



Component	Description
Title of Lesson	Philadelphia: "A City of Neighborhoods" Chinatown's Friendship Gate and the Qing Dynasty
Content/Subject Area	World History
Context	Philadelphia's Chinatown Friendship Gate was constructed in the architectural style of the China's Qing dynasty. It was built to symbolize the sister city relationship between Philadelphia and Tianjin, China. This lesson can be used as an introduction to the Qing Dynasty.
Duration	1 period (45 minutes-1 hour)
Objective	SWBAT develop and analyze the topic with relevant, well-chosen, and sufficient facts IOT describe a characteristic or value of the Qing Dynasty inferred from architecture (Chinatown's Friendship Gate) and supported by research.
Standard(s)	<p>-Standard - CC.8.6.9-10.H Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>-Standard - CC.8.6.9-10.G Gather relevant information from multiple authoritative print and digital sources.</p> <p>-Standard - CC.1.4.9-10.B Write with a sharp distinct focus identifying topic, task, and audience.</p>
Anticipatory Set	<p>-Present students with pictures of the Friendship Gate in Philadelphia's Chinatown. Explain that the Gate is adorn with designs from the Qing dynasty.</p> <p>-Ask students to hypothesize the characteristics or values of the dynasty based on the traditional designs. Create a list or word cloud based on the students' discussion.</p>
Direct Instruction	Provide basic background information on the Qing Dynasty. The Qing Dynasty, also referred to as the Manchu Dynasty, reigned from 1644-1912. It was the last imperial dynasty in China.

<p>Guided Practice (and/or Cooperative Practice)</p>	<p>-In groups of 2 or 3, students research an assigned emperor from the Qing dynasty. (A list of emperors can be found here: <a href="https://www.travelchinaguide.com/intro/history/qing.htm">https://www.travelchinaguide.com/intro/history/qing.htm</a>)</p> <p>-The group compiles a list of key events/policies/contributions that occurred during the reign of that emperor and presents to the class on chart paper. Keep on display.</p>
<p>Independent Practice</p>	<p>-After the presentations, display and review the list of characteristics/values described during the anticipatory set.</p> <p>-Independently, students create a response to the following prompt: Choose a characteristics or value that your class ascribed to the Qing Dynasty as a result of examining the traditional Qing Dynasty designs found on the Friendship Gate in Philadelphia. Use the group research to provide evidence and justify this characterization.</p>
<p>Closure</p>	<p>Students present their writing.</p>
<p>Assessment</p>	<p>Student's independent prompt responses</p>
<p>Key Terms</p>	<p>dynasty, emperor</p>
<p>Resources and Materials</p>	<p>Chart paper, computers for research, pictures of Philadelphia's Chinatown Friendship Gate</p> <p>Qing dynasty emperors</p> <p><a href="https://www.travelchinaguide.com/intro/history/qing.htm">https://www.travelchinaguide.com/intro/history/qing.htm</a></p>



<http://www.visitphilly.com/music-art/philadelphia/the-china-gate/#sm.00007nio7t14b3drtvhva2zqvrllr>



<http://globetrottergirls.com/2011/08/great-american-road-trip-2011-philadelphia/>



<http://picturephilly.com/2010/10/28/friendship-gate-entrance-to-chinatown-in-philadelphia/>

