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# Lesson Plan Template

*How Will You Cause Learning Today?*

TOPIC China, Korea, and Japan		DATE Fall 2010	SUBJECT World Studies	GRADE 7
Essential Question(s): What are the similarities and differences of the Chinese, Japanese and Korean culture and the written languages?				
<b>OBJECTIVES OF THE LESSON</b>				
A statement or statements of what students will be able to do AS A RESULT of rather than AS PART OF the lesson.				
<b>SWBAT:</b> Take common phrases and vocabulary words and write them in Chinese, Japanese and Korean characters.				
<b>ASSESSMENT OF THE OBJECTIVES</b>				
Describe how you will collect evidence that individual students have indeed met the lesson objectives.				
Students will compile research on China, Korea, and Japan. They will write a two page report on each country. They will include: <ul style="list-style-type: none"> <li>a cover sheet for each country with the county's name written in the symbols of the country's written language.</li> <li>a history of the culture and food of each country,</li> <li>an illustration of each country's flag</li> <li>a map of each country.</li> </ul>				

T T		S S S S					
PURPOSE SETTING	MODELING	BEFORE READING, VIEWING, or LISTENING		DISCUSSION	ORGANIZING	WRITING	VOCABULARY
X	X	<p style="text-align: center;"><b>TEACHER</b></p> <ul style="list-style-type: none"> <li>• focusing attention, laying groundwork, creating interest, sparking curiosity...think of it as setting the stage/setting them up for success</li> <li>• 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</li> </ul>	<p style="text-align: center;"><b>STUDENTS</b></p> <ul style="list-style-type: none"> <li>• strategies to get STUDENTS thinking about what they already know</li> <li>• cause STUDENTS to bring to mind similar ways of thinking, an analogous idea, or previously-learned content or concepts</li> <li>• STUDENTS are caused to think about that element of today's learning that is most close to or familiar to them</li> </ul>	X	X	X	X
		<p>Student will be given various Chinese, Japanese and Korean characters. They will study these characters and try to sort them according to country of origin. The class will discuss the differences and similarities of these characters and write this information on a Venn diagram. Students will copy the symbols written on the board into their notebooks.</p>					
<b>DURING READING, VIEWING, or LISTENING</b>							
<ul style="list-style-type: none"> <li>• strategy(ies) for active engagement with the new content that's coming</li> <li>• what are students doing WHILE reading, viewing, or listening?</li> </ul>							

