Dear Educator,

Travel back in time and around the globe to explore the dynasties, inventions, and accomplishments that shaped China over 2,000 years ago. With KIDS DISCOVER Ancient China, your students will learn about the fascinating topics at right.

This Teacher’s Guide is filled with activity ideas and blackline masters to help your students enjoy and learn more from Ancient China. Select or adapt the activities that suit your students’ needs best.

Thank you for making KIDS DISCOVER a part of your classroom.

Sincerely,

KIDS DISCOVER

P.S. We would love to hear from you! E-mail your comments and ideas to teachers@kidsdiscover.com

Meeting the Standards
✔ World History: Era 3 Classical Traditions, Major Religions, and Giant Empires, 1000 BCE-300 CE
✔ World History: Era 4 Expanding Zones of Exchange and Encounter, 300-1000 CE
– National Standards for History
✔ Visit www.kidsdiscover.com/standards to find out more about how KIDS DISCOVER meets state and national standards.

PAGES WHAT’S IN ANCIENT CHINA
2–3 A Long-lasting Empire
The Chinese dynasties, from Shang to Qing, and a captivating photograph of the snow-covered Great Wall
4–5 From Top to Bottom
Ancient China’s social ladder, from the emperor and royal family to the entertainers, soldiers, and servants
6–7 How the Rich Lived; The Peasant Poor
The contrasting lifestyles of the wealthy and the poor
8–9 Celebrating the Chinese New Year
Festivals, food, dragons, and the Chinese zodiac
10–11 Xian Clay Soldiers and Horses
An intriguing photograph of the life-size army guarding the tomb of the first emperor
12–13 Wheelbarrows, Fireworks, and Water Clocks
The ancient Chinese inventions of the compass, kites, printing, paper, silk-making, and more
14–15 By Land and Sea
The Silk Road, the Great Wall, and the Grand Canal
16–17 Finding the Past in the Present
Chinese cooking, martial arts, medicine, and teachings today
18–19 Student Activities
Cook a Chinese feast, plus a dynasty graph, acrostic, and resources
PREREADING ACTIVITIES

Before distributing KIDS DISCOVER Ancient China, activate students’ prior knowledge and set a purpose for reading with these activities.

Discussion
To get students thinking about how this topic relates to their interests and lives, ask:
✔ Does anyone have a relative who came from China? What are some different customs, foods, and activities?
✔ What questions do you have about ancient China?

Concept map
Explain to students that they will be reading Ancient China. Ask: What are some people, places, and things that are related to ancient China? List students’ responses on the board. (See box below for some terms they may suggest.) After creating a list, ask students to group the words into categories, such as People or Places. Create a concept map by writing Ancient China on the board and circling it. Write the categories around the circle and draw lines between the ideas to show connections. Then write the words from the list around the appropriate categories. Ask students to add words to the concept map as they read Ancient China.

Get Set to Read (Anticipation Guide)
Copy and distribute the Get Set to Read blackline master (page 3 of this Teacher’s Guide). Explain to students that this Anticipation Guide will help them find out what they know and what misconceptions they have about the topic. Get Set to Read is a list of statements—some true, some false. Ask students to write whether they think each statement is true or false in the Before Reading column. Be sure to tell students that it is not a test and they will not be graded on their answers. The activity can be completed in a variety of ways for differentiated instruction:
◆ Have students work on their own or in small groups to complete the entire page.
◆ Assign pairs of students to focus on two statements and to become “experts” on these topics.
◆ Ask students to complete the Before Reading column on their own, and then tabulate the class’s answers on the chalkboard, on an overhead transparency, or on your classroom computer.
◆ Review the statements orally with the entire class.

If you predict that students will need assistance finding the answers, complete the Page Number column before copying Get Set to Read.

Preview
Distribute Ancient China and model how to preview it. Examine titles, headings, words in boldface type, pictures, charts, and captions. Then have students add new information to the Concept Map. If students will only be reading a few pages at one sitting, preview only the selected pages.

KEY TERMS
✔ Forbidden City
✔ Grand Canal
✔ Great Wall
✔ Silk Road
✔ Marco Polo
✔ Confucius
✔ Daoism
✔ Chinese zodiac
✔ acupuncture
✔ dynasty
✔ emperor
✔ silk

BE WORD WISE WITH POWER VOCABULARY!
You have exclusive access to additional resources including Power Vocabulary blackline masters for every available KIDS DISCOVER title! These activities introduce students to 15 specialized and general-use vocabulary words from each KIDS DISCOVER title. Working with both types of words helps students develop vocabulary, improve comprehension, and read fluently. Follow the links from your Teacher’s Toolbox CD-ROM and find your title to access these valuable resources:
◆ Vocabulary cards
◆ Crossword puzzle
◆ Word find
◆ Matching
◆ Cloze sentences
◆ Dictionary list

www.kidsdiscover.com
Get Set to Read

China is a country with an ancient past. What do you know about China and its history? In Before Reading, write true if you think the statement is true. Write false if you think the statement is not true. Then read KIDS DISCOVER Ancient China. Check back to find out if you were correct. Write the correct answer and the page number where you found it.

CHALLENGE: Rewrite each false sentence in a way that makes it true.

<table>
<thead>
<tr>
<th>Before Reading</th>
<th>After Reading</th>
<th>Page Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. China’s written history dates back 3,500 years.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The emperor and the royal family held Ancient China’s highest rank in society.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The emperor of China lived in an area called the City of Love.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The Chinese calendar is based on the movements of the sun.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. In 1974, workers discovered a life-size army of clay soldiers and horses in Xian, China.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The Chinese copied the European invention of the wheelbarrow.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. The most amazing feat of Chinese engineering was the Great Wall.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Emperors ruled China until 1912.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
All pages

During much of China’s past, the country was isolated. Only in the mid-1970s did it begin to welcome foreign visitors. Ask:

✔ Why do you think a country would not want foreigners visiting?
✔ Do you think it is a good idea for a country to isolate itself? Why or why not?

Pages 2–3

✔ Why do you think that the Great Wall of China is considered a symbol of China’s power and unity?

Pages 4–5

In some societies, people are born into a certain class and it is difficult or impossible for them to move into a higher class. For example, in ancient China, the highest class in society was held by the emperor and the royal family. Those in the lowest class were entertainers, soldiers, and servants. Ask:

✔ Do you think that there are any advantages to having strict class divisions? What are the advantages?
✔ Do you think there are class divisions in the United States? Can a poor person, for example, marry a rich person? Is it common?

Page 6

After students read about the practice of foot binding, ask:

✔ Why do you think the ancient Chinese practiced foot binding? Why do you think the practice died out?
✔ Do you think a practice like this could ever become commonplace today? Why or why not?

Page 7

✔ Why do you think the poor in China call the Yellow River “China’s curse”?
✔ Do you think there is anything that can be described as “America’s curse”? What might it be?

Pages 8–9

✔ How do the Chinese celebrations highlighted on pages 8–9 differ from special days that you celebrate? How are they similar?

Page 9

Have students look at the Chinese zodiac on page 9. Ask:

✔ Do you believe that the year or date of your birth influences the type of person you are?

Pages 10–11

In 1974, workers digging a well discovered an ancient clay army. Each clay soldier’s face was made to look different. Ask:

✔ Why do you think they created each of the faces to look different?
✔ What questions would you have if you were the first person to come across this ancient army?

Pages 12–13

After students read about the accomplishments of the ancient Chinese, ask:

✔ Which accomplishment of the Chinese do you think is most noteworthy? Why?

Pages 14–15

Three great feats of the ancient Chinese were the Grand Canal, Great Wall, and Silk Road. Ask:

✔ Which of these three feats do you think is the greatest? Why?
✔ What are some other famous canals, walls, and routes from today and the past?

Pages 16–17

✔ What are some activities, objects, or ideas that you have seen that started in ancient China?
✔ Do you practice martial arts or have you ever used chopsticks?
It’s in the Reading

After reading KIDS DISCOVER Ancient China, choose the best answer for each question.
Fill in the circle.

Find your answers on the pages shown in the book icon next to each question.

1. A good word to describe the Chinese during the empire is ____.
   - A. inventive
   - B. lazy
   - C. loyal
   - D. careless

2. If you saw a house with five columns and a wide gate in the Chinese empire, you would know it belonged to ____.
   - A. an artisan
   - B. an inventor
   - C. a top government official
   - D. a low-ranking government official

3. If a person entered the Gate of Celestial Purity, that person was ____.
   - A. a soldier
   - B. the empress
   - C. the emperor
   - D. a royal servant

4. The farmers called the Yellow River “China’s curse” because ____.
   - A. its flooding ruined their crops
   - B. its water was not usable for drinking
   - C. few fish could live in its waters
   - D. it often dried up leaving them without water

5. Someone born in 2001 would be born in the year of the ____.
   - A. rat
   - B. rabbit
   - C. snake
   - D. dog
6. The clay soldiers of Xian can be distinguished from one another by their ____.
   ○ A. clothes
   ○ B. faces
   ○ C. hand positions
   ○ D. hair styles

7. The Chinese invention most likely to be used by a sailor was ____.
   ○ A. a wheelbarrow
   ○ B. a compass
   ○ C. paper
   ○ D. fireworks

8. Learning that China was a great naval power would probably let foreign rulers know that China ____.
   ○ A. could defend itself
   ○ B. was a great trading country
   ○ C. was a rich country
   ○ D. was a threat to their countries

9. Yin and yang can best be described as ____.
   ○ A. complements
   ○ B. unrelated
   ○ C. synonyms
   ○ D. opposites

10. What do you think was the most important accomplishment of the Chinese before 1912? Explain your answer.

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
How did the ancient Chinese make paper? Find out by using the illustrations and captions on page 13 that show the steps in the papermaking process. Study the steps. Then answer the questions.

1. How many steps are shown in the process? Are these detailed steps?
   ____________________________________________________________
   ____________________________________________________________

2. Was making paper a simple process?
   ____________________________________________________________
   ____________________________________________________________

3. What would a person have to do before beginning the process?
   ____________________________________________________________
   ____________________________________________________________

4. What part of the process could be made into a fifth step?
   ____________________________________________________________

5. Which step results in a soft, wet mass of material?
   ____________________________________________________________
   ____________________________________________________________

6. What is the purpose of the screen used in the process?
   ____________________________________________________________
   ____________________________________________________________

7. As described, could this process be used to make paper?
   ____________________________________________________________
Have students try these activities to expand their knowledge and interest in ancient China.

Social Studies

China is the largest country by population (India is second and the United States is third) and the third largest by area (Russia and Canada are larger). Ask students to look at a world map and each select a large country to compare with China. As a class, determine up to ten facts students should research about their selected countries, such as population, area in square miles, type of government, and official language. Have students post the statistics they researched in a class chart. Ask students questions based on the information in the chart, such as, “Which two countries have the same official language?” or “In square miles, how much larger is China than the United States?”

Geography

Have students use a map to determine the latitude and longitude of various Chinese cities, such as Beijing, Hunan, Shanghai, Xian, and so on. (Note: The spelling of city names varies, so help students locate the cities in order to avoid confusion.) Ask students to locate North American cities that are on the same latitude as each Chinese city.

Geography, Science

The Chinese are given credit for inventing the compass. Bring in a compass and teach students how to use it to determine what direction their desk faces.

Science

Silk is made from the cocoons of caterpillars. Have students investigate, write about, and illustrate the process of how a caterpillar develops a cocoon and then becomes a butterfly.

Language Arts, Art

Have students refer to the “character” for mountain on page 17 to help them create their own picture symbols. They should start with a simple drawing of the object, then show, in four or five steps, how the symbol could change through the years, just as the symbol for mountain did. Students should then try to write a few sentences, replacing some of the words with their picture symbols, such as “school” and “tree.” Students can exchange papers and try to read each other’s sentences.

Language Arts

The Chinese have given poetic names to some of their palaces, such as Palace of Terrestrial Tranquility and Palace of Celestial Purity. Have students come up with poetic/descriptive names for local or national places, such as the White House, your school, or a local church or synagogue. Students should write about why they selected the names.

Art

Around 8,000 clay soldiers have been discovered in the tomb of the emperor Shi Huangdi of the Qin dynasty. It has been noted that no two faces are alike. Have students draw at least ten faces, each one showing a different expression.

Physical Education

Encourage students who have participated in martial arts to prepare a short demonstration for the class. The students should give details about the purpose of the martial art and what kind of training is involved in becoming proficient.
**Get Set to Read**

China is a country with an ancient past. What do you know about China and its history? In **Before Reading**, write *true* if you think the statement is true. Write *false* if you think the statement is not true. Then read **KIDS DISCOVER Ancient China**. Check back to find out if you were correct. Write the correct answer and the page number where you found it.

**CHALLENGE:** Rewrite each false sentence in a way that makes it true.

<table>
<thead>
<tr>
<th>Before Reading</th>
<th>After Reading</th>
<th>Page Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>China’s written history dates back 3,500 years.</td>
<td>True</td>
<td>p. 2</td>
</tr>
<tr>
<td>The emperor and the royal family held Ancient China’s highest rank in society.</td>
<td>True</td>
<td>p. 4</td>
</tr>
<tr>
<td>The emperor of China lived in an area called the City of Love Forbidden City.</td>
<td>False</td>
<td>p. 6</td>
</tr>
<tr>
<td>The Chinese calendar is based on the movements of the sun cycles of the moon.</td>
<td>False</td>
<td>p. 8</td>
</tr>
<tr>
<td>In 1974, workers discovered a life-size army of clay soldiers and horses in Xian, China.</td>
<td>True</td>
<td>p. 10</td>
</tr>
<tr>
<td>The Chinese Europeans copied the European Chinese invention of the wheelbarrow.</td>
<td>False</td>
<td>p. 13</td>
</tr>
<tr>
<td>The most amazing feat of Chinese engineering was the Great Wall.</td>
<td>True</td>
<td>p. 14</td>
</tr>
<tr>
<td>Emperors ruled China until 1912.</td>
<td>True</td>
<td>p. 16</td>
</tr>
</tbody>
</table>
It’s in the Reading

After reading KIDS DISCOVER Ancient China, choose the best answer for each question. Fill in the circle.

Find your answers on the pages shown in the book icon next to each question.

1. A good word to describe the Chinese during the empire is ____.
   - A. inventive
   - B. lazy
   - C. loyal
   - D. careless

2. If you saw a house with five columns and a wide gate in the Chinese empire, you would know it belonged to ____.
   - A. an artisan
   - B. an inventor
   - C. a top government official
   - D. a low-ranking government official

3. If a person entered the Gate of Celestial Purity, that person was ____.
   - A. a soldier
   - B. the empress
   - C. the emperor
   - D. a royal servant

4. The farmers called the Yellow River “China’s curse” because ____.
   - A. its flooding ruined their crops
   - B. its water was not usable for drinking
   - C. few fish could live in its waters
   - D. it often dried up leaving them without water

5. Someone born in 2001 would be born in the year of the ____.
   - A. rat
   - B. rabbit
   - C. snake
   - D. dog
6. The clay soldiers of Xian can be distinguished from one another by their ____.
   ○ A. clothes
   ● B. faces (comparison and contrast)
   ○ C. hand positions
   ○ D. hair styles

7. The Chinese invention most likely to be used by a sailor was ____.
   ○ A. a wheelbarrow
   ● B. a compass (inference)
   ○ C. paper
   ○ D. fireworks

8. Learning that China was a great naval power would probably let foreign rulers know that China ____.
   ● A. could defend itself (draw conclusions)
   ○ B. was a great trading country
   ○ C. was a rich country
   ○ D. was a threat to their countries

9. Yin and yang can best be described as ____.
   ○ A. complements
   ○ B. unrelated
   ○ C. synonyms
   ● D. opposites (inference)

10. What do you think was the most important accomplishment of the Chinese before 1912? Explain your answer.

   Answers will vary, but students should provide reasons for their opinions.
Everything Visual

How did the ancient Chinese make paper? Find out by using the illustrations and captions on page 13 that show the steps in the papermaking process. Study the steps. Then answer the questions.

1. How many steps are shown in the process? Are these detailed steps?
   
   *Four steps are shown. These give a general overview and could be made more detailed.*

2. Was making paper a simple process?
   
   *Papermaking was a labor-intensive complex process.*

3. What would a person have to do before beginning the process?
   
   *The person would have to gather the materials and fill the vat.*

4. What part of the process could be made into a fifth step?
   
   *The fifth step could be peeling the paper off the screen.*

5. Which step results in a soft, wet mass of material?
   
   *The second step results in the wet mass of material.*

6. What is the purpose of the screen used in the process?
   
   *The screen is used to gather fibers and to hold them until dry.*

7. As described, could this process be used to make paper?

   *Yes, the process is complete enough to enable someone to follow it to make paper.*