and sold that instead.

NARRATOR 3: Months went by, while inch by inch the pattern appeared on the loom.

NARRATOR 1: One day, Chen came in to find the loom empty and the widow sobbing.

CHEN: *(in alarm)* What's wrong, Mother?

NARRATOR 4: She looked at him tearfully.

WIDOW: *(plaintively)* I finished it.

NARRATOR 2: The brocade was laid out on the floor. And there it all was—the palace reaching to the sky, the beautiful gardens, the lovely fairy ladies.

CHEN: *(in amazement)* It looks so real. I feel like I could step into it!

NARRATOR 3: Just then, a sudden wind whipped through the cottage. It lifted the brocade, blew it out the window, and carried it through the air.

NARRATOR 1: The widow and her son rushed outside, only to watch the brocade disappear into the east.

WIDOW: It's gone!

NARRATOR 4: And the widow fainted away.

NARRATOR 2: Chen carried her to her bed and sat beside her for many hours.

NARRATOR 3: At last her eyes opened.

WIDOW: (*weakly*) Chen, you must find the brocade and bring it back. I cannot live without it.

CHEN: Don't worry, Mother. I'll go at once.

NARRATOR 1: Chen gathered a few things and started to the east.

NARRATOR 4: He walked for hours, then days, then weeks. But there was no sign of the brocade.

NARRATOR 2: One day, Chen came upon a lonely hut.

NARRATOR 3: Sitting by the door was an old, leather-skinned woman smoking a pipe. A horse was grazing nearby.

OLD WOMAN: Hello, deary. What brings you so far from home?

CHEN: I'm looking for my mother's brocade. The wind carried it to the east.

OLD WOMAN: Ah, yes. The brocade of Sun Palace! Well, that wind was sent by the fairy ladies of the palace itself. They're using the brocade as a pattern for their weaving.

CHEN: But my mother will die without it!

OLD WOMAN: Well, then, you had best get it back! But you won't get to Sun Palace by foot, so you'd better ride my horse. It will show you the way.

CHEN: Thank you!

OLD WOMAN: Oh, don't thank me yet, deary. Between here and there, you must pass through the flames of Fiery Mountain. If you make a single sound of complaint, you'll be burnt to ashes. After that, you must cross the Icy Sea. The smallest word of discontent, and you'll be frozen solid. (*with a hard look*) Do you still want to go?

CHEN: (*daunted yet determined*) I must get back my mother's brocade.

OLD WOMAN: (*approvingly*) Good boy. Take the horse and go.

NARRATOR 1: Chen climbed on, and the horse broke into a gallop. Before long they came to a mountain all on fire.

NARRATOR 4: Without missing a step, the horse started up the slope, leaping through the flames.

NARRATOR 2: Chen felt the fire singe his skin, but he bit his lip and made not a sound.

NARRATOR 3: At last they came down the other side. When they'd left the flames behind, Chen was surprised to find that his burns were gone.

NARRATOR 1: A little later, they came to a sea filled with great chunks of ice.

NARRATOR 4: Without pausing a moment, the horse began leaping from one ice floe to another.

NARRATOR 2: Waves showered them with icy spray, so that Chen was soaked and shivering. But he held his tongue and said not a word.

NARRATOR 3: Finally they reached the far shore. At once, Chen felt himself dry and warm.

NARRATOR 1: It wasn't long then till they came to Sun Palace. It looked just like his mother's brocade!

NARRATOR 4: He rode to the entrance, sprang from the horse, and hurried into a huge hall.

NARRATOR 2: Sitting there at looms were dozens of fairy ladies, who turned to stare at him, then whispered to each other excitedly. On each loom was a copy of his mother's brocade, and the brocade itself hung in the center of the room.

NARRATOR 3: A lady near the door rose from her loom to meet him.

LI-EN: (*graciously*) My name is Li-en, and I welcome you. You are the first mortal ever to reach our palace. What good fortune brings you here?

NARRATOR 1: The fairy was so beautiful that for a moment Chen could only stare.

NARRATOR 4: Li-en gazed shyly downward.

CHEN: Dear lady, I have come for my mother's brocade.

LI-EN: (*looks up at him in delight*) So you are the widow's son! How we admire that brocade! None of us has been able to match it. We wish to keep it here till we can.

CHEN: But I must bring it home, or my mother will die!

NARRATOR 2: Li-en looked alarmed, and a flurry of whispers arose in the room.

NARRATOR 3: She stepped away to speak softly with several others, then returned to Chen.

LI-EN: We surely must not let that happen to her. Only let us keep the brocade for the rest of the day, so we can try to finish our own. Tomorrow you may take it back with you.

CHEN: (*joyfully*) Thank you, dear lady!

NARRATOR 1: The fairies worked busily to finish their brocades. Chen sat near Li-en at her loom.

NARRATOR 4: As she wove, he told her about his life in the human world, and she told him about hers at Sun Palace. Many smiles and glances passed between them.

NARRATOR 2: When darkness fell, the fairies worked on by the light of a magic pearl.

NARRATOR 3: At last Chen's eyes would stay open no longer, and he drifted to sleep on his chair.

NARRATOR 1: One by one the fairies finished or left off, and went out of the hall.

NARRATOR 4: Li-en was the last one there, and it was almost dawn when she was done. She cut her brocade from the loom and held it beside the widow's.

LI-EN: (*sighs*) Mine is good, but the widow's is still better. If only she could come and teach us herself.

NARRATOR 2: Then Li-en had an idea. With needle and thread, she embroidered a small image onto the widow's brocade—an image of herself on the palace steps.

NARRATOR 3: She softly said a spell. Then she left the hall, with a last long smiling gaze at Chen.

NARRATOR 1: When Chen awoke, the sun was just rising. He looked around the hall for Li-en, but saw no one. Though he longed to find her to say good-bye, he told himself,

CHEN: I must not waste a moment.

NARRATOR 4: He rolled up his mother's brocade, rushed from the hall, and jumped onto the horse.

NARRATOR 2: Back he raced, across the Icy Sea,

NARRATOR 3: and over Fiery Mountain.

NARRATOR 1: When he reached the old woman's hut, she was standing there waiting for him.

OLD WOMAN: Hurry, Chen! Your mother is dying! Put on these shoes, or you'll never get there in time.

NARRATOR 4: Chen put them on.

NARRATOR 2: One step, two, three, then he was racing over the countryside faster than he could believe possible.

NARRATOR 3: In no time, he was home.

NARRATOR 1: He rushed into the cottage and found the widow in bed, pale and quiet.

CHEN: (*in alarm*) Mother!

NARRATOR 4: Her eyes opened slowly.

WIDOW: (*weakly*) Chen?

CHEN: Mother, I brought it.

NARRATOR 2: He unrolled the cloth onto the bed.

WIDOW: My brocade!

NARRATOR 3: The widow raised herself to look. Color came back to her face, and she seemed already stronger.

WIDOW: Chen, I need more light. Let's take it outside.

NARRATOR 1: He helped her out of the cottage and placed the brocade on a rock.

NARRATOR 4: But just then a sudden wind came, and the brocade rose slowly in the air.

NARRATOR 2: It stretched as it rose, growing larger and larger, till it filled their view completely.

NARRATOR 3: The palace was as large as Chen himself had seen it, and standing on the steps was the fairy lady Li-en.

LI-EN: (*beckoning with her hand*) Quickly! While the wind still blows! Step into the brocade!

NARRATOR 1: For a moment, Chen was too astounded to move. Then he took hold of his mother's arm, and together they stepped forward.

NARRATOR 4: There was a shimmering, and there they stood before Sun Palace.

NARRATOR 2: Li-en rushed up to them, and the other fairies gathered around. She said to the widow,

LI-EN: Welcome, honored one. If it pleases you, we wish you to live with us and teach us the secrets of your craft.

WIDOW: (*in amazed delight*) Nothing could please me more! But, Chen, is it all right with you?

NARRATOR 3: Chen looked in Li-en's eyes and smiled.

CHEN: Yes, Mother, it's just fine with me.

NARRATOR 1: So the widow became teacher to the fairies,

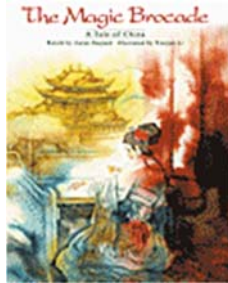
NARRATOR 4: and Chen became husband to Li-en.

NARRATOR 2: And people say there are no brocades finer

NARRATOR 3: than the ones they weave at Sun Palace.

About the Story

All special features are at www.aaronsherp.com/extras.



Read the book!

The Magic Brocade

A Tale of China

Told by Aaron Shepard

Illustrated by Xiaojun Li

About Aaron Shepard's

The Magic Brocade A Tale of China

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Here is the author note from my [picture book](#).—Aaron

This tale is retold from “The Piece of Chuang Brocade” in *Folk Tales from China*, Third Series, Foreign Languages Press, Peking, 1958.

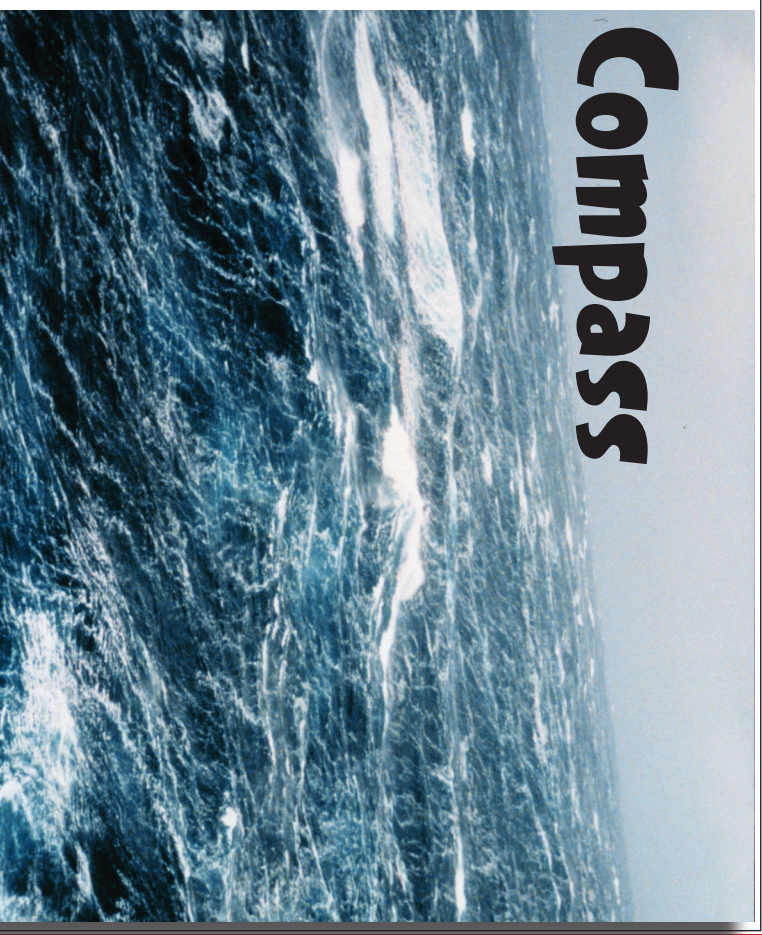
Brocade is woven cloth with raised patterns resembling embroidery. Though often confused with tapestry, it is made in an entirely different way. Brocade has been woven in China since at least the third century. There it is used for waistcoats, quilt covers, bedspreads, and other household items.

Make Your Own Compass

"When neither sun nor stars appeared for many a day, they gave up hope. This was a terrible handicap to them because these ancient navigators had no compass nor any other instrument. The only way they could guide the ship was by the sun and stars. When they could not see them for many days they lost all knowledge of their whereabouts. They were drifting helplessly before a howling gale in the midst of a turbulent sea with no idea where they were headed."

*~from God and Shipwrecks by Ray C. Stedman
<http://www.raystedman.org/acts/0450.html>*

One of the most important improvements to ocean navigation was the invention of the compass. There is some disagreement about who should get credit for this invention. It's pretty clear that the Chinese knew about magnetism as early as 2637 BC, but the first written description of a compass for navigation didn't appear in Europe until 1190. Why did it take so long? After you do this activity, you may have at least one good answer!



North Pacific storm waves as seen from the M/V NOBLE STAR, Courtesy NOAA

What You Will Need

- Sewing needle about one to two inches long
- Small bar magnet or refrigerator magnet
- A small piece of cork (corks from wine bottles work well, but not the plastic stoppers)
- A small glass or cup of water to float the cork and needle
- Pair of pliers

What You Will Do

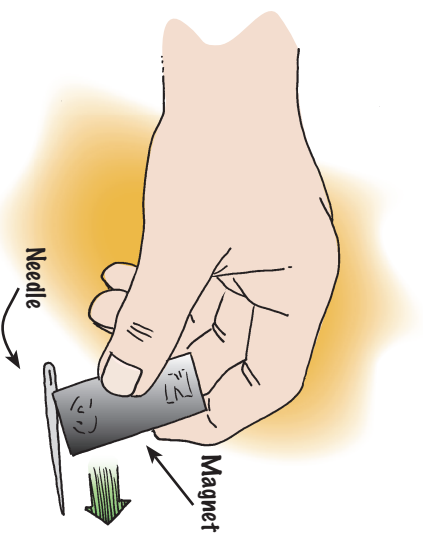
Make a simple compass to find magnetic north or south, depending on where you live

Warnings

1. Needles are sharp. Be careful!
2. Magnets can damage cards with a magnetic stripe (credit cards, library cards, school IDs, etc), floppy disks, and some electronic devices. Keep magnets away from these things.

How to Do It

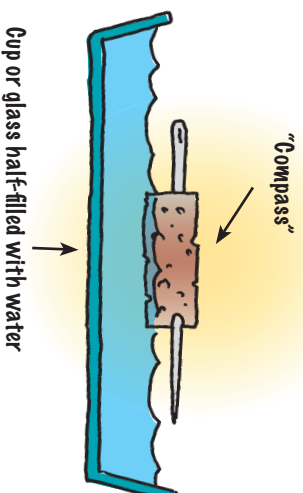
1. Rub a magnet over the needle a few times, always in the same direction. This action magnetizes the needle.



2. Cut off a small circle from one end of the cork, about 1/4-inch thick. Lay the circle on a flat surface.

3. Using a pair of pliers, carefully poke the needle into one edge of the cork and force the needle through the cork so that the end comes out the other side. Push the needle far enough through the cork so that about the same amount of needle is sticking out each side of the cork. Be careful not to stick yourself!

4. Fill the glass or cup about half full of water, and put the cork and needle assembly on the surface of the water.



5. Place your "compass" on a flat surface and watch what happens. The needle should point towards the nearest magnetic pole—north or south, depending upon where you live.

6. Try placing a magnet near your compass and watch what happens. How close does the magnet have to be to cause any effects? Try this again with a nail or other steel object. You can see why it's important to keep metal objects away from compasses on ships!

7. Imagine you are on the deck of a ship tossing back and forth on the open ocean. How well do you think your compass would work? When the cork floats on the water it creates a sort of low-friction bearing. This kind of bearing is essential to allow the needle to rotate in response to Earth's magnetic field. But a cup of water probably wouldn't last long on the deck of a rolling ship! The need for a sturdy low-friction bearing was one of the reasons that it took a long time for mariners to use compasses at sea, even though the basic principles had been known for centuries.

What's Happening

Magnetic fields are areas that contain a force created by moving electrical charges. Earth produces a magnetic field. This field is very weak, but it is sufficient to align magnetized objects—such as your needle—that are free to rotate. By floating the needle on the cork, you allow it to rotate freely so the needle becomes lined up with Earth's magnetic field, and points toward the north or south pole of the planet.

Magnetic Compass Invention and Research

Background One of the many inventions made by the Chinese was the magnetic compass. This was made during the Han Dynasty. Recall that the Han Dynasty reigned from 206 B.C.E to 220 CE. The magnetic compass was invented around the same time they invented paper around 100 B.C.E. Also remember that the Silk Road became an important mode of transportation during this time and merchants transported many goods from Asia to Europe. The magnetic compass was one of the items they transported and greatly enhanced nautical navigation in and throughout Europe.

The Scientific Method

Proposed Question for Scientific Method: How do I make a magnetic compass using common household or accessible materials?

Hypothesis: What do I need to do to make the compass point north and work properly?

Materials:

What materials could I use?

What materials did I use?

Methods or Specific Steps to Experiment: This is your procedure. Explain how to make the compass so that if someone else was making it, they could follow your directions and thought process.

Observations:

What Actually Happened?

Questions to consider: Do you need to revise your project. What would or wouldn't you do differently?

Summary of why this experiment had this outcome and any additional notes:

Research of Materials: Answer the following for two objects.

What is the material/object made of?

Where do you find the material that the object is made of (in the Earth, on a specific continent, in the mountains, etc)?

How is it made?

Who made it/invented the material/object?

How do we use the object today (what is its specific purpose)?

Sited Sources:

Illustrate your compass. How do you imagine it to look and how does it look after you've created it? You can do this on a separate piece of paper or the back of this page. Be sure to label your picture.