

## TEACHING NOTES

Series: **Excavating the Past**

Title: **Ancient China**

*Starting in about 2000 B.C.E., the first kingdoms in China developed. Over the next 3,000 years, the civilization and culture developed at an amazing rate. Archaeological excavations all over China have revealed the secrets of the rich and advanced civilization that gave us many important inventions, such as paper and fireworks.*



**Text Structure**

**DESCRIPTION**

The author uses description as a text structure. Have students review the chapter on "Lives of the Rich" on page 30. Ask students to read especially descriptive passages out loud. Encourage students to pay attention to the descriptive language throughout the text.



**Text Structure**

**SIDEBARS**

Point out the various colored boxes throughout the text. Explain to students that these boxes are known as sidebars. Sidebars are a way of giving readers information about a particular detail of the text without disrupting the flow of the text. Explain that sidebars often contain information that is tangential or not essential to understanding the rest of the text. See the "Comprehension Strategy" lesson below for an activity involving the sidebars.



**Comprehension Strategy**

**DETERMINING IMPORTANT IDEAS**

**Graphic Organizer**

Reading history and science requires understanding what constitutes evidence. Have students review the various "Fact or Fantasy" and "Archaeology Challenge" boxes throughout the text. Discuss with students the difference between facts, opinions, and theories. Have each student choose two or three passages to work with. Have students label one side of their chart "Fact" and the other "Evidence." For each fact that they list, have students list the evidence and the page number the evidence is found on in the book.

**Word Study****WORD ROOTS**

Point out the word "archaeologist" in the glossary. Divide the word on the board "archae" and "ology" explain that both parts of the word are from the Greek. "Archae" means ancient and "ology" means the study of. Ask students to think of (or find in the dictionary) other words that contain these roots.

**Writing and Responding****PROVERBS**

The book briefly discusses Confucius, an important Chinese philosopher, known in part for his proverbs. Have students read the proverb on page 25. Discuss the meaning of the proverb with students. Explain that a proverb is a poetic way of making a statement. You may wish to find lists of other proverbs online or in quotation books. Or, you may wish to make your own list of familiar proverbs such as "a stitch in time saves nine" and "a rolling stone gathers no moss." Have students invent their own proverbs. If this task seems too difficult for your students, you may wish to have them write explanations for existing proverbs instead.

NAME

# Ancient China

**Fact**

**Evidence**