



The Great Wall of China

12

✔ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Locate Asia and China on a map or globe
- ✓ Describe contributions of ancient China (e.g., the Great Wall)
- ✓ Explain the significance of the Great Wall of China

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Describe the connection between the Great Wall of China and protecting the people of ancient China (RI.2.3)
- ✓ Describe how the facts in the read-aloud “The Great Wall of China” show that building the Great Wall was hard and took a long time (RI.2.8)
- ✓ With assistance, categorize information from the read-aloud “The Great Wall of China” onto a chart to show the progression of how the Great Wall was built (W.2.8)
- ✓ Recount a personal experience involving the saying “easier said than done” with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences (SL.2.4)
- ✓ Use sentence-level context as a clue to the meaning of multiple-meaning word *snakes* (L.2.4a)
- ✓ Identify real-life connections between words—*nomads*, *span*, and *defense*—and their use (L.2.5a)
- ✓ Explain the meaning of “easier said than done” and use in appropriate contexts (L.2.6)

Core Vocabulary

defense, n. The act of providing protection or safeguarding against an attack

Example: Sunscreen is a good defense against the harmful rays of the sun.

Variation(s): defenses

intervals, n. The spaces between two or more objects or moments in time
Example: The chef requested his dinner tables to be placed at ten-foot intervals.

Variation(s): interval

span, v. To extend across an amount of space or a period of time

Example: The farmer built a bridge to span all the way across the pond.

Variation(s): spans, spanned, spanning

transport, v. To carry or move from one place to another

Example: Alex used a wheelbarrow to transport dirt from his backyard to the garden in his front yard.


Variation(s): transports, transported, transporting

Vocabulary Chart for The Great Wall of China			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	emperor invaders <i>nomads</i> tourists warriors watchtower	boundary defense* intervals material originally protection structures transport	long miles north soldiers wall workers
Multiple Meaning		<u>snakes</u> span supply tower	building
Phrases	Great Wall of China northern China Qin Shi Huangdi wonder of the world	defense against	
Cognates	emperador invasor(ora) <i>nómada</i> turista	defensa* intervalo material originariamente protección transportar	milla norte soldado

Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. Preview the order of Flip Book images before teaching this lesson. Please note that it is different from the image sequence used in the *Tell It Again! Read-Aloud Anthology*.

1. 12A-1: Hadrian's Wall
2. 12A-2: Western Wall
3. 12A-3: China's Great Wall
4. 12A-4: Armed northern nomads on horses
5. 12A-5: Wall sections being built of differing material
6. 12A-6: People building the Great Wall
7. 12A-8: People laboring near the Great Wall
8. 12A-7: Watchtowers and soldiers
9. 12A-9: Tourists on the Great Wall today

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Learned?	Instructional Master 11B-2	15
	Introducing the Great Wall of China	Response Card 6; pictures of the wonders of the world	
	Vocabulary Preview: Nomads, Span		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	The Great Wall of China	world map	15
<i>Discussing the Read-Aloud</i>	Comprehension Questions	pictures of the wonders of the world	10
	Word Work: Defense		
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Sayings and Phrases: Easier Said Than Done		20
	Multiple Meaning Word Activity: Snakes	Poster 6M (Snakes)	
	Somebody Wanted But So Then	Instructional Master 12B-1	

Advance Preparation

For *What Have We Learned?*, have students review the steps for making silk using the instructions they have written (Instructional Master 11B-2).

For *Introducing the Great Wall of China*, bring in several pictures of different wonders of the world. Students who used the Core Knowledge Language Arts program in Grade 1 learned about the Hanging Gardens of Babylon, the Great Pyramid of Giza, and Machu Picchu.

For *Somebody Wanted But So Then*, you may wish to copy Instructional Master 12B-1 onto a large piece of chart paper, a chalkboard, a whiteboard, or a transparency to complete this activity as a class.



The Great Wall of China

12_A

Introducing the Read-Aloud

15 minutes

What Have We Learned

- Review content from the previous lesson by asking students:
 - What is The Silk Roads?
 - The Silk Roads is a very long and important trade route that connected China with the rest of the world.
 - Why was The Silk Roads given this name?
 - Silk was the most popular traded item on The Silk Roads.
 - Where does silk come from?
 - Silk comes from the cocoons of silkworms.
- Have students explain the steps for making silk with their partner or in small groups, using the images they have sequenced and the written instructions that accompany them.

Introducing the Great Wall of China

- Say to students, “Take a look at Response Card 6. Which inventions from ancient China have you learned about so far?”
 - farming inventions such as the seed drill, iron plow and harness, and water pump; paper; woodblock printing; and silk.
- Tell students that so far all of the Chinese inventions and contributions they have heard about have been tools or things that are still used today. Have volunteers choose one image from Response Card 6 and explain how that item is still used today.
- Share with students that not all contributions have practical uses, and that some contributions start out as useful tools but over time have become important in a different way.
- Tell students that some things created during an ancient civilization have become known as wonders of the world.
- Show pictures of the wonders of the world you have prepared. See if students are able to identify some of them.

- Explain that wonders of the world are remarkable and spectacular—when people see the wonders of the world, they are very, very impressed by what they see and may wonder how they came to be. Wonders of the world include natural places—like the Grand Canyon— and manmade structures—or buildings made by people—like Machu Picchu in Peru or the pyramids in Egypt.
- Tell students they will hear about something the ancient Chinese made that is now one of the wonders of the world.

Vocabulary Preview

Nomads



← Show image 12A-4: Armed northern nomads on horses

1. In today's read-aloud, you will hear that *nomads* lived to the north of China.
2. Say the word *nomads* with me three times.
3. Nomads are people who move from place to place. Nomads do not settle in one area and do not have a permanent home.
4. The nomads decided it was time to move to another place.
5. Describe the nomads in this drawing. What are they wearing? What are they doing?

Span

1. Today you will hear that China's borders *span* a great amount of land.
2. Say the word *span* with me three times.
3. *Span* means to go across an amount of space or time.
4. The farmer built a bridge to span all the way across the pond.
5. How many desks does this classroom span?
[This classroom spans _____ desks.]
6. How many feet does the distance between _____ to _____ span?
[Challenge students to figure this out. The distance between _____ to _____ spans _____ feet.]

Purpose for Listening

Tell students to listen carefully to find out about a Chinese contribution that began as a useful tool for the Chinese but is now a wonder of the world.

By the end of the lesson, students should be able to:

- ✓ Describe contributions of ancient China (e.g., the Great Wall)
- ✓ Explain the significance of the Great Wall of China

The Great Wall of China

When you hear the word *wall*, what comes to mind? What do you think of?

[Pause for student responses.]

People have been building walls all over the world for many thousands of years. Walls are very useful structures. Walls hold up the roof of your house or apartment. Walls form the outsides of our school. Walls make up the many buildings you see throughout the day. Some walls, however, are very special and are known all over the world.

Let's look at a few famous ones.



← Show image 12A-1: Hadrian's Wall

This one, called Hadrian's Wall, was built in the northern countryside of Great Britain. It **spans** from one side of the country to the other, from the coast of the North Sea to the east and the coast of the Irish Sea to the west.

[Point to Great Britain and where the span of Hadrian's Wall would be.]

Originally—or at first—Hadrian's Wall was built for **defense**—to keep enemies out. Today this wall is a place where tourists—or people who travel to different places for fun— hikers—or people who like to walk long distances— and bicyclists—or people who enjoy riding their bikes long distances—go when they visit Britain's northern countryside.



← Show image 12A-2: Western Wall

Let's look at another wall. This wall is called the Western Wall in Israel. Originally, this wall used to be part of an ancient temple in Jerusalem. Today, what is left of that temple is this wall. Some Jewish people today use this wall as a sacred and holy prayer wall.



← Show image 12A-3: China's Great Wall

And this wall, the Great Wall of China, is probably the world's most famous wall of all. It snakes along over four thousand miles of land in northern China.

[On a world map, point to the location of where the Great Wall would be in northern China.]

Like Hadrian's Wall, the Great Wall of China was originally built for **defense** against the enemies of ancient China.

[Point to the various places of China as you explain.]

China is one of the largest countries in the world, and its borders **span**—or cover—a great amount of land. The land across China can be very, very different. Some areas, like the river valleys of the Yellow and Yangtze Rivers are very fertile—and good for growing crops. In other areas, like the land far north of these rivers, it is very cold and dry with very little fertile land.

Do you think crops can grow well in the north?

Almost no crops grow there. The people who lived in the cold, dry north had to make their living in other ways.

What do you think the people living in the north can do to make a living?

[Call on three students to answer.]



← **Show image 12A-4: Armed northern nomads on horses**

Long ago, in these cold, northern lands, a group of nomads lived by raising animals. These nomads moved from place to place; they did not have a permanent place to live. These nomads rode on horses, herding sheep and goats from place to place in search of grass for the animals to eat. Life was very hard for these nomadic people who lived to the north of China. Perhaps that is why they became such fierce warriors—the nomads were violent and strong fighters. These northern nomads regularly crossed over the boundary into China on horseback, stealing food, gold, and animals.



← **Show image 12A-5: Wall sections being built of differing material**

The Chinese thought of many ways to keep the attackers out. One way they thought of was to build a wall along the northern border of China so that the nomads could not get into China. The ancient Chinese built the wall with materials that they already had.

What kinds of materials did they use?

[Have different students point out the different materials: stone, soil, and wood.]

For hundreds of years, the Chinese built many separate walls to keep out northern invaders. Then, China’s “First Emperor,” Qin Shi Huangdi (chin shie huang-DEE) decided to connect the many walls together into one long wall—the Great Wall.



← **Show image 12A-6: People building the Great Wall**

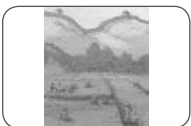
Do you think it was easy to connect the thousands of miles of separate walls together?

Connecting a wall that **spans** most of northern China was not an easy feat—or accomplishment.

Can you guess how long it took?

Work continued on the Great Wall for fifteen hundred years! Soldiers, prisoners, and peasants struggled to obey the orders of each new and powerful emperor of China who wanted to finish the wall. It was not an easy task—or job.

The wall stretched out across the land like a giant dragon, often built on the highest ground, like mountain ridges, to make it even more difficult for the nomads to cross. Donkeys and goats were sometimes used to **transport**—or carry—building materials, but people did most of the work. With baskets slung over their backs or balanced on poles across their shoulders, they worked from sunrise to sunset **transporting** materials, fixing, and building the Great Wall. The work was very dangerous, and many workers died in the process.



← **Show image 12A-8: People laboring near the Great Wall**

Every day, Chinese people from near and far moved closer to the construction in order to provide soldiers and workers with their everyday needs. What are some things the soldiers and workers would need?

[Pause for student responses.]

Some grew crops and cooked food for the soldiers and workers. Others made their tools and clothing. Still others helped to dig irrigation canals to supply everyone with water.

For many years, people slaved—or worked very, very hard—to fulfill the Qin Shi Huangdi’s dream of one continuous wall that **spanned** across northern China.



← **Show image 12A-7: Watchtowers and soldiers**

Finally, the Great Wall was completed! **Spanning** four thousand miles across northern China, the Great Wall was China's **defense** against the northern invaders.

The wall was built to act like a fort—or place where soldiers lived. At **intervals**—or several spaces—along the way, watchtowers were erected—or built—on the wall.

[Have a student point to the two watchtowers in this image.]

At one time there were nearly twenty-five thousand watchtowers. Supplies were stored inside these tall watchtowers: bows, arrows, cooking tools, and medicines were kept inside.

Soldiers, posted atop the lookout towers, kept watch for invading warriors. If they sensed danger, they used flags and drums to send signals from tower to tower. At night, fires along the wall alerted Chinese soldiers of possible enemy attack.

Beneath the towers, soldiers who were camped in tents also watched for signals, ready to come to the **defense** of the wall—to protect the wall—and to protect all the people living behind the wall.

With all of that hard work, do you think the Great Wall protected the Chinese as planned?

Yes, it did. But there were a few times when fierce nomads broke through the wall and forced the Chinese people to live under their harsh—difficult and mean—rule.



← **Show image 12A-9: Tourists on the Great Wall today**

Do you remember why the Great Wall was originally built?

- for protection

Today the Great Wall is no longer used for **defense**. Rather, it has become a tourist attraction—a place where people from all over the world go to visit. The Great Wall is truly a wonder of the world! Parts of the Great Wall have crumbled or have fallen apart but there are still many parts of it where you can walk along the same bricks and stones as the soldiers of long ago did as they looked out for invaders from the watchtowers.

[Invite a student to point to a watchtower.]

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. Ask students to answer in complete sentences by having them restate the question in their responses. Model answers using complete sentences as necessary.

1. *Literal* What contribution did you hear about in today's read-aloud?
 - I heard about the Great Wall of China.
2. *Inferential* Describe what the Great Wall looks like.
 - The Great Wall spans four thousand miles; it goes across most of northern China; it is built on mountain ridges; it has watchtowers at various intervals.
3. *Inferential* Why was the Great Wall of China first built?
 - The Great Wall was first built for defense from the nomads who invaded China and stole food, gold, and animals.
4. *Literal* Who decided to build the Great Wall?
 - Qin Shi Huangdi decided to build the Great Wall.

Who helped to build the Great Wall?

- Soldiers, peasants, and prisoners built the Great Wall. Sometimes animals helped to transport materials, but people did most of the work.
5. *Literal* How long did it take to finish building the Great Wall? Did it take a short time or long time?
 - It took a long time to finish building the Great Wall; it took fifteen hundred years.

Do you think Qin Shi Huangdi was alive to see the Great Wall finished?

- No, he was not alive.
6. *Inferential* Why did the Chinese build watchtowers on the Great Wall?
 - The Chinese built watchtowers on the Great Wall so that soldiers can keep watch for invaders, to send alert signals, and to store supplies.
 7. *Literal* Was the Great Wall a good defense against invaders?
 - Yes, the Great Wall was a good defense against invaders.

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your partner and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

Sentence Frames:

Do you think the Great Wall of China is a wonder of the world?
(Yes/No)

The Great Wall of China is a wonder of the world because . . .

. . . makes the Great Wall of China a wonder of the world.

8. *Evaluative Think Pair Share:* [Show pictures of the wonders of the world.] Why do you think the Great Wall of China is a wonder of the world?
9. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Defense

1. In the read-aloud you heard, "The Great Wall was China's *defense* against the northern invaders."
2. Say the word *defense* with me three times.
3. A defense is a safeguard or protection against something dangerous.
4. Washing your hands before you eat is a good defense against germs that can make you sick.
5. Can you think of something else that is a good defense against getting sick? Try to use the word *defense* when you tell about it.
[Ask two or three students. If necessary, guide and/or rephrase the students' responses: " _____ is/are a good defense against getting sick."]
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to read several sentences. If the sentence I read describes something that can be used as a defense, say, “a defense,” and then tell what it is a defense against. If the sentence I read does not describe something that can be used as a defense, say, “not a defense.”

1. Jett used some bug spray on his arms and legs before going out to play. Bug spray is _____.
 - a defense against bug bites
2. Nadia washed her hands very well with soap and water before eating dinner. Soap is _____.
 - a defense against germs
3. Brian only wore a hat while riding his bike. A hat is _____.
 - not a defense
4. Julie’s mother always made sure that in the car she and her sister wore their seatbelts for safety. Their seatbelts are _____.
 - a defense against injuries
5. Liz covered her mouth with a tissue when she sneezed so that her germs wouldn’t get on anyone else. Her tissue is _____.
 - a defense against spreading germs



Complete Remainder of the Lesson Later in the Day



The Great Wall of China

12_B

Extensions

20 minutes

Sayings and Phrases: Easier Said Than Done

Note: Proverbs are short, traditional sayings that have been passed along orally from generation to generation. These sayings usually express general truths based on experiences and observations of everyday life. Although some proverbs do have literal meanings—that is, they mean exactly what they say—many proverbs have a richer meaning beyond the literal level. It is important to help your students understand the difference between the literal meanings of the words and their implied or figurative meanings.

- Ask students if they have ever heard anyone say “easier said than done.” Explain that this saying means it may be easy to say you will do something, but actually getting it done may be much harder than you think.
- Tell students that in today’s read-aloud, when Qin Shi Huangdi became emperor, he wanted to connect all the separate walls into one great wall. Ask students if they remember how long it took to connect the walls and build the Great Wall of China.
 - It took fifteen hundred years!
- Explain that they might say that deciding to build the Great Wall of China was “easier said than done”—it was easy to say that the walls should be connected, but it was much more difficult to actually connect them.
- Ask students if they have had any experiences where the phrase “easier said than done” applies. Have students recount their personal experiences of times when they said they wanted to do something but actually doing it was harder than they had expected.

↔ Multiple Meaning Word Activity

Sentence in Context: Snakes

Note: You may choose to have students hold up one or two fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. [Show Poster 6M (Snakes).] In the read-aloud you heard, “[The Great Wall] *snakes* along over four thousand miles of land in northern China.” Here *snakes* means follows a twisting path with many turns. Which picture shows this meaning of *snakes*?
 - one
2. Snakes are also animals that are reptiles with long, thin bodies with no arms or legs. Which picture shows this?
 - two
3. Now with your partner, make a sentence for each meaning of *snakes*. Remember to be as descriptive as possible and use complete sentences. I will call on some of you to share your sentences.

Somebody Wanted But So Then (Instruction Master 12B-1)

Note: Students who participated in the Core Knowledge Language Arts program in Kindergarten and Grade 1 should be familiar with this chart and will have seen their Kindergarten and Grade 1 teachers model the exercise. You may wish to copy the following chart onto chart paper, a chalkboard, a whiteboard, or a transparency. Fill out the chart so that students can check their work. Have students work in partner pairs. For your reference, completed charts should contain the following information:

Somebody	Qui Shi Huangdi
Wanted	Wanted to protect China from invaders.
But	But he had only small walls that protected parts of his country.
So	Qin Shi Huangdi ordered soldiers, prisoners, and peasants to work on building one long, connected wall.
Then	Then, after fifteen hundred years, the Great Wall of China was completed to a length of more than four thousand miles.

- Explain to students that they are going to retell the story of how the Great Wall of China was built using a Somebody Wanted But So Then worksheet (Instructional Master 12B-1).
- Give each partner pair a worksheet. Have partner pairs complete the chart together. Students should first discuss what information they should put in each row. Then one student should act as the scribe to write down what the pair decides.
- If time allows, have partner pairs share their charts with another partner pair and compare their completed charts.