

Early Asian Civilizations

Tell It Again!™ Read-Aloud Anthology

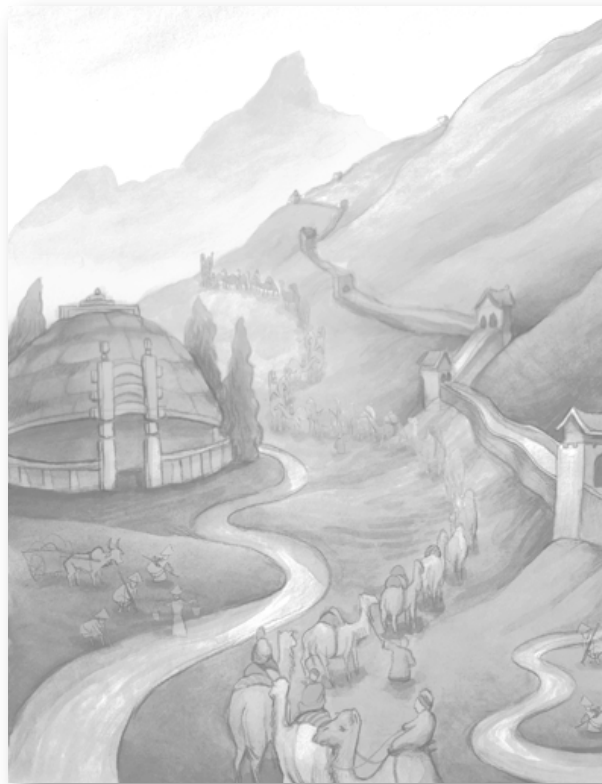
Core Knowledge Language Arts® • Listening & Learning™ Strand



Core Knowledge®

GRADE 2





Early Asian Civilizations

Tell It Again![™] Read-Aloud Anthology

Listening & Learning[™] Strand

GRADE 2

Core Knowledge Language Arts[®]



Core Knowledge[®]

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Alignment Chart for Early Asian Civilizations

The following chart contains core content objectives addressed in this domain. It also demonstrates alignment between the Common Core State Standards and corresponding Core Knowledge Language Arts (CKLA) goals.

Alignment Chart for Early Asian Civilizations

Lesson

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Core Content Objectives														
Identify Asia as the largest continent with the most populous countries in the world	✓	✓												
Locate Asia, India, and China on a map or globe	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓
Explain the importance of mountains in the development of early Asian civilizations	✓							✓						
Explain the importance of the Indus and Ganges Rivers for the development of civilization in ancient times	✓	✓	✓											
Describe the key components of a civilization	✓	✓	✓					✓	✓		✓	✓		
Identify Hinduism and Buddhism as major religions originating in Asia			✓			✓	✓							
Describe the basic principles of Hinduism and Buddhism			✓				✓							
Identify the names for followers of Hinduism and Buddhism			✓			✓	✓							
Identify the holy texts of Hinduism and Buddhism			✓				✓							
Identify holy places for Hindus and Buddhists			✓				✓							
Identify important figures in Hinduism and Buddhism			✓			✓	✓							
Identify Diwali as an important holiday in Hinduism						✓								
Demonstrate familiarity with the folktale “The Tiger, the Brahman, and the Jackal”				✓										
Describe the characters, plot, and setting of the folktale “The Tiger, the Brahman, and the Jackal”				✓										
Identify trickster tales and folktales as types of fiction				✓						✓				

**Alignment Chart for
Early Asian Civilizations**

Lesson

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Demonstrate familiarity with the poem “The Blind Men and the Elephant”					✓									
Describe the characters, plot, and setting of the poem “The Blind Men and the Elephant”					✓									
Explain the importance of the Yellow and Yangtze Rivers for the development of civilizations in ancient times								✓						
Describe contributions of ancient China (e.g., paper, silk, writing, the Great Wall)								✓	✓		✓	✓		
Demonstrate familiarity with the folktale “The Magic Paintbrush”										✓				
Describe the characters, plot, and setting of the folktale “The Magic Paintbrush”										✓				
Describe silk making											✓			
Explain the significance of the Great Wall of China												✓		
Identify Confucius													✓	
Describe the teachings of Confucius													✓	
Describe the Chinese New Year														✓

Reading Standards for Literature: Grade 2

Key Ideas and Details

STD RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.													
CKLA Goal(s)	Recount fiction read-alouds, including fables and folktales from diverse cultures, and determine the central message, lesson, or moral			✓						✓				
STD RL.2.3	Describe how characters in a story respond to major events and challenges.													
CKLA Goal(s)	Describe how characters in a fiction read-aloud respond to major events and challenges			✓	✓					✓				

**Alignment Chart for
Early Asian Civilizations**

Lesson

		1	2	3	4	5	6	7	8	9	10	11	12	13	14
Craft and Structure															
STD RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.														
CKLA Goal(s)	Describe the following story elements: characters, setting, and plot, including how the beginning introduces the story and the ending concludes the action					✓					✓				
Integration of Knowledge and Ideas															
STD RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.														
CKLA Goal(s)	Use information gained from the illustrations and words in a read-aloud to demonstrate understanding of its characters, setting, or plot				✓	✓					✓				
Reading Standards for Informational Text: Grade 2															
Key Ideas and Details															
STD RI.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.														
CKLA Goal(s)	Ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , <i>how</i>), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud	✓													
	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships	✓													

**Alignment Chart for
Early Asian Civilizations**

Lesson

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	
Craft and Structure																
STD RI.2.4	Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.															
CKLA Goal(s)	Determine the meaning of unknown words and phrases in nonfiction/informational read-alouds and discussions															
Integration of Knowledge and Ideas																
STD RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.															
CKLA Goal(s)	Interpret information from diagrams, charts, timelines, graphs, or other organizers associated with a nonfiction/informational read-aloud and explain how these graphics clarify the meaning of the read-aloud	✓	✓	✓				✓	✓	✓	✓			✓	✓	✓
STD RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.															
CKLA Goal(s)	Compare and contrast (orally or in writing) similarities and differences within a single nonfiction/informational read-aloud or between two or more nonfiction/informational read-alouds			✓					✓	✓				✓	✓	
Range of Reading and Level of Text Complexity																
STD RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.															
CKLA Goal(s)	Listen to and demonstrate understanding of nonfiction/informational read-alouds of appropriate complexity for Grades 2–4															

**Alignment Chart for
Early Asian Civilizations**

Lesson

1	2	3	4	5	6	7	8	9	10	11	12	13	14
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Writing Standards: Grade 2

Text Types and Purposes

STD W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
------------------	--

CKLA Goal(s)	Plan and/or draft, and edit an informative/explanatory text that presents information from a nonfiction/informational read-aloud that introduces a topic, uses facts and definitions to develop points, and provides a concluding statement or section																			
---------------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Production and Distribution of Writing

STD W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
------------------	---

CKLA Goal(s)	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing																			
---------------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Research to Build and Present Knowledge

STD W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
------------------	--

CKLA Goal(s)	Participate in shared research and writing projects (e.g., after listening to several read-alouds, produce a report on a single topic)																			
---------------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

STD W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
------------------	---

CKLA Goal(s)	Make personal connections (orally or in writing) to events or experiences in a fiction or nonfiction/informational read-aloud and/or make connections among several read-alouds																			
	With assistance, categorize and organize facts and information within a given domain to answer questions																			

**Alignment Chart for
Early Asian Civilizations**

Lesson

1	2	3	4	5	6	7	8	9	10	11	12	13	14
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Speaking and Listening Standards: Grade 2

Comprehension and Collaboration

STD SL.2.1	Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and large groups.													
STD SL.2.1a	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).													
CKLA Goal(s)	Use agreed-upon rules for group discussions, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.						✓							
STD SL.2.1b	Build on others’ talk in conversations by linking their comments to the remarks of others.													
CKLA Goal(s)	Carry on and participate in a conversation over at least six turns, staying on topic, linking their comments to the remarks of others, with either an adult or another child of the same age						✓							
STD SL.2.1c	Ask for clarification and further explanation as needed about the topics and texts under discussion.													
CKLA Goal(s)	Ask questions to clarify information about the topic in a fiction or nonfiction/ informational read-aloud						✓							
STD SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.													
CKLA Goal(s)	Retell (orally or in writing) important facts and information from a fiction or nonfiction/ informational read-aloud						✓							
	Summarize (orally or in writing) text content and/or oral information presented by others		✓				✓							
STD SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.													
CKLA Goal(s)	Ask questions to clarify directions, exercises, classroom routines and/or what a speaker says about a topic to gather additional information, or deepen understanding of a topic or issue		✓		✓		✓		✓			✓	✓	✓

**Alignment Chart for
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Lesson

		1	2	3	4	5	6	7	8	9	10	11	12	13	14
Presentation of Knowledge and Ideas															
STD SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.														
CKLA Goal(s)	Recount a personal experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences												✓	✓	
STD SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.														
CKLA Goal(s)	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings	✓					✓	✓		✓	✓				
STD SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 2 Language)														
CKLA Goal(s)	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification														✓
Language Standards: Grade 2															
Vocabulary Acquisition and Use															
STD L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from an array of strategies.														
STD L.2.4b	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).														
CKLA Goal(s)	Use word parts to determine meanings of unknown words in fiction or nonfiction/informational read-alouds and discussions				✓										
STD L.2.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).														
CKLA Goal(s)	Use word parts to determine meanings of unknown words in fiction or nonfiction/informational read-alouds and discussions	✓													✓

**Alignment Chart for
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Lesson

		1	2	3	4	5	6	7	8	9	10	11	12	13	14
STD L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.														
STD L.2.5a	Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).														
CKLA Goal(s)	Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>)														
	Provide synonyms and antonyms of selected core vocabulary words		✓							✓		✓			
	Determine the meaning of unknown and multiple meaning words and phrases in fiction or nonfiction/informational read-alouds and discussions			✓				✓							
STD L.2.5b	Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i> , <i>throw</i> , <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i> , <i>slender</i> , <i>skinny</i> , <i>scrawny</i>).														
CKLA Goal(s)	Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i> , <i>throw</i> , <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i> , <i>slender</i> , <i>skinny</i> , <i>scrawny</i>)													✓	
STD L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).														
CKLA Goal(s)	Learn the meaning of common sayings and phrases												✓	✓	
	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>)														
Additional CKLA Goals															
	Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Identify and express physical sensations, mental states, and emotions of self and others		✓					✓					✓		

**Alignment Chart for
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Lesson

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions				✓	✓					✓				✓
Rehearse and perform poems, stories, and plays for an audience using eye contact, appropriate volume, and clear enunciation				✓										
Share writing with others				✓		✓			✓			✓		
Use regular and irregular past tense verbs correctly in oral language					✓									
Sequence four to six pictures illustrating events in a story										✓				

 These goals are addressed in all lessons in this domain. Rather than repeat these goals as lesson objectives throughout the domain, they are designated here as frequently occurring goals.



Introduction to Early Asian Civilizations

This introduction includes the necessary background information to be used in teaching the *Early Asian Civilizations* domain. The *Tell It Again! Read-Aloud Anthology for Early Asian Civilizations* contains fourteen daily lessons, each of which is composed of two distinct parts, so that the lesson may be divided into smaller chunks of time and presented at different intervals during the day. The entire lesson will require a total of sixty minutes.

This domain includes a Pausing Point following Lesson 7. At the end of the domain, a Domain Review, a Domain Assessment, and Culminating Activities are included to allow time to review, reinforce, assess, and remediate content knowledge. **You should spend no more than eighteen days total on this domain.**

Week One						
Day 1	#	Day 2	Day 3	#	Day 4	Day 5
Lesson 1A: "The Indus River Valley, Part I" (40 min.)		Lesson 2A: "The Indus River Valley, Part II" (40 min.)	Lesson 3A: "Hindus and Hinduism" (40 min.)		Lesson 4A: "The Tiger, the Brahman, and the Jackal" (40 min.)	Lesson 5A: "The Blind Men and the Elephant" (40 min.)
Lesson 1B: Extensions (20 min.)		Lesson 2B: Extensions (20 min.)	Lesson 3B: Extensions (20 min.)		Lesson 4B: Extensions (20 min.)	Lesson 5B: Extensions (20 min.)
60 min.		60 min.	60 min.		60 min.	60 min.

Week Two				
Day 6	Day 7	Day 8	Day 9	Day 10
Lesson 6A: "Diwali" (40 min.)	Lesson 7A: "Buddhists and Buddhism" (40 min.)	Pausing Point (60 min.)	Lesson 8A: "The Yellow and the Yangtze Rivers" (40 min.)	Lesson 9A: "Paper, Writing, and Calligraphy" (40 min.)
Lesson 6B: Extensions (20 min.)	Lesson 7B: Extensions (20 min.)		Lesson 8B: Extensions (20 min.)	Lesson 9B: Extensions (20 min.)
60 min.	60 min.	60 min.	60 min.	60 min.

Week Three				
Day 11	Day 12	Day 13	Day 14	Day 15
Lesson 10A: "The Magic Paintbrush" (40 min.)	Lesson 11A: "The Importance of Silk" (40 min.)	Lesson 12A: "China's Great Wall" (40 min.)	Lesson 13A: "Confucius" (40 min.)	Lesson 14A: "Chinese New Year" (40 min.)
Lesson 10B: Extensions (20 min.)	Lesson 11B: Extensions (20 min.)	Lesson 12B: Extensions (20 min.)	Lesson 13B: Extensions (20 min.)	Lesson 14B: Extensions (20 min.)
60 min.	60 min.	60 min.	60 min.	60 min.

Week Four					
Day 16	#	Day 17	⑩	Day 18	#
Domain Review (60 min.)		Domain Assessment (60 min.)		Culminating Activities (60 min.)	
60 min.		60 min.		60 min.	

⑩ Lessons include Student Performance Task Assessments

Lessons require advance preparation and/or additional materials; please plan ahead

Domain Components

Along with this Anthology, you will need:

- *Tell It Again! Media Disk* or the *Tell It Again! Flip Book* for *Early Asian Civilizations*
- *Tell It Again! Image Cards* for *Early Asian Civilizations*
- *Tell It Again! Supplemental Guide* for *Early Asian Civilizations*
- *Tell It Again! Multiple Meaning Word Posters* for *Early Asian Civilizations*

Recommended Resource:

- *Core Knowledge Grade 2 Teacher Handbook*, edited by E.D. Hirsch, Jr. and Souzanne A. Wright (Core Knowledge Foundation, 2005) ISBN 978-1890517748

Why Early Asian Civilizations Are Important

This domain will introduce students to the continent of Asia and its two most populous countries, India and China. Students will learn about the early civilizations in India and China and how they were both able to form because of mighty rivers. Students will once again hear about the important features of early civilizations, to which they were introduced in the Grade 1 *Early World Civilizations* domain. These features include the advent of farming, establishment of cities and government, and other practices such as writing and religion. (You may wish to borrow the *Early World Civilizations* and *Early American Civilizations* Anthologies from your Grade 1 teachers for your personal review of these features.)

Students will first learn about early India and will be introduced to the basics of Hinduism and Buddhism—two major religions

from this area—as major forces shaping early Indian civilization. They will also hear two works of fiction originally from India: “The Tiger, the Brahman, and the Jackal” and “The Blind Men and the Elephant.” Then, students will learn about early Chinese civilization and the many contributions made by the early Chinese, including paper, silk, and the Great Wall of China.

The content in this domain is reinforced through the informational/explanatory writing genre.

This domain will lay the foundation for further study of Asia in later grades and will help students better understand world history in later years.

Note: The study of world religions such as Hinduism and Buddhism is important because religion has been such a central force in shaping the development of civilizations, and it is difficult to teach world history without referencing the role played by religion. For example, the Middle Ages cannot be taught without reference to the importance of the Christian Church. The Crusades cannot be taught without reference to the development of Islam. Thus, the Core Knowledge Language Arts program introduces students at various grade levels to major world religions as part of their study of world history, which will provide students with a basic vocabulary for understanding many events and ideas in history. The goal of the program is to familiarize students with major ideas and facts in world history—it is not to proselytize—and it is imperative to look at the curriculum as a whole. Students who participated in the program in Grade 1 studied very basic similarities and differences among world religions. In that program, the emphasis was on fostering an understanding of and respect for those similarities and differences. Those concepts provide the foundation for the study of other religions, such as the study of Hinduism and Buddhism in this domain.

It is recommended that, when teaching these topics, the tone be one of respect and balance. Should questions about truth and rightness come up in discussion, an appropriate answer is, “People of different faiths believe different things to be true. These are questions you may want to talk about with your family and the adults at home.”

Teachers are also advised to inform parents and caregivers of this rationale prior to covering these topics so that families understand that teachers are teaching historical and cultural facts and are not preaching. A family letter (Instructional Master 1B-2) is included in the Appendix that can be used to communicate this to students' families.

What Students Have Already Learned in Core Knowledge Language Arts During Grade 1

The following domains, and the specific core content that was targeted in those domains, are particularly relevant to the read-alouds students will hear in *Early Asian Civilizations*. This background knowledge will greatly enhance students' understanding of the read-alouds they are about to enjoy:

Early World Civilizations (Grade 1)

- Locate the area known as Mesopotamia on a world map or globe, and identify it as a part of Asia
- Explain the importance of rivers, canals, and flooding to support farming in Mesopotamia and ancient Egypt
- Identify the system of writing in Mesopotamia and ancient Egypt
- Explain why writing is important to a civilization
- Describe the Code of Hammurabi
- Explain why rules and laws are important to the development of a civilization
- Explain how a leader is important to the development of a civilization
- Describe aspects of religion in Mesopotamia and ancient Egypt
- Describe how a civilization evolves and changes over time
- Locate Egypt on a world map or globe, and identify it as a part of Africa
- Describe key components of a civilization
- Identify Judaism, Christianity, and Islam as major monotheistic world religions

- Define monotheism as the belief in one God
- Identify the Western Wall (or the Wailing Wall) as associated with Judaism, the church of the Holy Sepulchre with Christianity, and the Dome of the Rock with Islam
- Demonstrate familiarity with holidays associated with Judaism, Christianity, and Islam
- Identify the holy books of Judaism, Christianity, and Islam

Early American Civilizations (Grade 1)

- Identify the area in which the Maya, Aztec, and Inca each lived
- Explain that the Maya developed large cities or population centers in the rainforests of Mexico and Central America many, many years ago
- Explain that the Maya, Aztec, and Inca had a religion, leaders, towns, and farming
- Explain that the Inca established a far-ranging empire in the Andes Mountains of Peru and Chile many, many years ago
- Recall that Machu Picchu is an Incan city

Astronomy (Grade 1)

- Identify the four phases of the moon—new, crescent, half, full

Core Vocabulary for Early Asian Civilizations

The following list contains all of the core vocabulary words in *Early Asian Civilizations* in the forms in which they appear in the domain. These words appear in the read-alouds or, in some instances, in the “Introducing the Read-Aloud” section at the beginning of the lesson. Boldfaced words in the list have an associated Word Work activity. The inclusion of the words on this list does not mean that students are immediately expected to be able to use all of these words on their own. However, through repeated exposure throughout all lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

Lesson

common
cultivate
fertile
Indus River
irrigation canals

Lesson 2

bustling
nestles
recede
source

Lesson 3

existence
Hinduism
represents
sacred

Lesson 4

contrary
devour
distracted
pious
unjust

Lesson 5

bawl
grope
marvel
observation
resembles

Lesson 6

archer
custom
Diwali
prosperity

Lesson 7

Buddhism
conquer
suffering
venture

Lesson 8

plateaus
silt
sorrow
Yangtze River
Yellow River

Lesson 9

character
durable
remarkable

Lesson 10

beggar
cork
praise
scowl

Lesson 11

barriers
emerge
plunged
trade

Lesson 12

defense
intervals
span
transport

Lesson 13

eager
example
sages

Lesson 14

adhering
banished
grudges
prosperous

Comprehension Questions


In the *Tell It Again! Read-Aloud Anthology for Early Asian Civilizations*, there are three types of comprehension questions. *Literal* questions assess students' recall of key details from the read-aloud; these questions are text dependent, requiring students to paraphrase and/or refer back to the portion of the read-aloud in which the specific answer to the question is provided. These questions generally address Reading Standards for Literature 1 (RL.2.1) and Reading Standards for Informational Text 1 (RI.2.1).

Inferential questions ask students to infer information from the text and think critically; these questions are also text dependent, but require students to paraphrase and/or refer back to the different portions of the read-aloud that provide information leading to and supporting the inference they are making. These questions generally address Reading Standards for Literature 2–5 (RL.2.2–RL.2.5) and Reading Standards for Informational Text 2–4 and 6 (RI.2.2–RI.2.4; RI.2.6).


Evaluative questions ask students to build upon what they have learned from the text using analytical and application skills; these questions are also text dependent, but require students to paraphrase and/or refer back to the portion(s) of the read-aloud that substantiate the argument they are making or the opinion they are offering. *Evaluative* questions might ask students to describe how reasons or facts support specific points in a read-aloud, which addresses Reading Standards for Informational Text 8 (RI.2.8). *Evaluative* questions might also ask students to compare and contrast information presented within a read-aloud or between two or more read-alouds, addressing Reading Standards for Literature 9 (RL.2.9) and Reading Standards for Informational Text 9 (RI.2.9).

The *Tell It Again! Read-Aloud Anthologies* include complex texts, thus preparing students in these early years for the increased vocabulary and syntax demands aligned texts will present in later grades. As all of the readings incorporate a variety of illustrations, Reading Standards for Literature 7 (RL.2.7) and Reading Standards for Informational Text 7 (RI.2.7) are addressed as well.

Student Performance Task Assessments

In the *Tell It Again! Read-Aloud Anthology for Early Asian Civilizations*, there are numerous opportunities to assess students' learning. These assessment opportunities range from informal observations, such as *Think Pair Share* and some Extension activities, to more formal written assessments. These Student Performance Task Assessments (SPTA) are identified in the *Tell It Again! Read-Aloud Anthology* with this icon: . There is also an end-of-domain summative assessment. Use the Tens Conversion Chart located in the Appendix to convert a raw score on each SPTA into a Tens score. On the same page, you will also find the rubric for recording observational Tens scores.

Above and Beyond

In the *Tell It Again! Read-Aloud Anthology for Early Asian Civilizations*, there are numerous opportunities in the lessons and the Pausing Point to challenge students who are ready to attempt activities that are above grade level. These activities are labeled “Above and Beyond” and are identified with this icon: .

Supplemental Guide

Accompanying the *Tell It Again! Read-Aloud Anthology* is a *Supplemental Guide* designed specifically to assist educators who serve students with limited English oral language skills or students with limited home literary experience, which may include English Language Learners (ELLs) and children with special needs. Teachers whose students would benefit from enhanced oral language practice may opt to use the *Supplemental Guide* as their primary guide in the Listening & Learning Strand. Teachers may also choose to begin a domain by using the *Supplemental Guide* as their primary guide before transitioning to the *Tell It Again! Read-Aloud Anthology*, or may choose individual activities from the *Supplemental Guide* to augment the content covered in the *Tell It Again! Read-Aloud Anthology*.

The *Supplemental Guide* activities that may be particularly relevant to any classroom are the Multiple Meaning Word Activities and

accompanying Multiple Meaning Word Posters, which help students determine and clarify different meanings of words; Syntactic Awareness Activities, which call students' attention to sentence structure, word order, and grammar; and Vocabulary Instructional Activities, which place importance on building students' general academic, or Tier 2, vocabulary. These activities afford all students additional opportunities to acquire a richer understanding of the English language. Several of these activities have been included as Extensions in the *Tell It Again! Read-Aloud Anthology*. In addition, several words in the *Tell It Again! Read-Aloud Anthology* are underlined, indicating that they are multiple-meaning words. The accompanying sidebars explain some of the more common alternate meanings of these words. *Supplemental Guide* activities included in the *Tell It Again! Read-Aloud Anthology* are identified with this icon: ↔.

Recommended Resources for Early Asian Civilizations

Trade Book List

The *Tell It Again! Read-Aloud Anthology* includes a number of opportunities in Extensions, Pausing Point, and the Domain Review for teachers to select trade books from this list to reinforce domain concepts through the use of authentic literature. In addition, teachers should consider other times throughout the day when they might infuse authentic domain-related literature. If you recommend that families read aloud with their child each night, you may wish to suggest that they choose titles from this trade book list to reinforce the domain concepts. You might also consider creating a classroom lending library, allowing students to borrow domain-related books to read at home with their families.

Ancient India

1. *Ancient India*, edited by E.D. Hirsch, Jr. (Pearson Learning, 2002) ISBN 978-0769050140
2. *Diwali (Celebrations in My World)*, by Kate Torpie (Crabtree Publishing Company, 2009) ISBN 978-0778743002
3. *Dumpling Days*, by Grace Lin (Little, Brown Books for Young Readers, 2013) ISBN 978-0316125895

4. *Lighting a Lamp: A Diwali Story*, by Jonny Zucker (Barron's Educational Series, Inc., 2004) ISBN 978-0764126703
5. *The Monkey and the Crocodile*, by Paul Galdone (Clarion Books, 1997) ISBN 978-0899195247
6. *One Grain of Rice*, by Demi (Scholastic Press, 1997) ISBN 978-0590939980
7. *Seven Blind Mice*, by Ed Young (Puffin Books, 2002) ISBN 978-0698118959

Ancient China

8. *Ancient China*, edited by E.D. Hirsch, Jr. (Pearson Learning, 2002) ISBN 978-0769050133
9. *The Ballad of Mulan: English/Hmong*, by Song Nan Zhang (Pan Asian Publications, 1998) ISBN 978-1572270589
10. *Colors of China*, by Shannon Zemlicka (Lerner Publishing Group, 2001) ISBN 978-1575055633
11. *Day of the Dragon King (Magic Tree House, No. 14)*, by Mary Pope Osborne (Random House Books for Young Readers, 1998) ISBN 978-0679890515
12. *Dragon of the Red Dawn (Magic Tree House, No. 37)*, by Mary Pope Osborne (Random House Books for Young Readers, 2008) ISBN 978-0375837289
13. *The Dragon Prince: A Chinese Beauty & the Beast Tale*, by Laurence Yep and illustrated by Kam Mak (HarperCollins, 1997) ISBN 978-0064435185
14. *The Emperor and the Kite*, by Jane Yolen and illustrated by Ed Young (Puffin, 1998) ISBN 978-0698116443
15. *The Great Wall of China*, by Leonard Everett Fisher (Aladdin, 1995) ISBN 978-0689801785
16. *Greetings, Asia!*, by April Pulley Sayre (Millbrook Press, 2003) ISBN 978-0761319917
17. *Look What Came from China*, by Miles Harvey (Franklin Watts, 1999) ISBN 978-0531159361

18. *Ming Lo Moves the Mountain*, by Arnold Lobel (Greenwillow Books, 1993) ISBN 978-0688109950
19. *The Seven Chinese Brothers*, by Margaret Mahy and illustrated by Mou-Sien Tseng (Scholastic Inc., 1990) ISBN 978-0590420570
20. *The Silk Route: 7,000 Miles of History*, by John S. Major (HarperCollins, 1996) ISBN 978-0064434683
21. *The Year of the Dog*, by Grace Lin (Little, Brown and Company, 2007) ISBN 978-0316060028

Teacher Resource

22. *Moonbeams, Dumplings & Dragon Boats: A Treasury of Chinese Holiday Tales, Activities & Recipes*, by Nina Simonds, Leslie Swartz, & The Children's Museum, Boston and illustrated by Meilo So (Harcourt, Inc., 2002) ISBN 978-0152019839

Websites and Other Resources

Student Resources

1. Asian Stories, Games, and Art for Students
<http://kids.asiasociety.org>
2. Geography for Kids: Asian countries
<http://www.ducksters.com/geography/asia.php>
3. World Religions: Hinduism and Buddhism
http://www.uri.org/kids/world_hind.htm

Teacher Resources

4. American Museum of Natural History: Asian Peoples
<http://www.amnh.org/exhibitions/permanent-exhibitions/human-origins-and-cultural-halls/gardner-d.-stout-hall-of-asian-peoples>
5. Chinese New Year
<http://www.history.com/topics/chinese-new-year>
6. Diwali
<http://kids.nationalgeographic.com/kids/stories/peopleplaces/diwali/>
7. Great Wall of China
http://www.kinaballoo.com/great_wall_photo_gallery.html



The Indus River Valley, Part I

1

☑ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Identify Asia as the largest continent with the most populous countries in the world
- ✓ Locate Asia and India on a map or globe
- ✓ Explain the importance of mountains in the development of early Asian civilizations
- ✓ Explain the importance of the Indus River for the development of a civilization in ancient times
- ✓ Describe the key components of a civilization

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Interpret information from a map of Asia and connect it to information learned in “The Indus River Valley, Part I” (RI.2.7)
- ✓ Add drawings to descriptions of the Himalayan Mountains and the Indus River Valley to clarify ideas, thoughts, and feelings (SL.2.5)
- ✓ Use word parts to determine the meaning of *overflow* in “The Indus River Valley, Part I” (L.2.4c)

Core Vocabulary

common, *adj.* Most widely known, ordinary

Example: Almost every student in Mr. Davis's class was out sick with the common cold.

Variation(s): none

cultivate, *v.* To grow and/or tend to a crop or plant

Example: Every summer, Tony and his mother would cultivate tomatoes and cucumbers in their garden.

Variation(s): cultivates, cultivated, cultivating

fertile, *adj.* Rich in the materials or nutrients needed to produce many strong, healthy crops

Example: Because Trish's farmland was so fertile, she always grew the biggest crops in the county.

Variation(s): none

Indus River, *n.* The river at the center of the first civilization in early India


Example: The Indus River flows through the countries of Pakistan and India.

Variation(s): none

irrigation canals, *n.* Ditches cut into the earth to direct water where needed

Example: The Egyptians used irrigation canals to move water from the Nile River to their crops.

Variation(s): irrigation canal

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Do We Know?	world map or globe	10
	Domain Introduction	world map or globe	
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	The Indus River Valley, Part I	world map or globe	15
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Fertile	drawing paper, drawing tools	5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Map Quest	Instructional Master 1B-1; world map or globe; large, white or gray construction paper with outline of Asia; blue construction paper cut in the shape of the Indus River [This exercise requires advance preparation.]	20
	Drawing the Read-Aloud	drawing paper, drawing tools	
<i>Take-Home Material</i>	Family Letter	Instructional Masters 1B-2, 1B-3	



The Indus River Valley, Part I

1
A

Introducing the Read-Aloud

10 minutes

What Do We Know?

Remind students that they have already learned about some ancient or early civilizations in the Core Knowledge Language Arts program in Grade 1. Ask students to share what the word *ancient* means, and review that *ancient* means very old. So, an ancient civilization is one that is very old and was formed many, many years ago. Ask students to share what the word *civilization* means. Remind students that a civilization is an advanced society or one that is very developed, and has laws, a written language, large cities, and often a religion. Ask students what they remember about the Egyptian, Mesopotamian, Maya, Aztec, and Inca civilizations. You may need to remind students that the Maya, Aztec, and Inca were early American civilizations. The Egyptian civilization formed on the continent of Africa, and the Mesopotamian civilization formed on the continent of Asia. As you talk about these continents, point to them on a world map or globe. You may also wish to remind students that civilizations in Mesopotamia and ancient Egypt developed around large rivers that flooded and left behind rich soil for growing crops.

Optional Review: You may wish to pause here to review information students have learned previously in the Core Knowledge Language Arts program. This review is optional and may very well extend the time allotted for this introduction; however, it will be worthwhile, especially for students who are new to the Core Knowledge Language Arts program. This knowledge provides the foundation for understanding the civilizations discussed in this domain. You may use the following questions to guide discussion:



← **Show image 1A-1: Three pyramids**

- Many important ancient civilizations developed around large rivers. The ancient Egyptian civilization developed along which river on which continent? (the Nile; Africa)



← **Show image 1A-2: Map of Nile, Tigris, and Euphrates Rivers**

- Mesopotamian civilization developed in the area now known as the Middle East. Between which two rivers did the Mesopotamian civilization form? (the Tigris and Euphrates rivers)



← **Show image 1A-3: Machu Picchu today**

- All civilizations have large cities with a form of government. Which early American civilization had a city known as Machu Picchu? (Inca civilization)
- Which early civilizations believed in many gods and goddesses: the Maya, Aztec, Inca, Egyptian, or Mesopotamian? (All of these civilizations believed in many gods and goddesses.)



← **Show image 1A-4: Hieroglyphs carved in stone**

- Which civilization developed a system of writing using hieroglyphs? (ancient Egyptian)



← **Show image 1A-5: Cuneiform**

- Which civilization developed a system of writing using cuneiform? (Mesopotamian)
- Ancient civilizations had a government and laws. Which early civilization had written laws known as the Code of Hammurabi? (Mesopotamian)

Domain Introduction

Using a world map or globe, have students review the names of all seven continents as you point to them. Ask students if they know which of these continents is the largest in the world. Using the world map or globe, have a student locate and point to the continent of Asia. Tell students this is the continent of Asia and that it is the largest continent in the world. Share with students that Asia has the two most populous countries—or the two countries with the most people in them—in the world. Point to

China and India on the world map or globe. Tell students that these two countries are China and India, and that each of these countries has more than a billion people living within its borders. You may wish to share that the population of India is *four times larger* than the population of the United States. Then share with students that over the next several days they are going to learn about the ancient civilizations that began in India and China. Tell students that they will hear what life was like for the people who lived in these ancient civilizations all those years ago. Share that they will also learn about some of the inventions created in these ancient (or early) civilizations, inventions that are still used in Asia—and around the world—today.

Purpose for Listening

Tell students to listen closely to find out if the civilization in this read-aloud also developed around a large river like those in Mesopotamia and ancient Egypt.



- 1 [Point to the peaks. Show the location of the Himalayas on a world map or globe.]
- 2 [Pause for student responses.]

The Indus River Valley, Part I

← Show image 1A-6: Snow-covered Himalayan Mountains¹

These snow-covered peaks are part of the Himalayas, a mountain range that stretches for miles across Asia, forming the highest mountain peaks in the world. Can you guess what happens to the snow on these peaks as it melts?² That's right: the snow turns into water and travels down the mountainsides to form rivers in the valleys below.



- 3 What two words do you hear in the word *overflow*? So the water flows over the river banks.
- 4 or soil rich in nutrients
- 5 Here the word *beds* means the ground at the bottom of a river. The word *beds* can also refer to the pieces of furniture on which people sleep.

← Show image 1A-7: River flooding its banks

Water from the melting snows of the Himalayas combines with heavy spring rains, which fills rivers and causes them to regularly overflow their banks.³ **Fertile** soil⁴ from the rivers' beds spreads out over nearby fields.⁵ As the water floods the valleys, it leaves behind this nutrient-rich soil, perfect for growing crops.

Let's act out this process. We are going to pretend to be the snow-covered peaks of the Himalayas. Let's all stand tall with our hands above our heads, fingertips touching, like the peaks of the Himalayas. Now, let's be the melting snow rushing into the river. Everyone move your hands toward the floor and make a *whooshing* sound to represent the melting snow, the water flowing over the river banks, and the fertile soil left on the land around the river.



- 6 Do you recognize either of these cultures where civilizations developed along mighty rivers? [Point to the images as you discuss students' responses.]

← Show image 1A-8: Images of two river cultures—Egyptian and Aztec

Great civilizations all around the world have sprung up in river valleys. Taking advantage of the rich, fertile soil in these valleys, people learned to grow their own crops. Because of this, people began to stay in one place instead of constantly moving in search of food.⁶



← **Show image 1A-9: Indus River Valley**

7 Using a world map or globe, show the location of the Indus River in relation to the Himalayas.

8 or grow and tend to

9 Why were people able to settle and cultivate crops around the Indus River?

Beneath the Himalayan Mountains in Asia, along the banks of the mighty **Indus River**, one such civilization was born.⁷ Every year snow from the Himalayas melts. The water from the melting snow and heavy spring rains floods the Indus River, leaving rich soil on the land around the river. More than four thousand years ago, people spread out across the Indus River Valley. Taking advantage of the rich soil, they settled near the river and began to **cultivate**⁸ wheat and barley, peas, dates, melons, and bananas.⁹



← **Show image 1A-10: Irrigation canals among crops in the Indus River Valley**

10 An irrigation canal is a ditch cut into the earth that directs water to needed areas.

11 [Students who used Core Knowledge Language Arts in Grade 1 may be reminded of the Egyptian and Mesopotamian cities they learned about in the *Early World Civilizations* domain.]

These people knew that if they wanted to live near the river, they would have to control the floodwaters. They developed ways to control the rising waters by building **irrigation canals** to hold some of the water back and to release some of the water into the fields when needed.¹⁰ As their communities grew, these people worked together to plan and build permanent cities by the river.¹¹



← **Show image 1A-11: Mohenjo-daro, [mo-HEN-jo-DAR-o] layout, walls, citadel**

12 Archaeologists are scientists who study the way people lived in the past. Archaeologists who studied the history of the Indus River Valley found that the ancient city of Mohenjo-daro was one of the largest and most successful cities near the Indus River.

13 or protected area

14 Why do you think everyone had a job to do?

There were many permanent cities by the Indus River. Not so very long ago, archaeologists uncovered Mohenjo-daro, one of the most thriving cities of the ancient Indus River Valley.¹² A city enclosed by brick walls, Mohenjo-daro was designed in a square, grid-like pattern. The citadel, the fortress¹³ at the city's center, housed its leaders—priests, who were members of the ruling class that performed both religious and governmental duties. Beyond the citadel, spreading out in all directions of the city, a web of roads led to the homes of countless workers. Everyone had a job to do. Some farmed the land outside the city walls. Some made bricks from the river's muddy soil, whereas others fashioned these baked bricks into buildings.¹⁴



← **Show image 1A-12: Stone seal**

Fine craftsmen designed jewelry and distinctive stone seals carved with pictures of buffalo, elephants, and tigers. Archaeologists uncovered many of these stone seals, but they are not sure of the purpose of the seals.



← **Show image 1A-13: City street with bull cart**

15 or goods made to sell, like pottery, jewelry, or bread

16 The wide streets made it easy for common or ordinary carts pulled by bulls to get around.

And all over the city, merchants bought and sold their wares.¹⁵ The city's wide streets, lined with flat-topped, brick buildings, were easy for their **common** bullcarts to navigate.¹⁶

The city of Mohenjo-daro was part of the Indus River Valley civilization. We say that certain groups have a civilization when they have cities with large buildings, division of labor—meaning everyone has a certain job to do—and some form of writing, to name a few things. The city of Mohenjo-daro had all of these things. In the next lesson, you will hear what it might have been like to live in the city of Mohenjo-daro, a part of the Indus River Valley civilization.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* Was the civilization in this read-aloud built around a mighty river? (yes) Which river? (the Indus River)
2. *Literal* On which continent is the Indus River found? (Asia)
3. *Inferential* What caused the Indus River to flood in the spring? (heavy spring rains; snow melting from the peaks of the Himalayan Mountains)

4. *Inferential* What did the floodwaters leave behind? (fertile soil) How did this fertile soil help the people living near the river? (It gave them nutrient-rich land on which to cultivate crops.)
5. *Inferential* Why was a civilization able to form in the Indus River Valley on the continent of Asia? (The fertile soil allowed people to stay in one place and grow many crops, which led to a larger community.)



← **Show image 1A-10: Irrigation canals among crops in the Indus River Valley**

6. *Literal* What was the purpose of digging irrigation canals? (to direct water to different fields and to water the crops)
7. *Inferential* What were some features of Indus River communities that were common among ancient civilizations? (cities with large buildings, different jobs, some form of writing)
8. *Inferential* [Ask for a student to locate Asia on a map.] How is Asia unique? (largest continent, has the two most populous countries today, etc.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

9. *Evaluative Think Pair Share:* How do you know that the cities along the Indus River in ancient times were part of a civilization? (They were large cities with large buildings; everyone had a specific job to do; there was a form of writing; they had a government; etc.)
10. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Fertile

5 minutes

1. In the read-aloud you heard, “*Fertile* soil from the rivers’ beds spreads out over nearby fields.”
2. Say the word *fertile* with me.
3. *Fertile* means able to produce or producing farm crops and other plant life.
4. After the Nile River floods, fertile soil can be found along its banks.
5. Can you describe what fertile ground might look like? What kinds of things would grow on fertile ground? Try to use the word *fertile* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “Fertile ground would . . .”]
6. What’s the word we’ve been talking about?

Use a *Drawing/Writing* activity for follow-up. Directions: Please draw what you imagine the fertile Indus River Valley looked like, and write one sentence about it using the word *fertile* in your sentence.



Complete Remainder of the Lesson Later in the Day



The Indus River Valley, Part I

1
B

Extensions

20 minutes

Map Quest (Instructional Master 1B-1)

Note: This extension requires you to create a class map, parts of which you should make prior to presenting the read-aloud.

The class map will simply be an outline of the continent of Asia, with country borders of China and ancient India (made up of the present-day countries of Pakistan and India), on a large piece of construction paper. The outline of Asia and the borders do not have to be perfect, but students should be able to recognize the class map as a close representation of what they can see on a world map or globe. You will also need to prepare a piece of blue construction paper cut into the shape of the Indus River.

Share with students that in the coming days they are going to learn about many new places and several important rivers. Tell students that to help them learn and remember these places, they are going on a “map quest.” On this map quest they will label the areas they have learned about and draw and label the rivers as well. Share with students that you will label a class map along with them as they fill out their own maps.

Tell students that their first map, Instructional Master 1B-1, is a map of Asia; have them label their map “Asia” at the top of the page on the title line provided. Explain that this map also shows present-day India and Pakistan. Tell students that during the time period in which the read-aloud is set—a time period we will call ancient India—India and Pakistan were one country. Have students color the border formed by both of these countries together in brown. Label this area “Ancient India.” Mark this area on your class map and label it.

Show students the series of caret marks on their map, and have them color them in brown. Tell students that these marks represent the Himalayan Mountains; have students label this feature the “Himalayas.” Draw a matching series of brown caret marks on the class map and label it.

Share with students that the Indus River runs through this area. Have students label and color the Indus River in blue. Then tape your cutout of the Indus River on your class map so that it touches the end of the Himalayas and stretches south toward the Arabian Sea. Remind students that melting snowcaps from the Himalayas, along with heavy spring rains, caused the water of the Indus to overflow its banks and flood the surrounding valley.

Finally, have students locate the dot on the map (located next to the Indus River), and explain that it represents the city of Mohenjo-daro that they heard about in the read-aloud. Ask students to color the dot in red. Remind students that cities like Mohenjo-daro were able to form because of the rich soil the floodwaters left behind.

Drawing the Read-Aloud

Reread the following passage from the read-aloud:

Water from the melting snows of the Himalayas combines with heavy spring rains, which fills rivers and causes them to regularly overflow their banks. Fertile soil from the rivers' beds spreads out over nearby fields. As the water floods the valleys, it leaves behind this nutrient-rich soil, perfect for growing crops.

Give each student a piece of paper, and tell students they are going to draw the Himalayan Mountains with snowy peaks, the Indus River below, and the fertile ground and crops of the Indian River Valley. Direct each student to write a sentence or two to describe one element in their illustration.

Take-Home Material

Family Letter

Send home Instructional Masters 1B-2 and 1B-3.



The Indus River Valley, Part II

2

✔ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Identify Asia as the largest continent with the most populous countries in the world
- ✓ Locate Asia and India on a map or globe
- ✓ Explain the importance of the Indus River for the development of a civilization in ancient times
- ✓ Describe the key components of a civilization

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.


Students will:

- ✓ Interpret information from a map of Asia and connect it to information learned in “The Indus River Valley, Part II” (RI.2.7)
- ✓ With assistance, categorize and organize facts and information from “The Indus River Valley, Part II” in a Civilizations Chart (W.2.8)
- ✓ Summarize orally the content of “The Indus River Valley, Part II” (SL.2.2)
- ✓ Ask and answer *what* questions orally to gather information or deepen understanding of the information contained in “The Indus River Valley, Part II” (SL.2.3)
- ✓ Provide synonyms for *source* (L.2.5a)

- ✓ Prior to listening to “The Indus River Valley, Part II,” identify orally what they know and have learned about ancient India
- ✓ Identify how Sanjay feels when he is invited to see the holy man

Core Vocabulary

- bustling, adj.** Full of activity; moving busily or energetically
Example: The bustling supermarket was filled with people buying dry food before the big storm.
Variation(s): none
- nestles, v.** Settles in snugly and comfortably
Example: Kent’s new kitten nestles next to its mother when taking naps.
Variation(s): nestle, nestled, nestling
- recede, v.** To draw back or move away from a certain point
Example: June watched the water recede from the beach and leave behind beautiful seashells.
Variation(s): recedes, receded, receding
- source, n.** The start or cause of something
Example: The sun is the source of light and heat for planet Earth.
Variation(s): sources

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?	map from Map Quest extension in Lesson 1; world map or globe	10
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	The Indus River Valley, Part II		15
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Source		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Civilizations Chart	Image Cards 1–3; Instructional Master 2B-1; chart paper, chalkboard, or whiteboard	20
	Image Review		



The Indus River Valley, Part II

2_A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Use the map created in the extension of Lesson 1 to help students review what they have already learned about ancient India. You may wish to ask students the following questions:

- Which mountains did you learn about in the previous read-aloud? (the Himalayan Mountains) On which continent are these mountains found? (Asia) What is special about Asia? (It is the largest continent in the world and has two the most populous countries in the world.) Who can locate this continent on the map or globe?
- Which river did you learn about in the previous read-aloud? (the Indus River) What happened to the Indus when the heavy spring rains came and snow melted from the peaks of the Himalayas? (It flooded and left behind fertile soil.)
- How did people take advantage of the rich soil near the river? (They began to cultivate crops like wheat, barley, dates, bananas, etc.)
- How did the people control the floodwaters? (They built irrigation canals.)
- How do we know that there was a civilization in the Indus River Valley? (Archaeologists uncovered cities like Mohenjo-daro, with large buildings; there was a government; everyone had a special job to do; there was some form of writing.)

Purpose for Listening

Tell students to listen carefully to find out what life would have been like for a child living in Mohenjo-daro.

The Indus River Valley, Part II

- 1 Grains are seeds from plant foods, such as wheat, corn, rye, or oats.
- 2 A common granary was a building used to store grain, which was shared by everyone in the community.
- 3 *Bustling* means full of activity.



← **Show image 2A-1: Nine-year-old in courtyard**

- 4 For what or to where do you think Sanjay's father invited him? What do you think they are going to do?



← **Show image 2A-2: Sanjay's father leading a bull**

Today we are going to travel back in time to meet a child living in Mohenjo-daro *twenty-five hundred* years ago. The child's father is a grain trader.¹ Wheat from the surrounding fields is stored in a common granary near the citadel, the safe place in the center of the city.² The father's job is to collect the grain and take it through the city gates to the **bustling** port by the river.³ There he will trade it for gold, copper, jade, and turquoise from distant lands.

Meet Sanjay, the boy in this picture who is waiting excitedly for his father in the courtyard of his family's home. It is a special day. Sanjay has waited nine years for his father's invitation to join him today.⁴

Sanjay can hear the bull cart rattling down the side passage now. Then he sees him—the man in the turban; that's Sanjay's father. The turban he wears is a headdress, made of cloth and worn by men in this region.

"Hop in, son. Let's go."

← **Show image 2A-3: Sanjay, seated in back of bull cart**

- 5 or settles in snugly and comfortably



Sanjay **nestles**⁵ into the back of the wooden cart, bracing himself against its sides, as his father guides the bull out into the main street. He has bathed and put on fresh cotton clothes, for Father has promised that after the morning's work, he will be allowed to join the priests in a special ceremony, giving thanks to the mighty Indus River for all that she provides.⁶

- 6 Is this the special invitation Sanjay has waited nine years to hear?

As the cart jostles Sanjay about with each turn in the road, his thoughts travel back to last spring when steady rains flooded the river, forcefully breaking through the city walls and toppling buildings in its wake.



← **Show image 2A-4: Sanjay and his sister in the floodwaters**

7 or move back and away from the city; Where do you think the water goes after a flood?

8 The word *source* means the start or cause of something.

Sanjay remembers it as if it were yesterday: the awful smell of wet mud that filled his home as he and his sister waded knee-deep in muck, waiting for the muddy waters to **recede**.⁷ Sanjay knows from experience that the river has the power to destroy things in its path, and yet he knows, too, that the river is the **source** of life in the valley.⁸ Without it, there would be no crops for food, no cotton for clothing, and no means of easily transporting goods over long distances.



← **Show image 2A-5: Men heaving terra-cotta pots into bull carts**

9 Terra-cotta is a brownish-orange clay that was often used by ancient civilizations to make pottery.

10 or crowd

Sanjay's thoughts are interrupted by the sudden jolt of the cart as it takes its place behind other traders, lined up in front of the city granary. Enormous terra-cotta pots filled with grain are hoisted into the cart and set down beside him. Sanjay wonders how the wooden wheels beneath him can carry so much weight.⁹

Turning to face forward in the cart, Sanjay sits on his knees, straining to see over the approaching city gates to the sailing ships beyond. As the cart sways to and fro from the weight of the pots, Sanjay's father struggles to edge his way through the throng¹⁰ of bull carts, all heading toward the loud and lively sounds of the harbor.



← **Show image 2A-6: Scene of the port**¹¹

11 What do you see in this picture? What do you think is happening?

Once there, Father exchanges his grain for copper from Mesopotamia, hoping to sell it to the jewelry maker for a good price.

The sun is directly overhead now, midday. As Father steers the bulls away from the bustling port and comes to a standstill beneath the shade of a willow tree, Sanjay's heart skips a beat. Stepping down and leaning into Father's side, Sanjay walks with him toward a grove of banyan trees.



← **Show image 2A-7: Holy man, draped in white cotton cloth**

12 A holy man is a person dedicated to the service of his religion.

13 Of which river is the holy man speaking?

Gathered among cows and men, Sanjay's eye is drawn to the holy man, seated on bare ground in a cross-legged position, head bent in silence.¹² Bowing his head, Sanjay listens to the words that have comforted his people for many years. "O, Great River, Mother of the People, Provider of Life, we thank you."¹³ It is now six moon cycles since your banks last flooded. We pray that we may please you and be spared from future harm. Your waters give us life. To you we owe our lives. Accept our blessings, Great River." A squeeze from Father's hand lets Sanjay know that he is proud to bring his son to this sacred spot for the first time. Sanjay answers his squeeze with one of his own, whispering his thanks for this day.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* Near which important river is Sanjay's city located? (the Indus River) In which area is the Indus River found? (ancient India) [You may wish to remind students that the present-day countries of Pakistan and India are both part of what we are calling ancient India.]
2. *Inferential* Why is this river so important? (It floods and leaves fertile soil on the surrounding land, which makes it easier to grow crops.)
3. *Inferential* How is the mighty Indus River helpful to the people of Mohenjo-daro? (gives them water for crops; helps them transport or move goods over long distances; etc.)

4. *Inferential* How is the mighty Indus River harmful to the people of Mohenjo-daro? (floods their houses; can destroy things in its path; etc.)
5. *Evaluative* Sanjay waited for nine years to listen to the holy man. How do you think he felt when he was invited? (Answers may vary.)
6. *Evaluative* Why do you think the people of Mohenjo-daro had a special ceremony to pray to the Indus River? (Answers may vary.)
7. *Inferential* One of the features of a civilization is that everyone has a special job to do. What is Sanjay's father's job? (collecting grain and taking it to the port) What other jobs do you think there were in Mohenjo-daro? (Answers may vary, but may include jeweler, farmer, or priest.)

[Please continue to model the *Question? Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

8. *Evaluative What? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *what*. For example, you could ask, "What city did you learn about in today's read-aloud?" Turn to your neighbor and ask your *what* question. Listen to your neighbor's response. Then your neighbor will ask a new *what* question, and you will get a chance to respond. I will call on several of you to share your questions with the class.
9. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Source

5 minutes

1. In the read-aloud you heard, “[T]he river is the *source* of life in the valley.”
2. Say the word *source* with me.
3. A source is the start or cause of something. It is the place from which something comes.
4. June’s flashlight was the only source of light she had when the power went out.
5. Can you name any sources of light, heat, food, or water? Try to use the word *source* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “One source of _____ is”]
6. What’s the word we’ve been talking about? What part of speech is the word *source*?

Use a *Synonym* activity for follow-up. Directions: A synonym is a word that means the same as, or something similar to, another word. What are some synonyms for *source*? (Answers may vary, but may include *beginning*, *home*, *cause*, etc.)



Complete Remainder of the Lesson Later in the Day



The Indus River Valley, Part II

2_B

Extensions

20 minutes

Civilizations Chart (Instructional Master 2B-1)

On chart paper, a chalkboard, or a whiteboard, draw the following chart. Each square on the chart will need to be large enough to accommodate an Image Card. This chart will be used throughout the domain to identify and compare components of early civilizations in India and China.

Have students fill in their own charts using Instructional Master 2B-1 after you have filled in the classroom chart.

Note: Once you have filled in the classroom chart, you may wish to write key words and content-specific vocabulary on the board, giving guidance to student writing.

	Farming	Cities	Writing	Leaders	Religion
Early Indian Civilization					
Early Chinese Civilization					

Show students Image Card 1 (Dates). Talk about the Image Card and explain that it is a photograph of dates, a crop grown in the Indus River Valley. Have students share what they learned from the read-aloud about farming in the Indus River Valley. (Sanjay's father grows grain.) Tell students that you are going to place the Image Card on the chart in the *Early Indian Civilization* row, in the *Farming* column, to remind them that farming occurred in early Indian civilizations. Have students write the words *grain* and *dates* in the corresponding boxes on their Instructional Masters.

Show students Image Card 2 (Mohenjo-daro). Talk about the Image Card, and explain that it shows the city of Mohenjo-daro. Have students share what they learned from the read-aloud

about Mohenjo-daro. Tell students that you are going to place the Image Card on the chart, in the *Cities* column, to remind them that there were cities in ancient, or early, India. Have students write *Mohenjo-daro* in the corresponding box on their Instructional Master.

Finally, show students Image Card 3 (Early Indian Writing). Talk about the Image Card and explain that it shows early writing from the Indus River Valley civilization. Have students share what they learned from the previous read-aloud about early writing in ancient India. Tell students that you are going to place the Image Card on the chart, in the *Writing* column, to remind them that there was writing in the Indus River Valley civilization. Have students place a check mark in the corresponding box on their Instructional Master.

Image Review

One by one, show Flip Book images 1A-6, 1A-7, 1A-9 through 1A-13 and 2A-1 through 2A-7. Ask students to explain what is happening in each picture. Help them to create a continuous narrative, retelling the read-alouds. As students discuss each image, remember to repeat and expand upon each response using richer and more complex language, including, if possible, any read-aloud vocabulary.



Hindus and Hinduism

3

✔ **Lesson Objectives**

Core Content Objectives

Students will:

- ✔ Locate Asia and India on a map or globe
- ✔ Explain the importance of the Indus and Ganges rivers for the development of civilization in ancient times
- ✔ Describe the key components of a civilization
- ✔ Identify Hinduism as a major religion originating in Asia
- ✔ Describe the basic principles of Hinduism
- ✔ Identify the names for followers of Hinduism
- ✔ Identify the holy texts of Hinduism
- ✔ Identify holy places for Hindus
- ✔ Identify important figures in Hinduism

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✔ Interpret information from a Civilizations Chart and a Comparison Chart and connect it to information learned in “Hindus and Hinduism” (RI.2.7)
- ✔ Compare and contrast orally Hinduism and other world religions (RI.2.9)

- ✓ With assistance, categorize and organize facts and information from “Hindus and Hinduism” in a Civilizations Chart and in a Comparison Chart pertaining to Hinduism and Buddhism (W.2.8)
- ✓ Identify new meanings for the word *club* and apply them accurately (L.2.5a)
- ✓ Prior to listening to “Hindus and Hinduism,” identify orally what they know and have learned about the Indus River Valley civilization

Core Vocabulary

existence, n. Life; presence; state of being real and actual rather than imagined

Example: Phoebe’s dog was very spoiled and had a long and happy existence.

Variation(s): none

Hinduism, n. The most widely practiced religion in India and the third-largest religion in the world

Example: People who practice Hinduism are called Hindus.

Variation(s): none

represents, v. Expresses or stands for


Example: Emily represents her school at the county parade.

Variation(s): represent, represented, representing

sacred, adj. Holy; something used in or dedicated to the worship of God or gods

Example: Jerusalem is a sacred city in the Middle East.

Variation(s): none

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?	map from Map Quest extension in Lesson 1; world map or globe	10
	Essential Background Information or Terms	Instructional Master 1B-1; map from Map Quest Extension; blue construction paper cut into the shape of the Ganges River; world map or globe [This exercise requires advance preparation.]	
	What Do We Know?		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Hindus and Hinduism		15
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Represents		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Civilizations Chart	Image Card 4; Instructional Master 2B-1	20
	Comparison Chart	Instructional Master 3B-1 chart pape, chalkboard, or whiteboardr	
	Multiple Meaning Word Activity: Club	Poster 2M (Club)	



Hindus and Hinduism

3A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Show students images 1A-6, 1A-7, 1A-9 through 1A-13, and 2A-1 through 2A-7 to help them review what they have already learned about the Indus River and the Indus River Valley civilization. You may also wish to use the Map Quest class map, a world map, or a globe, and have students locate the area they have been learning about (India) and the continent on which this country is located (Asia). Remind students that during the time period in which the read-alouds are set—a time period we have been referring to as ancient India—India and Pakistan were just one country.

Essential Background Information or Terms (Instructional Master 1B-1)

Note: You may wish to make preparations in advance. You will need to prepare a piece of blue construction paper cut into the shape of the Ganges River.

Remind students that as they continue to learn about many new places and several important rivers, they will continue their map quest journey. Remind them that you will label a class map along with them as they fill out their own maps.

Tell students that in today's read-aloud about ancient India, they will hear about another important river. Show students the Ganges River on a world map. Ask students to locate this river on their map of Asia (Instructional Master 1B-1). Have students label and color the Ganges River in blue. Then tape your cutout of the Ganges River on your class map. Ask, "What are the two rivers that were important during the development of the ancient Indian civilization?" (the Indus River and the Ganges River) Point out to students that both of these rivers flow down from the Himalayan Mountains.

What Do We Know?

Remind students that one of the components of a civilization is religion. Tell students that today's read-aloud is about the most widely practiced religion in India: Hinduism. Students who used the Core Knowledge Language Arts program in Grade 1 will have learned about three world religions in *Early World Civilizations*. Ask students what they remember about religion in general, and about the religions of Christianity, Islam, and Judaism in particular. You may wish to ask students how many gods are worshipped, what the holy texts are, or if they recall any important figures from these three religions.

Purpose for Listening

Tell students to listen carefully to find out if there are any holy texts and/or important figures in Hinduism.



Hindus and Hinduism

← Show image 3A-1: Ganges River¹

- 1 [The names of Hindu gods and goddesses in this read-aloud are pronounced just as they are written.]
- 2 What does the word *fertile* mean?
- 3 *Sacred* describes something considered holy in a religion.

This is the Ganges River in India. Like the Indus River, the Ganges flows down from the Himalayan Mountains. Like the Indus, its fertile plain has long provided life to the people of India, supplying water for their crops.² But the Ganges has a much greater importance in the lives of many Indians. It is the **sacred** river of the Hindus.³ In fact, the Ganges is one of the most sacred places in all of India. It is the dream of Hindu people from all over the world to someday visit the Ganges and worship its sacred waters.



← Show image 3A-2: Hindus gathering at holy river

In this picture you can see Hindus gathering in the water to bathe in it, which they believe will wash away their sins, or wrongdoings. Millions of Hindus make the trip every year.

Who are the Hindu people who worship the Ganges? Hindus belong to the world's oldest religion, **Hinduism**. It is the third-largest religion in the world and the most widely practiced religion in India. And Hindus, the people who practice Hinduism, live in many countries all over the world, including the United States.



← Show image 3A-3: Array of Hindu gods

- 4 Do you know of any other civilizations that had many gods and/or goddesses in the past or still have many gods and goddesses today?
- 5 What do Hindus call Ganga's home on Earth?
- 6 [If students studied the *Early World Civilizations* domain in Grade 1, review holy places for other religions: Jerusalem's Western Wall, Dome of the Rock, Church of the Holy Sepulchre, Mecca, etc.]

Unlike some religions that worship only one God, Hindus worship many gods and goddesses.⁴ In fact, their gods and goddesses, male and female, take many different forms. For example, Hindus believe that the river Ganges is the earth home of Ganga, a river goddess.⁵ That is why the river is such a holy place.⁶

There are over three hundred million gods and goddesses in Hinduism. Each of these gods and goddesses **represents**, or stands for, something Hindus call Brahman. In Hinduism,

Brahman is a spiritual force which Hindus believe is the source of all **existence**, or life. Hindus believe everything comes from and is related to Brahman. All of the Hindu gods and goddesses represent Brahman, the source of all life. Of all the gods and goddesses that represent Brahman, the three most important gods are known as Brahma, Vishnu, and Shiva.



← **Show image 3A-4: Brahma**

Hindus believe the god Brahma (not to be confused with the spiritual force Brahman) is the god of creation, the one who created heaven and earth, the moon and the sun, the planets and the stars—the whole universe. Everything and everyone is part of Brahma, the creator and god of wisdom. He is often painted or carved as he is in this picture, having four faces and four arms.⁷

7 Who is Brahma in Hinduism?



← **Show image 3A-5: Vishnu**

Hindus believe the god Vishnu is the protector of the universe and the preserver of life.⁸ Vishnu is also portrayed with four arms.⁹ In each hand he holds Hindu symbols of the universe, including a club, a discus, a conch shell, and a lotus flower.¹⁰ Hindus believe it is Vishnu's job to keep order on Earth, making sure that everyone and everything is safe.

8 Say the name *Vishnu* with me.

9 What other Hindu god is depicted with four arms?

10 The word *club* in this sentence means a heavy stick. The word *club* can also mean a group of people who meet to participate in an activity, such as a sport or hobby.



← **Show image 3A-6: Shiva pictured as dancer**

The third most important god in Hinduism, Shiva, is considered both a creator and a destroyer of the universe. He is often pictured as a dancer.¹¹ A third eye in the center of his forehead is capable of shooting out fire. Shiva's powerful energy is believed to control nature. In fact, according to Hindu legend, Ganga, the river goddess, came to Earth by way of Shiva's flowing, tangled mass of hair. Raging violently down from heaven, the river flowed through Shiva's hair, calming its waters before reaching Earth.¹² Thus, Hindus believe that Shiva the destroyer did indeed destroy

11 Say the name *Shiva* with me.

Shiva is portrayed as a dancer to show that he is the source of all movement in the universe.

12 Who remembers what Hindus call Ganga's home on Earth?

the rage in the river's waters and prevented greater destruction on Earth. In the past, Brahma was worshipped by many. Today, Hindus mainly worship Shiva and Vishnu.



← **Show image 3A-7: The Rigveda**

Christians, Jews, and Muslims all have and worship a single God. Their religions each have one holy book. Hindus, on the other hand, have many gods and goddesses and have many sacred books. Most important among these books are the Vedas (*VEY-duhs*), which are sacred hymns and verses.¹³ The most important collection of these verses is the Rigveda.¹⁴ It is a very ancient book, over three thousand years old!

13 The word *Veda* means knowledge. Why do you think these sacred hymns and verses are called the Vedas?

14 Say *Rigveda* with me.

People who follow Hinduism, like many other religions, believe that people should be good and kind to one another here on Earth. Hindus try to live their everyday lives by working hard, telling the truth, and doing their duty for friends and family. Duty is one's responsibility, doing what one knows is the right thing to do. The Hindus call this *dharma*.



← **Show image 3A-8: Dharma or reincarnation cycle**

Dharma, or duty, is tied to another important belief of Hinduism. Hindus believe that all creatures, humans and animals alike, have invisible parts called souls that continue to live after they die. Hindus also believe that these invisible parts are reincarnated, or born again, into the body of another person or animal on Earth. The Hindu belief in the soul's rebirth is called reincarnation. Hindus believe that those who fulfill their *dharma*, or duty to others, will be spared many cycles of reincarnation. They also believe that those who practice a good life on Earth will be freed from life's troubles much sooner, becoming part of Brahman¹⁵ and at peace forever.

15 what Hindus believe is the source of all existence

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Inferential* What two rivers flow down from the Himalayan Mountains? (the Indus and the Ganges) Which of these two rivers do many Indians believe is sacred? (the Ganges)



← **Show image 3A-2: Hindus gathering at holy river**

2. *Literal* What group of people believes the Ganges River is a sacred place? (Hindus) To what religion do Hindus belong? (Hinduism)
3. *Inferential* Why is the Ganges River so sacred to Hindus? (They believe that it is the earth home of Ganga, a Hindu river goddess.)
4. *Inferential* Hindus believe in many gods. What do they all represent or stand for together? (They all represent Brahman, the spiritual force which Hindus believe is the source of all existence or life.)



← **Show image 3A-3: Array of Hindu gods**

5. *Literal* You learned that there are many gods and goddesses in Hinduism. Three of the most important are shown in this image. What are their names? (Vishnu, Shiva, and Brahma)



← **Show image 3A-7: The Rigveda**

6. *Literal* What do we call the holy texts or books in Hinduism? (the Vedas; The most important one is the Rigveda.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

7. *Evaluative Think Pair Share:* How is Hinduism similar to other religions that you have knowledge of? How is it different? (Answers may vary.)
8. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Represents

5 minutes

1. In the read-aloud you heard, "Each of these gods and goddesses [in Hinduism] *represents*, or stands for, something Hindus call Brahman. In Hinduism, Brahman is a spiritual force which Hindus believe is the source of all existence."
2. Say the word *represents* with me.
3. The word *represents* means stands for or symbolizes.
4. Each of the fifty stars on the U.S. flag represents a state.
5. Do you know of anything that represents or stands for something else? Try to use the word *represents* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "Each letter in the alphabet represents a sound."]
6. What's the word we've been talking about?

Use a *Brainstorming* activity for follow-up. Directions: We are going to brainstorm some items, or things, that represent other things. For example, you could say that the Statue of Liberty represents freedom and the United States; your middle initial represents your middle name; composers use musical notes to represent the musical sounds they wish musicians to play. What other items can you think of that represent other things? (Answers may vary.)



Complete Remainder of the Lesson Later in the Day



Hindus and Hinduism

3_B

Extensions

20 minutes

Civilizations Chart (Instructional Master 2B-1)

Show students Image Card 4 (Array of Hindu Gods). Talk about the Image Card and explain that this is an image of Ganesh, Brahma, Vishnu, and Shiva, three of which are the most important gods in Hinduism. Have students share what they learned from the read-aloud about these gods and about Hinduism. Tell students that you are going to place the Image Card on the Civilizations Chart, in the *Religion* column, to help them remember that people in ancient India had a religion with many gods that is still practiced by many Indians today. You may wish to write *Hindu Gods* on the board.

Have students write *Hindu Gods* in the corresponding box on Instructional Master 2B-1 to complete their own charts.

Comparison Chart (Instructional Master 3B-1)

On chart paper, a chalkboard, or a whiteboard, create a three-column chart like the one that follows. Label the first column *Characteristics*, the middle column *Hinduism*, and the last column, *Buddhism*. Fill in the left-hand column with the characteristics noted, but leave the rest of the chart blank. Explain to students that you are going to use this chart to talk about Hinduism. Discuss each item listed in the left-hand column as it relates to Hinduism, and record students' responses in the corresponding column. Tell students that you are going to write down what they say, but that they are not expected to be able to read every word that you write because they are still mastering the rules for decoding. Emphasize that you are writing what they say so that you don't forget, and tell them that you will read the words to them. Save the chart for future reference to be used in Lessons 6 and 7.

Characteristics	Hinduism	Buddhism
Number of gods	many	none
Name of followers	Hindus	Buddhists
Name of holy text(s)	Rigveda	The teachings of the Buddha, i.e., the Four Noble Truths
Holy place	The Ganges River	Stupa/The Great Stupa of Sanchi
Important figure(s)	Shiva, Brahma, Vishnu,	Siddhartha Gautama (the Buddha)
Interesting fact	Answers may vary.	Answers may vary.

Have students use Instructional Master 3B-1 to complete this chart on their own. Consider pairing students who are not ready to fill out their charts independently with those who are able to do so.

Multiple Meaning Word Activity

Multiple Choice: Club

[Show Poster 2M (Club).] The pictures on the poster are labeled as follows:

“1” for the noun meaning a heavy wooden stick

“2” for the noun meaning a group of people who meet to participate in an activity, such as a sport or hobby

“3” for the noun meaning a playing card that is marked with a black shape that looks like three round leaves

[Have students hold up one, two, or three fingers to indicate which image shows the meaning of the word being discussed.]

1. In the read-aloud you heard, “In each hand [Vishnu] holds Hindu symbols of the universe, including a *club*, a discus, a conch shell, and a lotus flower.”
2. Which picture shows the meaning of the word *club* that indicates a heavy wooden stick? (1)
3. *Club* can mean other things. *Club* can also mean a playing card marked with a black shape that looks like three round leaves. Which picture shows a playing card with this kind of shape? (3)

4. *Club* can also mean a group of people who meet to participate in an activity, such as a sport or hobby. Which picture shows this type of club? (2)
5. Now that we have gone over the different meanings for *club*, quiz your neighbor on these different meanings. Try to use complete sentences. For example, you could say, “I belong to a chess club.” And your neighbor should respond, “That’s ‘2’.”



The Tiger, the Brahman, and the Jackal

4

✓ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Demonstrate familiarity with the folktale “The Tiger, the Brahman, and the Jackal”
- ✓ Describe the characters, plot, and setting of the folktale “The Tiger, the Brahman, and the Jackal”
- ✓ Identify trickster tales as a type of fiction

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Recount information from “The Tiger, the Brahman, and the Jackal,” an Indian folktale, and determine the central message of the folktale (RL.2.2)
- ✓ Describe how the tiger, the Brahman, the buffalo, the tree, and the jackal respond to challenges in “The Tiger, the Brahman, and the Jackal” (RL.2.3)
- ✓ Use information gained from the illustrations and words in “The Tiger, the Brahman, and the Jackal” to demonstrate understanding of its characters, setting, or plot (RL.2.7)
- ✓ With assistance, categorize and organize facts and information from “The Tiger, the Brahman, and the Jackal” in a T-chart (W.2.8)

- ✓ Ask and answer *who* questions orally to gather information or deepen understanding of the information contained in “The Tiger, the Brahman, and the Jackal” (SL.2.3)
- ✓ Determine the meaning of new words when the prefix *un-* is added to a known word (L.2.4b)
- ✓ Prior to listening to “The Tiger, the Brahman, and the Jackal,” identify orally what they know and have learned about India and Asia
- ✓ Prior to listening to “The Tiger, the Brahman, and the Jackal,” orally predict which character will be the trickster in the story, and then compare the actual outcomes to predictions
- ✓ Rehearse and perform a dramatization of “The Tiger, the Brahman, and the Jackal,” using eye contact, appropriate volume, and clear enunciation
- ✓ Share writing with others

Core Vocabulary

contrary, *n.* The opposite of what was previously stated

Example: Manuel was sure his sister made a mistake, but, on the contrary, her homework was completed correctly.

Variation(s): none

devour, *v.* To eat very quickly; to gobble up

Example: When I feed my dog his dinner, he will usually devour it in a few minutes.

Variation(s): devours, devoured, devouring

distracted, *adj.* Unable to focus or concentrate on something

Example: Olivia had a hard time finishing her homework because she was distracted by all the noise around her.

Variation(s): none

pious, *adj.* Religious


Example: Trudy’s grandmother was a pious woman who prayed many times a day.

Variation(s): none

unjust, *adj.* Not right or fair

Example: Melissa claimed that she was innocent and that her punishment was unjust.

Variation(s): none

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?	map from Map Quest Extension; world map or globe	10
	Essential Background Information or Terms		
	Making Predictions About the Read-Aloud		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	The Tiger, the Brahman, and the Jackal		15
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Unjust		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	On Stage		20
	Personification T-Chart	Instructional Master 4B-1 chart paper, chalkboard, or whiteboard	



The Tiger, the Brahman, and the Jackal

4_A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Tell students that today's read-aloud is a folktale from India, a country on the continent of Asia. Explain that a folktale is a story that someone made up long, long ago and has been told again and again. Have students locate India on the class map, a world map, or a globe. If students cannot locate India, point to it on the map. Ask students to identify and locate which continent India is a part of and what they have learned so far about India and Asia.

Essential Background Information or Terms

Remind students that they have just learned about Hinduism, the most widely practiced religion in India and the third-largest religion in the world. Tell students that there are priests in Hinduism and that these priests are called Brahmins. Ask students if they have heard the word *Brahman* before, and ask them what it means. (the spiritual force that Hindus believe is the source of all existence or life; All of the Hindu gods and goddesses together represent Brahman.) As a follow-up question, ask students why they think a Hindu priest (or worship leader) would be called a Brahmin. Share with students that in today's read-aloud, there are three characters: a tiger, a jackal (which is a wild, dog-like animal), and also a Brahmin, or Hindu priest.

Tell students that the story they are about to hear today is a trickster tale. Ask students if they know what that is and if they have ever heard any trickster tales. Students who used the Core Knowledge Language Arts program in Grade 1 will be familiar with trickster tales after studying the *Fables and Stories* domain. In that domain students heard about Anansi tales. Share with students that a trickster tale is a type of folktale and a form of fiction where the trickster is a clever character who tricks others.



Making Predictions About the Read-Aloud

← Show image 4A-6: Tiger, Brahman, and jackal talking

Share the title of the read-aloud with students. Pointing to the characters in the picture, ask students to predict who they think will be the trickster in this tale: the tiger, the Brahman, or the jackal.

Purpose for Listening

Tell students to listen carefully to find out if their predictions are correct.



The Tiger, the Brahman, and the Jackal

← **Show image 4A-1: Tiger in cage talking to Brahman**

Once upon a time, a tiger was caught in a trap. He clawed and gnawed at the bars of his cage, but he could not escape.

While the tiger was struggling to escape, a Hindu holy man happened to pass by.

The tiger called out to the holy man: “Oh **pious** Brahman, help me!¹ Let me out of this cage!”

Now, the Brahman believed in being kind and gentle to everyone he met, and it was part of his religion to treat animals like brothers. But, at the same time, he saw the danger of letting the tiger out.

“Why should I let you out?” asked the Brahman. “If I do, you will probably eat me.”

“No, no!” said the tiger. “I swear I won’t do that. On the **contrary**, I will be forever grateful to you and serve you forever!”²

The tiger sobbed and sighed and wept so piteously that the pious Brahman’s heart softened and at last he agreed to open the door of the cage.³

← **Show image 4A-2: Tiger ready to eat Brahman**

As soon as he was out of the cage, the tiger pounced on the Brahman.

“What a silly man you are!” said the tiger. “What is to prevent me from eating you now?”

“Nothing,” said the Brahman. “Nothing at all. But, Brother Tiger, consider what it is you are about to do. Isn’t it **unjust**⁴ to eat me when I have done you a good turn by letting you out of the cage? Do you think it is fair to eat me up when you promised that you would not do so?”

“It is perfectly fair,” said the tiger. “Ask anyone and they will tell you that this is the way of the world.”

1 The word *pious* means religious or devoted to one’s religion. A Brahman is a Hindu priest.

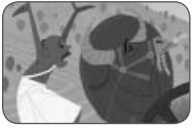
2 The word *contrary* means the opposite of what was said before.

3 What does *pious* mean?



4 or unfair

5 What kinds of things do you think the Brahman should ask?



“Will they?” said the Brahman. “Suppose we ask the next three things we see? Will they agree that it is fair for you to eat me?”⁵

← **Show image 4A-3: Brahman asking buffalo**

Now there happened to be an old buffalo standing a little way off, by the side of road. The Brahman called out to him.

“Brother Buffalo, what do you think? Is it fair for Brother Tiger here to **devour** me⁶ when I have freed him from his cage? Is it just, or fair, for him to eat me when he has promised not to do so?”

“When I was young and strong,” said the buffalo in a hoarse, tired voice, “I served my master well. I carried heavy loads and carried them far. But now that I am old and weak, how does he reward me for my years of service? He leaves me here by the side of the road, without food or water. I say, let the tiger eat the Brahman, for these men are an ungrateful bunch.”

“Aha!” said the tiger. “You see that the buffalo’s judgment is against you!”⁷

“Indeed, it is,” said the Brahman. “But let us hear a second opinion.”

6 or gobble me up quickly

7 Did the buffalo give the Brahman any sympathy? Does the mistreated buffalo think the tiger is being unjust?



← **Show image 4A-4: Brahman asking banyan tree**

A few yards away, there was an ancient banyan tree that cast a shadow on the road.

“Brother Banyan,” said the Brahman. “What do you think? Is it fair for Brother Tiger here to eat me when I have freed him from his cage? Is it just for him to do this when he promised he would not?”

The banyan tree looked down and sighed.

“In the summer,” said the banyan tree, “when it is hot, men take shelter from the sun in the shade I supply. But, when the sun goes down, they break off my branches and burn them in their fires. I say, let the tiger eat the Brahman, for these men are selfish and think only of themselves.”⁸

8 Does the tree give the Brahman any sympathy? Does the tree think the tiger is being unjust?

“You see that the banyan tree agrees with the buffalo,” the tiger said.

“Indeed, he does,” said the Brahman. “But let us hear one more opinion.”

The Brahman looked down the road and spotted a jackal jogging along the edge of the woods.⁹

9 What is a jackal?



← **Show image 4A-5: Brahman explaining to the jackal**

“Brother Jackal,” he called out. “What do you think? Is it fair for Brother Tiger here to eat me when I have freed him from his cage?”

“I’m sorry,” said the jackal. “I’m afraid I don’t quite understand. Would you mind explaining exactly what happened?”

The Brahman explained what had happened. He told the whole story, from start to finish. When he was done, the jackal just shook his head in a **distracted** sort of way, as if he did not quite understand.¹⁰

“It’s very odd,” he said. “I hear what you are saying, but I can’t seem to understand it. It all seems to go in at one ear and out at the other. Could you take me to the place where all of this happened? If I can see where these things happened, perhaps I will be able to understand what exactly took place. Then I can give you my opinion.”

10 If someone is distracted, he or she is unable to concentrate or unable to pay attention.



← **Show image 4A-6: Tiger, Brahman, and jackal talking**

So the Brahman led the jackal back to the cage, with the tiger trailing along behind them, licking his chops in anticipation of a tasty meal.

“So this is the cage?” said the jackal.

“Yes,” said the Brahman.

“And what happened, exactly?”

The Brahman told the whole story over again, not missing a single detail.

“Oh, my poor brain!” cried the jackal, wringing its paws. “Let me see! How did it all begin? You were in the cage, and the tiger came walking by—”¹¹

11 Why do you think the jackal cannot understand?

“Poo!” interrupted the tiger. “What a fool you are! I was the one in the cage.”

“Of course!” cried the jackal. “That is very helpful. So let’s see: I was in the cage. . . . But, wait a minute. That doesn’t make any sense. I was never in the cage, was I? . . . Let me see . . . the tiger was in the Brahman, and the cage came walking by—no, that’s not it, either! Oh, dear! I fear I shall never understand!”



← **Show image 4A-7: Tiger frustrated with the jackal**

“You are not listening to me!” roared the tiger. “It’s so simple! Look here—I am the tiger—”

“Yes, my lord!”

“And that is the Brahman—”

“Yes, my lord!”

“And that is the cage—”

“Yes, my lord!”

“And I was in the cage—do you understand?”

“Yes—no—Please, my lord—”

“Well?” cried the tiger impatiently.

“Excuse me, my lord!—but how did you get in?”

“How?!—Why, in the usual way, of course!”

“Oh, dear me!—I am getting confused again! Please don’t be angry, my lord, but what is the usual way?”



← **Show image 4A-8: Jackal tricking the tiger into the cage**

At this the tiger lost his patience. He ran into the cage, bellowing, “This way! Now do you understand how it was?”

“I think I am beginning to understand,” said the jackal. “But why did you not let yourself out?”

“Because the gate was closed!” moaned the tiger.

“This gate?” said the jackal.

“Yes!” roared the tiger.

Then the jackal gave the gate a little nudge and it swung closed with a clicking sound.

“And that clicking sound?” said the jackal. “What does that mean?”

“That means the cage is locked,” said the Brahman.

“Does it?” said the jackal. “Does it, really? Well, in that case, Brother Brahman, I would advise you to leave it locked. And as for you, my friend,” he said to the tiger, “I suspect it will be a good while before you can find anyone to let you out again.”

Then the jackal made a little bow to the Brahman and went on his way.¹²

12 Was the jackal really as foolish as the tiger thought? Why not?

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Evaluative* Who was the trickster in this tale? That is, which character fooled other characters? (the jackal) Who did the jackal fool? (the Brahman and the tiger) Were your predictions about which character would be the trickster correct? (Answers may vary.)
2. *Inferential* In what country is this trickster tale set? (India) How do you know? (There is a Brahman, a Hindu priest; Hinduism is practiced in India; tigers live in Asia; etc.) Is this trickster tale fiction or nonfiction? (fiction) How do you know? (Animals don't talk.)
3. *Inferential* Why does the pious Brahman agree to let the tiger out? (Because he feels sorry for him.)

4. *Literal* What three things does the Brahman ask whether or not the tiger’s decision to eat him is unjust? (a buffalo, a banyan tree, and the jackal)
5. *Evaluative* Do the buffalo, the tree, and the jackal think the tiger’s decision is just or unjust? (The buffalo and the tree think it is just; the jackal doesn’t give a direct answer because he pretends to not understand.) Why do the buffalo and tree not think the tiger is not being unjust? (Because they are mistreated even though they help others, they think it’s okay for the tiger to mistreat/eat the Brahman. People cut the tree’s branches even though it provides shade; the buffalo is abandoned by his owner after he is of no use to the owner.)
6. *Inferential* How does the jackal fool the tiger? (He pretends to be confused and tricks the tiger into getting back into the cage.)
7. *Evaluative* Do you think there is a lesson to be learned from this story? (Answers may vary.)

[Please continue to model the *Question? Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

8. *Who? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *who*. For example, you could ask, “Who let the tiger out of the cage?” Turn to your neighbor and ask your *who* question. Listen to your neighbor’s response. Then your neighbor will ask a new *who* question and you will get a chance to respond. I will call on several of you to share your questions with the class.
9. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Unjust

5 minutes

1. In the read-aloud you heard, “Isn’t it *unjust* to eat me when I have done you a good turn by letting you out of the cage?”
2. Say the word *unjust* with me.
3. *Unjust* means not right or unfair.
4. Ben thought it was unjust that his sister got to go to the movies and he didn’t.
5. Have you ever seen a situation that you thought was unjust? Try to use the word *unjust* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I thought _____ was unjust because . . . ”]
6. What’s the word we’ve been talking about?

Use a *Word Parts* activity for follow-up. Directions: What smaller word do you hear contained within the word *unjust*? [Explain to students that they hear the word *just* and the prefix *un-*. Share with students that a prefix is a set of letters attached to the beginning of a word that changes the meaning of the word.] The prefix *un-* means “not.” When added to the word *just*, it means not right or not fair. I’m going to say several pairs of words to you, the second of which contains the prefix *un-*. How does the prefix *un-* change the meanings of the following words?

1. cooked/uncooked
2. harmed/unharmd
3. happy/unhappy
4. remarkable/unremarkable
5. changed/unchanged



Complete Remainder of the Lesson Later in the Day



The Tiger, the Brahman, and the Jackal

4_B

Extensions

20 minutes

On Stage

Tell students that you are going to read “The Tiger, the Brahman, and the Jackal” again, and this time they will act out the folktale. Ask students what characters will be needed. (the tiger, the Brahman, the jackal, the buffalo, the tree) Then designate students to be various characters. To increase active participation, you may have several students act as the Brahman and the jackal. Ask students what settings will be needed, and designate locations in the classroom for the various settings.

As you read, encourage the “characters” to listen carefully to know what actions to use, such as the buffalo standing by the road, the tiger crying in its cage, etc. Also, talk about using facial expressions to show how the characters are feeling. You may also have students create some of their own dialogue to go along with the story. Encourage students to use the vocabulary learned in this lesson in their dialogue whenever possible.

Personification T-Chart (Instructional Master 4B-1)

Tell students that when an animal (or object) behaves like a person in a story, it is called *personification*. Have students repeat the word after you, and ask them what word they hear inside the word *personification*. Prompt them to recognize the word *person*. Remind them that personification is when an animal is given the characteristics of a person, such as the wolf talking in *Little Red Riding Hood* or the animals speaking in some of the fables they heard last year if they used the Core Knowledge Language Arts program. Ask students if real-life animals can talk using words.

Tell students that there were many examples of personification in today’s read-aloud. Draw a T-chart on chart paper, a chalkboard, or a whiteboard. Share with students that this is a t-chart and

that you have drawn one on the board that is identical to their worksheet, Instructional Master 4B-1. Tell students that the left column of their chart is labeled *Person* and the right column is labeled *Not a Person*. Remind students that personification is when an animal behaves like a person or human being. Tell them that they are going to work in pairs to recall the story of “The Tiger, the Brahman, and the Jackal,” with one person acting as the scribe. Whenever a nonhuman character in the story acts like a person (the tiger sobbing, the jackal dexterously closing the door, the tree talking, the buffalo talking), the scribes will write down the action in the *Person* column. Whenever the character acts like an animal (the tiger wanting to eat the Brahman, the jackal running along the road), the scribe will write down the action in the *Not a Person* column. Tell students that after they have retold the story, you will ask for volunteers to share what they wrote in the chart. Finally, ask students if it seems like animals acted like people more often than they acted like animals in the story.



The Blind Men and the Elephant

5

✔ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Demonstrate familiarity with the poem “The Blind Men and the Elephant”
- ✓ Describe the characters, plot, and setting of the poem “The Blind Men and the Elephant”

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Describe how each of the blind men in “The Blind Men and the Elephant” respond to challenges (RL.2.3)
- ✓ Describe the characters and plot of “The Blind Men and the Elephant,” including how the beginning introduces the story (RL.2.5)
- ✓ Use information gained from the illustrations and words in “The Blind Men and the Elephant” to demonstrate understanding of its characters, setting, or plot (RL.2.7)
- ✓ Prior to listening to “The Blind Men and the Elephant,” identify orally what they know and have learned about India and Asia
- ✓ Prior to listening to “The Blind Men and the Elephant,” orally predict how the blind men will describe the elephant in the story, and then compare the actual outcomes to predictions

- ✓ Use regular and irregular past tense verbs correctly in oral language

Core Vocabulary

bawl, v. To cry out loudly

Example: Oliver’s baby sister would bawl whenever she was hungry.

Variation(s): bawls, bawled, bawling

grope, v. To reach about or search blindly and uncertainly

Example: Elaine had to grope around the cupboard for candles after the power went out.

Variation(s): gropes, groped, groping

marvel, n. Something that makes you feel wonder, surprise, or admiration

Example: Juanita thought the painting a marvel with its bright colors and wonderful shapes.

Variation(s): marvels

observation, n. The act of paying close attention to or studying something


Example: After much observation, the scientists finally decided on a name for the mysterious, deep-sea creature.

Variation(s): observations

resembles, v. Has a likeness to or is similar to something

Example: Looking up at the sky, Hernando thought to himself, “That cloud resembles a rabbit.”

Variation(s): resemble, resembled, resembling

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Where Are We?	map from Map Quest extension; world map or globe	10
	Making Predictions About the Read-Aloud	chart paper, chalkboard, or whiteboard	
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	The Blind Men and the Elephant		15
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Resembles		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Syntactic Awareness Activity: Regular and Irregular Past Tense Verbs		20



The Blind Men and the Elephant

5_A

Introducing the Read-Aloud

10 minutes

Where Are We?

Explain to students that today they are going to listen to a poem whose characters are from Hindustan. Tell students that the word *Hindustan*, meaning “the land of the Hindus,” is an old name for the northern part of India. Have students locate India on their map from the Map Quest extension, a world map, or a globe. If students cannot find India on the map, locate it for them. Ask students to share what continent India is on and what they know about India and the continent of Asia.



Making Predictions About the Read-Aloud

← Show image 5A-1: Elephant

Share with students that this poem is based on an old fable from India and that one of the characters is an elephant. Ask students to describe the elephant in the picture. What shapes do they see? Keep a record of their descriptions on chart paper, a chalkboard, or a whiteboard. Ask students how they were able to describe the elephant, and remind them that they used their sense of sight to do so.

Share with students that besides the elephant, there are six blind men in the poem. Tell them that the blind men have never met an elephant before. Tell students that because the six men are blind, they are trying to discover what the elephant is like without being able to see him. Ask students how they might figure out what an elephant is like if they were blind.

Ask students to predict how the blind men will describe what an elephant is like. Ask students what words they might use. Keep a record of their predictions so that you can easily refer to them during the second reading of the poem.

Purpose for Listening

Tell students to listen to find out if their predictions are correct.

The Blind Men and the Elephant

First, read the poem aloud once, stopping to use the Guided Listening Supports. Then, reread the poem a second time, having six students act out the poem.



← **Show image 5A-1: Elephant**

It was six men of Hindustan,
To learning much inclined,
Who went to see the elephant,
(Though all of them were blind);
That each by **observation**
Might satisfy his mind.¹

1 That means by observation, or by paying close attention, each wanted to satisfy his mind, or his curiosity, about the elephant.



← **Show image 5A-2: Feeling the elephant's side**

The first approached the elephant,
And happening to fall
Against his broad and sturdy side,
At once began to **bawl**,²
“Bless me, it seems the elephant
Is very like a wall.”³
The second, feeling of his tusk,⁴
Cried, “Ho! What have we here
So very round and smooth and sharp?
To me ’tis mighty clear
This wonder of an elephant
Is very like a spear.”⁵

2 or cry out loudly

3 Why does he think the elephant is like a wall? Did you predict the blind men would think the elephant was like a wall?

4 [Point to the tusk in the illustration.]

5 Why does he think the elephant is like a spear? Did you predict the blind men would think the elephant was like a spear?



← **Show image 5A-3: Feeling the elephant’s trunk**

The third approached the animal,
And happening to take
The squirming trunk within his hands,⁶
Then boldly up and spake.⁷
“I see,” quoth he, “the elephant
Is very like a snake.”⁸

6 [Point to the trunk in the illustration.]

7 meaning he spoke or said

8 Why does touching the trunk make him think the elephant is like a snake? Did you predict the blind men would think the elephant was like a snake? Does this illustration show what the elephant really looks like or how the blind man imagines it looks?

9 Why does he think the elephant is like a tree? Did you predict the blind men would think the elephant was like a tree?

The fourth stretched out his eager hand
And felt about the knee,
“What most this mighty beast is like
Is mighty plain,” quoth he;
“’Tis clear enough the elephant
Is very like a tree.”⁹



← **Show image 5A-4: Six blind men and the elephant**

The fifth who chanced to touch the ear
Said, “Even the blindest man
Can tell what this **resembles** most;¹⁰
Deny the fact who can,
This **marvel** of an elephant¹¹
Is very like a fan.”¹²

10 what it looks like most

11 or this wonder of an elephant

12 [Demonstrate waving a fan.]
Which part of the elephant’s body resembles a fan? Did you predict the blind men would think the elephant was like a fan?

The sixth no sooner had begun
About the beast to **grope**¹³
Than, seizing on the swinging tail
That fell within his scope,

13 to touch and search the elephant with his hands

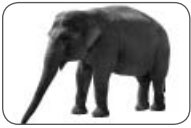
14 Why does he think the elephant resembles a rope? Did you predict the blind men would think the elephant was like a rope?

15 or argued

“I see,” cried he, “the elephant
Is very like a rope.”¹⁴
And so these men of Hindustan
Disputed¹⁵ loud and long,
Each of his own opinion
Exceeding stiff and strong,
Though each was partly in the right,
And all were in the wrong!

Read It Again

Reread using the dramatization notes to guide the students as they act out the poem. Before the students begin, tell them to pretend there is a large elephant in the room.



← **Show image 5A-1: Elephant**

It was six men of Hindustan,
To learning much inclined,
Who went to see the elephant
(Though all of them were blind),¹
That each by **observation**
Might satisfy his mind.

1 [Instruct students to close their eyes so they can observe with their senses other than their sense of sight.]



← **Show image 5A-2: Feeling the elephant's side**

The first approached the elephant,
And happening to fall
Against his broad and sturdy side,²
At once began to **bawl**,
“Bless me, it seems the elephant³
Is very like a wall.”
The second, feeling of his tusk,⁴

2 [Have the first volunteer pretend to fall against the “elephant’s” side.]

3 [Have the first volunteer complete the verse by saying the next line.]

4 [Have the second volunteer approach the “elephant” and pretend to feel its tusk.]

Cried, "Ho! What have we here
So very round and smooth and sharp?
To me 'tis mighty clear
This wonder of an elephant⁵
Is very like a spear."

5 [Have the second volunteer complete the verse by saying the next line.]



← **Show image 5A-3: Feeling the elephant's trunk**

The third approached the animal,
And happening to take
The squirming trunk within his hands,⁶
Then boldly up and spake:
"I see," quoth he, "the elephant⁷
Is very like a snake."

6 [Have the third volunteer approach the "elephant" and pretend to hold the trunk.]

7 [Have the third volunteer complete the verse by saying the next line.]

The fourth stretched out his eager hand
And felt about the knee,⁸
"What most this mighty beast is like
Is mighty plain," quoth he;
"'Tis clear enough the elephant⁹
Is very like a tree."

8 [Have the fourth volunteer stretch out his or her hand and pretend to feel the "elephant's" knee.]

9 [Have the fourth volunteer complete the verse by saying the next line.]



← **Show image 5A-4: Six blind men and the elephant**

The fifth who chanced to touch the ear¹⁰
Said, "Even the blindest man
Can tell what this **resembles** most;
Deny the fact who can,
This **marvel** of an elephant¹¹
Is very like a fan."

10 [Have the fifth volunteer pretend to touch the "elephant's" ear.]

11 [Have the fifth volunteer complete the verse by saying the next line.]

The sixth no sooner had begun

About the beast to **grope**

12 [Have the sixth volunteer pretend to seize the “elephant’s” swinging tail.]

Than, seizing on the swinging tail¹²

That fell within his scope,

13 [Have the sixth volunteer complete the verse by saying the next line.]

“I see,” cried he, “the elephant¹³

Is very like a rope.”

And so these men of Hindustan

14 [Have students pretend to dispute what the elephant is like.]

Disputed loud and long,¹⁴

Each of his own opinion

Exceeding stiff and strong,

Though each was partly in the right,

And all were in the wrong!

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students’ responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Evaluative* Were your predictions about the way the six men would describe the elephant correct? Why or why not? (Answers may vary.)
2. *Inferential* Touching which part of the elephant made one blind man bawl, or cry, that the elephant resembled, or was like, a wall? (his side or body)
3. *Inferential* Touching which part of the elephant made another blind man think the elephant resembled a spear? (his tusk)

4. *Inferential* Touching which part of the elephant made another blind man think the elephant resembled a snake? (his trunk)
5. *Inferential* Touching which part of the elephant made another blind man think the elephant resembled a tree? (his knee)
6. *Inferential* Touching which part of the elephant made another blind man think the marvel of an elephant resembled a fan? (his ear)
7. *Inferential* Touching which part of the elephant made the last blind man think the elephant was like a rope? (his tail)
8. *Evaluative* What could the men have done to get a more accurate observation of the elephant? (Answers may vary.)
9. *Inferential* What clues are given that let you know India is the setting of this poem? (men of Hindustan; elephants live in Asia)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

10. *Evaluative Think Pair Share:* What do you think the author meant when he wrote, “Though each was partly in the right, / And all were in the wrong!”? (Each of the six blind men correctly described the part of the elephant they were able to touch, but none of them accurately described what an elephant was actually like.)
11. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Resembles

5 minutes

1. In the poem you heard, “Even the blindest man can tell what this *resembles* most; deny the fact who can, this marvel of an elephant is very like a fan.”
2. Say the word *resembles* with me.
3. *Resembles* means to look like someone or something.
4. Kia resembles her mother because she looks like her.
5. Tell me about two people in your family who resemble one another. Try to use the word *resembles* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “My _____ resembles my _____.”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to list three objects. Only two of these objects will be like one another, or will resemble one another. Then you will say, “_____ resembles _____.” For example, if I say, “Cat, horse, kitten” you would say, “A kitten resembles a cat.”

1. a puppy, a dog, a fish (A puppy resembles a dog.)
2. a girl, her sister, an ice cream cone (The girl resembles her sister.)
3. a pony, a lion, a horse (A pony resembles a horse.)
4. a computer screen, a television, a radio (A computer screen resembles a television.)



Complete Remainder of the Lesson Later in the Day



The Blind Men and the Elephant

5_B

Extensions

20 minutes

Syntactic Awareness Activity: Regular and Irregular Past Tense

The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and the meaning of text. These syntactic activities should be used in conjunction with the complex text presented in the read-alouds.

Note: There may be variations in the sentences created by your class. Allow for these variations, and restate students' sentences so that they are grammatical.

1. Today we will talk about verbs. Many verbs are action words. We can change the way we say action words to show whether something is happening now or whether something already happened and is over and done with.
2. The poem you heard today is called "The Blind Men and the Elephant." I will say two sentences related to what you heard in the poem. One sentence will talk about something that is happening now, and the other sentence will talk about something that has already happened. Ready?
 - The blind men approach the elephant.
 - The blind men approached the elephant.
3. What is the action word in the example? (*approach*) How does the action word change to let you now the action already happened? (add /t/)
4. When you are writing about actions that have already happened, you usually add *-ed* to the end of the action word. When you are talking about actions that have already happened, the end of the action word sounds like /t/, /d/, or /ed/, depending on what sound the action word ends in.

5. Let's play a quick review game. I'll say something that is happening now, and you tell me how to say it already happened yesterday:

Note: You may mimic the action for students and have them mimic it back to you to increase kinesthetic association.

- a. Today, we smile. > Yesterday, we smiled.
 - b. Today, we smell flowers. > Yesterday, we smelled flowers.
 - c. Today, we clap our hands. > Yesterday, we clapped our hands.
 - d. Today, we sneeze loudly. > Yesterday, we sneezed loudly.
 - e. Today, we call grandma. > Yesterday, we called grandma.
 - f. Today, we hop on one foot. > Yesterday, we hopped on one foot.
 - g. Today, we reach to the sky. > Yesterday, we reached to the sky.
 - h. Today, we jump rope.> Yesterday, we jumped rope.
6. There are some verbs or action words that are irregular, which means not regular, when we want to say something has already happened. These verbs are irregular, or not regular, because you do not add *-ed* to the end when you are writing about the actions and the end of the word doesn't sound like /t/, /d/, or /ed/ when you say it. I will say two sentences related to what you heard in the poem. One sentence will talk about something that is happening now, and the other sentence will talk about something that has already happened. Ready?
- The blind men go to see the elephant.
 - The blind men went to see the elephant.
7. What did the verb *go* change into to show it already happened? (*went*)

8. Let's play our game again, but this time with irregular verbs. I'll say something that is happening now, and you tell me how to say it already happened yesterday:

Note: If students have difficulty saying the past tense of each irregular verb, give them with the incorrect form for contrast. For example, you might ask students, "Should we say, 'I *eated* lunch yesterday' or 'I *ate* lunch yesterday'?" Guide students in recognizing that the past tense of *eat* is *ate*, not *eated*.

- a. Today, we run a race. > Yesterday, we ran a race.
- b. Today, we eat apples. > Yesterday, we ate apples.
- c. Today, we go to the auditorium. > Yesterday, we went to the auditorium.
- d. Today, we do work. > Yesterday, we did work.
- e. Today, we tell stories. > Yesterday, we told stories.
- f. Today, we make decorations. > Yesterday, we made decorations.
- g. Today, we take one cookie. > Yesterday, we took one cookie.
- h. Today, we sit down. > Yesterday, we sat down.

Tell students that the more they listen to stories and hear these irregular verbs, the more they will remember them and use them when they talk.

Have students work in partners to tell each other all about what they did yesterday. Encourage students to use the correct past tense for all regular and irregular verbs when telling about the day before. Students should listen carefully so they can share their partners' stories with the class.



Diwali

6

✔ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Locate Asia and India on a map or globe
- ✓ Identify Hinduism as a major religion originating in Asia
- ✓ Identify the names for followers of Hinduism
- ✓ Identify important figures in Hinduism
- ✓ Identify Diwali as an important holiday in Hinduism

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Interpret information from a chart on Hinduism and Buddhism and connect it to information learned in “Diwali” (RI.2.7)
- ✓ With guidance and support from adults and peers, focus on information presented in “Diwali” and strengthen writing as needed by revising and editing (W.2.5)
- ✓ Summarize in writing the content of “Diwali” (SL.2.2)
- ✓ Ask and answer *who* questions orally to gather information or deepen understanding of the information contained in “Diwali” (SL.2.3)
- ✓ Add drawings to a summary of the information contained in “Diwali” to clarify ideas, thoughts, and feelings (SL.2.5)

- ✓ Prior to listening to “Diwali,” identify orally what they know and have learned about Hinduism
- ✓ Share writing with others

Core Vocabulary

archer, n. Someone who shoots with a bow and arrow

Example: In fiction, Robin Hood is a well-known archer who has incredible aim.

Variation(s): archers

custom, n. A habitual practice

Example: It was Taylor’s custom to read a book before she went to sleep each night.

Variation(s): customs

Diwali, n. A Hindu festival that celebrates the goodness in other people


Example: Arti and her family light lamps each year on Diwali.

Variation(s): none

prosperity, n. Being successful or having good fortune

Example: Studying hard can lead to great prosperity in school and in life.

Variation(s): prosperities

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?	Instructional Master 3B-1	10
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Diwali		15
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Custom		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Interactive Illustrations	drawing paper, drawing tools	20



Diwali

6_A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Tell students that over the last two lessons, they have listened to a story and a poem associated with the Country of India, which they are studying. You may wish to take a poll to see which of the two narratives the students liked better: “The Tiger, the Brahman, and the Jackal” or “The Blind Men and the Elephant.”

Now use Instructional Master 3B-1 to help students review what they have already learned about Hinduism. As you ask students questions about where Hinduism began, the number of gods in Hinduism, what the followers of Hinduism are called, etc., show students Flip Book images 3A-2 to 3A-8 to facilitate discussion and help them formulate answers.

Purpose for Listening

Remind students that there are often holidays associated with a particular religion. If students were exposed to the *Early World Civilizations* domain in Grade 1, ask them if they know of any holidays associated with Judaism, Christianity, and/or Islam. Tell students to listen carefully to today’s read-aloud to find out if there are any important holidays in Hinduism.



Diwali

← Show image 6A-1: Hindu woman

1 [Pause for student responses.]

What is this woman holding in her hands?¹ This woman is a Hindu and she is holding candles for **Diwali** (di-WAH-lee). Diwali is one of the many festivals held every year by Hindus in India and around the world. *Diwali* means “Festival of Lights.” Diwali is an important festival because of what each light symbolizes. According to an ancient Indian legend, Diwali began many, many years ago to celebrate the victory, or success, of a king in battle. The story, however, begins with a Hindu god.



← Show image 6A-2: Vishnu

2 [Pause and have students share something they remember about Vishnu.]

As you know, Hindus worship many gods and goddesses. Who is the god Vishnu?² Vishnu is known by Hindus as the protector of the whole universe. Hindus believe that long ago when the earth was troubled by an evil demon named Ravana,³ Vishnu sent himself as a human being to save Earth’s people from Ravana’s cruelty.

3 Say the name *Ravana* with me.



← Show image 6A-3: Prince Rama victorious, people celebrating

4 Say the name *Rama* with me.

Vishnu’s human form, born to the king of the holy city of Ayodhya (a-YOD-ya), was named Rama.⁴ Prince Rama was intelligent and kind. An especially good **archer**, he grew up to be a noble warrior.⁵ Following Vishnu’s plan, Rama left his city to fight Ravana, the evil demon. He fought a long and difficult battle. Finally, after fourteen years, Rama defeated Ravana and returned home to become the new king.⁶ To celebrate his return, the people of Ayodhya lit rows of small, clay, oil-burning lamps called *diyas* (DEE-yahs). They placed these lamps in their windows, by their doors, and in the rivers and streams. The light of each lamp’s flame was a symbol of good, returning after years of darkness, or evil. Every year thereafter Hindus in Ayodhya repeated the **custom**⁷ of lighting lamps, honoring the strength and goodness of Rama. Gradually, the custom spread to other parts of the land.⁸

5 An archer is a person who uses a bow and arrow.

6 The prince Rama fought the evil demon Ravana for fourteen years! Do you think that’s a long time to fight someone?

7 or habitual practice

8 Why did the people light lamps?



← **Show image 6A-4: Child holding a light**

Today, Diwali is the most famous of all Indian festivals. Begun by the Hindus, Diwali is now celebrated by many Indians worldwide, not just Hindus. The timing of the festival, which is based on the cycles of the moon, falls on different days every year, but it is always in either October or November. For five days, people celebrate the goodness in one another.⁹ Lamps and candles illuminate windows and doorways. Walls and gateposts are strewn with tiny lights. Garlands of electric lights stretch for miles throughout the cities and the countryside. Each light stands for the good inside the person who lit it, symbolizing light over darkness—good over evil.¹⁰

9 During which months is the festival?

10 For how many days do people celebrate the good in themselves and others?



← **Show image 6A-5: Lakshmi**

Lakshmi (*LUHKSH-mee*), the Hindu goddess of wealth and **prosperity**, is also welcomed into the homes of the Hindu people during Diwali.¹¹ In the weeks before the festival begins, Hindu families clean their homes in anticipation of pleasing Lakshmi's spirit when she visits them. They bow in front of statues to Lakshmi, thanking her and praying for a prosperous¹² year ahead. Flowers adorn homes and businesses. Some businessmen even decorate their cars with flowers and palm fronds, hoping that Lakshmi will help their engines run well for the coming year! Diwali is a time of new beginnings, much like New Year's celebrations in other parts of the world.

11 Say the name *Lakshmi* with me. What is Lakshmi the goddess of? *Prosperity* means success or good fortune.

12 or successful



← **Show image 6A-6: Diwali celebration**

Diwali is celebrated differently in different parts of India. Customs vary, but nearly everywhere people delight in spending these five days with family and friends.¹³ They send cards to relatives and give gifts to one another. They buy new clothes for Diwali festivities. They play games, sing songs, say special prayers, and gather to share big meals. Dried fruits, nuts, and lots of sweets fill their homes. Firecrackers split the air on most nights, lighting up the sky even more during this magical Festival of Lights.

13 What does the word *custom* mean?

Comprehension Questions

10 minutes

1. *Literal* Are there any important holidays in Hinduism? (yes, Diwali) How long does the holiday last? (five days)
2. *Literal* What does the word *Diwali* mean? (Festival of Lights) Who celebrates this holiday? (Hindus and other Indians)
3. *Inferential* Why do you think this holiday is called Diwali or Festival of Lights? (There are many, many lights.)
4. *Inferential* What do people do during Diwali? (light lamps, candles, or display electric lights; spend time with family and friends; send cards to relatives and give gifts to one another; etc.)
5. *Inferential* What do the lights during Diwali symbolize? (the goodness in other people that shines over evil) Do you have any customs that celebrate the good in others or any holidays in which you have similar activities as Hindus have during Diwali? (Answers may vary.)
6. *Evaluative* You heard that Lakshmi, the goddess of wealth and prosperity, is welcomed into the homes of Hindus during Diwali. Why do you think this particular goddess is welcomed? (Answers may vary.)
7. *Literal* With what do Hindus decorate their homes and cars to honor Lakshmi and to ask for prosperity? (flowers and palm fronds or leaves)

[Please continue to model the *Question? Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

8. *Evaluative Who? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *who*. For example, you could ask, “Who did you hear about in today’s read-aloud?” Turn to your neighbor and ask your *who* question. Listen to your neighbor’s response. Then your neighbor will ask a new *who* question and you will get a chance to respond. I will call on several of you to share your questions with the class.

9. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Custom

5 minutes

1. In the read-aloud you heard, “Every year thereafter Hindus in Ayodhya repeated the *custom* of lighting lamps, honoring the strength and goodness of Rama.”
2. Say the word *custom* with me.
3. A custom is a habitual practice, something that you do the same way on a regular basis.
4. It was Meliza’s custom to eat apples with salt.
5. Do you have a custom or a habitual practice here at school? Try to use the word *custom* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “My custom is to . . .”]
6. What’s the word we’ve been talking about? What part of speech is the word *custom*? (noun) How do you know it is a noun? (It is a thing.)

Use a *Sharing* activity for follow-up. Directions: With your partner, talk about a custom you and your family have.



Complete Remainder of the Lesson Later in the Day



Diwali

6_B

Extensions

20 minutes

Interactive Illustrations

Explain to students that they will all get to be authors and illustrators in this activity. Give each student a sheet of paper folded in half. On the left side of the paper, have each student write a sentence about the read-aloud they just heard. Pair each student with a partner, and ask each partner to read his/her sentence aloud and then trade papers. Using the right-hand side of their partner's paper, have each student draw a picture that goes with his or her partner's sentence. Then have students hand the papers back to the original author. Encourage the author to add descriptive words to his or her original sentence using carets (a wedge-shaped mark used to show that a word has been inserted), and hand the papers back to the illustrators to draw more details into the illustration.

Allow several students to share and discuss how their partners' illustrations differed from the pictures they had imagined in their heads when they wrote their sentences. As students discuss the illustrations, remember to repeat and expand upon each response using richer and more complex language, including, if possible, any read-aloud vocabulary.

Note: You may wish to model this activity before students work in pairs.



Buddhists and Buddhism

7

✔ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Locate Asia and India on a map or globe
- ✓ Identify Buddhism as a major religion originating in Asia
- ✓ Describe the basic principles of Buddhism
- ✓ Identify the names for followers of Buddhism
- ✓ Identify the holy texts of Buddhism
- ✓ Identify holy places for Buddhists
- ✓ Identify important figures in Buddhism

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Interpret information from a Civilizations Chart and a Comparison Chart and connect them to information learned in “Buddhists and Buddhism” (RI.2.7)
- ✓ Make a personal connection to Siddhartha’s theory of how people could conquer suffering and achieve happiness (W.2.8)
- ✓ With assistance, categorize and organize facts and information from “Buddhists and Buddhism” in a Civilizations Chart and in a Comparison Chart on religion (W.2.8)
- ✓ Add drawings to descriptions of some obstacle they conquered to clarify ideas, thoughts, and feelings (SL.2.5)

- ✓ Identify new meanings for the word *train* and apply them accurately (L.2.5a)
- ✓ Prior to listening to “Buddhists and Buddhism,” identify orally what they know and have learned about Hinduism
- ✓ Identify how they would feel if they saw the suffering that Siddhartha saw

Core Vocabulary

Buddhism, n. The world’s fourth-largest religion, which honors the Buddha and his teachings

Example: Buddhism began in India many, many years ago, but it is practiced by people all over the world today.

Variation(s): none

conquer, v. To overcome something by mental or physical force

Example: To conquer his fear of heights, Tom walked to the top of the Washington Monument.

Variation(s): conquers, conquered, conquering

suffering, n. Misery or pain


Example: Natural disasters cause suffering for the people affected.

Variation(s): none

venture, v. To do something despite a possible danger or risk

Example: Despite great dangers, firefighters often venture into burning buildings to help others.

Variation(s): ventures, ventured, venturing

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?	Instructional Master 3B-1	10
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Buddhists and Buddhism	map from Map Quest Extension	15
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Conquer	drawing paper, drawing tools	5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Civilizations Chart	Image Cards 5, 6; Instructional Master 2B-1	20
	Comparison Chart	Instructional Master 3B-1	
	Multiple Meaning Word Activity: Train	Poster 3M (Train)	



Buddhists and Buddhism

7
A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Use Instructional Master 3B-1 to have students review what they have already learned about Hinduism. You may also wish to ask students to provide any interesting facts they remember from the previous read-aloud that are not on the chart, such as what Diwali is, who celebrates it, and why. Remind students that there is still an empty column on their chart that needs to be completed. Share with students that this column is titled *Buddhism*.

Purpose for Listening

Tell students to listen carefully to find out what Buddhism is.



Buddhists and Buddhism

← Show image 7A-1: The Great Stupa of Sanchi

Look at this photograph. Do you have any ideas about what it could be? ¹ This is the Great Stupa of Sanchi, one of many sacred, ² dome-shaped shrines built all over Asia to honor the Buddha, the founder of **Buddhism**. Today you will learn a little bit about Buddhism, the world's fourth-largest religion, and the Buddhists who practice this religion. ³

- 1 [Pause for student responses.]
- 2 or holy
- 3 Do you remember what the world's third-largest religion is? (Hinduism)



← Show image 7A-2: Young Siddhartha happy inside the palace

It all began about twenty-five hundred years ago with the birth of Siddhartha (sih-*DHAHR*-tah) Gautama (*GAU*-tah-mah) in the foothills of the Himalayan Mountains. ⁴ Siddhartha was a prince, born to very rich parents. Siddhartha's parents loved him very much, so much in fact, that they wanted to protect him from all the **suffering** ⁵ in the world. By doing so, they thought he would always be happy. So, Siddhartha was kept behind the walls of the palace and was given anything he wanted—fine food, beautiful clothes, wonderful toys, and plenty of servants. Siddhartha knew very little about life outside the palace walls.

- 4 [Point to the Himalayan Mountains on your class map.] Say the name *Siddhartha Gautama* with me.

- 5 or misery and pain



← Show image 7A-3: Siddhartha shocked by poverty and suffering

Then, as Siddhartha grew into a young man, he began to **venture** out beyond the walls of the palace. ⁶ Driven by a servant in a horse-drawn chariot, Siddhartha was shocked and dismayed to see what his parents had kept hidden from him. On one trip he saw a poor old woman, bent over and barely able to stand. On another, he saw a sick and hungry man lying by the side of the road, crying out for help. On a third trip, Siddhartha saw two people weeping. ⁷ All around him people were suffering. Siddhartha began to worry about all of these people outside the palace walls. What, he wondered, could he do to help them? ⁸ Seeing all of this suffering, Siddhartha could no longer be happy

- 6 Despite possible danger, Siddhartha began to explore beyond the palace walls.
- 7 Are these nice things Siddhartha is seeing? How do you think it made him feel to see these people suffering?
- 8 What do you think Siddhartha could do to help these people?

9 Do you think Siddhartha found answers to his questions of how he could help people who suffered?



10 or overcome

11 How long do you think Siddhartha will have to sit there before he can answer his questions of how to conquer suffering and achieve happiness?

12 In Buddhism when someone receives enlightenment, it means the person gains a greater understanding of life, no longer desires worldly goods, and is then believed to be free from suffering.



13 [Pause for student responses.]

14 or wanting

15 If something is unrealistic, that means it is very difficult or impossible to achieve.

with his comfortable life. And so, he made the decision to leave his riches behind. One night, he crept out of the palace, moved beyond its walls, and headed out along India's dusty roads in search of answers to his questions.⁹

← **Show image 7A-4: Siddhartha meditating under a fig tree**

For many years Siddhartha wandered the land, studying with spiritual teachers along the way. He was forever asking his teachers how to **conquer**¹⁰ suffering and achieve happiness on Earth. None of their answers seemed to satisfy him. One night, stopping to rest beneath a fig tree, Siddhartha crossed his legs and vowed that he would not move until he had the answers to his questions.¹¹

Siddhartha sat under the fig tree for seven weeks, meditating on his questions. When he finally had the answers he was searching for, he felt like an entirely different person. During those seven weeks, he believed he had received “enlightenment.”¹² Siddhartha now thought he had a new and deeper understanding about life, why people suffer and how to end suffering on Earth. Siddhartha became known as the Buddha, meaning “one who is awake,” or “Enlightened One.”

← **Show image 7A-5: Enlightened Buddha**

What do you suppose Siddhartha, the Buddha, learned during those seven weeks?¹³ The Buddha learned several lessons, and his lessons became known as the Four Noble Truths. These four truths are:

- All people experience suffering and unhappiness.
- Suffering and unhappiness come from greed, or desiring¹⁴ too many worldly things.
- Suffering and unhappiness end when unrealistic desires end.¹⁵
- People can end suffering and unhappiness by following a few basic rules.

The Buddha's rules may sound familiar to you. They include rules like: *Be kind to others. Do not tell lies or cheat or steal. Do not be selfish. Do not harm people or animals. Train your mind to think clearly.*¹⁶ The Buddha lived a long life, traveling through India, teaching others¹⁷ about the Four Noble Truths and his rules for life. He had many followers in his lifetime, and Buddhism spread to many lands after his death. One person who is credited with helping the spread of Buddhism is a powerful ruler named Asoka.

16 The word *train* as used in this sentence means to practice skills. The word *train* can also refer to a group of vehicles that travel on a track and are connected to one another.

17 [Point to the followers in the image.]



← **Show image 7A-6: Asoka**

Asoka was not always an enlightened person. Rather, he was a warrior king who led many soldiers into battle, wounding and killing thousands of people as he expanded his great empire.¹⁸ But one particularly violent battle changed Asoka's life. As he rode across the battlefield, seeing how his desires to rule a great empire hurt others, he became horrified by what he had done. Asoka decided that day to change his life and study the teachings of the Buddha. From then on, instead of sending men into battle, he became nonviolent and sent trained teachers throughout Asia to spread the teachings of Buddhism.¹⁹

18 How would you describe Asoka, who led many soldiers into battle? Does it sound like he was greedy and desired too many worldly things?

19 How would you describe Asoka now after he began studying Buddhism?



← **Show image 7A-7: Asoka directing good works, teachers to help the people**

Often traveling in great caravans, Asoka's trained teachers did more, much more than preach and teach. In India and far beyond, they carried food and medicine to help people in need. Asoka also ordered his teachers to build hospitals for people and animals, dig wells and irrigation ditches, plant shade trees by the road to comfort weary travelers, and to build roads to ease traveling from place to place.²⁰

20 Which of these good works do you see in the image?

Asoka made sure that the Buddha's messages of peace and kindness were carved on big rocks and stone monuments all over India. Although he allowed his people to practice Hinduism and other religions, he wanted everyone to be enlightened by the teachings of the Buddha. *Stupas*, like the one you saw at the beginning of this read-aloud, already existed, but Asoka built many

more *stupas* to hold relics²¹ of the Buddha. Today, Buddhists travel from all over the world to worship at these sacred shrines.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

1. *Literal* What religion did you learn about in today's read-aloud? (Buddhism)
2. *Literal* The story of Buddhism begins near the Himalayan Mountains. With whom did it begin? (Siddhartha Gautama)
3. *Evaluative* What did Siddhartha see when he ventured out beyond the palace walls? (suffering, a poor old woman, a sick and hungry man, weeping people) How would you feel if you saw these things? (Answers may vary.)
4. *Inferential* Siddhartha left his palace and studied with many spiritual teachers. What question did he always ask them? (how to conquer or overcome suffering and achieve happiness)



← **Show image 7A-5: Enlightened Buddha**

5. *Inferential* What did Siddhartha become known as after he achieved enlightenment, a new and deeper understanding of life? (the Buddha)
6. *Inferential* What are the Four Noble Truths? (All people experience suffering and unhappiness. Suffering and unhappiness come from greed, or desiring too many worldly things. Suffering and unhappiness end when unrealistic desires end. People can end suffering and unhappiness by being kind to others, not telling lies or cheating, etc.)
7. *Inferential* Asoka was a great ruler who helped spread Buddhism across Asia. How did he do this? (preached, taught, carried food and medicine to help people in need, built hospitals, etc.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

8. *Evaluative Think Pair Share:* Siddhartha wanted to know how people could conquer suffering and achieve happiness. How do you think people can achieve happiness? (Answers may vary.)
9. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Conquer

5 minutes

1. In the read-aloud you heard, “[Siddhartha] was forever asking his teachers how to *conquer* suffering and achieve happiness on Earth.”
2. Say the word *conquer* with me.
3. *Conquer* means to overcome something by mental or physical force.
4. Jimmy was able to conquer his fear of dogs after his mother took him with her to volunteer at the animal shelter; he saw that all of the dogs there were gentle and sweet.
5. Do you have any fears that you would like to conquer? Try to use the word *conquer* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I want to conquer my fear of . . .”]
6. What’s the word we’ve been talking about?

Use a *Drawing* activity for follow-up. Directions: Think of a challenge you have conquered this year. It may be something you learned at school, such as reading, or it may be something outside of school, such as learning to ride a bike. Draw a picture of the challenge you have been able to conquer. After you finish your drawing, write a sentence explaining what challenge you were able to conquer. Use the word *conquer* in your sentence.



Complete Remainder of the Lesson Later in the Day



Buddhists and Buddhism

7
B

Extensions

20 minutes

Civilizations Chart (Instructional Master 2B-1)

Show students Image Card 5 (The Buddha). Talk about the Image Card, and have students share what they learned from the read-aloud about Siddhartha Gautama, or the Buddha. Also have students share what they learned about Buddhism. Tell students that you are going to place the Image Card on the chart in the *Religion* column to help them remember that Buddhism is another religion practiced in early India and, like Hinduism, is still practiced in India. Ask students if Buddhism was only practiced in India. Remind students that Buddhism spread all over Asia and is still practiced around the world today. Move the Image Card so it is between both early India and early China. You may wish to write *Buddha* on the board. Have students write *Buddha* in the corresponding box on Instructional Master 2B-1.

Show students Image Card 6 (Asoka). Talk about the Image Card, and have students share what they learned from the read-aloud about Asoka. Tell students that you are going to place this Image Card on the chart in the *Leaders* column to help them remember there were kings in early Indian civilizations and to help them remember how important a leader is to the development of a civilization. You may wish to write *Asoka* on the board. Have students write *Asoka* in the corresponding box on Instructional Master 2B-1.

Comparison Chart (Instructional Master 3B-1)

Reintroduce the comparison chart from Lesson 3. Explain to students that you are going to reuse this chart to talk about today's read-aloud. Ask students to help you complete the third column with what they learned today about Buddhism. Discuss each item listed in the left-hand column as it relates to Buddhism,

and record students' responses in the corresponding column. Tell students that you are going to write down what they say, but that they are not expected to be able to read every word that you write because they are still mastering the rules for decoding. Emphasize that you are writing what they say so that you don't forget, and tell them that you will read the words to them. If students have trouble recalling facts, you may wish to use images from the Flip Book to help them remember relevant details.

Characteristics	Hinduism	Buddhism
Number of gods	many	none
Name of followers	Hindus	Buddhists
Name of holy text(s)	Rigveda	The teachings of the Buddha, i.e., the Four Noble Truths
Holy place	The Ganges River	Stupa/The Great Stupa of Sanchi
Important figure(s)	Shiva, Brahma, Vishnu	Siddhartha Gautama (the Buddha)
Interesting fact	Answers may vary.	Answers may vary.

Have students use Instructional Master 3B-1 to complete this chart on their own. Consider pairing students who are not ready to fill out their charts independently with those who are able to do so.

↔ Multiple Meaning Word Activity

Sentence in Context: Train

1. [Show Poster 3M (Train).] In the read-aloud you heard, "*Train* your mind to think clearly." Here *train* means to practice skills. [Have students hold up one or two fingers to indicate which image on the poster shows this meaning.]
2. *Train* also has other meanings. The word *train* can mean a group of vehicles that travel on tracks and that are connected to one another. [Have students hold up one or two fingers to indicate which image on the poster shows this meaning.]
3. Now with your neighbor, make a sentence for each meaning of *train*. Remember to use complete sentences. I will call on some of you to share your sentences. [Call on a few students to share their sentences.]



Pausing Point

PP

Note to Teacher

This is the end of the read-alouds about early Indian civilization. You may choose to pause here and spend one to two days reviewing, reinforcing, or extending the material taught thus far.

If you do pause, you may have students do any combination of the activities listed below. The activities may be done in any order. You may wish to do one activity on successive days. You may also choose to do an activity with the whole class or with a small group of students who would benefit from the particular activity.

Core Content Objectives Up to This Pausing Point

Students will:

- ✓ Identify Asia as the largest continent with the most populous countries in the world
- ✓ Locate Asia and India on a map or globe
- ✓ Explain the importance of mountains in the development of early Asian civilizations
- ✓ Explain the importance of the Indus and Ganges rivers for the development of civilization in ancient times
- ✓ Describe the key components of a civilization
- ✓ Identify Hinduism and Buddhism as major religions originating in Asia
- ✓ Describe the basic principles of Hinduism and Buddhism
- ✓ Identify the names for followers of Hinduism and Buddhism
- ✓ Identify the holy texts of Hinduism and Buddhism
- ✓ Identify holy places for Hindus and Buddhists
- ✓ Identify important figures in Hinduism and Buddhism

- ✓ Identify Diwali as an important holiday in Hinduism
- ✓ Demonstrate familiarity with the folktale “The Tiger, the Brahman, and the Jackal”
- ✓ Describe the characters, plot, and setting of the folktale “The Tiger, the Brahman, and the Jackal”
- ✓ Identify trickster tales as a type of fiction
- ✓ Demonstrate familiarity with the poem “The Blind Men and the Elephant”
- ✓ Describe the characters, plot, and setting of the poem “The Blind Men and the Elephant”

Student Performance Task Assessment

10 The Early Indian Civilization (Instructional Master PP-1)

Distribute a copy of PP-1 to each student. Review with students the headings in each of the columns, and ask them to write information about the early Indian Civilization in each of the five columns.

Activities

Image Review

Show the Flip Book images from any read-aloud again, and have students retell the read-aloud using the images.

Civilizations Image Card Review

Materials: Image Cards 1–6, Civilizations Chart

In your hand, hold Image Cards 1–6 fanned out like a deck of cards. Ask a student to choose a card but to not show it to anyone else in the class. The student must then perform an action or give a clue about the picture s/he is holding. For example, for the Buddha, a student may pretend to meditate under a tree for a long time. The rest of the class will guess what feature of civilization is being described. Proceed to another card when the correct answer is given.

Key Vocabulary Brainstorming

Materials: Chart paper, chalkboard, or whiteboard

Give students a key domain concept or vocabulary word such as *Hinduism*. Have them brainstorm everything that comes to mind when they hear the word, such as *Brahman, Brahma, Vishnu, Shiva, Hindus, Vedas*, etc. Record their responses on chart paper, a chalkboard, or a whiteboard for reference.

Riddles for Core Content

Ask the students riddles such as the following to review core content:

- I am the largest continent in the world with the two most populous countries in the world. What am I? (Asia)
- I flood when the heavy spring rains come and the snow melts from the peaks of the Himalayas. What am I? (the Indus River)
- I am the most widely practiced religion in India and have many gods and goddesses. What am I? (Hinduism)
- We are the three most important gods in Hinduism. Who are we? (Brahma, Vishnu, and Shiva)
- I helped a Brahman and tricked a tiger back into its cage. Who am I? (the jackal)
- I sat under a tree for seven weeks to discover how to conquer suffering and end unhappiness. Who am I? (Siddhartha Gautama/the Buddha)
- I am the holy books of Hinduism, and my name means knowledge. What am I? (the Vedas)

Domain-Related Trade Book or Student Choice

Materials: Trade book

Read a trade book to review a particular event, person, or concept; refer to the books listed in the domain introduction. You may also choose to have students select a read-aloud to be heard again.

Note: It is recommended that “Hindus and Hinduism,” “The Blind Men and the Elephant,” and “Buddhists and Buddhism” be read

again without interruption if you do choose a read-aloud instead of a trade book.

You may wish to take a first read of any of the read-alouds that occur after the Pausing Point without interruption, allowing students to grapple with content before you get to these lessons and read them with Guided Listening Supports included.

Class Book: Early Indian Civilization

Materials: Drawing paper, drawing tools

Tell the class or a group of students that they are going to make a class book to help them remember what they have learned thus far in this domain. Have the students brainstorm important information about the Indus River, the Indus River Valley, Hindus and Hinduism, Diwali, and Buddhism. Have each student choose one topic to draw a picture of, and ask him or her to write a caption for the picture. Bind the pages to make a book to put in the class library for students to read again and again. You may choose to add more pages upon completion of the entire domain before binding the book.

Using a Map

Materials: Class map or world map

On the class map or world map, and with the use of Flip Book images 1A-6, 1A-9, and 3A-1, review the geography of Asia and early India with students. Help students locate and identify the Indus and Ganges rivers and the Himalayas. Have students talk about the environment in which the early Indians lived and the importance of the Indus and Ganges rivers to their existence.

Guest Speakers

Invite parents or religious leaders in the community to come in and talk about their traditions associated with Hinduism or Buddhism. You will want to share with them, ahead of time, the chart used for the extension activity to maintain focus on particular aspects of Buddhism and Hinduism. You may also wish to share the family letter with your speakers so that they understand that you are covering the religions in the context of world history and not for the purpose of proselytizing.

You Were There: The Indus River Valley, Diwali, The Ganges, Siddhartha Gautama the Buddha

Have students pretend that they lived in a city in the Indus River Valley, celebrated the first Diwali, journeyed to the Ganges, or learned from the Buddha. Ask students to describe what they saw and heard. For example, for “Diwali,” students may talk about seeing the bright lights of the lamps and candles, which represent the good in people and Prince Rama’s victory; hearing fireworks; etc. Consider also extending this activity by adding group or independent writing opportunities associated with the “You Were There” concept. For example, ask students to pretend they are newspaper reporters describing the Buddha teaching others and write a group news article describing the events.

Diwali

Hold a class Diwali celebration with lamps instead of candles and celebrate the goodness in one another. You may wish to read a trade book about Prince Rama and his victory over the evil demon Ravana. Remind students that Diwali is a time of new beginnings for Hindus.

Writing Prompts

Students may be given an additional writing prompt such as the following:

- The Indus River was important because . . .
- The Ganges River is important because . . .
- Some things I wonder about Hinduism are . . .
- Buddhism started with . . .
- If I could visit India . . .



The Yellow and the Yangtze Rivers

8

✔ **Lesson Objectives**

Core Content Objectives

Students will:

- ✔ Locate Asia, India, and China on a map or globe
- ✔ Explain the importance of mountains in the development of early Asian civilizations
- ✔ Describe the key components of a civilization
- ✔ Explain the importance of the Yellow and Yangtze rivers for the development of civilizations in ancient times
- ✔ Describe contributions of ancient China (i.e., paper, silk, writing, the Great Wall)

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✔ Interpret information from a Civilizations Chart and connect it to information learned in “The Yellow and the Yangtze Rivers” (RI.2.7)
- ✔ Compare and contrast orally farming in ancient China with farming in ancient India (RI.2.9)
- ✔ Ask and answer *what* questions orally to gather information or deepen understanding of the information contained in “The Yellow and the Yangtze Rivers” (SL.2.3)
- ✔ Prior to listening to “The Yellow and the Yangtze Rivers,” identify orally what they know and have learned about ancient India

Core Vocabulary

plateaus, n. High, wide, flat ground

Example: On their vacation to the Grand Canyon, Mack took pictures of many natural bridges and plateaus.

Variation(s): plateau

silt, n. A mixture of soil, sand, and clay

Example: Jimmy caught a fish with silt all over its fins.

Variation(s): none

sorrow, n. Deep suffering or pain that results from a loss or misfortune

Example: Amy felt great sorrow after losing the ring her mother had given her.

Variation(s): sorrows

Yangtze River, n. The longest river in China


Example: The Yangtze River is the third-longest river in the world.

Variation(s): none

Yellow River, n. A river that flows through China's northeastern lands

Example: The Yellow River was the home of the first Chinese civilization.

Variation(s): none

<i>At a Glance</i>	Exercise	Materials	Minutes
Introducing the Read-Aloud	What Have We Already Learned?	Image Cards 1–6; map from Map Quest Extension; Civilizations Chart; world map or globe	10
	Essential Background Information or Terms	world map or globe	
	Purpose for Listening		
Presenting the Read-Aloud	The Yellow and the Yangtze Rivers	world map or globe	15
Discussing the Read-Aloud	Comprehension Questions	world map or globe	10
	Word Work: Sorrow		5
 Complete Remainder of the Lesson Later in the Day			
Extensions	Civilizations Chart	Image Cards 7, 8; Instructional Master 2B-1	20
	Map Quest	Instructional Master 1B-1; map from Map Quest Extension; yellow and blue construction paper cut into the shape of the Yellow and Yangtze Rivers; world map or globe [This exercise requires advance preparation.]	
Take-Home Material	Family Letter	Instructional Master 8B-1	



The Yellow and the Yangtze Rivers

8A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

On the class map, a world map, or a globe, have students locate the Himalayas, the Indus River, and the Ganges River. Then use the Civilizations Chart and accompanying Image Cards to help students review what they have already learned about early Indian civilization. You may also wish to ask the following questions:

- What happened to the Indus River when snow from the Himalayas melted? (It flooded.) How was this flooding helpful and harmful? (It left fertile soil on the surrounding land, which made it easier to grow crops. It also flooded their houses and could destroy things in its path.)
- How do we know that a civilization developed in the Indus River Valley? (There was a city with large structures; there was writing; there were laws; people had certain jobs.)
- What religions started in early India? (Hinduism and Buddhism) Who started Buddhism? (Siddhartha Gautama/the Buddha)
- What river is sacred to Hindus? (the Ganges) Why? (They believe that it is the home of a river goddess.)

Essential Background Information or Terms

Tell students that over the next several days they will hear read-alouds about ancient China. Locate China on a world map or globe for students. Tell students that China has the largest population in the world: over one billion people, with even more people than India, which also has more than one billion people. Share with students that over the next several days they will hear about early Chinese civilization. Remind students that early civilization in ancient India began near a river, the Indus River. Tell students that today's read-aloud is about two important rivers, the

Yellow and the Yangtze (*YANG-see*). Locate these rivers on a world map or globe.

Purpose for Listening

Tell students to listen carefully to find out why the Yellow and Yangtze rivers were so important.

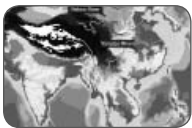


The Yellow and the Yangtze Rivers

← Show image 8A-1: Five rivers

- 1 [Pause for student responses.]
- 2 [Pause for student responses.]
- 3 [Pause for student responses.]
- 4 [Pause again. If necessary, remind students who were in CKLA in Grade 1 to think back to when they studied *Early World Civilizations*.]
- 5 [Point to the location of the rivers on a world map as you read.]

The Tigris. The Euphrates. The Nile. The Indus. The Ganges. When you hear these names, what images do you see in your mind? ¹ Where have you heard these names before? ² What do they have in common? ³ Right! They are all rivers. And what is special about these five rivers? ⁴ That's right. These ancient rivers supplied the water needed for the world's very first civilizations. ⁵ Along the banks of the Tigris and Euphrates in ancient Mesopotamia, people worked together to grow food, build cities, and develop a way of writing. Pyramids were built up and down the Nile River in Egypt. And in Asia, the Indus and the Ganges, snaking their way through India and Pakistan, have long been worshipped for their life-giving waters.



← Show image 8A-2: Map showing the Yellow and Yangtze rivers

- 6 Say the names of the rivers with me: *Yellow* and *Yangtze*. Can you tell anything about either of these rivers from their names?

Today you are going to learn about the **Yellow River** and the **Yangtze River**, two more rivers that belong to this special group. ⁶ These two rivers, divided by the high, snowcapped Bayankala Mountains, are the two longest rivers in China. And they, too, are places where early civilizations began. More people live in the Yellow and Yangtze river valleys today than in any other region on the earth.



← Show image 8A-3: Yellow River with silt

- 7 or high, wide, flat ground
- 8 What do you think makes the water turn yellow?

High up in the mountains where the Yellow River begins, its waters are very clear, but as it travels its long route through the high **plateaus** ⁷ of the Bayankala Mountains, its color changes. Look at the picture and see if you can guess what makes the water turn yellow. ⁸ Rain and wind wash the **silt**—a fine mixture of soil, sand, and clay—from the mountains into the river, making it a muddy yellow. As this happens, the river bottom rises. And if the river bottom rises, what do you think happens to the water in

9 [Pause for student responses.]

10 [Pause again.]

11 Sorrow is a feeling of deep sadness caused by the loss of something or someone, or by some disappointment. The Yellow River often causes China's people sadness and pain when it floods.



12 The Yangtze River is named after an ancient place that was near the river.

13 or type of weather that is neither extremely hot nor extremely cold throughout the year

14 So the climate and fertile soil of the Yangtze River Valley make it perfect for growing which crop?



15 These inventions are still used today.



16 or people who have no set home and move often to find food

the river? It rises too! And then what happens?⁹ Right! The river overflows its banks, flooding the land on either side of it. Does this sound familiar? What other rivers have you learned about that flooded?¹⁰ Is this flooding good or bad? You have already learned the importance of flooding in creating fertile land for crops, but when large rivers like the Yellow River flood, they can also destroy whole cities. For this reason, the Chinese have given the Yellow River two nicknames: “Mother River,” and “China’s Great Sorrow.”¹¹

← **Show image 8A-4: Yangtze River and rice fields**

The Yangtze River, China’s longest river, lies to the south of the Yellow River. There the temperature is much warmer and flooding is less of a problem.¹² Its fertile valley is sometimes called “China’s rice bowl” because its temperate climate¹³ is perfect for growing rice.¹⁴ Wheat and millet, used in making bread and noodles, grow well along the Yellow River, but rice—the main crop of China—had its beginnings along the Yangtze. Together, these two river valleys form the country’s greatest food-producing region.

← **Show image 8A-5: Farming**

The Chinese have always been inventors. Many of their inventions changed the way people farmed, making the river valleys more and more productive. For example, the ancient Chinese invented seed planting. Instead of scattering seeds on top of the earth, they developed seed drills, used for planting seeds in ordered rows. They invented iron plows and harnesses so that horses or oxen could easily pull the plows. And to get water from low ground to the crops planted on higher ground, the Chinese invented a pump, to irrigate the fields.¹⁵

← **Show image 8A-6: Ancient Chinese city settlement**

Because they were inventive people, farming became easier. More and more nomadic people¹⁶ began to settle permanently along the banks of the two great rivers, where food was abundant.

Then, the same thing happened in China that happened in Mesopotamia, Egypt, and India: cities emerged. Many separate cities and areas sprang up along the banks of the rivers, each led by a powerful king. The kings ruled over the people, much like the pharaohs of ancient Egypt. The people built walls, houses, and temples. They made tools and weapons of wood, stone, bronze, and iron. They also built boats. And, with the invention of copper coins, they began to trade with one another up and down both rivers. As they traded and farmed, the Chinese continued inventing new tools and systems. One of these was writing, which you will soon learn about, an important trademark of any civilization.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

1. *Literal* What two rivers did you hear about in today's read-aloud? (the Yellow and the Yangtze rivers) In which country are these rivers found? (China) On which continent? (Asia) [Have a student locate Asia and China on a world map or globe.]
2. *Inferential* What makes the Yellow River yellow? (It travels its long route through the high plateaus of the mountains; rain and wind wash the silt, a combination of soil, sand, and clay, from the mountains into the river, making it a muddy yellow.)
3. *Inferential* Why have the Chinese nicknamed the Yellow River "Mother River" and "China's Great Sorrow"? (The Yellow River creates fertile land for crops, but its flooding can also destroy surrounding cities and can cause the people there pain or sorrow.)
4. *Literal* What do the Chinese sometimes call the Yangtze River? (China's Rice Bowl) Why? (The fertile soil and climate are perfect for growing rice.)
5. *Evaluative* What special jobs do you think people might have had along the Yellow and Yangtze rivers? (Answers may vary, but may include builders, stonemasons, farmers, etc.)



← **Show image 8A-5: Farming**

6. *Literal* What are some of the inventions the Chinese developed in order to make farming easier? (seed drills, iron plows and harnesses, water pumps)

[Please continue to model the *Question? Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

7. *Evaluative What? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *what*. For example, you could ask, “What rivers did you learn about in today’s read-aloud?” Turn to your neighbor and ask your *what* question. Listen to your neighbor’s response. Then your neighbor will ask a new *what* question, and you will get a chance to respond. I will call on several of you to share your questions with the class.
8. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Sorrow

5 minutes

1. The read-aloud says that the Yellow River is nicknamed “China’s Great *Sorrow*.”
2. Say the word *sorrow* with me.
3. Sorrow is pain or suffering caused by a loss or misfortune.
4. Alex felt deep sorrow when his little kitten was missing for three days.
5. How can someone express sorrow? Try to use the word *sorrow* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “When someone experiences sorrow, s/he may . . .”]
6. What’s the word we’ve been talking about?

Use a *Sharing* activity for follow-up. Directions: I am going to read several situations in which someone is expressing sorrow. I would like you to share how you might help the person experiencing sorrow. Try to use the word *sorrow* in your answer, and answer in complete sentences. For example, you might say, “To help _____ when s/he is experiencing sorrow, I would . . . ” (Answers may vary for all.)

1. Lucy’s little brother, who is learning to walk, stumbles and falls and starts to cry.
2. Your best friend lost her favorite toy in the park.
3. There is a new student in your class who just moved to the area and is missing his old friends.



Complete Remainder of the Lesson Later in the Day



The Yellow and the Yangtze Rivers

8_B

Extensions

20 minutes

Civilizations Chart (Instructional Master 2B-1)

Show students Image Card 7 (Farming Along the Yangtze). Talk about the Image Card, and have students share what they learned from the read-aloud about farming along the Yellow and Yangtze rivers. Ask students to describe how this is similar to farming in early India. (They both had rivers that flooded and left nutrient-rich soil, good for farming.) Ask students how this is different. (The Yangtze does not flood as much as the Indus or Yellow rivers. The early Chinese farmed along the Yangtze and Yellow rivers, whereas the early Indians farmed along the Indus.) Tell students that you are going to place the Image Card on the chart in the *Early Chinese Civilization* row, in the *Farming* column, to help them remember that people in early China farmed near the Yangtze and Yellow rivers.

Show students Image Card 8 (Ancient Chinese City). Talk about the Image Card, and explain that it shows an ancient Chinese city. Have students share what they learned from the read-aloud about the development of cities in China. Tell students that you are going to place the Image Card on the chart, in the *Cities* column, to remind them that there were cities in early China.

You may wish to write *Yangtze River* and *Yellow River* on the board. Have students write this content-specific vocabulary in the corresponding boxes on Instructional Master 2B-1.

Map Quest (Instructional Master 1B-1)

Note: You may wish to make preparations in advance for this extension. You will need to prepare a piece of blue construction paper cut into the shape of the Yangtze River and a piece of yellow construction paper cut into the shape of the Yellow River.

Remind students that they have already learned about two important rivers during their studies of ancient India, the Indus and

the Ganges, and that today they learned about two more rivers as they began their studies of ancient China. Tell students that to help them learn and remember these two new rivers, they are going to continue their map quest. On this new map quest they will label the country they have learned about, as well as draw and label the new rivers. Share with students that you will label a class map along with them as they fill out their own maps.

Using Instructional Master 1B-1 from previous lessons, ask students to color in brown the border of China on their own map and label this area “China.” Mark this area on your class map and label it.

Now ask students to locate the series of caret marks in China on their map, and have them color these marks in brown. Tell students that these marks represent the Bayankala Mountains; have students label this feature “Bayankala Mountains.” Draw a matching series of brown caret marks on the class map and label it.

Tell students that when they first drew on their map, they labeled the Indus and Ganges rivers. Share with students that today they are going to label the Yellow and Yangtze rivers, which run through China. Then tape your cutout of the Yellow River beginning in the Bayankala Mountains and flowing east toward the Yellow Sea. Have students draw and label a matching line in yellow on their maps to represent the Yellow River. Remind students that rain and wind wash silt from the mountains into the river turning it yellow, and that excess rain and silt also raise the river bed, causing the river to flood.

Follow the same procedure for the Yangtze River, farther in the south. Have students draw and label a matching line in blue on their maps to represent the Yangtze River. Remind students that flooding is less of a problem in the area around the Yangtze River because of the warmer climate or type of weather. Ask students to share which crop grows very easily in this warm climate. (rice)

Finally, have students locate the dot on the map (next to the Indus River), and remind them that it represents the city of Mohenjo-daro that they heard about during their studies of ancient India. Tell students that in today’s read-aloud, they learned that the same thing happened in China: many separate cities sprang up

along the banks of the Yellow and Yangtze rivers. Ask students to add several dots in red along these rivers to represent the ancient cities that formed.

If time allows, have students compare and contrast what they just learned about the Yellow and Yangtze rivers to what they know about the Indus and Ganges. You may also wish to remind students that cities around these rivers were able to form because of the rich soil the floodwaters left behind.

Take-Home Material

Family Letter

Send home Instructional Master 8B-1.



Paper, Writing, and Calligraphy

9

✓ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Locate Asia, India, and China on a map or globe
- ✓ Describe the key components of a civilization
- ✓ Describe contributions of ancient China (e.g., paper, silk, writing, the Great Wall)

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Interpret information from a Civilizations Chart and connect it to information learned in “Paper, Writing, and Calligraphy” (RI.2.7)
- ✓ Compare and contrast orally Chinese writing with written English (RI.2.9)
- ✓ Plan, draft, and edit an informative text that presents information from “Paper, Writing, and Calligraphy,” including an introduction to a topic, relevant facts, and a conclusion (W.2.2)
- ✓ Participate in a shared writing project on the topic of paper, writing, and calligraphy in ancient China (W.2.7)
- ✓ With assistance, categorize and organize facts and information from “Paper, Writing, and Calligraphy” in a Civilizations Chart (W.2.8)

- ✓ Add drawings to descriptions of paper, writing, and calligraphy in ancient China to clarify ideas, thoughts, and feelings (SL.2.5)
- ✓ Use the antonyms *durable* and *fragile* appropriately in oral language (L.2.5a)
- ✓ Prior to listening to “Paper, Writing, and Calligraphy,” identify orally what they know and have learned about early Chinese civilizations
- ✓ Share writing with others

Core Vocabulary

character, n. A symbol or picture used in a system of writing

Example: A smiley face is a character used to represent happiness.

Variation(s): characters

durable, adj. Something that is strong and made to last for a very long time


Example: The Egyptian pyramids were made with durable materials and have remained intact for thousands of years.

Variation(s): none

remarkable, adj. To be recognized as uncommon or extraordinary

Example: The birth of the baby elephant was a remarkable experience at the zoo.

Variation(s): none

<i>At a Glance</i>	Exercise	Materials	Minutes
Introducing the Read-Aloud	What Have We Already Learned?	Image Card 3; map from Map Quest Extension; Civilizations Chart	10
	Purpose for Listening		
Presenting the Read-Aloud	Paper, Writing, and Calligraphy		15
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Durable		5
 Complete Remainder of the Lesson Later in the Day			
Extensions	Civilizations Chart	Image Card 9; Instructional Master 2B-1	20
	Bookmakers	chart paper, chalkboard, or whiteboard; large construction paper; letter stamps; stamp pads	



Paper, Writing, and Calligraphy

9_A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Use images 8A-2 through 8A-6 and your class map to help students review what they have already learned about early Chinese civilization, the Yellow and Yangtze rivers, and Asia. Using your Civilizations Chart from the previous lessons, review the five components of a civilization at the top of the chart, as well as what you have filled in thus far for early Chinese civilizations.

Using the Civilizations Chart and Image Card 3, remind students that there was writing in early India. Tell students that this writing system is no longer used and that scholars have not been able to translate these markings. Tell students that today's read-aloud is called "Paper, Writing, and Calligraphy" and is about writing in early China.

Purpose for Listening

Tell students to listen carefully to find out whether scholars have been able to translate the writing system of early China and if this writing system is still being used.

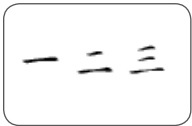


1 The word *character* in this sentence means a symbol used in writing or printing. The word *character* can also mean a person who appears in a story.

Paper, Writing, and Calligraphy

← Show image 9A-1: Chinese character for *person*

Look at this image. Does it look like anything you recognize? This is the Chinese **character** for *person*.¹ A character is a symbol or picture used in a system of writing to represent spoken words. Each character represents a different spoken word or group of words.



2 What do you think these characters mean? [Pause for student responses.]

← Show image 9A-2: Chinese characters for *one, two, and three*

Now, look closely at these three characters.² These are the characters for the numbers *one, two, and three*. If you wanted to write *three people*, you would combine the symbol for the number three with the symbol for person. Like this.



← Show image 9A-3: Chinese characters for *three and person, side by side*

Look easy? Let's try another one.



← Show image 9A-4: Chinese character for *school*

Can anyone guess what these characters mean? Together they mean *school*.

There are over fifty-six *thousand* Chinese symbols, or characters, compared to the twenty-six symbols, or letters, of the English alphabet. Most Chinese use only eight thousand in their everyday lives.



← Show image 9A-5: Chinese characters, cuneiform, and hieroglyphs³

The writing system used in China today is very much like the one developed in the Yellow River Valley over three thousand years ago. Mesopotamia and Ancient Egypt developed writing systems long ago as well, but their cuneiform and hieroglyphs have not been used for a very long time. So, it is quite **remarkable** to think that the Chinese are still writing with many of the same characters that their ancestors used many years ago.⁴

3 [Point to the corresponding form of writing in the picture as you read about each one.]

4 *Remarkable* means uncommon or extraordinary. What do you think happened to the Mesopotamian and ancient Egyptian writing systems? Why do you think the other writing systems are no longer used? Did the writing systems simply disappear?

5 [Pause for student responses.]

6 Can you guess what this surface might be?



← **Show image 9A-6: Writing on bone**

How do we know that the Chinese writing system has survived all these years? Well, it has to do with a recent discovery of a most unusual writing surface. What do you use to write on today?⁵

Yes, paper. But Chinese farmers, digging in their fields, unearthed writing on a surface quite different from paper.⁶

This unusual writing surface is bone! Long before paper was invented, the Chinese wrote questions for mystical spirits on ox bones and on the hard protective underbellies of large river tortoises. The kings of ancient China used these bones during special ceremonies in which they sought answers to their most important questions.⁷

7 What important questions would you ask if you were an ancient Chinese king?

8 Can you think of anything else that might serve as a good surface for writing?

9 Which of these items do you think would be easiest to write on? Which do you think would be the most difficult?

Bones were not the only things that the Chinese used for writing surfaces.⁸ For thousands of years, before the invention of paper, the Chinese wrote on clay pottery, metal vases, silken cloth, wood, and bamboo strips. Bamboo, a woody plant that grows like a weed, was split and scraped to make the smooth writing surface used in China for many years.⁹



← **Show image 9A-7: Hemp paper and bamboo writing tool**

The Chinese invented many things, including something to make writing easier.¹⁰ They invented paper!¹¹ The first paper was made from a rope-like plant called hemp. The hemp was soaked, beaten to a pulp,¹² and then dried into long, flat sheets. This first paper was very thick and rough and was not used originally for writing at all. Instead, it was used for things as varied as clothing, soldier's armor, and as a protective wrapping for fine objects.

10 Do you remember any inventions created by the Chinese?

11 Paper gets its name from the papyrus plant that ancient Egyptians used to make paperlike sheets. However, the Chinese are credited with manufacturing paper that led to the kind we use today.

12 or soft mash



← **Show image 9A-8: Cai Lun making paper**

The Chinese continued to experiment with other materials—tree bark, fishing nets, wheat stalks, and cloth rags, to name a few—trying to create a softer, smoother, lighter, writing surface.¹³ The person given credit for finding the right combination of materials was a man by the name of Cai Lun. It was he who made the most successful

13 So did the Chinese give up when they didn't invent the best writing surface the first time?

14 Can you think of new ways that this thinner paper was used?

15 *Durable* means strong and able to last for a very long time.

product, creating a type of paper that pleased his emperor, or ruler, immensely. Finally, the Chinese had paper that was much thinner than the rough hemp fibers, and yet, much less expensive than fine silk cloth. Cai Lun's invention changed the world.¹⁴

The softer, more **durable** paper meant that books were easier to make, and for many years the Chinese did indeed have more books than any other country in the world.¹⁵ However, the Chinese style of bookmaking took a long time. Think about how easy it is for you to get copies of books today. You simply go to the library or bookstore and pick out the book you want. Before those books get to the library or store, they are easily printed and bound by machines. Well, in ancient China, each book had to be made individually. If you wanted a copy of a book, you had to copy it by hand yourself—copying each individual character, or symbol, from the very first page to the very last!



← **Show image 9A-9: Chinese printing workshop**

Chinese inventors came up with a solution to printing more books. Block printing was invented. The text, written on a thin piece of paper, was glued facedown to a wooden block. Then, each character was carved out to make a woodblock printing plate. A separate block was created for each page of the book. If you made a mistake, you had to start all over again! The method wasn't perfect for sure, but the Chinese never gave up. Over the years they developed better methods that spread throughout the world.



← **Show image 9A-10: Calligraphic art**

Today, many people view the Chinese writing system as more than a means of communication. The beautifully formed, graceful characters are appreciated as an important form of art. This art form has a name: calligraphy. Calligraphers, the artists who produce calligraphy, often use soft brushes made of animal hair and dipped in a special ink in order to draw characters for others to enjoy. Like many art forms, it takes a great deal of patience to master calligraphy. Do you think you have the patience to try it?



Comprehension Questions

10 minutes

← Show image 9A-4: Chinese character for school

1. *Literal* What do you see in this image? (Chinese characters)
The ancient Chinese used characters to represent their spoken words in writing. Do Chinese people today still use the same writing system? (yes)
2. *Inferential* Are there fewer characters in the Chinese writing system than letters in our writing system, or does Chinese have more characters? (There are many, many more characters in the Chinese writing system.)
3. *Literal* What writing surface did the Chinese invent? (paper)
4. *Literal* Before the Chinese invented paper, what other kinds of writing surfaces did the Chinese use? (The Chinese used bone, clay pottery, metal vases, silken cloth, wood, and bamboo strips.)
5. *Inferential* How did the Chinese develop the right form of paper for writing? (They experimented over and over again with different materials until they discovered the right combination that gave them a lightweight, smooth, and durable product.)
6. *Inferential* Was it easy for the ancient Chinese to get copies of books? (no) Why not? (Because each book had to be copied by hand.)
7. *Literal* What Chinese invention was developed to increase the number of book copies? (woodblock printing)
8. *Evaluative* Why do you think it was so important to the ancient Chinese to have paper for writing and block printing to make copies of writing? (Answers may vary.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

9. *Evaluative Think Pair Share:* Ancient writing systems like the ones created in Mesopotamia and ancient Egypt are no longer used. Why do you think the Chinese writing system is still used by the Chinese today? (Answers may vary.)
10. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Durable

5 minutes

1. In the read-aloud you heard, "The softer, more *durable* paper meant that books were easier to make."
2. Say the word *durable* with me.
3. *Durable* means able to last for a very long time.
4. The little pig who built his home out of bricks used more durable materials than his brothers.
5. Have you ever wanted something to be more durable or to make something that would last a long time? Try to use the word *durable* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I wish _____ was more durable."]
6. What's the word we've been talking about?

Use a *Synonyms and Antonyms* activity for follow-up. Directions: You have heard that the word *durable* means strong and long-lasting. The word *fragile* is an antonym, or opposite, of the word *durable*. *Fragile* means delicate. I am going to read several sentences. If I describe something that is strong and long-lasting, say, “That is durable.” If I describe something that is delicate, say, “That is fragile.”

1. a glass ornament hanging on a tree (That is fragile.)
2. a cement dam built to hold water (That is durable.)
3. a soap bubble floating in the sky (That is fragile.)
4. a library building made of stone (That is durable.)
5. the wing of a butterfly (That is fragile.)



Complete Remainder of the Lesson Later in the Day



Paper, Writing, and Calligraphy

9_B

Extensions

20 minutes

Civilizations Chart (Instructional Master 2B-1)

Show students Image Card 9 (Chinese Calligraphy). Talk about the Image Card and have students share what they learned from the read-aloud about paper, writing, and calligraphy in early Chinese civilization. Ask students how this is similar to early India. (They both had writing systems.) Ask students how this is different. (The writing system created in the Indus River Valley is no longer used, whereas the writing system invented in ancient China is still used today.) Tell students that you are going to place the Image Card on the chart to help them remember that people in early China had a writing system. You may wish to write *Chinese Calligraphy* on the board. Then have students write this content-specific vocabulary in the corresponding box on Instructional Master 2B-1.

Bookmakers

Tell students that today they are all going to be bookmakers. Tell students that they are going to make a book that has a front cover and title, and in which they will share three things they have learned about paper, writing, and/or calligraphy in ancient China. Share with students that there will be a page for each fact and that they will work in groups. Tell students that each group will be responsible for a different part of the book: one group will write the title, and three more groups will write facts about Chinese writing and/or the history of papermaking in China. (You may want to have students write more or fewer facts and/or draw pictures depending on your class size.) Share with students that they are going to make their book just like the ancient Chinese would have: by block printing. Tell students that before they can begin writing, however, they have to brainstorm.

Ask students for suggestions for a title. If time allows, you may wish to have students vote for the title they like the most. Write the title on chart paper, a chalkboard, or a whiteboard. Then ask students to share three remarkable things they learned from today's read-aloud. (e.g., Chinese writing uses characters; the Chinese created paper; the Chinese wrote on bone; etc.) Write the three facts on chart paper, a chalkboard, or a whiteboard as well. As you write, tell students that you do not expect them to be able to read all of the words you have written, because they are still mastering the rules of decoding. After you have a title and three facts, give each group of students a piece of large construction paper folded in half, and assign them a section of the book to complete. Give each group a set of letter stamps and stamp pads. If you do not have letter stamps or stamp pads available, you may simply wish to have students write the title and facts in marker or pencil. Circulate around the room as students complete this exercise, helping students use any domain vocabulary learned thus far. When each group has completed their section of the book, staple all of the pages together along the crease and display the book in your classroom.



The Magic Paintbrush

10

✔ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Locate Asia and China on a map or globe
- ✓ Demonstrate familiarity with the folktale “The Magic Paintbrush”
- ✓ Describe the characters, plot, and setting of the folktale “The Magic Paintbrush”
- ✓ Identify folktales as a type of fiction

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Recount information from “The Magic Paintbrush,” a Chinese folktale, and determine the central message of the folktale (RL.2.2)
- ✓ Describe how Ma Liang, the teacher, and the emperor respond to challenges in “The Magic Paintbrush” (RL.2.3)
- ✓ Describe the characters and plot of “The Magic Paintbrush,” including how the ending concludes the story (RL.2.5)
- ✓ Use information gained from the illustrations and words in “The Magic Paintbrush” to demonstrate understanding of its characters, setting, or plot (RL.2.7)
- ✓ Make a personal connection to Ma Liang’s decision to use the magic paintbrush to paint things for others (W.2.8)

- ✓ Add drawings to a summary of information heard in “The Magic Paintbrush” to clarify ideas, thoughts, and feelings (SL.2.5)
- ✓ Prior to listening to “The Magic Paintbrush,” identify orally what they know and have learned about China and about folktales
- ✓ Prior to listening to “The Magic Paintbrush,” orally predict what it might mean for a paintbrush to be magical, and then compare the actual outcomes to predictions
- ✓ Sequence four to six pictures illustrating events in “The Magic Paintbrush”

Core Vocabulary

beggar, n. A poor person who begs

Example: Many people ignored the beggar on the street as he asked for spare change.

Variation(s): beggars

cork, n. A stopper made out of the bark of a cork oak tree

Example: The cork floated easily on the water because it was lightweight.

Variation(s): corks

praise, n. Congratulations or admiration


Example: Gilly received much praise for her science project.

Variation(s): praises

scowl, n. A frown of anger or disapproval

Example: Chris’s mother gave him a scowl when she saw him being mean to his sister.

Variation(s): scowls

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Where Are We?	world map or globe	10
	What Have We Already Learned?		
	Making Predictions About the Read-Aloud		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	The Magic Paintbrush		15
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Praise		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	With My Magic Paintbrush . . .	drawing paper; paintbrushes, and paint	20
	Drawing the Read-Aloud	drawing paper, drawing tools	



The Magic Paintbrush

10_A

Introducing the Read-Aloud

10 minutes

Where Are We?

Tell students that today's read-aloud is set on the continent of Asia in the country of China. Have students locate the country of China on a world map or globe. If students cannot locate China, point to it on the map.

What Have We Already Learned?

Ask students what they already know about Asia. Then ask students what they know about China. You may want to ask about writing in China, the kinds of rulers who were in China, items that come from China, inventions the Chinese have made, etc. Have students share all that they can about China and Asia.

Remind students about the folktale they heard previously, "The Tiger, the Brahman, and the Jackal," and that it was associated with India. Tell them that today's read-aloud is also a folktale, but it is associated with China. Ask students to share what they have learned about folktales. Remind students that folktales, a type of fiction, are stories that someone made up long, long ago and have been told again and again.

Making Predictions About the Read-Aloud

Tell students that the title of today's read-aloud is "The Magic Paintbrush." Ask students what it might mean for a paintbrush to be magical.

Purpose for Listening

Tell students to listen carefully to the read-aloud to find out how the paintbrush is magical.



The Magic Paintbrush

← Show image 10A-1: Ma Liang speaking to village teacher

Once upon a time, long ago in the land of China, there lived a poor boy named Ma Liang. To help earn money for his family, Ma Liang gathered bundles of firewood to sell. But what he really wanted to do, more than anything else in the world, was paint. Ma Liang was so poor, however, that he could not even buy a single paintbrush.¹

1 Do you think he will ever get the chance to paint?

One day, as Ma Liang passed by the village school, he saw the children busily painting pictures. “Please, sir,” said Ma Liang to the teacher, “I would like to paint, but I have no brush. Will you loan me one?”²

2 Do you think the teacher will loan him a brush?

“What!” cried the teacher. “You are only a little **beggar** boy. Go away!”³

3 A beggar is a poor person who begs. Do you think the teacher should have reacted this way?

“I may be poor,” said Ma Liang, “but I will learn to paint!”



← Show image 10A-2: Ma Liang drawing fish on rock

The next time he went to gather firewood, Ma Liang used a twig to draw birds on the ground. When he came to a stream, he dipped his hand in the water and used his wet finger to draw a fish on the rocks. That night, he used a piece of burned wood to draw animals and flowers.

Every day Ma Liang found time to make more pictures. People began to notice. “How lifelike the boy’s pictures look!” they said. “That bird he has drawn looks as though it’s ready to fly away. You can almost hear it sing!”⁴

4 Do people think Ma Liang’s pictures are well done? How do you know?

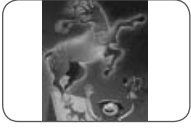
5 or words of admiration

Ma Liang enjoyed hearing the people’s **praise**,⁵ but still he thought, “If only I had a paintbrush!”⁶

6 Do you think Ma Liang will ever get a paintbrush?

One night, after Ma Liang had worked hard all day, he fell into a deep sleep. In a dream, he saw an old man with a long, white beard and a kind face. The old man held something in his hand.

“Take this,” he said to Ma Liang. “It is a magic paintbrush. Use it with care.”



← **Show image 10A-3: Ma Liang with painted deer**

When Ma Liang awoke, he found his fingers wrapped around a paintbrush. “Am I still dreaming?” he wondered. Quickly he got up and painted a bird. The picture flapped its wings and flew away!

He painted a deer. As soon as he had put the last spot on the animal’s coat, it brushed its nose against Ma Liang then ran into the woods.

“It is a magic brush!” said Ma Liang. He ran to where his friends lived. He painted toys for the children. He painted cows and tools for the farmers. He painted bowls full of delicious food for everyone.⁷

7 Is Ma Liang using his magic paintbrush with kindness?



← **Show image 10A-4: Ma Liang at the emperor’s palace**

No good thing can remain a secret forever. Soon, news of Ma Liang and the magic paintbrush reached the ears of the greedy emperor.⁸

“Bring me that boy and his brush!” the emperor commanded. His soldiers found Ma Liang and brought him back to the palace.

With a **scowl**,⁹ the emperor looked at Ma Liang. “Paint me a dragon!” he yelled. Ma Liang began to paint. But instead of painting a lucky dragon, he painted a slimy toad that hopped right on the emperor’s head!

“Disobedient boy!” said the emperor. “You will regret that!” He grabbed the magic paintbrush and ordered his soldiers to throw Ma Liang in jail.

Then the emperor called for his royal painter. “Take this brush and paint me a mountain of gold,” he commanded. But when the royal painter finished the picture, all the gold turned into rocks.¹⁰

8 What do you think the greedy emperor will do?

9 or frown of anger

10 Why do you think the royal painter’s mountain of gold turned into a pile of rocks?



← **Show image 10A-5: Emperor offering Ma Liang gold**

“So,” said the emperor, “this brush will only work for the boy. Bring him to me!”

11 Would you paint for the emperor if he offered you all those things?



Ma Liang was brought to the emperor. “If you will paint for me,” said the emperor, “I will give you gold and silver, fine clothes, a new house, and all the food and drink you want.”¹¹

Ma Liang pretended to agree. “What do you want me to paint?” he asked.

“Paint me a tree that has gold coins for leaves!” said the emperor with greed in his eyes.

← **Show image 10A-6: Ma Liang painting a boat on the ocean**

Ma Liang took the magic paintbrush and began to paint. He painted many blue waves, and soon the emperor saw an ocean before him.

“That is not what I told you to paint!” he barked.

But Ma Liang just kept painting. In the ocean he painted an island. And on that island he painted a tree with gold coins for leaves.

“Yes, yes, that’s more like it,” said the emperor. “Now, quickly, paint me a boat so that I can get to the island.”

Ma Liang painted a big sailboat. The emperor went on board with many of his highest officials. Ma Liang painted a few lines and a gentle breeze began to blow. The sailboat moved slowly toward the island.



← **Show image 10A-7: Ma Liang’s painted storm**

“Faster! Faster!” shouted the emperor. Ma Liang painted a big curving stroke, and a strong wind began to blow. “That’s enough wind!” shouted the emperor. But Ma Liang kept painting. He painted a storm, and the waves got higher and higher, tossing the sailboat like a little **cork**¹² on the water. Then the waves broke the boat to pieces. The emperor and his officials were washed up on the shore of the island, with no way to get back to the palace.

And as for Ma Liang, people say that for many years, he went from village to village, using his magic paintbrush helping everyone wherever he went.

12 or bottle stopper

Comprehension Questions

10 minutes

1. *Evaluative* Were your predictions correct about the way in which the paintbrush was magical? Why or why not? (Answers may vary.)
2. *Inferential* Who are the characters in today's read-aloud? (Ma Liang; the teacher; the emperor; the old man in Ma Liang's dream) Where is the story set? (China, a country in Asia)
3. *Inferential* At the beginning of the story, what does Ma Liang want to do? (paint) Why can't he? (He is poor and doesn't have a paintbrush.)
4. *Evaluative* Why doesn't the teacher at the school loan Ma Liang a paintbrush? (because Ma Liang is a poor beggar) Do you think that was just or unjust of the teacher? (Answers may vary.)
5. *Inferential* We are told that even though Ma Liang doesn't have a paintbrush, he starts using twigs, water, and a piece of burned wood to draw lifelike pictures. Do people like his drawings? (yes) How do you know? (They begin to notice and give him lots of praise.)
6. *Literal* How does Ma Liang eventually get a paintbrush? (He receives one while he is sleeping.)
7. *Inferential* How is Ma Liang's paintbrush magical? (Whatever he paints becomes real.)
8. *Evaluative* Would you paint objects for others if you had a magic paintbrush, like Ma Liang did, or would you paint things just for yourself? (Answers may vary.)
9. *Inferential* Why does the emperor want the magic paintbrush? (He is greedy and wants to make himself a richer man.)
10. *Inferential* How is Ma Liang able to outsmart the greedy emperor? (He paints a strong wind that tosses the boat like a little cork on the water; the emperor and his officials wash up on the shore of the island, with no way to get back to the palace.)
11. *Inferential* What kind of a person is Ma Liang? (kind, generous, talented, etc.) What kind of a person is the emperor? (greedy, mean, etc.)

12. *Inferential* Is this folktale fiction or nonfiction? (fiction) How do you know? (Magic paintbrushes aren't real.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

13. *Evaluative Think Pair Share*: What would you paint if you had a magic paintbrush like Ma Liang? (Answers may vary.)
14. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Praise

5 minutes

1. The read-aloud you heard, "Ma Liang enjoyed hearing the people's *praise*, but still he thought, 'If only I had a paintbrush.'"
2. Say the word *praise* with me.
3. Praise is congratulations or admiration.
4. Giuliana received much praise for the story she wrote in school.
5. Have you ever given or received praise? Try to use the word *praise* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I received praise when . . ."]
6. What's the word we've been talking about?

Use a *Sharing* activity for follow-up. Directions: Turn to your neighbor, think about something s/he does or has done well, and praise him or her for it. Try to use the word *praise*, and use complete sentences. For example, you might say, "_____, you deserve praise for . . ."



Complete Remainder of the Lesson Later in the Day



The Magic Paintbrush

10_B

Extensions

20 minutes

With My Magic Paintbrush . . .

Give each student a piece of paper and drawing tools, preferably a paintbrush and some paint. Tell students that they are going to imagine that they have a magic paintbrush. Remind students that whenever Ma Liang used his magic paintbrush, whatever he painted would become real. Have students paint something with their magic paintbrushes they would like to have, something they would like to become real. Then have them label their paintings and write a complete sentence describing what it is. Share with students that they can paint something for themselves or something for others, just like Ma Liang did. Have students talk about their drawing with a partner or with the class. As students discuss their paintings, remember to repeat and expand upon each response using richer and more complex language, including content-specific vocabulary, tier two words, and academic vocabulary.

Drawing the Read-Aloud

Ask students to think about the read-aloud that they listened to earlier in the day. Give each student a piece of paper, and ask them to draw a picture of one part of the read-aloud s/he remembers. It might be a favorite part, or a part in which something important happens. Direct each student to write a sentence or two to describe the action or scene in their drawing. As you circulate, make sure that each student is representing an idea from the day's read-aloud.

When students have completed their drawings and sentences, tell them that they are going to put their drawings in the correct narrative sequence—in the order that they heard about the ideas in the read-aloud. Ask students in what direction they read. (left

to right) Then tell students that they will stand from left to right to retell the read-aloud with their pictures. Have one student come up to the front of the room and read his or her sentence(s) aloud. Then have another student come up, read his or her sentence(s), decide if their depicted event occurred before or after the first student's, and reflect that sequence by standing to the left or to the right of the first student. As students read their sentences aloud, be sure to expand upon their ideas, encouraging the use of increasingly complex sentences and domain-related vocabulary.



The Importance of Silk

11

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Locate Asia and China on a map or globe
- ✓ Describe the key components of a civilization
- ✓ Describe contributions of ancient China (e.g., paper, silk, writing, the Great Wall)
- ✓ Describe silk making

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Plan, draft, and edit an informative text that presents information from “The Importance of Silk,” including an introduction to a topic, relevant facts, and a conclusion (W.2.2)
- ✓ Ask and answer *what* questions orally to gather information or deepen understanding of the information contained in “The Importance of Silk” (SL.2.3)
- ✓ Use the antonyms *emerge* and *plunged* appropriately in oral language (L.2.5a)
- ✓ Prior to listening to “The Importance of Silk,” identify orally what they know and have learned about China

Core Vocabulary

barriers, n. Obstacles that block something or someone's way

Example: The heavy snowstorm left icy barriers all along the sidewalks and streets.

Variation(s): barrier

emerge, v. To come out or rise into view

Example: Whales must emerge from below the water so they can breathe.

Variation(s): emerges, emerged, emerging

plunged, v. Threw oneself or pushed something forcefully into a liquid or other material


Example: The hot children jumped off the dock and plunged into the cool water below.

Variation(s): plunge, plunges, plunging

trade, n. The process of buying, selling, or exchanging goods; an exchange

Example: The spice trade led people to travel far and wide in search of new spices to buy and sell.

Variation(s): none

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?	world map or globe	10
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	The Importance of Silk		15
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Emerge and Plunged		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Silk Makers	Instructional Masters 11B-1, 11B-2 chart paper, chalkboard, or whiteboard	20
	Student Choice		



The Importance of Silk

11A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Tell students that in the last lesson, they listened to a story associated with the country of China. You may wish to take a poll to see which of the fictional read-alouds in this domain students liked best: “The Tiger, the Brahman, and the Jackal,” “The Blind Men and the Elephant,” or “The Magic Paintbrush.”

Now have students locate China and the continent of Asia on a world map or globe. Then, use images 9A-4, 9A-6, 9A-8, and 9A-9 to help students review what they have already learned about early Chinese civilization. As you show students each image, you may wish to ask them the following questions, asking follow-up questions whenever necessary:



← **Show image 9A-4: Chinese character for school**

- Which writing system are these characters a part of? Has the Chinese writing system changed a great deal from when it was first created about three thousand years ago?



← **Show image 9A-6: Writing on bone**

- What are some of the surfaces the ancient Chinese used for writing?



← **Show image 9A-8: Cai Lun making paper**

- What surface did the Chinese finally create that was best for writing?

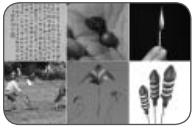


← **Show image 9A-9: Chinese printing workshop**

- What tool did the Chinese invent to make book printing easier? Before block printing, how did the Chinese make copies of books?

Purpose for Listening

Remind students that block printing, calligraphy, and paper were all developed in early Chinese history. Tell students to listen carefully to find out about another contribution from ancient China.



The Importance of Silk

← Show image 11A-1: Chinese inventions¹

1 [Point to any applicable images as you read; be sure to not read the list too quickly so students have time to process the information and corresponding image.]

2 Barriers are obstacles that block something or someone's way.

Paper and printing, gunpowder and matches. Plows and kites, fireworks and rockets. Compasses used to find your way during travel. These are just *some* of the many things invented by the Chinese. At the time of these inventions there were no telephones, no computers, no televisions, or radios. There were no airplanes, no trains, no buses, or cars. So, how did people in other parts of the world learn about inventions in faraway China? Well, since the beginning of human history, curious people have looked out across deserts, mountains, and oceans, and wondered what lay on the other side of these natural **barriers**.² Explorers risked their lives, traveling out from Europe, Asia, and Africa, in search of new lands and people. These explorers were not disappointed by what they found. Their discoveries included new types of clothing, tools, and everyday objects. And, as so often happens when people encounter new things, they wanted what the others had.



← Show image 11A-2: Map of The Silk Roads³

3 [Point to the places mentioned on the map as you read.]

4 or the exchange of goods

Thus, **trade**⁴ began between people from different lands. Over time, people from one area of the world started to take the same paths for trade to other areas of the world, traveling the same routes from one place to another, over and over again. One of the longest and most important trade routes was a web of roads known as The Silk Roads. These roads joined towns and shipping ports along the Mediterranean Sea and East Africa, to towns in the northernmost parts of China. For many hundreds of years, Chinese inventions spread to other continents along the five thousand miles of The Silk Roads.



← **Show image 11A-3: Silk clothing, ties, etc.**

Do you suppose The Silk Roads were actually made of silk? Take a look at these pictures of silk objects. Silk is a very fine cloth known for its light, strong texture, and is often used to make clothing, scarves, neckties, and decorative wall hangings. In fact, the Chinese used silk to send arrows flying on curved wooden bows, for musical instruments, and for fishing lines. Silk is so strong that the early Chinese even used it for paper and money! But silk is not a good material for building roads!⁵

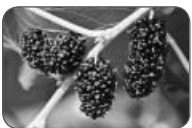
5 Why do you think the roads were named this way?

6 or system

7 Is the land in China really made of silk? Why do you think the Romans gave China this nickname?

8 Do you think people from other lands tried to learn their secret? Do you think they were successful?

The name “The Silk Roads” has nothing to do with the material used to build the roads. Rather, this long network⁶ of roads was named for the beautiful silk fabric, invented by the Chinese, which for many years was the main item traded on these roads. Everyone who saw and touched this amazingly smooth fabric, dyed in many different colors, wanted to own it. The Romans, living in Europe near the Mediterranean Sea, called China “the land of silk.”⁷ People wondered how to make this fabric, which had the ability to keep one warm in the winter and cool in the summer. They were willing to travel long distances over dangerous ground to buy and trade goods in exchange for the extraordinary cloth. For many years, the Chinese kept the production of silk a deep secret.⁸



← **Show image 11A-4: Mulberries and mulberry leaves**

Do you know where silk comes from? These mulberry trees hold the secret in their leaves. Special moths, blind and unable to fly, lay hundreds of tiny eggs, each about the size of a pinhead, on these leaves.



← **Show image 11A-5: Silkworms eating mulberry leaves**

When the eggs hatch, caterpillars appear and begin munching on the mulberry leaves, day and night.



← **Show image 11A-6: Silkworms and cocoon**

9 The word *spin* in this sentence means to form something by producing a fluid that quickly hardens into a thread. The word *spin* can also mean to turn around repeatedly.

10 *Emerge* means to come out. So, what do you think would have come out of the puffy balls? [Pause for student responses.]

The fattened caterpillars spin a single long thread around themselves, forming a cocoon.⁹ If these white, puffy balls were allowed to develop, what do you suppose would **emerge**?¹⁰ Right, a new moth! But, long ago, the Chinese discovered how to stop the development of these caterpillars in order to produce the prized, fine, silk thread. Chinese women began collecting the eggs of the silkworms. Placing them in special trays, they fed chopped up mulberry leaves to the newly hatched caterpillars and waited for them to spin their cocoons.



← **Show image 11A-7: Silk cocoons in a basket**

Once the spun cocoons rested for nine or ten days, they were baked.



← **Show image 11A-8: Cocoons in hot water**

Then the cocoons were **plunged** into hot water to loosen the thread so that it could be unwound and woven into fine cloth. When something is plunged, it means that it is forced into a liquid or other material.



← **Show image 11A-9: Silk thread**

This same process is still used in China and other silk-producing countries today.

Comprehension Questions

10 minutes

1. *Literal* What were some Chinese contributions you heard about in today's read-aloud? (silk, paper, printing, gunpowder, matches, plows, kites, fireworks, rockets, and compasses)
2. *Inferential* Despite the natural barriers, how were people in Europe and other parts of the world able to learn about and trade for these inventions from faraway Asia? (The Silk Roads)
3. *Inferential* Why were trade routes from Europe to China called The Silk Roads? (They were named for the beautiful silk fabric invented by the Chinese, which for many years was the main item traded on these roads.)
4. *Evaluative* Why was trade so important to people from different lands? (Answers may vary.)
5. *Inferential* Where does silk come from? (the cocoons of silkworms that feed on mulberry leaves)
6. *Inferential* How is silk made? (Silkworm caterpillar eggs are gathered. After the caterpillars hatch they are fed mulberry leaves. The caterpillars then spin cocoons. These cocoons are baked, and are then plunged into hot water to loosen the silk thread.)
7. *Evaluative* Why do you think the Chinese kept silk production a secret for so many years? (Answers may vary.)

[Please continue to model the *Question? Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

8. *Evaluative What? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *what*. For example, you could ask, "What special material did you learn about in today's read-aloud?" Turn to your neighbor and ask your *what* question. Listen to your neighbor's response. Then your neighbor will ask a new *what* question, and you will get a chance to respond. I will call on several of you to share your questions with the class.

Word Work: Emerge and Plunged

5 minutes

1. In the read-aloud you heard, “If these white, puffy balls were allowed to develop, what do you suppose would *emerge*?” You also heard, “Then the cocoons were *plunged* into hot water to loosen the thread.”
2. Say the word *emerge* with me. Say the word *plunged* with me.
3. *Emerge* means to come out or rise into view. *Plunged* means to push something down into a liquid or other material. These two words are antonyms, or opposites.
4. Dolphins emerge from below the water for air. After they performed their flips, the dolphins plunged back into the water.
5. Have you ever witnessed an insect or animal emerge from a hole, a cocoon, or an egg? Try to use the word *emerge* when you tell about it. Have you ever seen something plunged into a liquid or other material? Try to use the word *plunged* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I saw a _____ emerge from _____. I saw a _____ plunged into _____.”]
6. What are the words we’ve been talking about?

Use an *Acting* activity for follow-up in order to give students an opportunity to act out the words *emerge* and *plunged*. Divide the class into two equal groups. Have one half of the class first emerge from beneath their desks or tables and then plunge back beneath their desks or tables while the other half says, “The students emerge from beneath their desks. The students plunged beneath their desks.” If time allows, rotate the groups.



Complete Remainder of the Lesson Later in the Day



The Importance of Silk

11_B

Extensions

20 minutes

Silk Makers (Instructional Masters 11B-1 and 11B-2)

Show students image 11A-3 (silk clothing, ties, etc.). Ask students what this is a picture of. Remind students that today they heard about how silk, the fabric featured in this image, is made. Tell students that as a class they are going to pretend to be workers who produce silk thread. Tell students that as a class they will first brainstorm the steps of the silk-making process, and then they will write instructions to another set of workers telling them how to produce silk. Remind students that when traders traveled along The Silk Roads for silk, the silk-making process was a secret, but today anyone can learn about the process.

Using Instructional Master 11B-1, brainstorm with students the steps of the silk-making process. For step 1, show students image 11A-5 (silkworms eating mulberry leaves). Remind students that these are silkworms and that silkworms come from silkworm eggs. Ask students what they should do with the silkworm eggs. (Collect the eggs, and put them on a special tray.) Tell students that they should write this down on their Instructional Masters in the first box. Then ask students what they should do with the caterpillars (point to the image) that hatch from the eggs. (Feed them chopped up mulberry leaves, and wait for them to spin their cocoons.) Tell students that they should write this down in the second box of their Instructional Masters. Show students image 11A-7. Ask students what they should do next with the cocoons. (Let them rest for nine to ten days, and then bake them.) Show students image 11A-8, and remind them that there is one last step left. Have students share the last step in the process. (Plunge the cocoons in hot water to loosen the thread so it can be unwound and woven into cloth.)

Show students images 11A-6 and 11A-9, reminding students that we get the silk thread in image 11A-9 from the cocoons of silkworms, like the ones they see in 11A-6.

Tell students that now that they have brainstormed the process of getting silk thread from silkworms, they are going to write about it as a class. Have students suggest sentences for each step that you will then write on chart paper, a chalkboard, or a whiteboard. Demonstrate to students the use of correct capitalization, punctuation, and complete sentences.

✈️ **Above and Beyond:** For any students who are ready to complete this final step on their own, they may write their own instructions using Instructional Master 11B-2.

Student Choice

Ask students which read-aloud they have heard recently that they would like to hear again. If necessary, reread the titles of recent read-alouds to refresh students' memories. You may also want to choose one yourself.

Reread the text that is selected. Feel free to pause at different places in the read-aloud and talk about vocabulary and information that you did not discuss during the previous read-aloud. Or, you may wish, instead, to read it through the second time without interruptions.

After the read-aloud, ask students if they noticed anything new or different during the second reading that they did not notice during the first reading. Also, ask them to try to express why they like this read-aloud. Remember to repeat and expand upon each response using richer and more complex language, including, if possible, content-specific vocabulary, tier two vocabulary, and academic vocabulary.



China's Great Wall

12

✔ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Locate Asia and China on a map or globe
- ✓ Describe the key components of a civilization
- ✓ Describe contributions of ancient China (e.g., paper, silk, writing, the Great Wall)
- ✓ Explain the significance of the Great Wall of China

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.


Students will:

- ✓ Interpret information from a Civilizations Chart and connect it to information learned in “China’s Great Wall” (RI.2.7)
- ✓ With assistance, categorize and organize facts and information from “China’s Great Wall” in a Civilizations Chart (W.2.8)
- ✓ Ask and answer *what* questions orally to gather information or deepen understanding of the information contained in “China’s Great Wall” (SL.2.3)
- ✓ Recount a personal experience involving the saying “easier said than done” with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences (SL.2.4)
- ✓ Explain the meaning of “easier said than done” and use in appropriate contexts (L.2.6)

- ✓ Prior to listening to “China’s Great Wall,” identify orally what they know and have learned about The Silk Roads
- ✓ Identify how the people of China felt about the northern nomads taking their food, gold, and animals
- ✓ Share writing with others

Core Vocabulary

- defense, n.** The act of providing protection or safeguarding against an attack
Example: Sunscreen is a good defense against the harmful rays of the sun.
Variation(s): defenses
- intervals, n.** The spaces between two or more objects or moments in time
Example: The chef requested his dinner tables to be placed at ten-foot intervals.
Variation(s): interval
- span, v.** To extend across an amount of space or a period of time
Example: The farmer built a bridge to span all the way across the pond.
Variation(s): spans, spanned, spanning
- transport, v.** To carry or move from one place to another
Example: Alex used a wheelbarrow to transport dirt from his backyard to the garden in his front yard.
Variation(s): transports, transported, transporting

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?		10
	Essential Background Information or Terms		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	China’s Great Wall	world map or globe	15
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Defense		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Civilizations Chart	Image Card 10; Instructional Master 2B-1	20
	Sayings and Phrases: Easier Said Than Done		
	Somebody Wanted But So Then	Instructional Master 12B-1; chart paper, chalkboard, or whiteboard	



China's Great Wall

12_A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Show students image 11A-2, and remind them that this is a map of The Silk Roads. Then show students image 11A-3, and remind them that the objects in this image are made of silk, one of the most important items traded on The Silk Roads. Share with students the explanatory paragraph they created as a class from the previous lesson as a way to review how silk is made. You may also wish to ask the following questions to review The Silk Roads and the importance of silk:

- What were The Silk Roads? (a web of roads that was the longest and most important trade route)
- Why were The Silk Roads given this name? (It was named for the much-desired silk fabric made in China that was traded along The Silk Roads.)
- Where does silk come from? (the cocoons of silkworms)
- How is silk thread retrieved from the cocoons? (The cocoons are first baked and then plunged into hot water to loosen the threads.)
- Did people other than the Chinese know how to make silk at first or was its production a secret? (a secret)

Essential Background Information or Terms

Share with students that they have learned about many Chinese contributions thus far: silk, paper, seed drills, plows, etc. Tell students that so far all of these contributions have been tools or objects that are still used today. Share with students that not all contributions have practical uses, and that some contributions begin as useful tools but over time have become important as wonders of the world. Give students examples of this, such as

the Great Pyramids of Egypt, which were first used as tombs but today are sights of wonder and tourism; Machu Picchu in Peru; or the ziggurats in Babylon.

Purpose for Listening

Tell students to listen carefully to find out about a Chinese contribution that began as a useful tool for the Chinese but is now a wonder of the world.

China’s Great Wall

People have been building walls all over the world for many thousands of years. There are walls that hold up the roof of your house, walls that form the exterior of your school, and walls that make up the many buildings you see throughout the day. Some walls, however, are very special and are known all over the world. Let’s look at a few famous ones.



1 [Point out Great Britain on a world map or globe.]

← Show image 12A-1: Hadrian’s Wall

This one, called Hadrian’s Wall, was built in Great Britain¹ and extended from one side of the country to the other. Originally built to keep enemies out, today this wall serves as a friendly guidepost to many hikers touring the English countryside.



2 What does the word *sacred* mean? (holy or something important to one’s religion and religious practices)

← Show image 12A-2: The Western Wall

This wall is called the Western Wall by Jewish people today, and it is used as a sacred prayer wall. This wall is the only remaining support wall that was part of an ancient temple in Jerusalem.²



3 The word *snakes* in this sentence means to follow a twisting path with many turns. The word *snakes* can also mean animals that have a long, thin body with no arms or legs.

← Show image 12A-3: China’s Great Wall

And this wall, the Great Wall of China, is probably the world’s most famous wall of all. It snakes along over four thousand miles of land in northern China.³ Like Hadrian’s Wall, the Great Wall of China was built to keep enemies out. The story of this great wall begins in the cold, dry lands north of the Yangtze and Yellow rivers.

You see, China is one of the largest countries in the world, and its borders **span**⁴ a great amount of land. The land across this vast territory can be very, very different. Some areas, like the river valleys of the Yellow and Yangtze rivers you have already learned about, are very fertile. In other areas, like the land far north of these rivers, it is very cold and dry, and almost no crops grow there. The people who lived in the cold, dry north had to make their living in other ways.

4 or cover



← **Show image 12A-4: Armed northern nomads on horses**

5 Nomads are people who move from place to place rather than settle in one area.

6 How do you think the people who lived in China felt about these northern nomads taking their food, gold, and animals?

Long ago, in these cold, northern lands, beyond the boundaries of China, a group of nomads lived by raising animals.⁵ They rode on horses, herding sheep and goats from place to place in search of grass for grazing. Life was very hard for these nomadic people who lived to the north of China. Perhaps that is why they became such fierce warriors. These northern nomads regularly crossed over the boundary into China on horseback, stealing food, gold, and animals.⁶



← **Show image 12A-5: Wall sections being built of differing material**

7 How do you think the Chinese tried to keep their northern attackers from stealing their goods?

The Chinese thought of many ways to keep the attackers out.⁷ All along the northern border of China the Chinese built walls of earth, stone, and wood. The materials they used depended upon what was readily available in the areas where they lived.

For hundreds of years, the Chinese built many separate walls to keep out northern invaders. But it was not until the rule of China's "First Emperor," Qin Shi Huangdi (chin shie huang-*DEE*), that the decision was made to connect the many walls together into one long wall—the Great Wall—for added protection. That was over two thousand years ago.



← **Show image 12A-6: People building the Great Wall**

8 or job

Work continued on the Great Wall for another fifteen hundred years! Soldiers, prisoners, and peasants struggled to obey the orders of each new and powerful emperor of China who wanted to finish the wall. It was not an easy task.⁸ The wall stretched out across the land like a giant dragon, often built on the highest ground, like mountain ridges, to make it even more difficult for invaders to cross. Donkeys and goats were sometimes used to **transport**⁹ building materials, but people did most of the work. With baskets slung over their backs or balanced on poles across their shoulders, they worked from sunrise to sunset, building and repairing the Great Wall. The work was very dangerous, and many workers died in the process.

9 or carry



← **Show image 12A-7: Watchtowers and soldiers**

10 an enormous or extremely large distance

11 [Point to the two watchtowers in the illustration.] Intervals are the spaces between two or more objects.

Spanning four thousand miles¹⁰ across northern China, the Great Wall was built to act like a fort. At **intervals** along the way, watchtowers were erected, or built, on the wall.¹¹ At one time there were nearly twenty-five *thousand* watchtowers. Supplies were stored inside these tall spires: bows, arrows, cooking tools, and medicines. Soldiers, posted atop the lookout towers, kept watch for invading warriors. If they sensed danger, they used flags and drums to send signals from tower to tower. At night, fires along the wall alerted Chinese soldiers of possible enemy attack. Beneath the towers, soldiers who were camped in tents also watched for signals, ready to come to the **defense** of the wall,¹² and all of the people behind it, at a moment's notice.

12 or ready to defend and protect the wall



← **Show image 12A-8: People laboring near the Great Wall**

New roads were continually built to reach the wall. Every day, Chinese people from near and far moved closer to the construction in order to provide soldiers and workers with their everyday needs. Some grew crops and cooked food for the soldiers and workers, whereas others made their tools and clothing. Irrigation canals were dug to supply everyone with water. For many years, people slaved to fulfill the Qin Emperor's dream of one continuous wall. The building of the wall was a project that lasted over many lifetimes, passing from one generation to the next. It was an enormously long and difficult project.¹³

13 Do you think the Chinese people agreed with the emperor's dream, or did they build the wall simply because they were ordered to do so?

14 [Pause for answers.]

15 or difficult and cruel

With all of that hard work, do you think the Great Wall protected the Chinese as planned?¹⁴ Yes, it did—for much of Chinese history at least. There were times, however, when some determined warriors broke through the wall. On two occasions, lasting for hundreds of years each, nomads from Central Asia forced the Chinese people to live under their harsh¹⁵ rule.



← **Show image 12A-9: Tourists on the Great Wall today**

Today the Great Wall is no longer used as a means of protection. Rather, it has become a tourist attraction. People come from all over the world to see it, walk on it, and learn more about it. It is truly a wonder of the world! Parts of the Great Wall have crumbled, but there are still many parts of it where you can walk along the same bricks and stones as the soldiers of long ago. Some people even pay money to sleep in the watchtowers. One day, that could be you.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

1. *Literal* What contribution did you hear about in today's read-aloud? (the Great Wall of China) Describe what the Great Wall looks like. (It spans more than four thousand miles along the northern part of China and includes watchtowers at various intervals along the way.)
2. *Inferential* Why was the Great Wall of China first built? (for defense from northern nomads who invaded China on horseback, stealing food, gold, and animals)
3. *Inferential* Did the Great Wall of China always provide a defense for its people in the northern part of China? (No, there were times when nomadic invaders were able to break through the wall and rule the Chinese.)
4. *Evaluative* Who helped to build the Great Wall of China? (soldiers, peasants, prisoners; Donkeys and goats were sometimes used to transport building materials, but people did most of the work.) Do you think that building the wall was easy work? (Answers may vary.)
5. *Inferential* Why did the Chinese build watchtowers at intervals on the Great Wall? (Supplies were stored inside the tall spires; soldiers kept watch for invading warriors; Alert signals were sent from watchtower to watchtower.)

6. *Evaluative* Is the Great Wall of China still important today? (yes) **How?** (The wall is now a tourist attraction that people from all over the world travel to visit. It is an important part of Chinese history.)

[Please continue to model the *Question? Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

7. *Evaluative* *What? Pair Share*: Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *what*. For example, you could ask, “What materials were used to build the Great Wall of China?” Turn to your neighbor and ask your *what* question. Listen to your neighbor’s response. Then your neighbor will ask a new *what* question, and you will get a chance to respond. I will call on several of you to share your questions with the class.
8. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Defense

5 minutes

1. In the read-aloud you heard, “[S]oldiers who were camped in tents also watched for signals, ready to come to the *defense* of the wall . . . ”
2. Say the word *defense* with me.
3. A defense is a safeguard or protection against something dangerous.
4. Washing your hands before you eat is a good defense against germs.
5. Can you think of something that makes a good defense? Try to use the word *defense* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “Sunscreen is a good defense against the sun’s harmful rays.”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to read several sentences. If the sentence I read describes something that can be used as a defense, say, “a defense.” If the sentence I read does not describe something that can be used as a defense, say, “not a defense.”

1. Jett used some bug spray on his arms and legs before going out to play. Bug spray is _____. (a defense.)
2. Nadia washed her hands very well with soap and water before eating dinner. Soap is _____. (a defense.)
3. Brian applied only water on his skin when he went outside to play in the afternoon sunshine. Water is _____. (not a defense.)
4. Julie’s mother always made sure that in the car she and her sister wore their seatbelts for safety. Their seatbelts are _____. (a defense.)
5. Liz covered her mouth with a tissue when she sneezed so that her germs wouldn’t get on anyone else. Her tissue is _____. (a defense.)



Complete Remainder of the Lesson Later in the Day



China's Great Wall

12_B

Extensions

20 minutes

Civilizations Chart (Instructional Master 2B-1)

Show students Image Card 10 (The Great Wall). Talk about the Image Card, and have students share what they learned from the read-aloud about the Great Wall of China. Remind students that the Great Wall of China was built because of China's first emperor, Qin Shi Huangdi. You may wish to share that the country of China was named after this emperor, whose first name is pronounced *chin*. Emperor Qin wanted to connect all of the small protective walls across China into one large wall in order to protect his country from northern invaders. (You may wish to take this moment to remind students that the Great Wall did not go all the way around China, but was only built in the northern part of the country.) Tell students that you are going to place this Image Card on the chart in the *Leaders* column to help them remember how important a leader is to the development and continuation of a civilization.

Have students write *Great Wall* in the corresponding box on Instructional Master 2B-1.

Sayings and Phrases: Easier Said Than Done

5 minutes

Proverbs are short, traditional sayings that have been passed along orally from generation to generation. These sayings usually express general truths based on experiences and observations of everyday life. Although some proverbs do have literal meanings—that is, they mean exactly what they say—many proverbs have a richer meaning beyond the literal level. It is important to help your students understand the difference between the literal meanings of the words and their implied or figurative meanings.

Ask students if they have ever heard anyone say “easier said than done.” Tell students that in today’s read-aloud, when Qin Shi Huangdi became emperor, he wanted all of the small protective walls around China to be connected in one long wall. His project took fifteen hundred years! We might say that deciding to build the Great Wall of China was easier said than done: it was easy to say that the walls should be connected, but it was much more difficult to actually do it.

Ask students if they have had any experiences where the phrase “easier said than done” applies. Have students recount their personal experiences when they had been given a task to complete that seemed easier than it actually was.

Somebody Wanted But So Then (Instructional Master 12B-1)

Copy the following chart onto chart paper, a chalkboard, or a whiteboard.

Somebody	
Wanted	
But	
So	
Then	

Explain to students that they are going to retell the story of how the Great Wall of China was built, first individually, and then together as a class. Tell students that they are going to retell Qin Shi Huangdi’s story using Instructional Master 12B-1, a Somebody Wanted But So Then worksheet. Students who participated in the Core Knowledge Language Arts program in Kindergarten and Grade 1 should be familiar with this chart and will have seen their Kindergarten and Grade 1 teachers model the exercise. Have these students work in pairs to orally complete the chart together, while one person acts as the scribe. If you have any students who are new to the Core Knowledge Language Arts program, you may wish to work with them individually or in a small group, guiding them through the exercise.

If time allows, have students share their charts with the class. As they recount the story, you may wish to refer back to the read-aloud. As students retell the read-aloud, be sure to use complete sentences and domain-related vocabulary to expand upon their responses.

For your reference, completed charts should contain the following information:

Somebody	Qin Shi Huangdi
Wanted	Wanted to protect China from invaders.
But	But he had only small walls that protected parts of his country.
So	Qin Shi Huangdi ordered soldiers, prisoners, and peasants to work on building one, long, connected wall.
Then	Then, after fifteen hundred years, the Great Wall of China was completed to a length of more than four thousand miles.



Confucius

13

✔ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Locate Asia, India, and China on a map or globe
- ✓ Identify Confucius
- ✓ Describe the teachings of Confucius

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart or additional standards addressed in all lessons in this domain.

Students will:

- ✓ Interpret information from a Venn diagram comparing and contrasting Confucius and Siddhartha and connect it to information learned in “Confucius” (RI.2.7)
- ✓ Compare and contrast, in writing, Confucius and Siddhartha (RI.2.9)
- ✓ With assistance, categorize and organize facts and information from “Confucius” in a Venn diagram (W.2.8)
- ✓ Ask and answer *who* questions orally to gather information or deepen understanding of the information contained in “Confucius” (SL.2.3)
- ✓ Recount a personal experience involving the saying “practice what you preach” with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences (SL.2.4)
- ✓ Distinguish shades of meaning among the adjectives *willing*, *eager*, and *impatient* (L.2.5b)

- ✓ Learn common sayings and phrases such as “Practice what you preach” (L.2.6)
- ✓ Prior to listening to “Confucius,” identify orally what they know and have learned about Siddhartha Gautama

Core Vocabulary

eager, adj. To have great interest in something or really wanting to do something

Example: Lin was eager to hear about the special plans her parents made for her spring break.

Variation(s): none

example, n. Someone or something that serves as a pattern to be copied or followed


Example: Patty wanted to follow her mother’s example and become a well-known doctor.

Variation(s): examples

sages, n. People known for their wisdom and judgment

Example: The sages gathered to share ideas for world peace and a better future.

Variation(s): sage

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?	chart paper, chalkboard, or whiteboard world map or globe	10
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Confucius		15
<i>Discussing the Read-Aloud</i>	Comprehension Questions	world map or globe	10
	Word Work: Eager		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Sayings and Phrases: Practice What You Preach		20
	Venn Diagram: Confucius and Siddhartha Gautama (the Buddha)	Instructional Master 13B-1 chart paper, chalkboard, or whiteboard	



Confucius

13_A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Tell students that they have already learned about one influential person from early Asia: Siddhartha Gautama, or the Buddha. Review with students who this individual was (an Indian prince) and why he was influential. (He founded Buddhism, a widely practiced religion.) Ask students to share what they learned about Siddhartha's life in India: first at his family's palace; then after he ventured outside of the palace; and finally what he hoped to discover from all of the teachers with whom he studied. Have students describe what kind of person they think Siddhartha, or the Buddha, might have been. As students share their thoughts, write down what they say on chart paper, a chalkboard, or a whiteboard. Finally, have students locate the country of India, the place where the Buddha lived, on a world map or globe.

Note to Teacher: Buddha was born in Lumbini, in the foothills of the Himalayas, which is part of Nepal.

Note: Although a comparison is intended to be made between Confucius and Siddhartha Gautama, Confucianism is not a religion, but a philosophical system for the management of society.

Purpose for Listening

Tell students to listen carefully to find out about another influential person from Asia and what country this person was from.



Confucius

← Show image 13A-1: Troubled China

Long ago, in the Chinese kingdom of Lu, a baby was born. Known as Confucius, he was born at a time when all of China was experiencing great troubles. China, an enormous country, was divided into small areas ruled by many different leaders. No two leaders agreed with one another, and instead of listening to each other, they formed large armies and fought long, tiresome wars against one another. Robbers rode through the countryside hurting other people, and greedy leaders wanted to conquer all of China for their own selfish reasons. They did not care about the ordinary people, who never had enough to eat and lived their lives in fear for their own safety.



← Show image 13A-2: Confucius studying as a child

Confucius was born into a poor family more than two thousand years ago. His father died when he was very young, but his mother believed that education was very important and made sure that he was able to learn from the many wise teachers in his village. Confucius also taught himself many subjects.¹ He was happiest when studying history—learning about the ways in which people lived long before he was born. He learned that China had not always been so divided. It had once been a peaceful, united country ruled by wise **sages** who wanted to help their people.² Confucius began to dream of a time in the future, when people could live in a peaceful land led by wise rulers and their sages once again. He wanted to spread the word that it was possible to live without wars and confusion. He wanted to give people hope for a better tomorrow.

1 The word *subjects* in this sentence means areas of knowledge that are studied in school. The word *subjects* can also mean the people who live in a country that is ruled by a king or queen.

2 Sages are people who are known for their wisdom.



← **Show image 13A-3: Confucius teaching**

Confucius decided to spend his life educating others and teaching them how to live life in a more peaceful way. He began by trying to convince Chinese leaders of his ideas, but they were not interested.³ Although the Chinese leaders refused to listen to him, other people were **eager** to hear what he had to say.⁴ As he taught his students how to build a peaceful country, Confucius would often begin his lessons by asking them to start with their own families. “Do you fight amongst yourselves?” he asked. “Do you argue with your parents? Or steal from your brothers and sisters?” Confucius reasoned that if people could not get along in small groups, how could they expect their leaders to control the behavior of whole cities and towns? “Respect your parents,” Confucius taught. “Obey them and take care of them as they take care of you. If you practice kindness in your families, then you shall also practice kindness in your communities—and kindness will spread to all people in all parts of the land.”⁵

3 Why do you think the Chinese leaders were not interested in Confucius’s ideas?

4 *To be eager* means to have great interest or desire in something.

5 Why did Confucius begin his quest for change with families? Do you think these teachings inspired the peaceful and unified results Confucius hoped for in his country?



← **Show image 13A-4: Confucius with two students**

Confucius’s students would often ask him, “How should we treat one another?” His answer, always the same, sounded simple. “Never do to others what you would not like them to do to you,” he replied.

Do you recognize these words? Have you heard them before? These words have the same meaning as the saying “do unto others as you would have them do unto you.” Many groups of people have similar sayings with the same meaning. This particular saying is often called the Golden Rule, because it is believed to be a very important way for people to live their lives. Confucius believed in the Golden Rule and felt that if people always treated one another with kindness, the world would be a better place. Confucius also believed that if leaders were able to stop all wars, feed the hungry, and make sure that people were safe in their cities and towns, everyone could live in a happier world.⁶

6 Do you agree with Confucius?



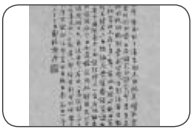
← **Show image 13A-5: Confucius teaching**

These were just a few of the ideas Confucius shared with others. Confucius also believed that education was very important and tried to share this belief with many people. Confucius thought that it was necessary to continually study and learn in order to become a sage, or wise person. In ancient China, as in many countries long ago, only people with money were allowed to go to school. Confucius thought that this was wrong. He believed that all people, rich and poor, should have equal opportunities to learn.⁷

7 Can you think of other people you may have studied who felt that education was important for everyone? Do you think education is important?

Learning never stops, according to the teachings of Confucius. A wise person learns from others in and out of school. Confucius meant that although you might learn important information about history and literature in school, you could also learn a great deal about how to behave toward one another outside of school. Have you ever heard of learning by **example**?⁸ If your teacher shouted all day long, then his/her example might make you think that this was the right way to behave. So you might begin to shout all day long, too! But, if your teacher spoke politely, then you might be more apt to speak politely, too. You learn how to speak by example.

8 An example is someone or something that serves as a model to be copied or followed.



← **Show image 13A-6: Analects**

Confucius had devoted students. After he died, some students thought his ideas were so important that they wrote them down in a book called the *Analects*.⁹ This book formed the basis of Confucianism, a way of thinking that is practiced widely around the world today, particularly in China, South Korea, Vietnam, and Japan.¹⁰ Schools were even created to teach the sayings of Confucius, found in the *Analects*. If you ever hear someone quote Confucius, perk up your ears and listen closely. You will probably hear something very wise indeed!

9 This is an image of a page from the *Analects*.

10 So Confucianism is not a religion, but is a way of thinking.

Comprehension Questions

10 minutes

1. *Literal* What influential person did you hear about in today's read-aloud? (Confucius) What country was Confucius from? (China) [Have students locate China on a world map or globe.]
2. *Inferential* What kind of place was China when Confucius was a child? (The Chinese leaders disagreed and fought constantly with each other; ordinary people were treated poorly, and no one felt safe.)
3. *Inferential* Confucius wanted China to be a place where people could live in peace without wars and conflict. Where did Confucius believe that changes for a better world should begin? (in the home with families)
4. *Inferential* Why was education so important to Confucius? That is, why did he decide to spend his life teaching others? (He believed that education helped people learn to treat one another with kindness and respect.) Did Confucius believe that education only happened in schools? (No, he thought people could learn by example anywhere.)
5. *Inferential* How did Confucius educate others in his beliefs? (Confucius helped his students to learn to live life in a more peaceful way, and demonstrated by example how people should treat one another.)
6. *Inferential* How did Confucius believe people should live their lives? (by not treating one another in ways that they would not like to be treated; respecting their parents)
7. *Inferential* How did followers of Confucius continue his work after he died? (His students wrote down his ideas in a book called the *Analects*; the *Analects* were used as a tool to teach Confucianism.)
8. *Literal* Are the teachings of Confucius still being taught? (Yes, Confucianism is practiced all over the world, and schools have been created to teach his philosophy.)
9. *Evaluative* What are some things that you have learned by example? (Answers may vary.)

[Please continue to model the *Question? Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

10. *Evaluative Who? Pair Share*: Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *who*. For example, you could ask, “Who did you hear about in today’s read-loud?” Turn to your neighbor and ask your *who* question. Listen to your neighbor’s response. Then your neighbor will ask a new *who* question and you will get a chance to respond. I will call on several of you to share your questions with the class.
11. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Eager

5 minutes

1. In the read-aloud you heard, “Although the Chinese leaders refused to listen to him, other people were *eager* to hear what [Confucius] had to say.”
2. Say the word *eager* with me.
3. *Eager* means to have great interest in something or to really want to do something.
4. Stacy was eager to open her presents during her birthday party.
5. Has there ever been a time when you were eager to do something? Try to use the word *eager* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I was eager to . . . ”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: The word *eager* is similar in meaning to several other words, but those words have a slightly different meaning. As you've just heard, *eager* means you really want to do something. The word *willing* is similar to *eager*, but if you are willing to do something, you are not as excited about it as you are if you are eager. There is another word that is similar: the word *impatient*. If you are impatient for something to happen, you really, really want it to happen soon. I am going to give you a few different situations, and I want you to tell me if you would be willing to do that thing, eager to do it, or impatient to do it. (Answers may vary for all. You may want students to describe their choices by using the words *willing*, *eager*, and *impatient* in complete sentences.)

1. Celebrate your birthday
2. Play your favorite game with your best friend
3. Try a new food for dinner
4. Read a new book



Complete Remainder of the Lesson Later in the Day



Confucius

13_B

Extensions

20 minutes

Sayings and Phrases: Practice What You Preach

Proverbs are short, traditional sayings that have been passed along orally from generation to generation. These sayings usually express general truths based on experiences and observations of everyday life. Although some proverbs do have literal meanings—that is, they mean exactly what they say—many proverbs have a richer meaning beyond the literal level. It is important to help your students understand the difference between the literal meanings of the words and their implied or figurative meanings.

Remind students that in today’s read-aloud, they heard about Confucius and his teachings. One of his teachings was “never do to others what you would not like them to do to you.” Another one of his teachings said that, when a leader behaves correctly, s/he does not have to tell people what to do for them to behave correctly, too. But if a leader behaves incorrectly, when s/he tells others what to do, they might not follow those orders because the leader does not do them. A saying that goes well with both of these teachings is “practice what you preach.” This saying means that you should act the way you tell others to act. Ask students, “Do you think people would follow a prince’s orders if he would not do those same things himself? Do you think people would have followed Confucius’s teachings if Confucius did not follow them himself?” Ask students if they can think of any situations when they saw someone practice what s/he preached. Ask students to recount their personal experiences with this saying.

Venn Diagram: Confucius and Siddhartha Gautama (the Buddha) (Instructional Master 13B-1)

Remind students that the read-aloud they heard earlier was about the true story of a man named Confucius, who lived a long time ago and whose teachings became influential. Tell students that in an earlier read-aloud they learned about another man whose teachings became influential, Siddhartha Gautama, the Buddha. Share with students that in today's activity they are going to compare and contrast these two important figures in early Asian history using a Venn diagram. Remind students that *to compare* means to tell how things or people are similar, and *to contrast* means to tell how things or people are different.

Draw a Venn diagram on chart paper, a chalkboard, or a whiteboard. Share with students that, as they discuss these two figures, you are going to write down what they say on the board, but that they should also make notes on their Instructional Masters. Tell students that the word above the left circle of the Venn diagram says "Confucius" and the words above the right circle of the Venn diagram say "the Buddha." Ask students to think about what they have learned about the Buddha and Confucius. You may want to reread or use some of the images from Lessons 7 and 13 as reminders for information. As students share facts about the two figures, ask if each fact is something that the Buddha and Confucius have in common, or if the fact is unique to one or the other. Write any similarities in the overlapping part of the Venn diagram.



Chinese New Year

14

✓ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Locate Asia and China on a map or globe
- ✓ Describe the Chinese New Year

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Interpret information from a Celebrations Venn diagram and connect it to information learned in “Chinese New Year” (RI.2.7)
- ✓ Compare and contrast in writing Diwali and Chinese New Year (RI.2.9)
- ✓ With assistance, categorize and organize facts and information from “Chinese New Year” in a Venn diagram (W.2.8)
- ✓ Use word parts to determine the meaning of words ending in the suffix *-uos* in “Chinese New Year” (L.2.4c)
- ✓ Prior to listening to “Chinese New Year,” identify orally what they know and have learned about early Chinese civilization
- ✓ Prior to listening to “Chinese New Year,” orally predict how Chinese New Year is similar to or different from New Year’s Day in the United States, and then compare the actual outcomes to predictions

Core Vocabulary

adhering, v. Following or holding onto

Example: Adhering to old routines can be difficult when moving to a new place.

Variation(s): adhere, adheres, adhered

banished, v. Sent or drove away

Example: The good king banished the wicked pirate for stealing his ships.

Variation(s): banish, banishes, banishing

grudges, n. Bad feelings held against one or more persons


Example: Even though her brothers apologized, Andrea was still holding grudges instead of forgiving them.

Variation(s): grudge

prosperous, adj. Having good fortune or success

Example: Everyone in the neighborhood wished the new store owners a prosperous start.

Variation(s): none

<i>At a Glance</i>	Exercise	Materials	Minutes
Introducing the Read-Aloud	What Have We Already Learned?	map from Map Quest extension; world map or globe	10
	Making Predictions About the Read-Aloud		
	Purpose for Listening		
Presenting the Read-Aloud	Chinese New Year		15
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Prosperous	chart paper, chalkboard, or whiteboard	5
 Complete Remainder of the Lesson Later in the Day			
Extensions	Vocabulary Instructional Activity: Traditions	drawing paper, drawing tools	20
	Celebrations Venn Diagram	Instructional Master 14B-1 (optional) chart paper, chalkboard, or whiteboard	



Chinese New Year

14_A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Have students locate China on the class map, a world map, or a globe. Have each student share one thing s/he learned about early Chinese civilization and contributions from ancient China.

Making Predictions About the Read-Aloud

Share the title of the read-aloud, and ask students to predict how the Chinese New Year is similar to or different from New Year's Day in the United States.

Purpose for Listening

Tell students to listen carefully to see if their predictions are correct.



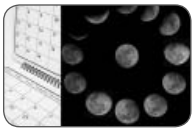
Chinese New Year

Show image 14A-1: Fireworks¹

- 1 What do you see in this picture?
- 2 How many of you have seen fireworks splinter, or split, the darkness?
- 3 Have you ever watched fireworks as a part of a New Year's celebration?

Weeeeeeeeeeeeeeeeeeeeeeee! Pop! Weeeeeeeeeeeeeeeeeeeeeeee! Pop!

The air crackles as fiery bursts of color illuminate the night sky. Sparks fly. Red. Green. Yellow. Blue. Eyes are glued to the night sky above, as fireworks splinter the darkness.² It is the beginning of the Chinese New Year.³



Show image 14A-2: Calendar and moon cycle

4 [Pause for student responses.]

In the United States, we celebrate New Year's Day on the same day every year. Who knows what day that is?⁴ That's right. It's on the first day of January. But in China, the calendar is based on the cycles of the moon. Because of this, the Chinese New Year does not always fall on the same day every year on the calendar we use in the United States. The New Year in China begins with a new moon and the start date ranges from the end of January to the middle of February.⁵ Unlike New Year's celebrations in the United States, Chinese New Year's celebrations last for two whole weeks!

- 5 What do you see when there is a new moon? [Students who studied *Astronomy* in Grade 1 of the Core Knowledge Language Arts program may remember that the moon only appears to change shape depending on how sunlight hits the moon during its orbit. When the moon is between the sun and the earth, it is called a new moon. We can't actually see it, because no light is reflecting off the moon toward us.]

The celebration of the Chinese New Year, the longest and most important of all Chinese festivals, can be traced all the way back to the time of Confucius. For centuries, Chinese people have cleaned their houses from top to bottom in the days before the festival, bought new clothes, prepared special foods, and wished each other good fortune at the beginning of each new calendar year. These customs are continued even today.



Show image 14A-3: Fireworks, food, red decorations, and red envelopes

The celebration begins with fireworks displays on New Year's Eve, which are believed to scare away evil spirits and are followed by other age-old traditions¹: children are allowed to stay up late on New Year's Eve, **adhering** to⁶ a traditional belief that each extra

6 or following

7 Is any of this similar to your New Year's celebration?

8 What happy wishes would you write down and share with your family?

9 [Point to them in the image.]



10 Why do you think that red is the most popular color for dragons?

11 *Prosperous* means to have good fortune or enough money for the things you need. So people are preparing for a year of financial success.

12 or driven away

13 Grudges are bad feelings held against others.



14 What does lunar mean?

wakeful hour will add years onto their parents' lives. Feasting on fish, pork, poultry, tangerines, oranges, dumplings, and special cakes, families gather to wish each other good luck.⁷

Luck and good fortune are common themes for the Chinese New Year. The color red, thought to be a sign of good fortune and happiness, is the color chosen to wear during the festivities. Homes are decorated with red paper cut into designs, and happy wishes written on red paper are also hung throughout the house.⁸ Children and unmarried adults often receive red envelopes⁹ with money tucked inside; the people who receive these envelopes are also supposed to receive good fortune in the New Year.

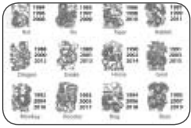
← **Show image 14A-4: Chinese dragons dancing in the street**

Dragons are another good luck symbol in Chinese culture. During New Year's celebrations, people dress up in dragon costumes and parade and dance in the streets. Red is often the most popular color for dragons, making them especially lucky!¹⁰

The main focus of the two weeks of New Year celebrations is to prepare for a **prosperous** year ahead.¹¹ People believe that evil spirits are scared off by fireworks and **banished**¹² from homes, as every inch of every room is scrubbed clean. New clothes and haircuts give people a sense of fresh, new beginnings. People forgive one another for past **grudges**, agreeing to put their disagreements behind them.¹³ Some people visit temples to give thanks and pray for good times ahead. Friends and families everywhere enjoy relaxing together.

← **Show image 14A-5: Birthday cake**

At the end of the first week, on the seventh day of celebrations, everyone has a birthday! The Chinese celebrate everyone's birthday on that day rather than on the day on which each person was born. In China, time is measured differently than it is in the United States. Their traditional calendar is called a lunar calendar.¹⁴ A lunar calendar is based on the cycles of the moon. The New Year begins with the appearance of a new moon.



← **Show image 14A-6: Twelve animal signs of Chinese New Year**

15 Who was the Buddha?

16 So each New Year marks the start of the next animal year. Once we reach the end of the list, the year of the boar (or pig), the cycle begins all over again with the year of the rat.

Each new year is named for a particular animal—rat, ox, tiger, rabbit, dragon, snake, horse, sheep, monkey, rooster, dog, and boar (or pig). According to Chinese legend, when the Buddha was dying, he called all the animals in the kingdom to his side.¹⁵ Only twelve animals came. As a reward for their loyalty to him, the Buddha named a year after each of these twelve animals.¹⁶



← **Show image 14A-7: Street celebration with dragon**

17 What do we see when the moon is full?

On the fifteenth day of the Chinese New Year, when the moon is full, the lucky dragon leads parades all across China.¹⁷ Up to fifty people fit inside large cloth dragons, stretching the length of a city block, bobbing and weaving their way through the streets. Cloth lions, also symbolizing power and luck, nod their papier-mâché heads in time to the drumming and music.¹⁸ Vendors sell dumplings—sticky rice balls stuffed with sweet and salty fillings—to the throngs¹⁹ of people in the streets.

18 What two animals symbolize luck to the Chinese people?

19 or crowds

The fifteenth day of the Chinese New Year is the day of the Lantern Festival, when thousands of colorful lanterns, large and small, cover the marketplace. Some people spend an entire year designing lanterns for competitions held that day. Others write riddles and post them on their lanterns for a popular guessing game. When the light of the lanterns mingles with the light of the moon on this final day of celebrations, there is joy and hope for the year ahead.

Comprehension Questions

10 minutes

1. *Evaluative* Were your predictions correct about the similarities and differences between Chinese New Year and New Year's Day as it is celebrated in the United States? (Answers may vary.)
2. *Inferential* What do people celebrate and hope for during Chinese New Year celebrations? (prosperity, good fortune, luck)
3. *Inferential* What symbols of good luck are displayed during the Chinese New Year? (the color red and dragons; Red is used to decorate homes and streets; people wear red clothing; people parade the streets in dragon costumes.)
4. *Inferential* How do people prepare for the Chinese New Year? (They clean their homes, buy new clothes and get new haircuts, prepare special foods, set off fireworks which they believe will banish evil spirits, and forget grudges; they also allow children to stay up late, adhering to a traditional belief that each extra wakeful hour will add years onto their parents' lives.)
5. *Evaluative* What differences are there between the Chinese New Year celebration and New Year's in the United States? (New Year's in the United States happens on the same day every year, January 1, and lasts for one day. The Chinese New Year begins with a new moon in either January or February and lasts two weeks. They are celebrated with different activities.)
6. *Literal* When do the Chinese usually celebrate their birthdays? (on the seventh day of the Chinese New Year and not on the day they were born)
7. *Inferential* What is the Chinese lunar calendar? (a calendar based on the cycles of the moon with names for each new year) What is each new year named after? (one of the twelve animals that, according to a Buddhist legend, came to visit the Buddha when he was dying: rat, ox, tiger, rabbit, dragon, snake, horse, sheep, monkey, rooster, dog, and pig/boar)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

8. *Inferential Think Pair Share*: What activities did you hear about that are parts of the Chinese New Year celebration? (Answers may vary.)
9. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Prosperous

5 minutes

1. In the read-aloud you heard, “The main focus of the two-weeks of [Chinese] New Year celebrations is to prepare for a *prosperous* year ahead.”
2. Say the word *prosperous* with me.
3. *Prosperous* means having good fortune or success.
4. Juan’s new construction business had a prosperous first year.
5. Have you ever had a prosperous year, week, or day? Try to use the word *prosperous* when you tell about it, and describe why it was prosperous. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I once had a prosperous _____ because . . .”]
6. What’s the word we’ve been talking about? What part of speech is the word *prosperous*?

Use a *Word Parts* activity for follow-up. [Write the word *prosperous* on chart paper, a chalkboard, or a whiteboard. Tell students that the letters “ous” can be added to a word as a suffix to change the meaning of the word. The suffix *-ous* means “full of.” For example, *famous* means full of fame; *courageous* means full of courage.]
Directions: I will say a word. Think about the word that you hear before the *-ous* ending to help you define the word, or tell me what it means.

1. joyous (full of joy)
2. poisonous (full of poison)
3. spacious (full of space)
4. adventurous (full of adventure)
5. envious (full of envy)



Complete Remainder of the Lesson Later in the Day



Chinese New Year

14_B

Extensions

20 minutes

↔ Vocabulary Instructional Activity

Word Work: Traditions

1. In the read-aloud you heard, “The celebration begins with fireworks displays on New Year’s Eve, which are believed to scare away evil spirits and are followed by other age-old *traditions*.”
2. Say the word *traditions* with me.
3. Traditions are things that have been done for a long period of time by a group of people.
4. One of our family’s favorite traditions is to watch the fireworks on the Fourth of July.
5. Does your family have any favorite traditions? Try to use the word *traditions* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “One of my family’s traditions is . . . ”]
6. What’s the word we’ve been talking about?

Use a *Drawing* activity for follow-up. Directions: Draw a quick sketch of one of your favorite traditions. When you finish your sketch, write a sentence describing the tradition. Use the word *tradition* in your sentence.

Celebrations Venn Diagram (Instructional Master 14B-1, optional)

Draw a Venn diagram on chart paper, a chalkboard, or a whiteboard. Label the left side “Diwali” and the right side “Chinese New Year.” Remind students that they have just learned about the Chinese New Year and that earlier in the domain they learned about another festival, Diwali, the Festival of Lights, celebrated in

India. Tell students that they are going to compare and contrast how Diwali and the Chinese New Year are similar and different. You may want to reread and/or use images from Lessons 6 and 14 as reminders for information.

Tell students they will be working in pairs. Explain that each student will be given one minute to list ways that Diwali and the Chinese New Year are different from one another. (Diwali is in October or November, whereas Chinese New Year is in January or February; Chinese New Year lasts two weeks; red is the color of good luck; etc.) Have each student turn to a neighbor and begin. When one minute is up, have the second student take a turn for one minute. Then encourage students to share their ideas and take dictation. First ask students to identify the area of the Venn diagram where their ideas should be recorded. (left side for things unique to Diwali, right side for things that are unique to Chinese New Year) Then tell students they will now try to list how Diwali and the Chinese New Year are similar. (Both festivals celebrate new beginnings, forgetting grudges, hoping for good luck and prosperity.) Give students one minute for each turn, and then take dictation, asking them first to identify the area of the Venn diagram where similarities should go (i.e., the overlapping part). After students have completed the chart, say: “Look at our completed Venn diagram. Are Diwali and the Chinese New Year more alike or more different from one another?”

➤ Depending on your class, you may wish to have students do this activity individually as an assessment, using Instructional Master 14B-1.



Domain Review

DR

Note to Teacher

You should spend one day reviewing and reinforcing the material in this domain. You may have students do any combination of the activities provided, in either whole-group or small-group settings.

Core Content Objectives Addressed in This Domain

Students will:

- ✓ Identify Asia as the largest continent with the most populous countries in the world
- ✓ Locate Asia, India, and China on a map or globe
- ✓ Explain the importance of mountains in the development of early Asian civilizations
- ✓ Explain the importance of the Indus and Ganges rivers for the development of civilization in ancient times
- ✓ Describe the key components of a civilization
- ✓ Identify Hinduism and Buddhism as major religions originating in Asia
- ✓ Describe the basic principles of Hinduism and Buddhism
- ✓ Identify the names for followers of Hinduism and Buddhism
- ✓ Identify the holy texts of Hinduism and Buddhism
- ✓ Identify holy places for Hindus and Buddhists
- ✓ Identify important figures in Hinduism and Buddhism
- ✓ Identify Diwali as an important holiday in Hinduism
- ✓ Demonstrate familiarity with the folktale “The Tiger, the Brahman, and the Jackal”
- ✓ Describe the characters, plot, and setting of the folktale “The Tiger, the Brahman, and the Jackal”

- ✓ Identify trickster tales and folktales as a type of fiction
- ✓ Demonstrate familiarity with the poem “The Blind Men and the Elephant”
- ✓ Describe the characters, plot, and setting of the poem “The Blind Men and the Elephant”
- ✓ Explain the importance of the Yellow and Yangtze rivers for the development of civilizations in ancient times
- ✓ Describe contributions of ancient China (e.g., paper, silk, writing, the Great Wall)
- ✓ Demonstrate familiarity with the folktale “The Magic Paintbrush”
- ✓ Describe the characters, plot, and setting of the folktale “The Magic Paintbrush”
- ✓ Describe silk making
- ✓ Explain the significance of the Great Wall of China
- ✓ Identify Confucius
- ✓ Describe the teachings of Confucius
- ✓ Describe the Chinese New Year

Activities

Image Review

Show the Flip Book images from any read-aloud again, and have students retell the read-aloud using the images.

Civilizations Image Card Review

Materials: Image Cards 5, 8–10; Civilizations Chart

In your hand, hold Image Cards 5 and 8–10 fanned out like a deck of cards. Ask a student to choose a card but not show it to anyone else in the class. The student must then perform an action or give a clue about the picture s/he is holding. For example, for calligraphy, a student may pretend to write flowing Chinese script on a piece of paper. The rest of the class will guess what feature of civilization is being described. Have the student who provides

the correct answer place the Image Card back on the chart in the appropriate space. Proceed to another card in the same fashion until the chart is filled out again.

Note: Remember to place Image Card 5 (the Buddha) under “Religions” between both early India and early China on the chart, because Buddhism was practiced in both areas.

Key Vocabulary Brainstorming

Materials: Chart paper, chalkboard, or whiteboard

Give students a key domain concept or vocabulary word such as *contributions*. Have them brainstorm everything that comes to mind when they hear the word, such as *paper, silk, Great Wall, Confucius*, etc. Record their responses on chart paper, a chalkboard, or a whiteboard for reference. Other words you may want to use are *Yellow River, Chinese New Year, or silk*.

Riddles for Core Content

Ask students riddles such as the following to review core content:

- I am the longest river in China and the land around me is good for growing rice. What am I? (the Yangtze River)
- My waters are yellow and often overflow their banks. What am I? (the Yellow River)
- I am a fictional story about beggar Ma Liang who wanted to paint, but did not have a paintbrush. What am I? (“The Magic Paintbrush”)
- I am a Chinese contribution that you can write on, and I was created by a man named Cai Lun. What am I? (paper)
- I am a light, strong fabric made from silkworm cocoons. What am I? (silk)

Using a Map

Materials: Class map, world map, or image 8A-2

On the class map, a world map, or using image 8A-2, review the geography of Asia and China with students. Image 8A-2 will be especially helpful in locating the Yellow River and the Yangtze River. Help students locate and identify the Bayankala Mountains, the Yellow River, and the Yangtze River. Have students talk about these rivers and their importance to early Chinese civilization.

Class Book: Early Chinese Civilization

Materials: Drawing paper, drawing tools

Tell the class or a group of students that they are going to make a class book to help them remember what they have learned in this domain. Have students brainstorm important information about the Yellow and the Yangtze rivers, Chinese contributions, the Great Wall, Confucius, and the Chinese New Year. Have each student choose one idea to illustrate, and ask him or her to write a caption for the picture. Bind the pages to make a book to put in the class library for students to read again and again.



Domain Assessment

DA

This domain assessment evaluates each student's retention of domain and academic vocabulary words and the core content targeted in *Early Asian Civilizations*. The results should guide review and remediation the following day.

There are three parts to this assessment. You may choose to do the parts in more than one sitting if you feel this is more appropriate for your students. Part I (vocabulary assessment) is divided into two sections: the first assesses domain-related vocabulary, and the second assesses academic vocabulary. Parts II and III of the assessment address the core content targeted in *Early Asian Civilizations*.

Part I (Instructional Master DA-1)

Directions: I am going to say a sentence using a word you have heard in the read-alouds. First I will say the word, and then I will use it in a sentence. If I use the word correctly in my sentence, circle the smiling face. If I do not use the word correctly in my sentence, circle the frowning face. I will say each sentence two times. Let's do number one together.

1. **Fertile:** If soil is fertile, it means it is very difficult to grow any crops in it. (frowning face)
2. **Indus River:** The Indus River was the most important river in ancient Egypt. (frowning face)
3. **Hinduism:** Hinduism is one of the two major religions started in India long ago and is practiced by millions of people in the world today. (smiling face)
4. **Sacred:** If something is sacred, like a sacred place, it means it is holy and is important to people in the practice of their religion. (smiling face)
5. **Pious:** The pious man followed all the rules of his religion, including being kind and generous to everyone he met. (smiling face)

6. **Diwali:** Diwali is the name of a river in ancient India. (frowning face)
7. **Buddhism:** Buddhism is one of the two major religions started in India and is practiced by millions of people in the world today. (smiling face)
8. **Conquer:** The girl was able to conquer her fear of high places after she was able to climb up the tall ladder. (smiling face)
9. **Yellow and Yangtze rivers:** The Yellow and Yangtze rivers were two of the most important rivers in ancient China. (smiling face)
10. **Defense:** Applying water to your skin before going out to play in the sun is a good defense against sunburn. (frowning face)

Directions: I am going to read more sentences using other words you have heard in the read-alouds. If I use the word correctly in my sentence, circle the smiling face. If I do not use the word correctly in my sentence, circle the frowning face. I will say each sentence two times.

11. **Source:** The source of the river is the part that is in the middle. (frowning face)
12. **Represents:** Each star on the U.S. flag represents one of the states. (smiling face)
13. **Unjust:** An unjust punishment is one that is unfair. (smiling face)
14. **Durable:** A durable material is one that will fall apart easily and not last very long. (frowning face)
15. **Eager:** The cookies in the oven smelled so delicious, the baker was eager to taste one. (smiling face)

Part II (Instructional Master DA-2)

Have students label the map of Asia with the information they have learned. A word bank is provided to help them. There are also lines for them to write the names of the two mountain ranges and the four rivers featured in this domain, as well as for identifying the countries of China and India, and the continent of Asia.

Part III (Instructional Master DA-3)

Directions: Write at least one complete sentence to answer each question.

Note: You may need to have some students respond orally if they are not able to respond in writing.

1. Who was Confucius?
2. Describe either the Chinese New Year or Diwali.
3. How were rivers important to the development of early Indian and early Chinese civilizations?
4. What is the most interesting thing you learned about Hinduism or Buddhism and why?



Culminating Activities

CA

Note to Teacher

Please use this final day to address class results of the Domain Assessment. Based on the results of the Domain Assessment and students' Tens scores, you may wish to use this class time to provide remediation opportunities that target specific areas of weakness for individual students, small groups, or the whole class.

Alternatively, you may also choose to use this class time to extend or enrich students' experience with domain knowledge. A number of enrichment activities are provided below in order to provide students with opportunities to enliven their experiences with domain concepts.

Remediation

You may choose to regroup students according to particular areas of weakness, as indicated from Domain Assessment results and students' Tens scores.

Remediation opportunities include:

- targeting Review Activities
- revisiting lesson Extensions
- rereading and discussing select read-alouds
- reading the corresponding lesson in the *Supplemental Guide*, if available

Enrichment

Guest Speakers

Invite parents or trusted community members to talk about their Chinese heritage, experiences with the Chinese New Year, or visiting the Great Wall of China. Ask them to bring in any photographs or objects that might aid in their presentation. You

will want to share with your guest speaker ahead of time what your students have already learned so that they are better able to address the class.

Chinese New Year!

Hold a class Chinese New Year celebration. Have students wear red on the day of your class Chinese New Year to symbolize good fortune and happiness. Using Image 14A-6, have students find the animal for their own birth year and/or for others in their family. Hand out red envelopes with fake money inside and remind students that, according to Chinese tradition, this means they will receive good fortune in the New Year. You may wish to decorate the room ahead of time, or have students help you decorate the room with red streamers and cutouts of dragons. Finally, have students draw and design their own lanterns for a lantern competition.

Domain-Related Trade Book or Student Choice

Materials: Trade book

Read a trade book to review a particular event, person, or concept; refer to the books listed in the Introduction. You may also choose to have students select a read-aloud to be heard again.

You Were There: The Great Wall of China, With Confucius

Have students pretend that they were workers at the Great Wall of China or students of Confucius. Ask students to describe what they saw and heard. For example, for “The Great Wall of China,” students may talk about seeing the watchtowers, the soldiers, and the villages that sprang up near the Great Wall, etc. They may talk about hearing the sounds of the donkeys and mules used to transport building materials, the voices of other workers, etc. Consider also extending this activity by adding group or independent writing opportunities associated with the “You Were There” concept. For example, ask students to pretend they are newspaper reporters describing Confucius speaking to his students and write a group news article describing the event.

On Stage: “The Magic Paintbrush,” Making Silk, The Great Wall of China

Have a group of students plan and then act out the story “The Magic Paintbrush,” making silk, or working on the Great Wall of China.

Accordion Book: Silk Makers

Materials: Long, narrow pieces of paper; drawing tools

Ask students to share what product traders in ancient times most wanted from China. (silk) Ask students to share whether silk was easy to get and why or why not. (It was not easy to get because it was only made in China.) Remind students that the Chinese kept silk-making a secret, but now many people around the world make silk, and they use the same process the ancient Chinese used. Tell students that today they are going to make an accordion book explaining the silk-making process. Hand each student a long narrow piece of paper. Then have students follow your example as you make your own accordion book. First, fold the paper in half, and then open up the folded paper. Next, fold each end into the middle crease. Open up each folded leaf; the paper should now have three creases. On each flap, have students draw pictures and write sentences detailing the silk-making process. You may wish to review with students this process using the *What Have We Already Learned?* section from Lesson 12A.

Chinese Clock

Materials: Instructional Master CA-1; clock; construction paper; scissors; drawing tools; paper fasteners

If you have a clock in your classroom, point it out to students. If you do not have one, bring one in to show to students. Ask students how many numbers are on the clock. (twelve) Tell students that today they are going to make their own clock, but that they will write the numbers on their clock using the Chinese writing system. Have students cut out a large circle from their sheets of construction paper. Tell students to save the scraps. Then have students use Instructional Master CA-1 as a guide for their numbers. After students have written their numbers on their

clocks, instruct them to cut out two clock hands, one short and one long, from their paper scraps. Tell students that they may color these scraps if they choose. Then have each student use a paper fastener to attach the clock hands to their clocks.

Writing Prompts

Students may be given an additional writing prompt such as the following:

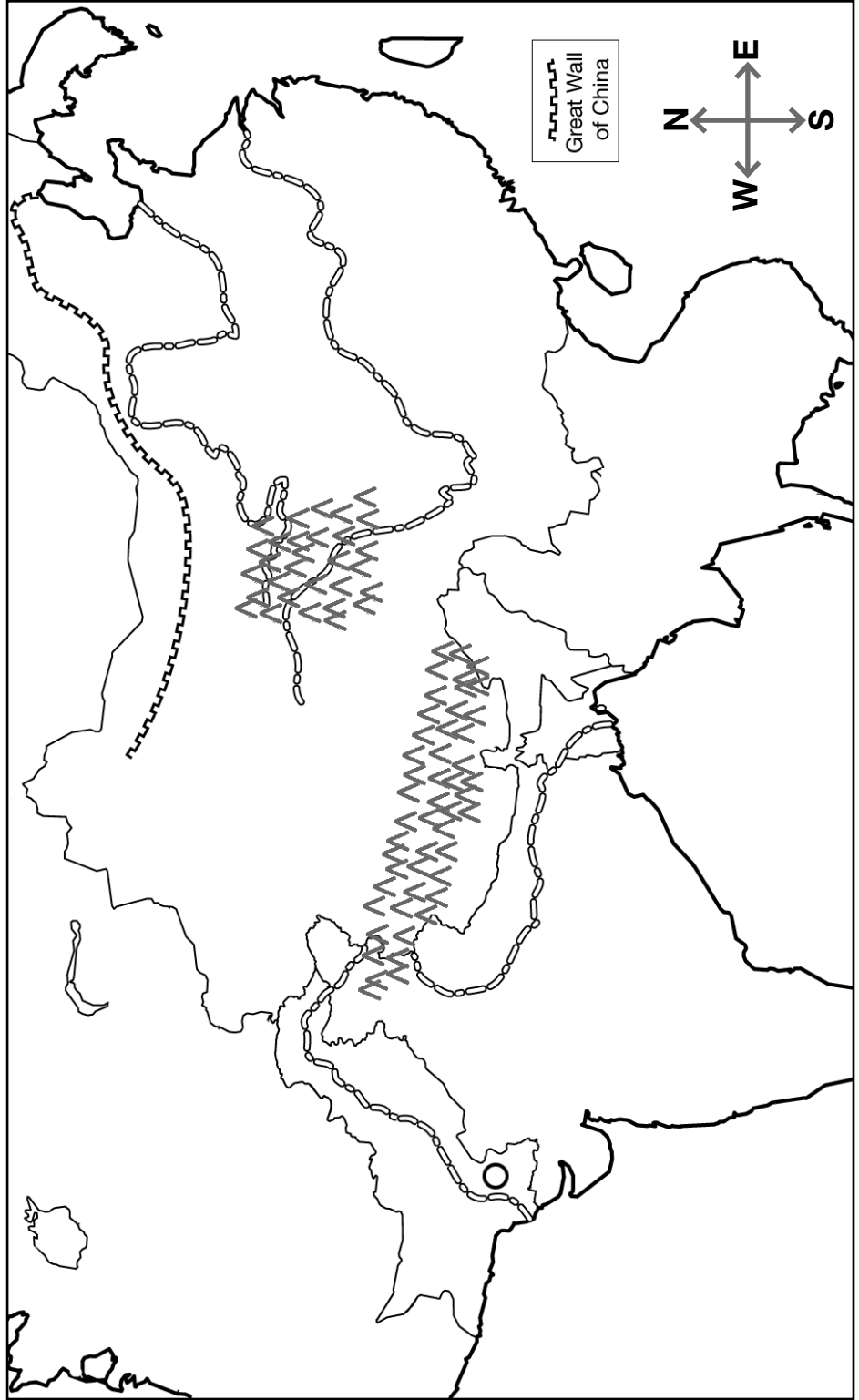
- If I had a magic paintbrush . . .
- The Yellow River was important because . . .
- The Yangtze River was important because . . .
- If I could visit China . . .
- My happy wish for the Chinese New Year would be . . .

For Teacher Reference Only:
Copies of *Tell It Again! Workbook*



- Lesson 1: Label the continent of Asia on the title line above the map. Color in brown the border around the area formed by the present-day countries of India and Pakistan; label this area "ancient India." Color in brown the caret marks showing the mountains in ancient India; label these mountains "Himalayas." Label and color the Indus River in blue. Color the dot that represents the city of Mohenjo-daro next to the Indus River in red.
- Lesson 3: Label and color the Ganges River in blue.
- Lesson 8: Color in brown the border of China; label this area "China." Color in brown the caret marks showing the mountains in China; label these mountains "Bayankala Mountains." Label and color the Yellow River in yellow and the Yangtze River in blue. Add several dots in red around these rivers to represent cities that formed.

Title _____





Dear Family Member,

Today, your child heard a read-aloud about the Indus River and the civilization that began in a nearby valley. Over the next several days, your child will learn more about life in early Asia, specifically ancient India. Your child will hear more about the Indus River Valley civilization as well as the civilization that began around the Ganges River. S/he will learn about some key features of civilizations, hear some folktales from early India, and will also learn about Hinduism and Buddhism, two religions that began in early India.

The Core Knowledge Language Arts program introduces students at various grade levels to the major world religions as part of their study of world history. The intent is to provide the vocabulary and context for understanding the many ways that the world religions have influenced ideas and events in history. The program's inclusion of world religions within the teaching of world history is comprehensive and balanced over the course of the elementary grades, presenting historical knowledge from around the world from ancient times to the present. It is important to understand that the religions your child will hear about in this domain—Hinduism and Buddhism—are not being singled out or presented in any way that suggests the merits or correctness of specific religious beliefs.

The read-alouds focus on teaching students very basic similarities and differences among religions, and fostering an understanding and respect for those similarities and differences. The historical events and ideas leading to the development of each religion are presented in a balanced and respectful manner. If students have questions about the truth or “rightness” of any beliefs or religions, we will encourage them to discuss their questions with you at home, by saying, “People of different faiths believe different things to be true. These are questions you may want to talk about with your family and the adults at home.”

Please let us know if you have any questions.

Below are some suggestions for activities that you may do at home to reinforce what your child will learn about early Indian civilizations over the next few days.

1. Using a Map

Have your child locate the subcontinent of India on a world map. Remind your child that during the time period that we will call ancient India, present-day India and Pakistan were one country. Have your child tell you about the two mighty rivers in India

and Pakistan, the Indus and the Ganges, and their significance to the beginning of early Indian civilization. Have your child describe how the rivers flooded and what the floodwaters left behind when they receded.

2. Hinduism

Talk with your child about this religion, the third-largest in the world. Have your child share with you some of the basic facts s/he has learned about Hinduism: Hindus worship many gods and goddesses; the three most important are Brahma, Vishnu, and Shiva; the Ganges River is sacred to Hindus; Hindus celebrate a festival called Diwali.

3. Buddhism

Talk with your child about this religion, the fourth-largest in the world. Have your child share with you some of the basic facts s/he has learned about Buddhism: Buddhism was started by Siddhartha Gautama, known by his followers as “the Buddha”; it is said that the Buddha achieved enlightenment and understood how to end suffering; Buddhists believe that suffering and unhappiness end when desires end.

4. Words to Use

Below is a list of some of the words that your child will be learning about and using. Try to use these words as they come up in everyday speech with your child.

- *fertile*—The land around the Indus River is very fertile with nutrient-rich soil.
- *cultivate*—The rich soil in the Indus River Valley makes it easier for farmers to cultivate crops.
- *recede*—The people who live near the Indus River are happy when the flood waters recede.
- *custom*—It is the Hindu custom to light lamps and candles each year during Diwali, the Festival of Lights.
- *conquer*—The Buddha meditated for forty-eight days, thinking of a way to conquer suffering and end unhappiness.

5. Read-Aloud Each Day

It is very important that you read to your child each day. The local library has many books on early Asian civilizations, such as India and China, and a list of books and other resources relevant to this topic is attached to this letter.

Be sure to let your child know how much you enjoy hearing about what s/he has learned at school.



Recommended Trade Books for Early Asian Civilizations

Trade Book List

Ancient India

1. *Ancient India*, edited by E.D. Hirsch, Jr. (Pearson Learning, 2002) ISBN 978-0769050140
2. *Diwali (Celebrations in My World)*, by Kate Torpie (Crabtree Publishing Company, 2009) ISBN 978-0778743002
3. *Dumpling Days*, by Grace Lin (Little, Brown Books for Young Readers, 2013) ISBN 978-0316125895
4. *Lighting a Lamp: A Diwali Story*, by Jonny Zucker (Barron's Educational Series, Inc., 2004) ISBN 978-0764126703
5. *The Monkey and the Crocodile*, by Paul Galdone (Clarion Books, 1997) ISBN 978-0899195247
6. *One Grain of Rice*, by Demi (Scholastic Press, 1997) ISBN 978-0590939980
7. *Seven Blind Mice*, by Ed Young (Puffin Books, 2002) ISBN 978-0698118959

Ancient China

8. *Ancient China*, edited by E.D. Hirsch, Jr. (Pearson Learning, 2002) ISBN 978-0769050133
9. *The Ballad of Mulan: English/Hmong*, by Song Nan Zhang (Pan Asian Publications, 1998) ISBN 978-1572270589
10. *Colors of China*, by Shannon Zemlicka (Lerner Publishing Group, 2001) ISBN 978-1575055633
11. *Day of the Dragon King (Magic Tree House, No. 14)*, by Mary Pope Osborne (Random House Books for Young Readers, 1998) ISBN 978-0679890515
12. *Dragon of the Red Dawn (Magic Tree House, No. 37)*, by Mary Pope Osborne (Random House Books for Young Readers, 2008) ISBN 978-0375837289
13. *The Dragon Prince: A Chinese Beauty & the Beast Tale*, by Laurence Yep and illustrated by Kam Mak (HarperCollins, 1997) ISBN 978-0064435185
14. *The Emperor and the Kite*, by Jane Yolen and illustrated by Ed Young (Puffin, 1998) ISBN 978-0698116443

15. *The Great Wall of China*, by Leonard Everett Fisher (Aladdin, 1995) ISBN 978-0689801785
16. *Greetings, Asia!*, by April Pulley Sayre (Millbrook Press, 2003) ISBN 978-0761319917
17. *Look What Came from China*, by Miles Harvey (Franklin Watts, 1999) ISBN 978-0531159361
18. *Ming Lo Moves the Mountain*, by Arnold Lobel (Greenwillow Books, 1993) ISBN 978-0688109950
19. *The Seven Chinese Brothers*, by Margaret Mahy and illustrated by Mou-Sien Tseng (Scholastic Inc., 1990) ISBN 978-0590420570
20. *The Silk Route: 7,000 Miles of History*, by John S. Major (HarperCollins, 1996) ISBN 978-0064434683
21. *The Year of the Dog*, by Grace Lin (Little, Brown and Company, 2007) ISBN 978-0316060028

Teacher Resource

22. *Moonbeams, Dumplings & Dragon Boats: A Treasury of Chinese Holiday Tales, Activities & Recipes*, by Nina Simonds, Leslie Swartz, & The Children's Museum, Boston and illustrated by Meilo So (Harcourt, Inc., 2002) ISBN 978-0152019839

Websites and Other Resources

Student Resources

1. Asian Stories, Games, and Art for Students
<http://kids.asiasociety.org>
2. Geography for Kids: Asian countries
<http://www.ducksters.com/geography/asia.php>
3. World Religions: Hinduism and Buddhism
http://www.uri.org/kids/world_hind.htm

Family Resources

4. American Museum of Natural History: Asian Peoples
<http://www.amnh.org/exhibitions/permanent-exhibitions/human-origins-and-cultural-halls/gardner-d.-stout-hall-of-asian-peoples>
5. Chinese New Year
<http://www.history.com/topics/chinese-new-year>
6. Diwali
<http://kids.nationalgeographic.com/kids/stories/peopleplaces/diwali/>
7. Great Wall of China
http://www.kinaballoo.com/great_wall_photo_gallery.html

Directions: Read the characteristics of civilizations in the top row. Fill in the empty columns and rows as you learn more about early Indian civilization and early Chinese civilization.

	Farming	Cities	Writing	Leaders	Religion
Early Indian Civilization					
Early Chinese Civilization					

Directions: Read the headers at the top and the characteristics in the left-hand column. Fill in the empty columns and rows as you learn more about Hinduism and Buddhism.

Characteristics	Hinduism	Buddhism
Number of gods		
Name of followers		
Name of holy text(s)		
Holy place		
Important figure(s)		
Interesting fact		

Directions: Read the headers at the top and the characteristics in the left-hand column. Fill in the empty columns and rows as you learn more about Hinduism and Buddhism.

Characteristics	Hinduism	Buddhism
Number of gods	many	none
Name of followers	Hindus	Buddhists
Name of holy text(s)	Rigveda	The teachings of the Buddha, i.e., the Four Noble Truths
Holy place	The Ganges River	Stupa/The Great Stupa of Sanchi
Important figure(s)	Shiva, Brahma, Vishnu	Siddhartha Gautama (the Buddha)
Interesting fact	Answers may vary.	Answers may vary.

Directions: There were many examples of personification in today's read-aloud. If a character behaved like a person, write the name of the character and the action underneath the word Person. If the character did not behave like a person, write the name of the character and the action underneath the words Not a Person.

Personification	
Person	Not a Person

Directions: Read the characteristics of the Early Indian civilization in the top row. Fill in the empty columns.

	Farming	Cities	Writing	Leaders	Religion
Early Indian Civilization					



Dear Family Member,

Your child has learned how early Asian civilizations came into existence and what life was like during this time period. Over the next several days, s/he will learn about early Chinese civilizations, Chinese inventions such as paper and silk, and the Chinese form of writing called calligraphy. Your child will also learn about the creation of the Great Wall of China and the teachings of the famous philosopher Confucius.

Below are some suggestions for activities that you may do at home to reinforce what your child is learning about early Asian civilizations over the next few days.

1. Using a Map

Have your child locate China on a world map. Have your child tell you about the two mighty rivers in China, the Yellow and the Yangtze, and their significance to the beginning of Chinese civilization. Have your child describe how the rivers flooded and what the floodwaters left behind.

2. Compare and Contrast

Have your child share what s/he knows about the importance of writing and the invention of paper by the Chinese. Have your child compare and contrast the different types of writing surfaces that were used by the Chinese before paper was invented. Have your child share with you why some writing surfaces were better than others and how experimenting with different materials resulted in a smoother surface like the one we are familiar with today.

3. Sayings and Phrases: Easier Said Than Done/Practice What You Preach

Your child will learn about two sayings and their meanings in relation to the Great Wall of China and Confucius. Have your child share with you how the saying “easier said than done” relates to the Great Wall of China, that is, it was easier to say that there needed to be a protective wall in northern China than to actually build one; and how “practice what you preach” relates to Confucius, a man who believed that people also learned by example. Talk with your child about the meanings of and the situations in which you can use these two sayings.

4. Draw and Write

Have your child draw and/or write about what s/he has learned so far about early Chinese civilization and then share the drawing with you. Ask questions to help your child use the vocabulary learned at school.

5. Words to Use

Below is a list of some of the words that your child has been learning about and using. Try to use these words as they come up in everyday speech with your child.

- *remarkable*—It is remarkable that the writing system used in China today is very much like the one developed in the Yellow River Valley over three thousand years ago.
- *trade*—During the 13th and 14th centuries, Europe and Asia engaged in trade with one another along The Silk Roads.
- *transport*—People, donkeys, and goats were all used to transport the materials needed to build the Great Wall of China.
- *example*—Confucius believed that one could learn from books and also from the example of others.
- *prosperous*—Chinese people prepare for a prosperous year ahead during the two-week Chinese New Year celebration, just like Hindus do during Diwali.

6. Read Aloud Each Day

It is very important that you read to your child each day. Please refer to the list of books and other resources sent home with the previous family letter, recommending resources related to early Asian civilizations.

Be sure to let your child know how much you enjoy hearing about what s/he has learned at school.

Brainstorming**Step 1****Step 2****Step 3****Step 4**

Directions: In the boxes provided, brainstorm the steps to get silk thread from silkworms.

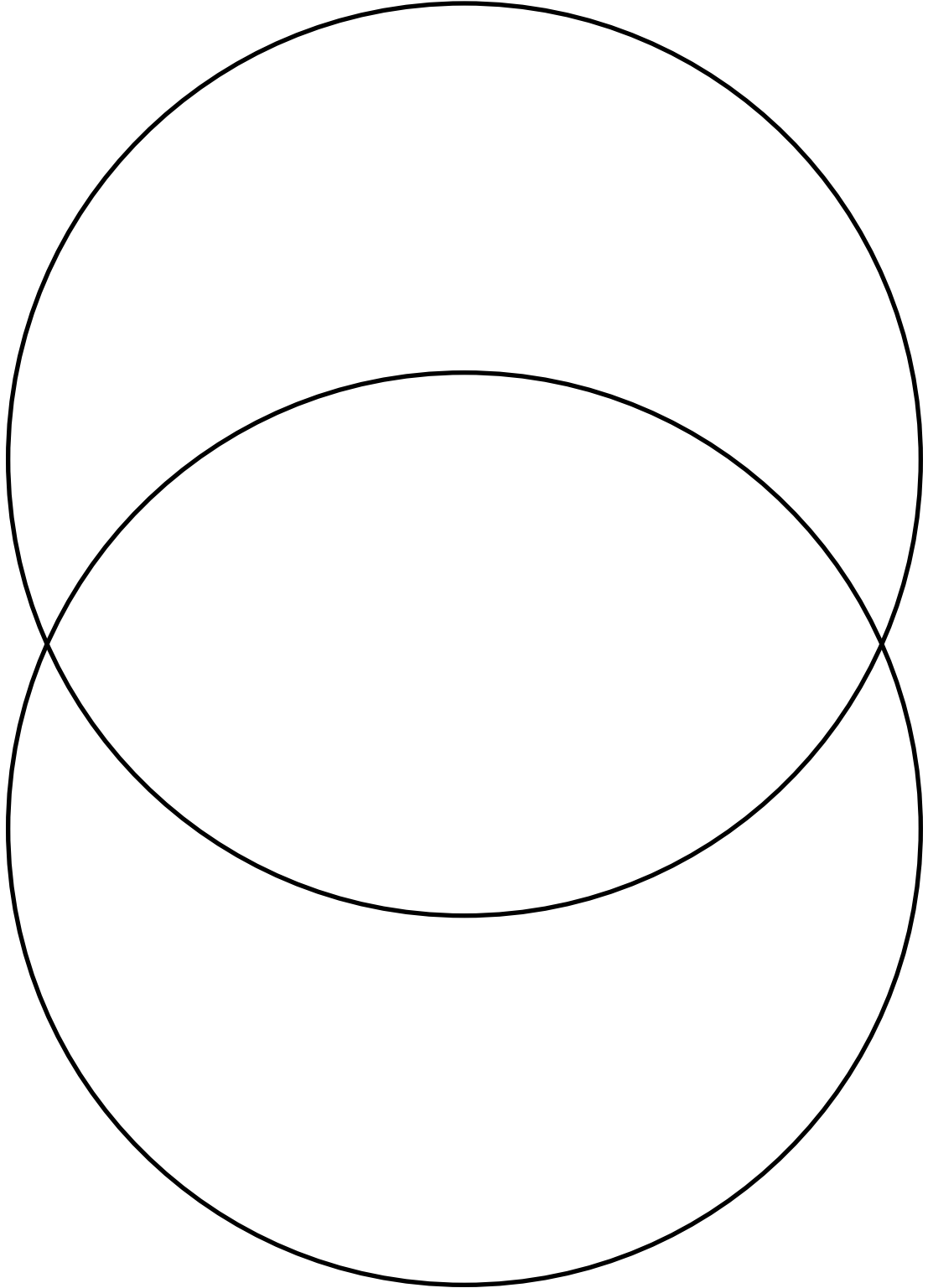
Directions: Think about what you have heard in the read-aloud, and then fill in the chart using words or sentences.

Somebody	
Wanted	
But	
So	
Then	

Directions: Think about how these two individuals are similar and how they are different. Draw or write how they are alike in the overlapping part of the two circles. Draw or write how the Buddha is different from Confucius in the right-hand circle. Draw or write how Confucius is different from the Buddha in the left-hand circle.

the Buddha

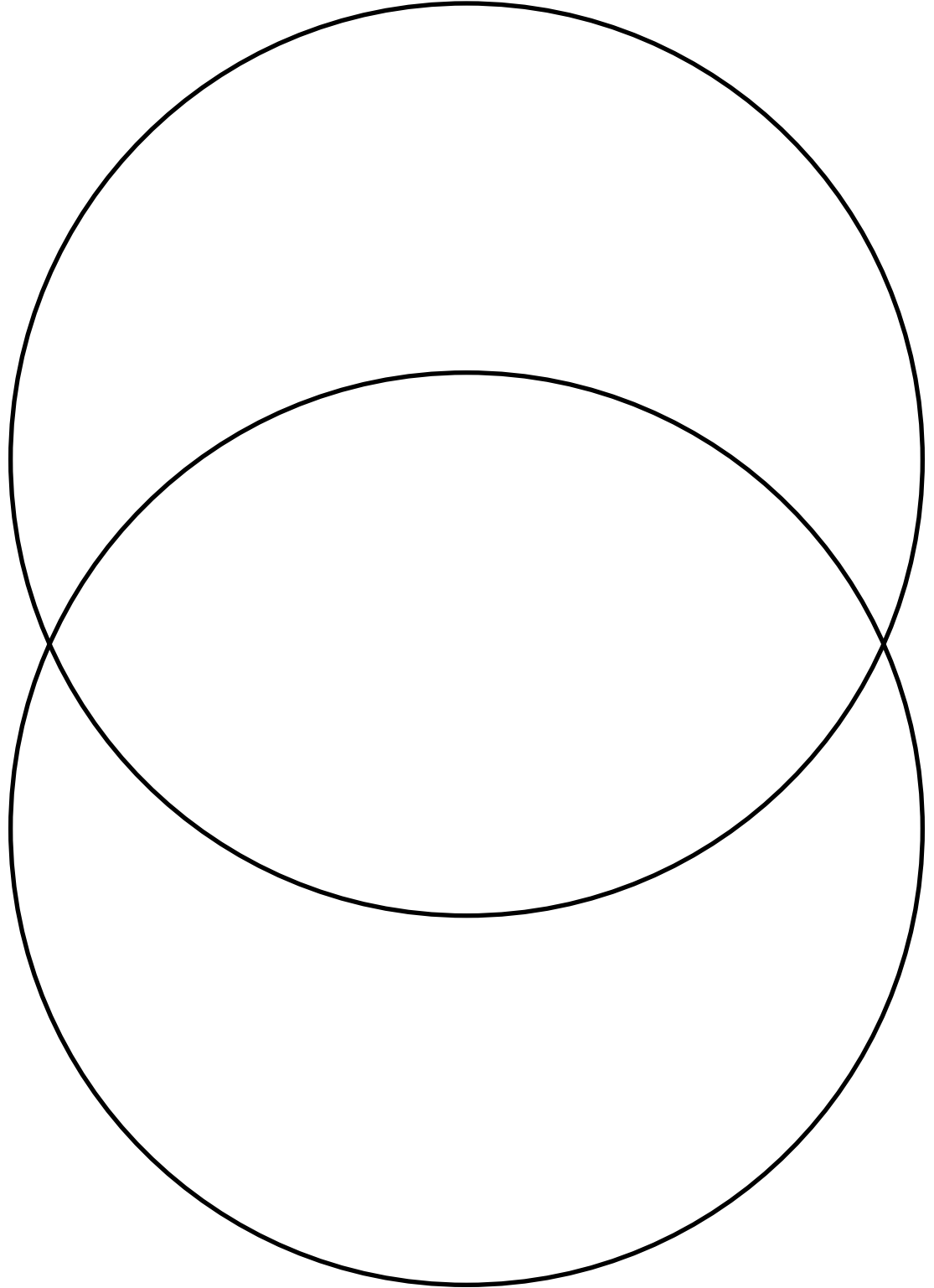
Confucius



Directions: Think about how these two celebrations are similar and how they are different. Draw or write how they are alike in the overlapping part of the two circles. Draw or write how Diwali is different from the Chinese New Year in the left-hand circle. Draw or write how the Chinese New Year is different from Diwali in the right-hand circle.

Chinese New Year

Diwali






Directions: Listen to your teacher's instructions.



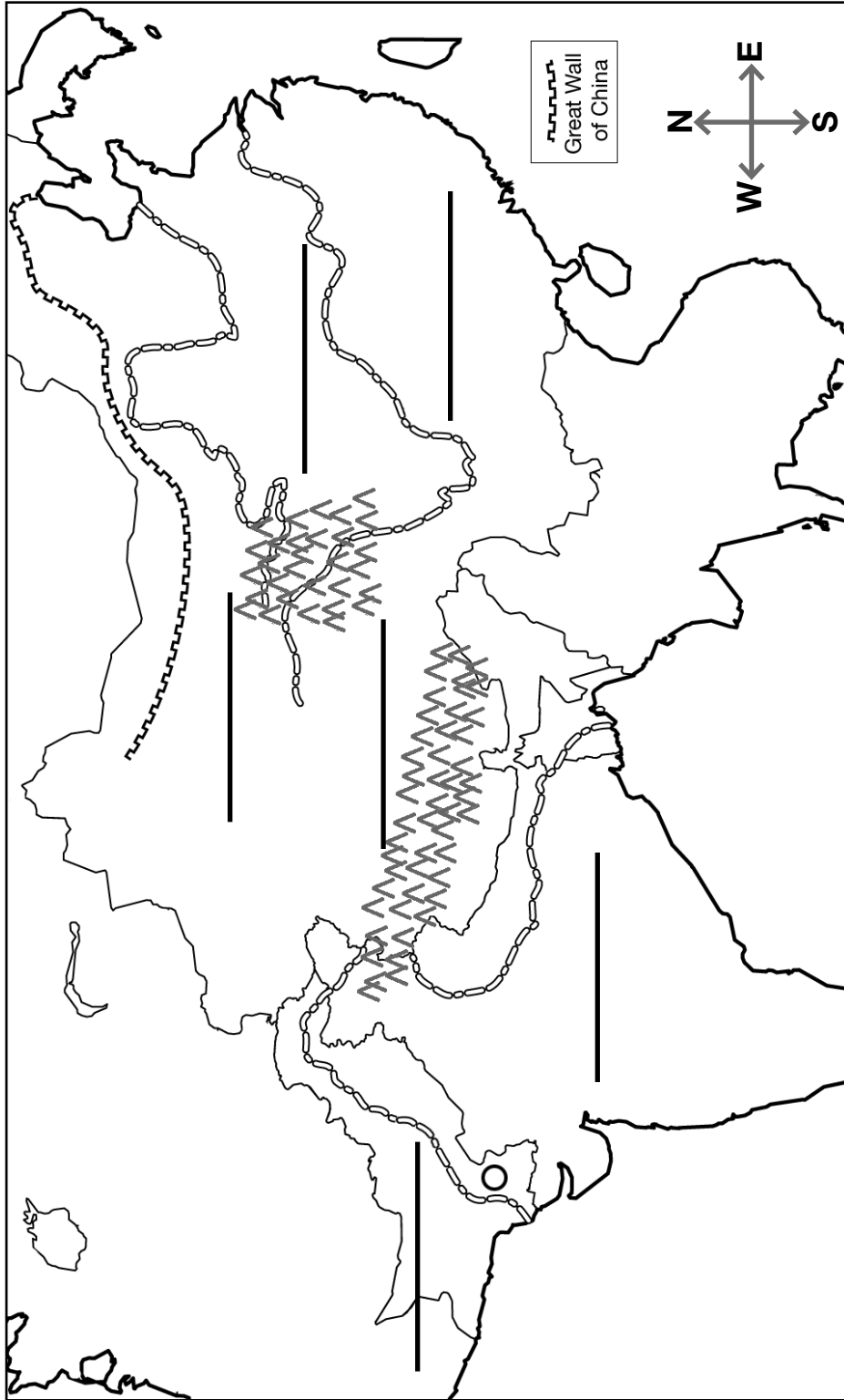


Directions: Listen to your teacher's instructions.

11.  
12.  
13.  
14.  
15.  

Directions: Title your map with the name of the continent, and then label the mountains, rivers, and countries you learned about in this domain. You may reference the word bank below to help you.

Title _____



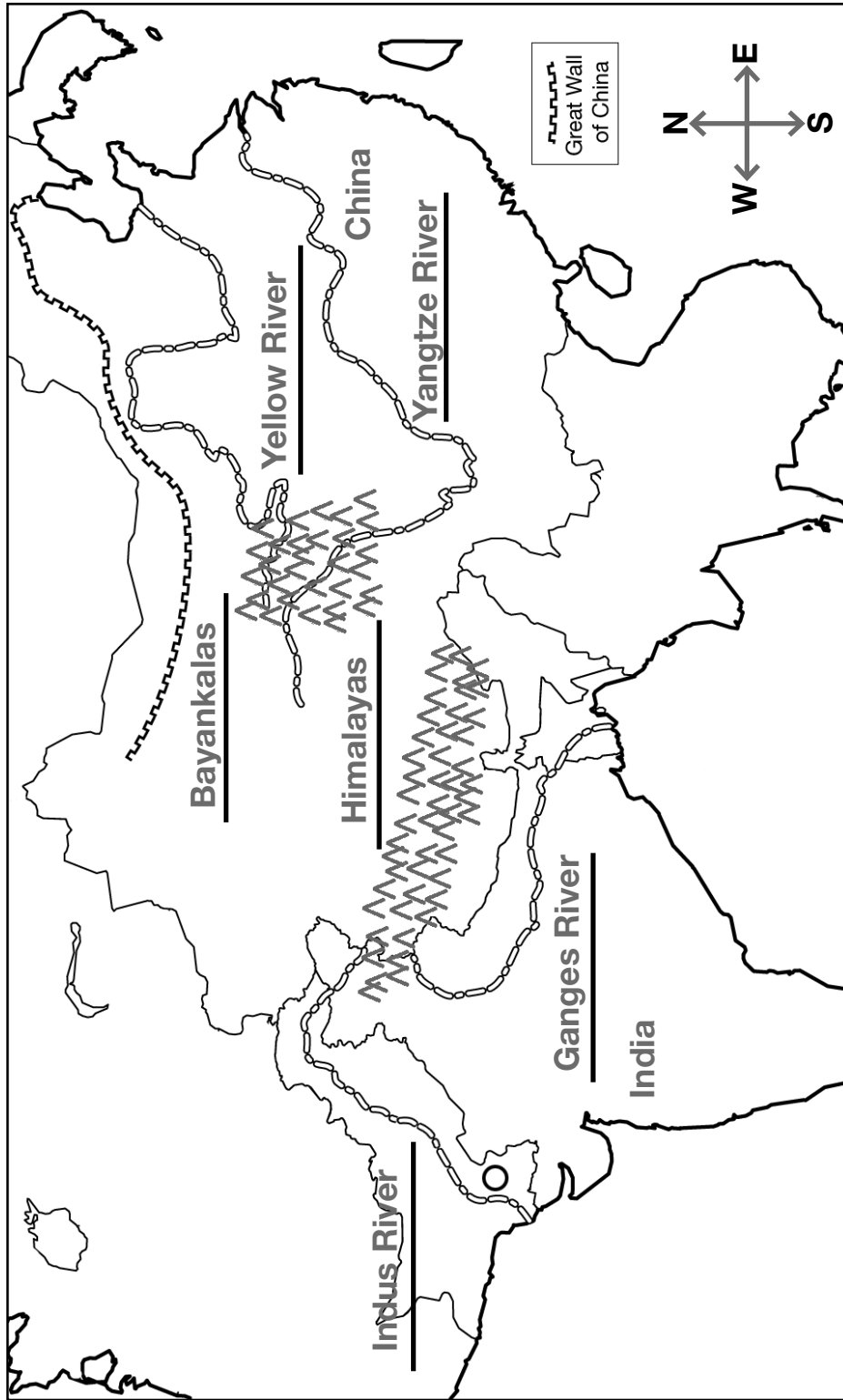
Asia India China Himalayas Bayankalass

Indus River Ganges River Yellow River Yangtze River

Directions: Title your map with the name of the continent, and then label the mountains, rivers, and countries you learned about in this domain. You may reference the word bank below to help you.

Title _____

Asia



Asia

India

China

Himalayas

Bayankalass

Indus River

Ganges River

Yellow River

Yangtze River

Directions: Listen to each sentence read by the teacher. Think about the answer for each question. Write at least one complete sentence to answer each question.

1. Who was Confucius?

2. Describe either the Chinese New Year or Diwali.

3. How were rivers important to the development of early Indian and early Chinese civilizations?

4. What is the most interesting thing you learned about Hinduism or Buddhism and why?

Directions: Use this instructional master as a guide for copying the Chinese characters 1–12 when making your Chinese clock.

1	一
2	二
3	三
4	四
5	五
6	六
7	七
8	八
9	九
10	十
11	十一
12	十二

Tens Recording Chart

Use this grid to record Tens scores. Refer to the Tens Conversion Chart that follows.

Name							

Tens Conversion Chart

		Number Correct																					
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
Number of Questions	1	0	10																				
	2	0	5	10																			
	3	0	3	7	10																		
	4	0	3	5	8	10																	
	5	0	2	4	6	8	10																
	6	0	2	3	5	7	8	10															
	7	0	1	3	4	6	7	9	10														
	8	0	1	3	4	5	6	8	9	10													
	9	0	1	2	3	4	6	7	8	9	10												
	10	0	1	2	3	4	5	6	7	8	9	10											
	11	0	1	2	3	4	5	5	6	7	8	9	10										
	12	0	1	2	3	3	4	5	6	7	8	8	9	10									
	13	0	1	2	2	3	4	5	5	6	7	8	8	9	10								
	14	0	1	1	2	3	4	4	5	6	6	7	8	9	9	10							
	15	0	1	1	2	3	3	4	5	5	6	7	7	8	9	9	10						
	16	0	1	1	2	3	3	4	4	5	6	6	7	8	8	9	9	10					
	17	0	1	1	2	2	3	4	4	5	6	6	7	7	8	8	9	9	10				
	18	0	1	1	2	2	3	3	4	4	5	6	6	7	7	8	8	9	9	10			
	19	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10		
	20	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10	

Simply find the number of correct answers the student produced along the top of the chart and the number of total questions on the worksheet or activity along the left side. Then find the cell where the column and the row converge. This indicates the Tens score. By using the Tens Conversion Chart, you can easily convert any raw score, from 0 to 20, into a Tens score.

Please note that the Tens Conversion Chart was created to be used with assessments that have a defined number of items (such as written assessments). However, teachers are encouraged to use the Tens system to record informal observations as well. Observational Tens scores are based on your observations during class. It is suggested that you use the following basic rubric for recording observational Tens scores.

9–10	Student appears to have excellent understanding
7–8	Student appears to have good understanding
5–6	Student appears to have basic understanding
3–4	Student appears to be having difficulty understanding
1–2	Student appears to be having great difficulty understanding
0	Student appears to have no understanding/does not participate

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