



Instructional Goals/focus: Research, Rigor, Independence (Evidence in argument and productive struggle)

Name:

Alexander Ott

Date:

5/12 to 5/15/2015

Class:

Global Literacy

Unit:

Communist China

Lesson:

China Webquest

Lesson Summary

Learning Outcome(s): (What do you want students to take away from today's lesson?)

Were the communist reforms in China successful?

Essential Question(s):

Write an argument with evidence on whether the communist reforms in China were successful.

Key Vocabulary:

Communism, Cultural Revolution, Dictator, Little Red Book, Communes, Red Guards, Mao Zedong, People's Republic of China, Great Leap Forward, Chiang Kai-shek, totalitarianism

Potential student misconceptions:

Students might confuse the Cultural Revolution as a positive cultural movement, and the Great Leap Forward as successful. Students may also look at the word "Republic" and think Communist China has democratic political principles.

Materials: Including texts

China Webquest Packet (worksheets), Electronic final copy of packet, China Webquest, computers with Internet access.

Lesson in context: Briefly describe the lessons for the day(s) before and after this lesson.

Before:

Students have completed a unit on World War I & II and evaluated whether WW@ was a continuation of WW1. Students have been working on Communist China in their Global History class.

After:

Students will explore communism in Russia with the Russian Revolution (Lenin, Stalin, Trotsky).

Behind the Scenes Planning

Groups/ Pairs/ Triads:

- NA or independent
- Heterogeneous
- Homogenous

- Random
- By skill
- By assessment

- By behavior
- By learning style

Differentiation Strategy:

Scaffolds: Students will have different ways of obtaining information (text, video, graphics) for responses. Students will have multiple entry points for their wequest. Pre-Taugh Vocabulary. Do Now with whole class discussion (Pause, Ask

Challenges: Questions, Pause, Review).

Students may have challenges with vocabulary, and interpreting the political cartoon. They may have difficult creating a working thesis (claim) and finding evidence to affirm the claim, and evidence to refute the claim.

Student Choice: What opportunities are there for students to decide how they will learn?

Students chose their partners, and chose which sections to complete.

Questioning: What DOK questions will you pose?

1. Who influenced Mao's political beliefs?
2. Explain the people of China's reaction to communes.
3. Explain how did China's competition with the Western world and US was connected to the Great Leap Forward.

Questioning Strategies: How will you ask? How will students answer?

Students will be asked the questions on a webquest. The questions will start from the lower DOK levels and increase to DOK level 4.

"Plan B:" What will you change if it isn't working?

The webquest can be completed as a whole class activity with discussion. Individual groups could have scaffolded questions asked and given by the teacher for any question.

Park East Lesson Plan Template

Minutes	Class Procedures
Estimate homework time:	<p>Homework Assignment:</p> <p>Students can continue assignment at home on-line but regular homework will not be assigned for this project unless the student is falling behind in their progress on the webquest.</p>
10 min Day 1 Day 2	<p>Opening Move (the practice formerly known as the Do Now):How will you engage students/ capture their attention from the get-go? Will you make connections to previous lessons? Help students to prethink today's lesson? Day 1: Define the following: Communism, Dictator Day 2: Define the following: Revolution, Republic</p>
32 min Day	<p>Learning Sequence: How will you teach this? How will class be organized? What will students do in class? How will they do it? If multiple activities, provide sub headings and further estimate the minutes allotted.</p> <ol style="list-style-type: none"> 1. Students will lead the Do Now Discussions 2. Students will work in pairs to complete to the China Webquest <p>Students will take four (4) class periods to complete the webquest.</p>
	<p>Assessment:Informal or formal? Formal assessment based upon webquest completion packet and thesis (claim, evidence, and counter-claim)</p>
	<p>Closure: How will you wrap up the lesson? How will you cycle back to learning target? How can you extend if ahead of schedule? Students will present their thesis, evidence, and counter-claims to the class.</p>

Pedagogy

Pedagogical Inspiration:What strategies, research, professional learning experiences have informed this lesson?

I have developed many webquests for Global History and have used them in the classroom. Students that work in pairs and have much more focus when completing an online task or project than groups of three or four.

Interdisciplinary/Intradisciplinary Connections:

This webquest coincides with the Global history 10 part 4 course and the lessons on Mao in China.

Reflection: What will you do differently next time?