

4. Karissa Piper

Lesson Plan Template

How Will You Cause Learning Today?

SUBJECT World Studies		GRADE 9
TOPIC Japanese abuse of Chinese civilians and POWs during WWII	DATE Spring 2008	PERIOD 1 period at 45 min.
Essential Question(s): How and why did Japanese soldiers abuse Chinese civilians and POWs during WWII?		
OBJECTIVES OF THE LESSON		
A statement or statements of what students will be able to do AS A RESULT of rather than AS PART OF the lesson.		
SWBAT: identify examples of human rights abuses, explain the Japanese soldiers' motivation, and judge the merits of this behavior in wartime circumstances.		
ASSESSMENT OF THE OBJECTIVES		
Describe how you will collect evidence that individual students have indeed met the lesson objectives.		
Students will fill in a modified KWL chart before and during the reading. http://www.readingquest.org/pdf/kwl_mod.pdf Students will write at least a one paragraph response to each of the two prompts: 1) Were the human rights abuses that the Chinese endured justified by the reasons Japanese soldiers and society gave? 2) Do you believe that "all if fair in war?" Give examples from the reading to support your position.		

T T		S S S S					
PURPOSE SETTING	MODELING	BEFORE READING, VIEWING, or LISTENING					
		TEACHER		STUDENTS			
		<ul style="list-style-type: none"> focusing attention, laying groundwork, creating interest, sparking curiosity...think of it as setting the stage/setting them up for success make sure students "get" the <u>purpose</u> (not just agenda) of today; what it will result in or lead to; the "why" of what they'll be doing 	<ul style="list-style-type: none"> strategies to get STUDENTS thinking about what they already know cause STUDENTS to bring to mind similar ways of thinking, an analogous idea, or previously-learned content or concepts STUDENTS are caused to think about that element of today's learning that is most close to or familiar to them 	DISCUSSION	ORGANIZING	WRITING	VOCABULARY
X		Students will receive the Modified KWL chart and the teacher will tell them that today they are going to look at an often overlooked part of WWII—the Japanese annexation of China and what transpired from that. Students will be told that the Japanese treated the Chinese very cruelly and that in some of the brutality and dehumanization, students might recognize actions and thoughts that they have seen in other totalitarian regimes, such as the Nazis. The teacher will have the students fill in the concept section with the title: Human Rights Abuse Students will fill in the following three sections before reading the four page handout, <u>Exposing the Rape of Nanking</u> (book excerpt, Dec. 1, 1997, Newsweek). http://www.cnd.org/mirror/nanjing/NMZCR.html			X	X	X

DURING READING, VIEWING, or LISTENING

- strategy(ies) for active engagement with the new content that's coming
- what are students doing WHILE reading, viewing, or listening?

		While reading the handout, students will be filling in the final section on the Modified KWL. They will probably need more room than the box allows and should use the back or another sheet of paper. Students may work with a partner while reading and filling in the Modified KWL.		X	X	X
--	--	---	--	---	---	---

T	T		S	S	S	S	S
PURPOSE SETTING	MODELING	<h2 style="margin: 0;">AFTER READING, VIEWING, or LISTENING</h2> <ul style="list-style-type: none"> • how will students apply new knowledge in a new way? • how will students check to see if their understanding is correct? • how will students be prompted to reflect on what they learned? • how will students be prompted to reflect on how they learned it? <p style="font-size: small; margin: 0;">[Also, Please Note: The Assessment Occurs in the After Phase]</p>	DISCUSSION	ORGANIZING	WRITING	VOCABULARY	UNDERSTANDING
		Students can discuss with their partners what they learned based on the reading and how they think they will answer the two prompts. Individual students should respond to the prompt on their own.	X	X	X	X	X
		ASSESSMENT: Students will write at least a one paragraph response to each of the two prompts: 1) Were the human rights abuses that the Chinese endured justified by the reasons Japanese soldiers and society gave? 2) Do you believe that "all if fair in war?" Give examples from the reading to support your position.					

1. A list of resources (books, periodicals, videos, websites, etc.) you plan to use for each lesson plan.

Exposing the Rape of Nanking, book excerpt Dec. 1, 1997, Newsweek. Originally from: [The Rape of Nanking: The Forgotten Holocaust of WWII](#) by Iris Chang.

<http://www.cnd.org/mirror/nanjing/NMZCR.html>

Modified KWL Chart. http://www.readingquest.org/pdf/kwl_mod.pdf

Lesson Plan Template: <http://www.readingquest.org/pdf/>