One Thousand Years of Chinese Rule

## Goals & Objectives

By the end of the lesson, students will be familiar with the period of Chinese domination of Vietnam. Students will be able to identify Chinese culture influence, describe uniquely Vietnamese cultural traditions, illustrate advances in technology and explain Vietnamese rebellions.

## California State Content and Common Core Standards

6.6.6. Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and the expansion of the empire.

### Vocabulary

Key terms will be taught within the body of the lesson. Each group will have 1-2 key terms they will need to include on their poster. They will define the term, use it in an example and include a representative image. Key terms include:

* Annam
* Mandarin
* Buddhism
* Confucianism
* rebellion
* technology

### Lesson Introduction

*Presentation and Communication Strategies* - The teacher will show students a series of images from both China and Vietnam. For each slide, direct students to put their thumbs up if they think the image is from China and thumbs down if they think the image is from Vietnam. Students will have a hard time distinguishing between the two cultures.   
  
Discuss briefly with the class that the two cultures share much in common due to the long reign of Chinese dominance over Vietnam.

### Content Delivery

*Collaboration and Presentation Strategies (Group Project)* - In groups of 3 or 4, students will explore and construct a poster (digital or paper) on one of the following topics:

* Chinese Conquest and Rule of Vietnam
* Chinese Cultural Influence (Buddhism, Mandarins, education system, writing, Confucian ethics, etc.)
* Chinese Technological Influence (printing, silk-worm breeding, iron plow, porcelain, etc.)
* Vietnamese Cultural Traditions (language, tattooing, high status of women, etc.)
* Vietnamese Rebellions (Trung sisters, Ba Trieu, Ly Bi, Muong revolt, etc.)

### Student Engagement

*Communication and Collaboration Strategies (Jigsaw)* - After the posters are complete, a representative from each group will take their poster from to group to group to explain the big ideas and answer questions from group members. Students will take notes while the student representative is presenting. When the representative returns to his/her group, the group members will tell him/her about all the different posters and will relay the big ideas.

### Lesson Closure

*Communication Strategy (3-2-1 Activity)* - On the back of their guided notes, students will list 3 important facts they learned, 2 interesting things and 1 question they still have.

### Assessment

*Entry-Level* - At the beginning of the lesson, the teacher will access prior knowledge by showing images from ancient China and Vietnam and asking students to identify which image belongs to each culture  
  
*Formative* - During the lesson, the teacher will check in on each group to assess their understanding of the topic they are reading. The teacher will also check on each group during the jigsaw activity to assess how well they are communicating what they learned.  
  
*Summative* - At the end of the lesson, the teacher will grade the student posters.