

Rush-Henrietta APPR Lesson Plan Form

Question: Class Data:

Answer: This is an ICT class with 18 students: at least 2-3 students are absent daily, 9 SPED students, 1 504, 1 declass, 7 Tier 2, and 1 Tier 1. I am the gen ed teacher, Amber Tolnar is the sped and AIS provider, and Carol Harding is the para in the room. We meet every day for 40 minutes. Most of the students in the class failed math so they are in a special math class for the first 40 minutes of the block, go to lunch and then come to us at the end of the Block.

Question: Common Core Standards Applicable:

Answer:

NYS Social Studies Standard for World History: identify historical problems, pose analytical questions or hypotheses, research analytical questions or test hypotheses, formulate conclusions or generalizations, raise new questions or issues for further investigation

NYS Social Studies Standard for Geography: select and analyze map to present geographic information
NYS Social Studies Standard for Economics: understand how nations of the world make choices which involve economic and social costs and benefits

Shift 4 Common Core Shifts in ELA/ Literacy: Students have rich and rigorous conversations which are dependent on a common text.

Question: Lesson Objectives (Students will...):

Answer:

Students will analyze the chronology of events in China during the Age of New Imperialism.

Students will demonstrate their understanding of Tier 3 vocabulary.

Students will evaluate imperialism in China from different perspectives/ points of view.

Question: Prior/Subsequent Learning Connections:

Answer: For each area impacted by imperialism, students have evaluated imperialism from different perspectives/ points of view. They should be able to make connections between imperialism in China and what occurred in Africa, Southeast Asia, the Ottoman Empire and India.

Question: Lesson Activities (As Applicable): Introduction, Individual Work, Group Work, Closure

Answer:

Introduction: We will review the ticket to leave from the previous class in which students had to evaluate imperialism in India from the point of view of the British and the Indian sepoys. We will see a similar story in China in today's lesson. Individual/

Partner work: As a class, we will read scenarios about time periods in Chinese history. Each scenario is in chronological order and asks students to problem solve what the Chinese should do at each point in their history. The students may discuss this individually or with a partner. For each scenario, I will discuss with them what actually occurred. This process is a literacy strategy called "problem solving to interpret new vocabulary" as per Jen Sherman.

Group work: Students will then break into groups of 3 and will show their understanding of a Tier 3 term by describing it and developing a visual for it. As a class, we will go over the 6 Tier 3 terms.

Closure: Students will identify similarities and differences between the story of China and the other areas they learned previously in the unit. Finally, they will evaluate imperialism in China from the point of view of the foreigners and the Boxers.
Homework: Students will create a political cartoon for a selected event in China during the Age of New Imperialism. They provide a written summary that incorporates information from class and explains their cartoon.

Question: Materials:

Answer: Students will receive a handout with the scenarios that we will discuss. On the back, they will need to describe and draw a visual for the Tier 3 terms, as well as evaluate imperialism from the opposing points of view.

Question: Assessments (As Applicable): Formative and/or Summative

Answer:

Formative- The back side of the scenarios sheet (all 3 activities will show me if they met the 3 learning objectives) and the homework assignment

Summative- at the end of the unit, students will be required to write a DBQ essay in which they evaluate imperialism from the point of view of the imperialist power and the point of view of the colonized people.

Question: Possible Adjustments to Lesson:

Answer: The students may want me to sing the India song (my guitar wasn't in tune the previous class) so I may begin with that and then go into my lesson plan.