

CSULB History Social Science Lesson Plan Template

Lesson Title:	The Hundred Schools of Thought	Date:
Unit Central Historical Question(s):	<ul style="list-style-type: none"> • Why do we study history? • How are historical thinking skills used in the real world (beyond the researching and teaching of history)? • How were human societies organized in the 1700s? 	

Subject / Course:	Modern World History
Grade:	10th Grade
Lesson Duration:	1 Week – (1) 40-minute class meeting, (2) 90-minute class meetings

Content Learning Objective (content and product):

Students will be able to develop a sense of prior knowledge to what led to 18th century China through understanding the various cultural movements such as the Hundred Schools of Thought.

Historical Thinking Learning Objective (thinking skill and product):

Students will tap into their analytical skills through observing changes over time as well as continuities when establishing prior knowledge of Chinese history prior to the 1700s.

Historical Thinking Skill, California Content, and Common Core Standards Addressed:

HTS: Changes and Continuities over time, cause and effect
 HSS: 10.11
 CC: SL.9–10.1-6; L.9–10.1, 3, 6; RL.9–10.1–7,9–10; RI.9–10.1–10; RH.9–10.1–10; RST.9–10.1–10; W.9–10.1–5, 10; WHST.9–10.1–2, 4–5, 10

Narrative Summary of Tasks / Actions:

1. Routine: Welcome/Check-In/Announcements/Celebrations
2. Warmup
3. Lecture
4. Independent Activity (Classwork)
5. Debrief of Activity*
6. Exit Ticket*
7. Closure*

*Some days will have a different process as to how we will debrief, close the class meeting or what exit ticket the class would have

Materials / Equipment:

- Personal Computer (for instruction)
 - PowerPoint slides, for lecture
 - access to Canvas to view submissions
- Chromebooks (for student accessibility)
 - word processing apps to take notes
 - access to Canvas for textbook access and assignments submission
 - access to the internet for research purposes and participation (Google Doc/Slides)

Inquiry-Based Lesson Plan for History-Social Science

1. Anticipatory Set	Time:
<p>For each of the 3 days, I will present the class with a warmup that gets the class in the 'zone' for what we will learning that day. They will have a question that I will give them some time to think about prior to having a couple of minutes to share with their tablemates and eventually volunteering to share with the class.</p> <p>Day 1 – Is the something that you practice or an activity that is 'unique' to you and your family?</p> <p>Day 2 – If you were to associate yourself with a certain group (athletes, gamers, bookworms, etc.) at school, which one would you choose? Why?</p> <p>Day 3 – From your research on your assigned school of thought, do you feel like you would be part of it? Why or why not?</p>	

2. Central Historical Question for Lesson	Time:
<p>How has the principles from the Hundred Schools of Thought left a lasting impact to where China stood as of the 18th century?</p>	

3. Teacher Input (delivery of historical context)	Time:
<p>Throughout the course of the 3 days, my approach will generally be the same. I will welcome the class and we will share some time to check in with each other, celebrate any accomplishments and share any announcements with the class. We would then transition into the warmup where the class will independently answer questions before sharing with the class. As we go into the lecture, each day would look a little different. For day one, I will present to them a general idea of the Hundred Schools of Thought. This day, because it will be a short day, would more than likely be a viewing of a video while they take notes serving as an opportunity to preview what we will be doing for the week. The second they I will generally go over the schools of thought so that I can leave enough space for research and inquiry for the class. Finally, the third day will comprise of presentations while the class takes notes as their peers presents.</p>	

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As we close up each day, I will go over the significance of why we are learning about the Hundred Schools of Thought. We will hope to unpack any and all aspects as to how its impact is prominent in 1700s China

4. Student Activity and Investigation

Time:

Day 1: Warmup, Notes while watching Schools of Thought Video, Exit Ticket of what they knew and did not know from the video

Day 2: Warmup, Lecture notes, Research/Analysis Project on Assigned School of Thought, Debrief/Check-in on where everyone is at in their research as well as what they have learned so far

Day 3: Warmup, Project completions, Presentations and Note-taking, debrief on lasting impacts, Closure/Exit Ticket asking what impacts are evident in 1700s China

5. Lesson Assessment (w/ differentiation)

Time:

Overall (aside from their exit tickets) the assessment for the class will be in their presentations. I will be expecting an extensive breakdown and analysis of their assigned school of thought. I will also be looking at their peers' notes to see what they took away from each presentation.

Depending on the demographic and makeup of my class, I will have an array of differentiation. For my multilingual learners, I will be open to a presentation that contains for than English. I would also be open to them using universal designs of learning; (UDL) as long as they are hitting every point of our presentation rubric, they are open to presenting through only visuals, poetry, or simply any other way other than literal slide decks.

6. Closure

Time:

When wrapping up the week, we will look at the Hundred Schools of Thought side-by-side with 1700s China. The goal is to 'test' they class's analytical and critical thinking skills to see if they are able to draw the lasting connections throughout the years as well as the impacts. As my intent was for this less, to build prior knowledge, I would like my students to not only develop an understanding for content information beyond their textbooks but also work on their cause and effect and changes over time analytical skills through a Chinese history lens.

7. Student Reflection (metacognition)

Time:

Simply, I would like my students to walk away with more information than they walked in with. As a history teacher, I always try to teach beyond the textbook and present them with information that they would not get otherwise. For this lesson specifically, I wanted my students to continue to have a sense of prior knowledge regarding Chinese history as many (sub) topics are usually left out of our books and such information is not accessible until an elected college course later in their educational careers.