



China's Kingdom of Chu

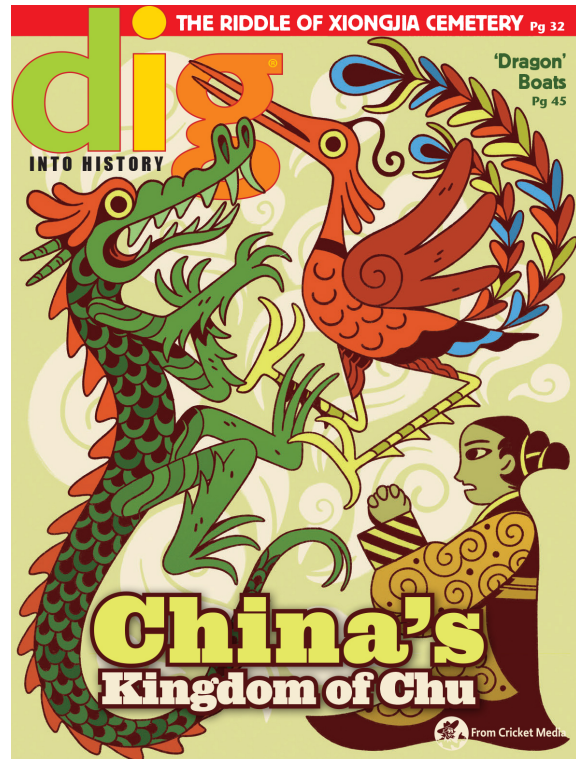
Explore the events and developments that led to the rise and fall of ancient Chinese kingdoms. Help students learn how a relatively small group of outsiders eventually rose to power and gained control over most of Southern China.

CONVERSATION QUESTION

How did the Chu peoples impact the development of Chinese history?

TEACHING OBJECTIVES

- Students will learn about ancient Chinese history.
- Students will explain probable causes and effects of events and developments.
- Students will classify a series of historical developments as examples of historical change and/or continuity.
- Students will create and use a chronological sequence of related events to compare developments that happened at the same time.
- Students will use details from a text to write a historical fiction narrative.
- Students will conduct research and create a multimedia presentation.
- Students will write a biography.



In addition to supplemental materials focused on core Social Studies skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

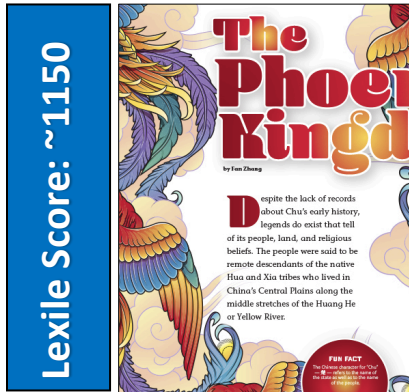
SELECTIONS

- **The Phoenix Kingdom**
Expository Nonfiction, ~1150L
- **Breaking with the Zhou**
Expository Nonfiction, ~950L
- **In Control & Then Not**
Expository Nonfiction, ~1250L

The Phoenix Kingdom

pp. 2–5, Expository Nonfiction

Discover how a small ancient Chinese kingdom—whose people were considered outsiders by those in power—played a significant role in the downfall of the Zhou dynasty.



OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about ancient Chinese history.
- Students will explain probable causes and effects of events and developments.
- Students will use details from a text to write a historical fiction narrative.

KEY VOCABULARY

- **tribute (p. 4)** a payment made from one state to another as a sign of dependence
- **outsiders (p. 5)** a group of people who are not considered part of another group
- **rebellious (p. 5)** showing a desire to resist authority or control

ENGAGE

Conversation Question: How did the Chu peoples impact the development of Chinese history?

Ask students to imagine they are the king of a small kingdom in ancient China that helped a much larger kingdom rebel against those in power. Ask them what they would expect in return for their help. Then inform them that the story they are about to read includes a similar event, but the small kingdom didn't get what it was expecting, at least not right away.

INTRODUCE VOCABULARY

Review the vocabulary words and definitions. Then have students work in pairs to make predictions about the topic of the text using the vocabulary words and the title of the article. Invite students to share their predictions. Then tell students to check their predictions and look for the vocabulary words as they read the article.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

1. What was the Chu's relationship with the Shang empire?
2. What role did the Chu play in the rise of the Zhou empire?
3. How did the Chu expand under the Zhou empire?

SKILL FOCUS: Explain Effects

INSTRUCT: Explain that events in history have both causes and effects. Then remind students that the article tells the story of how the Chu peoples eventually rose to prominence under the Zhou empire. Tell students that they will analyze the article to discover the key cause-effect relationships that define this rise to prominence.

ASSESS: Have students work in pairs to identify three cause-effect relationships that explain how the Chu rose from a small group of outsiders to a position of prominence within the Zhou empire. Invite students to share the cause-effect relationships they noted.

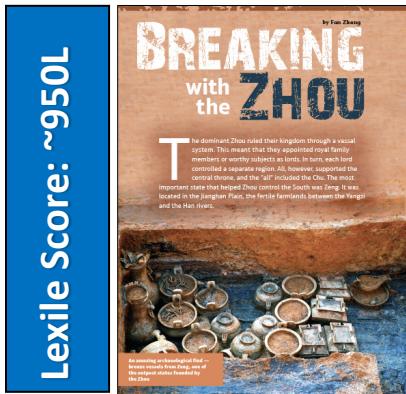
EXTEND

English Language Arts Tell students that made-up stories set in real times and places in the past are called historical fiction. Ask students to write a one-page historical fiction story about the struggle of the Chu peoples to rise to a position of prominence within the Zhou empire. You might also suggest students illustrate their stories or write them as graphic stories. Invite students to share their stories with the class.

Breaking with the Zhou

pp. 6–7, Expository Nonfiction

Learn about the relationships among ancient Chinese kingdoms and the shifting power dynamics that led to the rise of the Chu state.



OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about ancient Chinese history.
- Students will classify a series of historical developments as examples of historical change and/or continuity.
- Students will conduct research and create a multimedia presentation.

KEY VOCABULARY

- **meek (p. 7)** quiet, gentle, and easily imposed on
- **conservative (p. 7)** cautious about change and innovation
- **prosperous (p. 7)** successful or flourishing in material ways

ENGAGE

Conversation Question: How did the Chu peoples impact the development of Chinese history?

Ask students how a group of people whom others—those in power—think inferior might respond to that perception. Would they challenge those in power? Would they simply seek to protect their way of life and stay out of the limelight? Tell students that the ancient Chu peoples were viewed in this way by the Zhou—a people who once controlled much of ancient China.

INTRODUCE VOCABULARY

Review the vocabulary words and definitions. Then have students work in pairs to write a sentence about competing ancient Chinese states that uses two or more vocabulary words. Invite students to share their sentences. Then remind them to look for the vocabulary words as they read the article.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

- How did the decline of the Western Zhou affect the development of the Chu state?
- How did the Chu try to gain recognition from the Eastern Zhou?
- Did the declaration by Xiong Tong represent an example of historical change or continuity?

SKILL FOCUS: Classify Events

INSTRUCT: Explain that different events in history, no matter how many people are affected by them, can be considered examples of either historical change or historical continuity. Explain that historical change occurs when events create a shift away from a specific historical trend or tradition. Also explain that historical continuity occurs when events preserve an existing historical trend or tradition.

ASSESS: Have students work in pairs to reread the article and identify one example of historical continuity and one example of historical change related to the Chu peoples.

EXTEND

Social Studies Have students research online or in the library to gather information about important achievements made by the Chu. Tell students to choose one of those achievements and create a three-slide multimedia presentation about it to share with the class.

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In Control & Then Not

pp. 8–11, Expository Nonfiction

Learn how the Chu played a central role in uniting China under the Qin, yet also laid the foundations of the culture that would eventually challenge the Qin.



ENGAGE

Conversation Question: How did the Chu peoples impact the development of Chinese history?

Invite students to imagine that they are in ancient China, and there are numerous powerful kingdoms, but they are currently not at war with one another. Ask students to hypothesize why the kingdoms might start warring with one another. Then tell them they will read about how China eventually became united under one powerful kingdom.

INTRODUCE VOCABULARY

Review the vocabulary words and definitions. Then display the sentence frames below and have students use the vocabulary words to complete them. Go over correct responses. Then tell students to look for the vocabulary words as they read the article.

- During the _____ period, many _____ became _____.
- After defeating their _____, the Qin made many ancient Chinese kingdoms their _____.

RESOURCES

- Comparing Developments

OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about ancient Chinese history.
- Students will create and use a chronological sequence of related events to compare developments that happened at the same time.
- Students will write a biography.

KEY VOCABULARY

- **vassals (p. 8)** states or countries that are subordinate to another
- **Warring States (p. 10)** a period in ancient China (475–221 BCE) characterized by frequent warfare between states
- **rivals (p. 10)** people or groups competing with others for the same objective or for superiority over one another

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

1. Who was King Zhuang and how did he affect the development of the Chu state?
2. How did the Chu and Qin empires come to be the two most powerful states in ancient China around 300 BCE?
3. What caused the decline of the Chu empire?

SKILL FOCUS: Compare Developments

INSTRUCT: Explain to students that related historical developments often happen at the same time. Continue by explaining that sometimes determining how each development affected the other can be challenging. Tell them they will work in pairs to determine how the rise of the Chu kingdom affected the rise of the Qin kingdom.

ASSESS: Distribute one copy of the *Comparing Developments* organizer to each student, and have students work in pairs to complete it. After students have finished, have them share their summaries with the class.

EXTEND

English Language Arts Tell students that a biography is a factual account of a person's life written by someone else. Have students choose one key individual from the article and use details mentioned in the article to write a one-paragraph biography of this person.

Comparing Developments

When different historical developments occur at the same time, it can be difficult to determine how events in these developments affected one another. In the first column of the chart below, list three key events that occurred during the rise of the Chu kingdom in ancient China. In the second column, explain how each key event impacted the rise of the Qin kingdom. (**Note:** You may have to make inferences about how key events during the rise of the Chu kingdom impacted the rise of the Qin kingdom. Be sure to base your inferences on details in the text.)

Key Events in the Rise of the Chu Kingdom (List in chronological order.)	How Did This Key Event Impact the Rise of the Qin Kingdom?

Summarize

Review the information in the chart. On the lines below, summarize in two or three sentences how the development of the Chu kingdom affected the Qin kingdom's rise to power in ancient China.
