



Early Asian Civilizations

Tell It Again!™ Read-Aloud Supplemental Guide





Early Asian Civilizations

Supplemental Guide to the Tell It Again!™ Read-Aloud Anthology

Listening & Learning™ Strand
GRADE 2

Core Knowledge Language Arts®
New York Edition



Creative Commons Licensing

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.



You are free:

to Share — to copy, distribute and transmit the work

to Remix — to adapt the work

Under the following conditions:

Attribution — You must attribute the work in the following manner:

This work is based on an original work of the Core Knowledge® Foundation made available through licensing under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License. This does not in any way imply that the Core Knowledge Foundation endorses this work.

Noncommercial — You may not use this work for commercial purposes.

Share Alike — If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<http://creativecommons.org/licenses/by-nc-sa/3.0/>

Copyright © 2013 Core Knowledge Foundation

www.coreknowledge.org

All Rights Reserved.

Core Knowledge Language Arts, Listening & Learning, and Tell It Again! are trademarks of the Core Knowledge Foundation.

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

Table of Contents

Early Asian Civilizations

Supplemental Guide to the
Tell It Again!™ Read-Aloud Anthology

Preface to the <i>Supplemental Guide for Early Asian Civilizations</i>	v
Alignment Chart for <i>Early Asian Civilizations: Supplemental Guide</i>	xvii
Introduction to <i>Early Asian Civilizations: Supplemental Guide</i>	1
Lesson 1: The Indus River Valley, Part I	19
Lesson 2: The Indus River Valley, Part II.	40
Lesson 3: Hinduism	57
Lesson 4: The Tiger, the Brahman, and the Jackal	75
Lesson 5: The Blind Men and the Elephant.	93
Lesson 6: Diwali	113
Lesson 7: Buddhism	126
Pausing Point	144
Lesson 8: The Yellow and Yangtze Rivers.	149
Lesson 9: Chinese Writing and the Invention of Paper	167
Lesson 10: The Magic Paintbrush	185
Lesson 11: The Silk Roads.	201
Lesson 12: The Great Wall of China	217
Lesson 13: Confucius	233
Lesson 14: Chinese New Year	250
Domain Review	264
Domain Assessment	268
Culminating Activities	271
Appendix	277



Preface to the Supplemental Guide

Early Asian Civilizations

The *Supplemental Guide* is designed as a companion to the Core Knowledge Language Arts *Tell It Again! Read-Aloud Anthologies*. There is one *Supplemental Guide* per domain. This preface to the *Supplemental Guide* provides information about the guide's purpose and target audience, describes how it can be used flexibly in various classroom settings, and summarizes the features of the guide that distinguish it from the *Tell It Again! Read-Aloud Anthologies*.

Intended Users and Uses

This guide is intended to be used by general education teachers, reading specialists, English as a Second Language (ESL) teachers, special education teachers, and teachers seeking an additional resource for classroom activities. This guide is intended to be both flexible and versatile. Its use is to be determined by teachers in order to fit the unique circumstances and specific needs of their classrooms and individual students. Teachers whose students would benefit from enhanced oral language practice may opt to use the *Supplemental Guide* as their primary guide for Listening & Learning. 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*. Such teachers might use the Vocabulary Instructional Activities and some of the modified read-alouds during small-group instruction time. Reading specialists and ESL teachers may find that the tiered Vocabulary Charts are a useful starting point in addressing their students' vocabulary learning needs.

The *Supplemental Guide* is designed to allow flexibility with regard to lesson pacing, and encourages education professionals to pause and review when necessary. A number of hands-on activities and graphic organizers are included in the lessons to assist students with learning the content presented.

Supplemental Guide Contents

The *Supplemental Guide* contains modified read-alouds, tiered Vocabulary Charts, Multiple Meaning Word Activities, Syntactic Awareness Activities, and Vocabulary Instructional Activities. For each modified read-aloud, a variety of Multiple Meaning Word Activities, Syntactic Awareness Activities, and Vocabulary Instructional Activities are available for classroom use, affording students additional opportunities to use domain vocabulary. The activities integrated into the lessons of the *Supplemental Guide* create a purposeful and systematic setting for English language learning. The read-aloud of each story or nonfiction text builds upon previously taught vocabulary and ideas, and introduces language and knowledge needed for the subsequent, more complex text. The *Supplemental Guide's* focus on oral language in the earlier grades addresses the language learning needs of students with limited English language skills, who may not be exposed to the kind of academic language found in written texts outside of a school setting.

Modified Read-Alouds

The modified read-alouds in the *Supplemental Guide*, like the read-alouds in the corresponding *Tell It Again! Read-Aloud Anthology*, are content-rich and designed to build students' listening comprehension, which is a crucial foundation for their reading comprehension abilities. You may notice that not all of the read-alouds in the *Tell It Again! Read-Aloud Anthology* appear in the corresponding *Supplemental Guide*. Some of the read-alouds were omitted to provide ample time for teachers to review read-aloud content and language, and to engage students in extended dialogue about the text. Nonetheless, students who listen to the *Supplemental Guide* read-alouds will learn the same core content as students who listen to read-alouds from the corresponding *Tell It Again! Read-Aloud Anthology*.

In the modified read-alouds, the teacher presents core content in a clear and scaffolded manner. Lessons are designed to be dialogic and interactive in nature. This allows students to use acquired content knowledge and vocabulary to communicate ideas and concepts with their peers and teachers in an accommodating and safe environment. Maximizing time for student conversation by structuring supportive situations—where students can engage in meaningful, collaborative discussions with their teacher and peers—is an important catalyst to oral language development.

Tips and Tricks for Managing the Flip Book During the Read-Alouds

Please note that many modified read-alouds ask that you show Flip Book images in a non-sequential order that differs from the order in which the images are arranged in the Flip Book. Furthermore, some modified read-alouds make use of Flip Book images from two or more separate lessons.

It is highly recommended that you preview each modified read-aloud, with the Flip Book in hand, before teaching a lesson. It is critical that you be familiar with the order of the Flip Book images for a given read-aloud, so that you are able to confidently present the read-aloud text and the appropriate image without searching through pages in the Flip Book.

We recommend that you consider using one or more of the following tips in preparing the Flip Book prior to the read-aloud to ensure a smooth transition in moving from one image to the next:

- Number the Flip Book thumbnails in each read-aloud lesson of the *Supplemental Guide*. Place corresponding, numbered sticky notes in the order Flip Book images will be shown, projecting from the side of the Flip Book so that each number will be clearly seen. (For example, if the number “3” is written next to an image thumbnail in the read-aloud, write the number “3” on a sticky note, and then place this on the appropriate image so the sticky note projects from the side of the Flip Book.)
- Alternatively, write the Flip Book image numbers as they appear in the read-aloud lesson of the *Supplemental Guide* (e.g., 4A-3) on sticky notes that project out from the side of the Flip Book so that image numbers are clearly visible.
- If you need to show images from two separate, nonconsecutive lessons, use different colored sticky notes for the different lessons. Be aware that images are printed on both sides of pages in the Flip Book. In some instances, you may need to be prepared to physically turn the Flip Book over to locate the next image and continue the read-aloud.

Vocabulary Charts

Vocabulary Chart for [Title of Lesson]			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding			
Multiple Meaning			
Phrases			
Cognates			

Vocabulary Charts at the beginning of each lesson categorize words into three tiers, which are generally categorized as follows:

- Tier 1 words are words that are likely to appear in the basic repertoire of native English-speaking students—words such as *city*, *river*, and *book*.
- Tier 2 words are highly functional and frequently used general academic words that appear across various texts and content areas—words such as *source*, *symbolizes*, and *observation*.
- Tier 3 words are content-specific and difficult words that are crucial for comprehending the facts and ideas related to a particular subject—words such as *Brahman*, *Diwali*, and *Yangtze River*.

English Language Learners and students with limited oral language skills may not necessarily know the meanings of all Tier 1 words, and they may find Tier 2 and Tier 3 words confusing and difficult to learn. Thus, explicit explanation of, exposure to, and practice using Tier 1, 2, and 3 words are essential to successful mastery of content for these students (National Governors Association Center for Best Practices, Council of Chief State School Officers 2010, 32–35).

In addition, the Vocabulary Chart indicates whether the chosen words are vital to understanding the lesson (labeled *Understanding*); have multiple meanings or senses (labeled *Multiple Meaning*); are clusters of words that often appear together (labeled *Phrases*); or have a Spanish word that sounds similar and has a similar meaning (labeled *Cognates*). Words in the Vocabulary Chart were selected because they appear frequently in the text of the read-aloud or because they are words and phrases that span multiple grade levels and content areas. Teachers

should be aware of and model their use as much as possible before, during, and after each individual lesson, in addition to using these words to connect lessons. The Vocabulary Chart is also a good starting point and reference for keeping track of students' oral language development and retention of domain-related and academic vocabulary. These lists are not meant to be exhaustive, and teachers are encouraged to include additional words they feel would best serve their students.

Multiple Meaning Word Activities

Multiple Meaning Word Activities help students determine and clarify the different meanings of individual words. This type of activity supports a deeper knowledge of content-related words and a realization that many content words have multiple meanings associated with them. Students with strong oral language skills may be able to navigate through the different meanings of some words without much effort. However, students with limited English language proficiency and minimal vocabulary knowledge may be less likely to disambiguate the meanings of words. This is why it is important that teachers have a way to call students' attention to words in the lesson that have ambiguous meanings, and that students have a chance to explore the nuances of words in contexts within and outside of the lessons.

Syntactic Awareness Activities

Syntactic Awareness Activities call students' attention to sentence structure. During the early elementary grades, students are not expected to read or write lengthy sentences, but might be able to produce complex sentences in spoken language when given adequate prompting and support. Syntactic Awareness Activities support students' awareness of the structure of written language, relationships between words, and grammar. Developing students' oral language through syntactic awareness provides a solid foundation for written language development in the later elementary grades and beyond.

Vocabulary Instructional Activities

Vocabulary Instructional Activities are included to build students' general academic, or Tier 2, vocabulary. These words are salient because they appear across content areas and in a variety of written texts. Vocabulary Instructional Activities support students' learning of Tier 2 words, and deepen their knowledge of academic words and the connections of

these words to other words and concepts. The vocabulary knowledge students possess is intricately connected to reading comprehension, as well as the ability to access background knowledge, express ideas, communicate effectively, and learn about new concepts.

English Language Learners and Students with Disabilities

The *Supplemental Guide* assists education professionals who serve students with limited English language skills or students with limited home-literacy experience, which may include English Language Learners (ELLs) and students with special needs. Although the use of this guide is not limited to teachers of ELLs and/or students with special needs, the following provides a brief explanation of these learners and the challenges they may face in the classroom. Further, it outlines teaching strategies that address those challenges.

English Language Learners

The *Supplemental Guide* is designed to facilitate the academic oral language development necessary for English Language Learners (ELLs) to fully participate in the read-alouds and activities in the *Tell It Again! Read-Aloud Anthology*, and to strengthen ELLs' understanding of the core content presented in the Anthologies.

When teaching ELLs, it is important to keep in mind that they are a heterogeneous group from a variety of social backgrounds and at different stages in their language development. There may be some ELLs who do not speak any English and have little experience in a formal education setting. There may be some ELLs who seem fluent in conversational English but do not have the academic language proficiency to participate in classroom discussions about academic content. The following is a chart showing the basic stages of second language acquisition; proper expectations for student behavior and performance; and accommodations and support strategies for each stage. Please note that ELLs may have extensive language skills in their first language, and that they advance to the next stage at various rates depending on their acculturation, motivation, and prior experiences in an educational setting.

Language Acquisition Stage	Comprehension and Production	Accommodations and Support Strategies
Preproduction ("The Silent Period")	<ul style="list-style-type: none"> • Produces little or no English • May refuse to say or do anything • Responds in nonverbal ways • Has a minimal receptive vocabulary in English 	<ul style="list-style-type: none"> • Use predictable phrases for set routines • Use manipulatives, visuals, realia, props • Use Total Physical Response (TPR) to indicate comprehension (point, nod, gestures) • Use lessons that build receptive vocabulary • Pair with another ELL who is slightly more advanced in oral language skills for activities and discussions focused on the English language • Pair with same-language peers for activities and discussions focused on content • Use simple questions that require simple nonverbal responses (e.g., "Show me...", "Circle the...") • Use a slow rate of speech, and emphasize key words • Model oral language, but do not force student to produce oral language
Early Production	<ul style="list-style-type: none"> • Responds with one- or two-word phrases • Understands basic phrases and words • Uses abundant fillers, e.g., "er" and "um," when speaking • Includes frequent, long pauses when speaking • Has basic level of English vocabulary (common words and phrases) 	<ul style="list-style-type: none"> • Use repetition, gestures, and visual aids to facilitate comprehension and students' responses • Use small-group activities • Use charades and linguistic guessing games • Use role-playing activities • Use lessons that expand receptive and expressive vocabulary • Use increasingly more difficult question types as students' receptive and expressive language skills improve: <ul style="list-style-type: none"> • Yes/no questions • Either/or questions • Questions that require short answers • Open-ended questions to encourage expressive responses • Pair with another ELL who is slightly more advanced in oral language skills for activities and discussions focused on the English language • Pair with same-language peers for activities and discussions focused on content • Allow for longer processing time • Continue to allow participation to be voluntary

Speech Emergence (Low Intermediate)	<ul style="list-style-type: none"> • Speaks in short phrases and simple sentences • Makes multiple grammatical errors • Begins to use context to infer the meanings of unknown words heard or read • Can produce some narratives and understand some details of a story • Uses many fillers, e.g., “um” and “like,” when speaking • Repeats individual phrases multiple times • Has a much larger receptive than expressive vocabulary in English 	<ul style="list-style-type: none"> • Model correct language forms • Use more complex stories and books • Start to focus on Tier 2 vocabulary • Pair with high-level English speakers for activities and discussions focused on the English language • Provide some extra time to respond • Use increasingly difficult question types as students’ receptive and expressive language skills improve: <ul style="list-style-type: none"> • Questions that require short sentence answers • <i>Why</i> and <i>how</i> questions • Questions that check for literal and abstract comprehension • Engage students in producing language
Intermediate Fluency (High Intermediate)	<ul style="list-style-type: none"> • Engages in conversations • Produces connected narrative • Makes few grammatical errors • Uses some fillers when speaking • Shows good comprehension • Has and uses expanded vocabulary in English 	<ul style="list-style-type: none"> • Model correct language forms • Introduce academic terms (e.g., making predictions and inferences, figurative language) • Use graphic organizers • Pair with native English speakers • Use questions that require opinion, judgment, and explanation
Advanced Fluency	<ul style="list-style-type: none"> • Uses English that nearly approximates the language of native speakers • Understands most conversations and can maintain a two-way conversation • Uses more complex grammatical structures, such as conditionals and complex sentences • Has and uses an enriched vocabulary in English 	<ul style="list-style-type: none"> • Continue to build background knowledge • Build high-level/academic language • Expand figurative language (e.g., by using metaphors and idioms) • Focus on high-level concepts • Pair with students who have a variety of skills and language proficiencies • Use questions that require inference and evaluation

(Adapted from Hirsch and Wiggins 2009, 362–364; Smyk et al. 2013)

Students with Disabilities and Students with Special Needs

Students with disabilities (SWDs) have unique learning needs that require accommodations and modifications to the general education curriculum. When using the *Supplemental Guide* with SWDs and students with special needs, it is important to consider instructional accommodations, tools, strategies, and Universal Design for Learning (UDL) Principles, which promote learning for all students through the use of multiple forms of representation, expression, and engagement (Hall, Strangman, and Meyer 2003).

Pacing

Pacing is the purposeful increase or decrease in the speed of instruction. Educators can break lessons into manageable chunks depending on the needs of the class, and then follow each portion of the lesson with a brief review or discussion. This format of instruction ensures that students are not inundated with information. Additionally, you may want to allow students to move around the room for brief periods during natural transition points. When waiting for students to respond, allow at least three seconds of uninterrupted wait time to increase correctness of responses, response rates, and level of thinking (Stahl 1990).

Goals and Expectations

Make sure that students know the purpose and desired outcome of each activity. Have students articulate their own learning goals for the lesson. Provide model examples of desired end-products. Use positive verbal praise, self-regulation charts, and redirection to reinforce appropriate ways for students to participate and behave.

Directions

Provide reminders about classroom rules and routines whenever appropriate. You may assign a partner to help clarify directions. When necessary, model each step of an activity's instructions. Offering explicit directions, procedures, and guidelines for completing tasks can enhance student understanding. For example, large assignments can be delivered in smaller segments to increase comprehension and completion (Franzone 2009).

Instruction Format and Grouping

Use multiple instruction formats (e.g., small-group instruction, individual work, collaborative learning, and hands-on instruction). Be sure to group students in logical and flexible ways that support learning.

Instructional Strategies

The following evidence-based strategies can assist students with disabilities in learning content (Scruggs et al. 2010):

- **Mnemonic strategies** are patterns of letters and sounds related to ideas that enhance the retention and recall of information. They can be used as a tool to encode information.
- **Spatial organizers** assist student understanding and recall of information using charts, diagrams, graphs, and/or other graphic organizers.
- **Peer mediation**, such as peer tutoring and cooperative learning groups, can assist in assignment completion and enhance collaboration within the classroom.
- **Hands-on learning** offers students opportunities to gain understanding of material by completing experiments and hands-on activities that reinforce content.
- **Explicit instruction** utilizes clear and direct teaching using small steps, guided and independent practice, and explicit feedback.
- **Visual strategies** (e.g., picture/written schedules, story maps, task analyses, etc.) represent content in a concrete manner to increase focus, communication, and expression (Rao and Gagie 2006).

References

1. Biemiller, Andrew. 2010. *Words Worth Teaching*. Columbus: SRA/McGrawHill.
2. Franzone, Ellen L. 2009. "Overview of Task Analysis." Madison, WI: National Professional Development Center on Autism Spectrum Disorders, Waisman Center, University of Wisconsin.
3. Hall, Tracey, Anne Meyer and Nicole Strangman. 2003. "Differentiated Instruction and Implications for UDL Implementation." National Center on Accessing the General Curriculum.
4. Hirsch, Jr., E. D. and Alice K. Wiggins. 2009. *Core Knowledge Preschool Sequence and Teacher Handbook*. Charlottesville, VA: Core Knowledge Foundation.
5. National Governors Association Center for Best Practices, Council of Chief State School Officers. 2010. "Appendix A," in *Common Core State Standards: English Language Arts Standards*. Washington DC:

National Governors Association Center for Best Practices, Council of Chief State School Officers.

6. Rao, Shaila M. and Brenda Gagie. 2006. "Learning Through Seeing and Doing: Visual Supports for Children with Autism." *Teaching Exceptional Children* 38 (6): 26–33.
7. Scruggs, Thomas E., M. A. Mastropieri, Sheri Berkeley, and Janet E. Graetz. 2010. "Do Special Education Interventions Improve Learning of Secondary Content? A Meta-Analysis." *Remedial and Special Education* 31: 437–449.
8. Smyk, Ekaterina, M. Adelaida Restrepo, Joanna S. Gorin, and Shelley Gray. 2013. "Development and Validation of the Spanish-English Language Proficiency Scale (SELPS)." *Language, Speech, and Hearing Services in Schools* 44: 252–65.
9. Stahl, Robert J. 1990. "Using 'Think-Time' Behaviors to Promote Students' Information Processing, Learning, and On-Task Participation: An Instructional Module." Tempe, AZ: Arizona State University.

Alignment Chart for Early Asian Civilizations: Supplemental Guide

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														
Locate Asia, India, and China on a map or globe	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓
Identify Asia as the largest continent with the most populous countries in the world	✓	✓						✓						
Explain the importance of 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				✓						✓				
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"					✓									

Alignment Chart for Early Asian Civilizations

Lesson

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
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”										✓				
Explain the steps to make silk											✓			
Explain the significance of the Great Wall of China												✓		
Describe the teachings of Confucius													✓	
Describe the Chinese New Year														✓

Reading Standards for Literature: Grade 2

Key Ideas and Details

STD RL.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 fiction read-aloud			✓	✓					✓				
CKLA Goal(s)	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a fiction read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships			✓	✓					✓				
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.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.														
CKLA Goal(s)	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song					✓									
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				✓	✓					✓				
STD RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.														
CKLA Goal(s)	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud					✓									
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				✓	✓					✓				
STD RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.														
CKLA Goal(s)	Compare and contrast (orally or in writing) similarities and differences within a single fiction read-aloud or between two or more read-alouds				✓										






















**Alignment Chart for
Early Asian Civilizations**

Lesson

1	2	3	4	5	6	7	8	9	10	11	12	13	14
---	---	---	---	---	---	---	---	---	----	----	----	----	----



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														
STD RI.2.2	Identify the main topic of a multiparagraph text, as well as the focus of specific paragraphs within the text.														
CKLA Goal(s)	Identify the main topic of a multiparagraph nonfiction/informational read-aloud, as well as the focus of specific paragraphs within the text														
STD RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.														
CKLA Goal(s)	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a nonfiction/informational read-aloud														
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														



**Alignment Chart for
Early Asian Civilizations**

Lesson

Alignment Chart for Early Asian Civilizations		1	2	3	4	5	6	7	8	9	10	11	12	13	14
STD RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.														
CKLA Goal(s)	Identify the main purpose of a nonfiction/informational read-aloud, including what the author wants to answer, explain, or describe			✓			✓	✓	✓	✓				✓	✓
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.2.8	Describe how reasons support specific points the author makes in a text.														
CKLA Goal(s)	Describe how reasons or facts support specific points the author makes in a nonfiction/informational 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

Alignment Chart for Early Asian Civilizations		1	2	3	4	5	6	7	8	9	10	11	12	13	14
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											✓			
Research to Build and Present Knowledge															
STD W.2.8	Recall information from experiences or gather information from provided sources to answer a question.														
CKLA Goal(s)	With assistance, categorize and organize facts and information within a given domain to answer questions		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
	Generate questions and gather information from multiple sources to answer questions					✓				✓					
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.2.1c	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														

**Alignment Chart for
Early Asian Civilizations**

Lesson

		1	2	3	4	5	6	7	8	9	10	11	12	13	14
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														
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				✓				✓						
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														











**Alignment Chart for
Early Asian Civilizations**

Lesson

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Language Standards: Grade 2														
Conventions of Standard English														
STD L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.													
STD L.2.1d	Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).													
CKLA Goal(s)	Use both regular and irregular present and past tense verbs orally	✓		✓		✓		✓		✓		✓		✓
STD L.2.1f	Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie. The little boy watched the movie. The action movie was watched by the little boy.</i>).													
CKLA Goal(s)	Use and expand complete simple and compound sentences orally	✓	✓	✓		✓		✓		✓		✓		✓
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.2.4a	Use sentence-level context as a clue to the meaning of a word or phrase.													
CKLA Goal(s)	Use sentence-level context as a clue to the meaning of a word or phrase	✓		✓				✓		✓		✓	✓	✓
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 Early Asian Civilizations

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														
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>)														



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.



Early Asian Civilizations

Supplemental Guide Introduction

This introduction includes the necessary background information to be used in teaching the *Early Asian Civilizations* domain. The *Supplemental Guide for Early Asian Civilizations* contains fourteen daily lessons, each of which is composed of two distinct parts. All lessons may be divided into smaller chunks of time and presented at different intervals during the day.

Lesson Structure

Odd-Numbered Lessons

Odd-numbered lessons contain two parts (60 minutes total), which are to be covered at different intervals during the day.

Part A (40 minutes) includes three parts:

- Introducing the Read-Aloud
- Presenting the Read-Aloud
- Discussing the Read-Aloud

If necessary, Part A can be divided into two sessions, with 15 minutes for Introducing the Read-Aloud up to Purpose for Listening, and 25 minutes for Purpose for Listening, Presenting the Read-Aloud, and Discussing the Read-Aloud.

Later in the day, Part B (20 minutes) should be covered and includes the activities unique to the *Supplemental Guide*:

- Multiple Meaning Word Activity,
- Syntactic Awareness Activity,
- Vocabulary Instructional Activity.

Each activity may take up to five minutes to complete. The Multiple Meaning Word Activity helps students to determine and clarify the different meanings of words. The Syntactic Awareness Activity calls students' attention to sentence structure, word order, and grammar. The Vocabulary Instructional Activity focuses on building students'

general academic, or Tier 2, vocabulary. Part B concludes with an interim assessment opportunity called an End-of-Lesson Check-In; this is a dual opportunity for the teacher to focus on a select group of students to directly assess the students' language and content knowledge in a low-stress environment. Moreover, the teacher can gauge which students may be in need of additional language or content support.

Even-Numbered Lessons

Even-numbered lessons also contain two parts (60 minutes total), which are to be covered at different intervals during the day.

Part A (40 minutes) includes three parts:

- Introducing the Read-Aloud
- Presenting the Read-Aloud
- Discussing the Read-Aloud

If necessary, Part A can be divided into two sessions, with 15 minutes for Introducing the Read-Aloud up to Purpose for Listening, and 25 minutes for Purpose for Listening, Presenting the Read-Aloud, and Discussing the Read-Aloud.

Later in the day, Part B (20 minutes) should be covered and includes extension activities related to the lesson.

This domain includes a Pausing Point following Lesson 7, at the end of the early Indian civilization section. 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: Read-Aloud Anthology				
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 One: Supplemental Guide				
Day 1 ⑩#	Day 2 #	Day 3 ⑩#	Day 4 ⑩#	Day 5 ⑩#
Lesson 1A: “The Indus River Valley, Part I” (40 min.)	Lesson 2A: “The Indus River Valley, Part II” (40 min.)	Lesson 3A: “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: SG Activities (20 min.)	Lesson 2B: Extensions (20 min.)	Lesson 3B: SG Activities (20 min.)	Lesson 4B: Extensions (20 min.)	Lesson 5B: SG Activities (20 min.)
60 min.	60 min.	60 min.	60 min.	60 min.

Week Two: Read-Aloud Anthology				
Day 6	Day 7	Day 8 ⑩#	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 Two: Supplemental Guide				
Day 6 #	Day 7 ⑩#	Day 8 ⑩#	Day 9 #	Day 10 ⑩#
Lesson 6A: “Diwali” (40 min.)	Lesson 7A: “Buddhism” (40 min.)	Pausing Point (60 min.)	Lesson 8A: “The Yellow and the Yangtze Rivers” (40 min.)	Lesson 9A: “Chinese Writing and the Invention of Paper” (40 min.)
Lesson 6B: Extensions (20 min.)	Lesson 7B: SG Activities (20 min.)		Lesson 8B: Extensions (20 min.)	Lesson 9B: SG Activities (20 min.)
60 min.	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.

Week Three: Read-Aloud Anthology				
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.	
Week Three: Supplemental Guide				
Day 11 #	Day 12 ⑩ #	Day 13 #	Day 14 ⑩ #	Day 15 #
Lesson 10A: “The Magic Paintbrush” (40 min.)	Lesson 11A: “The Silk Roads” (40 min.)	Lesson 12A: “The Great Wall of China” (40 min.)	Lesson 13A: “Confucius” (40 min.)	Lesson 14A: “Chinese New Year” (40 min.)
Lesson 10B: Extensions (20 min.)	Lesson 11B: SG Activities (20 min.)	Lesson 12B: Extensions (20 min.)	Lesson 13B: SG Activities (20 min.)	Lesson 14B: Extensions (20 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.

Lesson Implementation

It is important to note that the interactive activities in the *Supplemental Guide* count on the teacher as the “ideal reader” to lead discussions, model proper language use, and facilitate interactions among student partners.

Student Grouping

Teachers are encouraged to assign partner pairs prior to beginning a domain, and partners should remain together for the duration of the domain. If possible, English Language Learners (ELLs) should be paired with native English speakers, and students who have limited English oral language skills should be paired with students who have strong English language skills. Keep in mind that in some instances a group of three would benefit beginning ELLs, and an older student or adult volunteer may be a better arrangement for some students with disabilities. Partnering in this way promotes a social environment where all students engage in collaborative talk and learn from one another.

In addition, there are various opportunities where students of the same home language work together, fostering their first-language use and existing knowledge to construct deeper meanings about new information.

Graphic Organizers and Domain-Wide Activities

Several different organizers and domain-wide activities are included to aid students in their learning of the content in the *Early Asian Civilizations* domain.

- Response Cards for *Early Asian Civilizations* (seven total: one per civilization; one per religion; one per story) can be used during class discussions. Students can hold up these Response Cards to respond to class questions.
- Map Quest (Instructional Master 2B-1) is a simplified map of ancient India and China. Students can use this map to locate the countries—India and China—and to locate important mountains, rivers, and landmarks in early Asian civilizations. It is highly recommended that you trace this map onto a large sheet of chart paper as you lead the class on their “map quests.”
- Early Asian Civilizations Charts for early Indian civilization (Instructional Master 2B-2) and early Chinese civilization (Instructional Master 8B-1) help students follow along with the class Early Asian Civilizations Chart. These charts remind students of the important components of civilization and provide them a way to show what they have learned about early Asian civilization in the read-alouds. Students may wish to cut and paste images from the image sheets provided with the charts (Instructional Masters 2B-3 and 8B-2), or they may wish to draw and/or write in the boxes.
- The Religion Comparison Chart (Instructional Master 3A-2) is a two-column chart that compares Hinduism and Buddhism, two major world religions that originated in ancient Asia. Some students may be able to fill in 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.
- Sequencing the Story for “The Tiger, the Brahman, and the Jackal” (Instructional Master 4B-1) consists of illustrations from the Hindu folktale. Students use these illustrations to sequence the plot of the story and to retell fiction read-alouds, including key details.

- Steps to Make Silk (Instructional Masters 11B-1 and 11B-2) consists of images from the read-aloud “The Silk Roads” that students sequence to show the steps to make silk. Students will write brief instructions about each step, using temporal words and content from the read-aloud.
- This domain covers two widely celebrated holidays: Diwali and Chinese New Year. You may wish to lead the class in group research to learn more about these or other ethnic holidays.

Anchor Focus in Early Asian Civilizations

This chart highlights several Common Core State Standards as well as relevant academic language associated with the activities in this domain.

Anchor Focus	CCSS	Description of Focus and Relevant Academic Language
Writing	W.2.8	<i>Early Asian Civilizations Chart; Religion Comparison Chart</i>
		Students will categorize and organize facts from the read-alouds onto a chart: <i>chart, row, column, fill in, information</i>
Speaking and Listening	SL.2.1c	Ask for clarification and further explanation as needed about the topics under discussion
		Prompt students to ask questions when they are having a hard time understanding the content of the read-aloud. Reassure students that all questions are welcome and that other students might also have the same question. Provide students with the protocol, e.g., wait until the end of the read-aloud; raise their hands; ask their partner; have a set time or place for questions, as well as phrases to use (e.g., <i>What does _____ mean?; I am confused about . . . ; Can you please explain . . . again?; I am sorry, I still do not understand; etc.</i>)
Language	L.2.1d	Form and use the past tense of frequently occurring irregular verbs
	L.2.5a	Provide synonyms and antonyms of selected core vocabulary words (CKLA goal)

Domain Components

Along with this *Supplemental Guide*, 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*

*The *Tell It Again! Multiple Meaning Word Posters* for *Early Asian Civilizations* are found at the back of the *Tell It Again! Flip Book*.

- *Tell It Again! Read-Aloud Anthology* for *Early Asian Civilizations* for reference

Recommended Resources:

- *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 components of early civilizations, to which they were introduced in the Grade 1 *Early World Civilizations* domain. These components include the advent of farming, establishment of cities and government, and other practices such as writing and religion. (Please see chart summarizing what students have learned in the *Early World Civilizations* and *Early American Civilizations* domains from Grade 1.)

Components of a Civilization						
		Farming	Cities	Writing	Leaders	Religion
Grade 1, Early World Civilizations	Mesopotamia	farmed along the Euphrates and Tigris Rivers	Babylon	Cuneiform	King Hammurabi: created one of the first laws; King Nebuchadnezzar: made the Hanging Gardens of Babylon for the queen	belief in many gods; ziggurats: a place to worship gods
	Ancient Egypt	farmed along the Nile River	Had cities along the Nile River	Hieroglyphs	Pharaoh Hatshepsut; Pharaoh Tutankhamun	belief in many gods
Grade 1, Early American Civilizations	Maya	farmed along the Yucatán Peninsula; grew maize (corn)	Baakal	n/a	King Pakal	belief in many gods; pyramids used to worship gods and bury kings
	Aztec	farming on the chinampas— or small islands	Tenochtitlan	n/a	Emperor Moctezuma	belief in many gods
	Inca	farmed potatoes in the Andes mountains	Machu Picchu	n/a	had emperors	belief in many gods; the Sun Temple

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 role of Christianity. 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 the core vocabulary words in *Early Asian Civilizations* in the form in which they appear in the read-alouds, or, in some instances, in the “Introducing the Read-Aloud” section at the beginning of the lesson. In the read-alouds, all instances where core vocabulary is used are boldfaced to make apparent the context in which core vocabulary appears and to provide a quick way for teachers to identify these words. 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 the lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

Lesson 1

cultivate
fertile
Indus River
irrigation canals

Lesson 2

bustling
common
nestles
recede
source

Lesson 3

existence
Hinduism
represents
sacred

Lesson 4

on the contrary
devour
distracted
pious
unjust

Lesson 5

bawl
grobe
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

In addition to this core vocabulary list, every lesson includes its own tiered Vocabulary Chart, categorized according to the model for conceptualizing words presented by Beck, McKeown, and Kucan (2008). Words in this chart either appear several times in the read-aloud or are words and phrases that support broader language growth, which is crucial to the English language development of young students. Most words on the chart are part of the *General Service List of English Words* (West 1953) or part of the Dale-Chall (1995) list of 3,000 familiar words known by fourth grade. Moreover, a conscious effort has been made to include words from the *Primary Priority Words* according to Biemiller's *Words Worth Teaching* (2010). The words on the Vocabulary Chart are not meant to be exhaustive, and teachers are encouraged to add additional words they feel would best serve their group of students.

Vocabulary Chart for The Indus River Valley, Part I			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	archaeologists citadel civilization Himalayas Mohenjo-daro	ancient cultivate fertile* jobs overflow permanent* process	city melt <i>mountain/valley</i> river snow
Multiple Meaning		crops peak rich seal settled	bank <u>beds</u> flood soil
Phrases	Indus River <i>irrigation canals</i> river valley		sprung up
Cognates	arqueólogo(a) ciudadela civilización el Himalaya Río Indo valle del río	antiguo común cultivar fértil* permanente* proceso	ciudad <i>montaña/valle</i> río

References

1. Beck, Isabel L., Margaret G. McKeown, and Linda Kucan. 2008. *Creating Robust Vocabulary: Frequently Asked Questions and Extended Examples*. New York, NY: Guilford.
2. Biemiller, Andrew. 2010. *Words Worth Teaching*. Columbus: SRA/McGraw-Hill.
3. Dale, Edgar, and Jeanne Chall. 1995. *Readability Revisited: The New Dale-Chall Readability Formula*.
4. West, Michael. 1953. *A General Service List of English Words*. London: Longman, Green and Co.

Comprehension Questions

In the *Supplemental Guide 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 *Supplemental Guide* includes 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 *Supplemental Guide* for *Early Asian Civilizations*, there are numerous opportunities to assess students' learning. These assessment opportunities range from informal observation opportunities, like the End-of-Lesson Check-In and some Extension activities, to more formal written assessments. These Student Performance Task Assessments (SPTA) are identified with this icon: ⑩. 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 *Supplemental Guide* for *Early Asian Civilizations*, there are numerous opportunities to challenge students who are ready to attempt activities that are above grade-level. These activities are labeled with this icon: ↗.

Supplemental Guide Activities

The *Supplemental Guide* activities that may be particularly relevant to any classroom are the Multiple Meaning Word Activities and accompanying Multiple Meaning Word Posters; Syntactic Awareness Activities; and Vocabulary Instructional Activities. Several multiple meaning words in the read-alouds are underlined to indicate that there is a Multiple Meaning Word Activity associated with them. These activities afford all students additional opportunities to acquire a richer understanding of the English language. *Supplemental Guide* activities are identified with this icon: ↔.

Recommended Resources for Early Asian Civilizations

Trade Book List

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

Ancient China

7. *Ancient China*, edited by E.D. Hirsch, Jr. (Pearson Learning, 2002) ISBN 978-0769050133
8. *The Ballad of Mulan: English/Hmong*, by Song Nan Zhang (Pan Asian Publications, 1998) ISBN 978-1572270589
9. *Colors of China*, by Shannon Zemlicka (Lerner Publishing Group, 2001) ISBN 978-1575055633

10. *Day of the Dragon King (Magic Tree House, No. 14)*, by Mary Pope Osborne (Random House Books for Young Readers, 1998) ISBN 978-0679890515
11. *Dragon of the Red Dawn (Magic Tree House, No. 37)*, by Mary Pope Osborne (Random House Books for Young Readers, 2008) ISBN 978-0375837289
12. *The Dragon Prince: A Chinese Beauty & the Beast Tale*, by Laurence Yep and illustrated by Kam Mak (HarperCollins, 1997) ISBN 978-0064435185
13. *Dumpling Days*, by Grace Lin (Little, Brown Books for Young Readers, 2013) ISBN 978-0316125895
14. *The Emperor and the Kite*, by Jane Yolen and illustrated by Ed Young (Puffin Books, 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 Paperbacks, 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:

- ✓ Locate Asia and India on a map or globe
- ✓ Identify Asia as the largest continent with the most populous countries in the world
- ✓ 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:

- ✓ Identify that the main topic of the read-aloud is about the Indus River Valley (RI.2.2)
- ✓ Describe the connection between the snow-covered Himalayas, overflowing Indus River, and the fertile land of the Indus Valley (RI.2.3)
- ✓ Describe how the Indus River was important to the formation of the Indus River Valley civilization (RI.2.8)
- ✓ Compare the characteristics of the Indus River Valley civilization to the characteristics of other ancient civilizations (RI.2.9)
- ✓ Add movement to show the process of snow melting from the Himalayas, flowing down into the valley, and creating fertile soil (SL.2.5)
- ✓ Add drawings to descriptions of the fertile land around the Himalayan Mountains and the Indus River Valley to clarify ideas, thoughts, and feelings from the read-aloud (SL.2.5)

- ✓ Use regular past tense verbs correctly in oral language exercises (L.2.1d)
- ✓ Create sentences using regular present and past tense verbs in shared language activities (L.2.1f)
- ✓ Use sentence-level context as a clue to the meaning of multiple-meaning word *beds* (L.2.4a)
- ✓ Identify real-life connections between words—*mountain/valley*, *irrigation canals*, *fertile*, and *permanent*—and their use (L.2.5a)
- ✓ Identify and use the antonyms *permanent* and *temporary* appropriately in oral language (L.2.5a)

Core Vocabulary

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

Vocabulary Chart for The Indus River Valley, Part I			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	archaeologists citadel civilization Himalayas Mohenjo-daro	ancient cultivate fertile* jobs overflow permanent* process	city melt <i>mountain/valley</i> river snow
Multiple Meaning		crops peak rich seal settled	bank <u>beds</u> flood soil
Phrases	Indus River <i>irrigation canals</i> river valley		sprung up
Cognates	arqueólogo(a) cuidadela civilización el Himalaya Río Indo valle del río	antiguo cultivar fértil* permanente* proceso	ciudad <i>montaña/valle</i> río

Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. Preview the order of Flip Book images before teaching this lesson. Please note that it is different from the sequence used in the *Tell It Again! Read-Aloud Anthology*.

1. 1A-8: Images of two river cultures—Egyptian and Aztec
2. 1A-6: Snow-covered Himalayan Mountains
3. 1A-7: River flooding its banks
4. 1A-9: Indus River Valley
5. 1A-10: Irrigation canals among the crops in the Indus River Valley
6. 1A-11: Mohenjo-daro, [mo-HEN-jo-DAR-o] layout, walls, citadel
7. 1A-12: Carved stones
8. 1A-13: City street with bull cart
9. 1A-11: Mohenjo-daro, [mo-HEN-jo-DAR-o] layout, walls, citadel

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Do We Know?	timeline; world map	15
	Domain Introduction	world map	
	Vocabulary Preview: Mountain/Valley, Irrigation canals		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	The Indus River Valley, Part I	examples/samples of crops grown in Indus Valley	15
<i>Discussing the Read-Aloud</i>	Comprehension Questions	world map	10
	Word Work: Fertile	drawing paper, drawing tools	
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Multiple Meaning Word Activity: Beds	Poster 1M (Beds)	20
	Syntactic Awareness Activity: Regular Past-Tense Verbs		
	Vocabulary Instructional Activity: Permanent		
	End-of-Lesson Check-in	Instructional Master 1B-1	
<i>Take-Home Material</i>	Family Letter	Instructional Masters 1B-2–1B-4	

Advance Preparation

For Presenting the Read-Aloud, bring in examples or samples of crops grown in the Indus Valley (e.g., food items made from wheat, barley, peas, dates, melons, and/or bananas.)

Note: Be sure to check with your school’s policy regarding food distribution and allergies.

Make a copy of Instructional Master 1B-1. Refer to it as Response Card 1 (Indus River Valley civilization), which was part of the early Indian civilization. Students can use this Response Card to discuss, review, and answer questions about this civilization.

Note to Teacher

Students that participated in the Core Knowledge Language Arts program in Grade 1 learned about the Mesopotamian and ancient Egyptian civilizations in the *Early World Civilizations* domain and the Maya, Aztec, and Inca civilizations in the *Early American Civilization* domain. You may wish to create a timeline to show how the civilizations from the Core Knowledge Language Arts program for Grade 1 and the civilizations presented in this domain relate according to time.

Marks to include on timeline:

3500–1800 BCE Mesopotamia

2700–1050 BCE ancient Egypt

2500–1500 BCE Indus River Valley Civilization (*covered in this domain)

2400 BCE–900 CE Maya civilization

1700 BCE beginning of the earliest Chinese dynasty/ancient Chinese civilization (covered in this domain)

1200–1521 CE Aztec civilization

1200–1532 CE Inca civilization

Students who used Core Knowledge Language Arts in Grade 1 should also have an idea of what the word *civilization* means. With prompting, they should be able to identify that a civilization is a society that has the following common components:

- Cities
- Jobs
- Leaders
- Writing
- Religion

You may wish to briefly review information about the civilizations learned in Grade 1 in the What Do We Know? section of Introducing the Read-Aloud. It is highly recommended that you review this information with students who are new to the Core Knowledge Language Arts program. Please note, however, that this review may extend the time allotted for the introduction.



The Indus River Valley, Part I

1A

Introducing the Read-Aloud

15 minutes

What Do We Know?

Review of Ancient Civilizations

[Remind students that they have already learned about some ancient or early civilizations in the Core Knowledge Language Arts program in Grade 1. If you have chosen to make a timeline, refer to the timeline as you review the different ancient civilizations.]

- 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. Write their answers on the board. If the following items have not been mentioned, prompt students to think of them: cities, jobs, leaders, writing, religion.
- Remind students that a civilization is a society that has large cities, a written language, and often a religion. Ask students what they remember about the Mesopotamian, Egyptian, Maya, Aztec, or Inca civilizations. [Point to the locations of the ancient civilizations on a world map.]
 - You may need to remind students that the Mesopotamian civilization formed on the continent of Asia where Middle East is today.
 - The Egyptian civilization formed on the continent of Africa along the Nile River.
 - The Maya, Aztec, and Inca were early American civilizations that formed in Mexico, Central America, and South America.



Early World Civilizations: Mesopotamia and Ancient Egypt

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

- Invite different students to come up and identify the Tigris (TY-gris) and Euphrates (you-FRAY-teez) Rivers. Ask students which civilization developed between these two rivers.
 - Mesopotamia [mes-uh-puh-TEY-mee-uh]



◀ **Show image 1A-5: Cuneiform**

- Remind students that this is a system of writing the Mesopotamian civilization used. It is called cuneiform (kyoo-NEE-i-form).
- Have students discuss with their partner why it was important for ancient civilizations to have writing. Remind students that some civilizations had laws that were written down, like the Code of Hammurabi.



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

- Ask students if they know what kind of ancient Egyptian writing this is.
 - hieroglyphics
- Remind students that writing is one component of a civilization.



◀ **Show image 1A-1: Three pyramids**

- Have students tell their partner which civilization they think this illustration shows.
 - ancient Egyptian civilization
- Remind students that the civilizations they have studied had cities that developed near rivers. Ancient civilizations also had buildings; for example, the ancient Egyptians built pyramids.

Early American Civilizations



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

- Tell students that this is the city of Machu Picchu (MAH-choo PEEK-choo). It means “Old Mountain.” Ask students which early American civilization this city belonged to.
 - Inca civilization
- Have students tell their partner the names of the other two early American civilizations.
 - Maya and Aztec

- Remind students that the people living in these ancient civilizations often had particular religious beliefs. In many of these ancient civilizations and religions, people believed in many different gods and goddesses.

Domain Introduction

- Tell students that they will learn about two ancient civilizations in this domain—the Indus River Valley civilization (or ancient Indian civilization) and ancient Chinese civilization.
- 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. Invite a student to point to Asia. Tell students that the continent of Asia is the largest continent in the world.
- Share with students that Asia also has the two most populous countries—or the two countries with the most people in them—in the world: India and China.
- Point to India and China on the world map or globe. Tell students that the two most populous countries are India and China. More than a billion people live in each of these countries.
 - To show that the populations in these countries are huge in comparison to that of the United States, you may wish to create a bar graph or have students stand in groups. [3 students to represent the population of the United States (around 316 million people); 12 students to represent the population of India (around 1.2 billion people); and 13 students to represent the population of China (around 1.3 billion people). You may also wish to show this proportionally with 4 students for India and China for every 1 student for the United States.]
- Share with students that over the next several days they are going to learn about an ancient civilization that began in India, called the Indus River Valley civilization. Tell students that ancient India included the countries of India and Pakistan. [Point to India and Pakistan on a world map. Reinforce that this entire area was ancient India.]
- Students will also learn about the ancient Chinese civilization in China. [Point to China on the map.]



- Tell students that they will hear what life was like for the people who lived in these ancient civilizations thousands of years ago. Share that they will also learn about some of the inventions created in these ancient civilizations, inventions that are still used in Asia—and around the world—today.

Vocabulary Preview

Mountain/Valley



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

1. Today you will learn that the snow from the *mountain* melts and goes down into the *valley*.
2. Say *mountain* with me three times.
Say *valley* with me three times.
3. A mountain is a very large and high area of land that rises high above all of the other land around it. A mountain is much bigger and taller than a hill.
A valley is an area of low and flat land between mountains or hills.

[Point out the mountain and the valley in this image.]

4. Up on the mountain you can look down at the valley. Down in the valley you can look up at the mountain. Today you will hear about a civilization that formed in a valley next to a tall mountain.
5. [Have students make up motions that show *mountain* and *valley*. Tell them that during the read-aloud, they will be able to use these motions when they hear about a mountain and valley.]

Irrigation Canals



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

1. Today you will learn that *irrigation canals* were built to help bring water to the crops.
2. Say the words *irrigation canals* with me three times.
3. Irrigation canals are ditches, or long holes, cut into the earth to bring water where it is needed.
4. The Egyptians used irrigation canals to move water from the Nile River to their crops.

5. Can you see the irrigation canals in this picture? Tell your partner what they are used for.

Purpose for Listening

Tell students that the topic of today's read-aloud is the Indus River Valley civilization. Tell them to listen carefully to find out if the Indus River Valley civilization also developed around a large river like civilizations in Mesopotamia and ancient Egypt.

By the end of the lesson, students should be able to:

- ✓ Explain the importance of the Indus River for the development of a civilization in ancient times
- ✓ Describe the key components of a civilization



The Indus River Valley, Part I

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

Great civilizations all around the world have sprung up—or developed—in river valleys.

Do you recognize the two ancient—or very old—civilizations in this picture?

[Top: the ancient Egyptian civilization. Bottom: the Aztec civilization.]

Tell your partner the similarities you see between these two pictures.

[Point to the water in both pictures. The ancient Egyptian civilization developed around the Nile River and the Aztec civilization developed next to Lake Texcoco (tesh-ko-ko).]

Both the ancient Egyptians and Aztecs lived near water. They learned to grow their own crops using the rich, fertile soil of the river valley. The soil in the river valley was fertile—it contained many, many nutrients that were good for growing plants. Because they could grow their own food in the fertile soil, they began to stay in one place instead of moving around in search of food.

Today we will learn about an ancient civilization that also developed in a river valley—the **Indus River** Valley civilization.

How did the **Indus River** Valley civilization begin?



◀ Show image 1A-6: Snow-covered Himalayan Mountains

To find the answer, we have to start out at these snow-covered peaks of the Himalayas, a mountain range that stretches for miles across Asia. The Himalayas have the highest mountain peaks—or tops—in the world.

[Point to the Himalayan mountain range on a world map.]

Can you guess what happens to the snow on these peaks as it melts?

[Pause for student responses.]



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

[Trace the melted snow flowing down the mountain into the river.]

The snow turns into water and travels down the mountainsides to form rivers in the valleys below.

[Point out the mountains and the valley in this picture. Invite a student to trace the path of melted snow flowing down the mountain into the river in the valley.]

Water from the melting snows of the Himalayan Mountains combines with spring rains to cause the river to overflow their banks in the valley below.

[Define *banks* as the land next to and on each side of the river. Point to the river bank in the picture.]

The melted snow and rain cause the water in the river to become higher and higher until the river spills out to the banks—or land—next to the river.

[Ask students what two words they hear in the word *overflow*. Ask if they can guess the meaning of *overflow* with their knowledge of what the separate words mean.]

Fertile soil from the rivers' beds—or bottoms—spreads out over nearby fields. As the water floods the valleys, it leaves behind nutrient-rich, **fertile** 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, pretend you are the melting snow running into the river. Everyone move your hands toward the floor like melting snow trickling down from the mountain tops.

Now make a whooshing sound to represent the water flowing over the river banks in the valley below.

Finally show the plants that sprout because of the **fertile** soil left behind from the flood.



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

Beneath the Himalayan Mountains in Asia, along the banks of the mighty **Indus River**, the **Indus River** Valley civilization was born.

[On a world map, show the location of the Indus River in relation to the Himalayas.]

Every year snow from the Himalayas melts. The water from the melting snow and heavy spring rains floods—or overflows—the **Indus River**, leaving rich, **fertile** soil on the land around the river.

[You may wish to have students act out the process of melting snow, overflowing river, and fertile valley again.]

Like the ancient Egyptians and Aztecs, the people of the Indus Valley settled—and built their homes—near the **Indus River** and used the **fertile** soil to **cultivate**—and grow—wheat, barley, peas, dates, melons, and bananas.

[You may wish to have students see or sample various crops grown in the Indus River Valley civilization.]



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

[Ask students what they see in the picture. Point out and identify the irrigation canals.]

Note: 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.

The people of the Indus Valley civilization knew that if they wanted to live near the river, they would have to control the floodwaters. They built **irrigation canals** to control the floodwaters. An **irrigation canal** is a long and deep ditch or hole cut into the earth to help water go to where it is needed. Sometimes people in the Indus Valley let the floodwaters fill the irrigation canal so that it did not flood the land around it. At other times, they let the water in the irrigation canal flow into the fields where it was needed to help the crops grow.

As communities grew around the **Indus River**, they began to work together to plan and build permanent cities by the river. These cities would be around for a very long, long time.



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

There were many permanent cities by the **Indus River** that have lasted for a long time. Not very long ago, archaeologists uncovered Mohenjo-daro, one of the most active and successful cities of the ancient **Indus River** Valley. The archaeologists—or scientists who study the way people lived in the past—who discovered Mohenjo-daro found out that this city was enclosed by brick walls and was designed in a square, grid-like pattern.

[Point out the grid-like pattern and how the streets crisscrossed each other. Mention that this view is only one side of the city and that the city spreads in the other direction as well. Point to the citadel.]

The citadel—the tall fortress at the city’s center—was where the priests lived. The priests were religious leaders who helped to rule the city.

Beyond the citadel, spreading out in all directions of the city, a web of roads led to the homes of many, many workers. Everyone living in the city had a job to do. Some farmed the land outside the city walls. Some made bricks from the river’s muddy soil. Others used the bricks to build buildings.



◀ **Show image 1A-12: Carved stones**

There were craftsmen who designed jewelry and special stones carved with pictures of different animals such as buffalo, elephants, and tigers. Archaeologists have uncovered many of these stones, like this one with a buffalo carved onto it. But the archaeologists are still trying to figure out the purpose and meaning of these carved stones.



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

All over the city, merchants—or people who buy and sell things—bought and sold their goods. The merchants bought and sold goods such as pottery and jewelry. Every day they loaded their goods onto their cart. The city’s wide streets, designed in a grid-like pattern, were easy for the merchants’ carts to travel through.

[You may wish to briefly review the different kinds of jobs the people of ancient India had: priests (who were also leaders), farmers, brickmakers, house builders, craftsmen, and merchants.]



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

The city of Mohenjo-daro was part of the **Indus River** Valley civilization.

[Ask students whether Mohenjo-daro has the components of a civilization after each statement below. Ask for examples from the read-aloud and refer to the images.]

We say that there is a civilization when there are cities with large buildings. We say there is a civilization when everyone has a certain job to do. We say there is a civilization when there is some form of writing.

The city of Mohenjo-daro had all of these things. In the next lesson, you will hear what it might have been like to be a child living in the city of Mohenjo-daro.

Discussing the Read-Aloud

10 minutes

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines 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 students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses. Model answers using complete sentences as necessary.

1. *Literal* What is the main topic of this read-aloud?
 - The main topic of this read-aloud is the Indus River Valley civilization.
2. *Literal* On which continent is the Indus River Valley located?
 - The Indus River Valley is located in Asia.

[Invite a student to point to Asia.]

3. *Literal* Where in Asia did the Indus River Valley civilization develop?
 - The Indus River Valley civilization developed around the Indus River.

[Invite a student to locate the area around the Indus River.]

4. *Literal* What caused the Indus River to overflow in the spring?
 - The snow melting from the peaks of the Himalayan Mountains and heavy rains caused the Indus River to overflow in the spring.
5. *Literal* What was left on the land where the Indus River flooded?
 - Fertile soil was left on the land where the Indus River flooded.
6. *Literal* What are the components of a civilization?
 - A civilization has cities, jobs, and writing.

What are some things the Indus River Valley civilization of Mohenjo-daro had that other ancient civilizations also had?

- The Indus River Valley civilization of Mohenjo-daro had buildings, different kinds of jobs, and writing.

[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 partner and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.



◀ **Show image 1A-6: Snow-covered Himalayan Mountains**

7. *Evaluative Think Pair Share:* What do you think might happen to the Indus River Valley civilization if there was no snow on the Himalayas during the winter?
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.]

Sentence Frames:

Would the Indus River overflow or flood? (Yes/No)

Would there be enough fertile soil to grow their crops? (Yes/No)

The Indus River Valley civilization would . . .

If there was no snow on the Himalayas, then . . .

Word Work: Fertile

1. In the read-aloud you heard, “*Fertile* soil from the rivers’ beds—or bottoms—spreads out over nearby fields.”
2. Say the word *fertile* with me three times.
3. *Fertile* means rich in nutrients and the materials needed to grow a lot of crops and other plant life.
4. After the Indus River floods, fertile soil can be found along its banks.
5. Tell your partner what type of plant or crop you would like to grow in fertile soil.

[Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I would like to grow _____ in the fertile soil.”]

6. What’s the word we’ve been talking about?

Use a *Drawing/Writing* activity for follow-up. Directions: Close your eyes and try to visualize—or see—what I say:

Water from the melting snows of the Himalayan Mountains combines with spring rains to cause the river to overflow its banks in the valley below. The melted snow and rain cause the water in the river to become higher and higher until the river spills out to the banks—or land—next to it. Fertile soil from the rivers’ beds spreads out over nearby fields. As the water floods the valleys, it leaves behind nutrient-rich, fertile soil, perfect for growing crops.

Now draw what you imagine the fertile Indus River Valley looked like, and write one sentence about it using the word *fertile* in your sentence.

[Write *fertile* on the board.]



Complete Remainder of the Lesson Later in the Day



The Indus River Valley, Part I

1B

Extensions

20 minutes

↔ Multiple Meaning Word Activity

Sentence in Context: Beds

Note: You may choose to have students hold up one or two fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. [Show Poster 1M (Beds).] In the read-aloud you heard that “Fertile soil from the rivers’ beds spreads out over nearby fields.” Here *beds* means the ground at the bottom of a river. Which picture shows this?
 - one
2. *Beds* also means furniture that people sleep on. Which picture shows this?
 - two
3. Now with your partner, make a sentence for each meaning of *beds*. Try to use complete sentences. I will call on some of you to share your sentences.

↔ Syntactic Awareness Activity

Regular Past-Tense Verbs

Note: 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. 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* in the past.

2. I will read two sentences related to something you heard in today's read-aloud about the Indus River Valley civilization. One sentence will talk about something that is happening *now*, and the other sentence will talk about something that has *already happened*.
 - The snows melt from the Himalayas.
 - The snows melted from the Himalayas.
3. What is the action word or verb in my sentences?
 - *melt*
4. How does the action word change to let you know the action already happened?
 - add /ed/
5. 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.
6. 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. [Have partner pairs make up their own sentences using present- and past-tense verbs. If they add /t/, /d/, or /ed/ to an irregular verb, restate the sentence using the correct past-tense form of the irregular verb.]

↔ Vocabulary Instructional Activity

Word Work: *Permanent*

1. In the read-aloud you heard, “[The people] began to work together to plan and build *permanent* cities by the river. These cities would be around for a very long time.”
2. Say the word *permanent* with me three times.
3. Something that is permanent lasts and continues for a very long time. Something that is permanent does not go away or change.
4. The Indus River Valley civilization had many permanent cities. You heard about one of them in today’s read-aloud. Do you remember what that city is called? (Mohenjo-daro)
5. With your partner, think of two things that are permanent? Try to use the word *permanent* when you talk about them.

[Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “_____ is permanent.” Suggestions: buildings, schedules, scars]

6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I will name some things. If what I name lasts a long time or does not change, say, “That’s permanent.” The opposite of *permanent* is *temporary*. Something that is temporary does not last long and will eventually go away. If what I name is temporary, say, “That’s temporary.”

1. Mohenjo-daro (permanent)
2. Four seasons in a year (permanent)
3. Snow in the winter (temporary)
4. Headache (temporary)
5. National monuments, like the Statue of Liberty (permanent)
6. Being in second grade (temporary)
7. [Invite partner pairs to make up their own examples of something that is permanent and something that is temporary.]

10 End-of-Lesson Check-In

The Indus River Valley, Part I

Choose four students to focus on, and record their scores on the Tens Recording Chart. For this kind of informal observation, you should give a score of zero, five, or ten based on your evaluation of students' understanding and language use.

0	Emergent understanding and language use
5	Developing understanding and language use
10	Proficient understanding and language use

- Remind students that they have learned new words and information about the Indus River Valley civilization.
- Give each student a copy of Instructional Master 1B-1 [Response Card 1 (Indus River Valley civilization)]. Have students talk with their partner about what they have learned today using as many new words and as much new information as they can. Students may also choose to draw and label or orally explain a few things that they learned. Items to look and listen for:
 - The word *civilization*
 - The words *mountain/valley, irrigation canals*
 - The word *fertile*
 - The word *permanent*
 - Any information about ancient civilizations in general and the Indus River Valley civilization in particular.

Take-Home Material

Family Letter

Send home Instructional Masters 1B-2, 1B-3, and IB-4



The Indus River Valley, Part II

2

☑ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Locate Asia and India on a map or globe
- ✓ Identify Asia as the largest continent with the most populous countries in the world
- ✓ 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:

- ✓ Describe how the Indus River was helpful and harmful to the people of Mohenjo-daro (RI.2.8)
- ✓ Compare and contrast life during Sanjay's time and present-day living (RI.2.9)
- ✓ With assistance, label information from the lessons on the Indus River Valley onto a map of Asia (W.2.8)
- ✓ With assistance, categorize and organize facts and information from the lessons on the Indus River Valley onto an Early Asian Civilizations Chart (W.2.8)
- ✓ Create interrogative sentences in shared language activities (L.2.1f)
- ✓ Identify real-life connections between words—*exchanges*, *bustling*, and *source*—and their use (L.2.5a)

Core Vocabulary

bustling, *adj.* Full of activity; busy

Example: The bustling supermarket was filled with people buying food before the big storm.

Variation(s): none

common, *adj.* Belonging to or used by many people

Example: The ancient city had a common well from which people got their water.

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 move 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

Vocabulary Chart for The Indus River Valley, Part II			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	copper grain granary port priests recede terracotta turban Sanjay	bustling common <i>exchanges</i> hoisted jolt jostles nestles source*	bull city cotton father flooded muddy river wheat
Multiple Meaning			cart
Phrases	grain trader holy man six moon cycles	heart skips a beat get a good price	give thanks special day
Cognates	cobre granero puerto retroceder terracotta turbante grano	común	ciudad río carreta día especial

Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. Please note that it uses the last image used in Lesson 1 (image 1A-11) and then uses the same sequence as the *Tell It Again! Read-Aloud Anthology*.

1. 1A-11: Mohenjo-daro, [mo-HEN-jo-DAR-o] layout, walls, citadel
2. 2A-1: Nine-year-old in courtyard
3. 2A-2: Sanjay's father leading bull
4. 2A-3: Sanjay seated in back of cart
5. 2A-4: Sanjay and his sister in floodwaters
6. 2A-5: Men heaving terracotta pots into carts
7. 2A-6: Scene of port
8. 2A-7: Holy man draped in white cotton cloth

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	What Have We Learned?	image 1A-11; Response Card 1; world map	15
	Meet Sanjay		
	Vocabulary Preview: Exchanges, Bustling		
	Purpose for Listening		
Presenting the Read-Aloud	The Indus River Valley, Part II	examples or samples of different types of grains	15
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Source		
 Complete Remainder of the Lesson Later in the Day			
Extensions	Map Quest	Instructional Master 2B-1; brown, blue, and red crayons	20
	Early Asian Civilizations Chart	Instructional Masters 2B-2, 2B-3; Image Cards 1–3	

Advance Preparation

For Presenting the Read-Aloud, bring in examples or samples of different kinds of grains (e.g., wheat, corn, rye, oats).

Note: Be sure to check with your school’s policy regarding food distribution and allergies.

For Map Quest, on a large piece of blank chart paper, make a classroom map of Asia by drawing a simple outline of the continent of Asia, with country borders for China and ancient India (made up of present-day countries of Pakistan and India).

Note: Only draw the outline of the countries. Do not fill in the map; you will fill in the features as they are addressed in the lessons.

Prepare a piece of blue construction paper cut into the shape of the Indus River. [Use Instructional Master 2B-1 as a guide.]

Make a copy of Instructional Master 2B-1 for each student. Refer to it as their Map Quest map of Asia. Students will fill in their maps as you fill in the classroom map you have created.

For the Early Asian Civilizations Chart, create a chart on chart paper (see Early Asian Civilizations Chart in the Extensions of this lesson). Each square on the chart will need to be large enough to accommodate an Image Card. This chart will be used throughout the domain.

Make a copy of Instructional Masters 2B-2 and 2B-3 for each student. Refer to them as their Early Asian Civilizations Chart and image sheet for ancient India. Students can fill in their own chart as you fill in the classroom chart.

Note: Instructional Master 2B-2 is for Early Indian Civilization. Students may choose to cut images from Instructional Master 2B-3 (Image Sheet for Early Indian Civilization) and paste them onto their chart.



The Indus River Valley, Part II

2_A

Introducing the Read-Aloud

15 minutes

What Have We Learned?

- Help students review what they have already learned about ancient India. You may wish to ask students the following questions.

[Show Flip Book images from Lesson 1 to refresh students' memories. Students may also refer to Response Card 1 for discussion and to answer questions.]

- What is the name of the civilization you learned about yesterday: Maya or Indus River Valley?
- Indus River Valley civilization
- On which continent was this civilization formed: Asia or North America?
- Asia
- What is special about Asia? Does Asia have many or few people; is it large or small?
- Asia is the largest continent in the world and has two countries with the most people. [Invite different students to point to Asia, India, and China on a map.]
- What is the name of the mountains next to the Indus River Valley civilization?
- the Himalayas
- What is the name of the river along which the ancient Indian civilization was formed?
- Indus River



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

- What is the name of this city in the Indus River Valley: is it Mohenjo-daro or Machu Picchu? Who discovered this city?
- Mohenjo-daro. Archeologists discovered this city.



Meet Sanjay

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

- Tell students that today they will go back in time over twenty-five hundred years (that is over two-thousand five-hundred years). They are going to travel back in time to the city of Mohenjo-daro to meet a nine-year-old boy named Sanjay.
- Tell students that this is Sanjay standing outside of his home. Have students look at the picture and share with their partner how they think life during Sanjay's time is different from their life now. Call on two partner pairs to share.

Vocabulary Preview

Exchanges



◀ Show image 2A-6: Scene of port

1. Today you will hear that Sanjay's father *exchanges* grain for copper.
2. Say the word *exchanges* with me three times.
3. When someone exchanges one thing for something else, that person is giving or trading one thing in order to get another thing.
4. Mario asked Anita to exchange her marker for his crayon. Delores goes to the mall and exchanges the purple shirt for a green shirt.
5. Look at this picture and tell your partner what other things Sanjay's father exchanges his grain for.

Bustling

1. In today's story, you will hear that the carts are heading toward the *bustling* sounds of the port.
2. Say the word *bustling* with me three times.
3. *Bustling* means full of activity and energy.
4. The bustling school bus is full of excited children on their way to school.
The supermarket was bustling with people trying to buy enough food before the big storm.
5. Does this scene at the port look bustling to you? What would you see and hear at this bustling port?

Purpose for Listening

Tell students that they will hear a story about Sanjay and learn about what life would have been like for a child living in Mohenjo-daro. Tell them to listen carefully to hear why the day this story takes place is a special day for Sanjay.

By the end of the lesson, students should be able to:

- ✓ Explain the importance of the Indus River for the development of a civilization in ancient times
- ✓ Describe the key components of a civilization



The Indus River Valley, Part II

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

Today we are going to pretend 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.

[Explain that grains are seeds like wheat, corn, rye, or oats. If available, pass around examples of different kinds of grains. Tell students that the boy's father exchanges wheat for other items.]

Wheat is grown on the fertile lands outside the city walls.

[Point to the areas outside the city walls.]

Then the wheat is collected and stored in a **common** granary—a building used by everyone in the community to store grain. The **common** granary is near the citadel, in the center of the city.

[Point to the citadel.]

The boy's father gets some wheat from the granary and takes it through the city gates to the **bustling**—lively and active—port by the river.

[Define *port* as a place where ships stop to load and unload cargo. Ask students along which river they think the port is located.]

- Indus River

At the port, his father will exchange his grain for gold, copper, jade, and turquoise—precious stones and metals—from faraway lands.



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

Meet Sanjay. He is waiting excitedly for his father in the courtyard of his family's home. Today is a special day for Sanjay. For this special day, Sanjay bathed and put on fresh cotton clothes.

[Say to students, "Tell your partner why you think today is a special day for Sanjay." Allow fifteen seconds for students to talk. Call on two partner pairs to share.]

Sanjay has waited nine years for his father's invitation to join him. Today, his father has promised Sanjay that after the morning's work, Sanjay will be allowed to join the priests in a special ceremony, giving thanks to the mighty Indus River for all that she provides.

[Ask whether any of the students' guesses were correct.]



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

Sanjay can hear the cart rattling down the side passage—or road—now. Then he sees him—the man in the turban; that's Sanjay's father. The turban he wears is a headdress—like a long scarf wrapped around the head. The turban is made of cloth and worn by men in the Indus River Valley.

"Hop in, son. Let's go!" Sanjay's father calls out to him.



◀ **Show image 2A-3: Sanjay seated in back of cart**

Sanjay **nestles**—he sits down snugly and comfortably—into the back of the wooden cart as his father guides the cart out into the main street. As the cart jostles—bumps and pushes—Sanjay about with each turn in the road, his thoughts travel back to last spring when steady rains and melting snow flooded the river, forcefully breaking through the city walls and bringing down buildings in its path.



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

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 and muddy goo, waiting for the waters to **recede**—move back and away from their home and the city. Sanjay knows that the river has the power to destroy things in its path, and yet he knows, too, that the river is the **source**—or start and beginning—of life in the valley. Without the river, there would be no crops for food, no cotton for clothing, and no way to easily transport—or move—goods over long distances.



◀ **Show image 2A-5: Men heaving terracotta pots into carts**

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

Turning to face forward in the cart, Sanjay sits on his knees, trying 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 throng—or crowd—of carts, all heading toward the **bustling**—loud and lively—sounds of the port.



◀ **Show image 2A-6: Scene of port**

[Invite students to describe to their partner what is happening in the picture.]

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

The sun is directly overhead now; it is 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.

[Explain that when someone's heart skips a beat that means he or she is suddenly surprised or excited. Have students tell their partner why they think Sanjay's heart skips a beat.]



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

Stepping down and leaning into Father's side, Sanjay walks with his father toward a grove of banyan trees.

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.

[Have a student point to the holy man. Tell students that a holy man is someone who spends his whole life praying and serving his religion.]

Bowing his head, Sanjay listens to the words of the holy man that have comforted his people for many years. "O, Great River, Mother of the People, Provider of Life, Source of Life, we thank you. It is now six moon cycles—or six months—since your banks last flooded. We pray that we may please you and be spared—or saved—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—and holy—spot for the first time. Sanjay answers his squeeze with one of his own, whispering his thanks to the Great River for this day.

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines 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 students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses. Model answers using complete sentences as necessary.

1. *Literal* In which city does Sanjay live?

- Sanjay lives in Mohenjo-daro.

2. *Literal* Mohenjo-daro is next to which important river?

- Mohenjo-daro is next to the Indus River.

Through which area does the Indus River flow?

- The Indus River flows through ancient India. [You may wish to remind students that ancient India included the countries of Pakistan and present-day India.]

3. *Inferential* How is the mighty Indus River helpful to the people of Mohenjo-daro?

- The Indus River is helpful because it gives the people water for their crops so they would have food to eat and cotton for clothes. The Indus River provides a way for the people to move their goods over long distances.

4. *Inferential* How is the mighty Indus River harmful to the people of Mohenjo-daro?

- The Indus River is harmful when it floods; it can destroy houses and make everything muddy.

5. *Literal* One of the components of a civilization is that everyone has a special job to do. What is Sanjay's father's job?

- Sanjay's father is a grain trader. He exchanges grain for other items.

What other jobs do you think were in Mohenjo-daro?

- Answers may vary, but may include jeweler, farmer, or priest.

6. *Inferential* Why is it a special day for Sanjay?

- It is a special day for Sanjay because he is going with his father to join the priests in a special ceremony to give thanks to the mighty Indus River.

7. *Evaluative* Why do you think the people of Mohenjo-daro had a special ceremony to pray to the Indus River?
- Answers may vary, but should hint that the river is important to the people and is a provider of life to the people.

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

Sentence Frames:

What do you like best about living in Mohenjo-daro?

Where does your father go to exchange his grain?

Why do you pray to the Indus River?

When did the river last flood?

8. *Evaluative Question? Pair Share:* Pretend that you have a chance to ask Sanjay one question about his life in Mohenjo-daro. Remember, questions can begin with the words *who*, *what*, *when*, *where*, and *why*. One partner should ask his or her question and the other partner will pretend to be Sanjay to answer the question. Then partner pairs will switch roles. [You may wish to model the question and answer process with another student.]
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

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 three times.
3. A source is the start, cause, or beginning of something.
4. A river is a source of water.
Juanita's flashlight was the only source of light she had when the power went out.
5. Can you name any other sources of water? Try to think of two other sources of water with your partner. 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: "_____ is a source of water." Prompt students to think about the sources of water at school (e.g., drinking fountain, classroom sink, bathroom faucet).]
6. What's the word we've been talking about?

Use a *Terms* activity for follow-up. Directions: Can you think of a source for the following things:

[Encourage students to use the sentence frame: “_____ is/are a source of _____.”]

1. light

- Answers may vary, but could include sun, stars, lamp, flashlight, etc.

2. heat

- Answers may vary, but could include sun, heater, etc.

3. learning/education

- Answers may vary, but could include school, books, teachers, adults, etc.

4. love

- Answers may vary, but could include parents, siblings, grandparents, etc.

5. money

- Answers may vary, but could include job, parents, bank, government, etc.

6. food

- Answers may vary, but could include farms, supermarkets, etc.



Complete Remainder of the Lesson Later in the Day



The Indus River Valley, Part II

2_B

Extensions

20 minutes

Map Quest (Instructional Master 2B-1)

- Show students the outline of the map of Asia you have created and share with them 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 color in and label the areas they have learned about. Share with students that you will label a class map along with them as they fill out their own maps.
- Give each student a copy of Instructional Master 2B-1. Tell them that this is their Map Quest map of Asia. Have students label their map “Asia” at the top of the page on the title line provided. Ask students what is special about Asia.
 - Asia is the largest continent in the world.
- On the class map, color the border of present-day India and Pakistan brown and label it “Ancient India.” Explain that this is the area of ancient India. This is where the past two read-alouds were set. Invite students to color the border of India and Pakistan on their maps brown and label it “Ancient India.”
- Draw students’ attention to the caret marks in ancient India on their map. Tell them the caret marks represent mountains. Ask students which mountains in ancient India they have heard about.
 - the Himalayas
- Draw a matching series of brown caret marks on the class map and label it “Himalayas.” Invite students to color in the caret marks that represent the Himalayas brown.
- Draw students’ attention to the dashed lines on their map. Tell them that those dashes represent rivers. Add the blue strip of construction paper, that represents the Indus River, onto the class map. [The Indus River should touch the northwestern end of the Himalayas in India and stretch west towards the Arabian Sea through Pakistan. Label

it “Indus River.” Invite students to locate the matching river on their map, color it in blue, and label it “Indus River.”

- Place a large red dot where Mohenjo-daro would be, next to the end of the Indus River. Ask students which city developed next to the Indus River.
 - Mohenjo-daro
- Have students color in the dot for Mohenjo-daro red. Label the red dot for “Mohenjo-daro.”

Early Asian Civilizations Chart

- Tell students that you will fill in the Early Asian Civilizations Chart for early Indian civilization together. Invite students to fill in their own charts using Instructional Masters 2B-2 and 2B-3.

Note: You may wish to write in key words on the chart, giving guidance to student writing.

	Cities	Jobs	Leaders	Writing	Religion
Early Indian Civilization	Image Card 2 Mohenjo-daro	Image Card 1 farmers grain traders	priests	Image Card 3 [check mark]	
Early Chinese Civilization					

- Review that one component of a civilization is cities. Show students Image Card 2 (Mohenjo-daro) and ask students to name the city. 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. Help students write *Mohenjo-daro* in the corresponding box on their chart.
- Review that another component of a civilization is different kinds of jobs. Show students Image Card 1 (Dates). Tell students that this is a photograph of dates, a crop grown in the Indus Valley. Ask students: “Who grew the dates?”
 - farmers
- Tell students that you are going to place the Image Card on the chart, in the *Jobs* column, to remind them that there were farmers during the early Indian civilization.

- Ask students if they remember what Sanjay's father's job was.
 - grain trader
- Help students write the words *farmer* and *grain trader* in the corresponding box on their chart.
- Explain that many civilizations had leaders. Remind students about the citadel in Mohenjo-daro and how the priests, who were one group of leaders, lived in the citadel. Help students write the word *priests* in the corresponding box on their chart.
- Show students Image Card 3 (Early Indian Writing). Explain that it shows early writing from the Indus River Valley civilization. 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 chart.
- Tell students that they will learn something about religion during the early Indian civilization in the next lesson.



Hinduism

3

✓ **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 Hindus as the name for the followers of Hinduism
- ✓ Identify the Ganges River as a holy place in Hinduism
- ✓ Identify Brahma, Vishnu, and Shiva as important gods in Hinduism
- ✓ Identify the Vedas/Rigveda as important holy texts of Hinduism
- ✓ Describe reincarnation as basic principles of 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:

- ✓ Identify that the main topic of the read-aloud is about Hinduism (RI.2.2)
- ✓ Describe the connection between the Ganges River and Hinduism (RI.2.3)
- ✓ Identify that the main purpose of the read-aloud is to explain and describe the religion, Hinduism (RI.2.6)
- ✓ Describe how facts from the read-aloud support the author's point that the Ganges River is important to the Hindus and that Hinduism has many gods (RI.2.8)
- ✓ Compare and contrast the Indus River and the Ganges River (RI.2.9)
- ✓ With assistance, review information from previous lessons and label information from the read-aloud "Hinduism" onto a map of Asia (W.2.8)

- ✓ With assistance, categorize and organize facts and information from “Hinduism” onto a Religion Comparison Chart (W.2.8)
- ✓ Use regular past tense verbs correctly in oral language exercises (L.2.1d)
- ✓ Create sentences using regular present and past tense verbs in shared language activities (L.2.1f)
- ✓ Use sentence-level context as a clue to the meaning of multiple-meaning word *club* (L.2.4a)
- ✓ Identify real-life connections between words—*Hinduism/Hindus*, *sacred*, *represents*, and *duty*—and their use (L.2.5a)

Core Vocabulary

existence, n. Having life; being real

Example: Some people wonder who or what the source of their existence is.

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: A group of students represents their 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: The Ganges River is a sacred river in India.


Variation(s): none

Vocabulary Chart for Hinduism			
<p>Core Vocabulary words are in bold.</p> <p>Multiple Meaning Word Activity word is <u>underlined</u>.</p> <p>Vocabulary Instructional Activity words have an asterisk (*).</p> <p>Suggested words to pre-teach are in <i>italics</i>.</p>			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	Brahman Hinduism Hindus India reincarnation sacred Shiva Vedas/Rigveda Vishnu worship	existence holy represents* source symbolizes world	arms believe book god/goddess protection religion wash
Multiple Meaning		<u>club</u> creation	faces nature
Phrases	Ganges River spiritual force	fulfilling their duty* In fact, source of all . . .	
Cognates	Bracmán Hinduismo Hindú India reencarnación Veda Río Ganges	existencia representar* simbolizar universe creación	protección religión naturaleza

Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. Please note that it uses the same sequence as the *Tell It Again! Read-Aloud Anthology*.

1. 3A-1: Ganges River
2. 3A-2: Hindus gathering at holy river
3. 3A-3: Array of Hindu gods
4. 3A-4: Brahma
5. 3A-5: Vishnu
6. 3A-6: Shiva pictured as dancer
7. 3A-7: The Rigveda
8. 3A-8: Reincarnation cycle

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Learned?	Map Quest maps	15
	Introducing Hinduism	Map Quest maps; blue crayon; world map	
	Vocabulary Preview: Hinduism/ Hindus, Sacred	Instructional Master 3A-1	
	Purpose for Listening	Instructional Master 3A-2	
<i>Presenting the Read-Aloud</i>	Hinduism		15
<i>Discussing the Read-Aloud</i>	Comprehension Questions	Response Card 2	10
	Word Work: Represents	Response Card 2	
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Multiple Meaning Word Activity: Club	Poster 2M (Club)	20
	Syntactic Awareness Activity: Regular Past Tense Verbs		
<i>Take-Home Material</i>	Vocabulary Instructional Activity: Duty	chart paper; pictures of people in different professions	
	End-of-Lesson Check-In	Religion Comparison Chart; Response Card 2	

Advance Preparation

For Introducing Hinduism, prepare a piece of blue construction paper cut into the shape of the Ganges River. (See Instructional Master 2B-1 for an example.)

Make a copy of Instructional Master 3A-1 for each student. Refer to it as Response Card 2 (Hinduism). Students can use this Response Card to discuss, review, and answer questions about this religion.

Copy the Religion Comparison Chart (Instructional Master 3A-2) onto chart paper or a transparency. You can use this chart to introduce the characteristics of religion. You may wish to fill in the chart as you read through the read-aloud and have students do the same on their own comparison chart. You can use this chart to review what students have learned about Hinduism during the End-of-Lesson Check-In.

Make a copy of Instructional Master 3A-2 for each student. Refer to it as the Religion Comparison Chart. Students can fill in their own chart as you fill in the classroom chart.

Note: Some students may be able to fill in 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.

For Vocabulary Instructional Activity, prepare a two-column chart and label the left side “Person” and the right side “Duty”. Bring in several pictures of people working in their profession (e.g., police officer, fire fighter, teacher, doctor, president of the United States, life guard). Lead students in a brief discussion about the duties of the people in the pictures.

Note to Teacher

The names of Hindu gods—Brahma, Vishnu, and Shiva—are pronounced as they are written.

Students who used the Core Knowledge Language Arts program in Grade 1 will have learned about three world religions in the *Early World Civilizations* domain. They learned about Christianity, Judaism, and Islam. You may wish to ask students what they remember about these religions. Below is information about these religions from *Early World Civilizations*.

	Judaism	Christianity	Islam
Number of gods	one	one	one
Name of followers	Jewish people	Christians	Muslims
Name of holy text(s)	Torah	Bible	Quar'an
Holy place	The Western/ Wailing Wall	Church of the Holy Sepulchre	Dome of the Rock
Important figures	Abraham, Moses	Jesus	Muhammad



Hinduism

3A

Introducing the Read-Aloud

15 minutes

What Have We Learned?

- Using the Map Quest maps, review the areas covered in the last two read-alouds on the Indus River Valley civilization. [You may also wish to show the Flip Book images for these areas.]
 - Himalayas (image 1A-6)
 - Indus River (image 1A-9)
 - Mohenjo-daro (image 1A-11)
- Remind students that these landmarks are part of the Indus River Valley during a time period called ancient India.
- Ask students where the Indus River Valley civilization was located.
 - in ancient India, which is present-day India and Pakistan

Introducing Hinduism

- Tell students that in today's read-aloud about ancient India, they will hear about another important river. They will hear about the Ganges (GAN-jeez) River. Have students say *Ganges River* with you three times.
- Show students the Ganges River on a world map. Then add the blue strip of construction paper, that represents the Ganges River, onto the class map and label it "Ganges River."
- Have students color the Ganges River blue on their map and label it "Ganges River."
- Have students discuss with their partner what they notice about the two rivers.
 - both flow down from the Himalayan Mountains; the Indus River flows east/west and is mainly in Pakistan; the Ganges River flows north/south and is mainly in India
- Tell students that the Ganges River is a very important river to many people who live in India. Tell students to listen carefully to the read-aloud to find out what is so special about this river.

Vocabulary Preview

Hinduism/Hindus

1. Today you will learn about a popular religion from ancient India called *Hinduism*. The people who practice Hinduism are called *Hindus*.
2. Say the word *Hinduism* with me three times.
Say the word *Hindus* with me three times.
3. Hinduism is the most widely practiced religion in India and the third largest religion in the world. The people who practice Hinduism are called Hindus.
4. There are many, many gods and goddesses in Hinduism.
Anika's family have been Hindus for many, many generations.
5. [Give students Response Card 2 from Instructional Master 3A-1.] Look at these pictures on Response Card 2 for Hinduism. Tell your partner what you see.

Sacred

1. In today's read-aloud you will hear that the Ganges River is a *sacred* river.
2. Say the word *sacred* with me three times.
3. Sacred means very holy; sacred items are related to religion and gods.
4. [Point to the items in the hands of the gods on Response Card 2.] The things that the gods are holding are sacred items.
The priests read sacred books.
5. Tell your partner what you think of when you hear the word *sacred*.

Purpose for Listening

Tell students that the title of today's read-aloud is "Hinduism." Ask them what they think they are going to learn from this read-aloud. Confirm that the main topic of this read-aloud is on Hinduism. Present the Religion Comparison Chart (Instructional Master 3A-2) and hand a student (or student pairs) their own chart to fill in. Read the characteristics on the chart. Tell students that you might stop at different points in the read-aloud to fill in this chart.

By the end of the lesson, students should be able to:

- ✓ Identify Hinduism as a major religion originating in Asia
- ✓ Identify Hindus, as the name for the followers of Hinduism
- ✓ Identify the Ganges River as a holy place in Hinduism
- ✓ Identify Brahma, Vishnu, and Shiva as important gods in Hinduism
- ✓ Identify the Vedas/Rigveda as important holy texts of Hinduism
- ✓ Describe dharma and reincarnation as basic principles of Hinduism



Hinduism

◀ Show image 3A-1: Ganges River

This is the Ganges (GAN-jeez) River in India. Like the Indus River, the Ganges River also flows down from the Himalayan Mountains. Like the Indus River, the Ganges River also provides fertile soil to the people of India.

[Ask students what the Indian people can do with the fertile soil.]

- grow crops

But to many Indians, the Ganges River is even more important than the Indus River. The Ganges River is the **sacred** river of the Hindus. The Ganges is a holy river used to worship Hindu gods. In fact, the Ganges is one of the most **sacred**—and holy—places in all of India.

[Mention to students that sometimes the Ganges River is referred to as the Ganges. On the Religion Comparison Chart, fill in *Holy place: Ganges River*.]



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

It is the dream of Hindu people from all over the world to someday visit the Ganges River and wash themselves in its **sacred**—and holy—waters. Hindus believe that the holy waters of the Ganges can wash away their sins—or the bad things they have done. Hindus practice a religion called **Hinduism**. **Hinduism** is the world's oldest religion and the third largest religion in the world. **Hinduism** is the most popular religion in India.

[Point to India on a world map.]

There are also many Hindus living all over the world.

[On the Religion Comparison Chart, fill in *Name of followers: Hindus*.]



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

How many gods do you see here?

[Point to and name the gods in this image.]

Unlike some religions that worship only one God, such as Christianity and Islam, **Hinduism** is a religion that worships many gods and goddesses. In fact there are over three hundred million gods and goddesses in **Hinduism**.

[On the Religion Comparison Chart, fill in *Number of gods: many/millions*.]

And the gods and goddesses take many different forms—or can be many different things. For example, Hindus believe that the Ganges River is the home of Ganga, a river goddess. That is why the river is such a holy place.

Each god and goddess **represents**—or stands for—something Hindus call Brahman.

[Have students repeat *Brahman* with you.]

Hindus believe that Brahman is a spiritual force that is the source of all **existence**—the source of 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**

This is the Hindu god Brahma.

[Have students repeat *Brahma* with you. Emphasize that the god Brahma in this picture should not be confused with Brahman, the spiritual force that Brahma represents.]

Hindus believe Brahma 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. Brahma is also the god of wisdom. In pictures and statues of Brahma, he has four faces and four arms.

[Invite a student to point to the four faces and four arms of Brahma. Ask students what they see in his hands: a book which symbolizes knowledge; a lotus flower which symbolizes the purity of life of all living things; a strand of beads (prayer beads) which symbolizes the things used in creation. On the Religion Comparison Chart, fill in *Important figure(s): Brahma*.]



◀ **Show image 3A-5: Vishnu**

This is the Hindu god Vishnu.

[Have students repeat *Vishnu* with you.]

Hindus believe that Vishnu is the protector of the world and life. Vishnu also has four arms. In each hand he holds Hindu symbols of the world.

[Point to each item as you explain.]

Vishnu holds a club, a weapon used for protection. In another arm he holds a discus, a spinning, disk-like weapon. He also holds a conch shell: when he blows into the shell, it announces his enemy's death. Finally Vishnu holds a lotus flower, which represents everything good and beautiful. Hindus believe it is Vishnu's job to keep order on Earth, making sure that everyone and everything is safe.

[On the Religion Comparison Chart, fill in *Important figure(s)*: Vishnu.]



◀ Show image 3A-6: Shiva pictured as dancer

This is the third most important god in Hinduism—Shiva.

[Have students repeat *Shiva* with you]

Shiva is both a creator and a destroyer of the universe. He is often pictured as a dancer to show that he is the source of all movement in the universe. A third eye in the center of his forehead can shoot out fire. Shiva's powerful energy is believed to control nature. In fact, according to Hindu legend, Shiva's flowing, tangled hair calmed the violent waters of Ganga, the river goddess.

[On the Religion Comparison Chart, fill in *Important figure(s)*: Shiva.]



◀ Show image 3A-7: The Rigveda

Hinduism has many gods, and it also has many **sacred**—or holy—books. Most important among these books are the Vedas (VEY-duhs), which are **sacred** hymns—or holy songs—and verses—or holy writings. Veda means knowledge. The most popular writing in the Vedas is the Rigveda. The Rigveda is a very ancient book, over three thousand years old!

[On the Religion Comparison Chart, fill in *Name of holy text(s)*: Vedas/Rigveda.]

People who follow **Hinduism** believe in dharma. Dharma is one's duty—or responsibility—to do what is right. Hindus try to live their lives by working hard, telling the truth, and doing their duty for friends and family.



◀ Show image 3A-8: Reincarnation cycle

Hindus believe that all creatures, humans and animals alike, have invisible parts called souls that continue to live after they die. Hindus believe that souls can be reincarnated into—or put into—the body of another person or animal. Hindus believe that if they fulfill their

dharma—or their duty—and do what is right, they will be reincarnated into something better until eventually they will be at peace forever.

[Point out the reincarnation cycle on the image.]

Discussing the Read-Aloud

10 minutes

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines 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 students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses. Model answers using complete sentences as necessary.

1. *Literal* What is the main topic of this read-aloud?
 - The main topic of this read-aloud is on Hinduism.
2. *Inferential* What two rivers flow down from the Himalayan Mountains? Which river do the Hindus believe is sacred?
 - The two rivers that flow down from the Himalayan Mountains are the Indus and Ganges Rivers. Hindus believe the Ganges River is sacred.
3. *Inferential* Why is the Ganges River sacred to Hindus?
 - The Ganges River is sacred to Hindus because they believe it is the home of the river goddess, Ganga. Hindus believe the waters can wash away the bad things they have done.
4. *Inferential* How many gods does Hinduism have?
 - Hinduism has many, many (millions) of gods.

What are the three most important Hindu gods that you learned about in this read-aloud?

- The three most important Hindu gods are Brahma, Vishnu, and Shiva.
[Have students point to these gods on Response Card 2.]
5. *Inferential* What do all the Hindu gods and goddesses represent or stand for?
 - All the Hindu gods and goddesses stand for Brahman, the spiritual force that is the source of all life.



← Show image 3A-7: The Rigveda

6. *Inferential* What is the important holy book in Hinduism called: Is it called the Quar'an or the Rigveda?

- The important holy book in Hinduism is called the Rigveda.

What do you think the Rigveda is used for?

- Answers may vary and may include that the Rigveda tells Hindus how they should behave and how they should honor the gods.



← Show image 3A-8: Reincarnation cycle

7. *Inferential* Using this picture, try to explain to your partner what Hindus believe about reincarnation.

- Hindus believe that if someone fulfills his dharma, his soul will be reincarnated into something better until he is at peace forever.

[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 partner 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:* Look at the Hindu gods on Response Card 2. Which one do you think is the most powerful and why?
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.]

Sentence Frames:

Do you think Brahma/Vishnu/Shiva is the most powerful Hindu god? (Yes/No)

I think _____ is the most powerful Hindu god because . . .

_____ can . . ., that makes him the most powerful Hindu god.

Word Work: Represents

1. In the read-aloud you heard, "Each god and goddess *represents*, or stands for, something Hindus call Brahman."
2. Say the word *represents* with me three times.
3. The word *represents* means stands for or is a sign and symbol for something else.
4. Each of the fifty stars on the U.S. flag represents a state.
5. Using Response Card 2, tell your partner what each Hindu god represents. 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: "_____ represents _____." (e.g., "Brahma represents creation.")]

6. What's the word we've been talking about?

Use a *Brainstorming* activity for follow-up. Directions: I am going to say something and you will brainstorm what that thing represents.

1. dollar sign
 - money; costs
2. musical notes
 - songs
3. smiley face
 - happiness
4. male/female image on the bathroom door
 - boys/girls bathroom
5. an airplane on a road sign
 - airport
6. [school mascot]
 - school
7. White House
 - president of the United States
8. Ganges River
 - Ganga, a river goddess



Complete Remainder of the Lesson Later in the Day



Hinduism

3_B

Extensions

20 minutes

↔ Multiple Meaning Word Activity

Multiple Choice: Club

Note: You may choose to have students hold up one, two, or three fingers to indicate which image shows the meaning being described or have a student walk up to the poster and point to the image being described.

1. [Show Poster 2M (Club).] 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.” Which picture shows the meaning of the word *club* that means a heavy wooden stick?
 - one
2. *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 the shape of a club?
 - three
3. *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?
 - two
4. Now that we have gone over the different meanings for *club*, quiz your partner on these different meanings. Try to use complete sentences. For example, you could say, “I belong to the karate club.” And your partner should respond, “That’s ‘two’.”

↔ Syntactic Awareness Activity

Regular Past Tense Verbs

Note: 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.

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. 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. I will read two sentences related to something you heard in today's read-aloud about Hinduism. One sentence will talk about something that is happening *now*, and the other sentence will talk about something that has *already happened*.
 - The Hindus *wash* themselves in the Ganges River.
 - The Hindus *washed* themselves in the Ganges River.
3. What is the action word in my sentences?
 - *wash*

How does the action word change to let you now the action already happened?

 - add /d/
4. When you are *writing* about actions that have already happened, what can you add to the end of the verb or action word?
 - add *-ed*

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. What sound did we add to *wash* to show that it has already happened?

 - add /d/
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 call grandma. > Yesterday, we called grandma.
 - b. Today, we hop on one foot. > Yesterday, we hopped on one foot.
 - c. Today, we reach to the sky. > Yesterday, we reached to the sky.
 - d. Today, we jump rope. > Yesterday, we jumped rope.

- e. [Have partner pairs make up their own sentences using present and past tense verbs. If they add /t/, /d/, or /ed/ to an irregular verb, restate the sentence using the correct past tense form of the irregular verb.]

⇌ Vocabulary Instructional Activity

Word Chart: Duty

Materials: chart paper; different pictures showing people working in their profession

1. In the read-aloud you heard, “Dharma is one’s *duty*—or responsibility—to do what is right.”
2. Say the word *duty* with me three times.
3. A duty is a job or a task. Duty is also something that should be done because it is right or the law requires you to do it.
4. Who has the duty of being the line leader today?
5. We will make a two-column chart for the word *duty*.

[Show each picture you have prepared one at a time. Have students discuss what the duties are of that profession. Place the picture on the left and write students’ responses to the right.]

6. Talk with your partner using the word *duty* and what you have learned about the word *duty* from the Word Chart. Try to use complete sentences.

⑩ End-of-Lesson Check-In

Hinduism

Choose four students to focus on, and record their scores on the Tens Recording Chart. For this kind of informal observation, you should give a score of zero, five, or ten based on your evaluation of students’ understanding and language use.

0	Emergent understanding and language use
5	Developing understanding and language use
10	Proficient understanding and language use

- You may wish to finish or review the Religion Comparison Chart for Hinduism.
- Invite students to share their interesting fact from their chart.

- Using Response Card 2 and their Religion Comparison Chart, have students share with their partner what they have learned in this lesson.

Characteristics	Hinduism	Buddhism
Number of gods	many millions	
Name of followers	Hindus	
Name of holy text(s)	Vedas Rigveda	
Holy place	Ganges River	
Important figure(s)	Brahma, Vishnu, Shiva	
Interesting fact	Answers may vary.	



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:

- ✓ Ask and answer questions requiring literal recall and understanding of the facts and/or details of the fiction read-aloud, “The Tiger, the Brahman, and the Jackal” (RL.2.1)
- ✓ Answer questions that require making interpretations, judgments, or giving opinions about the fiction read-aloud, “The Tiger, the Brahman, and the Jackal” (RL.2.1)
- ✓ Recount the Indian folktale, “The Tiger, the Brahman, and the Jackal” (RL.2.2)
- ✓ Describe the different characters’ opinions about whether it is fair and just for the tiger to eat the Brahman (RL.2.3)
- ✓ Describe the overall structure of the story, including the characters, setting, and plot, while using sequenced images from the read-aloud (RL.2.5)

- ✓ 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)
- ✓ Compare and contrast two versions of the folktale, “The Tiger, the Brahman, and the Jackal” (RL.2.9)
- ✓ With assistance, categorize and organize facts and information from the lesson, “Hinduism,” onto an Early Asian Civilizations Chart (W.2.8)
- ✓ With assistance, sequence images from “The Tiger, the Brahman, and the Jackal” (W.2.8)
- ✓ Ask questions to clarify multi-step instructions (SL.2.3)
- ✓ Determine the meaning of new words when the prefix *un-* is added to a known word (L.2.4b)
- ✓ Use known root word, *trick*, to determine the meaning of *trickster tales* (L.2.4c)
- ✓ Identify real-life connections between words—*devour*, *opinion*, and *unjust*—and their use (L.2.5a)

Core Vocabulary

on the 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

Vocabulary Chart for The Tiger, the Brahman, and the Jackal			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	Brahman buffalo jackal pious	devour distracted freed <i>opinion</i> pounced unjust*	cage eat promised understand tiger
Multiple Meaning			fair
Phrases	banyan tree go in one ear and out the other licking his chops the way of the world trickster tale	lost his patience on the contrary second opinion the usual way	perfectly fair
Cognates	búfalo chacal pío(a)	devorar distraído <i>opinion</i> injusto(a)* por el contrario	prometió tigre

Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. It uses the same sequence as the *Tell It Again! Read-Aloud Anthology*.

1. 4A-1: Tiger in cage talking to Brahman
2. 4A-2: Tiger ready to eat Brahman
3. 4A-3: Brahman asking buffalo
4. 4A-4: Brahman asking banyan tree
5. 4A-5: Brahman explaining to the jackal
6. 4A-6: Tiger, Brahman, and jackal talking
7. 4A-7: Tiger frustrated with the jackal
8. 4A-8: Jackal tricking the tiger into the cage

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Learned?	Image Card 4; Early Asian Civilizations Chart	15
	Introducing “The Tiger, the Brahman, and the Jackal”	Instructional Master 4A-1	
	Vocabulary Preview: Devour, Opinion		
	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		
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Sequencing the Story	Instructional Master 4B-1; paper; scissors; glue or tape	20
	Domain-Related Trade Book		

Advance Preparation

Make a copy of Instructional Master 4A-1 for each student. Refer to it as Response Card 3 (The Tiger, the Brahman, and the Jackal). Students can use this Response Card to discuss, review, and answer questions about this folktale.

Bring in another version of the folktale, “The Tiger, the Brahman, and the Jackal,” to read aloud to the class.



The Tiger, the Brahman, and the Jackal

4_A

Introducing the Read-Aloud

15 minutes

What Have We Learned?

	Cities	Jobs	Leaders	Writing	Religion
Early Indian Civilization	Image Card 2 Mohenjo-daro	Image Card 1 farmers grain traders	priests	Image Card 3 [check mark]	Image Card 4 Hinduism
Early Chinese Civilization					

- Review the information already listed on the chart. Remind students that a civilization has cities, different kinds of jobs, leaders, some form of writing, and religion. Have students tell their partner about the information they have on their individual charts.
- Ask students which column has not been filled in yet.
 - Religion
- Explain that religion is one component of a civilization. Ask students what religion they heard about in the previous lesson.
 - Hinduism
- Show students Image Card 4 (Array of Hindu Gods) and ask what they see on the Image Card. Tell students that you are going to place the Image Card on the chart, in the *Religion* column, to remind them that people in ancient India had a religion with many gods called Hinduism. Write *Hinduism* on the chart and have students write *Hinduism* in the corresponding box on their chart.

Introducing “The Tiger, the Brahman, and the Jackal”

- Tell students that today’s read-aloud is a folktale from India, a country on the continent of Asia.
- Invite students to point out the continent of Asia and the country India on a map. Remind students that ancient India includes both present-day India and Pakistan. Point out India and Pakistan on a map to show that the area is larger than India by itself.

- Ask students if they remember what a folktale is.

Note: Students who participated in the Core Knowledge Language Arts program in Kindergarten and Grade 1 should be familiar with folktales. (A folktale is a story that someone made up a long, long time ago. A folktale is told orally—by word of mouth—over and over again.)

- Tell students that today's folktale is a special type of story called a trickster tale.

Note: Students who used the Core Knowledge Language Arts program in Grade 1 heard an Anansi trickster tale in the *Fables and Stories* domain.

- Have students say *trickster tale* with you three times.
- Point out that the word *trickster* has the work *trick* in it. Have students tell their partner what kind of story they think trickster tales are. Share with students that a trickster tale is a type of folktale where the trickster is a character in the story that is clever and funny. The trickster thinks of ways to trick others.

Picture Walk

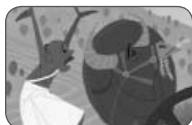
- Tell students that you will take a picture walk through this story together. Explain that a picture walk is when they look at the pictures from the story to become familiar with the story, see the characters of the story, and make predictions about what might happen in the story.



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

- Have students point out the characters in this picture: the tiger and the Brahman.
- Ask students if they remember hearing the word *Brahman* in an earlier lesson, and ask them what *Brahman* means.
 - Brahman is the spiritual force that Hindus believe is the source of all existence. All Hindu gods and goddesses represent Brahman.
- Tell students that there are some priests—or spiritual leaders—in Hinduism who are also called Brahmins. The man in this picture is a Brahmin. The word *Brahmin* for priests, such as the priest in this story, is different from *Brahman*, the spiritual force.
- Tell students tigers are found in many parts of Asia, particularly in India.

- Have students tell their partner what is happening in this picture. Have partner pairs think of why the tiger is pouncing—or jumping—on the Brahman.
- Tell students there are three other characters in this story. Name each one as you show their image.



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

- Tell students that this is a buffalo.



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

- Tell students that this is a banyan tree. The banyan tree is considered a scared tree in Hinduism.



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

- Ask students what kind of animal the jackal looks like. Explain that a jackal is a wild, dog-like animal. Golden jackals are found in India.
- Give students Response Card 3 (The Tiger, the Brahman, and the Jackal) from Instructional Master 4A-1. Have students describe what they see in the pictures. You may wish to have them write down the names of the characters they see— *tiger*, *Brahman*, *jackal*— as you write them down on the board.

Vocabulary Preview

Devour

1. In today's folktale, the tiger wants to *devour* the Brahman.
2. Say the word *devour* with me three times.
3. *Devour* means to eat very quickly; to gobble up.
[Act out *devour* and have students do the same.]
4. When kids are very hungry, they will devour whatever is on their plate. Do you think the tiger will devour the Brahman?
5. What would you devour if you were very hungry? [Suggested sentence frame: "I would devour a/an _____."]

Opinion

1. In today's folktale, the Brahman asks the tiger to let him ask three other animals and plants for their *opinion* to see whether they think it is fair for the tiger to eat the Brahman.

2. Say the word *opinion* with me three times.
3. An opinion is what someone thinks about something.
4. When someone asks for your opinion, they want to know what you think or how you feel about something.
Rosa's mother asks Rosa for her opinion about how her new dress looks.
5. Has anyone asked you for your opinion about something before?
Have you ever asked someone else for their opinion?

Purpose for Listening

Remind students that they will hear an Indian folktale called, "The Tiger, the Brahman, and the Jackal." It is a trickster tale. Have students predict who they think will be the trickster in this tale. Ask students whether they think the tiger will devour the Brahman.

By the end of the lesson, students should be able to:

- ✓ 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



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 scratched—and gnawed—and chewed—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—you are a good and holy Hindu—help me! 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.

[Ask students, “What is the danger of letting the tiger out?”]

- The tiger might eat the Brahman.

“Why should I let you out?” asked the Brahman. “If I do, you will probably **devour** me—and eat me up!”

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

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



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

As soon as he was out of the cage, the tiger pounced—in one jump—on the Brahman.

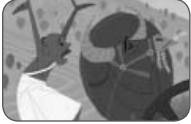
“What a silly man you are!” said the tiger. “What is to prevent—or stop—me from **devouring** and eating you up right now?”

“Nothing,” said the Brahman. “Nothing at all. But, Brother Tiger, consider what it is you are about to do. Isn’t it **unjust**—and unfair—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?”

[Have students tell their partner whether they think it is fair for the tiger to eat the Brahman after the tiger promised not to do so.]

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

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



← **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** me 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!”

[Ask, “Does the buffalo think it is fair for the tiger to eat the Brahman?”]

- yes

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



← **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.”

[Ask, “Does the banyan tree think it is fair for the tiger to eat the Brahman?”]

- yes

“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.”

Mid-story Check-In

1. *Literal* Which characters have you met so far?
 - I have met the tiger, the Brahman, a buffalo, and a banyan tree.
2. *Literal* How does the Brahman help the tiger?
 - The Brahman helps the tiger by letting him out of the cage.
3. *Literal* What does the tiger want to do to the Brahman?
 - The tiger wants to eat the Brahman.
4. *Literal* Who does the Brahman ask for an opinion about whether it is fair for the tiger to eat him?
 - The Brahman asks a buffalo and a banyan tree for their opinion.



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

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

“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 was having a hard time paying attention and understanding the Brahman’s story.

“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.”



◀ **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.

[Explain that the tiger is “licking his chops” or licking his lips because he is excited about something. Ask students why the tiger is licking his chops.]

“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—”

[Ask, “Did the jackal get the story right?”]

- no

[Ask, “What is the correct story?”]

- The tiger was in the cage and the Brahman came walking by.

“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!”

[Ask, “Is the jackal getting the story right?”]

- no



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

[Point to the character as you say their lines.]

“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—or normal—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.

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines 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 students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses. Model answers using complete sentences as necessary.

1. *Literal* What is the title of today's story? What type of special folktale is it?
 - The title of today's story is "The Tiger, the Brahman, and the Jackal." It is a trickster tale.
2. *Evaluative* Is today's trickster tale fiction—a make-believe story, or nonfiction—a true story? How do you know?
 - Today's trickster tale is fiction because animals and trees cannot really talk.
3. *Inferential* Who is the trickster in this tale? Who does the trickster fool or trick?
 - The jackal is the trickster in this tale. The jackal fools the Brahman and the tiger.

Were your predictions about which character would be the trickster correct?

 - Answers may vary.
4. *Inferential* What country is the setting for this trickster tale? How do you know?
 - The setting for this trickster tale is India. I know because this is an Indian folktale; there is a Brahman, a Hindu priest, and Hinduism is practiced in India; tigers live in India; etc.
5. *Inferential* Why does the Brahman agree to let the tiger free from the cage? What does the tiger do in return to the Brahman?
 - The Brahman agrees to let the tiger free because the Brahman feels sorry for the tiger; the Brahman was taught to treat animals like brothers; the tiger sobbed and sighed and wept; and the tiger promised not to eat him. In return, the tiger wants to eat the Brahman.

6. *Inferential* Which characters think the tiger's decision to eat the Brahman is fair and just? Why do they think it is fair and just for the tiger to eat the Brahman?
 - The buffalo and the banyan tree think the tiger's decision to eat the Brahman is fair and just. They think it is fair and just because they have been mistreated by the people they have helped.
7. *Inferential* What does the jackal trick the tiger into doing? How does the jackal fool the tiger?
 - The jackal tricks the tiger into getting back into the cage. The jackal fools the tiger by pretending to be confused and distracted.

[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 partner and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

Sentence Frames:

Is this a happy ending for the tiger/the Brahman? (Yes/No)

I think the _____ feels _____.

The _____ feels _____ because . . .

8. *Evaluative Think Pair Share:* How do you think the tiger, the Brahman, and the jackal each feel at the end of this story?
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

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 three times.
3. *Unjust* means not right or unfair.
4. Benji thought it was unjust that his sister got to go play when she didn't even finish her homework and he didn't get to go play.
5. Do you think the tiger's actions in the story are just—or right and fair— or are his actions unjust? Why? [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I think the tiger's actions are _____ 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-*.] A prefix is a set of letters, such as the letters ‘u’ and ‘n’ to make *un-*, attached to the beginning of a word. A prefix changes the meaning of the word. The prefix *un-* means “not.” When added to the word *just*, it means *not* right or *not* just.

Now I’m going to say several pairs of words to you; the second word will contain the prefix *un-*. Tell me how the prefix *un-* changes the meanings of the following words:

1. cooked/uncooked
2. harmed/unharmed
3. happy/unhappy
4. locked/unlocked
5. changed/unchanged
6. pack/unpack



Complete Remainder of the Lesson Later in the Day



The Tiger, the Brahman, and the Jackal

4B

Extensions

20 minutes

10 Sequencing the Story (Instructional Master 4B-1)

- Give students a copy of Instructional Master 4B-1. Explain to students that this worksheet has pictures of events from the plot of “The Tiger, the Brahman, and the Jackal.”
 1. First, have students look at the pictures and think about what is happening in each picture.
 2. Next, have students cut out the six pictures.
 3. Then, students should arrange the pictures in their correct order to show the proper sequence of events.
 4. When they think they have the pictures in the correct order, they should ask an adult or check with their partner to see if their order is correct.
 5. Have students glue or tape the pictures on paper once they have been sequenced.

Checking for Understanding

Note: Before students begin this activity, check to make sure the directions are understood.

- Say to students, “Asking questions is one way to make sure that everyone knows what to do. Think of a question you can ask your partner about the directions I have just given you. For example, you could ask, ‘What should I do first?’ Or, ‘What do I do when I think I have the pictures in the correct order?’”
- Be sure that students understand the five-part instructions to this activity.
- Have students write a sentence about the sequence of events using the sound-spelling correspondences taught thus far. Or, have students choose two pictures and write one or two sentences describing the plot.

- As students complete this activity, have them work with their partner or home-language peers to retell the story referring to their sequenced pictures.

Domain-Related Trade Book

- Refer to the list of recommended trade books in the Introduction and choose another version of “The Tiger, the Brahman, and the Jackal” to read aloud to the class.
- Tell students the name of the author of the book. Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or the title page.
- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion to compare and contrast the two versions of the same 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:

- ✓ Ask and answer questions requiring literal recall and understanding of the facts and/or details of the fiction read-aloud, “The Blind Men and the Elephant” (RL.2.1)
- ✓ Answer questions that require making interpretations, judgments, or giving opinions about the fiction read-aloud, “The Blind Men and the Elephant” (RL.2.1)
- ✓ Recount the poem and explain what the author meant by, “each was partly right, but all were in the wrong” (RL.2.2)
- ✓ Describe how each of the blind men in “The Blind Men and the Elephant” respond to what they felt on the elephant (RL.2.3)
- ✓ Describe the rhyme scheme of the poem (RL.2.4)
- ✓ Describe the characters and setting of “The Blind Men and the Elephant” (RL.2.5)
- ✓ Acknowledge differences in the points of view of characters by speaking in a different voice for each character while acting out the poem (RL.2.6)

- ✓ 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)
- ✓ With assistance, organize predictions about what the characters will say about the elephant in the poem, “The Blind Men and the Elephant” onto a two-column chart (W.2.8)
- ✓ Generate questions and gather information from multiple lessons to answer questions about ancient India (W.2.8)
- ✓ Use irregular past tense verbs correctly in oral language exercises (L.2.1d)
- ✓ Create sentences using irregular present and past tense verbs in shared language activities (L.2.1f)
- ✓ Identify real-life connections between words—*grobe*, *disputed*, *resembles*, and *observation*—and their use (L.2.5a)

Core Vocabulary

bawl, v. To cry out loudly

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

Variation(s): bawls, bawled, bawling

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

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

Variation(s): gropes, groped, groping

marvel, n. Something wonderful

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

Vocabulary Chart for The Blind Men and the Elephant			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	Hindustan tusk/spear	approached bawl <i>disputed</i> grobe observation* opinion resembles	blind elephant knee/tree side/wall tail/rope
Multiple Meaning		marvel	ear/fan trunk/snake
Phrases	partly in the right all were in the wrong	satisfy his mind	
Cognates		<i>disputaron</i> observación* opinion	elefante

Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. It uses the same sequence as the *Tell It Again! Read-Aloud Anthology*.

1. 5A-1: Elephant
2. 5A-2: Feeling the elephant's side
3. 5A-3: Feeling the elephant's trunk
4. 5A-4: Six blind men and the elephant

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	Story Review	Sequencing the Story (The Tiger, the Brahman, and the Jackal); world map	15
	Introducing “The Blind Men and the Elephant”		
	Vocabulary Preview: Grope, Disputed		
	Purpose for Listening	Instructional Master 5A-1	
Presenting the Read-Aloud	The Blind Men and the Elephant		15
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Resembles		
 Complete Remainder of the Lesson Later in the Day			
Extensions	Rhyming Words		20
	Syntactic Awareness Activity: Irregular Past Tense Verbs		
	Vocabulary Instructional Activity: Observation		
Take-Home Material	End-of-Lesson Check-in	Response Cards 1–4	

Advance Preparation

For Story Review, have students use Sequencing the Story for “The Tiger, the Brahman, and the Jackal” (Instructional Master 4B-1) while they retell the story to their partner.

For Introducing “The Blind Men and the Elephant,” you may wish to add marks, like arrows on sticky notes, to image 5A-1. Mark the elephant’s side, tusk, trunk, knee, ear, and tail. You may also wish to make a Prediction Chart (a two-column chart) that lists the class’s predictions on the left (label *Class*) and what the poem says on the right (label *Poem*).

Make a copy of Instructional Master 5A-1 for each student. Refer to it as Response Card 4 (The Blind Men and the Elephant). Students can use this Response Card to discuss, review, and answer questions about this poem.

For End-of-Lesson Check-In, prepare questions about ancient India that students can answer by holding up or pointing to specific items on their Response Cards.

Note to Teacher

You will read this poem twice. The first time, you will read the poem, clarifying vocabulary and adding commentary to help students understand the poem. The second time, invite six students to play the role of the six blind men. (You may wish to have more than one student play the role of one blind man so that everyone who wants to has a chance to act.)

To help students listen for rhyming words, say the first four lines in a stanza and repeat the last word of each line (e.g., for stanza one: *Hindustan, inclined, elephant, blind*). You may wish to assign the final words of the first four lines to different students. Invite each student to say his or her word out loud. Then have the rest of the class listen for the two words that rhyme (*inclined* and *blind*). Finish the last two lines of the stanza and have students listen for the rhyming word (*mind*).



The Blind Men and the Elephant

5_A

Introducing the Read-Aloud

15 minutes

Story Review

- Ask students what kind of story they heard in the previous lesson.
 - trickster tale
- Ask students where the trickster tale is from.
 - India

[Have a student point to India on a world map.]

- Have students recount the story, “The Tiger, the Brahman, and the Jackal,” to their partner. Encourage students to use temporal words and describe how the Brahman and the tiger react to the jackal.
- Ask partner pairs to determine whether this story has a central message or lesson and what that message or lesson might be.

Introducing “The Blind Men and the Elephant”

- Tell students that today they will hear a poem. The characters in this poem are six blind men and an elephant from Hindustan. Tell students that the word *Hindustan* means “the land of the Hindus”; it is an old name for the northern part of India. Invite a student to point to the northern part of India on a world map.



◀ Show image 5A-1: Elephant

- Ask students what they see in this picture. Have students describe this elephant to their partner.
- Remind students that they used their sense of sight to describe the elephant. Tell students that in this poem the six blind men cannot see. They are trying to discover what the elephant is like without being able to see the elephant.
- Point to the following parts of the elephant: side, tusk, trunk, knee, ear, and tail. Point again to these different parts and have students name the parts out loud.

- Ask students to predict how the blind men will describe what an elephant is like. [Suggested sentence frame: “An elephant is like a/an ____.”]
- Keep a record of class predictions on a Prediction Chart. Refer to the chart and fill in the right column during the first reading of the poem. A finished Prediction Chart may look like the following.

Class	Poem
[insert class predictions]	wall spear snake tree fan rope

Vocabulary Preview

Grope

1. In today’s poem, the blind men *grope* the elephant.
2. Say the word *grope* with me three times.
3. To *grope* means to search for something, using your fingers, or sense of touch, to help you. [Act out *grope* by closing your eyes and feeling for something and have students do the same.]
4. Ms. Martinez had to grope around for the light switch in the dark room.
Jimmy likes to close his eyes and grope to find his way around the room.

[You may wish to invite volunteers to close their eyes as you place an item in their hands and ask them to figure out what it is.]

Disputed

1. The six blind men *disputed* what the elephant is really like; they each thought the elephant was something different.
2. Say the word *disputed* with me three times.
3. *Disputed* means argued.
4. Ling and Lina disputed who could have the larger piece of pie.
Max’s parents disputed where to go for vacation; his mom wanted to go to the Grand Canyon, but his dad wanted to go to Canada.
5. Have you ever disputed something with someone else? Tell your partner about it.

Purpose for Listening

Remind students that they will hear a poem called, “The Blind Men and the Elephant.” Give students Response Card 4 (The Blind Men and the Elephant) and have them point out the six men and the six parts of the elephant the men are next to. Tell students to listen carefully to hear if any of the class predictions are correct.

By the end of the lesson, students should be able to:

- ✓ 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”

The Blind Men and the Elephant

Note: First, read this poem clarifying vocabulary and adding commentary. You may wish to fill in the Prediction Chart as you find out what each blind man thinks the elephant is. Check to see if any of the class predictions are correct.



◀ **Show image 5A-1: Elephant**

It was six men of Hindustan,
To learning much inclined,

[Explain that these blind men like to learn.]

Who went to see the elephant,
(Though all of them were blind);

That each by **observation**

[—or by paying close attention]

Might satisfy his mind.

[—or his curiosity about the elephant]

[Ask students, “How will the six blind men make observations about the elephant if they cannot see?”]



◀ **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**,

[—or cry out loudly]

“Bless me, it seems the elephant
Is very like a wall.”

The second, feeling of his tusk,

[Point to the tusk.]

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.”

[Define *spear* as a weapon with a long handle and sharp point at the end.]



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

The third approached the animal,

And happening to take

The squirming trunk within his hands,

[Point to the trunk.]

Then boldly up and spake.

[—or spoke up loudly]

“I see,” quoth he, “the elephant

Is very like a snake.”

[Ask students, “Does this illustration show what the elephant really looks like or how the blind man imagines it looks? How do you know?”]



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

The fourth stretched out his eager hand

And felt about the knee,

[Point to your knee. Have students find their knees.]

“What most this mighty beast is like

Is mighty plain,” quoth he;

“’Tis clear enough the elephant

Is very like a tree.”

The fifth who chanced to touch the ear
Said, “Even the blindest man
Can tell what this **resembles** most;
[—what this looks like most]
Deny the fact who can,
This **marvel** of an elephant
[—or this surprising, beautiful, and amazing elephant]
Is very like a fan.”

The sixth no sooner had begun
About the beast to **grobe**
Than, seizing on the swinging tail
That fell within his scope,
“I see,” cried he, “the elephant
Is very like a rope.”

And so these men of Hindustan
Disputed 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

Note: Have students pretend there is a large elephant in the room. Invite six volunteers to act out the part of one of the blind men. Have these six students stand at various parts of the invisible elephant. Prompt students to repeat their lines after you.



← **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.



← **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**,
“Bless me, it seems the elephant
Is very like a wall.”

The second, feeling of his tusk,
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.”



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

The third approached the animal,
And happening to take
The squirming trunk within his hands,
Then boldly up and spake.



“I see,” quoth he, “the elephant
Is very like a snake.”

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

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.”

The fifth who chanced to touch the ear
Said, “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.”

The sixth no sooner had begun
About the beast to **grope**
Than, seizing on the swinging tail
That fell within his scope,
“I see,” cried he, “the elephant
Is very like a rope.”

And so these men of Hindustan
Disputed 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!

Discussing the Read-Aloud

10 minutes

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines 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 students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses. Model answers using complete sentences as necessary.

1. *Literal* What is the title of today's poem? Who are the characters in this poem? What is the setting of this poem?
 - The title of today's poem is "The Blind Men and the Elephant." The characters are six blind men and an elephant. The setting of this poem is Hindustan.
2. *Evaluative* Were your predictions about the way the six men would describe the elephant correct? [You may wish to refer to the Prediction Chart.]
 - Answers may vary.
3. *Inferential* The first blind man touched the elephant's side. What did he say the elephant's side resembles, or is like? Why do you think he said that?
 - The first blind man said the elephant's side is like a wall because it is big and strong.
4. *Inferential* The second blind man touched the elephant's tusk. What did he say the elephant's tusk resembles, or is like? Why do you think he said that?
 - The second blind man said the elephant's tusk is like a spear because it is long and sharp.

5. *Inferential* The third blind man touched the elephant's trunk. What did he say the elephant's trunk resembles, or is like? Why do you think he said that?
 - The third blind man said the elephant's trunk is like a snake because it is squirmy and long.
6. *Inferential* The fourth blind man touched the elephant's knee. What did he say the elephant's knee resembles, or is like? Why do you think he said that?
 - The fourth blind man said the elephant's knee is like a tree because it is wide, round, and rough like a tree trunk.
7. *Inferential* The fifth blind man touched the elephant's ear. What did he say the elephant's ear resembles, or is like? Why do you think he said that?
 - The fifth blind man said the elephant's ear is like a fan because it is thin and flaps back and forth like a fan.
8. *Inferential* The sixth blind man touched the elephant's tail. What did he say the elephant's tail resembles, or is like? Why do you think he said that?
 - The sixth blind man said the elephant's tail is like a rope because it is long and swings back and forth.

[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 partner and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

Sentence Frames:

Were all of the blind men's observations correct? (Yes/No)

I think the author of the poem meant that . . .

Although the blind men . . . , none of them . . .

9. *Evaluative Think Pair Share:* What do you think the author of the poem meant when he wrote, "Though each was partly in the right, / And all were in the wrong!"?
 - Each of the blind men correctly described the part of the elephant they were able to touch, but none of them described what an elephant was actually like.
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: Resembles

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 three times.
3. *Resembles* means to look like someone or something.
4. Kia resembles her mother because she looks like her mother. Sometimes you might notice that someone in your family resembles someone else in your family, like your little brother resembles your older cousin.
5. Tell me about two people in your family who resemble one another. [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, “A cat, a horse, a 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, a stranger
 - 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

Rhyming Words

- Have students listen for rhyming words in the first four lines of a stanza by first saying the first four lines and repeating the last word of each line. You may wish to assign the last words to a different student and have each student say his or her word out loud while students listen for the two words that rhyme. Once the rhyming words from the first four lines have been identified, read the last two lines of the stanza and have students listen for the rhyming word.
 - Stanza one's rhyming words: *inclined, blind, mind*
 - Stanza two's rhyming words: *fall, bawl, wall*
 - Stanza three's rhyming words: *here, clear, spear*
 - Stanza four's rhyming words: *take, spake, snake*
 - Stanza five's rhyming words: *knee, he, tree*
 - Stanza six's rhyming words: *man, can, fan*
 - Stanza seven's rhyming words: *grobe, scope, rope*
 - Stanza eight's rhyming words: *long, strong, wrong*

↔ Syntactic Awareness Activity

Irregular Past Tense Verbs

Note: 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. 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. 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. I will read two sentences related to something you heard in today's read-aloud about the blind men and the elephant. One sentence will talk about something that is happening *now*, and the other sentence will talk about something that has *already happened*.

- The blind men *approach* the elephant.
- The blind men *approached* the elephant.

3. What is the action word in my sentences?

- *approach*

How does the action word change to let you know the action already happened?

- add /t/

[Remind students that when they are *writing* about actions that have already happened, they add *-ed* to the end of the verb or action word. When they are *talking* about actions that have already happened, they add sounds like /t/, /d/, or /ed/.]

4. Some verbs or action words are called *irregular verbs*—this means they are different from regular verbs. These verbs are irregular and different because you do not add *-ed* to the end of the word when you are writing about an action that has happened already. And you do not add the sound /t/, /d/, or /ed/ to the end of the word when you are talking about an action that has happened already.

Now I will say two sentences related to something you heard in the poem. One sentence talks about something that is happening now, and the other sentence talks about something that has already happened.

- The blind men *go* to see the elephant.
- The blind men *went* to see the elephant.

5. What did the verb *go* change into to show it already happened?

- *went*

6. Let's practice using the irregular verb *go*. I'll say something we go to today, and you tell me how to say it already happened yesterday.

- Today, we go to the library. > Yesterday, we went to the library.
- Today, we go to the park. > Yesterday, we went to the park.
- Today, we go to the supermarket. > Yesterday, we went to the supermarket.

7. [Invite partner pairs to come up with real-life sentences using *today/go* and *yesterday/went*.]

↔ Vocabulary Instructional Activity

Word Work: Observation

1. In the poem you heard, “[The blind men] went to see the elephant/ That each by *observation*/ Might satisfy his mind.”
2. Say the word *observation* with me three times.
3. An observation is when you look at and pay close attention to something in order to study it or learn more about it.
4. After many minutes of observation, the nurse finally found the little splinter in Rita’s hands.
Scientists use the microscope to make a close observation of things they cannot see with just their eyes.
5. Have you ever made a close observation of something? Tell your partner about it.

[Ask two or three students. If necessary guide and/or rephrase the students’ responses: “I made a close observation of ____.”]

Use a *Word to World* activity for follow-up. Directions: Pretend that you will pay close attention to or study the things that I say. Then tell me what kind of observation you might make about that thing or situation. [Suggested sentence frame: “The observation I might make is . . .”]

1. seed in a pot
2. baby brother or sister
3. eating a lot of candies
4. gray clouds in the sky
5. change of season from summer to autumn
6. change of season from winter to spring

10 End-of-Lesson Check-In

Ancient India

Choose four students to focus on, and record their scores on the Tens Recording Chart. For this kind of informal observation, you should give a score of zero, five, or ten based on your evaluation of students' understanding and language use.

0	Emergent understanding and language use
5	Developing understanding and language use
10	Proficient understanding and language use

- Ask students the questions you have prepared about ancient India. Students may answer your questions by holding up their response cards or pointing to specific items on their response cards.
- You may also wish to have partner pairs ask one another questions about what they learned about ancient India.
- Sample questions may include:
 - What is the name of a city in the Indus River Valley?
 - Mohenjo-daro
 - From which mountains do the Indus and Ganges Rivers flow down?
 - Himalayas
 - Which river is sacred to the Hindus?
 - Ganges River
 - Which character is the trickster in the Indian folktale that you heard?
 - jackal
 - What animal are the blind men trying to describe in the poem that you heard?
 - elephant



Diwali

6

✓ Lesson Objectives

Core Content Objectives

Students will be able to do the following:

- ✓ Locate Asia and India on a map or globe
- ✓ Identify Hinduism as a major religion originating in Asia
- ✓ 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 be able to do the following:

- ✓ Identify that the main topic of the read-aloud is about Diwali (RI.2.2)
- ✓ Describe the connection between the story of Prince Rama (Vishnu) and the beginning of Diwali (RI.2.3)
- ✓ Identify that the main purpose of the read-aloud is to explain and describe the Hindu holiday, Diwali (RI.2.6)
- ✓ Compare and contrast information presented in the read-aloud “Diwali” to the information presented in a trade book about Diwali (RI.2.9)
- ✓ Tell about a holiday celebrated by their family (SL.2.4)
- ✓ Recount an experience of their sibling(s) doing something kind or special for them (SL.2.4)
- ✓ Add drawings to accompany their explanation of an experience of their sibling(s) doing something kind or special for them (SL.2.5)
- ✓ Identify real-life connections between words—*Diwali*, *festival*, *prosperity*, and *custom*—and their use (L.2.5a)

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 habit; something that you do frequently

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: Arushi and her family light lamps each year on Diwali.

Variation(s): none

prosperity, n. The state of being successful or having good fortune

Example: People wish for prosperity during the new year.


Variation(s): prosperities

Vocabulary Chart for Diwali			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	archer Diwali Hindus Lakshmi Ravana Vishnu warrior	cruelty <i>festival</i> illuminate prosperity symbolizes	battle candle family goodness lamps relatives sweets
Multiple Meaning		custom* legend	flowers light
Phrases	diya candles evil demon Festival of Lights Prince Rama	first began . . . is now . . . (light/good) over (darkness/evil)	lighting candles/ lamps
Cognates	arquero(a) hindú	crueledad festival iluminar prosperidad simbolizar costumbre*	batalla familia flores lámpara

Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. It uses the same sequence as the *Tell It Again! Read-Aloud Anthology*.

1. 6A-1: Hindu woman
2. 6A-2: Vishnu
3. 6A-3: Prince Rama victorious, people celebrating
4. 6A-4: Child holding a light
5. 6A-5: Lakshmi
6. 6A-6: Diwali celebration

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	What Have We Learned?	Response Card 2; world map	15
	Introducing Diwali		
	Vocabulary Preview: Diwali/ Festival; Prosperity		
	Purpose for Listening	Response Card 2	
Presenting the Read-Aloud	Diwali		15
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Custom		
 Complete Remainder of the Lesson Later in the Day			
Extensions	Bhai Dooj: Celebrating Sibling Love	drawing paper, drawing tools	20
	Domain-Related Trade Book		

Advance Preparation

Bring in a trade book related to Diwali to read aloud to the class.



Diwali

6_A

Introducing the Read-Aloud

15 minutes

What Have We Learned

- Have students use Response Card 2 to review what they have learned about Hinduism and Hindu gods. You may also wish to show images 3A-2–3A-8 as you ask students questions about Hinduism, like the following:
 - Where did Hinduism begin?
 - India [Invite a student to point to India on a world map.]
 - Which river is sacred to the Hindus?
 - Ganges River
 - How many gods does Hinduism have?
 - millions
 - Can you name the three most important gods?
 - Brahma, Vishnu, Shiva
 - What are some things that Hindus believe?
 - dharma, reincarnation



Introducing Diwali

◀ Show image 6A-6: Diwali celebration

- Tell students that today's read-aloud is about a special Hindu holiday called Diwali (di-WAH-lee).
- Say to students, "Look at this picture about how Diwali is celebrated today. Tell your partner some things you might hear about regarding Diwali today." Allow thirty seconds for students to talk. Call on three partner pairs to share.
- Tell students that Diwali is a Hindu holiday. Ask students if they can think of other holidays associated with a religion.

Note: Students who participated in the *Early World Civilizations* domain in Grade 1 learned about the holidays associated with Judaism—Passover; Christianity—Easter, Christmas; Islam—Ramadan.

Vocabulary Preview

Diwali/Festival

1. Today you will hear that *Diwali* is known as the “*Festival* of Lights.”
2. Say the word *Diwali* with me three times.
Say the word *festival* with me three times.
3. Diwali is a Hindu holiday celebrated every year around October or November. Diwali lasts for five days and is celebrated by Indians all over the world, not just Hindus. Diwali uses lights to symbolize the goodness in yourself and other people.
A festival is a special time or event when people get together to celebrate something, usually with a lot of activity and food.
4. Arushi and her family light lamps each year on Diwali.
Diwali is a five-day festival where families come together to celebrate the goodness in each other.
5. Have you been to a festival before? What kind of festival was it?
What was the festival like? [Students may have attended music, art, or school festivals. If no student answers, you may wish to tell about your own experience at a festival.]

Prosperity

1. In today’s read-aloud you will hear about another Hindu god—the goddess of wealth and *prosperity*.
2. Say the word *prosperity* with me three times.
3. *Prosperity* means being successful or having good fortune. Prosperity is usually related to having money and luck.
4. Hindus ask the goddesses for prosperity.
If you want to have prosperity, you must try your best in everything you do.
5. Does prosperity seem like a positive, or good, word to you? Why or why not?

Purpose for Listening

Ask students what they think they are going to learn from this read-aloud. Confirm that the main topic of this read-aloud is on the Hindu holiday, Diwali. Have students look at the Hindu gods on Response Card 2. Tell them that this read-aloud will tell about how one of these gods saved some Hindus from ancient India from an evil demon. Have students guess which god they think it might be. [Take a quick tally.]

By the end of the lesson, students should be able to:

- ✓ Identify Diwali as an important holiday in Hinduism



Diwali

◀ Show image 6A-1: Hindu woman

What is this woman holding in her hands?

[Pause for student responses. Explain that this is a special kind of candle called a diya (DEE-yah).]

This woman is holding diya candles for **Diwali** (di-WAH-lee). **Diwali** is one of the many festivals—or special events and celebrations—Hindus in India celebrate every year. In fact, **Diwali** is the most famous of all Indian festivals and is now celebrated by Indians worldwide, not just Hindus.

Diwali means “Festival of Lights.” During **Diwali** many, many lights illuminate—or shine—through windows, doorways, walls, gateposts, and streets. Each light symbolizes something special. Listen to find out what each light means. But first let’s find out how **Diwali** came to be—or started.

An ancient Indian legend—or story from long, long ago that many people believe—tells us how **Diwali** first began many, many years ago. This legend begins with a Hindu god who came to Earth to protect the people from and fight against an evil demon.

[Ask students to guess which Hindu god that might be.]



◀ Show image 6A-2: Vishnu

This is Vishnu. Do you remember what the Hindu god Vishnu does?

[Pause for student responses.]

Vishnu is the protector of the whole world. So when an evil demon—a bad person—named Ravana was bothering the world, who came to earth to save Earth’s people from Ravana’s cruelty. Who came to save them from Ravana’s meanness and destruction?

[Pause for student responses.]

Vishnu came to Earth as a human to save the people from Ravana.



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

When Vishnu came to Earth, he was called Prince Rama. Prince Rama was intelligent and kind. He was also an especially good **archer**—he was extremely good at using a bow and arrow. Prince Rama grew up to be a noble warrior—and honorable fighter.

One day, Vishnu—who was Prince Rama—decided it was time to leave his home and holy city to fight Ravana, the evil demon. He fought a long and difficult battle. He fought Ravana for fourteen years! Finally, after fourteen years, Prince Rama defeated Ravana and returned home to become the city’s new king.

To celebrate his return, the people of the holy city did something special. They lit rows of small, clay, oil-burning lamps called **diyas** and 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.

[Ask, “What is each light a symbol of?”]

- Each light is a symbol of good.

Every year after that, Hindus in the holy city repeated the **custom** of lighting lamps and honoring the strength and goodness of Rama. The Hindus in the holy city did this year after year until this **custom** spread to other parts of India, and now lighting lamps for **Diwali** is a **custom** to many Indians all over the world.

[Define *custom* as something that is done as a tradition, year after year, over and over again.]



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

Today, **Diwali** is the most famous of all Indian festivals.

Diwali, first begun by the Hindus in ancient India, is now celebrated by many Indians worldwide, not just Hindus. **Diwali**—the Festival of Lights—lasts for five days. The timing of the festival falls on different days every year, but it is always in either October or November. During **Diwali**, people celebrate the goodness in one another for five days. During the time of **Diwali**, lights are everywhere! Lamps and candles illuminate windows and doorways. Walls and gateposts are strewn with tiny lights. Strings 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. **Diwali** is a celebration of the goodness in yourselves and others.



← **Show image 6A-5: Lakshmi**

During **Diwali**, Lakshmi (LUHKSH-mee), the Hindu goddess of wealth and **prosperity**, is also welcomed into the homes of the Hindu people. Hindus believe that Lakshmi can bring them success, good fortune, and luck. Weeks before the festival begins, Hindu families clean their homes so that their homes would be pleasing to Lakshmi's spirit when she visits them. They also decorate their homes and businesses with flowers to please Lakshmi. They bow in front of statues of Lakshmi, thanking her and praying for a prosperous—and successful—year ahead.



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

Diwali is a time of new beginnings, much like a New Year's celebration. **Diwali** is celebrated differently in different parts of India. **Customs**—and what people do during this time—are different, but nearly everywhere people delight in spending these five days with family and friends. They send cards to relatives and give gifts to one another. They buy new clothes for **Diwali** activities. 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.

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. Ask students to answer in complete sentences by having them restate the question in their responses. Model answers using complete sentences as necessary.

1. *Literal* What is the main topic of this read-aloud?

- The main topic of this read-aloud is about Diwali.

What does Diwali mean?

- *Diwali* means “Festival of Lights.”

2. *Literal* Who celebrates this holiday?

- Hindus and Indians all over the world celebrate this holiday.

3. *Inferential* How long does Diwali last? What do people do during Diwali?

- Diwali lasts for five days. During Diwali people light lamps and candles, spend time with family and friends, send cards to relatives, wear new clothes, eat sweets, give gifts to one another, etc.

4. *Inferential* Why do you think Diwali is called the Festival of Lights? What do the lights symbolize?

- Diwali is called the Festival of Lights because there are many, many lights everywhere. The lights symbolize the goodness in yourself and others that shines over darkness and evil.

5. *Literal* According to Indian legend about the beginning of Diwali, which Hindu god came to Earth to protect the people? What did he become? What did he do?

- The Hindu god Vishnu came to Earth to protect the people. Vishnu became Prince Rama. He defeated the evil demon, Ravana.

6. *Literal* Why did the people of the holy city light small lamps everywhere when Prince Rama returned after defeating Ravana?

- They wanted to celebrate his return and show that light and goodness have returned after many years of darkness and evil.

7. *Evaluative* Who is the goddess Lakshmi? Why do the Hindus like to welcome her spirit into their homes during Diwali?

- Lakshmi is the goddess of prosperity. Answers may vary, but might include that they want to have prosperity, wealth, and good luck.

[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 partner and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

Sentence Frames:

Do you celebrate any holidays with your family? (Yes/No)

My family celebrates _____.

During _____ we celebrate . . .

8. *Evaluative Think Pair Share:* Diwali celebrates the good in yourself and others. Can you think of any customs or holidays your family or community has that celebrates the good in others? [If students have a difficult time answering, redirect the question and ask if they can think of a holiday they enjoy spending with family and relatives.]
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

1. In the read-aloud you heard, "Every year after that, Hindus in the holy city repeated the *custom* of lighting lamps, honoring the strength and goodness of Rama."
2. Say the word *custom* with me three times.
3. A custom is something that is a habit, done as a tradition, year after year, over and over again, usually in the same way. A custom is also a habitual practice that someone has.
4. It is Adeep's custom to light ten candles during Diwali.
Aruna has the custom of drinking a cup of water when she wakes up.
5. Do you have a custom or a habitual practice that you do everyday? What is your custom? 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 . . ."]
 - Answers may vary.
6. What's the word we've been talking about?

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



Complete Remainder of the Lesson Later in the Day



Diwali

6_B

Extensions

20 minutes

Bhai Dooj: Celebrating Sibling Love

- Ask students, “What is the Hindu holiday you learned about today?”
- Have students tell their partner what they learned about Diwali from the read-aloud. Allow thirty seconds for students to talk. Call on several partner pairs to share. Be sure that these two points are mentioned: Diwali is a five-day festival, and Diwali celebrates the good in people.
- Tell students that on the last day, the fifth day, there is a special celebration called Bhai Dooj (BA-hi-ee-DOOJ). It is also called Bhau-Beej, Bhai Tika, or Bhai Phota, depending on which part of India it is being celebrated.
- Explain that during Bhai Dooj, sisters pray for their brothers to have long and prosperous lives and brothers give their sisters gifts. Bhai Dooj celebrates the special bond of love between brother and sister.
- Invite students to think about their brothers or sisters. If some students do not have siblings, have them think of a very close cousin or friend that is like a brother or sister to them. Have students think about what they like about their sibling(s) and the special things they do together or share together.
- Have students draw a picture of themselves with their siblings. The picture should show the sibling(s) doing something kind or special for the student. At the bottom of their picture, students should write a “Thank You” sentence to their sibling(s).
- Have students share their drawing and sentence in small groups.

Domain-Related Trade Book

- Refer to the list of recommended trade books in the Introduction and choose one trade book related to Diwali to read aloud to the class.
- Explain to students that the person who wrote the book is called the author. Tell students the name of the author. Explain to students

that the person who makes the pictures for the book is called the illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or the title page.

- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain.



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
- ✓ Identify Buddhists as the name for the followers of Buddhism
- ✓ Identify stupas as holy places for Buddhists
- ✓ Identify the Four Noble Truths as the holy text of Buddhism
- ✓ Identify Siddhartha, Buddha, and Asoka as important figures in Buddhism
- ✓ Describe the teachings of Buddha as the basic principles of Buddhism
- ✓ Describe 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:

- ✓ Identify that the main topic of the read-aloud is about Buddhism (RI.2.2)
- ✓ Describe the connection between the story of Siddhartha Gautama and the beginnings of Buddhism (RI.2.3)
- ✓ Identify that the main purpose of the read-aloud is to explain and describe the religion, Buddhism (RI.2.6)
- ✓ Describe how Asoka helped to spread Buddhism around Asia (RI.2.8)
- ✓ Compare and contrast similarities and differences between Hinduism and Buddhism (RI.2.9)

- ✓ With assistance, categorize and organize facts and information from the lesson, “Buddhism,” onto an Early Asian Civilizations Chart (W.2.8)
- ✓ With assistance, categorize and organize facts and information from “Buddhism” onto a Religion Comparison Chart (W.2.8)
- ✓ Recount a personal experience of conquering a challenge (SL.2.4)
- ✓ Add drawings to their personal recount of conquering a challenge (SL.2.5)
- ✓ Use irregular past tense verbs correctly in oral language exercises (L.2.1d)
- ✓ Create sentences using irregular present and past tense verbs in shared language activities (L.2.1f)
- ✓ Use sentence-level context as a clue to the meaning of multiple-meaning word *train* (L.2.4a)
- ✓ Identify real-life connections between words—*Buddhism/Buddhists*, *suffering*, *conquer*, and *train*—and their use (L.2.5a)

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 get rid of

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 go out or try something that may be dangerous

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


Variation(s): ventures, ventured, venturing

Vocabulary Chart for Buddhism			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	Asoka Buddha Buddhism/ Buddhists enlightened meditated sacred shrine Siddhartha stupa	achieve conquer* empire suffering teachings trained venture	battle palace questions/answers teachers unhappiness
Multiple Meaning		<u>train</u>	saw
Phrases	Four Noble Truths Great Stupa of Sanchi	conquer* suffering achieve happiness shocked and dismayed	kept hidden
Cognates	Buda Budismo meditó sagrado(a)	conquistar* imperio sufrimiento	batalla palacio

Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. Please note that it uses the same sequence as the *Tell It Again! Read-Aloud Anthology*, except the first image is shown at the beginning and at the end.

1. 7A-1: The Great Stupa of Sanchi
2. 7A-2: Young Siddhartha happy inside the palace
3. 7A-3: Siddhartha shocked by poverty and suffering
4. 7A-4: Siddhartha meditating under a fig tree
5. 7A-5: Enlightened Buddha
6. 7A-6: Asoka
7. 7A-7: Asoka directing good works, teachers to help the people
8. 7A-1: The Great Stupa of Sanchi

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	What Have We Learned?	Religion Comparison Chart	15
	Introducing Buddhism	Religion Comparison Chart	
	Vocabulary Preview: Buddhism/ Buddhists, Suffering	Religion Comparison Chart; Instructional Master 7A-1	
	Purpose for Listening		
Presenting the Read-Aloud	Buddhism		15
Discussing the Read-Aloud	Comprehension Questions	Response Card 5	10
	Word Work: Conquer	drawing paper, drawing tools	
 Complete Remainder of the Lesson Later in the Day			
Extensions	Early Asian Civilizations Chart	Image Cards 5, 6; Early Asian Civilizations Chart	20
	Multiple Meaning Word Activity: Train	Poster 3M (Train)	
	Syntactic Awareness Activity: Irregular Past Tense Verbs		
	End-of-Lesson Check-in	Religion Comparison Chart; Response Cards 2, 5	

Advance Preparation

Make a copy of Instructional Master 7A-1 for each student. Refer to it as Response Card 5 (Buddhism). Students can use this Response Card to discuss, review, and answer questions about this religion.

Use the Religion Comparison Chart (Instructional Master 3A-2) throughout this lesson. You can use this chart to review the basic characteristics of religion. You may wish to fill in the chart as you read through the read-aloud and have students do the same on their own comparison chart. You can use this chart to review what students have learned about Buddhism and make comparisons between Hinduism and Buddhism during the End-of-Lesson Check-In.

Note: Some students may be able to fill in 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.



Buddhism

7A

Introducing the Read-Aloud

15 minutes

What Have We Learned

- Using the Religion Comparison Chart, have students review what they have already learned about Hinduism. Make sure to review the following characteristics of Hinduism:
 - Number of gods
 - Name of followers
 - Name of holy text(s)
 - Holy place
 - Important figure(s)



Introducing Buddhism

◀ Show image 7A-5: Enlightened Buddha

- Tell students that in today's read-aloud about ancient India, they will hear about another popular religion—Buddhism. Like Hinduism, Buddhism began in India and spread to other parts of the world.
- Tell students that Buddhism began with the teachings of Buddha.

[Invite a student to point to the Buddha in the image.]

- Explain that Buddha was a prince named Siddhartha (sih-DHAHR-tah) Gautama (GAU-tah-mah) and that they will hear Siddhartha's story of how he became the Buddha in the read-aloud.
- Explain that although the Buddha is an extremely important figure in Buddhism, the Buddha is not a god.

[On the Religion Comparison Chart, fill in *Number of gods: none.*]

Vocabulary Preview

Buddhism/Buddhists

1. Today you will learn about another popular religion from ancient India called *Buddhism*. The people who practice Buddhism are called *Buddhists*.
2. Say the word *Buddhism* with me three times.
Say the word *Buddhists* with me three times.
3. Buddhism began in ancient India and is the world's fourth-largest religion. Buddhism honors Buddha and his teachings. The people who practice Buddhism are called Buddhists.

[On the Religion Comparison Chart, fill in *Name of followers: Buddhists*.]

4. There are no gods in Buddhism.
A Buddhist follows the teachings of Buddha.
5. [Give students Response Card 5 from Instructional Master 7A-1.]
Look at these pictures on Response Card 5 for Buddhism. These are pictures from the life of Siddhartha. Eventually, Siddhartha becomes Buddha. Which picture do you think shows Siddhartha as Buddha?

Suffering

1. In today's read-aloud you will hear that Siddhartha was very bothered by the *suffering* he saw in the world.
2. Say the word *suffering* with me three times.
3. Suffering is misery, sadness, or pain.
4. The basketball player's suffering was caused by his broken arm.
Natural disasters like an earthquake or tornado cause much suffering for the people who experience them.
5. Tell your partner what you think of when you hear the word *suffering*.

Purpose for Listening

Tell students that the title of today's read-aloud is "Buddhism." Ask them what they think they are going to learn from this read-aloud. Confirm that the main topic of this read-aloud is on Buddhism. Review the characteristics of religion on the Religion Comparison Chart. Tell students that you might stop at different points in the read-aloud to fill in this chart.

By the end of the lesson, students should be able to:

- ✓ Identify Buddhism as a major religion originating in Asia
- ✓ Identify Buddhists as the name for the followers of Buddhism
- ✓ Identify stupas as holy places for Buddhists
- ✓ Identify the Four Noble Truths as the holy text of Buddhism
- ✓ Identify Siddhartha, Buddha, and Asoka as important figures in Buddhism
- ✓ Describe the teachings of Buddha as the basic principles of Buddhism



Buddhism

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

This is the Great Stupa (STOO-puh) of Sanchi, one of the many sacred shrines built all over Asia to honor the Buddha.

[Define *stupa* as a building with a roof that is shaped like a dome—round and circular. Stupas are built to honor Buddha.]

A *shrine* is a place, or sometimes a box or container, that holds sacred things of a holy person. Different religions have shrines where people go to worship their gods or important people. The Great Stupa of Sanchi is a shrine that was built to honor the Buddha.

Today you will learn about **Buddhism**, the world's fourth-largest religion. **Buddhism** began in ancient India and spread all over Asia. Today, **Buddhism** is practiced by people all over the world.



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

Buddhism began about two-thousand and five hundred years ago—that's a long, long time ago—when a prince by the name of Siddhartha (sih-DHAHR-tah) Gautama (GAU-tah-mah) was born. He was born in the foothills of the Himalayan Mountains. Siddhartha was a prince, born to very rich parents.

[Invite a student to point to Siddhartha Gautama. Have students repeat *Siddhartha Gautama* with you.]

Siddhartha's parents loved him very much, so much in fact, that they wanted to protect him from all the **suffering** in the world. They did not want Siddhartha to see the misery, sadness, and pain that happen in the world. They thought that if they could protect him from all **suffering**, 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 was kept from the **suffering** of life outside the palace walls.



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

Then, as Siddhartha grew into a young man, he began to **venture** out—or go out—beyond the walls of the palace. Driven by a servant in a horse-drawn chariot, Siddhartha was shocked and dismayed. He was so surprised and so upset to see what his parents had kept hidden from him.

[Point to the people in the image as you talk about them.]

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 food.

On a third trip, Siddhartha saw two people bawling—and crying—over something horrible that had happened to them.

[Ask, “Does this seem like suffering to you?”]

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?

Siddhartha could no longer be happy with his comfortable life inside the palace. And so, he made the decision to leave the palace and his riches. One night, he crept out of the palace and headed out along India’s dusty roads in search of answers to his questions about how to **conquer**—or overcome and do away with—**suffering** and how to achieve—or get and obtain—happiness.



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

For many years Siddhartha wandered the land, studying with spiritual teachers he met along the way. He kept asking his teachers the same questions: “How can I **conquer** and get rid of **suffering** on Earth?” And, “How can I achieve happiness on Earth?”

But none of their answers seemed to satisfy him.

One night, stopping to rest beneath a fig tree, Siddhartha crossed his legs and told himself that he would not move until he had the answers to his questions.

Siddhartha sat under the fig tree for seven weeks, meditating on—and thinking carefully about—his questions. Then, he finally found the answer he was searching for!

Siddhartha received what Buddhists call “enlightenment.” In **Buddhism**, when someone receives “enlightenment” that means he or she has a new and deep understanding of life. An enlightened person no longer cares for worldly things, such as a lot of money, a nice house, or the best clothes. An enlightened person is freed from **suffering**.

Siddhartha found his answer to why people suffer and how to end suffering on Earth. Siddhartha became known as the Buddha, meaning “one who is awake,” or “Enlightened One.”

[On the Religion Comparison Chart, fill in *Important figure(s): the Buddha*.]



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

The answers to Siddhartha’s questions became known as the Four Noble Truths. One of the truths is that **suffering** and unhappiness can end if people follow a few basic rules. The Buddha’s rules may sound familiar to you. They include rules like the following:

[After each rule, ask students if they have heard of that rule before.]

Be kind to others.

Do not tell lies or cheat or steal.

Do not be selfish.

Do not harm people or animals.

Train—or teach—your mind to think clearly.

[On the Religion Comparison Chart, fill in *Name of holy text(s): the Four Noble Truths*.]

The Buddha began to travel around India teaching others about the Four Noble Truths. His teachings became known as **Buddhism**. Eventually **Buddhism** spread beyond India after his death.

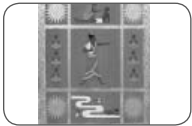


← **Show image 7A-6: Asoka**

One person who helped to spread **Buddhism** was a powerful ruler named Asoka. Asoka was not always an enlightened person. Rather, he was a warrior king who led many soldiers into battle. He wounded and killed thousands of people as he expanded his great empire. But one violent battle changed Asoka's life.

As he rode across the battlefield, he saw how his desires to rule a great empire hurt others. Asoka became shocked and upset by what he had done. Asoka decided that day to change his life and study the teachings of the Buddha. Asoka trained teachers of **Buddhism** instead of soldiers for war. Instead of sending men into battle, he sent the trained teachers throughout Asia to spread the teachings of **Buddhism**.

[Ask, "How has Asoka changed since he became a Buddhist?"]



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

Asoka's trained teachers did much more than preach and teach about **Buddhism**. 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—and tired—travelers, and to build roads so people could travel easily from place to place.



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

Asoka made sure that the Buddha's messages of peace and kindness were carved on big rocks and stone monuments all over India, like the ones on the Great Stupa of Sanchi. Although he allowed his people to practice Hinduism and other religions, he wanted everyone to be enlightened by the teachings of the Buddha. Asoka built many more stupas to hold important items of the Buddha. Today, Buddhists travel from all over the world to worship at these sacred shrines.

[On the Religion Comparison Chart, fill in *Holy Place: stupas*]

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. Ask students to answer in complete sentences by having them restate the question in their responses. Model answers using complete sentences as necessary.

1. *Literal* What is the main topic of this read-aloud?
 - The main topic of this read-aloud is on Buddhism.
2. *Literal* Where does the story of Buddhism begin? With whom did it begin?
 - The story of Buddhism begins in ancient India, near the Himalayan Mountains. It begins with Siddhartha Gautama.
3. *Inferential* What was Siddhartha's childhood like?
[Have students point this out on Response Card 5.]
 - Siddhartha was a prince born in a rich family; his parents tried to keep him away from suffering; he lived in a palace and was given everything he wanted; etc.
4. *Evaluative* What did Siddhartha see when he went outside of the palace?
[Have students point this out on Response Card 5.]
 - Siddhartha saw suffering; he saw a poor old woman hardly able to stand; he saw a sick and hungry man begging for food; he saw people crying.

How would you feel if you saw these things?

 - Answers may vary.
5. *Inferential* What question did Siddhartha have? How did he get his answer?
[Have students point this out on Response Card 5.]
 - Siddhartha's question was this: How can he conquer suffering and achieve happiness? He got his answer after meditating for seven weeks under a fig tree.
6. *Literal* What did Siddhartha become known as after he achieved enlightenment?
 - Siddhartha became known as the Buddha.

7. *Inferential* Who is a great ruler who helped spread Buddhism around Asia? How did he do this?

- Asoka is the great ruler who helped to spread Buddhism around Asia. He did this by training teachers about the teachings of Buddha and doing good works, like giving food and medicine to people; building hospitals; digging irrigation ditches; planting shade trees; and building roads.

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

Sentence Frames:

Is “do not harm people or animals” one of the rules? (Yes/No)

One of the rules is . . .

My rule that could help people conquer suffering and achieve happiness is . . .

8. *Evaluative Think Pair Share:* Buddha teaches the Four Noble Truths. The fourth truth talks about following a few basic rules. Do you remember any of the rules? Can you think of your own rule that could help people conquer suffering and achieve happiness?

- The basic rules include the following: be kind to others; do not be selfish; do not harm people or animals; train your mind to think clearly.

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

1. In the read-aloud you heard, “Siddhartha’s question was, ‘How can I *conquer* suffering on Earth?’”
2. Say the word *conquer* with me three times.
3. *Conquer* means to get rid of something by thinking very hard about it or trying very hard to do it.
4. Jimmy was able to conquer his fear of dogs after his cousins brought their dog to his home to play for the weekend.
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 were able to conquer this past year. It may be something you learned at school, such as reading or speaking in front of a group of people. Or it may be something outside of school, such as learning to ride a bike or overcoming a fear. 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. [Suggested sentence frame: “I was able to conquer . . . this past year.”]

Note: To save time, you may wish to turn this follow-up into a *Sharing* activity.



Complete Remainder of the Lesson Later in the Day



Buddhism

7_B

Extensions

20 minutes

Early Asian Civilizations Chart

	Cities	Jobs	Leaders	Writing	Religion
Early Indian Civilization	Image Card 2 Mohenjo-daro	Image Card 1 farmers grain traders	priests Image Card 6 Asoka	Image Card 3 [check mark]	Image Card 4 Hinduism Image Card 5 Buddhism
Early Chinese Civilization					Image Card 5 Buddhism

Note: Have students fill in their own charts after you have filled in the classroom chart. You may wish to write key words on the chart, giving guidance to student writing.

- Show students Image Card 5 (Buddhism). Ask students who they see. Ask students in which column this Image Card belongs. 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 from ancient India and, like Hinduism, is still practiced in India. In fact, Buddhism spread all over Asia and is practiced around the world today. You may wish to write *Buddhism* on the board. Have students write *Buddhism* in the corresponding box on their chart.

Note: Image Card 5 and *Buddhism* should also be placed in the *Religion* column for early Chinese civilization. You may wish to do this now or when your class begins early Chinese civilization.

- Show students Image Card 6 (Asoka). Ask students who they see. Ask students what they know about Asoka. Ask students in which column this Image Card belongs. Tell students that you are going to place this Image Card on the chart in the *Leaders* column to help them remember there were rulers in early Indian civilizations and that rulers like Asoka helped to develop the civilization. You may wish to write *Asoka* on the board. Have students write *Asoka* in the corresponding box on their chart.

↔ Multiple Meaning Word Activity

Sentence in Context: Train

Note: You may choose to have students hold up one or two fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. [Show Poster 3M (Train).] In the read-aloud you heard that one of the rules in the Buddha's teachings is to "*train* your mind to think clearly." Here *train* means to practice skills. Which picture shows this meaning of *train*?
 - one
2. *Train* also has other meanings. The word *train* also means vehicles that travel on the railroad tracks. Which picture shows this kind of train?
 - two
3. Now with your partner, 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.]

↔ Syntactic Awareness Activity

Irregular Past-Tense Verbs

Note: 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. 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. We have started talking about some verbs or action words that are *irregular*—which means not regular and different. These verbs are irregular because you do not add *-ed* to the end of the word when you are writing about an action that has happened already, and you do not add the sound /t/, /d/, or /ed/ to the end of the word when you are talking about an action that has happened already. Now I will say two sentences related to what you heard in the read-aloud about Buddhism. One sentence talks about something that is happening now, and the other sentence talks about something that has already happened.

- Asoka *builds* a stupa for the Buddha.
 - Asoka *built* a stupa for the Buddha
2. What did the verb *build* change into to show it already happened? (*built*) Notice I did not say *builded*; I said *built*.
 3. Let's play a game with irregular verbs you heard in the read-aloud. I will say my sentence as if it is happening today or now. You will say the sentence to show that it already happened a long time ago. Let's do the first one together.

Note: If students have difficulty saying the past tense of an irregular verb, give them the incorrect form for contrast. For example, you might ask students, "Should we say, 'I *thinked* about the question a long time ago' or 'I *thought* about the question a long time ago'?" Guide students in recognizing that the past tense of *think* is *thought*, not *thinked*. 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.

1. Today, Siddhartha's parents *think* he should not see suffering. > A long time ago, Siddhartha's parents *thought* he should not see suffering.
2. Today, Siddhartha *sees* the suffering of the world. > A long time ago, Siddhartha *saw* the suffering of the world.
3. Today, Siddhartha *sits* under a fig tree. > A long time ago, Siddhartha *sat* under a fig tree.
4. Today, Asoka *feels* horrible about fighting. > A long time ago, Asoka *felt* horrible about fighting.
5. Today, Asoka *sends* teachers to spread the teachings of Buddhism. > A long time ago, Asoka *sent* teachers to spread the teachings of Buddhism.

10 End-of-Lesson Check-In

Buddhism

Choose four students to focus on, and record their scores on the Tens Recording Chart. For this kind of informal observation, you should give a score of zero, five, or ten based on your evaluation of students' understanding and language use.

0	Emergent understanding and language use
5	Developing understanding and language use
10	Proficient understanding and language use

- Using Response Card 5 and their Religion Comparison Chart, have students share with their partner what they have learned in this lesson.
- Invite students to share their interesting fact from their Religion Comparison Chart.
- You may wish to finish or review the Religion Comparison Chart for Buddhism.
- Lead students to compare and contrast these two religions using Response Cards 2 and 5 and their Religion Comparison Chart.

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



Pausing Point

PP

Note to Teacher

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

You may have students do any combination of the activities listed below, but it is highly recommended you use the Mid-Domain Student Performance Task Assessment to assess students' knowledge of ancient Indian civilization. The other activities may be done in any order. 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 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 rows: *Cities*, *Jobs*, *Leaders*, *Writing*, and *Religion*. Ask students to cut and paste images from the image sheet to match each component of a civilization. Then ask students to write a phrase or sentence with information about early Indian civilization in each of the five rows.

Activities

Above and Beyond: 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 . . .

Image Review

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

Early Indian Civilizations Image Card and Chart Review

Materials: Image Cards 1–6; Early Asian 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 not to 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. The rest of the class will guess what the student is acting. Then the class will decide which component of a civilization is being described. Proceed to another card when the correct answer is given.

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 Introduction. You may also choose to have students select a read-aloud to be heard again.

Exploring Student Resources

Materials: domain-related student websites

Pick appropriate websites from the Internet for further exploration of the ancient Indian civilization.

Videos of the Ancient Indian Civilization

Materials: videos of the ancient Indian civilization

Carefully peruse the Internet for short (5-minute), age-appropriate videos related to the ancient Indian civilization.

Prepare some questions related to the content presented in the videos.

Discuss how watching a video is the same as and different from listening to a storybook or read-aloud.

Have students ask and answer questions using question words *who*, *what*, *where*, and *why* regarding what they see in the videos.

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.

Playing dice and card games are activities Indian children enjoy during Diwali. You may wish to set up stations with dice and card games.

A rangoli is a colorful design made on the floor near the door of a house to welcome guests. During Diwali, Hindus draw bright rangoli patterns to encourage the goddess Lakshmi to enter their homes. Print out different rangoli patterns for students to color in, or you may wish to coordinate with the art teacher to make a more elaborate rangoli pattern out of cloth or mixed media.



The Yellow and Yangtze Rivers

8

✓ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Locate Asia, India, and China on a map or globe
- ✓ Identify Asia as the largest continent with the most populous countries in the world
- ✓ Explain the importance of the Yellow and Yangtze Rivers for the development of civilizations in ancient times
- ✓ Describe contributions of ancient China (e.g., the invention of farming tools)
- ✓ 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:

- ✓ Identify that the main topic of the read-aloud is about early Chinese civilization and the Yellow and Yangtze Rivers in China (RI.2.2)
- ✓ Describe the connection between rivers and the development of early world civilizations (RI.2.3)
- ✓ Identify that the main purpose of the read-aloud is to tell about ancient China, specifically the Yellow and Yangtze Rivers and farming in ancient China (RI.2.6)
- ✓ Describe how facts from the read-aloud show how flooding is a positive and negative event for the ancient Chinese (RI.2.8)
- ✓ Orally compare and contrast the Indus River in India and the Yellow River in China (RI.2.9)

- ✓ With assistance, label information about ancient China onto a map of Asia (W.2.8)
- ✓ With assistance, categorize and organize facts and information from the read-aloud “The Yellow and the Yangtze Rivers” onto an Early Asian Civilizations Chart (W.2.8)
- ✓ Ask questions to gather additional information about what a speaker says (SL.2.3)
- ✓ Recount a personal experience of feeling sorrow and feeling joy (SL.2.4)
- ✓ Add movement to show the process of how silt is made and how silt from the Bayankala Mountains causes the Yellow River to flood (SL.2.5)
- ✓ Identify real-life connections between words—*plateau*, *silt*, and *sorrow*—and their use (L.2.5a)
- ✓ Provide example of antonym—*joy*—to core vocabulary word *sorrow* (L.2.5a)

Core Vocabulary

plateaus, n. Large areas of flat land that are higher than the land around it
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

Vocabulary Chart for The Yellow and Yangtze Rivers			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined></u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	civilizations plateaus silt	ancient fertile invented region productive sorrow*	cities farmer flooding mountain/valley rice river tools wheat
Multiple Meaning		trade	banks crops
Phrases	Bayankala Mountains iron harness/plow river valley seed drill water pump Yangtze River Yellow River		along the. . . next to. . . up and down the . . .
Cognates	civilización	fértil inventaron region productivo(a)	montaña

Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. It uses the same image sequence as the *Tell It Again! Read-Aloud Anthology*.

1. 8A-1: Five rivers
2. 8A-2: Map showing the Yellow and Yangtze Rivers
3. 8A-3: Yellow River with silt
4. 8A-4: Yangtze River and rice fields
5. 8A-5: Farming
6. 8A-6: Ancient Chinese city settlement

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Learned?	world map	15
	Introducing Early Chinese Civilization	Instructional Master 8A-1; timeline; world map	
	Vocabulary Preview: Plateaus, Silt	images of plateaus; mixture of soil, sand, clay	
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	The Yellow and Yangtze Rivers		15
<i>Discussing the Read-Aloud</i>	Comprehension Questions	Response Card 6; world map	10
	Word Work: Sorrow		
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Map Quest	Map Quest maps; brown and blue crayons	20
	Early Asian Civilizations Chart	Instructional Masters 8B-1, 8B-2; Image Cards 7, 8	
<i>Take-Home Material</i>	Family Letter	Instructional Masters 8B-3, 8B-4	

Advance Preparation

Prepare a copy of Instructional Master 8A-1 for each student. Refer to it as Response Card 6 (Early Chinese Civilization). Students can use this response card to preview, discuss, review, and answer questions about this civilization.

For Vocabulary Preview, bring in several images of different plateaus to point out the plateau—the large area of flat land that is higher than the land around it.

Prepare a silt-making demonstration by mixing soil, sand, and clay (if available). The texture of silt is lighter and less grainy than sand, but still gritty. When mixed with water, it should be muddy.

For Map Quest, on the large piece of chart paper that already has ancient India drawn on it, draw a simple outline of China. You will also need to prepare pieces of blue construction paper cut into the shape of the Yellow and Yangtze Rivers. [Use Instructional Master 2B-1 as a guide.] Students will fill in their maps as you fill in the class map.

Make a copy of Instructional Masters 8B-1 and 8B-2 for each student. Refer to them as the Early Asian Civilizations Chart and image sheet for ancient China. Students can fill in their own chart after you have filled in the classroom chart.

Note: Instructional Master 8B-1 is for Early Chinese Civilization. Students may choose to cut and paste images from Instructional Master 8B-2 (Image Sheet for Early Chinese Civilization) onto their chart.

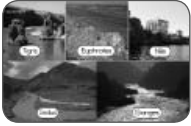


The Yellow and Yangtze Rivers

8A

Introducing the Read-Aloud

15 minutes



What Have We Learned?

◀ Show image 8A-1: Five rivers

- Name each river. Ask students if they remember which civilization each river is related to. [You may wish to point the areas around these rivers on a world map.]
 - Tigris River (Mesopotamia)
 - Euphrates River (Mesopotamia)
 - Nile River (ancient Egypt)
 - Indus River (ancient India)
 - Ganges River (ancient India, special significance in Hinduism)
- Ask students what happened to the Indus River when snow from the Himalayas melted. (The Indus River flooded.)
- You may wish to act this out using similar movements from Lesson 1. Directions:
 1. “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.
 2. “Now, let’s be the melting snow running into the river. Everyone move your hands toward the floor like melting snow trickling down from the mountain tops.
 3. “Now make a *whooshing* sound to represent the water flowing over the river banks in the valley below.
 4. “Finally show the plants that sprout because of the fertile soil left on the land around the river.”
 5. Tell students that in today’s read-aloud they will hear about two very important rivers in China: the Yellow and the Yangtze Rivers.



Introducing Early Chinese Civilization

◀ Show image 8A-6: Ancient Chinese city settlement

- Tell students that over the next several days they will hear read-alouds about ancient China. Tell students that this is a drawing of an ancient Chinese city. Ask whether this city reminds them of another city they heard about in this domain.

- Mohenjo-daro of ancient India

[You may wish to point out the beginning of ancient Chinese civilization on the timeline if you created one in Lesson 1.]

- Tell students that China is a country in the continent of Asia.

[Invite a student to point to Asia on a world map. Locate China on a world map for students.]

- Ask students what is special about Asia.
 - biggest continent
- Ask students which two countries in Asia have the biggest population—or the most people.
 - India and China
- Tell students that China has the largest population in the world: over one billion people.
- Share with students that over the next several days they will hear about early Chinese civilization. They will especially hear about the creations and inventions of the ancient Chinese.
- Give students Response Card 6 from Instructional Master 8A-1. Tell them that this Response Card shows images of some inventions from the early Chinese civilization. Have students tell their partner whether they recognize any of the images on the Response Card.

Vocabulary Preview

Plateaus

1. Today you will hear that the Yellow River travels through the high *plateaus* of the Bayankala Mountains.
2. Say the word *plateaus* with me three times.
3. A plateau is a large area of flat land that is higher than the land around it.

4. The farmers grew their crops on the plateau.
On the flat plateau you can look down at the valley below and up at the mountain above.
5. [Show different pictures of plateaus.] Look at these pictures; can you find the plateau?

Silt

1. You will learn that *silt* turns the clear waters of the Yellow River into a greenish-yellow color.
2. Say the word *silt* with me three times.
3. Silt is the mixture of soil, sand, and clay.
4. Farmers like to have silt in their soil because crops grow well when there is some silt in the soil.
5. [Make some silt and invite students to see, touch, and smell it.]

Purpose for Listening

Tell students that the title of this read-aloud is “The Yellow and Yangtze Rivers.” Ask them what they think they are going to learn from this read-aloud. Confirm that the main topic of this read-aloud is on ancient China and the Yellow and Yangtze Rivers. Tell students to listen carefully to find out how the ancient Chinese formed civilizations near these two rivers.

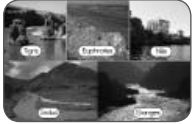
By the end of the lesson, students should be able to:

- ✓ Explain the importance of the Yellow and Yangtze Rivers for the development of civilizations in ancient times
- ✓ Describe contributions of ancient China (e.g., the invention of farming tools)
- ✓ Describe the key components of a civilization

The Yellow and Yangtze Rivers

Close your eyes and imagine you are next to the Indus River. What do you see in your mind?

[Pause for student responses.]



◀ Show image 8A-1: Five rivers

Now open your eyes. These are five rivers that were very important to the early world civilizations.

[Invite a different student to match one river with its associated ancient civilization.]

The Tigris (Mesopotamia). The Euphrates (Mesopotamia). The Nile (ancient Egypt). The Indus (ancient India). The Ganges (ancient India).

Tell your partner how these five rivers helped to form the world's first civilizations.

[Allow thirty seconds for students to talk. Call on two volunteers to share.]

These ancient rivers supplied—or provided—the water people needed to grow food. Once people were able to grow their own food, they began to build permanent cities in the river valley.

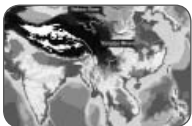
[Point to each river as you explain.]

Along the banks of the Tigris and Euphrates in Mesopotamia, people worked together to grow their own food and build cities.

Up and down the Nile River, ancient Egyptians built pyramids.

Next to the Indus River, the city of Mohenjo-daro flourished and grew.

And the Hindus bathed in the sacred waters of the Ganges River.



◀ Show image 8A-2: Map showing the Yellow and Yangtze Rivers

Today you are going to learn about the **Yellow River** and the **Yangtze River**, two more rivers where early civilizations began. These two rivers are divided by the high, snow-capped Bayankala Mountains.

[Point to the brown region on the map between the two rivers. Mention that when they see brown on this map, it means there is a mountain. This is similar to how they colored the mountains on their Map Quest maps brown.]

The **Yellow** and **Yangtze Rivers** are the two longest rivers in China. More people live in the river valleys next to the **Yellow** and **Yangtze Rivers** today than in any other place on the earth.

[Remind students that China has the world's largest population. Explain that a lot of people in China live in the river valleys.]



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

Let's begin with the **Yellow River**.

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**—or the high, wide, and flat ground—of the Bayankala Mountains, its color changes to a greenish-yellow like the water in this picture. Can you guess what makes the water turn yellow?

Silt makes the water turn yellow. **Silt** is the mixture of soil, sand, and clay. Let's show what happens when **silt** goes into the river and causes it to overflow.

[Lead students in a demonstration of how silt is made and how it causes the river to overflow.]

Pretend you are the peaks of the Bayankala Mountains; your mountain-sides are covered with rocks and soil.

Here comes the rain that mixes with your rocks and soil to make **silt**.

The **silt** slides down your mountainsides into the river in the **plateau** below, making the river a muddy yellow.

As **silt** keeps entering into the river, the water keeps rising, rising, rising, until . . .

The river overflows!

Does this sound familiar? What other river have you learned about that flooded?

[Call on two students to answer]

- Indus River

Tell your partner whether this flooding is a good thing or a bad thing for the people who live in the river valley next to the **Yellow River**.

[Call on two partner pairs to share.]

Flooding is good for creating fertile land for crops. Farmers grew wheat and millet—or grains used in making bread and noodles—in the fertile land on the **plateau** near the **Yellow River**.

Flooding is also dangerous. When large rivers like the **Yellow River** flood, it can ruin homes and destroy cities.

For this reason, the Chinese have given the **Yellow River** two nicknames: “Mother River,” for the positive things the river brings, and “China’s Great **Sorrow**,” for the negative things the river brings.



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

This is the **Yangtze River**, China’s longest river. Along the **Yangtze** the temperature is much warmer and flooding is less of a problem. Many farmers grow rice in its fertile valley, so the valley next to the **Yangtze** is sometimes called “China’s rice bowl.” The weather and soil of this river valley is perfect for growing rice. Rice is the main crop of China, and it was first grown in “China’s rice bowl” along the **Yangtze River**.

Together, these two river valleys of the **Yellow** and **Yangtze Rivers** form China’s greatest food-producing region.



◀ **Show image 8A-5: Farming**

Farming was a popular job for the Chinese living in the river valleys. The ancient Chinese invented many farming tools that are still used today. These inventions helped Chinese farmers grow their crops in a more productive way—in a faster and better way.

[Point to the farmer in the background who looks like he is pushing a cart with a basket—this is a seed drill.]

For example, the ancient Chinese invented the seed drill to help plant seeds in straight and ordered rows, instead of scattering seeds wherever they liked. Planting seeds using the seed drill also helped to make harvesting the crops easier as well.

[Point to the farmer in the foreground directing the plow and the harnessed ox.]

The ancient Chinese also invented iron plows and harnesses so that oxen could easily pull the plows.

[Point to the two farmers moving the water pump with their feet.]

Another important invention of the ancient Chinese is a water pump that helped to get water from lower ground to higher ground where the crops were planted. This kind of water pump helped to irrigate—or bring water to—the fields.



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

The ancient Chinese invented many things to help make farming more productive—or faster and better. Can you think of what happened after the Chinese in the river valleys between the **Yellow** and **Yangtze Rivers** became better and better at farming?

[Pause for students to answer.]

The same thing happened in China that happened in Mesopotamia, Egypt, and India—cities were created. The Chinese began building permanent cities along the rivers. Each city was led by its own powerful king.

The ancient Chinese built walls to protect their cities, houses to live in, and temples to worship their gods. They made tools and weapons. They built boats. And once copper coins—a kind of money used by the ancient Chinese—were invented, the Chinese traded with one another up and down the **Yellow** and **Yangtze Rivers**. Life along the **Yellow** and **Yangtze Rivers** was bustling and full of energy and activity.

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. Ask students to answer in complete sentences by having them restate the question in their responses. Model answers using complete sentences as necessary.

1. *Literal* What is the main topic of this read-aloud?
 - The main topic of this read-aloud is about ancient China, the Yellow and Yangtze Rivers, and farming in ancient China.
2. *Literal* What two rivers did you hear about in today's read-aloud? In which country are these two rivers found?

[Invite a student to point to China on a world map.]

 - I heard about the Yellow River and the Yangtze River. These two rivers are in China.
3. *Literal* What makes the Yellow River yellow?
 - Silt makes the Yellow River yellow.
4. *Inferential* Why have the Chinese nicknamed the Yellow River “Mother River” and “China’s Great Sorrow”?
 - The Chinese nicknamed the Yellow River “Mother River” because it creates fertile land to grow crops. The Chinese nicknamed the Yellow River “China’s Great Sorrow” because its flooding can destroy homes and cities.
5. *Inferential* What do the Chinese call the fertile valley next to the Yangtze River? Why is it called that?
 - The Chinese call the fertile valley next to the Yangtze River “China’s rice bowl” because the weather and soil there is perfect for growing rice. Rice is China’s main crop.



◀ Show image 8A-5: Farming

6. *Literal* What are some things the Chinese invented to make farming more productive—or faster and easier?

[Students may point out the inventions related to farming on Response Card 6.]

 - The Chinese invented the seed drill, iron plows and harnesses, and water pumps.

7. *Inferential* What happened when the ancient Chinese were able to grow their own food near the rivers?

- The Chinese began to build permanent cities.

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

Sentence Frames:

Would you prefer to live next to the Yellow/Yangtze River?
(Yes/No)

I would prefer to live . . . because
...

I think living in . . . would be like . . .

8. *Evaluative Think Pair Share:* You heard about two important rivers in China today. If you were living during the time of ancient China, which river valley would you prefer to live in: on the plateau of the Yellow River or next to the Yangtze River? What would living there be like?
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: Sorrow

1. The read-aloud says that the Yellow River is nicknamed "China's Great Sorrow."
2. Say the word *sorrow* with me three times.
3. Sorrow is a strong feeling of sadness, pain, or suffering you feel because you lost something or had something bad happen to you.
4. Alexa felt sorrow when she could not find her little kitten.
5. How can someone express sorrow? Show me how you would express sorrow. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "Someone can express sorrow by . . ." Remind students that sorrow is stronger than just being sad.]
6. What's the word we've been talking about?

Use an *Antonyms and Sharing* activity for follow-up. Directions: If *sorrow* means a strong feeling of sadness, pain, or suffering, what do you think is the opposite of *sorrow*? Think of one antonym—or opposite—of *sorrow* with your partner.

- *happiness, joy, delight*

Now tell your partner about a time you felt joy and a time you felt sorrow. Try to be as descriptive as possible. When you are finished sharing, your partner can ask questions to get more information about what you said.



Complete Remainder of the Lesson Later in the Day



The Yellow and Yangtze Rivers

8_B

Extensions

20 minutes

Map Quest (Instructional Master 2B-1)

- Remind students that they have already learned about two important rivers during their studies of ancient India, and the Indus and the Ganges Rivers. Have students point out these two rivers on their map.
- Tell students that they will continue on their “Map Quest” to help them remember the rivers they learned about today. Ask students if they remember the names of the rivers in today’s read-aloud.
 - Yellow and Yangtze Rivers
- Show students the outline of China you have added to the class map. On the class map, color the border of China brown and label it “China.” Have students color the border of China on their maps brown and label it “China.”
- Draw students’ attention to the caret marks in China on their map. Ask them what those caret marks represent.
 - mountains
- Remind students that they heard about the Bayankala Mountains. Draw a matching series of brown caret marks on the class map and label it “Bayankala Mountains.” Have students color in the caret marks that represent the Bayankala Mountains brown.
- Draw students’ attention to the dashed lines on their map. Tell them that those dashes represent rivers. Add the blue strip of construction paper that is supposed to be the Yellow River onto the class map. [The Yellow River begins on the north-end of the Bayankala Mountains and flows east toward the Yellow Sea.] Label it “Yellow River.” Invite students to locate the matching river on their map, color it in blue, and label it “Yellow River.”
- Finally, add the blue strip of construction paper, that is supposed to be the Yangtze River, onto the class map. [The Yangtze River begins on the west-end of the Bayankala Mountains and to the south of the Yellow River. It also flows east toward the Yellow Sea.] Label it “Yangtze River.” Invite students to locate the matching river on their map, color it in blue, and label it “Yangtze River.”

- Have partner pairs discuss the differences between the Yellow and Yangtze Rivers.
 - different locations—the Yangtze is to the south; different weather—the weather near the Yangtze is warmer; the Yangtze floods less; grow different crops—Yellow River: wheat; Yangtze River: rice

Early Asian Civilizations Chart

- Tell students that you will fill in the Early Asian Civilizations Chart for early Chinese civilization together. Invite students to fill in their own chart using Instructional Masters 8B-1 and 8B-2.

Note: You may wish to write in key words on the chart, giving guidance to student writing.

	Cities	Jobs	Leaders	Writing	Religion
Early Indian Civilization	Image Card 2 Mohenjo-daro	Image Card 1 farmers grain traders	priests Image Card 6 Asoka	Image Card 3 [check mark]	Image Card 4 Hinduism Image Card 5 Buddhism
Early Chinese Civilization	Image Card 8 [check mark]	Image Card 7 farmers traders	kings		Image Card 5 Buddhism

- Review that one component of a civilization is cities. Show students Image Card 8 (Ancient Chinese City). Have students describe what they see on the Image Card. Ask students in which column the Image Card should go. 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, China. Have students place a check mark in the corresponding box on their chart.
- Review that another component of a civilization is that there are different kinds of jobs. Show students Image Card 7 (Farming Along the Yangtze). Tell students that this a photograph of farming along the Yangtze River. Ask students if they remember which crop is grown next to the Yangtze.
 - rice
- Ask students in which column the Image Card should go. Tell students that you are going to place the Image Card on the chart, in the *Jobs* column, to remind them that there were farmers during the early Chinese civilization. Ask students if they heard of other jobs in ancient China.

- house builders; boat builders; tool and weapon makers; traders
- Have students write the words *farmers* and *traders* in the corresponding box on their chart.
- Explain that many civilizations had leaders. Remind students about how each Chinese city that developed next to the Yellow and Yangtze Rivers had its own powerful king. Have students write the word *kings* in the corresponding box on their chart.
- Tell students that they will continue filling in their chart during the next lessons on ancient China.

Take-Home Material

Family Letter

Send home Instructional Masters 8B-3 and 8B-4



Chinese Writing and the Invention of Paper

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., the invention of paper and woodblock printing)

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:

- ✓ Identify that the main topic of the read-aloud is about ancient Chinese writing (RI.2.2)
- ✓ Describe the connection between the invention of paper and woodblock printing and their usefulness (RI.2.3)
- ✓ Identify that the main purpose of the read-aloud is to tell about ancient China, specifically the Chinese writing system and the invention of paper and woodblock printing (RI.2.6)
- ✓ Compare and contrast early Indian civilization with what they have learned so far about early Chinese civilization (RI.2.9)
- ✓ Compare and contrast orally Chinese writing with written English (RI.2.9)
- ✓ With assistance review information on an Early Asian Civilizations Chart to answer questions (W.2.8)
- ✓ Generate questions and gather information from multiple lessons to answer questions about ancient China (W.2.8)

- ✓ Create drawings to accompany definition and description of core vocabulary word *remarkable* (SL.2.5)
- ✓ Use irregular past tense verbs correctly in oral language exercises (L.2.1d)
- ✓ Create sentences using irregular present and past tense verbs in shared language activities (L.2.1f)
- ✓ Use sentence-level context as a clue to the meaning of multiple-meaning word *character* (L.2.4a)
- ✓ Identify real-life connections between words—*calligraphy, invention, durable, character, and remarkable*—and their use (L.2.5a)
- ✓ Identify examples of antonym—*fragile*—to core vocabulary word *durable* (L.2.5a)

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.* Strong and made to last for a very long time

Example: The Egyptian pyramids were made with durable materials so that some pyramids are still standing after thousands of years.

Variation(s): none

remarkable, *adj.* unusual and surprising

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


Variation(s): none

Vocabulary Chart for Chinese Writing and the Invention of Paper			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	bamboo bookmaking <i>calligraphy</i> hemp	durable* <i>invention</i> materials patience remarkable* symbol system	art bone writing
Multiple Meaning	<u>character</u>	developed	block book copy paper
Phrases	Cai Lun woodblock printing	the right combination	
Cognates	bambú <i>caligrafía</i>	duradero(a)* <i>invención</i> material paciencia símbolo sistema	arte bloque copiar

Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. Preview the order of Flip Book images before teaching this lesson. Please note that it is different from the sequence used in the *Tell It Again! Read-Aloud Anthology*.

1. 9A-1: Chinese character for *person*
2. 9A-2: Chinese characters for *one, two, and three*
3. 9A-4: Chinese character for *school*
4. 9A-10: Calligraphic art
5. 9A-5: Chinese characters, cuneiform, and hieroglyphs
6. 9A-6: Writing on bone
7. 9A-7: Hemp paper and bamboo writing tool
8. 9A-8: Cai Lun making paper
9. 9A-9: Chinese printing workshop

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	What Have We Learned?	Early Asian Civilizations Chart	15
	Introducing Ancient Chinese Writing		
	Vocabulary Preview: Calligraphy, Invention	examples of calligraphy	
	Purpose for Listening		
Presenting the Read-Aloud	Chinese Writing and the Invention of Paper		15
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Durable		
 Complete Remainder of the Lesson Later in the Day			
Extensions	Multiple Meaning Word Activity: Character	Poster 4M (Character)	20
	Syntactic Awareness Activity: Irregular Past Tense Verbs		
	Vocabulary Instructional Activity: Remarkable	drawing paper, drawing tools	
	End-of-Lesson Check-In	Response Card 6	

Advance Preparation

For What Have We Learned?, prepare some review questions about early Chinese civilization based on the content from the previous lesson.

For Vocabulary Preview, bring in examples of Chinese and English calligraphy for students to see.

For End-of-Lesson Check-In, prepare questions about ancient China that students can answer by pointing to specific items on their Response Cards.



Chinese Writing and the Invention of Paper

9_A

Introducing the Read-Aloud

15 minutes

What Have We Learned?

	Cities	Jobs	Leaders	Writing	Religion
Early Indian Civilization	Image Card 2 Mohenjo-daro	Image Card 1 farmers grain traders	priests Image Card 6 Asoka	Image Card 3 [check mark]	Image Card 4 Hinduism Image Card 5 Buddhism
Early Chinese Civilization	Image Card 8 [check mark]	Image Card 7 farmers traders	kings		Image Card 5 Buddhism

- Using the Early Asian Civilizations Chart, review what students have learned about early Chinese civilization. You may wish to use images 8A-2 through 8A-6 as you ask the following questions:
 - What two rivers did you learn about yesterday?
 - Yellow and Yangtze Rivers
 - What are the two nicknames for the Yellow River?
 - “Mother River” and “China’s Great Sorrow”
 - What crop is grown in the Yangtze River Valley?
 - rice
 - What kind of job did many ancient Chinese have in the river valleys?
 - farmer
 - Do you remember some farming tools the ancient Chinese invented?
 - seed drill, iron plow and harness, water pump
 - Did early Chinese civilization have cities?
 - yes
- Review the five components of a civilization at the top of the chart. Have students compare and contrast the information they have for early Indian civilization with the information they have so far about early Chinese civilization.



Introducing Ancient Chinese Writing

◀ Show image 9A-5: Chinese characters, cuneiform, hieroglyphs

- Ask students whether any of these writings look familiar. Invite them to make comparisons between these ancient forms of writing. You may wish to have students compare these ancient forms of writing with the English alphabet.
- Point to the Egyptian hieroglyphs. Explain that hieroglyphs were used in ancient Egyptian writing. Hieroglyphs are not used in Egypt anymore.
- Point to the Mesopotamian cuneiform. Explain that cuneiform is a very old form of writing used in Mesopotamia. Cuneiform writing is no longer used.
- Point to the Chinese characters. Explain that Chinese characters were used in ancient Chinese writing. Emphasize that Chinese characters are still being used in China today.

Vocabulary Preview

Calligraphy

1. In today's read-aloud you will hear about a special kind of art called *calligraphy*.
2. Say the word *calligraphy* with me three times.
3. Calligraphy is the art of drawing beautiful characters or letters. To draw calligraphy you use a special pen or brush and you form the letters in an elegant, beautiful, and graceful way. People who make calligraphy are called calligraphers.
4. Mr. Chin writes nice messages in calligraphy and gives them to his friends.
5. [Show students the different examples of calligraphy you have prepared. Have students discuss why calligraphy is an art and how calligraphy is different from normal writing.]

Invention

1. Today you will learn about a Chinese *invention* that changed the world.
2. Say the word *invention* with me three times.
3. An invention is something new and useful.

4. The water pump is a Chinese invention that is still used today.
5. Can you and your partner think of one invention that changed the world? [Suggested answers: light bulb, car, airplane, printer, telephone, computer. Call on several partner pairs to share.]

Purpose for Listening

Ask students what they think the purpose of this read-aloud might be. Ask them what they think they are going to learn from this read-aloud. Confirm that the main topic of this read-aloud is on ancient Chinese writing. Tell students that they will also hear about two other inventions that were very important to early Chinese civilization and the rest of the world.

By the end of this lesson, students should be able to:

- ✓ Describe contributions of ancient China (e.g., the invention of paper and woodblock printing)



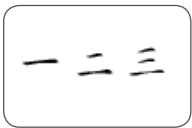
Chinese Writing and the Invention of Paper

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

Look at this image. What do you think it is? What do you think it says?

[Pause for student responses.]

This is the Chinese character for *person*. Or in Chinese it says *ren*. A character is a symbol or picture used in Chinese writing to represent spoken words. Each character represents a different spoken word or group of words.



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

Now, look closely at these three **characters**. If I tell you that the **character** on the very left is the Chinese **character** for the number one, can you guess what the other **characters** are?

[Pause for student responses.]

The other two **characters** are the numbers *two* and *three*. In Chinese they say *yi*, *er*, and *san*.



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

Can anyone guess what these characters mean?

[Point out the two parts of this Chinese word: the left side and the right side.]

Together they mean *school*. Or in Chinese it says *xiao*.

The left side means *tree*—in ancient China school was held under the trees. The right side means *communication*—meaning the talk and exchange of ideas between people. In ancient China people learned from each other under the shade of the trees.

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 eight thousand in their everyday lives.

[Write the numbers on the board for comparison.]

It takes a lot of time, patience, and practice to learn to write Chinese **characters**.



◀ Show image 9A-10: Calligraphic art

Writing Chinese **characters** in a beautiful way is a kind of art called calligraphy. Calligraphy is the art of creating beautiful handwriting. Calligraphers—or the people who make calligraphy—use special brushes made from soft animal hair. Calligraphers dip the brush in special black ink to draw beautiful Chinese **characters** for others to enjoy. It takes a great deal of patience and practice to master—or get good at—calligraphy. You need to sit up straight, lift your elbows up off the table, hold your brush in a special way, and draw each stroke—or line of each character—in the correct order. You cannot rush; and if you make a mistake, you must start over. Do you think you have the patience to try calligraphy?



◀ Show image 9A-5: Chinese characters, cuneiform, and hieroglyphs

Some calligraphers draw the Chinese **characters** much like the way the ancient Chinese drew **characters** over three thousand years ago, similar to the Chinese writing you see in this image.

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

The ancient Chinese developed Chinese **characters**.

Mesopotamia developed cuneiform.

Ancient Egypt developed hieroglyphs.

All three civilizations had writing systems, but can you guess which writing is still used today?

- Chinese characters

It is quite **remarkable**—or unusual and surprising—to think that the Chinese are still writing with many of the same **characters** that their ancestors used many, many years ago. How do we know that the Chinese writing system has survived all these years?

While plowing their fields, farmers in China found ancient Chinese writing on a most **remarkable** writing surface and gave it to archeologists to study. Can you guess what that writing surface was?

[Remind students that an archeologist is a scientist who studies the way people lived in the past. Pause for student responses.]

If you guessed paper, the first Chinese writing was not on paper. Paper had not been invented yet.



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

Ancient Chinese writing was found on a bone. Long before paper was invented, Chinese kings wrote questions to the spirits on ox bones and on the hard underbellies of large river tortoises. Do these seem like unusual and **remarkable** things to write on to you?

Bones were not the only things that the Chinese used to write on. For thousands of years, before the invention of paper, the Chinese wrote on pottery—bowls, cups, and plates made out of clay—silk cloth, and bamboo strips. Bamboo is a tall, skinny plant with hollow stems that grows in many places in China; perhaps you have seen pictures of pandas eating bamboo. The ancient Chinese split the bamboo stem and scraped it to make a smooth writing surface for them to write on. The ancient Chinese wrote on bamboo strips for many years before the invention of paper.



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

The Chinese looked for ways to make writing easier. Can you guess what they invented?

[Pause for student responses.]

They invented paper!

[**Note:** You may wish to tell students that paper gets its name from the papyrus plant that ancient Egyptians used to make paper-like sheets. But the Chinese invented the way we make paper today.]

The first paper was made from a rope-like plant called hemp. Hemp paper was very thick and rough. In fact, hemp paper was not used originally for writing at all. Instead, it was used for things like clothing and armor for what soldiers to wear in battle to protect themselves.

Hemp paper was too rough and thick to write on, so the Chinese continued to experiment with other materials—tree bark, fishing nets, and cloth rags, to name a few. They were trying to get the right combination of materials to make a softer, smoother, and lighter writing surface.



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

Finally a Chinese man, by the name of Cai Lun, found the right combination of materials. The paper Cai Lun created pleased his emperor—or king—very much. The paper Cai Lun created was much thinner and smoother than the paper made from rough hemp fibers. Cai Lun's **remarkable** invention changed the world and is still used today.

The softer, more **durable**, and stronger paper meant that books were easier to make, and for many years the Chinese had more books than any other country in the world. However, the Chinese style of bookmaking was not easy and took a long time. There were no machines to print the words on the paper at that time. People could not just walk into a library and check out a book like we can today.

In ancient China, each book had to be made individually—one by one—by hand. 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! Do you think you have the patience to try making your own book?



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

To help with bookmaking, the Chinese came up with another invention—woodblock printing. In wood block printing, text, which is a group of Chinese **characters**—was written on a thin piece of paper and glued facedown to a wooden block. Then, each **character** was carved out to make a woodblock printing plate—similar to a large stamp with many **characters** on it. A separate woodblock was created for each page of the book. If you made a mistake, you had to start all over again! Do you think you have the patience to make a woodblock printing page?

The Chinese inventions of paper and woodblock printing soon spread throughout the world.

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. Ask students to answer in complete sentences by having them restate the question in their responses. Model answers using complete sentences as necessary.

1. *Literal* What are the main topics of today's read-aloud?
 - The main topics of today's read-aloud are Chinese characters; the invention of paper; and the invention of woodblock printing.
2. *Inferential* Did the ancient Chinese write using letters? What did the Chinese use for writing?
 - No, the ancient Chinese did not write using letters. The Chinese used Chinese characters.

Do Chinese people today still use the same kind of writing the ancient Chinese used?

 - Yes, Chinese people today still use the same kind of writing the ancient Chinese used.
3. *Literal* What is the art of drawing Chinese characters called? Can you describe what it is like?
 - The art of drawing Chinese characters is called calligraphy. Calligraphy is drawing letters and characters in an elegant and beautiful way.
4. *Literal* What important item did the Chinese invent?
 - The Chinese invented paper.
5. *Literal* Before the Chinese invented paper, on what other things did the Chinese write?
 - The Chinese wrote on ox bones, the bottom shells of tortoises, pottery, silk, and bamboo strips.
6. *Inferential* Was it easy for the ancient Chinese to get copies of books? Why or why not?
 - It was not easy for the ancient Chinese to get copies of books because each book had to be copied by hand.
7. *Literal* What Chinese invention was developed to help make copying books easier?
 - Woodblock printing was developed to help make copying of books easier.

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

Sentence Frames:

Is paper/woodblock printing an important invention? (Yes/No)

These inventions are important to us today because ...

Without _____, we would ...

8. *Evaluative Think Pair Share:* Think about the inventions you heard about today. In the read-aloud you heard that these inventions changed the world. How are these inventions important to us today? What would life be like without these inventions?
9. After hearing today's story 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 remaining questions.]

Word Work: Durable

1. In the read-aloud you heard, "The softer, more *durable*, and stronger paper meant that books were easier to make."
2. Say the word *durable* with me three times.
3. *Durable* means strong and able to last for a very long time.
4. In the story, "The Three Little Pigs," the little pig who built his home out of bricks used more durable materials than his brothers. Yue's backpack is durable; she has been using it for two years already.
5. Do you or your family have something that is durable, or has lasted a long time without getting broken? Try to use the word *durable* when you tell about it.

[Suggested answers: raincoat, umbrella, shoes, pants, table, and car. Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I have/My family has a durable _____."]

6. What's the word we've been talking about?

Use an *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 or easily broken. 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 cup
 - That is fragile.
2. an irrigation canal made to hold a lot of water
 - That is durable.
3. bubble floating in the sky
 - That is fragile.
4. a city with stone walls.
 - That is durable.
5. the wing of a butterfly
 - That is fragile.
6. [Invite students to think of an example of something that is durable and something that is fragile. Remind students that *fragile* is the antonym—or opposite—of *durable*.]



Complete Remainder of the Lesson Later in the Day



Chinese Writing and the Invention of Paper

9_B

Extensions

20 minutes

↔ Multiple Meaning Word Activity

Context Clues: Character

Note: You may choose to have students hold up one or two fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. [Show Poster 4M (Character).] In the read-aloud you saw the Chinese *character* for the word *school*. Which picture shows this?
 - one
2. *Character* also means a person who is part of a story, like Sanjay is a character in the story about Mohenjo-daro.
 - two
3. I'm going to say some sentences with the word *character*. Hold up one finger if my sentence tells about *character* in picture one; hold up two fingers if my sentence tells about *character* in picture two.
 - The emperor is the main character in the fairy tale, "The Emperor's New Clothes."
 - two
 - Who is your favorite character in "The Tiger, the Brahman, and the Jackal?"
 - two
 - We saw the Chinese character for *school* today.
 - one
 - Archeologists found a new character written on stone they have never seen before.
 - one
 - Ling will learn to write ten new Chinese characters today.
 - one

↔ Syntactic Awareness Activity

Irregular Past-Tense verbs

Note: 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. 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. We have been talking about some verbs or action words that are *irregular*—which means not regular and different. These verbs are irregular because you do not add *-ed* to the end of the word when you are writing about an action that has happened already, and you do not add the sound /t/, /d/, or /ed/ to the end of the word when you are talking about an action that has happened already. Now I will say two sentences related to what you heard in the read-aloud about Chinese writing. One sentence talks about something that is happening now, and the other sentence talks about something that has already happened.
 - The Chinese *write* on bamboo strips.
 - The Chinese *wrote* on bamboo strips.
2. What did the verb *write* change into to show it already happened? (*wrote*) Notice I did not say *writed*; I said *wrote*.
3. Let's practice using the irregular verb *write*. I'll say something we write today, and you tell me how to say it already happened yesterday.
 1. Today, we write a letter. > Yesterday, we wrote a letter.
 2. Today, we write a story. > Yesterday, we wrote a story.
 3. Today, we write in our journals. > Yesterday, we wrote in our journals.
 4. [Invite partner pairs to come up with real-life sentences using *today/write* and *yesterday/wrote*. 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.]

4. Let's try this with another irregular verb. I will say two sentences related to what you heard in the read-aloud about the invention of paper. One sentence talks about something that is happening now, and the other sentence talks about something that has already happened.
 - The Chinese *make* paper.
 - The Chinese *made* paper.
5. What did the verb *make* change into to show it already happened? (*made*) Notice I did not say *maked*; I said *made*.
6. Let's practice using the irregular verb *make*. I'll say something we make today, and you tell me how to say it already happened yesterday.
 1. Today, we make an art project. > Yesterday, we made an art project.
 2. Today, we make a card. > Yesterday, we made a card.
 3. Today, we make our own paper. > Yesterday, we made our own paper.
 4. [Invite partner pairs to come up with real-life sentences using *today/make* and *yesterday/made*. 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.]

⇔ Vocabulary Instructional Activity

Word Work: Remarkable

1. In the read-aloud you heard, "It is *remarkable* that the Chinese are still writing with many of the same characters that their ancestors used many, many years ago."
2. Say the word *remarkable* with me three times.
3. When something is remarkable that means that it is very unusual and surprising; it is something others will notice. Actions, events, people, animals, and things can be remarkable.
4. The birth of twin panda babies in the zoo is a remarkable event. Chengkai's little sister is remarkable; she could walk when she was only seven months old.
5. Can you think of a remarkable event or person? What makes that event or person remarkable?

[Ask two or three students. If necessary guide and/or rephrase the students' responses: "_____ is a remarkable event/person because . . ."]

Use a *Drawing and Sharing* activity for follow-up. Directions: Draw something remarkable. It could be someone or something doing something remarkable. It could be you doing something remarkable. When you are finished with your drawing, have your partner guess what is remarkable in your picture.

10 End-of-Lesson Check-In

Ancient China

Choose four students to focus on, and record their scores on the Tens Recording Chart. For this kind of informal observation, you should give a score of zero, five, or ten based on your evaluation of students' understanding and language use.

0	Emergent understanding and language use
5	Developing understanding and language use
10	Proficient understanding and language use

- Ask students the questions you have prepared about ancient China. Students may answer your questions by holding up their Response Cards and pointing to specific items on their Response Cards.
- You may also wish to have partner pairs ask one another questions about what they have learned about ancient China so far.
- Sample questions may include the following:
 - What are the names of the two famous rivers in China?
 - Yellow and Yangtze Rivers
 - What did many of the Chinese living in the river valleys do for a living?
 - farm
 - What are some farming inventions the Chinese made?
 - seed drill, iron plow and harness, water pump
 - What is one important Chinese invention that changed the world?
 - paper
 - What is the Chinese invention that helped to make books?
 - woodblock printing



The Magic Paintbrush

10

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Locate Asia and China on a map or globe
- ✓ Describe the key components of a civilization
- ✓ 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:

- ✓ Ask and answer questions requiring literal recall and understanding of the facts and/or details of fiction read-aloud, “The Magic Paintbrush” (RL.2.1)
- ✓ Answer questions that require making interpretations, judgments, or giving opinions about the fiction read-aloud, “The Magic Paintbrush” (RL.2.1)
- ✓ Recount the Chinese folktale, “The Magic Paintbrush,” and determine its central message (RL.2.2)
- ✓ Describe how Ma Liang and the emperor respond to one another (RL.2.3)
- ✓ Describe the characters, setting, and plot of “The Magic Paintbrush” (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)
- ✓ With assistance, categorize and organize facts and information about ancient Chinese writing onto an Early Asian Civilizations Chart (W.2.8)
- ✓ Create a painting or drawing in response to the story, “The Magic Paintbrush” (SL.2.5)
- ✓ Identify real-life connections between words—*stroke*, *scowl*, and *praise*—and their use (L.2.5a)
- ✓ Identify examples of antonym—*criticism*—to core vocabulary word *praise* (L.2.5a)

Core Vocabulary

beggar, n. A poor person who asks for food or money

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

Vocabulary Chart for The Magic Paintbrush			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	beggar emperor cork officials	commanded disobedient greedy praise* scowl	dream firewood gold island ocean paintbrush palace sailboat secret storm wind
Multiple Meaning		<i>stroke</i>	draw paint waves
Phrases	Ma Liang	But instead of . . . , he . . . news of . . .	that's more like it would only work for
Cognates	emperador corcho	desobediente	isleño océano palacio secreto pintar

Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. It uses the same image sequence as the *Tell It Again! Read-Aloud Anthology*.

1. 10A-1: Ma Liang speaking to village teacher
2. 10A-2: Ma Liang drawing fish on rock
3. 10A-3: Ma Liang's painted deer
4. 10A-4: Ma Liang at the emperor's palace
5. 10A-5: Emperor offering Ma Liang gold
6. 10A-6: Ma Liang painting a boat on the ocean
7. 10A-7: Ma Liang's painted storm

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Learned?	Early Asian Civilizations Chart; Image Card 9	15
	Introducing “The Magic Paintbrush”	Instructional Master 10A-1; world map	
	Vocabulary Preview: Stroke, Scowl	paintbrushes	
	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		
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	With My Magic Paintbrush . . .	paintbrushes, watercolors, large paper	20

Advance Preparation

Make a copy of Instructional Master 10A-1 for each student. Refer to it as Response Card 7 (The Magic Paintbrush). Students can use this Response Card to discuss, review, and answer questions about this folktale.

For Vocabulary Preview, prepare a class set of paintbrushes for students to practice making strokes in the air. If paintbrushes are not available, students may use their pencils.

For the Extensions activity, With My Magic Paintbrush . . . , prepare paintbrushes, watercolors, and large pieces of paper. If paintbrushes and watercolors are not available, students may use crayons or markers to create their drawings.



The Magic Paintbrush

10_A

Introducing the Read-Aloud

15 minutes

What Have We Learned

	Cities	Jobs	Leaders	Writing	Religion
Early Indian Civilization	Image Card 2 Mohenjo-daro	Image Card 1 farmers grain traders	priests Image Card 6 Asoka	Image Card 3 [check mark]	Image Card 4 Hinduism Image Card 5 Buddhism
Early Chinese Civilization	Image Card 8 [check mark]	Image Card 7 farmers traders	kings	Image Card 9 calligraphy	Image Card 5 Buddhism

- Review the information already listed on the chart for early Chinese civilization. Remind students that a civilization has cities, different kinds of jobs, leaders, some form of writing, and religion. Have students tell their partner about the information they have on their individual charts.
- Show students Image Card 9 (Chinese Calligraphy). Talk about the image card and have students briefly share what they learned from the previous 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.
- Ask students in which column the Image Card should go. Tell students that you are going to place the Image Card on the chart, in the *Writing* column, to remind them that people in ancient China had a writing system. Write *calligraphy* on the chart and have students write *calligraphy* in the corresponding box on their chart.

Introducing “The Magic Paintbrush”

- Remind students of the folktale they heard earlier in this domain, “The Tiger, the Brahman, and the Jackal.” Ask which country this folktale comes from.
 - India
- Invite a student to point to India on a map.
- Ask students, “What is a folktale?” Remind students that a folktale is a story someone made up a long, long time ago. A folktale is told orally—by word of mouth—over and over again.



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

- Tell students that today they will hear a Chinese folktale about a boy named Ma Liang. Ma Liang is the main character in this story.
- Invite a student to point out Ma Liang.
- Invite a student to point to China on a map.

Picture Walk

- Tell students that you will take a picture walk through this story together.



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

- Ask students what other characters they see in this picture.
 - emperor, royal guards, toad
- Have students point out and name these characters.
- Have students tell their partner what they think is happening in this picture. How are Ma Liang and the emperor feeling?



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

- Have students find Ma Liang and the emperor.
- Ask students what Ma Liang is doing. Explain that he is painting something for the emperor. Be sure to point out the tree on a little island on the ocean. Tell students that the emperor wants that tree.
- Give students Response Card 7 (The Magic Paintbrush) from Instructional Master 10A-1. Have students talk to their partner about what they see on the Response Card. Have students guess what part of the story this is—the beginning, middle, or end.

Vocabulary Preview

Stroke

1. In today's story Ma Liang paints a big, curving *stroke*. [Make a big, curving motion with a paintbrush or pencil in your hand. Have students do the same.]
2. Say the word *stroke* with me three times.
3. A stroke is the movement of a pen or brush when it is used to write or paint.
4. A calligrapher paints each stroke of the Chinese character slowly and carefully so that it is just right.
Kailan creates her painting stroke by stroke.
5. [Have students "paint" something in the air, stroke by stroke, using their paintbrush or pencil. Encourage them to "paint" something easy to recognize like a letter of the alphabet, a heart, a smiley face, or a shape.]

Scowl

1. The emperor in the story always wears a *scowl* on his face. [Show students a scowl and have students try to imitate the scowl on your face.]
2. Say the word *scowl* with me three times.
3. A scowl is a mean and angry face.
4. When you see a scowl on somebody's face that means she is very angry.
5. If a scowl is a mean and angry face, then what is the opposite of a scowl?
 - a smile

Tell your partner what would cause you to scowl and what would cause you to smile. I will call on some of you to share what your partner said.

Purpose for Listening

Remind students that they will hear a Chinese folktale called, “The Magic Paintbrush.” Have students predict what the magic paintbrush can do. Tell them to listen carefully to find out how the paintbrush is magical.

By the end of the lesson, students should be able to:

- ✓ Describe the characters, plot, and setting of the folktale “The Magic Paintbrush”
- ✓ Identify folktales as a type of fiction



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.

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—or let me borrow one?”

[Ask, “Do you think the teacher will let Ma Liang borrow a paintbrush?”]

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

“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—or a small branch—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.

[Ask students which two words they hear in *lifelike*. Ask them what they think *lifelike* means.]

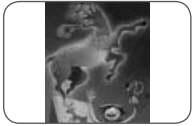
- realistic; looks like the real thing

“That bird he has drawn looks as though it’s ready to fly away. You can almost hear it sing!”

Ma Liang enjoyed hearing the people’s **praise**—he liked hearing the nice things people say about his drawings—but still he thought, “If only I had 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. Be careful with it and use it wisely.”



← **Show image 10A-3: Ma Liang’s 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.

[Ask students what is going to happen with the 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.

[Ask, “What kind of paintbrush does Ma Liang have?”]

“It is a magic paintbrush!” 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.

[Ask, “What do you think happened to the things Ma Liang painted?”]

No good thing can remain a secret forever. People started talking about Ma Liang’s remarkable paintings. Soon, news of Ma Liang and the magic paintbrush reached the ears of the greedy emperor.

Mid-story Check-In

1. *Literal* Who is the main character of this story? Where is the setting of this story?
 - The main character of this story is Ma Liang. The setting of the story is China.
2. *Literal* What does Ma Liang want to do more than anything in the world? Why can’t he do it?
 - Ma Liang wants to paint, but he can’t because he does not have a paintbrush.

3. *Literal* Who does not give Ma Liang a paintbrush? How does Ma Liang receive his paintbrush?
 - The teacher does not give Ma Liang a paintbrush. Ma Liang receives a paintbrush from an old man in his dream.
4. *Inferential* Do you think the emperor is a good emperor? How do you know?
 - The emperor is not a good emperor because the story says he is a greedy emperor.



◀ **Show image 10A-4: Ma Liang at the emperor's palace**

"Bring me that boy and his paintbrush!" the emperor commanded.

His soldiers found Ma Liang and brought him back to the palace.

With a **scowl**—an angry and mean face—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! You refused to do what I commanded!" hollered 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.



◀ **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!"

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."

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

[Ask students, "When someone pretends to do something, does that mean he really means it?"]

"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—important people that work for the emperor. 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**—or piece of wood—floating on the water. Then the waves broke the boat to pieces. The emperor and his officials ended 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 to help everyone wherever he went.

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. Ask students to answer in complete sentences by having them restate the question in their responses. Model answers using complete sentences as necessary.

1. *Literal* What is the title of today's story? What type of special story is it?
 - The title of today's story is "The Magic Paintbrush." It is a Chinese folktale.
2. *Evaluative* Is today's folktale fiction—a make-believe story, or nonfiction—a true story? How do you know?
 - Today's folktale is fiction because it begins with "once upon a time" and magical things happen in the story.
3. *Literal* Even though Ma Liang does not have a paintbrush at the beginning of this story, what does he use to draw pictures? Do people like his pictures?
 - Ma Liang uses twigs, his fingers, and burned wood to draw pictures. People like his pictures.
4. *Literal* How does Ma Liang eventually get a paintbrush? What is special about this paintbrush?
 - Ma Liang receives a paintbrush from an old man while he is dreaming. This paintbrush is magical.
5. *Inferential* Does Ma Liang use his paintbrush with kindness? How do you know?
 - Yes, Ma Liang uses his paintbrush with kindness because he paints things that others need.
6. *Inferential* Why does the emperor want the paintbrush?
 - The emperor wants the paintbrush so that he can draw riches and treasures for himself. The emperor wants the paintbrush because he is greedy.
7. *Inferential* How is Ma Liang able to outsmart the greedy emperor?
[Note: Help students to bring together the latter part of this story.]
 - He pretends to agree to paint what the emperor wants—a tree that has gold coins for leaves— but he paints it on an island in the middle of an ocean. Then he paints a sailboat for the emperor to get to it, but

he paints a strong wind and storm so that the sailboat breaks and the emperor is stuck on the island with no way of getting back to his palace.

8. *Inferential* What kind of person is Ma Liang? What kind of person is the emperor?
- Ma Liang is kind, generous, clever, talented, etc. The emperor is greedy, impatient, mean, 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 partner and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

Sentence Frames:

Does the paintbrush work for the royal painter/Ma Liang? (Yes/No)

I think the magic paintbrush only works for Ma Liang because . . .

Ma Liang is . . . , so . . .

9. *Evaluative Think Pair Share:* In the story, the magic paintbrush did not work for the emperor's royal painter. Then the emperor said, "So, this brush will only work for the boy." Why do you think the magic paintbrush would only work for Ma Liang?
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: Praise

1. In 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 three times.
3. Praise is the nice and good things people say about something or someone.
4. A teacher may praise a student's work. A basketball coach may praise a basketball player's shot. An art teacher may praise an art student's drawing.
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/gave praise when . . . "]

6. What's the word we've been talking about?

Use an *Antonyms* activity for follow-up. Directions: You have heard that *praise* means the nice and good things others say. The word *criticism* is an antonym, or opposite, of the word *praise*. *Criticism* is the negative or not so good things others say about something or someone. I am going to read several sentences. If what I say is a praise, say, "That's a praise." If what I say is a criticism, say, "That's a criticism."

1. "Wow! This pie is delicious!"
 - That's a praise.
2. "Nice handwriting."
 - That's a praise.
3. "I do not like this story."
 - That's a criticism.
4. "You are not being fair."
 - That's a criticism.
5. "This is the best book ever."
 - That's a praise.



Complete Remainder of the Lesson Later in the Day



The Magic Paintbrush

10_B

Extensions

20 minutes

With My Magic Paintbrush . . .

- Ask students, “What did Ma Liang use to draw pictures with before he received a paintbrush in his dreams?”
 - twigs, finger, burned wood
- Tell students that they are going to imagine that they have a magic paintbrush. Ask students what happened whenever Ma Liang painted something with his magic paintbrush.
 - Whatever he painted would become real.
- Have students first consider what things they might paint. Have them consider whether they will paint something for themselves or paint something for others, like Ma Liang.
- Once students have decided on what they will paint, have them paint their picture on a large piece of paper.
- Then have them label their paintings and write a complete sentence describing what it is.
- Have students talk about their drawing in small groups or with home-language peers. 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.



The Silk Roads

11

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Locate Asia and China on a map or globe
- ✓ Describe contributions of ancient China (e.g., silk)
- ✓ Explain the steps to make silk

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 favorite story from either ancient India or ancient China (RL.2.2)
- ✓ Identify that the main topic of the read-aloud is about silk in ancient China (RI.2.2)
- ✓ Describe how ancient Chinese inventions have changed the lives of the world (RI.2.3)
- ✓ Describe the connection between The Silk Roads and trade with ancient China (RI.2.3)
- ✓ Plan and write an informative text that gives instructions about how to make silk (W.2.2)
- ✓ With assistance, categorize images from the read-aloud to show the steps to make silk (W.2.8)
- ✓ Create drawings to accompany definition and description of core vocabulary word *barriers* (SL.2.5)
- ✓ Use irregular past tense verbs correctly in oral language exercises (L.2.1d)

- ✓ Create sentences using irregular present and past tense verbs in shared language activities (L.2.1f)
- ✓ Use sentence-level context as a clue to the meaning of multiple-meaning word *spin* (L.2.4a)
- ✓ Identify real-life connections between words—*silk*, *route*, *emerge*, *plunged*, *spin*, and *barriers*—and their use (L.2.5a)
- ✓ Identify and use the antonyms *emerge* and *plunged* appropriately in oral language (L.2.5a)

Core Vocabulary

barriers, n. Things that separate or block the 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

Vocabulary Chart for The Silk Roads			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	cocoons explorer hatched moth <i>silk</i> silkworms	barriers* emerge/plunged* fabric faraway invented/invention material remarkable/ remarkably <i>route</i>	caterpillars clothing eggs secret thread
Multiple Meaning	<u>spin</u>	steps trade	leaves spread
Phrases	natural barriers shipping ports The Silk Roads	from . . . to . . . risking their lives not disappointed	find out about five thousand miles
Cognates	explorador(ora) barrera natural	barrera* inventaron/ invención material <i>ruta</i>	secreto

Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. It uses the same sequence as the *Tell It Again! Read-Aloud Anthology*.

1. 11A-1: Chinese inventions
2. 11A-2: Map of The Silk Roads
3. 11A-3: Silk clothing, ties, etc.
4. 11A-4: Mulberries and mulberry leaves
5. 11A-5: Silkworms eating mulberry leaves
6. 11A-6: Silkworms and cocoon
7. 11A-7: Silk cocoons in a basket
8. 11A-8: Cocoons in hot water
9. 11A-9: Silk thread

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	Story Review	Response Cards 4, 5, 7; world map	15
	Chinese Inventions	Response Card 6; images 8A-5, 9A-8, 9A-9	
	Vocabulary Preview: Silk, Route		
	Purpose for Listening		
Presenting the Read-Aloud	The Silk Roads	world map	15
Discussing the Read-Aloud	Comprehension Questions	world map	10
	Word Work: Emerge/Plunged		
 Complete Remainder of the Lesson Later in the Day			
Extensions	Multiple Meaning Word Activity: Spin	Poster 5M (Spin)	20
	Syntactic Awareness Activity: Irregular Past-Tense Verbs		
	Vocabulary Instructional Activity: Barriers	drawing paper, drawing tools; world map	
	End-of-Lesson Check-In: Steps for Making Silk	Instructional Masters 11B-1, 11B-2; scissors; glue or tape	

Advance Preparation

For Story Review, invite students to retell their favorite story from this domain, using the story's Response Card as a prompt. You may wish to have small groups work together to sequence each member's favorite part of the story by having members in the small group stand in the order that their favorite parts happen in the story, from left to right, and retell their favorite part of the story. [Model this procedure as necessary. You may need to designate different students to talk about the beginning, middle, and end of the stories.]

Bring in several items made from silk (e.g., scarves, handkerchiefs, or ties), so that students can describe the look and feel of silk.

Note to Teacher

The activity in the End-of-Lesson Check-In asks students to sequence and write about the steps making silk. This activity may take longer than the time allotted for Extensions, so please plan accordingly. To save time, you may wish to have students sequence the images and orally explain the steps.



The Silk Roads

11_A

Introducing the Read-Aloud

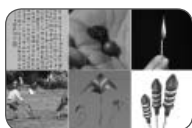
15 minutes

Story Review

- Ask students, “What are the titles of the stories you have heard in this domain?”
 - “The Tiger, the Brahman, and the Jackal,” “The Blind Men and the Elephant,” and “The Magic Paintbrush”
- Then have a student point to where the stories come from on a world map
 - either ancient India or ancient China
- Ask students which story is their favorite. Take a quick class tally.
- Invite students to retell their favorite story, either to their partner or in small groups, according to favorite story.

Chinese Inventions

- Say to students, “Take a look at Response Card 6. Which inventions from ancient China have you learned about so far?”
 - farming inventions such as the seed drill, iron plow and harness, and water pump; paper; woodblock printing
- You may wish to review images 8A-5, 9A-8, and 9A-9, one by one, and ask how these inventions have changed our lives.



◀ Show image 11A-1: Chinese inventions

- Tell students there are many, many more inventions that come from ancient China. They have heard about the two images on the left—calligraphy writing and the iron plow. Have students talk with their partner about the other items they see in the image. Then ask volunteers to tell the rest of the class what are some other inventions of the ancient Chinese.
 - gunpowder, kites, matches, fireworks

Vocabulary Preview

Silk



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

1. In today's read-aloud, you will hear about a material called *silk*.
2. Say the word *silk* with me three times.
3. Silk is a smooth, thin, soft, and durable material made from the cocoon of a silkworm.
4. Silk was a popular item that was traded during the early Asian civilization.
Jaehyun gave her grandmother a colorful silk scarf.
5. [Pass around items made out of silk.] How does silk look? How does silk feel?

Route

1. Today you will learn about a famous *route* that connected ancient China with the rest of the world.
2. Say the word *route* with me three times.
3. A route is a way to get from one place to another place. A route is the roads or paths you take to get to where you need to go.
4. Explorers took the same route over and over again to get into China. Hua remembers the route to get to her grandmother's house.
5. Do you know the route you take to get to school? Or, can you think of some things you see on the route to school?

Purpose for Listening

Tell students that in this read-aloud they will hear about another important contribution of the ancient Chinese—silk. Explain that the steps to making silk were kept a secret for a long, long time. Have students listen carefully to find out the secret of how to make silk.

By the end of the lesson, students should be able to:

- ✓ Describe contributions of ancient China (e.g., silk)
- ✓ Explain the steps in making silk



The Silk Roads

◀ Show image 11A-1: Chinese inventions

[Point to the pictures in this image and ask if students can name them.]

Reinforce that the items in the picture were invented by the ancient Chinese.]

These are just some of the many things invented by the ancient Chinese that we still use today. But how did these inventions spread to other parts of the world?

[Have students think with their partner of ways these inventions might have spread from China to other parts of the world. Call on a two volunteers to share.]

During the early Chinese civilization there were no telephones, no computers, no airplanes, and no cars. There were many natural **barriers** in the way. **Barriers** such as mountains, oceans, deserts, and rivers. So how did people in other parts of the world find out about inventions in faraway China?

[On a world map, point out some natural barriers in and around China, such as the Himalayas to the west, the Yellow and China Seas to the east, the Gobi Desert to the north, and the Yellow and Yangtze Rivers within China.]

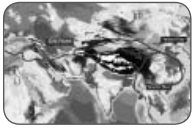
These **barriers** blocked the way for people to get from one place to another. But these natural **barriers** did not stop the curious explorers during the ancient times from risking their lives and traveling out from Europe, Africa, and other parts of Asia in search of new lands and people.

[Point to these continents on a world map and show the path they would have to travel in order to get to China.]

When these explorers crossed the many **barriers** and finally reached China, they were not disappointed by what they found.

[Ask students, “What do you think the explorers found when they reached ancient China?”]

They found new types of clothing, new tools, and new ways of farming. These explorers wanted to bring the things and ideas the Chinese invented to their lands and people.



← **Show image 11A-2: Map of the Silk Roads**

Thus, **trade** began between people from different lands. Over time, people from one area of the world started to take the same paths to **trade** with people from other areas of the world, over and over and over again. Several permanent **trade** routes—or ways and roads to travel from one place to another—were created. One of the longest and most important **trade** routes was a web of roads known as The Silk Roads.

[Point out how The Silk Roads reach several ports near the sea, goes through ancient India (present-day Pakistan), and extends toward east Africa to the Mediterranean Sea.]

These roads crossed many **barriers** and joined towns and shipping ports to different towns in China. For hundreds of years, Chinese inventions spread to other continents along the five thousand miles of The Silk Roads.

[For reference, you may wish to explain that The Silk Roads were much longer than the United States is from coast to coast.]

Do you suppose The Silk Roads were actually made out of silk?

[Pause for student responses.]

The Silk Roads were not made out of thousands of miles of silk. They were called The Silk Roads because silk was the main item **traded** on these roads.



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

Take a look at these pictures of items made from silk. Silk is a type of material that is very smooth, thin, and lightweight, but it is also durable. It can be used for many, many things from making weapons and musical instruments to being used for paper and money. Everyone who touched this remarkably smooth fabric wanted it for themselves. China was known as “the land of silk” and many people were willing to travel over dangerous **barriers** to buy and **trade** goods in exchange for this remarkable cloth.

For a long, long time, the Chinese kept how to make silk a deep secret.



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

The secret to making silk starts here, in this mulberry tree. Special moths, that are blind and unable to fly, lay hundreds of tiny eggs on mulberry leaves. You probably cannot see the eggs here because the eggs are so tiny.



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

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

[Ask students, “What two words do you hear in *silkworm*? What hints do the words tell you about what a silkworm is and what a silkworm does?”]

- a worm that makes silk

The silkworms grow bigger and bigger until one day . . .



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

They spin a single long thread around themselves, forming a cocoon.

[Point to the cocoon. Have students say *cocoon* with you.]

If these white, puffy balls were left alone, what do you suppose would **emerge**—or come out?

[Pause for student responses.]

A new moth!

But the Chinese discovered how to get silk from the cocoon before the caterpillar—or silkworm—turns into a moth.



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

They collected the eggs of the silkworms and placed the eggs in special trays with pieces of mulberry leaves.

What came out from the eggs when they hatched? What did they eat?

[Pause for student responses.]

The newly hatched caterpillars—or silkworms—munched on the pieces of mulberry leaves while the Chinese waited for them to spin their cocoons.

[Ask students what they see in this image.]

- many silkworm cocoons in a basket

The Chinese let cocoons rest for nine or ten days. Then the cocoons were baked—or put into a hot oven.



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

After the cocoons were baked, they were **plunged** into hot water. **Plunging** the baked cocoons into hot water helped to loosen the silk thread. The cocoons are forced down into the hot water so that the silk surrounding the cocoon could be loosened and unwound.

[Invite a student to point to the silk thread from the unwound cocoon.]



← **Show image 11A-9: Silk thread**

These same steps to make silk are still used in China today. But now these steps to make silk are no longer a secret!

Discussing the Read-Aloud

10 minutes

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. Ask students to answer in complete sentences by having them restate the question in their responses. Model answers using complete sentences as necessary.

1. *Literal* What is the main topic of today's read-aloud?
 - The main topic of today's read-aloud is silk; The Silk Roads; the steps to make silk.
2. *Literal* You heard that some explorers were willing to risk their lives and travel through the natural barriers to reach China. What are some of the natural barriers that surround China?

[Point to the natural barriers on a world map.]

 - Natural barriers that surround China are the Himalayas to the west, the Yellow and China Seas to the east, and the Gobi Desert to the north.
3. *Inferential* How were people from other parts of the world able to travel to and trade with the ancient Chinese?
 - People from other parts of the world were able to travel to and trade with the ancient Chinese through The Silk Roads.
4. *Literal* Why was this trade route called The Silk Roads?
 - This trade route was called The Silk Roads because silk was the main item traded on these roads.

5. *Evaluative* Why do you think silk was such a desirable and popular item to trade?
 - Answers may vary, but should hint that silk is desirable material that, at the time, only the ancient Chinese knew how to make.
6. *Literal* Where does silk come from?
 - Silk comes from the cocoons of silkworms.

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

Sentence Frames:

Are the steps to make silk still a secret? (Yes/No)

I think the Chinese kept the steps to make silk a secret because . . .

I think others found out about the steps to make silk by . . .

7. *Evaluative Think Pair Share:* Why do you think the Chinese kept the steps to make silk a secret for so many years? How do you think others found out about the steps to make silk?
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: Emerge/Plunged

1. In the read-aloud you heard, "If these [cocoons] were left alone, what do you suppose would *emerge*—or come out?
You also heard, "Then the cocoons were *plunged* into hot water to loosen the thread."
2. Say the word *emerge* with me three times. [Have students raise their hands upward.]
Say the word *plunged* with me three times. [Have students push their hands downward.]
3. *Emerge* means to come out or rise into view. *Plunged* means forcefully pushed into a liquid like water.
Emerge and *plunged* 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 seen an insect or animal emerge from a hole, a cocoon, or the water? Try to use the word *emerge* when you tell about it. Have you ever seen something plunged into a liquid? 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/an _____ emerge from _____. I saw a/an _____ plunged into _____."]
6. What are the words we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: Listen carefully to my sentences about what I saw. If what I saw is an example of *emerge*, stand up and say, "You saw _____ emerge from _____. If what I saw is an example of *plunged*, quickly sit down and say, "You saw _____ plunged into _____."

1. I saw [name of student] get up from his desk. (stand up)
 - You saw [name of student] emerge from his desk.
2. I saw fish being poured into a fish bowl. (sit down)
 - You saw fish plunged into a fish bowl.
3. I saw a baby chick coming out from its shell. (stand up)
 - You saw a baby chick emerge from its shell.
4. I saw socks thrown into the washing machine. (sit down)
 - You saw socks plunged into the washing machine.
5. I saw the sun rise from behind the hill. (stand up)
 - You saw the sun emerge from behind the hill.
6. I saw children jumping into a swimming pool. (sit down)
 - You saw children plunged into a swimming pool.



Complete Remainder of the Lesson Later in the Day



The Silk Roads

11_B

Extensions

20 minutes

↔ Multiple Meaning Word Activity

Multiple Choice: Spin

Note: You may choose to have students hold up one, two, or three fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. [Show Poster 5M (Spin).] In the read-aloud you heard, “[The silkworms] *spin* a single long thread around themselves.” Which picture shows this?
 - one
2. *Spin* also means to add something made-up to a story, especially to a story that you create from your imagination. Which picture shows this?
 - three
3. *Spin* also means to turn around and around. Which picture shows this?
 - two
4. Now that we have gone over the different meanings for *spin*, quiz your partner on these different meanings. For example, you could say, “Chi-En likes to spin stories in her mind and then tell them to her friends.” And your partner should respond, “That’s number three.”

↔ Syntactic Awareness Activity

Irregular Past-Tense Verbs

Note: 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. 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. We have been talking about some verbs or action words that are *irregular*—which means not regular and different. These verbs are irregular because you do not add *-ed* to the end of the word when you are writing about an action that has happened already, and you do not add the sound /t/, /d/, or /ed/ to the end of the word when you are talking about an action that has happened already. Now I will say two sentences related to what you heard in the read-aloud about silk. One sentence talks about something that is happening now, and the other sentence talks about something that has already happened.
 - The explorers *find* silk in China.
 - The explorers *found* silk in China.
2. What did the verb *find* change into to show it already happened?
 - *found*

Notice I did not say *finded*; I said *found*.

3. Let's play a game with irregular verbs you heard in the read-aloud. I will say my sentence as if the action is happening today or now. You will say the sentence to show that it already happened or that it happened long ago.

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, 'The silkworm *spinned* their cocoons already,' or 'The silkworms *spun* their cocoons already'?" Guide students in recognizing that the past tense of *spin* is *spun*, not *spinned*. 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.

1. Today, the silkworms spin their cocoons. > The silkworms spun their cocoons already.
2. Today, the silkworms eat the mulberry leaves. > The silkworms ate the mulberry leaves already.
3. Today, China keeps how to make silk a secret. > A long time ago, China kept how to make silk a secret.
4. Today, Chinese inventions spread to all parts of the world. > A long time ago, Chinese inventions spread to all parts of the world. [**Note:** There was no change in the verb.]

5. Today, explorers take The Silk Roads to go to China. > A long time ago, explorers took The Silk Roads to go to China.

↔ Vocabulary Instructional Activity

Word Work: Barriers

1. In the read-aloud you heard, “[M]any people were willing to travel over dangerous *barriers* to buy and trade goods in exchange for [silk].”
2. Say the word *barriers* with me three times.
3. Barriers are things that separate or block the way.
4. The snowstorm left icy barriers all along the sidewalks.
Yanrong and his friend removed the barriers of sticks on the road before riding their skateboards on the road.
5. What do you think of when you hear the word *barrier*? [Ask two or three students. If necessary guide and/or rephrase the students’ responses: “When I hear the word *barrier*, I think of . . .”]
6. What’s the word we’ve been talking about?

Use a *Drawing* activity for follow-up. Directions: In the read-aloud you heard about the natural barriers that surround China, such as mountains, oceans, deserts, and rivers. [On a world map, review some natural barriers in and around China, such as the Himalayas to the west, the Yellow and China Seas to the east, the Gobi Desert to the north, and the Yellow and Yangtze Rivers within China.] Draw a picture showing the barriers the explorers needed to cross to get to China. Describe the barriers you have drawn and how they hindered—or kept—explorers from reaching China.

⑩ End-of-Lesson Check-In

Steps for Making Silk (Instructional Masters 11B-1 and 11B-2)

- Remind students that today they heard about how 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.
- Tell students that as a class they are going to pretend to be workers who produce silk thread. They are going to teach each other how to make silk thread.

- Tell students that they will sequence the steps to make silk and write instructions (either phrases or sentences) next to the pictures.
- Using Instructional Master 11B-1, have students talk about each image and which steps of the silk-making process the image represents.
- Once they think they have the images in order. Have them cut and glue or tape the images on Instructional Master 11B-2 according to the steps they would take to make silk thread.
- ✈ Above and Beyond: For any students who are ready to complete this on their own, they may write their own instructions using Instructional Master 11B-2.
- Have students write instructions (either phrases or sentences) next to the pictures. 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. [Encourage the use of temporal words: *First*, *Next*, *Then*, *Finally*.]
 - Step 1: First, collect the eggs. Put them in a special tray.
 - Step 2: Next, feed caterpillars chopped mulberry leaves. Wait for them to spin their cocoons.
 - Step 3: Then, let them rest for nine to ten days. Bake the cocoons.
 - Step 4: Finally, plunge the cocoons in hot water to loosen the silk thread.



The Great Wall of China

12

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Locate Asia and China on a map or globe
- ✓ Describe contributions of ancient China (e.g., 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:

- ✓ Describe the connection between the Great Wall of China and protecting the people of ancient China (RI.2.3)
- ✓ Describe how the facts in the read-aloud “The Great Wall of China” show that building the Great Wall was hard and took a long time (RI.2.8)
- ✓ With assistance, categorize information from the read-aloud “The Great Wall of China” onto a chart to show the progression of how the Great Wall was built (W.2.8)
- ✓ 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)
- ✓ Use sentence-level context as a clue to the meaning of multiple-meaning word *snakes* (L.2.4a)
- ✓ Identify real-life connections between words—*nomads*, *span*, and *defense*—and their use (L.2.5a)
- ✓ Explain the meaning of “easier said than done” and use in appropriate contexts (L.2.6)

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

Vocabulary Chart for The Great Wall of China

Core Vocabulary words are in **bold**.

Multiple Meaning Word Activity word is underlined.

Vocabulary Instructional Activity words have an asterisk (*).


Suggested words to pre-teach are in *italics*.

Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	emperor invaders <i>nomads</i> tourists warriors watchtower	boundary defense* intervals material originally protection structures transport	long miles north soldiers wall workers
Multiple Meaning		<u>snakes</u> span supply tower	building
Phrases	Great Wall of China northern China Qin Shi Huangdi wonder of the world	defense against	
Cognates	emperador invasor(ora) <i>nómada</i> turista	defensa* intervalo material originariamente protección transportar	milla norte soldado

Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. Preview the order of Flip Book images before teaching this lesson. Please note that it is different from the image sequence used in the *Tell It Again! Read-Aloud Anthology*.

1. 12A-1: Hadrian's Wall
2. 12A-2: Western Wall
3. 12A-3: China's Great Wall
4. 12A-4: Armed northern nomads on horses
5. 12A-5: Wall sections being built of differing material
6. 12A-6: People building the Great Wall
7. 12A-8: People laboring near the Great Wall
8. 12A-7: Watchtowers and soldiers
9. 12A-9: Tourists on the Great Wall today

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	What Have We Learned?	Instructional Master 11B-2	15
	Introducing the Great Wall of China	Response Card 6; pictures of the wonders of the world	
	Vocabulary Preview: Nomads, Span		
	Purpose for Listening		
Presenting the Read-Aloud	The Great Wall of China	world map	15
Discussing the Read-Aloud	Comprehension Questions	pictures of the wonders of the world	10
	Word Work: Defense		
 Complete Remainder of the Lesson Later in the Day			
Extensions	Sayings and Phrases: Easier Said Than Done		20
	Multiple Meaning Word Activity: Snakes	Poster 6M (Snakes)	
	Somebody Wanted But So Then	Instructional Master 12B-1	

Advance Preparation

For What Have We Learned?, have students review the steps for making silk using the instructions they have written (Instructional Master 11B-2).

For Introducing the Great Wall of China, bring in several pictures of different wonders of the world. Students who used the Core Knowledge Language Arts program in Grade 1 learned about the Hanging Gardens of Babylon, the Great Pyramid of Giza, and Machu Picchu.

For Somebody Wanted But So Then, you may wish to copy Instructional Master 12B-1 onto a large piece of chart paper, a chalkboard, a whiteboard, or a transparency to complete this activity as a class.



The Great Wall of China

12_A

Introducing the Read-Aloud

15 minutes

What Have We Learned

- Review content from the previous lesson by asking students:
 - What is The Silk Roads?
 - The Silk Roads is a very long and important trade route that connected China with the rest of the world.
 - Why was The Silk Roads given this name?
 - Silk was the most popular traded item on The Silk Roads.
 - Where does silk come from?
 - Silk comes from the cocoons of silkworms.
- Have students explain the steps for making silk with their partner or in small groups, using the images they have sequenced and the written instructions that accompany them.

Introducing the Great Wall of China

- Say to students, “Take a look at Response Card 6. Which inventions from ancient China have you learned about so far?”
 - farming inventions such as the seed drill, iron plow and harness, and water pump; paper; woodblock printing; and silk.
- Tell students that so far all of the Chinese inventions and contributions they have heard about have been tools or things that are still used today. Have volunteers choose one image from Response Card 6 and explain how that item is still used today.
- Share with students that not all contributions have practical uses, and that some contributions start out as useful tools but over time have become important in a different way.
- Tell students that some things created during an ancient civilization have become known as wonders of the world.
- Show pictures of the wonders of the world you have prepared. See if students are able to identify some of them.

- Explain that wonders of the world are remarkable and spectacular—when people see the wonders of the world, they are very, very impressed by what they see and may wonder how they came to be. Wonders of the world include natural places—like the Grand Canyon— and manmade structures—or buildings made by people—like Machu Picchu in Peru or the pyramids in Egypt.
- Tell students they will hear about something the ancient Chinese made that is now one of the wonders of the world.

Vocabulary Preview

Nomads



◀ Show image 12A-4: Armed northern nomads on horses

1. In today's read-aloud, you will hear that *nomads* lived to the north of China.
2. Say the word *nomads* with me three times.
3. Nomads are people who move from place to place. Nomads do not settle in one area and do not have a permanent home.
4. The nomads decided it was time to move to another place.
5. Describe the nomads in this drawing. What are they wearing? What are they doing?

Span

1. Today you will hear that China's borders *span* a great amount of land.
2. Say the word *span* with me three times.
3. *Span* means to go across an amount of space or time.
4. The farmer built a bridge to span all the way across the pond.
5. How many desks does this classroom span?
[This classroom spans _____ desks.]
6. How many feet does the distance between _____ to _____ span?
[Challenge students to figure this out. The distance between _____ to _____ spans _____ feet.]

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.

By the end of the lesson, students should be able to:

- ✓ Describe contributions of ancient China (e.g., the Great Wall)
- ✓ Explain the significance of the Great Wall of China

The Great Wall of China

When you hear the word *wall*, what comes to mind? What do you think of?

[Pause for student responses.]

People have been building walls all over the world for many thousands of years. Walls are very useful structures. Walls hold up the roof of your house or apartment. Walls form the outsides of our school. Walls 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.



◀ Show image 12A-1: Hadrian's Wall

This one, called Hadrian's Wall, was built in the northern countryside of Great Britain. It **spans** from one side of the country to the other, from the coast of the North Sea to the east and the coast of the Irish Sea to the west.

[Point to Great Britain and where the span of Hadrian's Wall would be.]

Originally—or at first—Hadrian's Wall was built for **defense**—to keep enemies out. Today this wall is a place where tourists—or people who travel to different places for fun— hikers—or people who like to walk long distances— and bicyclists—or people who enjoy riding their bikes long distances—go when they visit Britain's northern countryside.



◀ Show image 12A-2: Western Wall

Let's look at another wall. This wall is called the Western Wall in Israel. Originally, this wall used to be part of an ancient temple in Jerusalem. Today, what is left of that temple is this wall. Some Jewish people today use this wall as a sacred and holy prayer wall.



◀ 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.

[On a world map, point to the location of where the Great Wall would be in northern China.]

Like Hadrian's Wall, the Great Wall of China was originally built for **defense** against the enemies of ancient China.

[Point to the various places of China as you explain.]

China is one of the largest countries in the world, and its borders **span**—or cover—a great amount of land. The land across China can be very, very different. Some areas, like the river valleys of the Yellow and Yangtze Rivers are very fertile—and good for growing crops. In other areas, like the land far north of these rivers, it is very cold and dry with very little fertile land.

Do you think crops can grow well in the north?

Almost no crops grow there. The people who lived in the cold, dry north had to make their living in other ways.

What do you think the people living in the north can do to make a living?

[Call on three students to answer.]



◀ **Show image 12A-4: Armed northern nomads on horses**

Long ago, in these cold, northern lands, a group of nomads lived by raising animals. These nomads moved from place to place; they did not have a permanent place to live. These nomads rode on horses, herding sheep and goats from place to place in search of grass for the animals to eat. Life was very hard for these nomadic people who lived to the north of China. Perhaps that is why they became such fierce warriors—the nomads were violent and strong fighters. These northern nomads regularly crossed over the boundary into China on horseback, stealing food, gold, and animals.



◀ **Show image 12A-5: Wall sections being built of differing material**

The Chinese thought of many ways to keep the attackers out. One way they thought of was to build a wall along the northern border of China so that the nomads could not get into China. The ancient Chinese built the wall with materials that they already had.

What kinds of materials did they use?

[Have different students point out the different materials: stone, soil, and wood.]

For hundreds of years, the Chinese built many separate walls to keep out northern invaders. Then, China's "First Emperor," Qin Shi Huangdi (chin shie huang-DEE) decided to connect the many walls together into one long wall—the Great Wall.



◀ **Show image 12A-6: People building the Great Wall**

Do you think it was easy to connect the thousands of miles of separate walls together?

Connecting a wall that **spans** most of northern China was not an easy feat—or accomplishment.

Can you guess how long it took?

Work continued on the Great Wall for 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—or job.

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 the nomads to cross. Donkeys and goats were sometimes used to **transport**—or carry—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 **transporting** materials, fixing, and building the Great Wall. The work was very dangerous, and many workers died in the process.



◀ **Show image 12A-8: People laboring near the Great 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. What are some things the soldiers and workers would need?

[Pause for student responses.]

Some grew crops and cooked food for the soldiers and workers. Others made their tools and clothing. Still others helped to dig irrigation canals to supply everyone with water.

For many years, people slaved—or worked very, very hard—to fulfill the Qin Shi Huangdi's dream of one continuous wall that **spanned** across northern China.



◀ **Show image 12A-7: Watchtowers and soldiers**

Finally, the Great Wall was completed! **Spanning** four thousand miles across northern China, the Great Wall was China's **defense** against the northern invaders.

The wall was built to act like a fort—or place where soldiers lived. At **intervals**—or several spaces—along the way, watchtowers were erected—or built—on the wall.

[Have a student point to the two watchtowers in this image.]

At one time there were nearly twenty-five thousand watchtowers. Supplies were stored inside these tall watchtowers: bows, arrows, cooking tools, and medicines were kept inside.

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—to protect the wall—and to protect all the people living behind the wall.

With all of that hard work, do you think the Great Wall protected the Chinese as planned?

Yes, it did. But there were a few times when fierce nomads broke through the wall and forced the Chinese people to live under their harsh—difficult and mean—rule.



◀ **Show image 12A-9: Tourists on the Great Wall today**

Do you remember why the Great Wall was originally built?

- for protection

Today the Great Wall is no longer used for **defense**. Rather, it has become a tourist attraction—a place where people from all over the world go to visit. The Great Wall is truly a wonder of the world! Parts of the Great Wall have crumbled or have fallen apart but there are still many parts of it where you can walk along the same bricks and stones as the soldiers of long ago did as they looked out for invaders from the watchtowers.

[Invite a student to point to a watchtower.]

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. Ask students to answer in complete sentences by having them restate the question in their responses. Model answers using complete sentences as necessary.

1. *Literal* What contribution did you hear about in today's read-aloud?
 - I heard about the Great Wall of China.
2. *Inferential* Describe what the Great Wall looks like.
 - The Great Wall spans four thousand miles; it goes across most of northern China; it is built on mountain ridges; it has watchtowers at various intervals.
3. *Inferential* Why was the Great Wall of China first built?
 - The Great Wall was first built for defense from the nomads who invaded China and stole food, gold, and animals.
4. *Literal* Who decided to build the Great Wall?
 - Qin Shi Huangdi decided to build the Great Wall.

Who helped to build the Great Wall?

- Soldiers, peasants, and prisoners built the Great Wall. Sometimes animals helped to transport materials, but people did most of the work.
5. *Literal* How long did it take to finish building the Great Wall? Did it take a short time or long time?
 - It took a long time to finish building the Great Wall; it took fifteen hundred years.

Do you think Qin Shi Huangdi was alive to see the Great Wall finished?

- No, he was not alive.
6. *Inferential* Why did the Chinese build watchtowers on the Great Wall?
 - The Chinese built watchtowers on the Great Wall so that soldiers can keep watch for invaders, to send alert signals, and to store supplies.
 7. *Literal* Was the Great Wall a good defense against invaders?
 - Yes, the Great Wall was a good defense against invaders.

[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 partner and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

Sentence Frames:

Do you think the Great Wall of China is a wonder of the world?
(Yes/No)

The Great Wall of China is a wonder of the world because . . .

. . . makes the Great Wall of China a wonder of the world.

8. *Evaluative Think Pair Share:* [Show pictures of the wonders of the world.] Why do you think the Great Wall of China is a wonder of the world?
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: Defense

1. In the read-aloud you heard, "The Great Wall was China's *defense* against the northern invaders."
2. Say the word *defense* with me three times.
3. A defense is a safeguard or protection against something dangerous.
4. Washing your hands before you eat is a good defense against germs that can make you sick.
5. Can you think of something else that is a good defense against getting sick? 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: "_____ is/are a good defense against getting sick."]
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,” and then tell what it is a defense against. 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 against bug bites
2. Nadia washed her hands very well with soap and water before eating dinner. Soap is _____.
 - a defense against germs
3. Brian only wore a hat while riding his bike. A hat 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 against injuries
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 against spreading germs



Complete Remainder of the Lesson Later in the Day



The Great Wall of China

12_B

Extensions

20 minutes

Sayings and Phrases: Easier Said Than Done

Note: 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.” Explain that this saying means it may be easy to say you will do something, but actually getting it done may be much harder than you think.
- Tell students that in today’s read-aloud, when Qin Shi Huangdi became emperor, he wanted to connect all the separate walls into one great wall. Ask students if they remember how long it took to connect the walls and build the Great Wall of China.
 - It took fifteen hundred years!
- Explain that they 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 connect them.
- Ask students if they have had any experiences where the phrase “easier said than done” applies. Have students recount their personal experiences of times when they said they wanted to do something but actually doing it was harder than they had expected.

↔ Multiple Meaning Word Activity

Sentence in Context: Snakes

Note: You may choose to have students hold up one or two fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. [Show Poster 6M (Snakes).] In the read-aloud you heard, “[The Great Wall] *snakes* along over four thousand miles of land in northern China.” Here *snakes* means follows a twisting path with many turns. Which picture shows this meaning of *snakes*?
 - one
2. Snakes are also animals that are reptiles with long, thin bodies with no arms or legs. Which picture shows this?
 - two
3. Now with your partner, make a sentence for each meaning of *snakes*. Remember to be as descriptive as possible and use complete sentences. I will call on some of you to share your sentences.

Somebody Wanted But So Then (Instruction Master 12B-1)

Note: 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. You may wish to copy the following chart onto chart paper, a chalkboard, a whiteboard, or a transparency. Fill out the chart so that students can check their work. Have students work in partner pairs. For your reference, completed charts should contain the following information:

Somebody	Qui 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.

- Explain to students that they are going to retell the story of how the Great Wall of China was built using a Somebody Wanted But So Then worksheet (Instructional Master 12B-1).
- Give each partner pair a worksheet. Have partner pairs complete the chart together. Students should first discuss what information they should put in each row. Then one student should act as the scribe to write down what the pair decides.
- If time allows, have partner pairs share their charts with another partner pair and compare their completed charts.



Confucius

13

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Locate Asia, India, and China on a map or globe
- ✓ Describe the teachings of Confucius
- ✓ 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:

- ✓ Identify that the main topic of the read-aloud is about Confucius (RI.2.2)
- ✓ Describe the connection between Confucius's teachings and Confucianism (RI.2.3)
- ✓ Identify that the main purpose of the read-aloud is to tell about Confucius (RI.2.6)
- ✓ Explain why Confucius began his teachings with a focus on the family and how this focus helps to achieve his goal of having a peaceful nation (RI.2.8)
- ✓ Contrast orally the life and work of Siddhartha Gautama and Confucius (RI.2.9)
- ✓ With assistance, categorize and organize facts and information about ancient Chinese leaders onto an Early Asian Civilizations Chart (W.2.8)
- ✓ Recount personal experiences involving learning by example and the saying "practice what you preach" (SL.2.4)
- ✓ Use irregular past tense verbs correctly in oral language exercises (L.2.1d)

- ✓ Create sentences using irregular present and past tense verbs in shared language activities (L.2.1f)
- ✓ Use sentence-level context as a clue to the meaning of multiple-meaning word *subjects* (L.2.4a)
- ✓ Identify real-life connections between words—*Confucianism*, *sages*, *subjects*, *peaceful*, and *violent*—and their use (L.2.5a)
- ✓ Distinguish shades of meaning among antonyms—*peaceful* and *violent*—and their closely related words on a Horizontal Word Wall (L.2.5b)
- ✓ Explain the meaning of “practice what you preach” and use in appropriate contexts (L.2.6)

Core Vocabulary

eager, *adj.* Having 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 model or 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

Vocabulary Chart for Confucius			
<p>Core Vocabulary words are in bold.</p> <p>Multiple Meaning Word Activity word is <u>underlined</u>.</p> <p>Vocabulary Instructional Activity words have an asterisk (*).</p> <p>Suggested words to pre-teach are in <i>italics</i>.</p>			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	Analects armies <i>Confucianism</i> Confucius history sages	behave eager example divided/united greedy leaders peaceful/violent* ruled wise	education family kindness parents/children teacher
Multiple Meaning		practice <u>subjects</u>	
Phrases	Golden Rule learning by example sayings and teachings	in fear of	
Cognates	<i>Confucianismo</i> Confucio historia	ejemplo dividido(a)/ unido(a) pacífico(a)/ violento(a)*	educación familia

Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. It uses the same image sequence as the *Tell It Again! Read-Aloud Anthology*.

1. 13A-1: Troubled China
2. 13A-2: Confucius studying as a child
3. 13A-3: Confucius teaching
4. 13A-4: Confucius with two students
5. 13A-5: Confucius teaching
6. 13A-6: *Analects*

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	What Have We Learned?	Early Asian Civilizations Chart; Image Card 10	15
	Introducing Confucius	Response Card 5	
	Vocabulary Preview: Confucianism, Sages		
	Purpose for Listening		
Presenting the Read-Aloud	Confucius		15
Discussing the Read-Aloud	Comprehension Questions	image 7A-5; world map	10
	Sayings and Phrases: Practice What You Preach		
 Complete Remainder of the Lesson Later in the Day			
Extensions	Multiple Meaning Word Activity: Subjects	Poster 7M (Subjects)	20
	Syntactic Awareness Activity: Irregular Past Tense Verbs		
	Vocabulary Instructional Activity: Peaceful/Violent	long strip of chart paper; index cards; red and green markers	
	End-of-Lesson Check-In: Ancient China	Response Card 6	

Advance Preparation

For Vocabulary Instructional Activity, prepare a Horizontal Word Wall with the word *peaceful* on the far left and the word *violent* on the far right. You may wish to write synonyms of these words on index cards, and, with students' help, place them on the continuum between the end words. (See activity for word suggestions.)

For End-of-Lesson Check-In, prepare questions about ancient China that students can answer by pointing to specific items on their Response Cards.



Confucius

13_A

Introducing the Read-Aloud

15 minutes

What Have We Learned

	Cities	Jobs	Leaders	Writing	Religion
Early Indian Civilization	Image Card 2 Mohenjo-daro	Image Card 1 farmers grain traders	priests Image Card 6 Asoka	Image Card 3 [check mark]	Image Card 4 Hinduism Image Card 5 Buddhism
Early Chinese Civilization	Image Card 8 [check mark]	Image Card 7 farmers traders	kings Image Card 10 Emperor Qin	Image Card 9 calligraphy	Image Card 5 Buddhism

- Review the information already listed on the chart for early Chinese civilization. Remind students that a civilization has cities, different kinds of jobs, leaders, some form of writing, and religion. Have students tell their partner about the information they have on their individual charts.
- Show students Image Card 10 (The Great Wall). Talk about the Image Card and have students briefly share what they learned from the previous read-aloud about the Great Wall of China.
 - Ask students, “What was the Great Wall originally used for?”
 - The Great Wall was used for defense.
 - Ask students, “Who decided to build the Great Wall?”
 - Qin Shi Huangdi decided to build the Great Wall.
- Tell students that you are going to place this Image Card on the chart in the *Leaders* column. Write *Emperor Qin* on the chart and have students write *Emperor Qin* in the corresponding box on their chart.

Introducing Confucius

- Tell students that they have already learned about one influential person from early Asia: Siddhartha Gautama, or the Buddha.
- Using Response Card 5, have students share with their partner what they remember about Siddhartha Gautama. You may wish to ask:



- Where is he from?
- ancient India
- What was his childhood like?
- He was an Indian prince from a wealthy family. His parents wanted to keep him away from the suffering in the world.
- What is he known for?
- He is the first Buddha and founded Buddhism.

◀ **Show image 13A-3: Confucius teaching**

- Tell students that today they will hear about another important person in early Asian history—a wise and intelligent man named Confucius. Ask students whether they can find this person in the illustration.
- Tell students that Confucius had many ideas about how people should interact with each other and had many teachings about how people should behave. Tell students that they will hear about some of his ideas in this read-aloud.

Vocabulary Preview

Confucianism

1. In today's read-aloud, you will learn about the teachings of Confucius that became a way of thinking called *Confucianism*.
2. Say the word *Confucianism* with me three times.
3. Confucianism is a way of thinking that uses the teachings of Confucius. It is *not* a religion and does not have any gods. Confucianism teaches what Confucius believes is the way to have a peaceful life and right living.
4. Matsuwa learns about Confucianism at a school he attends on the weekends.
5. Is Confucianism a religion? Does Confucianism have any gods?

Sages

1. In today's read-aloud you will hear that China used to be ruled by *sages* and not by kings.
2. Say the word *sages* with me three times.
3. Sages are people who are very wise and knowledgeable and have good judgment between what is right and wrong.

4. When Confucius was young, he learned from the sages in his village. The sages shared their ideas for world peace and a better future.
5. How do you think someone can become a sage? Do you think a sage is a young person or an older person? What kinds of things do you think a sage would know?

Purpose for Listening

Ask students what they think they are going to learn from this read-aloud. Confirm that the main topic of this read-aloud is on Confucius. Tell students to listen carefully to hear about his childhood and the ideas he had as he grew older.

By the end of the lesson, students should be able to:

- ✓ Describe the teachings of Confucius



Confucius

◀ Show image 13A-1: Troubled China

There was a time when China, an enormous—very large—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, violent—harmful and harsh—wars against one another. Greedy leaders wanted to conquer all of China for themselves. These greedy leaders only cared for themselves. They did not care about the common people—or the regular people—who never had enough to eat and lived their lives in fear of the violent attacks by other armies.



◀ Show image 13A-2: Confucius studying as a child

It was during this violent time in China's history that Confucius was born.

Confucius was born into a poor family more than two thousand years ago. Although his family was poor, his mother believed that education was very important and made sure that he was able to learn from the many wise teachers—or sages—in his village.

Confucius also taught himself many subjects. He was happiest when studying history—learning about the ways in which people lived long before he was born. Through his study of Chinese history, he learned something remarkable: he learned that China had not always been so divided and violent. It had once been a peaceful, united country. He learned that China used to be ruled by wise **sages**—or very knowledgeable and intelligent people. These **sages** wanted to help the people. The **sages** were not like the greedy leaders during Confucius's time.

Confucius began to dream of a time in the future, when people could live in a peaceful land ruled by wise **sages** once again. He wanted to spread the word that it was possible to live without wars and violence. He wanted people to know that they did not have to live their lives in fear of violent attacks and greedy leaders. He wanted to give people hope for a better tomorrow. He wanted people to know that there could be peace in the land.



← **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 tell Chinese leaders of his ideas, but they were not interested.

Although the Chinese leaders did not want to listen to him, other people were **eager**—and interested—to hear what he had to say.

Confucius taught his **eager** students how to create a peaceful country. He would often begin his lessons by asking them to start with themselves and their own families. “Do you fight amongst yourselves?” he asked. “Do you argue with your parents? Or steal from your brothers and sisters?”

Confucius explained that if people could not get along in small groups—for example, if people could not get along in their families—how could they expect their leaders to control the behavior of whole cities and towns?

Confucius taught, “Respect your parents. 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.”



← **Show image 13A-4: Confucius with two students**

Confucius’s students would often ask him, “How should we treat one another?”

His answer was always the same, and it sounded simple: “Never do to others what you would not like them to do to you.”

Do you recognize these words? Have you heard them before?

[Pause for student responses.]

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 saying is often called the Golden Rule.

Confucius believed in the Golden Rule and felt that if people always treated one another with kindness, the world would be a better place.



← **Show image 13A-5: Confucius teaching**

Confucius also believed that education was very important. Confucius thought that it was necessary to continually study and learn different subjects in order to become a **sage**—or wise person.

In ancient China, 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.

Confucius also taught, “Learning never stops. A wise person learns from others *in and out* of school.”

Confucius meant that although you might learn important information in the subjects you have in school, you could also learn a great deal about how to behave—or act—toward one another outside of school.

Have you ever heard of learning by **example**?

[Pause for student responses.]

An **example** is someone or something that can be copied or followed. When you learn by **example**, you see someone doing something and you imitate—or copy—what that person is doing. If your teacher shouted all day long, then your teacher’s **example** might make you think that shouting all day long was the right way to behave. So you might begin to shout all day long, too! But, if your teacher spoke politely, then your teacher’s **example** might make you begin to speak politely, too. This is learning how to speak by **example**.



← **Show image 13A-6: Analects**

[Ask students what they see in this image.]

- Chinese characters/calligraphy

If you wanted to read Confucius’s teachings today, where would you go?

Some of Confucius’s students thought his ideas were so important that they wrote them down in a book called the *Analects*. This is an image of a page from the *Analects*. People who practice Confucianism study and try to work out the ideas that are written in the *Analects*. Confucianism is not a religion like Hinduism or Buddhism; it is a way of thinking. This way of thinking is practiced all around the world today, particularly in China, South Korea, Vietnam,

and Japan. Schools were even created to teach the sayings of Confucius, found in the *Analects*. Some of these schools still exist today.

If you are able to read the Chinese characters written in the *Analects*, you would be reading the ideas and thoughts of a **sage**.

Discussing the Read-Aloud

10 minutes

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. Ask students to answer in complete sentences by having them restate the question in their responses. Model answers using complete sentences as necessary.

1. *Literal* Who did you hear about in today's read-aloud?

- I heard about Confucius.

What country was Confucius from?

- Confucius was from China.

[Have a student locate China on a world map.]

2. *Literal* What kind of place was China when Confucius was a child?

- China was a violent and dangerous place with a lot of fighting between the armies of different lands. The leaders were greedy and did not care for the common people. The people did not feel safe.

3. *Inferential* Did Confucius go to school when he was young?

- Yes, Confucius did go to school when he was young.

What was his favorite subject? Why did he like that subject?

- His favorite subject was history because he liked to learn about the way the Chinese used to live.

4. *Literal* What did Confucius become when he grew older?

- He became a teacher.

What did he teach?

- He taught his students to practice kindness in their families, to never do to others what they would not like others to do to them, and to always keep learning.

What is the way of thinking taught by Confucius called?

- The way of thinking taught by Confucius is called Confucianism.

5. *Inferential* Confucius believed in learning by example—that is, learning by watching and doing what others do. Can you think of an instance of learning by example?
 - Answers may vary. [You may wish to prompt students by having them think about different situations, (e.g., if they see their parents always reading books, they may read more books too; if they watch their aunt make cookies, they might learn how to make those cookies too; if they watch the art teacher draw something, they may learn how to draw that too.)]
6. *Literal* If you want to learn about Confucius’s teachings today, what book can you find them in?
 - If I want to learn about Confucius’s teaching, I can find them in the *Analects*.



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



← **Show image 13A-3: Confucius teaching**

7. *Evaluative* How are Siddhartha, or the Buddha, and Confucius different?
 - Answers may vary and may include that they had different childhoods; Siddhartha began the religion called Buddhism, Confucius did not begin a religion but a way of thinking called Confucianism.

[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 partner and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

Sentence Frames:

Did Confucius think being kind to your family was important? (Yes/No)

I think Confucius asked his students to start with themselves and their families first because . . .

If families . . . , then . . .

8. *Evaluative Think Pair Share:* You heard that Confucius would always ask his students to think about themselves and their families first. He taught his students to respect and obey—or listen to—their parents. He taught his students to practice kindness in their families. Why do you think Confucius asked his students to start with themselves and their families?

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.]

Sayings and Phrases: Practice What You Preach

Note: 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. Ask students if they remember what the Golden Rule is.
 - Do unto others as you would have them do unto you.
- Remind students that one of his teachings was similar—"never do to others what you would not like them to do to you." Invite partner pairs to think of applications of this teaching.
- Remind students of another one of Confucius's teachings—learning by example. Have students think of a time they learned something by example.
- Tell students that there is a saying that relates to the Golden Rule and learning by example and that is "practice what you preach." This saying means that you should act the way you tell others to act and do what you tell others to do. Ask students, "Do you think people would follow a leader'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.



Complete Remainder of the Lesson Later in the Day



Confucius

13_B

Extensions

20 minutes

↔ Multiple Meaning Word Activity

Context Clues: Subjects

Note: You may choose to have students hold up one or two fingers to indicate which image shows the meaning being described or have a student walk up to the poster and point to the image being described.

1. [Show Poster 7M (Subjects).] In the read-aloud you heard, “Confucius taught himself many *subjects*.” Here *subjects* means classes that you study in school, like language arts, social studies, or science. Which picture shows this?
 - one
2. *Subjects* also means the people who live in a country that is ruled by a king or queen. Which picture shows this?
 - two
3. I’m going to say some sentences with the word *subjects*. Hold up one finger if my sentence tells about *subjects* in picture one; hold up two fingers if my sentence tells about *subjects* in picture two.
 - Confucius learned different subjects in school, but he also learned some subjects on his own.
 - one
 - LingLing’s favorite subjects in school are English and science.
 - one
 - The subjects stood up as the queen entered the room.
 - two
 - The kingdom’s subjects were unhappy with their king’s decision to go to war.
 - two
 - What are your favorite subjects in school?
 - one

↔ Syntactic Awareness Activity

Irregular Past Tense Verbs

Note: 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. 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. We have been talking about some verbs or action words that are irregular. What does it mean when I say that some verbs are *irregular*? What is different about irregular verbs? (An irregular verb does not have *-ed* at the end when you write about it in the past tense. An irregular verb does not have the sound /t/, /d/, or /ed/ at the end when you speak about it in the past tense.)
2. Now I will say two sentences related to what you heard in the read-aloud about Confucius. One sentence talks about something that is happening now, and the other sentence talks about something that has already happened.
 - Armies *fight* against one another.
 - Armies *fought* against one another.
3. What did the verb *fight* change into to show it already happened? (*fought*) Notice I did not say *fighted*; I said *fought*.
4. Let's play a game with irregular verbs you heard in the read-aloud. I will say my sentence as if it is happening today or now. You will say the sentence to show that it already happened long ago.

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, 'A long time ago, wise teachers *teached* Confucius,' or 'A long time ago, wise teachers *taught* Confucius'?" Guide students in recognizing that the past tense of *teach* is *taught*, not *teached*. 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.

1. Today, wise teachers teach Confucius at school. > A long time ago, wise teachers taught Confucius at school.

2. Today, Confucius spends his time teaching others. > A long time ago, Confucius spent his time teaching others.
3. Today, Confucius dreams of a peaceful future. > A long time ago, Confucius dreamt of a peaceful future.
4. Today, Confucius speaks to his students about being kind. > A long time ago, Confucius spoke to his students about being kind.
5. Today, Confucius gives hope to the people for a better tomorrow. > A long time ago, Confucius gave hope to the people for a better tomorrow.

↔ **Vocabulary Instructional Activity**

Horizontal Word Wall: Peaceful/ Violent

Materials: long horizontal chart paper; words written on index cards:

In green: *peaceful, nonviolent, quiet, calm, tranquil, serene*

In red: *violent, harsh, forceful, harmful, fierce, raging*

1. In the read-aloud you heard that Confucius taught his students how to live in a *peaceful* way. He told them that they did not have to be scared of *violent* attacks.
2. Say the word *peaceful* with me three times.
Say the word *violent* with me three times.
3. *Peaceful* means calm and not in a situation of fighting.
Violent means a situation where force and harshness is used that causes harm to people.
4. First we will make a Horizontal Word Wall for *peaceful* and *violent*.
Then you will make up sentences using the words on the word wall.
5. [Place *peaceful* on the far left of the chart. Then show *violent* and ask where it should go. (on the far right). Hold up the rest of the cards one at a time and ask on which side it should be placed on the Horizontal Word Wall.]
6. [Have students choose two different-colored words and make up a sentence using the words. Call on several students to share their sentences. Some students may be able to write down their sentences.]

10 End-of-Lesson Check-In

Ancient China

Choose four students to focus on, and record their scores on the Tens Recording Chart. For this kind of informal observation, you should give a score of zero, five, or ten based on your evaluation of students' understanding and language use.

0	Emergent understanding and language use
5	Developing understanding and language use
10	Proficient understanding and language use

- Ask students the questions you have prepared about ancient China. Students may answer your questions by pointing to specific items on their Response Cards.
- You may also wish to have partner pairs ask one another questions about what they learned about ancient China.
- Sample questions may include:
 - What are some inventions of the ancient Chinese?
 - Answers may vary, but could include: seed drill, iron plow, harness, water pump, paper, woodblock printing, silk, etc.
 - The steps to make this item were kept a secret for a long, long time.
 - silk
 - What took the ancient Chinese fifteen hundred years to make?
 - Great Wall



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:

- ✓ Identify that the main topic of the read-aloud is about Chinese New Year (RI.2.2)
- ✓ Identify that the main purpose of the read-aloud is to tell about Chinese New Year (RI.2.6)
- ✓ Describe how Chinese New Year is celebrated using facts from the read-aloud “Chinese New Year” (RI.2.8)
- ✓ Compare and contrast, orally and in writing, information about Diwali and Chinese New Year onto a Venn diagram (RI.2.9)
- ✓ Compare and contrast information presented in the read-aloud “Chinese New Year” to information presented in a trade book about Chinese New Year (RI.2.9)
- ✓ With assistance, organize facts and information about Diwali and Chinese New Year onto a Venn diagram (W.2.8)
- ✓ Recount personal experiences about how their families prepare for and celebrate New Year’s (SL.2.4)
- ✓ Use known root words as a clue to the meaning of words ending in the suffix *-ous* (L.2.4c)

- ✓ Identify real-life connections between words—*Chinese New Year*, *celebration*, *fortune*, and *prosperous*—and their use (L.2.5a)

Core Vocabulary

adhering, v. Following or holding onto

Example: The class kept adhering to the same classroom rules with the substitute teacher.

Variation(s): adhere, adheres, adhered

banished, v. Sent or drove away

Example: The king banished the swindlers from his palace.

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

Vocabulary Chart for Chinese New Year			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined></u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	Buddha dragon fireworks <i>fortune</i> lanterns prosperous*	adhering banished <i>celebration</i> grudges	animal birthday clothes family forgive haircut moon red
Multiple Meaning	parade		feast
Phrases	<i>Chinese New Year</i> evil spirits Lantern Festival lunar calendar new moon red envelope	a fresh new beginning adhering to tradition	
Cognates	Buda dragón <i>fortuna</i> linterna próspero(a)*	adherirse <i>celebración</i>	animal familia

Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. It uses the same sequence as the *Tell It Again! Read-Aloud Anthology*.

1. 14A-1: Fireworks
2. 14A-2: Calendar and moon cycle
3. 14A-3: Fireworks, food, red decorations, and red envelopes
4. 14A-4: Chinese dragons dancing in the street
5. 14A-5: Birthday cake
6. 14A-6: Twelve animal signs of Chinese New Year
7. 14A-7: Street celebration with dragon

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Learned?	Image 6A-6; world map	15
	Introducing Chinese New Year	world map	
	Vocabulary Preview: Chinese New Year/Celebration, Fortune		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Chinese New Year		15
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Prosperous		
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Celebrations Venn Diagram	Instructional Master 14B-1 (optional); chart paper, chalkboard, whiteboard	20
	Domain-Related Trade Book		

Advance Preparation

For Celebrations Venn Diagram, draw a large Venn diagram on chart paper, a chalkboard, or a whiteboard for the class to fill in together as they compare Diwali and Chinese New Year. You may also wish to make copies of Instructional Master 14B-1 and have students fill it in.

Bring in a trade book about Chinese New Year to read aloud to the class.

Note to Teacher

This lesson talks about the lunar calendar as another way of telling time. Students who studied the Core Knowledge Language Arts program in Grade 1 learned about the phases of the moon in the *Astronomy* domain. It is important for students to understand that the moon goes through cycles and that Chinese New Year begins on a new moon.

You may wish to find out the Chinese New Year dates for the current year (it usually begins sometime at the end of January to middle of February).

Your class will hear about the twelve animal signs of the Chinese zodiac. You may wish to find out which animal year it is [e.g. The Year of the (animal)]. You may also wish to find out the animal year in which your students were born.

Note: Students born at the beginning of the year, January and February, were probably born in the year of the previous animal.



Chinese New Year

14_A

Introducing the Read-Aloud

15 minutes



What Have We Learned?

◀ Show image 6A-6: Diwali celebration

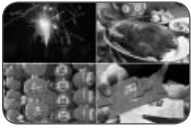
- You may wish to ask students the following questions to review what they have learned about Diwali:
 - What are these images related to?
 - Diwali
 - What is Diwali also known as, or what is another name for Diwali?
 - Festival of Lights
 - Where was Diwali first celebrated?
 - ancient India
 - [Invite a student to point to ancient India (present-day Pakistan and India) on a world map.]
 - Where is Diwali celebrated now?
 - Diwali is celebrated by Indians all over the world.
- Say to students, “Tell your partner one thing you remember about Diwali.” Allow thirty seconds for students to talk. Call on four volunteers to share. [Briefly review related images and read-aloud text from Lesson 6 to reinforce what students have shared.]

Introduction to Chinese New Year

- Tell students that today they will hear about a popular Chinese holiday called Chinese New Year.
- Have students think about what special things they do for New Year’s Day. Call on several students to share.
- Prompt students by asking them about special New Year’s traditions they may have, whether they see relatives during that time, clean their homes, eat special foods, or go someplace special.

Vocabulary Preview

Chinese New Year/Celebration



◀ Show image 14A-3: Fireworks, food, red decorations, and red envelopes

1. In today's read-aloud, you will hear about a special Chinese *celebration* called *Chinese New Year*.
2. Say the words *Chinese New Year* with me three times.
Say the word *celebration* with me three times.
3. A celebration is a party or special event for a special occasion.
Chinese New Year is a celebration that began in ancient China and is now celebrated by Chinese who live all over the world today.
4. Li Hua's mother has been preparing the food for their family's Chinese New Year celebration for two weeks.
5. By looking at these pictures, what do you think the Chinese do to celebrate Chinese New Year?

Fortune

1. During Chinese New Year, the Chinese wish each other good *fortune* for the coming year.
2. Say the word *fortune* with me three times.
3. *Fortune* means luck.
4. Xue lost his favorite book at his friend's home; that is bad fortune.
5. Tell your partner about a time you had good fortune (or bad fortune).

Purpose for Listening

Ask students what they think the purpose of this read-aloud might be. Ask them what they think they are going to learn from this read-aloud. Confirm that the main topic of this read-aloud is Chinese New Year. Tell students to listen carefully to find out how Chinese New Year is similar to or different from New Year's Day in the United States.

By the end of the lesson, students should be able to:

- ✓ Describe the Chinese New Year



Chinese New Year

◀ **Show image 14A-1: Fireworks**

Weeeeeeeeeeeeeeeeeeeeeee! Pop! Weeeeeeeeeeeeeeeeeeeeeee!

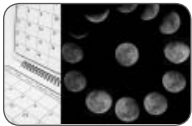
Pop!

Fireworks are another invention from ancient China.

Tell your partner whether you have seen fireworks before. When was it? Where were you? What did the fireworks look like?

[Allow fifteen seconds for students to talk. Call on two partner pairs to share.]

The Chinese set off fireworks to mark the beginning of their New Year.



◀ **Show image 14A-2: Calendar and moon cycle**

When is New Year's Day celebrated in the United States?

[Pause for students responses.]

We celebrate New Year's Day on the same day every year—the first day in January.

But in China, New Year's is celebrated sometime during the end of January to the middle of February. Chinese New Year is celebrated on different days every year because Chinese New Year begins with a new moon. A new moon is the start of a new moon cycle. During the new moon, the moon is barely visible in the night sky. You can hardly see the moon when it is a new moon.

[Trace the cycle of the moon. Mention that it takes less than one month, or less than thirty days, for a moon to complete one cycle. Invite a student to point to the new moon in the image.]

How many days is New Year's celebrated in America?

How many days do you think Chinese New Year is celebrated?

[Pause for student responses.]

Unlike New Year's Day in America, which is celebrated only on January first, Chinese New Year is celebrated for two weeks!



← **Show image 14A-3: Fireworks, food, red decorations, and red envelopes**

Chinese New Year is the longest and most important of all Chinese festivals.

Adhering to—or following—the tradition of the ancient Chinese, Chinese people prepare for their New Year by cleaning their homes from top to bottom. They believe that as they sweep away the dust from their homes, evil spirits are **banished**—and chased away.

They also set off fireworks to scare the evils spirits away.

They buy new clothes and even get a haircut to prepare themselves for a fresh new beginning.

Adhering to—or following—the tradition of their ancestors, they forgive one another of past **grudges**—or bad feelings they have toward each other—and try to turn their **grudges** into friendships.

Children receive red envelopes with money tucked inside. The red envelopes symbolize the giver's hopes that the child will receive good fortune—or luck—in the New Year.

And, of course, special foods are prepared in time for the scrumptious Chinese New Year feast—foods like fish, dumplings, sticky rice cakes, noodles, tangerines, and sweets. Family and friends gather together to eat these special foods and enjoy relaxing together.



← **Show image 14A-4: Chinese dragons dancing in the street**

Luck and good fortune are the main focus for the Chinese New Year as the Chinese prepare for a **prosperous**—and successful—year ahead. Can you guess what color is a sign of good fortune to the Chinese?

[Pause for student responses.]

The color red is the color of good fortune. The Chinese wear red clothes and decorate their homes with red paper cut into designs of Chinese characters for *good fortune*, *happiness*, and *long life*. Can you guess which animal is a symbol of good luck in Chinese culture?

[Pause for student responses.]

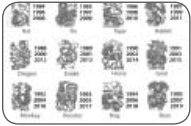
Dragons are symbols of good luck in Chinese culture. During New Year's celebrations, people dress up in red dragon costumes and parade in the streets.



◀ **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 the same day—the seventh day of Chinese New Year, not on the day they were actually born.



◀ **Show image 14A-6: Twelve animal signs of Chinese New Year**

[Point to each animal as you refer to it.]

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. Only twelve animals came. As a reward to these animals for coming, the Buddha named a year after each of these twelve animals.



◀ **Show image 14A-7: Street celebration with dragon**

On the fifteenth—and last—day of Chinese New Year, when the moon is full, the lucky dragon leads parades all across China wishing everyone a **prosperous** New Year.

The fifteenth day of the Chinese New Year is also the day of the Lantern Festival, when thousands of colorful lanterns, large and small, can be seen everywhere. Some people spend an entire year designing their lanterns for a lantern contest. Some lanterns have riddles written on them.

When the light of the lanterns mingles—or mixes in—with the light of the full moon on the fifteenth day of celebrations, there is joy and hope for good fortune and a **prosperous** year ahead.

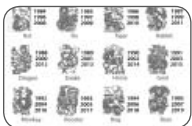
Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. Ask students to answer in complete sentences by having them restate the question in their responses. Model answers using complete sentences as necessary.

1. *Literal* What is the main topic of today's read-aloud?
 - The main topic of today's read-aloud is about Chinese New Year and how the Chinese celebrate Chinese New Year.
2. *Literal* When is Chinese New Year celebrated?
 - Chinese New Year is celebrated sometime at the end of January to the middle of February. It begins on a day of the new moon.

How come Chinese New Year is not celebrated on the same days each year?

- Chinese New Year is not celebrated on the same days each year because the Chinese use the lunar calendar, and their new year begins on a new moon.
3. *Literal* What do Chinese people do to prepare for Chinese New Year?
 - They clean their homes, set off fireworks, buy new clothes, get a haircut, forgive past grudges, give red envelopes, and prepare special foods.
 4. *Literal* What are symbols of good fortune?
 - The color red and the dragon are symbols of good fortune.
 5. *Evaluative* What differences are there between the Chinese New Year celebration and the New Year's celebration 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 celebrate their birthdays?
 - The Chinese celebrate their birthdays on the seventh day of the Chinese New Year.



◀ Show image 14A-6: Twelve animal signs of Chinese New Year

7. *Inferential* Why is each year named after an animal?

[Invite students to say the names of each animal, starting with the rat.]

- Each year is named after an animal because, according to a Buddhist

legend, these animals came to visit Buddha while he was dying.

[You may wish to tell your students the animal year in which they were born.]

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

Sentence Frames:

Do you think celebrating Chinese New Year would be fun? (Yes/No)

The funnest part of celebrating Chinese New Year would be . . .

8. *Evaluative Think Pair Share:* What do you think would be the most fun part of celebrating Chinese New Year?
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

1. In the read-aloud you heard, "[T]he lucky dragon leads parades all across China wishing everyone a *prosperous* New Year."
2. Say the word *prosperous* with me three times.
3. *Prosperous* means having good fortune or success.
4. Chin's new restaurant had a prosperous first year with many returning customers.
5. Tell me whether what I say is an example of *prosperous* or not an example of *prosperous*.
 - Yuen made a lot of money selling fireworks.
 - prosperous
 - The school has money for a new gym.
 - prosperous
 - Mr. Wang had to close his shoe repair shop.
 - not prosperous
 - Virginia's father lost his job.
 - not prosperous
 - Very few people go to Shu-Mei's hair salon.
 - not prosperous

- There is a line that goes out the door for Nai-June's cupcakes
- prosperous

6. What's the word we've been talking about?

Use a *Word Parts* activity for follow-up. [Write the word *prosperous* on chart paper, a chalkboard, or a whiteboard. Tell students that 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 suffix *-ous* to help you define the word. Tell me what you think the word means.

1. joyous
 - full of joy
2. poisonous
 - full of poison
3. dangerous
 - full of danger
4. adventurous
 - full of adventure
5. envious
 - full of envy
6. mysterious
 - full of mystery
7. nutritious
 - full of nutrition



Complete Remainder of the Lesson Later in the Day



Chinese New Year

14_B

Extensions

20 minutes

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 use images from Lessons 6 and 14 as reminders.
 - Have partner pairs list ways Diwali and the Chinese New Year are the same. Ask students in which part of the diagram you should write their answers. Record student responses in the overlapping portion of the diagram.
 - celebrate new beginnings, good luck and fortune, hope for a prosperous year, eat special foods, clean and decorate homes, spend time with family and friends
 - Have partner pairs list ways Diwali and the Chinese New Year are different. Ask students in which parts of the diagram you should write their answers. Record student responses for Diwali on the left and responses for Chinese New Year on the right.
 - Diwali is in October or November, whereas Chinese New Year is in January or February; Diwali lasts five days, whereas Chinese New Year lasts two weeks; Diwali honors Vishnu and Lakshmi, whereas Chinese New Year does not honor any gods; Diwali lights lamps, whereas Chinese New Year lights lanterns
- Above and Beyond: Depending on your class, you may wish to have students do this activity individually as an assessment, using Instructional Master 14B-1.

Domain-Related Trade Book

- Refer to the list of recommended trade books in the Introduction and choose one trade book related to Chinese New Year to read aloud to the class.
- Explain to students that the person who wrote the book is called the author. Tell students the name of the author. Explain to students that the person who makes the pictures for the book is called the illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or the title page.
- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain.



Domain Review



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:

- ✓ Locate Asia, India, and China on a map or globe
- ✓ Identify Asia as the largest continent with the most populous countries in the world
- ✓ 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
- ✓ 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”
- ✓ Explain the steps to make silk
- ✓ Explain the significance of the Great Wall of China
- ✓ 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.

Early Chinese Civilization Image Card and Chart Review

Materials: Image Cards 5, 8–10; Early Asian 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 component of a 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.

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 the 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 Flip Book 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.

Drawing the Read-Aloud, “The Magic Paintbrush”

Materials: drawing paper, drawing tools

Reread the story, “The Magic Paintbrush” from Lesson 10.

Group students into small groups of up to six students. 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 folktale.

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.



Above and Beyond: Venn Diagram—Comparisons

Materials: Instructional Master DR-1

Some students may be able to compare and contrast various topics in this domain on a Venn diagram.

Some sample comparisons include:

- early Indian civilization vs. early Chinese civilization
- Indus River vs. Yellow River
- Hinduism vs. Buddhism
- Buddhism vs. Confucianism



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*.

10 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 a religion started in India long ago and has many, many gods
 - smiling face
4. **Sacred:** If something is sacred, it means it is holy.
 - smiling face
5. **Diwali:** Diwali is an Indian holiday that uses lights to show the goodness in people.
 - smiling face

6. **Invention:** An invention is an old and useless thing.
 - frowning face
7. **Buddhism:** Buddhism is a religion from ancient India started by Siddhartha Gautama.
 - smiling face
8. **Nomads:** Nomads are people who do not have a home and travel from place to place.
 - smiling face
9. **Silk:** Silk is a material made from the cocoon of a caterpillar.
 - smiling face
10. **Confucianism:** Confucianism is a religion that began in ancient China and has many gods.
 - 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. **Remarkable:** Something that is remarkable is normal and ordinary.
 - frowning face
12. **Represents:** Each star on the U.S. flag represents one of the states.
 - smiling face
13. **Praise:** Sometimes you receive praise when you do a great job.
 - smiling face
14. **Permanent:** When something is permanent, it does not last very long.
 - frowning face
15. **Route:** A route is a road or way you take to get from one place to another.
 - smiling face

10 Part II (Instructional Master DA-2)

Directions: I am going to read some sentences with information about early Asian civilizations. If my sentence is about early Indian civilization, check the box for “Early Indian Civilization.” If my sentence is about early Chinese civilization, check the box for “Early Chinese Civilization.” If my sentence is about both early Indian and Chinese civilizations, check both boxes.

1. This civilization formed in Asia.
 - both
2. This civilization formed next to the Indus River.
 - early Indian civilization
3. Mohenjo-daro is a city in this civilization.
 - early Indian civilization
4. This civilization formed along the Yellow and Yangtze Rivers.
 - early Chinese civilization
5. There were farmers in this civilization.
 - both
6. This civilization had writing.
 - both
7. This civilization invented paper.
 - early Chinese civilization
8. This civilization discovered how to make silk.
 - early Chinese civilization
9. Hinduism came from this civilization.
 - early Indian civilization
10. Confucianism came from this civilization.
 - early Chinese civilization
11. Diwali began to be celebrated during this civilization.
 - early Indian civilization
12. The Great Wall was built during this civilization
 - early Chinese civilization

Part III (Instructional Master DA-3)

Have students label the map of Asia, using the Word Bank, with information they have learned in this domain. Have students:

- write the name of the continent on the line at the top
 - Asia
- write the names of the countries in the rectangle
 - Ancient India; China
- fill in the legend to show what the symbols represent
 - Great Wall of China; mountains; river; city



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

Enrichment

Guest Speakers

Invite parents or trusted community members to talk about their Chinese heritage, experiences with 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 celebration to symbolize good fortune and happiness. Using Flip Book image 14A-6, have students find the animal for their own birth year. 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.

Exploring Student Resources

Materials: domain-related student websites

Pick appropriate websites from the Internet for further exploration of the ancient Chinese civilization.

Videos of the Ancient Chinese Civilization

Materials: videos about the ancient Chinese civilization

Carefully peruse the Internet for short (five-minute), age-appropriate videos related to the ancient Chinese civilization.

Prepare some questions related to the content presented in the videos.

Discuss how watching a video is the same as and different from listening to a storybook or read-aloud.

Have students ask and answer questions using question words *who*, *what*, *where*, and *why* regarding what they see in the videos.

You Were There: The Great Wall of China, 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.

Wonders of the World

Your class has learned that the Great Wall of China is a wonder of the world. You may wish to explore other wonders of the world with the class.

Words of the Wise: What Confucius Might Say

Materials: cut-outs of a person

Trace the shape of a person on a piece of paper, draw writing lines, and make one copy per student.

Remind students that Confucius had many ideas for keeping peace in society. Have students write one idea or rule they would recommend to help people get along.

Attach the cut-outs of students’ ideas so that they are connected by the hands and place them on the wall or on the bulletin board.

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 Learned? section from Lesson 12A.

Bookmakers

Materials: large construction paper; letter stamps; stamp pads; large alphabet stencils

Tell students that they are going to work in small groups as bookmakers. They are going to make a book that has a front cover with a title and three pages in which they will share three things they have learned about ancient China.

Share with students that they are going to make their book just like the ancient Chinese would have: by block printing. Give each group four pieces of large construction paper. Give each group a set of letter stamps and stamp pads or a set of large alphabet stencils. 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.

When each group has completed “printing” their book, staple all of the pages together and display the different books in your classroom.

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.



Above and Beyond: Writing Prompts

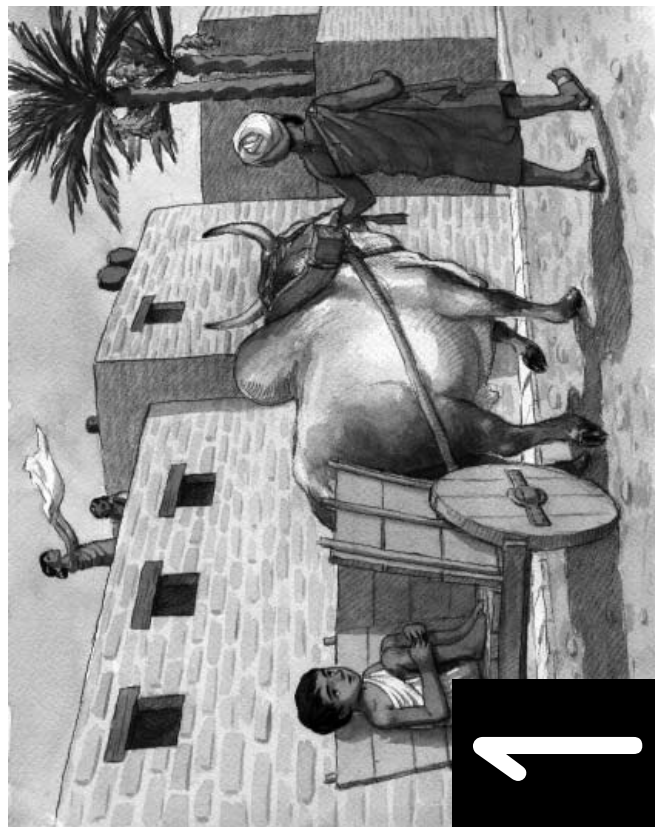
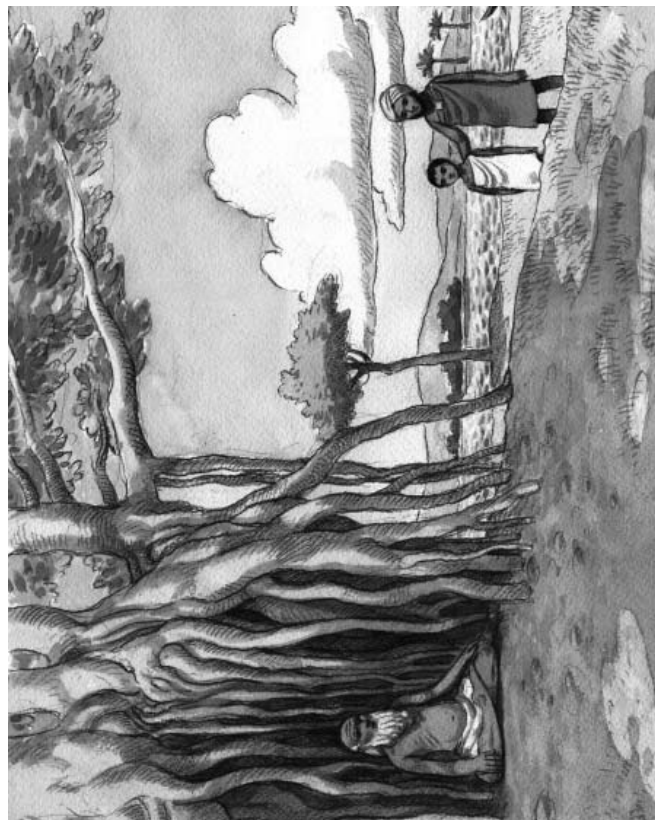
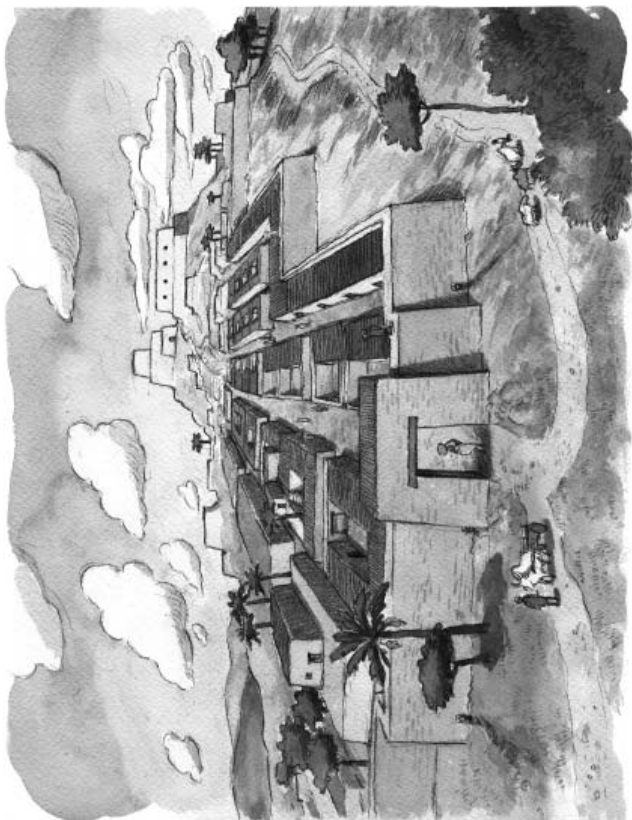
Students may be given an additional writing prompt such as the following:

- 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:

Instructional Masters for
Early Asian Civilizations







Dear Family Member,

Your child will learn about early Asian civilizations in this domain. First, s/he will learn about ancient India and hear a folktale and poem from ancient India. S/he will also learn about Hinduism and Buddhism, two religions that began in ancient India.

Note: 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. In this domain your child will hear about Hinduism and Buddhism. If your child has questions about the truth or “rightness” of any beliefs or religions, the teacher will respond 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 your child’s teacher 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. The Tiger, the Brahman, and the Jackal

Your child will hear a Hindu folktale called, “The Tiger, the Brahman, and the Jackal.” At the end of this week, use the images from the story provided with this letter and ask your child to tell this story to you. This story talks about just and unjust actions. You may wish to give further examples of just and unjust actions from your daily experiences.

2. World Religions

Your child will learn about Hinduism—the third-largest religion in the world, and Buddhism—the fourth-largest religion in the world. Have your child share with you some of the basic facts s/he has learned about Hinduism and Buddhism.

3. Read Aloud Each Day

It is very important that you read to your child each day. The local library or your child’s teacher may have books on early Asian civilizations. A list of recommended books 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. *Lighting a Lamp: A Diwali Story*, by Jonny Zucker and illustrated by Jan Barger (Barron's Educational Series, Inc., 2004) ISBN 978-0764126703
4. *The Monkey and the Crocodile*, by Paul Galdone (HMH Books for Young Readers, 1987) ISBN 978-0899195247
5. *One Grain of Rice*, by Demi (Scholastic Press, 1997) ISBN 978-0590939980
6. *Seven Blind Mice*, by Ed Young (Puffin Books, 2002) ISBN 978-0698118959

Ancient China

7. *Ancient China*, edited by E.D. Hirsch, Jr. (Pearson Learning, 2002) ISBN 978-0769050133
8. *The Ballad of Mulan: English/Hmong*, by Song Nan Zhang (Pan Asian Publications, 1998) ISBN 978-1572270589
9. *Colors of China*, by Shannon Zemlicka and illustrated by Janice Lee Porter (Lerner Publishing Group, 2001) ISBN 978-1575055633
10. *Day of the Dragon King (Magic Tree House, No. 14)*, by Mary Pope Osborne and illustrated by Sal Murdocca (Random House Books for Young Readers, 1998) ISBN 978-0679890515
11. *Dragon of the Red Dawn (Magic Tree House, No. 37)*, by Mary Pope Osborne and illustrated by Sal Murdocca (Random House Books for Young Readers, 2008) ISBN 978-0375837289
12. *The Dragon Prince: A Chinese Beauty & the Beast Tale*, by

Laurence Yep and illustrated by Kam Mak (HarperCollins, 1997) ISBN 978-0064435185

13. *Dumpling Days*, by Grace Lin (Little, Brown Books for Young Readers, 2013) ISBN 978-0316125895
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, 1990) ISBN 978-0590420570
20. *The Silk Route: 7,000 Miles of History*, by John S. Major and illustrated by Stephen Fieser (HarperCollins, 1996) ISBN 978-0064434683
21. *The Year of the Dog*, by Grace Lin (Little, Brown and Company, 2007) ISBN 978-0316060028



Vocabulary List for Early Asian Civilizations (Part 1)

This list includes many important words your child will learn about in *Early Asian Civilizations*. Try to use these words with your child in English and your native language. Next to this list are suggestions of fun ways your child can practice and use these words at home.

- ☐ fertile
- ☐ bustling
- ☐ existence
- ☐ Hinduism
- ☐ represents
- ☐ sacred
- ☐ devour
- ☐ unjust
- ☐ grope
- ☐ observation
- ☐ custom
- ☐ Diwali
- ☐ Buddhism
- ☐ conquer
- ☐ suffering

Directions: Help your child pick a word from the vocabulary list. Then help your child choose an activity and do the activity with the word. Check off the box for the word. Try to practice a word a day in English and your native language.

	Draw it
	Write a sentence using it
	Find one or two examples
	Tell someone about it
	Act it out
	Make up a song using it



The Tiger, The Brahman, and the Jackal

A Hindu Trickster Tale



1 A Brahman—a holy man—sees a tiger in a cage.



2 The tiger wants to devour the Brahman.



3 The Brahman asks the buffalo for its opinion.



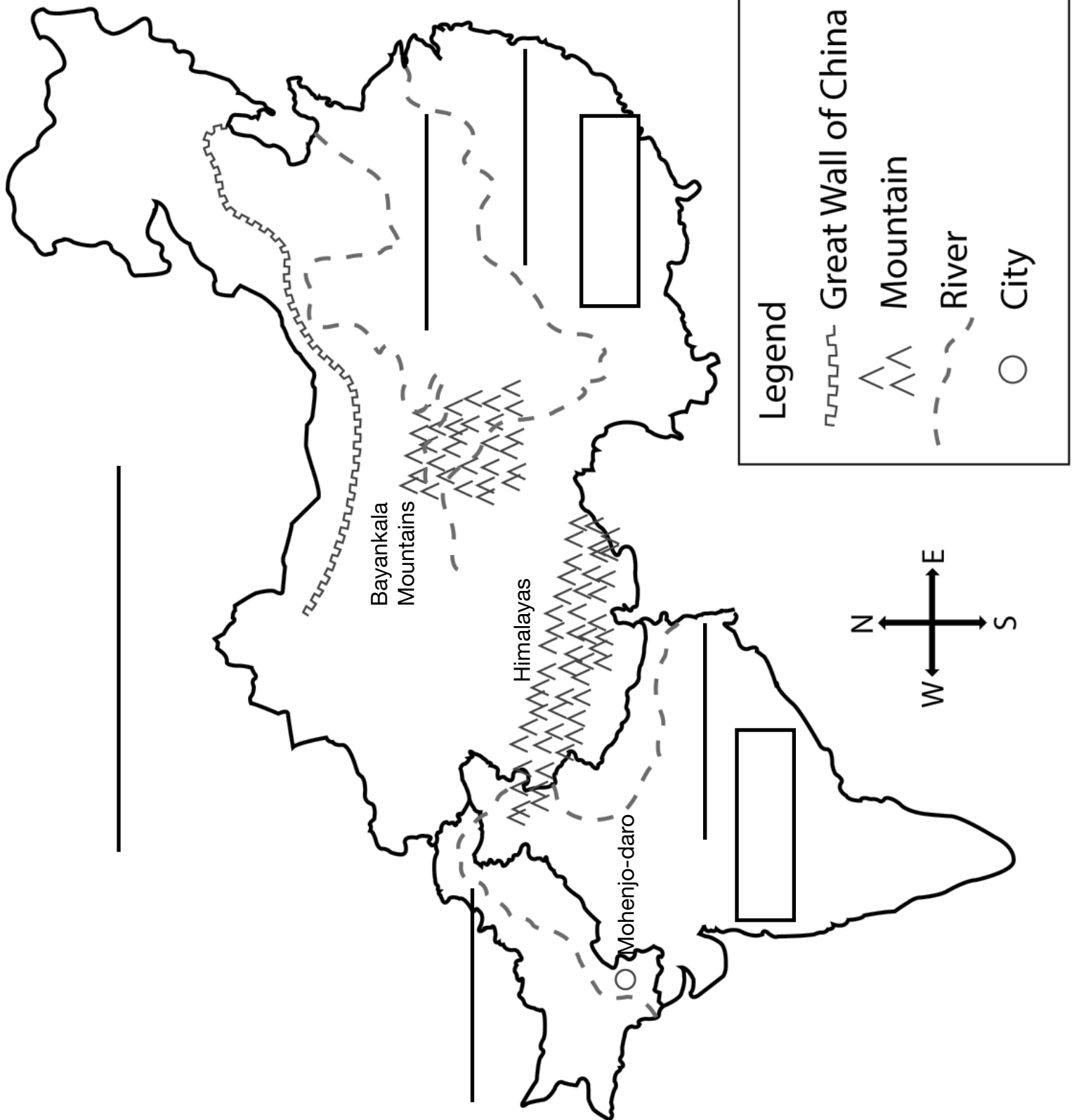
4 The Brahman asks the banyan tree for its opinion.

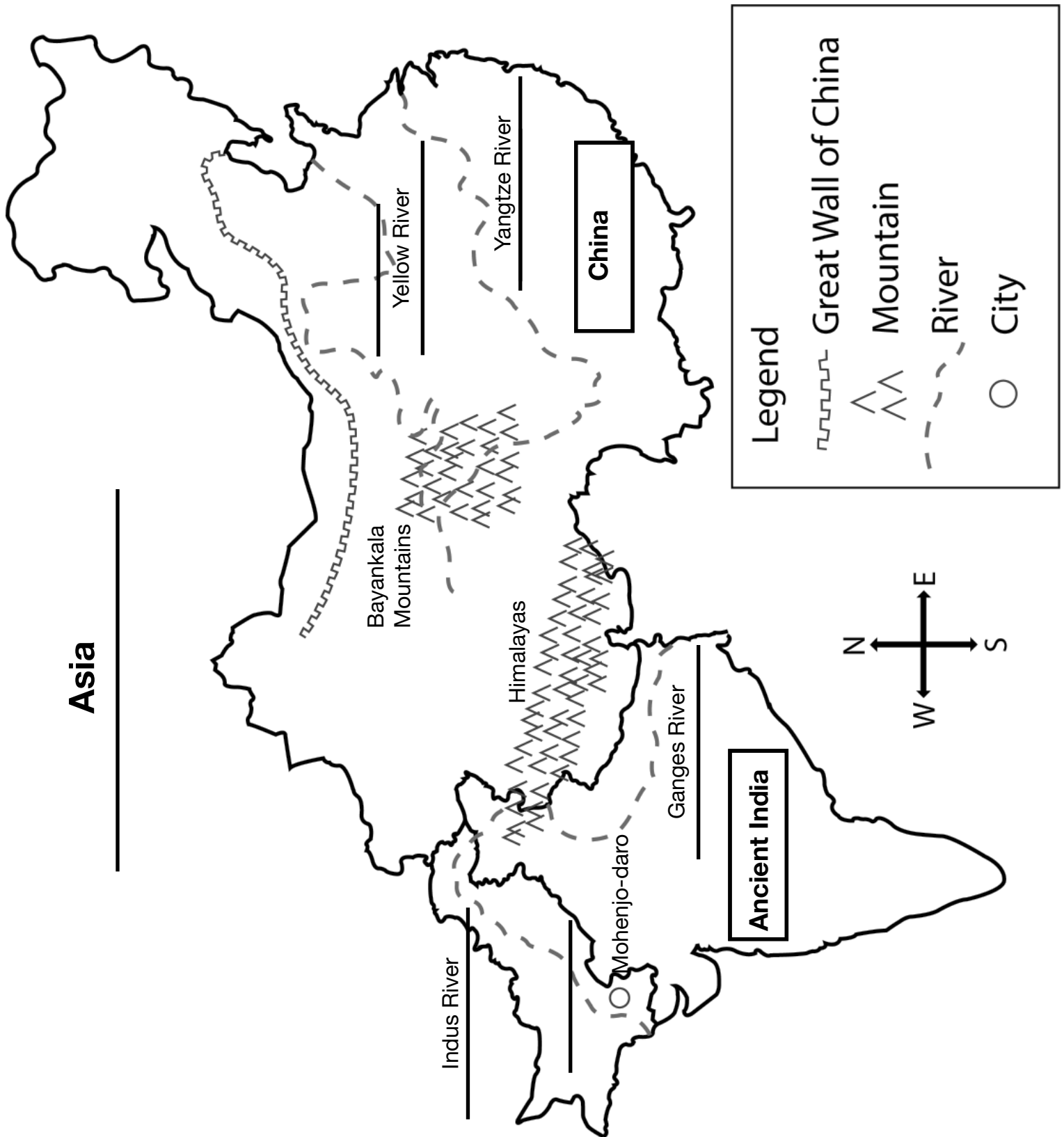


5 The Brahman asks the jackal for its opinion.

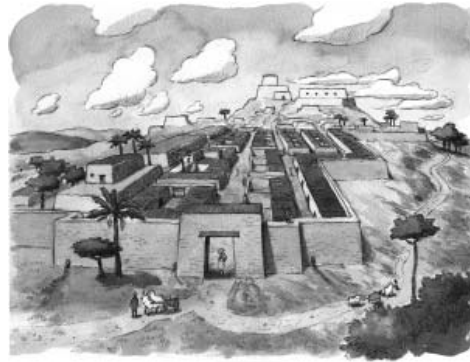


6 The tiger is back in the cage!





Early Indian Civilization	
Cities	Jobs
Leaders	Writing
Religion	





Characteristics	Hinduism	Buddhism
Number of gods		
Name of followers		
Name of holy text(s)		
Holy place		
Important figure(s)		
Interesting fact		

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



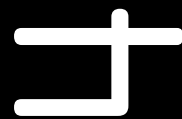
3

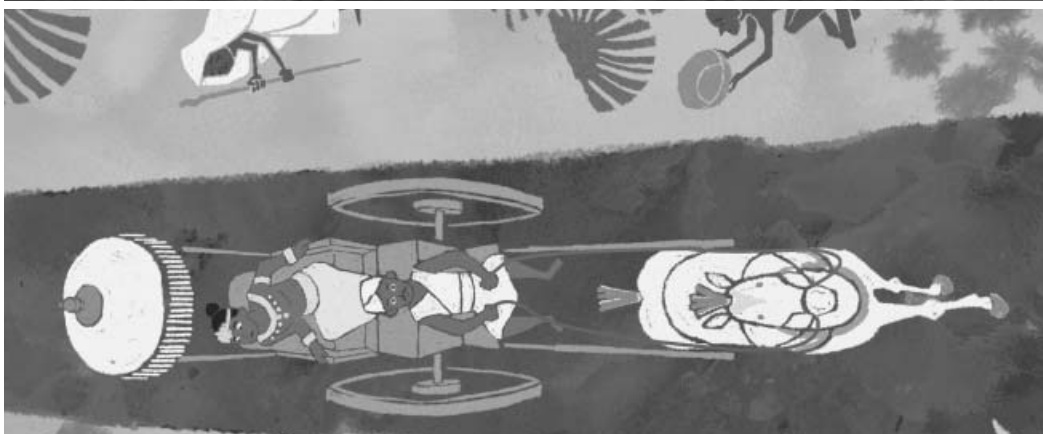
Characters

Settings














Directions: Cut and paste images related to early Indian civilization from the image sheet onto the correct row in the first column. Then write a phrase or sentence about what you learned about each component in the second column.

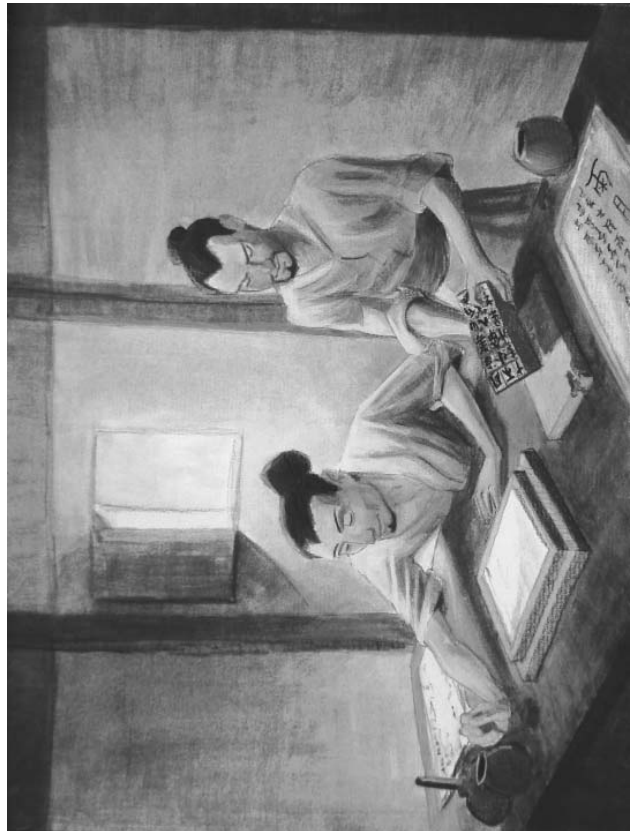
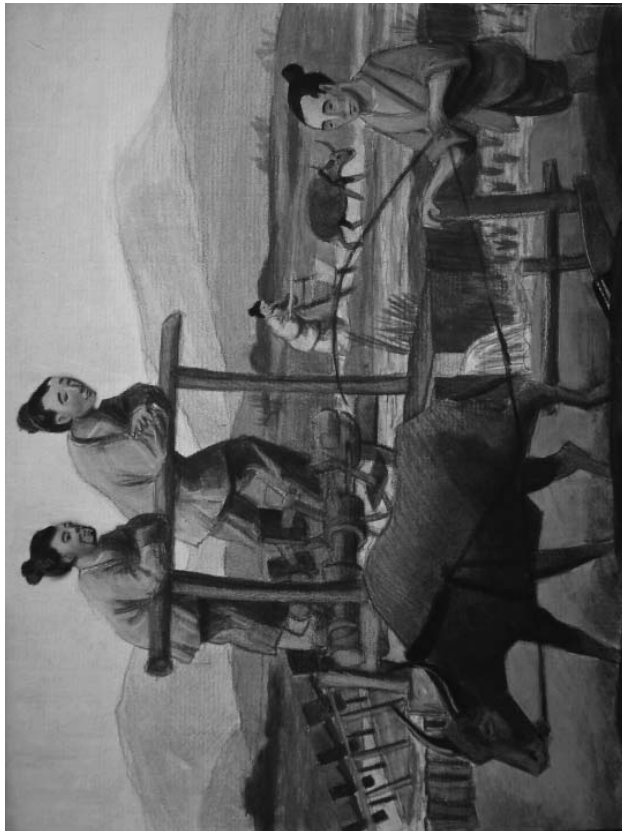
Early Indian Civilization		
Cities		
Jobs		
Leaders		
Writing		
Religion		

Directions: Cut images related to early Indian civilization from this image sheet and paste them onto the correct rows in the first column of the chart.



Directions: Cut and paste images related to early Indian civilization from the image sheet onto the correct row in the first column. Then write a phrase or sentence about what you learned about each component in the second column.

Early Indian Civilization		
Cities		
Jobs		
Leaders		
Writing		
Religion		



Early Chinese Civilization	
Cities	Jobs
Leaders	Writing
Religion	





Dear Family Member,

Your child will begin to learn about early Chinese civilization. Your child will learn about Chinese inventions such as paper and silk, and a 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. Which Civilization Is This From?

You may wish to do this activity with your child after s/he has learned about both the early Indian and Chinese civilizations. Help your child read the words on the paper and ask your child what s/he knows about that word. Then have your child draw a line from the word to the picture of the matching civilization at the top.

2. Experiment with Writing

Your child learned that before the ancient Chinese invented paper, they wrote on many different surfaces (e.g., ox bones, bamboo strips, silk). Ask your child about the different kinds of materials on which the ancient Chinese wrote. You may wish to give your child different materials to write on and ask your child which materials were easier and harder to write on. Your child learned that ancient Chinese kings wrote important questions on ox bones. You may wish to give your child a piece of wood or cloth and have your child write an important question on it.

3. Sayings and Phrases: Easier Said Than Done/Practice What You Preach

Your child will learn about two sayings:

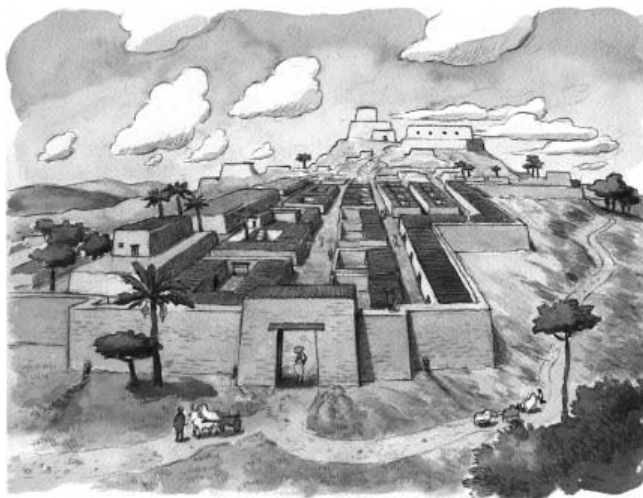
- “Easier said than done” means that it is easier to say that you will do something than to actually do it. Have your child share with you how this saying relates to the Great Wall of China.
- “Practice what you preach” means that you act and behave the way you tell others to act and behave. Have your child tell you how this saying relates to Confucius.

4. Read Aloud Each Day

Continue to read to your child about early Asian civilizations.

Be sure to let your child know how much you enjoy hearing about what s/he has learned at school.

Directions: Help your child read the different words on this page. Ask them to draw a line from the word to the civilization it belongs to.



Early Indian Civilization



Early Chinese Civilization

Himalayas

Yellow River

Hinduism

Ganges River

Mohenjo-daro

Diwali

Confucius

firecrackers

red envelopes

Dharma

Indus River

Chinese New
Year

calligraphy

silk

The Great Wall



Vocabulary List for Early Asian Civilizations (Part 2)

This list includes many important words your child will learn about in *Early Asian Civilizations*. Try to use these words with your child in English and your native language. Next to this list are suggestions of fun ways your child can practice and use these words at home.

- ☐ plateaus
- ☐ silt
- ☐ sorrow
- ☐ character
- ☐ durable
- ☐ remarkable
- ☐ praise
- ☐ scowl
- ☐ barriers
- ☐ emerge
- ☐ plunged
- ☐ trade
- ☐ defense
- ☐ sages
- ☐ prosperous

Directions: Help your child pick a word from the vocabulary list. Then help your child choose an activity and do the activity with the word. Check off the box for the word. Try to practice a word a day in English and your native language.

	Draw it
	Write a sentence using it
	Find one or two examples
	Tell someone about it
	Act it out
	Make up a song using it



Settings

Characters

7

Directions: These four images show a different step in the silk-making process. Look at each picture and think about what part of the process it represents. Then cut out the pictures and paste them, in order, into the boxes on Instructional Master 11B-2.



Steps for Making Silk

Directions: Paste images to show the steps for making silk. Then write phrases or sentences about what to do for each step.

Steps for Making Silk

First, collect the
eggs. Put them in a
special tray.



Next, feed caterpillars
chopped mulberry
leaves. Wait for them
to spin their cocoons.



Then, let them rest
for nine to ten days.
Bake the cocoons.



Finally, plunge the
cocoons in hot
water to loosen the
silk thread.

Directions: Paste images to show the steps for making silk. Then write phrases or sentences about what to do for each step.

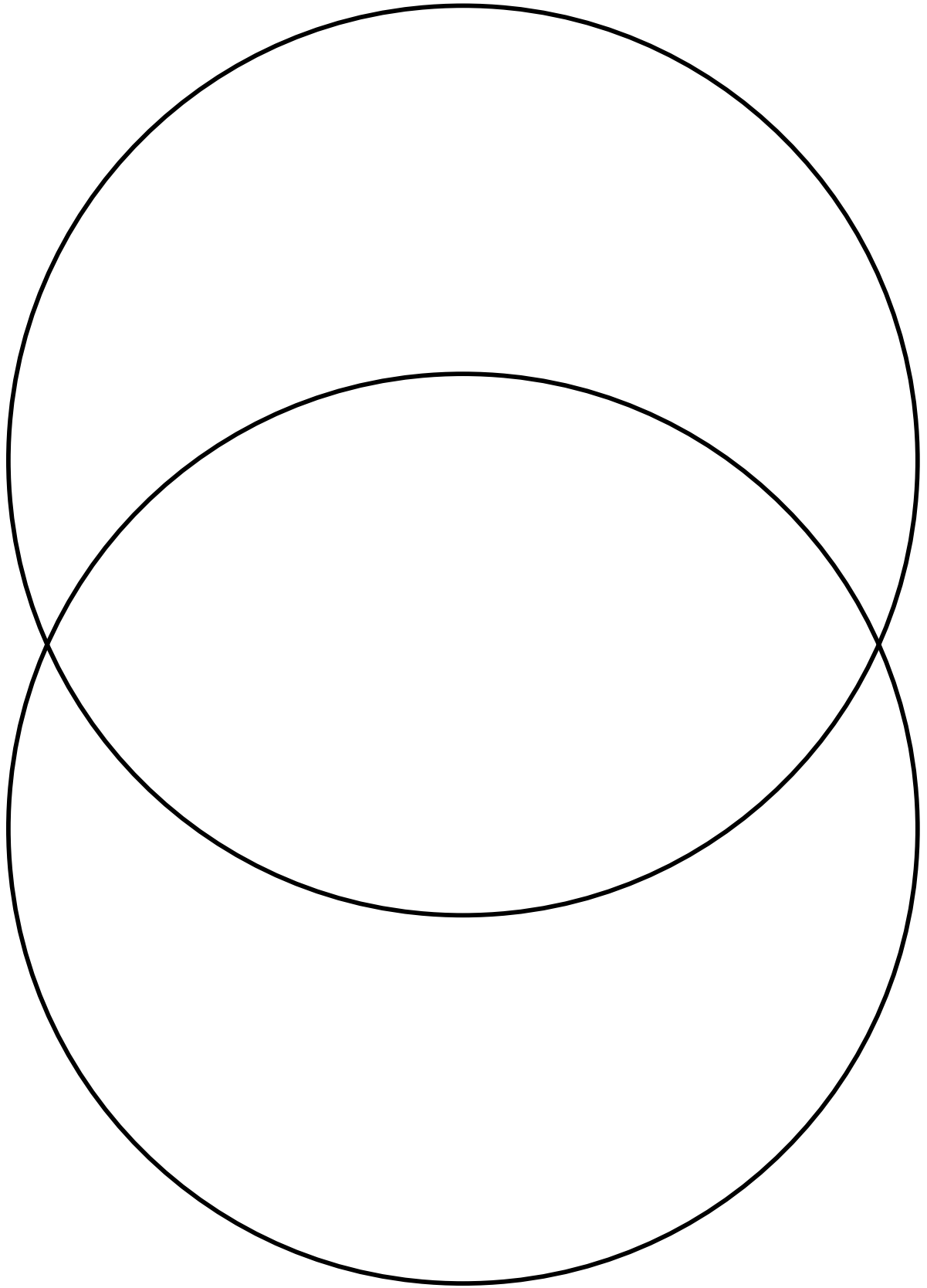
Directions: Think about what you have heard in the read-aloud, and then fill in the chart using words or sentences.

Somebody	
Wanted	
But	
So	
Then	

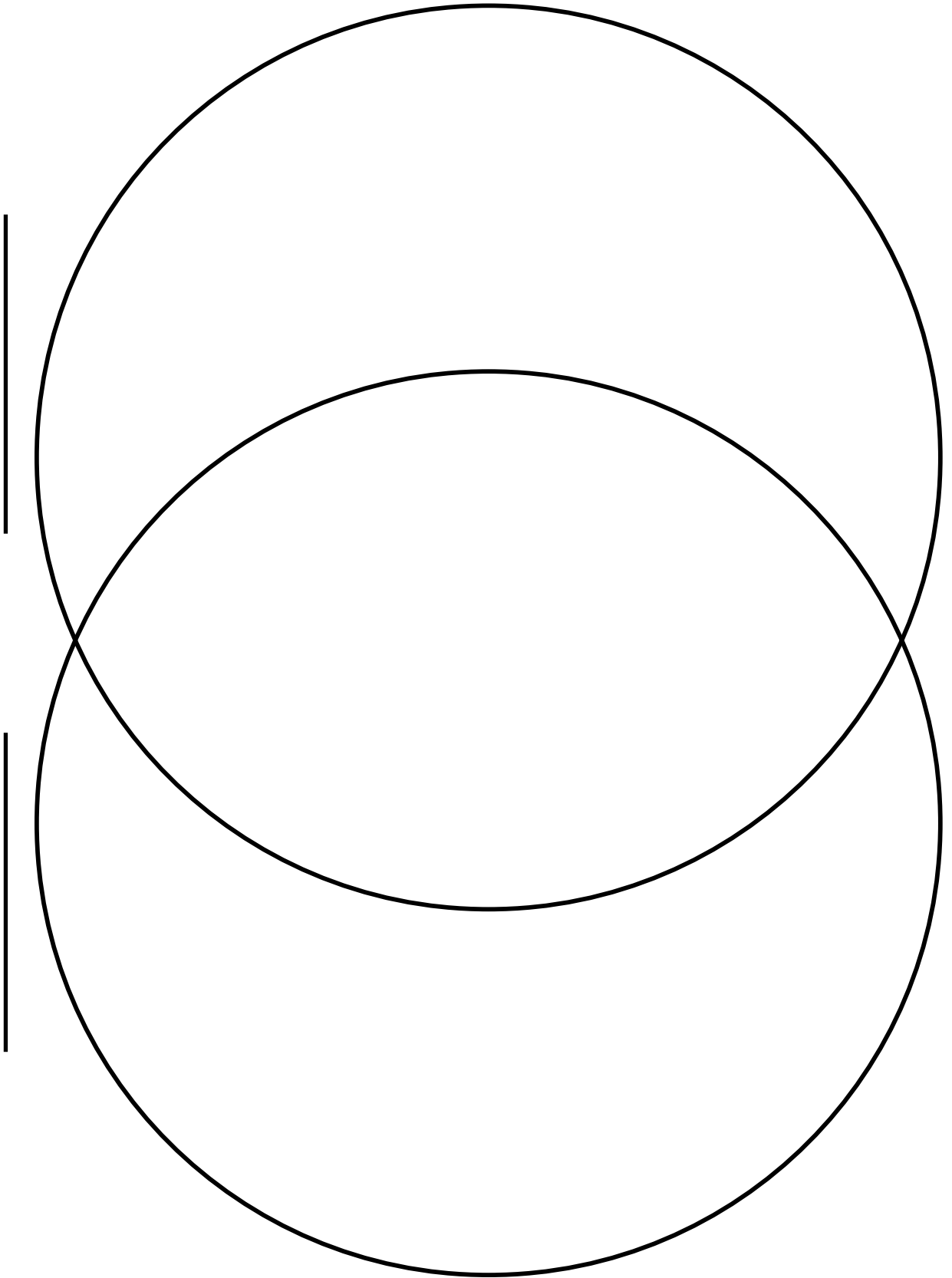
Directions: Think about how these two celebrations are similar and how they are different. Draw or write how they are alike in the overlapping part of the two circles. Draw or write how Diwali is different from the Chinese New Year in the left-hand circle. Draw or write how the Chinese New Year is different from Diwali in the right-hand circle.

Diwali





















Chinese New Year








Directions: Fill in the lines at the top with two topics you would like to compare and contrast. Draw or write how they are alike in the overlapping part of the two circles. Then draw or write how they are different in the right-hand or left-hand circle.



Directions: Listen to your teacher's instructions.

1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

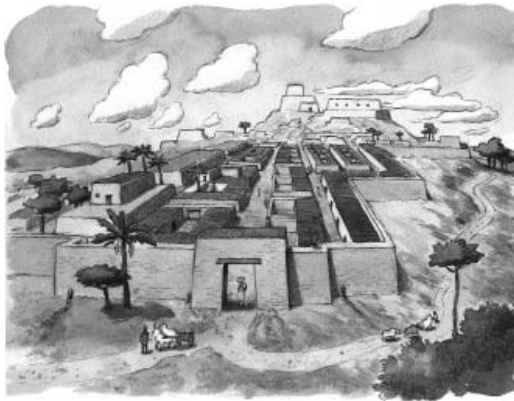
11.		
12.		
13.		
14.		
15.		

Directions: Listen to your teacher's instructions.

1.	<input type="radio"/>	<input type="radio"/>
2.	<input type="radio"/>	<input type="radio"/>
3.	<input checked="" type="radio"/>	<input type="radio"/>
4.	<input checked="" type="radio"/>	<input type="radio"/>
5.	<input checked="" type="radio"/>	<input type="radio"/>
6.	<input type="radio"/>	<input type="radio"/>
7.	<input checked="" type="radio"/>	<input type="radio"/>
8.	<input checked="" type="radio"/>	<input type="radio"/>
9.	<input checked="" type="radio"/>	<input type="radio"/>
10.	<input type="radio"/>	<input type="radio"/>

11.	<input type="radio"/>	<input type="radio"/>
12.	<input type="radio"/>	<input type="radio"/>
13.	<input type="radio"/>	<input type="radio"/>
14.	<input type="radio"/>	<input type="radio"/>
15.	<input type="radio"/>	<input type="radio"/>

Directions: Check off whether the sentence you hear is about early Indian civilization, early Chinese civilization, or both.

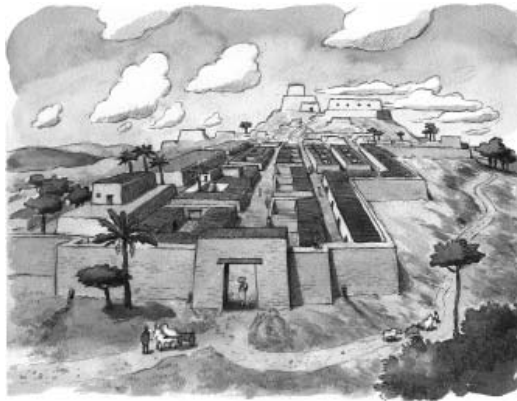


Early Indian Civilization



Early Chinese Civilization

	Early Indian Civilization	Early Chinese Civilization
1.		
2.		
3.		
4.		
5.		
6.		



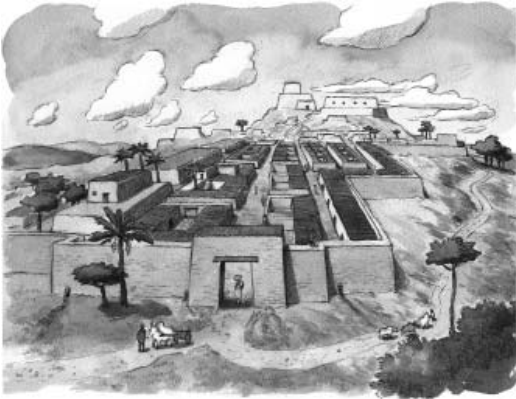

Early Indian Civilization

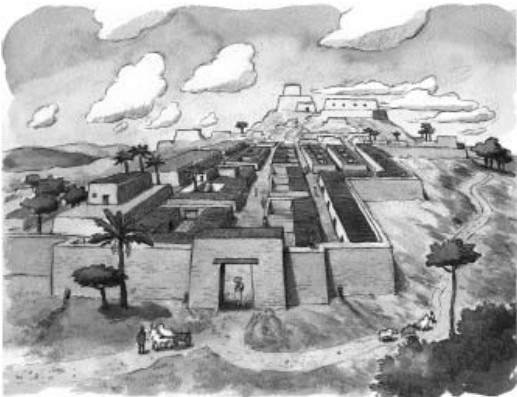



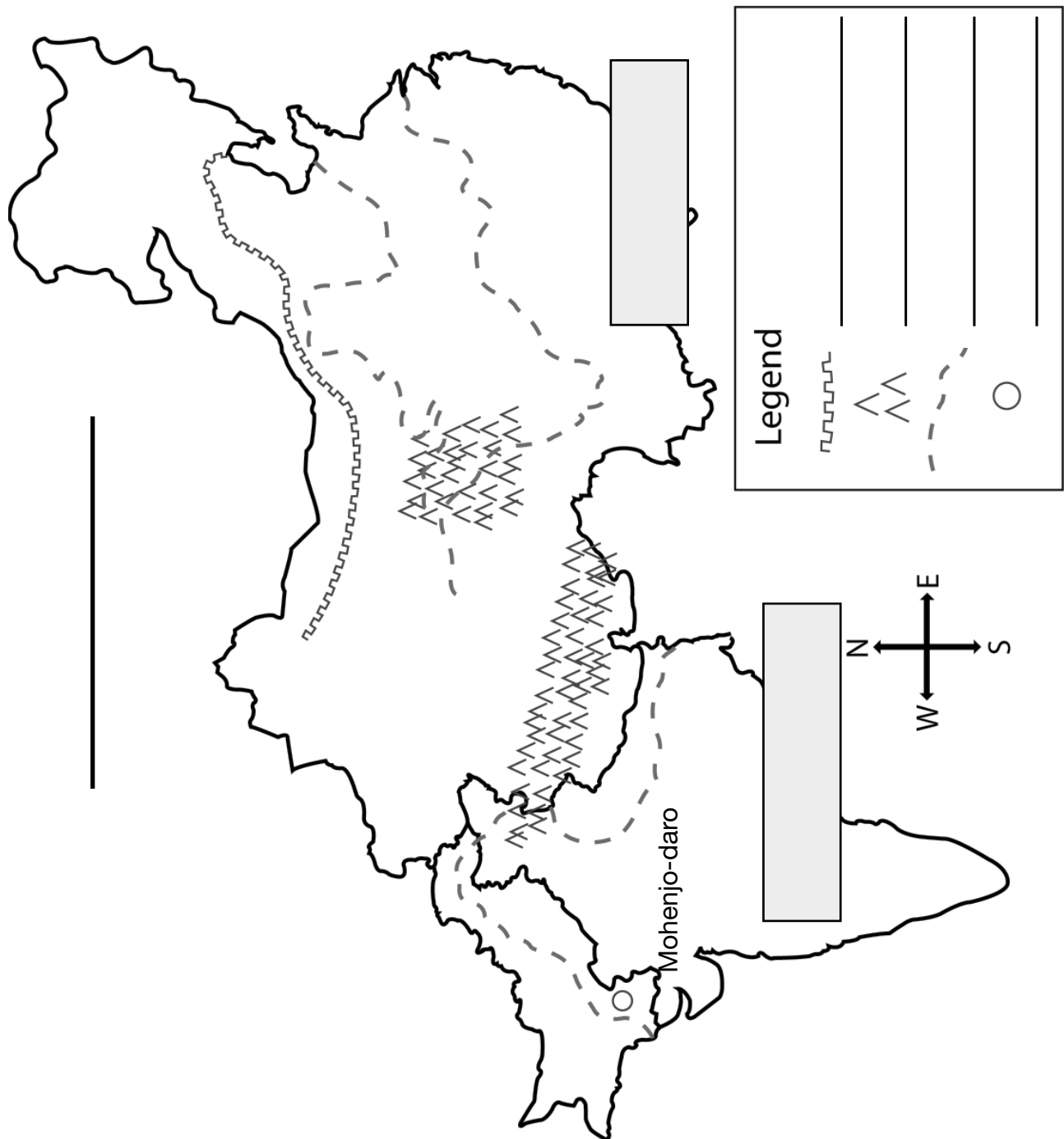
Early Chinese Civilization

7.		
8.		
9.		
10.		
11.		
12.		

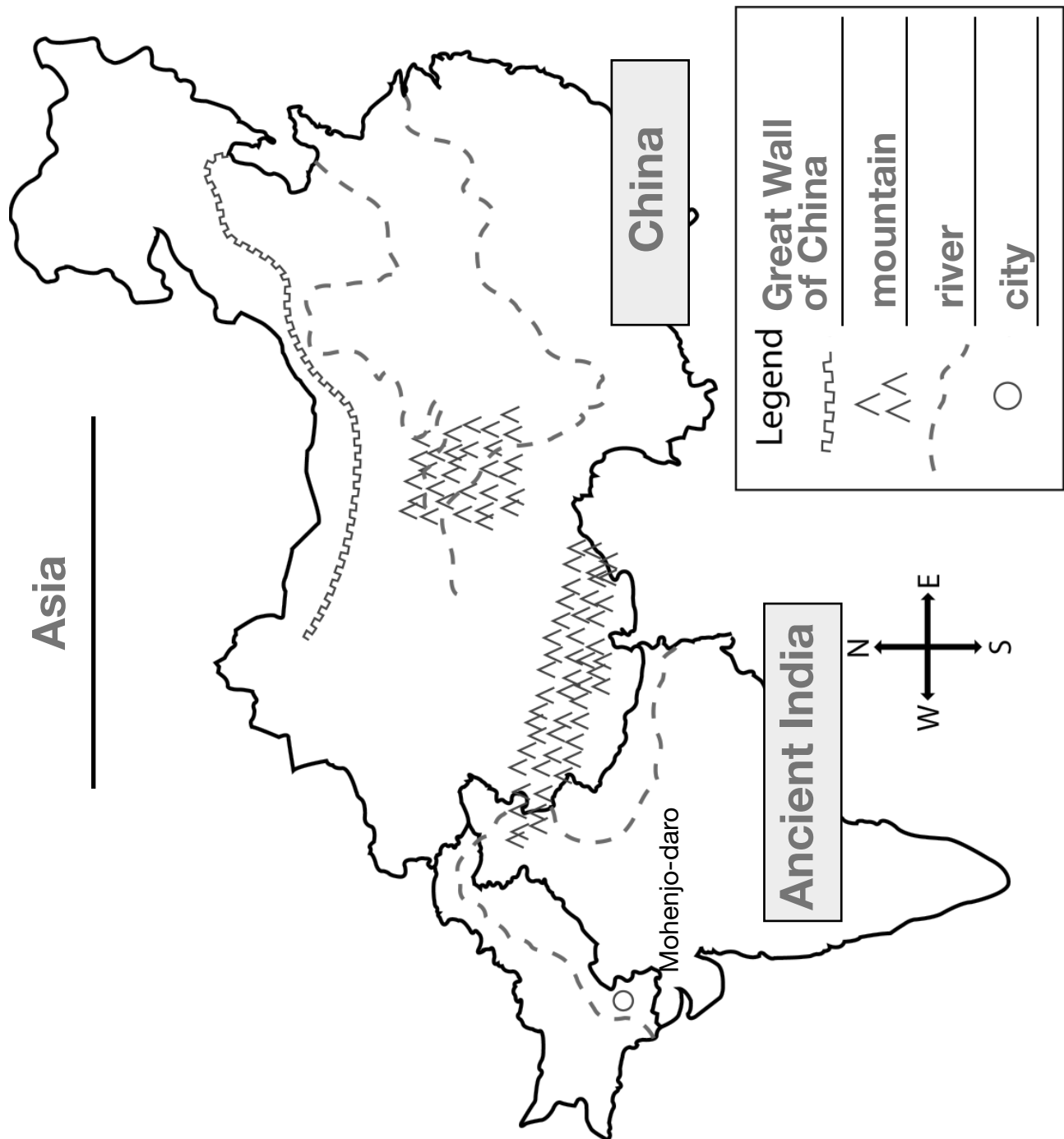
Directions: Check off whether the sentence you hear is about early Indian civilization, early Chinese civilization, or both.

	 <p>Early Indian Civilization</p>	 <p>Early Chinese Civilization</p>
1.	✓	✓
2.	✓	
3.	✓	
4.		✓
5.	✓	✓
6.	✓	✓

	 <p>Early Indian Civilization</p>	 <p>Early Chinese Civilization</p>
7.		✓
8.		✓
9.	✓	
10.		✓
11.	✓	
12.		✓



city	Asia	Great Wall of China
China	Ancient India	river
		mountain



city	Asia	Great Wall of China
China	Ancient India	river
		mountain

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.

[illegible]

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

CORE KNOWLEDGE LANGUAGE ARTS

SERIES EDITOR-IN-CHIEF

E. D. Hirsch, Jr.

PRESIDENT

Linda Bevilacqua

EDITORIAL STAFF

Carolyn Gosse, Senior Editor - Preschool
Khara Turnbull, Materials Development Manager
Michelle L. Warner, Senior Editor - Listening & Learning

Mick Anderson
Robin Blackshire
Maggie Buchanan
Paula Coyner
Sue Fulton
Sara Hunt
Erin Kist
Robin Luecke
Rosie McCormick
Cynthia Peng
Liz Pettit
Ellen Sadler
Deborah Samley
Diane Auger Smith
Sarah Zelinke

DESIGN AND GRAPHICS STAFF

Scott Ritchie, Creative Director

Kim Berrall
Michael Donegan
Liza Greene
Matt Leech
Bridget Moriarty
Lauren Pack

CONSULTING PROJECT MANAGEMENT SERVICES

ScribeConcepts.com

ADDITIONAL CONSULTING SERVICES

Ang Blanchette
Dorrit Green
Carolyn Pinkerton

ACKNOWLEDGMENTS

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

CONTRIBUTORS TO EARLIER VERSIONS OF THESE MATERIALS

Susan B. Albaugh, Kazuko Ashizawa, Nancy Braier, Kathryn M. Cummings, Michelle De Groot, Diana Espinal, Mary E. Forbes, Michael L. Ford, Ted Hirsch, Danielle Knecht, James K. Lee, Diane Henry Leipzig, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Laura Tortorelli, Rachael L. Shaw, Sivan B. Sherman, Miriam E. Vidaver, Catherine S. Whittington, Jeannette A. Williams

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright who were instrumental to the early development of this program.

SCHOOLS

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, New York City PS 26R (The Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (The Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the CKLA Pilot Coordinators Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms was critical.



CREDITS

Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

The Word Work exercises are based on the work of Beck, McKeown, and Kucan in *Bringing Words to Life* (The Guilford Press, 2002).

All photographs are used under license from Shutterstock, Inc. unless otherwise noted.

EXPERT REVIEWER

Lucien Ellington

WRITERS

Matt Davis, Lucien Ellington, Catherine S. Whittington

ILLUSTRATORS AND IMAGE SOURCES

Cover: Steve Morrison; Title Page: Steve Morrison; 1A-1: Shari Griffiths; 1A-2: Shutterstock; 1A-3: Shutterstock; 1A-4: Shutterstock; 1A-5: Shutterstock; 1A-6: Shutterstock; 1A-7: Shutterstock; 1A-8 (top): Jed Henry; 1A-8 (bottom): Scott Hammond; 1A-9: Shutterstock; 1A-10: Kristin Kwan; 1A-11: Kristin Kwan; 1A-12: Kristin Kwan; 1A-13: Kristin Kwan; 2A-1: Kristin Kwan; 2A-2: Kristin Kwan; 2A-3: Kristin Kwan; 2A-4: Kristin Kwan; 2A-5: Kristin Kwan; 2A-6: Kristin Kwan; 2A-7: Kristin Kwan; 3A-1: Shutterstock; 3A-2: Shutterstock; 3A-3: David Habben; 3A-4: David Habben; 3A-5: David Habben; 3A-6: David Habben; 3A-7: David Habben; 3A-8: David Habben; 4A-1: Andy Erikson; 4A-2: Andy Erikson; 4A-3: Andy Erikson; 4A-4: Andy Erikson; 4A-5: Andy Erikson; 4A-6: Andy Erikson; 4A-7: Andy Erikson; 4A-8: Andy Erikson; 5A-1: Shutterstock; 5A-2: Jed Henry; 5A-3: Jed Henry; 5A-4: Jed Henry; 6A-1: Shutterstock; 6A-2: David Habben; 6A-3: David Habben; 6A-4: Shutterstock; 6A-5: David Habben; 6A-6: Shutterstock; 7A-1: Shutterstock; 7A-2: Jed Henry; 7A-3: Jed Henry; 7A-4: Jed Henry; 7A-5: Jed Henry; 7A-6: Jed Henry; 7A-7: Jed Henry; 8A-1: Shutterstock; 8A-2: Shutterstock; 8A-3: Shutterstock; 8A-4: Shutterstock; 8A-5: Scott Hammond; 8A-6: Scott Hammond; 9A-1: Core Knowledge Staff; 9A-2: Core Knowledge Staff; 9A-3: Core Knowledge Staff; 9A-4: Core Knowledge Staff; 9A-5: Shutterstock; 9A-6: Shutterstock; 9A-7: Shutterstock; 9A-8: Scott Hammond; 9A-9: Scott Hammond; 9A-10: Shutterstock; 10A-1: Jed Henry; 10A-2: Jed Henry; 10A-3: Jed Henry; 10A-4: Jed Henry; 10A-5: Jed Henry; 10A-6: Jed Henry; 10A-7: Jed Henry; 11A-1: Shutterstock; 11A-2: Shutterstock; 11A-3: Shutterstock; 11A-4: Shutterstock; 11A-5: Shutterstock; 11A-6: Shutterstock; 11A-7: Shutterstock; 11A-8: Shutterstock; 11A-9: Shutterstock; 12A-1: Shutterstock; 12A-2: Shutterstock; 12A-3: Shutterstock; 12A-4: Jed Henry; 12A-5: Jed Henry; 12A-6: Jed Henry; 12A-7: Jed Henry; 12A-8: Jed Henry; 12A-9: Shutterstock; 13A-1: Jed Henry; 13A-2: Jed Henry; 13A-3: Jed Henry; 13A-4: Jed Henry; 13A-5: Jed Henry; 13A-6: Shutterstock; 14A-1: Shutterstock; 14A-2: Shutterstock; 14A-3: Shutterstock; 14A-4: Shutterstock; 14A-5: Shutterstock; 14A-6: Shutterstock; 14A-7: Shutterstock; MMW Title Page: Steve Morrison; Poster 1M (1): Shutterstock; Poster 1M (2): Gail McIntosh; Poster 2M (1): David Habben; Poster 2M (2): Shutterstock; Poster 2M (3): Shutterstock; Poster 3M (1): Shutterstock; Poster 3M (2): Wikimedia Commons / Creative Commons Attribution-Share Alike 2.0 Generic, <http://creativecommons.org/licenses/by-sa/2.0/deed.en>/Modified from Original; Poster 4M (1): Core Knowledge Staff; Poster 4M (2): Kristin Kwan; Poster 5M (1): Shutterstock; Poster 5M (2): Shutterstock; Poster 5M (3): Carolyn Wouden; Poster 6M: Shutterstock; Poster 7M (1): Shutterstock; Poster 7M (2): Gideon Kendall; Domain Icon: Shutterstock; Take Home Icon: Core Knowledge Staff; 26: Core Knowledge Staff; 1B-1: Kristin Kwan; 1B-4: Andy Erikson; 2B-3 (top right): Kristin Kwan; 2B-3 (center left): Kristin Kwan; 2B-3 (center right): David Habben; 2B-3 (bottom right): Jed Henry; 2B-3: Shutterstock; 3A-1: David Habben; 4A-1: Andy Erikson; 4B-1: Andy Erikson; 4B-1 (Answer Key): Andy Erikson; 5A-1: Jed Henry; 7A-1: Jed Henry; PP-1 (top left): Jed Henry; PP-1 (top right): Kristin Kwan; PP-1 (center left): David Habben; PP-1 (center right): Kristin Kwan; PP-1 (bottom left): Kristin Kwan; PP-1 (Answer Key)(top): Kristin Kwan; PP-1 (Answer Key) (center top): Kristin Kwan; PP-1 (Answer Key)(center): Jed Henry; PP-1 (Answer Key) (center bottom): Kristin Kwan; PP-1 (Answer Key)(bottom): David Habben; 8A-1 (top left): Scott Hammond; 8A-1 (top right): Shutterstock; 8A-1 (bottom left): Scott Hammond; 8A-1 (bottom right): Scott Hammond; 8A-2: Shutterstock; 8A-2 (top right): Scott Hammond; 8A-2 (center right): Jed Henry; 8B-3 (left): Kristin Kwan; 8B-3 (right): Scott Hammond; 10A-1: Jed Henry; 11B-1: Shutterstock; 11B-2 (Answer Key): Shutterstock; DA-2 (left): Kristin Kwan; DA-2 (right): Scott Hammond; DA-2 (Answer Key) (left): Kristin Kwan; DA-2 (Answer Key) (right): Scott Hammond

Regarding the Shutterstock items listed above, please note: "No person or entity shall falsely represent, expressly or by way of reasonable implication, that the content herein was created by that person or entity, or any person other than the copyright holder(s) of that content."



Early Asian Civilizations

Tell It Again!™ Read-Aloud Supplemental Guide

Listening & Learning™ Strand
GRADE 2

The Core Knowledge Foundation
www.coreknowledge.org