# 7th Grade Social Studies
## Lesson Plans

<table>
<thead>
<tr>
<th>Date:</th>
<th>Time: 3-4 periods</th>
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<tbody>
<tr>
<td><strong>Topic:</strong> Chinese Biography Cubes</td>
<td><strong>Standards/ Benchmarks:</strong></td>
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<td></td>
<td>8.1 C Analyze the fundamentals of historical interpretation</td>
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<td></td>
<td>8.4 A Analyze the significance of groups who made major contributions to world history.</td>
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<td></td>
<td>8.4 D Analyze how conflict and cooperation of major groups influenced the world.</td>
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### Content Objectives: SWBAT:
- Explain why Confucius, Shi Huangdi, Wudi, Liubang or Sima Qian was a significant figure in Chinese history.
- Describe the effect Confucius, Shi Huangdi, Wudi, Liubang or Sima Qian had on Chinese culture.
- Use the internet to research specific topics.

### Possible Vocabulary Focus:
- Confucianism
- Civil Service
- Philosophy
- Great Wall of China
- Terra Cotta Army
- Warlord
- Currency
- Search Engine
- Biography
- Net

### Activities:

**Day 1**
- Teacher asks students to list important people they have learned about in ancient China, these are listed on the board then teacher adjusts the list to include the following: Confucius, Shi Huangdi, Wudi, Liubang and Sima Qian.
- Teacher then asks students what a biography is. Teacher explains a biography is the story of a person’s life and their achievements.
- Teacher asks students to list one achievement from someone on the board.
- Teacher explains that students will pick one of the four people listed on the board and write their biography using words, picture and symbols. Students will gain information on these people by doing research on the computer.
- Teacher hands out biography info worksheet.
- Students are taken to the computer lab to research their person and use the computer to answer the questions on the worksheet. This time can be used to instruct students as to internet search techniques and tools. (Additional research time may either be provided or can be on the students’ own time.)

**Day 2 (Can be used for additional research)**
- Teacher asks if students need any help with their cubes.
- Teacher asks if students need any help with their cubes.
- Teacher gives students time to finish their Biography Cubes and assemble them (a glue stick or tape works best. Liquid glue is not a good idea).
**Closure:**
Teacher takes volunteers to read and explain their Biography Cubes.

**Resources:**

<table>
<thead>
<tr>
<th>Item</th>
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<tbody>
<tr>
<td>Biography Info worksheet</td>
<td>Scissors</td>
</tr>
<tr>
<td>Biography Requirements worksheet</td>
<td>Glue sticks (not liquid glue) or tape</td>
</tr>
<tr>
<td>Large manila paper or cardstock</td>
<td>Crayons, colored pencils, markers</td>
</tr>
<tr>
<td>Several patterns (6 in a class of 30 works well)</td>
<td>Computers with internet capabilities</td>
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</table>

**Assessment:**
This would be an alternative assessment grade (rubric included)
Cube Net Pattern

Cut along the outside of the figure and fold all lines inward towards the middle.

Enlarge and put on cardstock or manila paper to make a pattern for students.
Name: _____________________________________________

Biography Info Sheet

1. What is the full birth name of this person? ________________________________

2. When were they born? ________________________________

3. Where were they born? ________________________________

4. Why is this person famous? ________________________________

5. List the 5 most important things that happened to this person and explain why they were so important.

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

6. Who was a big influence in this person’s life? ________________________________

7. Who or what did this person value the most? ________________________________

8. What did this person feel was an obstacle to them? ________________________________

9. When, where and how did this person die? ________________________________

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
Biography Cube Requirements

A cube has 6 faces. Each of your cubes must have each of the following on its faces:

- 1 title face with the title of your biography and your name as the author.
- 1 vital stats face with information about your person’s birth name, birth date, birth place, occupation and death date.
- 3 important event faces with an illustration of the event and captions explaining your illustrations.
- 1 symbol that you think represents that person and a short explanation about why you chose that symbol.

All faces must be appropriately decorated and colored and must be done neatly.
All writing must be readable.
The cube must be assembled neatly.

Assessment Rubric for Biography Cube Project

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title face</strong></td>
<td>There was no title or the title was not appropriate or the author was missing.</td>
<td>Title was barely appropriate or the author was missing or incomplete.</td>
<td>Title was appropriate and author’s name was present</td>
<td>Title was creative and well thought out. Author’s name was present.</td>
</tr>
<tr>
<td><strong>Stats Face</strong></td>
<td>There was no stats face or the stats were wrong.</td>
<td>The stats were incomplete or inaccurate.</td>
<td>The stats were appropriate.</td>
<td>The stats showed the student researched the topic.</td>
</tr>
<tr>
<td><strong>Event face 1</strong></td>
<td>There was no event face or the event was not appropriate or relevant.</td>
<td>The event was not significant or it was poorly represented.</td>
<td>The event was significant and adequately represented.</td>
<td>The event was highly significant and creatively represented.</td>
</tr>
<tr>
<td><strong>Event face 2</strong></td>
<td>There was no event face or the event was not appropriate or relevant.</td>
<td>The event was not significant or it was poorly represented.</td>
<td>The event was significant and adequately represented.</td>
<td>The event was highly significant and creatively represented.</td>
</tr>
<tr>
<td><strong>Event face 3</strong></td>
<td>There was no event face or the event was not appropriate or relevant.</td>
<td>The event was not significant or it was poorly represented.</td>
<td>The event was significant and adequately represented.</td>
<td>The event was highly significant and creatively represented.</td>
</tr>
<tr>
<td><strong>Symbol Face</strong></td>
<td>There was no symbol face or the symbol was not appropriate or relevant.</td>
<td>The symbol was not well explained or barely represented the person</td>
<td>The symbol adequately represented the person and was adequately explained.</td>
<td>The symbol was well thought-out and creatively represented the person.</td>
</tr>
<tr>
<td><strong>Construction</strong></td>
<td>Cube was not put together.</td>
<td>Cube was put together poorly with construction material showing.</td>
<td>Cube was put together satisfactorily.</td>
<td>Cube was solidly put together.</td>
</tr>
<tr>
<td><strong>Decoration/ Color</strong></td>
<td>Cube was not decorated or colored.</td>
<td>Little of the cube was decorated or colored.</td>
<td>Most of the cube was decorated and colored.</td>
<td>The cube’s decoration and coloring showed skill and creativity.</td>
</tr>
</tbody>
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