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Professor Adams

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Social Studies Seminar

Headlines and Conversation Map Lesson Plan

Overview: This lesson plan focuses on how the Chinese were xenophobic and did not want to trade with the Europeans because they viewed them as crafty. Students will have an academic conversation using the primary source and the worksheet with sentence frames I gave them last unit. After the discussion students will come up with headlines or a catchy phrase that demonstrates the main idea of the conversation they had.

Sources:

1. *Academic Conversations* by Jeff Zwiers and Marie Crawford
2. Commentary on Foreigners from a Ming official: http://middleschoololdatsage.weebly.com/uploads/5/2/5/8/5258770/commentary\_on\_for.pdf

Introduction: First students will complete the must do on the board. Next they will write down the Words Worth Knowing (vocabulary) in their interactive notebooks.

Student Objectives:

1. Students will practice having an academic conversation on how the Chinese in the 1500s viewed the Europeans.
2. Students will be able to describe how and why the Chinese viewed the Europeans negatively during the 1500s.

Materials: Worksheet that has sentence frames, note cards for the headlines, and the primary source from a Ming official.

Activity: I start by asking students what do we know about the Chinese and how they viewed outsiders? Next I ask what they remember from last time about what they read from Emperor Hongwu’s proclamation to activate prior knowledge. Then I have them read the primary source. Then I ask them to get out the worksheet with the sentence frames from last unit. If a student doesn’t have one I made extras and have them glue it in to their interactive notebook. Then I ask them to number off in their groups each person picks 1-4. Next I say we will be doing academic conversations again. Students start depending on the number they have. After five minutes they switch roles and start again. After they have been having conversations for fifteen minutes I stop them. Then we debriefed. After they were done with that I gave out note cards and had groups come up with a headline to show the main idea of their group’s academic conversation. Then I had groups share them and tape them to the wall.

Differentiation: I had students with 504’s or IEP’s be the number 4’s in their groups. That mean their role was to summarize the conversation. This seem to go well for them. I also had power points with my notes on the reading to help them.

Closing Activity: After they were done with headlines I had students write an exit ticket of what was one thing that went well and what did not go well.