

9th Grade China Inquiry

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

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	Connect: States and verifies what is known and makes connections to prior knowledge about societal reforms. Graphic Organizer: Connect#14	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	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
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	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 C3 Resources
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 and Construct#31	Construct: Organizes information independently, deciding the structure based on the relationships among ideas and general patterns discovered. Graphic Organizer: Construct#36 and Construct#37
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 and Reflect#21
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.		