

Angela Palmieri

Fulbright-Hays Group Project Abroad

UC Berkeley Summer Institute on China- Summer 2018


Title of Lesson	The Mogao Caves & the Transmission of Buddhist Principles
Grade	Sixth Grade Spanish Dual Language Immersion
Length of Lesson	5 days
Prior Knowledge: Information About the Mogao Caves	<p>The Mogao Caves, also known as the Thousand Buddha Grottoes or Caves of the Thousand Buddhas, form a system of 492 temples 25 km southeast of the center of Dunhuang, an oasis strategically located at a religious and cultural crossroads on the Silk Road, in Gansu province, China.</p> <p>The caves may also be known as the Dunhuang Caves, however, this term is also used as a collective term to include other Buddhist cave sites in and around the Dunhuang area, such as the Western Thousand Buddha Caves, Eastern Thousand Buddha Caves, Yulin Caves, and Five Temple Caves. The caves contain some of the finest examples of Buddhist art spanning a period of 1,000 years.</p> <p>The first caves were dug out in 366 AD as places of Buddhist meditation and worship. The Mogao</p>

	<p>Caves are the best known of the Chinese Buddhist grottoes and, along with Longmen Grottoes and Yungang Grottoes, are one of the three famous ancient Buddhist sculptural sites of China.</p> <p>By the Sui and Tang dynasties, Mogao Caves had become a place of worship and pilgrimage for the public. From the 4th until the 14th century, caves were constructed by monks to serve as shrines with funds from donors. These caves were elaborately painted, the cave paintings and architecture serving as aids to meditation, as visual representations of the quest for enlightenment, as mnemonic devices, and as teaching tools to inform those illiterate about Buddhist beliefs and stories. The major caves were sponsored by patrons such as important clergy, local ruling elite, foreign dignitaries, as well as Chinese emperors.</p>
Overview	<p>Students will learn about the Mogao Caves in Dunhuang, China, and how they were used to transmit Buddhist and historical principles, specifically throughout the Silk Road.</p> <p>Students will also learn that throughout human history, human beings have used caves for religious, spiritual, and for shelter purposes (amongst other specific</p>

	purposes).
Objectives	<ul style="list-style-type: none"> <li>❑ Students will be able to describe how the Mogao Caves in Dunhuang, China, were used to transmit Buddhist principles.</li> <li>❑ Students will be able to research other civilizations and peoples who have used caves to transmit ideas or for religious/spiritual purposes.</li> </ul>
California State Social Studies Sixth Grade Standards	<i>Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.</i>
Common Core Sixth Grade English Language Arts Standard:  Writing	<i>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</i>
Materials	<ul style="list-style-type: none"> <li>❑ Book: <i>Ming’s Adventure in the Mogao Caves</i> by Li Juan</li> <li>❑ A large box</li> <li>❑ Clay or playdough</li> <li>❑ Sharpie markers of all colors</li> <li>❑ Tempera paint</li> <li>❑ Construction paper of all</li> </ul>

	<p>colors</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Lined paper</li><li><input type="checkbox"/> Pencils</li><li><input type="checkbox"/> Informational text graphic organizers</li><li><input type="checkbox"/> Writing journals</li><li><input type="checkbox"/> Khan Academy Website Text: <a href="https://www.khanacademy.org/humanities/art-asia/imperial-china/tang-dynasty/a/mogao-caves-at-dunhuang">https://www.khanacademy.org/humanities/art-asia/imperial-china/tang-dynasty/a/mogao-caves-at-dunhuang</a></li></ul>
Video and Website Resources	<p>UNESCO Mogao Caves Video: <a href="https://www.youtube.com/watch?v=R29A0GyLYIE">https://www.youtube.com/watch?v=R29A0GyLYIE</a></p> <p>Mogao Caves: Getty Conservation Institute Video: <a href="https://www.youtube.com/watch?v=Owy3GhtXAvY">https://www.youtube.com/watch?v=Owy3GhtXAvY</a></p> <p>New China TV Video (Mogao Caves): <a href="https://www.youtube.com/watch?v=JxkwtFUqg4">https://www.youtube.com/watch?v=JxkwtFUqg4</a></p> <p>San Francisco Asian Art Museum- Overview on Buddhism <a href="https://youtu.be/bj7VMsfqCWc">https://youtu.be/bj7VMsfqCWc</a></p>

	<p>CGTN: Dunhuang and the Mogao Caves</p> <p><a href="https://www.youtube.com/watch?v=Sb0FaBfzRxg">https://www.youtube.com/watch?v=Sb0FaBfzRxg</a></p> <p>San Francisco Asian Art Museum Video on the Dunhuang Caves:</p> <p><a href="https://www.khanacademy.org/humanities/art-asia/imperial-china/tang-dynasty/v/chinese-buddhist-cave-shrines">https://www.khanacademy.org/humanities/art-asia/imperial-china/tang-dynasty/v/chinese-buddhist-cave-shrines</a></p> <p>Panoramic and 360 degree videos and views of the caves:</p> <p><a href="https://www.e-dunhuang.com/index.htm">https://www.e-dunhuang.com/index.htm</a></p>
Essential Questions	<p>How were the Mogao Caves used in China to transmit Buddhist beliefs and principles along the Silk Road?</p> <p>What is the origin of Buddhism and what are its main principles?</p> <p>How were the Mogao Caves used for Buddhist meditation?</p> <p>How have caves been used across human history to transmit ideas and/or principles? What other civilization or peoples have used caves for spiritual or religious</p>

	purposes?
<p>Anticipatory Set</p>	<p>Teacher will lead students in a meditation practice (teacher is a certified mindfulness and meditation teacher, and therefore the students are exposed to a daily class meditation practice ).</p> <p>Teacher will read the book <i>Ming's Adventure in the Mogao Caves</i> by Li Juan, aloud to the students.</p>
<p>Direct Instruction</p> <p>Example of a pictorial:</p>  <p>The image shows a large sheet of butcher paper with a hand-drawn pictorial. On the left, there is a drawing of a lizard with various notes. The notes include: 'Crocodilians', 'sharp teeth', 'salt water', 'Lizard', 'Oviparous obo', 'can't control body temperature', 'move to sunny places when cold', 'Special Facts: lay eggs in a soft or under rocks, leathery tough outer shell, strong', 'Habitat: trees, rocks, grass', 'Description: long sharp tongue, cold blooded, soft moist skin, long tail helps balance, lateral line - sense vibrations, long tail helps balance'. On the right, there is a drawing of a salamander with notes: 'Salamander Class Amphibia "amphibians"', 'Diet - ants', 'hunt at night', 'spends day beneath leaves, rocks, and logs', 'Special Facts: lay jelly-like eggs - no shell'. There are also small photographs of a lizard and a salamander attached to the paper.</p>	<p>Teacher will present videos and pictures of the Mogao Caves to build a visual background knowledge in the students (students will have already received in depth instruction on the origins of Buddhism and its main principles).</p> <p>Teacher will guide the students in doing a whole class PROJECT GLAD pictorial on the Mogao Caves and Buddhist principles and practices.</p> <p>The teacher will create the pictorial on a very large piece of butcher paper, and the students will have their own smaller versions (on smaller pieces of construction paper) that they will create at the same time. The teacher will draw and explain, on a self-drawn map of China, how the caves were used to spread Buddhist beliefs, as well as the history of the caves. The teacher will highlight and write, on</p>

	<p>the pictorial, the academic vocabulary necessary to understand the content.</p> <p>The PROJECT GLAD pictorial is one of the most effective methods of teaching academic vocabulary and content in dual language classrooms.</p> <p>Academic Vocabulary for Pictorial:</p> <ol style="list-style-type: none"> <li>1. Mogao Caves</li> <li>2. Buddhism</li> <li>3. Dunhuang</li> <li>4. meditation</li> <li>5. China</li> <li>6. Han Dynasty</li> <li>7. Emperor Wu Di</li> <li>8. Silk Road</li> <li>9. Library Cave</li> <li>10. manuscripts</li> <li>11. frescoes</li> <li>12. Bodhisattvas</li> <li>13. UNESCO World Heritage Site</li> <li>14. Tang Dynasty</li> <li>15. grottoes</li> </ol>
<p>Guided Practice</p>	<p>Teacher will guide the students in the whole-class reading of the Khan Academy text: Mogao caves at Dunhuang. Students will take Cornell Notes as they read the text with the teacher. The students will highlight each section of the text, identifying the main idea (yellow)</p>

	<p>and the details (orange).</p> <p>Teacher will also guide the students in creating a word bank, where they will write and highlight important vocabulary and unknown words, to be used as vocabulary instruction at a later time.</p> <p>After reading each section, students will participate in a think-pair-share with their partners, where they will take turns explaining their understanding of that particular section of the text.</p>
Independent Practice	<p>Students will write a 5-paragraph, evidence-based (through the use of informational text) essay on the Mogao Caves and how they were used to transmit Buddhist principles and practices. Teacher will guide students on the usage of informational text writing strategies through the Writer's Workshop model. Teacher will model, through mini-lessons, how to incorporate the important information about the Mogao Caves into their writing.</p>
Art Integration	<p>Students will create their own cave out of clay, a shoe box, and any materials that they wish to add to their cave. They will design the caves themselves and will essentially create their own miniature version of a meditation cave. When they design the cave,</p>



	<p>they must visually answer these questions:</p> <ol style="list-style-type: none"><li>1. If you could design your own meditation cave, how would you design it? What messages would you want depicted and illustrated on the walls?</li><li>2. What would you place inside of the cave? Why?</li></ol> <p>After the students are finished designing their own individual caves, they will present their caves to the class in a 5-minute oral language presentation.</p> <p>After the presentations, the students will participate in a gallery walk, where they will visually view each other's projects around the room. Parents will be invited to the project gallery walk as well. Projects will also be displayed at Open House.</p>
Game	<p>Teacher will create an online Jeopardy games on the Mogao Caves and Dunhuang using: <a href="https://jeopardylabs.com/build/">https://jeopardylabs.com/build/</a></p> <p>Students will be able to review concepts and terms by playing the game in groups and/or as a whole class.</p>

	<p>Link to Jeopardy game:  <a href="https://docs.google.com/presentation/d/1qxyJf2AUepchTHUdTiCLt3BQladS0TyDPCNb48zZocl/edit?usp=sharing">https://docs.google.com/presentation/d/1qxyJf2AUepchTHUdTiCLt3BQladS0TyDPCNb48zZocl/edit?usp=sharing</a></p>
<p>Assessment</p>	<p>Teacher will have students take a quick assessment on the text information and vocabulary terms on QUIZLET.</p>
<p>Group Project &amp; Closure of Lesson</p>	<p>Teacher will place students into groups. Students will research the usage of caves around the world and will choose one civilization or group of people in order to create a presentation on Google Slides. Students will describe why the caves were used (purpose), by what people/s, where the cave/s are located, and how the cave/s reveal history about where the cave/s are located. After the groups have completed their research and their projects, they will present them to the class in a 5 minute oral language presentation. By the end of the presentation, all students will have added their slides to a collective Google Slides document that will be used for review and practice by the teacher and the students.</p> <p>Some cave usages across history include (but are not limited to):</p> <ul style="list-style-type: none"> <li>❑ The Ancient Caves of</li> </ul>

Uplistsikhe, Fortress of the Lord

- Beit Guvrin, The Land of 1,000 Caves
- Folx-les-Caves
- Dunmore Cave of Ireland
- Devetashka Caves
- The Ellora Caves of India
- The Caves of West Wycombe
- The Ajanta Caves
- Royston Caves
- Longyou Caves
- The Anasazi Caves

# The Mogao Caves & the Transmission of Buddhist Principles



Summer 2018:  
Angela Palmieri  
Fulbright Hays Group Project  
Abroad

# 5-7 day lesson unit



6th grade Spanish dual language immersion in a  
TK-6th grade elementary school setting

# Separation of Content Areas By Language

**Spanish:** Science, Social Studies, and Spanish Language Arts

***Ancient China***

*Ancient Rome*

*Mesoamerica*

*Ancient India*

*Ancient Greece*

*First Peoples*

*Ancient Egypt*

*Ancient Israel*

**English:** Math, English Language Arts, P.E. Arts



# My School and My Students

- John Muir Elementary School in Glendale, California
- Founded in 2011 (Palmieri, Escobar), 12 teachers
- Spanish dual language immersion program in an English-only school
- 400+ students in the TK-6th grade dual language program
- 50% of the students are Latino, Spanish-speakers
- 50% are English-speakers from diverse backgrounds





# Lesson Overview



Students will:

- ❑ learn about the Mogao Caves in Dunhuang, China, and how they were used to transmit Buddhist and historical principles, specifically throughout the Silk Road.
- ❑ learn that throughout human history, human beings have used caves for religious, spiritual, and for shelter purposes (amongst other specific purposes).

# Essential Questions

- ❑ How were the Mogao Caves used in China to transmit Buddhist beliefs and principles along the Silk Road?
- ❑ What is the origin of Buddhism and what are its main principles?
- ❑ How were the Mogao Caves used for Buddhist meditation?
- ❑ How have caves been used across human history to transmit ideas and/or principles? What other civilization or peoples have used caves for spiritual or religious purposes?

# Lesson Objectives

- ❑ Students will be able to describe how the Mogao Caves in Dunhuang, China, were used to transmit Buddhist principles, as measured by a 5-paragraph informational, evidence-based essay.
  
- ❑ Students will be able to research other civilizations and peoples who have used caves to transmit ideas or for religious/spiritual purposes, as measured by a group Google Slides research presentation.

# Explicit Breakdown of Concepts and Vocabulary

- English Language Learners
- Newcomer students
- Second language acquisition
- Middle school and high school students in need of academic remediation
- Explicit academic vocabulary instruction
- Explicit reading and writing instruction
- Chunking of texts for comprehension

# California State Social Studies Sixth Grade Standards

Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.



# Common Core English Language Arts Sixth Grade Standard: Writing

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.



# Materials

Book: Ming's Adventure in the Mogao Caves by Li Juan

A large box

Videos and pictures (sent in lesson plan)

Clay or playdough

Sharpie markers of all colors

Tempera paint

Construction paper of all colors

Lined paper or writing journals

Pencils Informational text graphic organizers

Khan Academy Website Text





# Anticipatory Set: Day 1

- ❑ Teacher will lead students in a meditation practice (teacher is a certified mindfulness and meditation teacher, and therefore the students are exposed to a daily class meditation practice ). Brief refresher discussion about meditation and Buddhism.
- ❑ Teacher will read the book *Ming's Adventure in the Mogao Caves* by Li Juan, outloud to the students.



# Direct Instruction: Day 1

Teacher will present videos and pictures of the Mogao Caves to build a visual background knowledge in the students (students will have already received in depth instruction on the origins of Buddhism and its main principles).



Click here for:

[Khan Academy Video Link](#)

# PROJECT GLAD Pictorial & Academic Vocabulary

## Development: Day 2, Day 3, Day 4, Day 5, Day 6, Day 7

- ❑ Teacher will guide the students in doing a whole class PROJECT GLAD pictorial on the Mogao Caves and Buddhist principles and practices. The teacher will create the pictorial on a very large piece of butcher paper, and the students will have their own smaller versions (on smaller pieces of construction paper) that they will create at the same time.
- ❑ The teacher will draw and explain, on a self-drawn map of China, how the caves were used to spread Buddhist beliefs, as well as the history of the caves. The teacher will highlight and write, on the pictorial, the academic vocabulary necessary to understand the content. The PROJECT GLAD pictorial is one of the most effective methods of teaching academic vocabulary and content in dual language classrooms.

# Our Solar System

## The Sun and celestial bodies that orbit the Sun

Mercury  
 Named after Roman god of the sea  
 of hydrogen and helium  
 turns on its axis in 14 hrs

Orbits in 88 days

### Uranus

Cannot be seen without a telescope

21 moons  
 Frozen center  
 Ammonia and methane  
 Atmosphere has hydrogen and helium  
 17.9 hrs to turn on its axis  
 Greek god of the heavens



### Mars

The Red Planet  
 Red is iron oxide or rust

Polar ice caps like Earth

Life may have existed there

Orbit takes 1 year and 520 days

Roman god of war

rotates on its axis in 24 hrs and 39 min



### Jupiter

gas giant  
 Roman sky god

500 times larger than Earth

Orbit takes 11.9 Earth years

Turns on axis every 9.8 hrs



### Saturn

Surrounded by rings made of ice  
 Rings first seen by Galileo in 1610 through a telescope

14 moons orbit Saturn of Saturn

Roman god of harvest

Orbit takes 29.5 years

Rotates on axis in 10 hrs 32 min

### Venus

2nd brightest planet

Rises before the sun

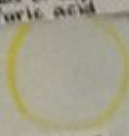
Shines just after sunset

Known as Evening Star

Orbit lasts 262 days

Named after Roman goddess of love

Clouds of vapor and sulfuric acid



Venus: 860°F

### Earth

Only planet that can support life

atmosphere has 21% oxygen

Only planet with liquid water on its surface

Only inner planet to have our large satellite: Moon

Orbit lasts 365 1/4 days

Rotates on axis in 24 hrs

has crust & hot liquid core

has 1 moon

has 7 continents

has 5 oceans

has 100,000 islands

has 10,000 lakes

has 10,000 rivers

has 10,000 mountains

has 10,000 volcanoes

has 10,000 species

has 10,000 plants

has 10,000 animals

### SUN

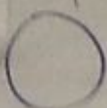
Sol in Roman Lang

middle-sized star

born around 5 billion years ago

produces its own light, heat, and energy

burns hydrogen



### Mercury

closest to Sun

orbit lasts 88 days

Named after Roman messenger to the gods Mercury

turns slowly on its axis - 88 days to turn from day to night

has 0 moons

has 1 day time

has 1 day time

has 1 day time

has 1 day time

has 1 day time

has 1 day time

has 1 day time

has 1 day time

has 1 day time

has 1 day time

Example

#1



Example #2

**crocodilians** scales on body  
• sharp teeth

**• salt water**

**Lizard**  
Class Reptilia

**oviparous**  $\text{egg}$

**• cold-blooded**  
- can't control body temperature  
- move to warm places when cold

**Description**  
- rough scales  
- skin changes color  
- good hearing  
- ears on side of head  
- small eyes  
- eyes see in different direction  
- clawed toes grasp  
- long, sticky tongue  
- long and balance tail

**Habitat**  
- deserts  
- forest's  
- woods  
- warm

**Diet**  
- other reptiles, birds, spiders, flies, worms  
- fruit, flowers, leaves  
- insects  
- plants and other animals  
- mice and other small things

**Special Facts**  
- lay eggs in soil or under rocks  
- leathery tough outer shell  
- strong

**Enemies**  
- people  
- other animals  
- snakes, turtles, snakes

**Salamander**  
Class Amphibia  
"amphibians"

**Diet - eats**  
- worms, insects  
- hunt at night  
- spends day beneath leaves, rocks, and logs

**Habitat**  
- damp places near ponds, lakes  
- forest, cool and moist  
- cold blooded  
- soft, moist skin

**Description**  
- keen sense of smell and sight  
- lateral line - sense vibrations  
- long tail - helps balance  
- our toes does not have claws

**Special Facts**  
- lay jelly-like eggs  
- no shell  
- not many

The image shows a student's project on reptiles and amphibians. On the left, a lizard is drawn with labels for its body parts and characteristics. On the right, a salamander is drawn with similar labels. The project includes handwritten notes, printed photos, and various diagrams. The lizard section covers its classification, reproduction, temperature regulation, description, habitat, diet, special facts, and enemies. The salamander section covers its classification, diet, habitat, description, and special facts. The background features a poster about crocodilians and a note about salt water.

# Example #3

# Academic Vocabulary for Pictorial

1. Mogao Caves
2. Buddhism
3. Dunhuang
4. meditation
5. China
6. Han Dynasty
7. Emperor Wu Di
8. Silk Road
9. Library Cave
10. manuscripts
11. frescoes
12. Bodhisattvas
13. UNESCO World Heritage Site
14. Tang Dynasty
15. grottoes



# Guided Practice: Day 3

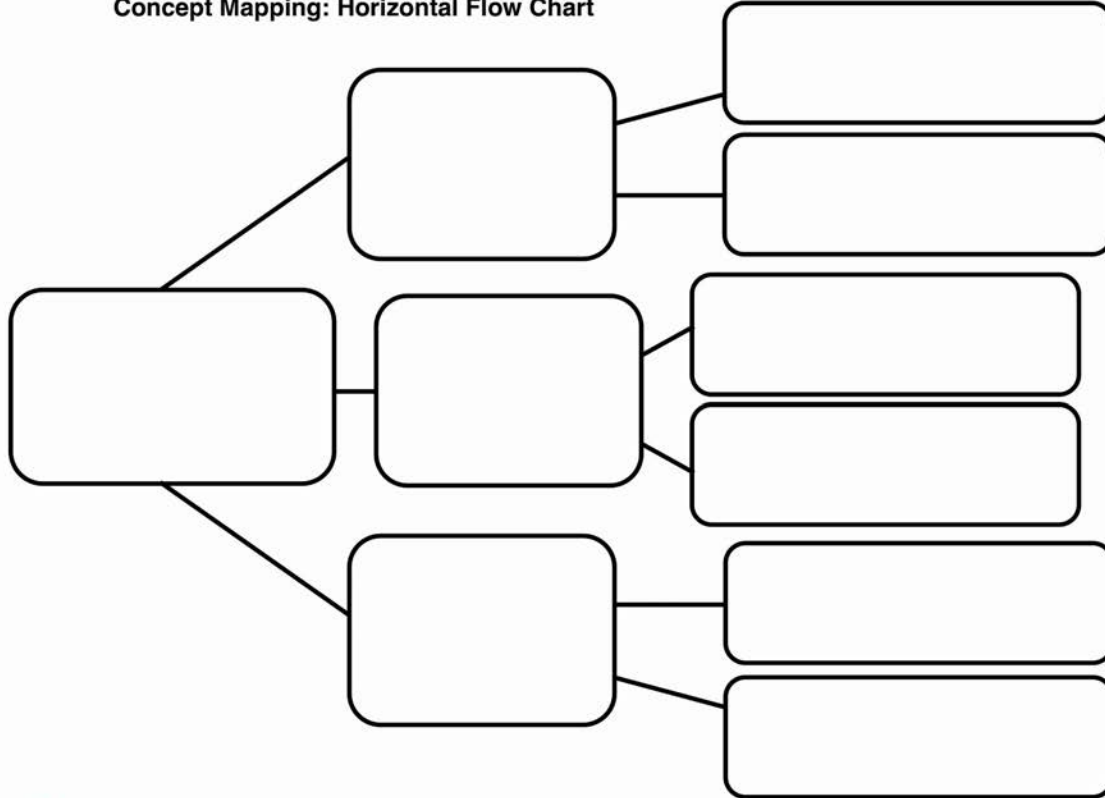
- Teacher will guide the students in the whole-class reading of the Khan Academy text: Mogao caves at Dunhuang.
- The students will highlight each section of the text, identifying the main idea (yellow) and the details (orange). Students will complete a graphic organizer in order to organize the information from the text in sections.
- After reading each section, students will participate in a think-pair-share with their partners, where they will take turns explaining their understanding of that particular section of the text.



# Examples of Graphic Organizers

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Concept Mapping: Horizontal Flow Chart



Example # 1

## Analytical Expository Essay Graphic Organizer

Hook (Attention grabbing opener)

1

Thesis (Central idea or claim plus topic sentences)

Topic sentence 1:

2

Topic sentence 2:

3

Topic sentence 3:

4

1a.

2a.

3a.

1b.

2b.

3b.

1c.

2c.

3c.

Conclusion (Restate everything in different words)

5

Example #2

## Independent Practice: Day 4, Day 5, Day 6, Day 7

- ❑ Students will write a 5-paragraph informational and evidence-based essay on the Mogao Caves and how they were used to transmit Buddhist principles and practices.
- ❑ Teacher will guide students on the usage of informational text writing strategies through the Writer's Workshop model. Teacher will model, through mini-lessons, how to incorporate the important information about the Mogao Caves into their writing.

# Art Integration (Days 1-7)

- ❑ Students will create their own cave out of clay, a shoe box, and any materials that they wish to add to their cave. They will design the caves themselves and will essentially create their own miniature version of a meditation cave. When they design the cave, they must visually answer these questions:
  - ❑ *If you could design your own meditation cave, how would you design it? What messages would you want depicted and illustrated on the walls?*
  - ❑ *What would you place inside of the cave? Why?*
  - ❑ *After the students are finished designing their own individual caves, they will present their caves to the class in a 5-minute oral language presentation.*

After the students design their own caves, the entire class will participate in a gallery walk in order for the students to view the projects collectively with their parents during Open House.

# Informal Assessment: Jeopardy Group Game- Day 6 & 7

Teacher will play a Mogao Caves Jeopardy game (created by the teacher) with the students, who will be in groups of 4.



# Group Project & Closure of Lesson- Day 5, Day 6, Day 7

- ❑ Teacher will place students into groups. Students will research the usage of caves around the world and will choose one civilization or group of people in order to create a presentation on Google Slides.
- ❑ Students will describe why the caves were used (purpose), by what people/s, where the cave/s are located, and how the cave/s reveal history about where the cave/s are located. After the groups have completed their research and their projects, they will present them to the class in a 5 minute oral language presentation. By the end of the lesson closure, all of the groups will have created a collective Google Slides presentation on the usage of caves throughout history.



# Fulbright Hays Group Project Abroad in China: Step by Step Guide to Lesson Presentation



## Step 1: The Text

Access the Khan Academy text on the Mogao Caves.

<https://www.khanacademy.org/humanities/art-asia/imperial-china/tang-dynasty/a/mogao-caves-at-dunhuang>



# Review the Text- Text Walk

- Visually review the text
- Read section titles
- Review graphic organizer, which gives a sense of the organization of the text
- Prepare for color coding (pencil, yellow and orange highlighters)
- Prepare a whole-class reading system to read text
- Attempt a random selection of student reading, rather than a linear reading method

# Step 2: Use of Graphic Organizer

## Introduction: The Mogao Caves

Section #1:  
An archive  
rediscovered

Section #2:  
A thousand  
years of art

Section #3:  
Changes in  
belief

Section #4:  
Images of the  
Caves

## Conclusion: The Backstory

# Step 3: Word Bank



## Ancient China


WORD SEARCH

B	V	S	S	G	R	E	A	T	W	A	L	L	E	Q	O	A	M	T	
Y	T	I	C	N	E	D	D	I	B	R	O	F	B	E	T	Q	N	O	
X	H	K	J	A	E	S	Q	D	G	V	Z	F	Y	T	P	F	O	X	
D	R	H	E	U	Q	K	P	P	V	B	E	I	G	F	H	B	X	S	
B	E	C	Z	H	R	C	G	D	G	S	N	B	G	D	M	G	R	B	
I	E	Q	T	I	D	U	I	N	R	A	P	M	Z	A	O	N	E	L	
I	P	Y	P	H	S	P	I	E	N	C	Y	L	B	O	E	I	Y	R	
V	E	W	E	S	X	T	I	D	J	A	E	C	Y	R	C	M	A	C	
Q	R	A	S	N	N	L	Y	X	N	C	P	L	D	K	I	O	T	A	
G	F	C	Y	I	A	A	A	O	X	H	R	M	A	L	E	N	T	L	
S	E	U	A	Q	N	Q	G	C	K	Z	T	J	A	I	U	G	O	L	
R	C	P	W	G	D	A	W	T	Q	B	P	D	U	S	N	O	C	I	
F	T	U	E	A	R	M	F	L	I	U	C	O	Y	U	O	L	A	G	
R	I	N	E	D	I	V	E	E	L	E	M	E	N	T	S	R	R		
S	O	C	R	O	R	E	P	M	E	K	Z	R	F	Y	A	C	R	A	
V	N	T	H	G	U	N	P	O	W	D	E	R	J	Z	R	S	E	P	
P	S	U	T	A	O	I	S	M	S	I	H	O	D	B	U	Y	T	H	
Q	V	R	I	P	E	M	S	I	N	A	I	C	U	F	E	N	O	C	Y
I	M	E	C	I	V	R	E	S	L	I	V	I	C	C	K	K	V	R	

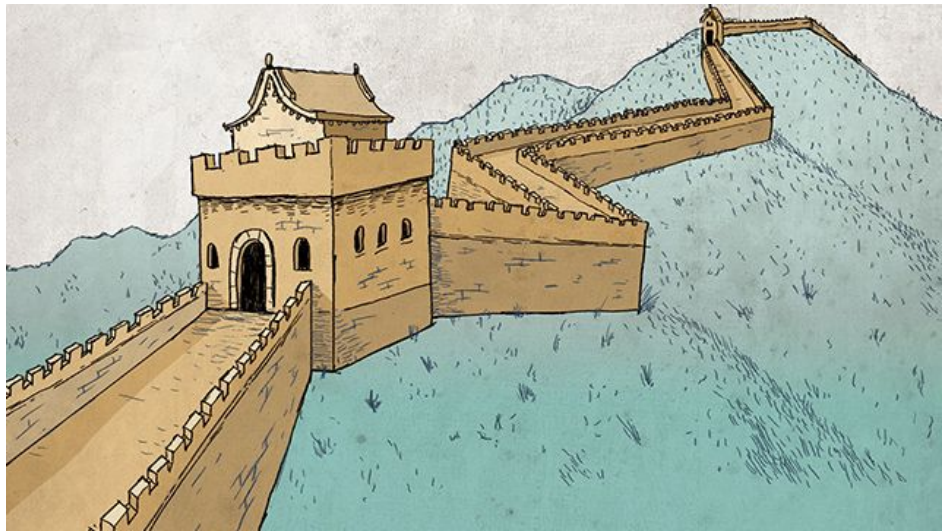
  

<p>Acupuncture</p> <p>Bamboo</p> <p>Buddhism</p> <p>Calligraphy</p> <p>Civil Service</p> <p>Confucianism</p> <p>Dragon</p> <p>Dynasty</p> <p>Emperor</p> <p>Five Elements</p> <p>Forbidden City</p> <p>Great Wall</p> <p>Gunpowder</p> <p>Junk</p> <p>Lacquer</p> <p>Ming</p> <p>Mongols</p> <p>Pagoda</p> <p>Painting</p> <p>Poetry</p>	<p>Porcelain</p> <p>Qin Shi Huang</p> <p>Sengon</p> <p>Silk Road</p> <p>Sun Tau</p> <p>Taoism</p> <p>Terracotta</p> <p>Three Perfections</p> <p>Three Ways</p> <p>Yin and Yang</p>
--	--



© 2013 goodandbeautiful.com

While you are reading, write down important, difficult, or unknown words in a word bank. These words will be used for extensive vocabulary activities. Highlight the words as you read them.



# Step 4: Highlighting the Text

- ❑ The main idea of each section will be highlighted in **yellow**.
- ❑ For every main idea, students will find three details that support the main idea in the section. The details will be highlighted in **orange**.

For example:

## Section #1: The Mogao Caves

Main Idea:

The 'Caves of the Thousand Buddhas' (Qianfodong), also known as Mogao, are a magnificent treasure trove of Buddhist art.

Detail #1: They are located in the desert, about 15 miles south-east of the town of Dunhuang in north western China.

Detail #2: By the late fourth century, the area had become a busy desert crossroads on the caravan routes of the Silk Road linking China and the West.

Detail #3: Traders, pilgrims and other travellers stopped at the oasis town to secure provisions, pray for the journey ahead or give thanks for their survival.

# Step 5: Think-Pair-Share for Every Section

for 30 seconds

for 1 minute

during class

before class

## THINK

Ask students to respond to a question independently.

with pen and paper

or a laptop

in writing

as you doodle

turn to your neighbor

walk across the room

group size = 2

group size = 3 or 4

## - PAIR -

Have students compare answers in small groups.

come to consensus

agree to disagree

explain your reasoning

share your opinion

with the whole class

with another group

verbally

in writing

## SHARE

Ask students to share their work with the class.

via polling software

via whiteboard

class discussion

time for telling

# Step 6: Jeopardy Game

<https://docs.google.com/presentation/d/1qxyJf2AUepchTHUdTiCLt3BQladS0TyDPCNb48zZocl/edit?usp=sharing>

The image shows the iconic 'JEOPARDY!' logo in a metallic, 3D font. The letters are set against a vibrant, futuristic background of a blue and purple grid with glowing lines and a bright light source on the right, creating a sense of depth and energy.

Four groups of 4

Take turns answering the questions

One score keeper

Each group has a name

Quiz-like game

Xie Xie!  
Muchas gracias!

