

The Great Wall of China
(Two 6th Grade Lesson Plans Relating to China)
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- I. Purpose
 - A. Big Concept: To learn about the history of China's Great Wall.
 - B. Essential Questions
 - 1. When was the Great Wall built?
 - 2. Who built it...and why?
 - 3. What are the Great Wall's dimensions?
 - 4. At what cost (in human terms) was it constructed?

- II. Rationale: Exploring and Responding to Non-Fiction Reading and Refining Critical Viewing Skills by Viewing Videotape
 - A. Non-Fiction Reading Skills
 - 1. Literal and inferential
 - 2. Compare and contrast
 - 3. Reading for "big picture" as well as for details
 - 4. Integrated learning across the curriculum (social studies and language arts)
 - B. Video Viewing Skills
 - 1. Critical viewing
 - 2. Higher level thinking
 - 3. Summarizing
 - C. Student Responses
 - 1. Spelling review story #121
 - 2. Highlighting skills
 - 3. Note taking abilities
 - 4. Class discussions
 - 5. Written responses
 - 6. Students' artwork
 - 7. Whole group, small group, and individual work

III. Materials

- A. Spelling Sourcebook Review: Grades 5-6 (Teacher's Edition), by Rebecca Sitton (Egger Publishing, Inc., Scottsdale, AZ: 1997). Refer to Lesson #121.
- B. Class set of two handouts (two handouts for each student): "Great Wall of China." This is a blackline master found on pages 98-99 in Start Exploring Architecture, by Peter Dobrin (Running Press, Philadelphia, 1993).
- C. Video: The Great Wall of China (52 minutes: order through www.discoveryschool.com).
- D. Pencils, colored pencils, highlighters for students.
- E. Template of blank postage stamp (one copy for each student).
- F. Chart paper and large marker for teacher (front of room).

IV. Activities

- A. Teacher administers Spelling Review Story #121 ("Great, Greater, Greatest"—featuring a mystery location on Earth as its theme). After the test, review the content material with class to see if anyone can guess that the mystery destination is the Great Wall of China. Teacher directs students to highlight the key facts embedded in the 1st paragraph of the test. Share/discuss.
- B. Teacher distributes the two-page "Great Wall of China" handout (pp. 98-99 from Start Exploring Architecture). Teacher asks students to read the information to compare and contrast against what they just read on the spelling test story: they should highlight material that is the same (compare), and circle information that is new or different (contrast). Students may do this with partners. Teacher leads discussion, asking students what they have learned. Teacher uses chart paper at front of room to help class see what information is the same in both sources, and what is different. Students copy this information, creating a similar chart on notebook paper to keep in their binders.
- C. Teacher collects Spelling Review Story for spelling grades.

(END of FIRST LESSON)

SECOND LESSON:

- C. Teacher shows video ("Great Wall of China")—reminding students that by VIEWING this video, we want to confirm or challenge what we READ yesterday in class. Ask students if they have any particular questions they hope the video will answer... Direct students to head a clean sheet of notebook paper with the video's title and today's date; they should take notes and sketch images as they watch. Teacher should pause and stop the video as needed for note taking and sketching. This will take at least 2 class periods.
 - D. Homework following the first day's viewing of the video: Students use colored pencils to color p. 99 (yesterday's handout displaying the Great Wall). Also: **think about** a postage stamp you will create showing something you have learned about China's Great Wall (details to follow tomorrow).
 - E. Activity following the conclusion of the video: Teacher leads class discussion of what has been learned, and directs students to use the template to design their own postage stamp to show something learned about the Great Wall. This will be highly visual and colorful, and must include the words "Great Wall of China" on its face. Additionally, the class will determine a presumed price for the stamp in Chinese currency, and students will include this price on their stamps.
- V. Assessment(s)
- A. Spelling Review Test #121
 - B. Class discussions
 - C. Small group activities
 - D. Quality/quantity of highlighting and note taking
 - E. Great Wall coloring page
 - F. Postage stamp activity
- VI. Intended Grade Level: 6th Grade
- A. Scale down to 4th or 5th grades: Teacher would skip the 6th grade spelling lesson.
 - B. Scale up to 7th or 8th grades: Also---skip the spelling lesson.