



# The Yellow and Yangtze Rivers

## 8

### ✓ **Lesson Objectives**

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#### **Core Content Objectives**

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Students will:

- ✓ Locate Asia, India, and China on a map or globe
- ✓ Identify Asia as the largest continent with the most populous countries in the world
- ✓ Explain the importance of the Yellow and Yangtze Rivers for the development of civilizations in ancient times
- ✓ Describe contributions of ancient China (e.g., the invention of farming tools)
- ✓ Describe the key components of a civilization

#### **Language Arts Objectives**

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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:

- ✓ Identify that the main topic of the read-aloud is about early Chinese civilization and the Yellow and Yangtze Rivers in China (RI.2.2)
- ✓ Describe the connection between rivers and the development of early world civilizations (RI.2.3)
- ✓ Identify that the main purpose of the read-aloud is to tell about ancient China, specifically the Yellow and Yangtze Rivers and farming in ancient China (RI.2.6)
- ✓ Describe how facts from the read-aloud show how flooding is a positive and negative event for the ancient Chinese (RI.2.8)
- ✓ Orally compare and contrast the Indus River in India and the Yellow River in China (RI.2.9)

- ✓ With assistance, label information about ancient China onto a map of Asia (W.2.8)
- ✓ With assistance, categorize and organize facts and information from the read-aloud “The Yellow and the Yangtze Rivers” onto an Early Asian Civilizations Chart (W.2.8)
- ✓ Ask questions to gather additional information about what a speaker says (SL.2.3)
- ✓ Recount a personal experience of feeling sorrow and feeling joy (SL.2.4)
- ✓ Add movement to show the process of how silt is made and how silt from the Bayankala Mountains causes the Yellow River to flood (SL.2.5)
- ✓ Identify real-life connections between words—*plateau*, *silt*, and *sorrow*—and their use (L.2.5a)
- ✓ Provide example of antonym—*joy*—to core vocabulary word *sorrow* (L.2.5a)

## Core Vocabulary

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**plateaus, n.** Large areas of flat land that are higher than the land around it  
*Example:* On their vacation to the Grand Canyon, Mack took pictures of many natural bridges and plateaus.

*Variation(s):* plateau

**silt, n.** A mixture of soil, sand, and clay  
*Example:* Jimmy caught a fish with silt all over its fins.

*Variation(s):* none

**sorrow, n.** Deep suffering or pain that results from a loss or misfortune  
*Example:* Amy felt great sorrow after losing the ring her mother had given her.

*Variation(s):* sorrows

**Yangtze River, n.** The longest river in China  
*Example:* The Yangtze River is the third-longest river in the world.

*Variation(s):* none

**Yellow River, n.** A river that flows through China’s northeastern lands  
*Example:* The Yellow River was the home of the first Chinese civilization.

*Variation(s):* none

<b>Vocabulary Chart for The Yellow and Yangtze Rivers</b>			
Core Vocabulary words are in <b>bold</b> . 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> .			
<b>Type of Words</b>	<b>Tier 3</b> Domain-Specific Words	<b>Tier 2</b> General Academic Words	<b>Tier 1</b> Everyday-Speech Words
<b>Understanding</b>	civilizations <b>plateaus</b> <b>silt</b>	ancient fertile invented region productive <b>sorrow*</b>	cities farmer flooding mountain/valley rice river tools wheat
<b>Multiple Meaning</b>		trade	banks crops
<b>Phrases</b>	Bayankala Mountains iron harness/plow river valley seed drill water pump <b>Yangtze River</b> <b>Yellow River</b>		along the . . . next to . . . up and down the . . .
<b>Cognates</b>	civilización	fértil inventaron region productivo(a)	montaña

## ***Image Sequence***

This is the order in which Flip Book images will be shown for this read-aloud. It uses the same image sequence as the *Tell It Again! Read-Aloud Anthology*.

1. 8A-1: Five rivers
2. 8A-2: Map showing the Yellow and Yangtze Rivers
3. 8A-3: Yellow River with silt
4. 8A-4: Yangtze River and rice fields
5. 8A-5: Farming
6. 8A-6: Ancient Chinese city settlement

<b>At a Glance</b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b>Introducing the Read-Aloud</b>	<b>What Have We Learned?</b>	world map	15
	<b>Introducing Early Chinese Civilization</b>	Instructional Master 8A-1; timeline; world map	
	<b>Vocabulary Preview: Plateaus, Silt</b>	images of plateaus; mixture of soil, sand, clay	
	<b>Purpose for Listening</b>		
<b>Presenting the Read-Aloud</b>	<b>The Yellow and Yangtze Rivers</b>		15
<b>Discussing the Read-Aloud</b>	<b>Comprehension Questions</b>	Response Card 6; world map	10
	<b>Word Work: Sorrow</b>		
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b>Extensions</b>	<b>Map Quest</b>	Map Quest maps; brown and blue crayons	20
	<b>Early Asian Civilizations Chart</b>	Instructional Masters 8B-1, 8B-2; Image Cards 7, 8	
<b>Take-Home Material</b>	<b>Family Letter</b>	Instructional Masters 8B-3, 8B-4	

### **Advance Preparation**

Prepare a copy of Instructional Master 8A-1 for each student. Refer to it as Response Card 6 (Early Chinese Civilization). Students can use this response card to preview, discuss, review, and answer questions about this civilization.

For Vocabulary Preview, bring in several images of different plateaus to point out the plateau—the large area of flat land that is higher than the land around it.

Prepare a silt-making demonstration by mixing soil, sand, and clay (if available). The texture of silt is lighter and less grainy than sand, but still gritty. When mixed with water, it should be muddy.

For Map Quest, on the large piece of chart paper that already has ancient India drawn on it, draw a simple outline of China. You will also need to prepare pieces of blue construction paper cut into the shape of the Yellow and Yangtze Rivers. [Use Instructional Master 2B-1 as a guide.] Students will fill in their maps as you fill in the class map.

Make a copy of Instructional Masters 8B-1 and 8B-2 for each student. Refer to them as the Early Asian Civilizations Chart and image sheet for ancient China. Students can fill in their own chart after you have filled in the classroom chart.

**Note:** Instructional Master 8B-1 is for Early Chinese Civilization. Students may choose to cut and paste images from Instructional Master 8B-2 (Image Sheet for Early Chinese Civilization) onto their chart.



# The Yellow and Yangtze Rivers

8A

## Introducing the Read-Aloud

15 minutes



### What Have We Learned?

#### ← Show image 8A-1: Five rivers

- Name each river. Ask students if they remember which civilization each river is related to. [You may wish to point the areas around these rivers on a world map.]
  - Tigris River (Mesopotamia)
  - Euphrates River (Mesopotamia)
  - Nile River (ancient Egypt)
  - Indus River (ancient India)
  - Ganges River (ancient India, special significance in Hinduism)
- Ask students what happened to the Indus River when snow from the Himalayas melted. (The Indus River flooded.)
- You may wish to act this out using similar movements from Lesson 1. Directions:
  1. “Let’s act out this process. We are going to pretend to be the snow-covered peaks of the Himalayas. Let’s all stand tall with our hands above our heads, fingertips touching, like the peaks of the Himalayas.
  2. “Now, let’s be the melting snow running into the river. Everyone move your hands toward the floor like melting snow trickling down from the mountain tops.
  3. “Now make a *whooshing* sound to represent the water flowing over the river banks in the valley below.
  4. “Finally show the plants that sprout because of the fertile soil left on the land around the river.”
  5. Tell students that in today’s read-aloud they will hear about two very important rivers in China: the Yellow and the Yangtze Rivers.



## Introducing Early Chinese Civilization

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### ◀ Show image 8A-6: Ancient Chinese city settlement

- Tell students that over the next several days they will hear read-alouds about ancient China. Tell students that this is a drawing of an ancient Chinese city. Ask whether this city reminds them of another city they heard about in this domain.
  - Mohenjo-daro of ancient India

[You may wish to point out the beginning of ancient Chinese civilization on the timeline if you created one in Lesson 1.]
- Tell students that China is a country in the continent of Asia.

[Invite a student to point to Asia on a world map. Locate China on a world map for students.]
- Ask students what is special about Asia.
  - biggest continent
- Ask students which two countries in Asia have the biggest population—or the most people.
  - India and China
- Tell students that China has the largest population in the world: over one billion people.
- Share with students that over the next several days they will hear about early Chinese civilization. They will especially hear about the creations and inventions of the ancient Chinese.
- Give students Response Card 6 from Instructional Master 8A-1. Tell them that this Response Card shows images of some inventions from the early Chinese civilization. Have students tell their partner whether they recognize any of the images on the Response Card.

## Vocabulary Preview

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### *Plateaus*

1. Today you will hear that the Yellow River travels through the high *plateaus* of the Bayankala Mountains.
2. Say the word *plateaus* with me three times.
3. A plateau is a large area of flat land that is higher than the land around it.

4. The farmers grew their crops on the plateau.  
On the flat plateau you can look down at the valley below and up at the mountain above.
5. [Show different pictures of plateaus.] Look at these pictures; can you find the plateau?

### **Silt**

1. You will learn that *silt* turns the clear waters of the Yellow River into a greenish-yellow color.
2. Say the word *silt* with me three times.
3. Silt is the mixture of soil, sand, and clay.
4. Farmers like to have silt in their soil because crops grow well when there is some silt in the soil.
5. [Make some silt and invite students to see, touch, and smell it.]

### **Purpose for Listening**

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Tell students that the title of this read-aloud is “The Yellow and Yangtze Rivers.” Ask them what they think they are going to learn from this read-aloud. Confirm that the main topic of this read-aloud is on ancient China and the Yellow and Yangtze Rivers. Tell students to listen carefully to find out how the ancient Chinese formed civilizations near these two rivers.

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

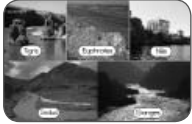
- ✓ Explain the importance of the Yellow and Yangtze Rivers for the development of civilizations in ancient times
- ✓ Describe contributions of ancient China (e.g., the invention of farming tools)
- ✓ Describe the key components of a civilization



**The Yellow and Yangtze Rivers**

Close your eyes and imagine you are next to the Indus River. What do you see in your mind?

[Pause for student responses.]



← **Show image 8A-1: Five rivers**

Now open your eyes. These are five rivers that were very important to the early world civilizations.

[Invite a different student to match one river with its associated ancient civilization.]

The Tigris (Mesopotamia). The Euphrates (Mesopotamia). The Nile (ancient Egypt). The Indus (ancient India). The Ganges (ancient India).

Tell your partner how these five rivers helped to form the world’s first civilizations.

[Allow thirty seconds for students to talk. Call on two volunteers to share.]

These ancient rivers supplied—or provided—the water people needed to grow food. Once people were able to grow their own food, they began to build permanent cities in the river valley.

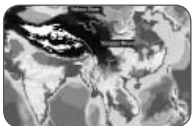
[Point to each river as you explain.]

Along the banks of the Tigris and Euphrates in Mesopotamia, people worked together to grow their own food and build cities.

Up and down the Nile River, ancient Egyptians built pyramids.

Next to the Indus River, the city of Mohenjo-daro flourished and grew.

And the Hindus bathed in the sacred waters of the Ganges River.



← **Show image 8A-2: Map showing the Yellow and Yangtze Rivers**

Today you are going to learn about the **Yellow River** and the **Yangtze River**, two more rivers where early civilizations began. These two rivers are divided by the high, snow-capped Bayankala Mountains.

[Point to the brown region on the map between the two rivers. Mention that when they see brown on this map, it means there is a mountain. This is similar to how they colored the mountains on their Map Quest maps brown.]

The **Yellow** and **Yangtze Rivers** are the two longest rivers in China. More people live in the river valleys next to the **Yellow** and **Yangtze Rivers** today than in any other place on the earth.

[Remind students that China has the world's largest population. Explain that a lot of people in China live in the river valleys.]



← **Show image 8A-3: Yellow River with silt**

Let's begin with the **Yellow River**.

High up in the mountains where the **Yellow River** begins, its waters are very clear, but as it travels, its long route through the high **plateaus**—or the high, wide, and flat ground—of the Bayankala Mountains, its color changes to a greenish-yellow like the water in this picture. Can you guess what makes the water turn yellow?

**Silt** makes the water turn yellow. **Silt** is the mixture of soil, sand, and clay. Let's show what happens when **silt** goes into the river and causes it to overflow.

[Lead students in a demonstration of how silt is made and how it causes the river to overflow.]

Pretend you are the peaks of the Bayankala Mountains; your mountain-sides are covered with rocks and soil.

Here comes the rain that mixes with your rocks and soil to make **silt**.

The **silt** slides down your mountainsides into the river in the **plateau** below, making the river a muddy yellow.

As **silt** keeps entering into the river, the water keeps rising, rising, rising, until . . .

The river overflows!

Does this sound familiar? What other river have you learned about that flooded?

[Call on two students to answer]

- Indus River

Tell your partner whether this flooding is a good thing or a bad thing for the people who live in the river valley next to the **Yellow River**.

[Call on two partner pairs to share.]

Flooding is good for creating fertile land for crops. Farmers grew wheat and millet—or grains used in making bread and noodles—in the fertile land on the **plateau** near the **Yellow River**.

Flooding is also dangerous. When large rivers like the **Yellow River** flood, it can ruin homes and destroy cities.

For this reason, the Chinese have given the **Yellow River** two nicknames: “Mother River,” for the positive things the river brings, and “China’s Great **Sorrow**,” for the negative things the river brings.



← **Show image 8A-4: Yangtze River and rice fields**

This is the **Yangtze River**, China’s longest river. Along the **Yangtze** the temperature is much warmer and flooding is less of a problem. Many farmers grow rice in its fertile valley, so the valley next to the **Yangtze** is sometimes called “China’s rice bowl.” The weather and soil of this river valley is perfect for growing rice. Rice is the main crop of China, and it was first grown in “China’s rice bowl” along the **Yangtze River**.

Together, these two river valleys of the **Yellow** and **Yangtze Rivers** form China’s greatest food-producing region.



← **Show image 8A-5: Farming**

Farming was a popular job for the Chinese living in the river valleys. The ancient Chinese invented many farming tools that are still used today. These inventions helped Chinese farmers grow their crops in a more productive way—in a faster and better way.

[Point to the farmer in the background who looks like he is pushing a cart with a basket—this is a seed drill.]

For example, the ancient Chinese invented the seed drill to help plant seeds in straight and ordered rows, instead of scattering seeds wherever they liked. Planting seeds using the seed drill also helped to make harvesting the crops easier as well.

[Point to the farmer in the foreground directing the plow and the harnessed ox.]

The ancient Chinese also invented iron plows and harnesses so that oxen could easily pull the plows.

[Point to the two farmers moving the water pump with their feet.]

Another important invention of the ancient Chinese is a water pump that helped to get water from lower ground to higher ground where the crops were planted. This kind of water pump helped to irrigate—or bring water to—the fields.



← **Show image 8A-6: Ancient Chinese city settlement**

The ancient Chinese invented many things to help make farming more productive—or faster and better. Can you think of what happened after the Chinese in the river valleys between the **Yellow** and **Yangtze Rivers** became better and better at farming?

[Pause for students to answer.]

The same thing happened in China that happened in Mesopotamia, Egypt, and India—cities were created. The Chinese began building permanent cities along the rivers. Each city was led by its own powerful king.

The ancient Chinese built walls to protect their cities, houses to live in, and temples to worship their gods. They made tools and weapons. They built boats. And once copper coins—a kind of money used by the ancient Chinese—were invented, the Chinese traded with one another up and down the **Yellow** and **Yangtze Rivers**. Life along the **Yellow** and **Yangtze Rivers** was bustling and full of energy and activity.

## 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 is the main topic of this read-aloud?
  - The main topic of this read-aloud is about ancient China, the Yellow and Yangtze Rivers, and farming in ancient China.
2. *Literal* What two rivers did you hear about in today’s read-aloud? In which country are these two rivers found?  
  
[Invite a student to point to China on a world map.]
  - I heard about the Yellow River and the Yangtze River. These two rivers are in China.
3. *Literal* What makes the Yellow River yellow?
  - Silt makes the Yellow River yellow.
4. *Inferential* Why have the Chinese nicknamed the Yellow River “Mother River” and “China’s Great Sorrow”?
  - The Chinese nicknamed the Yellow River “Mother River” because it creates fertile land to grow crops. The Chinese nicknamed the Yellow River “China’s Great Sorrow” because its flooding can destroy homes and cities.
5. *Inferential* What do the Chinese call the fertile valley next to the Yangtze River? Why is it called that?
  - The Chinese call the fertile valley next to the Yangtze River “China’s rice bowl” because the weather and soil there is perfect for growing rice. Rice is China’s main crop.



← **Show image 8A-5: Farming**

6. *Literal* What are some things the Chinese invented to make farming more productive—or faster and easier?  
  
[Students may point out the inventions related to farming on Response Card 6.]
  - The Chinese invented the seed drill, iron plows and harnesses, and water pumps.

7. *Inferential* What happened when the ancient Chinese were able to grow their own food near the rivers?

- The Chinese began to build permanent cities.

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

8. *Evaluative Think Pair Share:* You heard about two important rivers in China today. If you were living during the time of ancient China, which river valley would you prefer to live in: on the plateau of the Yellow River or next to the Yangtze River? What would living there be like?
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.]

**Sentence Frames:**

Would you prefer to live next to the Yellow/Yangtze River?  
(Yes/No)

I would prefer to live . . . because  
...

I think living in . . . would be like . . .

**Word Work: Sorrow**

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1. The read-aloud says that the Yellow River is nicknamed “China’s Great Sorrow.”
2. Say the word *sorrow* with me three times.
3. Sorrow is a strong feeling of sadness, pain, or suffering you feel because you lost something or had something bad happen to you.
4. Alexa felt sorrow when she could not find her little kitten.
5. How can someone express sorrow? Show me how you would express sorrow. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “Someone can express sorrow by . . .” Remind students that sorrow is stronger than just being sad.]
6. What’s the word we’ve been talking about?

Use an *Antonyms and Sharing* activity for follow-up. Directions: If *sorrow* means a strong feeling of sadness, pain, or suffering, what do you think is the opposite of *sorrow*? Think of one antonym—or opposite—of *sorrow* with your partner.

- *happiness, joy, delight*

Now tell your partner about a time you felt joy and a time you felt sorrow. Try to be as descriptive as possible. When you are finished sharing, your partner can ask questions to get more information about what you said.



### **Complete Remainder of the Lesson Later in the Day**



# The Yellow and Yangtze Rivers

8B

## Extensions

20 minutes

### Map Quest (Instructional Master 2B-1)

- Remind students that they have already learned about two important rivers during their studies of ancient India, and the Indus and the Ganges Rivers. Have students point out these two rivers on their map.
- Tell students that they will continue on their “Map Quest” to help them remember the rivers they learned about today. Ask students if they remember the names of the rivers in today’s read-aloud.
  - Yellow and Yangtze Rivers
- Show students the outline of China you have added to the class map. On the class map, color the border of China brown and label it “China.” Have students color the border of China on their maps brown and label it “China.”
- Draw students’ attention to the caret marks in China on their map. Ask them what those caret marks represent.
  - mountains
- Remind students that they heard about the Bayankala Mountains. Draw a matching series of brown caret marks on the class map and label it “Bayankala Mountains.” Have students color in the caret marks that represent the Bayankala Mountains brown.
- Draw students’ attention to the dashed lines on their map. Tell them that those dashes represent rivers. Add the blue strip of construction paper that is supposed to be the Yellow River onto the class map. [The Yellow River begins on the north-end of the Bayankala Mountains and flows east toward the Yellow Sea.] Label it “Yellow River.” Invite students to locate the matching river on their map, color it in blue, and label it “Yellow River.”
- Finally, add the blue strip of construction paper, that is supposed to be the Yangtze River, onto the class map. [The Yangtze River begins on the west-end of the Bayankala Mountains and to the south of the Yellow River. It also flows east toward the Yellow Sea.] Label it “Yangtze River.” Invite students to locate the matching river on their map, color it in blue, and label it “Yangtze River.”



- Have partner pairs discuss the differences between the Yellow and Yangtze Rivers.
  - different locations—the Yangtze is to the south; different weather—the weather near the Yangtze is warmer; the Yangtze floods less; grow different crops—Yellow River: wheat; Yangtze River: rice

### Early Asian Civilizations Chart

- Tell students that you will fill in the Early Asian Civilizations Chart for early Chinese civilization together. Invite students to fill in their own chart using Instructional Masters 8B-1 and 8B-2.

**Note:** You may wish to write in key words on the chart, giving guidance to student writing.

	<b>Cities</b>	<b>Jobs</b>	<b>Leaders</b>	<b>Writing</b>	<b>Religion</b>
<b>Early Indian Civilization</b>	Image Card 2 Mohenjo-daro	Image Card 1 farmers grain traders	priests Image Card 6 Asoka	Image Card 3 [check mark]	Image Card 4 Hinduism Image Card 5 Buddhism
<b>Early Chinese Civilization</b>	Image Card 8 [check mark]	Image Card 7 farmers traders	kings		Image Card 5 Buddhism

- Review that one component of a civilization is cities. Show students Image Card 8 (Ancient Chinese City). Have students describe what they see on the Image Card. Ask students in which column the Image Card should go. Tell students that you are going to place the Image Card on the chart, in the *Cities* column, to remind them that there were cities in ancient, or early, China. Have students place a check mark in the corresponding box on their chart.
- Review that another component of a civilization is that there are different kinds of jobs. Show students Image Card 7 (Farming Along the Yangtze). Tell students that this a photograph of farming along the Yangtze River. Ask students if they remember which crop is grown next to the Yangtze.
  - rice
- Ask students in which column the Image Card should go. Tell students that you are going to place the Image Card on the chart, in the *Jobs* column, to remind them that there were farmers during the early Chinese civilization. Ask students if they heard of other jobs in ancient China.

- house builders; boat builders; tool and weapon makers; traders
- Have students write the words *farmers* and *traders* in the corresponding box on their chart.
- Explain that many civilizations had leaders. Remind students about how each Chinese city that developed next to the Yellow and Yangtze Rivers had its own powerful king. Have students write the word *kings* in the corresponding box on their chart.
- Tell students that they will continue filling in their chart during the next lessons on ancient China.

## ***Take-Home Material***

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### **Family Letter**

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Send home Instructional Masters 8B-3 and 8B-4