**9th Grade** [**China Inquiry**](http://www.c3teachers.org/inquiries/china/)

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| Did Emperor Shi Huangdi Improve China? |
| **Staging the Question: Discuss what photographs of the Terra-cotta Army and the Great Wall of China communicate about the ruler responsible for them.** |
| **Social Studies Practices** |  Gathering, Using, and Interpreting Evidence Chronological Reasoning and Causation  |

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| **Supporting Question 1** | **Supporting Question 2** | **Supporting Question 3** |
| How did Shi Huangdi unify China politically? | How did Shi Huangdi’s reforms standardize society? | To what extent did Shi Huangdi’s treatment of opponents diminish his success? |
| **Formative Performance Task** | **Formative Performance Task** | **Formative Performance Task** |
| List the actions Shi Huangdi took to unite the former Warring States.  | Write a summary of the laws and reforms passed by Shi Huangdi that unified China through standardization.  | Develop a claim supported by evidence about the extent to which Shi Huangdi’s harsh treatment of his opposition diminished his success.  |
| *Integration of Inquiry Process and Skills* |
| **Supporting Question 1** | **Supporting Question 2** | **Supporting Question 3** |
| **Connect:** **Uses sources to acquire background information and brainstorms ideas for further inquiry** by examining photographs of two artifacts of Shi Huangdi’s empire and discussing what they communicate about the ruler. Graphic Organizer: [Connect#11](http://inquiryk12.ischool.syr.edu/esifc-assessments/connect/#connect11) | **Connect**: **States and verifies what is known and makes connections to prior knowledge** about societal reforms. **Graphic Organizer:** [**Connect#14**](http://inquiryk12.ischool.syr.edu/esifc-assessments/connect/#connect14) | **Connect:**  |
| **Wonder:** **Assesses questions to determine which can be answered by simple facts, which cannot be answered, and which would lead to an interesting inquiry** about Shi Huangdi. **Graphic Organizer:** [**Wonder#8**](http://inquiryk12.ischool.syr.edu/esifc-assessments/wonder/#wonder8) | **Wonder: Focuses the purpose of the research by determining specific questions to be answered.** | Wonder: Analyzes and evaluates what is known, observed, or experienced to form tentative thesis or hypothesis about how Shi Huangdi’s treatment of opponents diminished his success. **Graphic Organizer:** [**Wonder#12**](http://inquiryk12.ischool.syr.edu/esifc-assessments/wonder/#wonder12) |
| **Investigate: Uses different formats as sources of information** while examining a map of the Warring States and reading two descriptions of Shi Huangdi’s actions as emperor.**Graphic Organizer:** [**Investigate#75**](http://inquiryk12.ischool.syr.edu/esifc-assessments/investigate/#investigate75) | **Investigate:** **Analyzes pictures and other information presented visually to determine main ideas and supporting details** while examining an image bank of museum objects from the time period. | **Investigate:** **Recognizes the effect of different perspectives and points of view on information** while reading descriptions of harsh treatments received by opponents of legalism and/or the Qin and examining a painting of the book burnings and burying of scholars. Graphic Organizer: [Investigate#76](http://inquiryk12.ischool.syr.edu/esifc-assessments/investigate/#investigate76)[C3 Resources](http://www.c3teachers.org/wp-content/uploads/2015/09/NewYork_9_China.pdf)  |
| **Construct:** Lists the actions Shi Huangdi took to unite the former Warring States. | **Construct:** **Draws conclusions based on explicit and implied information** about Shi Huangdi’s reforms. **Graphic Organizer:** [**Construct#30**](http://inquiryk12.ischool.syr.edu/esifc-assessments/construct/#construct30) **and** [**Construct#31**](http://inquiryk12.ischool.syr.edu/esifc-assessments/construct/#construct31) | Construct: Organizes information independently, deciding the structure based on the relationships among ideas and general patterns discovered.**Graphic Organizer:** [**Construct#36**](http://inquiryk12.ischool.syr.edu/esifc-assessments/construct/#construct36) **and** [**Construct#37**](http://inquiryk12.ischool.syr.edu/esifc-assessments/construct/#construct37) |
| **Express:**  | **Express:** Writes a summary of the laws and reforms passed by Shi Huangdi that unified China through standardization. | Express: Develops a claim supported by evidence about the extent to which Shi Huangdi’s harsh treatment of his opposition diminished his success. |
| **Reflect:**  | **Reflect:**  | **Reflect:** **Identifies own strengths and sets goals for improvement.** **Graphic Organizer:** [**Reflect#20**](http://inquiryk12.ischool.syr.edu/esifc-assessments/reflect/#reflect20) **and** [**Reflect#21**](http://inquiryk12.ischool.syr.edu/esifc-assessments/reflect/#reflect21) |
| **Summative Performance Task: *Argument:* Did Emperor Shi Huangdi improve China? Construct an argument that addresses the compelling question using specific claims and historical evidence while acknowledging competing views. *Extension:* Have students create a Great Wall of China. Each student would complete a “brick” that represents different elements of this time period for China.** |