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Professor Adams

December 1, 2015

Social Studies Seminar

Chalk Talk Lesson Plan

Overview: Have students do the Chalk Talk strategy using three primary sources. The focus of this lesson is the role of women in the Ming dynasty.

Sources:

1. Empress Xu’s Instructions for the Inner Quarters: <http://middleschoololdatsage.weebly.com/uploads/5/2/5/8/5258770/empress_wu.pdf>
2. Petition by Lady Chang: <http://middleschoololdatsage.weebly.com/uploads/5/2/5/8/5258770/petition-ming.pdf>
3. Preface to Models for the Inner Quarters by Lu Kun: <http://middleschoololdatsage.weebly.com/uploads/5/2/5/8/5258770/preface_inner_quart.pdf>

Introduction: First students will complete the must do on the board. Then they will write down the words worth knowing in their interactive notebooks.

Student Objectives:

1. Students will learn about the role of women in the Ming dynasty.
2. Students will be able to discuss the roles of women in the Ming dynasty and why they were valued for the roles they served in society.

Materials: Primary sources above by different women in the Ming dynasty.

Activity: I start by having students read the primary sources. Then I ask them to write the main idea of each reading in their notebook. Next I asked students in their groups to talk for five minutes on what they read. Then I had a sample question that I put on the document camera which was, “Why did the Ming dynasty value women as teachers?” After first period I used a good student sample question and one bad one. Then as a class they discussed why certain questions were good or bad. Then in their table groups they came up with a question. After that they walked around answering those questions using comments. After twenty minutes I had them return to their seat and we debriefed the chalk talk.

Differentiation: For students with 504’s or IEP’s I would check on each of them as they were working periodically to see how it was going. That or I would have them pick a partner to go around the room with them and help them answer the questions.

Closing Activity: After we were done with the discussion I had the groups write on the back of their table group’s paper one thing that went well or learned, one thing they would do or have me differently, and if they still had a question I needed to answer.