



UNIT GRAPHIC ORGANIZER

SUBJECT: HISTORY

UNIT: SECOND

COURSE: SIXTH

TEACHER: Mr LUIS DAVID SÁNCHEZ

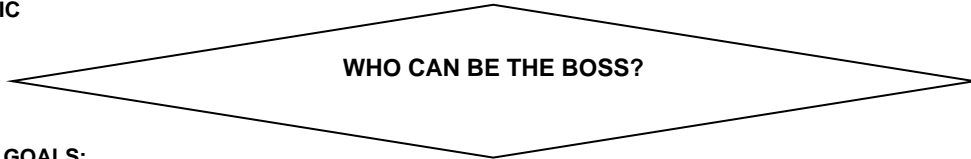
DATE: April 13 / 2021

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

THROUGHLINES:

1. how did dynasties work in ancient China?
2. How important was land ownership in Japan?
3. How important was religious thought in American cultures?

GENERATIVE TOPIC



UNDERSTANDING GOALS:

the student will be retelling meaning of a dynastic government by comparing the structures of the past and present in China.	The student will explain forms of social organization in the face of land ownership or mythical thought (Japan vs American cultures)
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	UNDERSTANDING PERFORMANCES	TIME	ASSESSMENT	
	ACTIONS		WAYS	CRITERIA
Exploration Stage	<p>To recognize the changes in the systems of government of the three dynasties in ancient China. (classroom material and worksheet)</p> <p>To classify social roles in the feudal system of Japan by means of the elaboration of mobile avatar models.</p> <p>To watch some videos about the American gods in the Aztec and Mayan culture and make a collage with their images and characteristics.</p> <p>Thinking tools IDENTIFY DETAILS IN TIME LINE CLASSIFY HISTORICAL FACTS BY DATING RECOGNIZE SPECIFIC VOCABULARY</p>	Weeks 3	<p>Classifying the most outstanding facts of each dynasty and its dates in a platform of timelines.</p> <p>Summarizing the hierarchies of the social classes of ancient Japan. social pyramid in the notebook.</p> <p>SYNTHESIS PROJECT: 1st and 2nd week: The teacher will explain what the project is about the use of land in China and Japan (Feudalism) and the students They will prepare an explanation of this topic by creating a POWTOON presentation.</p>	<p>Historical – cultural Ethical- political</p>

<p>Guided Stage</p>	<p>To locate the territories dominated by the three Chinese dynasties to recognize the use of the land and the domain of the territory of each one. historical map platform and classroom work.</p> <p>To point out the location yellow river near the green crops.</p> <p>To classify the social order through a pyramid during feudalism in Japan and identify each role play into the society.</p> <p>To detail some important achievements of American civilizations in science, architecture, agriculture, and economics.</p> <p>To match the forms of government, the technological and cultural development with each of their achievements as civilizations.</p> <p>Thinking tools relate cause and effect relationships hierarchize social roles locate extensions of the territory and different uses</p>	<p style="text-align: center;">Weeks 4</p>	<p>Pointing out the lands of Hang and Qing dynasties and its changes along 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>SYNTHESIS PROJECT 3rd and 4th week: The students are going to design the slides and animations about the live in ancient japan during the shogun control.</p>	<p>Historical – cultural Ethical – political</p>
<p>Learning Evidence</p>	<p style="text-align: center;">SYNTHESIS PROJECT</p> <p>The students will design a powtoon presentation with creative slides about the live in ancient japan like an anime story, describing the characteristics by each role play.</p>	<p style="text-align: center;">Weeks 1</p>	<p>Designing the slides and transitions into the synthesis project.</p> <p>5th and 6th weeks: Students will use their presentation to socialize their presentations in the virtual session.</p>	<p>Historical – cultural Ethical – political</p>