INTRODUCTION
This IB planner follows the guidelines set forth by the International Baccalaureate Primary Years Program. The focus of an IB school is to foster inquiry learning for all students. To this end, the teacher is the facilitator in the classroom providing background knowledge and opportunities for students to explore, make connections, and extend their knowledge in their own way. Through inquiry learning, the students have the opportunity to expand their thinking in new directions. Their curiosity leads them to paths they have not yet explored and allows them to investigate new ideas.

The written curriculum for IB is referred to as an IB Planner. The planner provides a framework for a teacher to set up an inquiry unit, giving areas of emphasis and questioning to drive a student’s inquiry. The Central Idea of a planner is the overarching six-week focus. The Lines of Inquiry drive and support the Central Idea. At the end of the six-week planner students show their knowledge by completing the Summative Assessment.

The planner was developed out of my experiences participating in the Fulbright-Hays Seminars Abroad in China. While taking part in the study abroad program, I traveled all around China and participated in a wide variety of community activities, expert speeches and took part in private daily life activities. I also visited many museums, cultural heritage sites, historical and modern neighborhoods, practiced religious rituals and learned, through local experts, many aspects of historical and modern day Chinese struggles and triumphs. Through all these experiences, I came away with a strong sense of how the country of China is an amazing civilization. Not just a country with a long history, but truly a story of an enduring civilization that has had moments of triumph and failure.

In bringing this unit back to my school, it fit best with the school’s second grade curriculum. In second grade the students learn about passing down historical and cultural traditions from generation to generation. Teaching second grade students, in an IB classroom, about what makes a civilization a civilization and how it has endured through time needs to be taught through inquiry. This planner allows students to learn about the concept of ancient civilizations, and then transfer that knowledge to a case study on Ancient China. The students inquire about different periods in Chinese history and
relate those periods to how they impact or don't impact the make up of a civilization. Also the students compare these periods of time with their own lives. In doing research through books and videos, students will be able to better understand the lasting influences that ancient civilizations have had on modern civilizations and their possible impact on future generations.

ESTABLISHED GOALS
MN State Social Studies Standard-World History
• Places have physical characteristics (such as climate, topography, and vegetation) and human characteristics (such as culture, population, political and economic systems)
• The characteristics, distribution and migration of human populations on the earth’s surface influence human systems (cultural, economic, and political system)
• The meaning, use, distribution and importance of resources change over time.
• The development of interregional systems of communication and trade facilitated new forms of social organization and new belief systems.
  o Methods of communication-signal fires in China (Great Wall)

UNDERSTANDINGS
• Students will be able to understand the factors that influence a civilization to change over time.
• Students will be able to understand the similarities and differences of cultures and civilizations over time.
• The student will identify and compare changes in community life over time.

ESSENTIAL QUESTIONS:
• Where would we be today without advances of the past?
• What is a civilization?
• How have ancient civilizations influenced the way we live today?
• What does it mean to be “civilized”?
• Are modern civilizations more ‘civilized’ than ancient ones?
• What makes a civilization?
• What makes a great civilization?
• Can an entire civilization die out? How?
• How have civilizations evolved?
• How has daily life changed over time?
• How could daily life influence a civilization?
• How did people live in ancient civilizations compared to modern civilizations?

LEARNING ACTIVITIES:
**Classroom set up for inquiry**
Provide a variety of books on all aspects of China, ancient Egypt, and ancient Greece. Hang posters, maps, and artwork from all three civilizations. Hang essential questions around the room.

**Case Study on Ancient China**
Since an IB planner is a broad overarching theme with no prescribed daily plans, the IB planner should be used for the overall unit. The case study on Ancient China fits into the planner as a stand-alone lesson. The following resources may be used to drive the Ancient China inquiry.

**RESOURCES**
- Kids Discover App on China. Focusing on ancient to modern day
- Discovery Education videos: variety of ancient civilizations to get the idea of the characteristics of a civilization. [Ancient Civilizations Starter Collection: China](#)
- Brain Pop videos ([Ancient Cultures, Great Wall of China](#))
- Minneapolis Institute of Art
- *DK Eyewitness Books: Ancient China* by Arthur Cotterell
- *DK Eyewitness Books: Ancient Greece* by Anne Pearson
- *DK Eyewitness Books: Ancient Egypt* by George Hart
- *DK Eyewitness Books: Ancient Civilizations* by Joseph Fullman
- *Life in Ancient China (People of the Ancient World)* by Paul C. Challen
- *If I were a Kid in Ancient China: Children of the Ancient World* by Cobblestone Publishing
- *If I Were a Kid in Ancient Greece: Children of the Ancient World* by Cobblestone Publishing
- *History Pockets: Ancient Civilizations*, Grades 1-3 by Evan-Moor Educational Publishers
- *Adventures in Ancient China (Good Times Travel Agency)* by Linda Bailey
- *A Kid in Ancient Egypt: Children of the Ancient World* by Cobblestone Publishing
- *A Kid in Ancient China: Children of the Ancient World* by Cobblestone Publishing
- *Isabella: Girl on the Go* by Jennifer Fosberry
- *Ancient China Timeline (History Timelines)* by Vicky Shiotsu
- Ancient Egypt Timeline by Lorenz
- *Ancient Greece (True Books: Ancient Civilizations)* by Sandra Newman
- *Ancient Greece (Curious Kids Guides)* by Philip Steele
- *Ancient Egypt (Curious Kids Guides)* by Philip Steele
SUMMATIVE ASSESSMENT
The summative assessment must be a complex performance task that tests the Central Idea. To fit with an inquiry program, the complex performance task must follow the rubric below. It is a simple yes or no, and is graded on the basis of the student’s ability. In assessing the student, the teacher should judge whether or not the student completed the task in the rubric and whether or not the student worked at their highest possible level of skill and creativity.

Name: ____________________________

Inquiry Rubric

Central Idea: ______________________________________________

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<tr>
<th>Immersion: Develops curiosity, build background, wonder and ask questions.</th>
<th>YES</th>
<th>NO</th>
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<tr>
<td>• Interacts with a variety of media to explore and wonder</td>
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<td>• Responds to text by jotting notes, writing questions or drawing</td>
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<td>• Works productively with teams to accomplish tasks</td>
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<tr>
<th>Investigate: Develops questions, searches for information</th>
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<tr>
<td>• Researches, listens, reads and shares information</td>
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<td>• Takes an active role in seeking out resources books, articles, websites, videos, library</td>
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<td>•Synthesizes information to build background</td>
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<th>Summative: Share learning and demonstrate understanding</th>
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<td>• Demonstrates learning through presentation</td>
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<td>• Presentation uses multiple domains (reading, writing, speaking, listening)</td>
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<tr>
<td>• Articulates an understanding of the Central Idea</td>
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Comments:
An Inquiry Into...

Civilization - A high level of cultural and technological development; specifically: the stage of cultural development at which writing and the keeping of written records is attained.

Ancient China - Yangshao Culture The Neolithic people of Banpo (6000-5000 BC) Excavation in 1953 revealed 45 houses, 200 storage pits, needles, tools, arrowheads, fishhooks and kilns. They hunted, fished, cultivated grains, cooked their food and raised pigs as domestic animals. Unearthed grave sites revealed a ritualistic way of burying. Their pottery was ornate and often showed fishing or hunting scenes.

How are the daily lives of these people helping to shape the emerging Chinese civilization?
Civilization-A high level of cultural and technological development; specifically: the stage of cultural development at which writing and the keeping of written records is attained.

Shang Dynasty (1700 to 1027 BC  16th -11th Century BC)
Lasted over 500 years, with 31 kings belonging to 17 generations. Writing in China develops

The shoulder blade of an ox, or alternatively the breastplate of a tortoise, to ask the ancestors if a proposed course of action would be successful. The bone was used by writing a question on one side ("if I do X, will Y happen?" Y being the desired outcome) and drilling pits into the other side. They applied a hot pin or other heat source to these pits, and interpreted the answer.

Adapted from: chinavoc.com/history/peoplerespublic.htm

How did the Shang Dynasty help shape the lives of the people after them?
Civilization-A high level of cultural and technological development; specifically: the stage of cultural development at which writing and the keeping of written records is attained.

During the Tang Dynasty (AD 618-907) China experienced a time of peace and prosperity. It is famous for its encouragement of literature, dancing, music, scroll painting and art. Craftsmen worked with bronze, silver, gold and copper.

How did the advancement of the Tang carry through to modern society?
Civilization-A high level of cultural and technological development; specifically: the stage of cultural development at which writing and the keeping of written records is attained.

The Song Dynasty (AD 960-1279) was known as the age of invention. This was a time when Chinese opera began as well as the art of paper cutting. During this period a famous artwork was created that depicted the daily life of all levels of society.


What similarities and differences so you see between the Song Dynasty and our current lives?
The Ming Dynasty (AD 1368-1644) is best known for the rebuilding and fortifying of the Great Wall, The Grand Canal and the building of the Forbidden City. The culture and arts flourished and the blue and white porcelain pottery was prized at the time and continues to be a prized possession.

Civilization-A high level of cultural and technological development; specifically: the stage of cultural development at which writing and the keeping of written records is attained.

How did the Ming dynasty have an impact on our lives today?
Modern day China! What do you notice about modern China? How is it similar or different from our lives? Think back to the earlier pictures of the developing Chinese civilization. How did the earlier dynasties lead to the modern China?

Civilization-A high level of cultural and technological development; specifically: the stage of cultural development at which writing and the keeping of written records is attained.