

## Lesson Plan

### China's One Belt One Road

#### **Objective:**

In this multiday lesson, SWABT address the essential question in written , visual, and oral form by collaboratively evaluating the quality of various articles after conducting internet research, answering questions in complete and grammatically correct sentences, creating an infographic, and presenting their findings to their colleagues.

**Essential Question:** What affect does the One Belt One Road (OBOR) initiative have on the top floor of the Four Worlds of History (political and economic)?

**Curriculum Context:** This lesson is taught after students have been introduced to the Four Worlds of History framework for understanding international affairs (All students receive a copy of the framework at the beginning of the semester). After the delivery of this mini unit, students will focus on the bottom floor of the Four Worlds of History (social and cultural).

**Class:** 10<sup>th</sup> grade World History/ 11<sup>th</sup> Grade US History

**Class Duration:** 55 minutes

#### **CA Standards:**

- 10.10 Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.
- 10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).
- 11.9 Students analyze U.S. foreign policy since World War II.

#### **Common Core Literacy Standards:**

- 10<sup>th</sup> Grade (World History): RH 9-10.1-10
- 11<sup>th</sup> Grade (US History): RH 11-12.1-10

### DAY 1

**NOTE:** Upon entering the classroom, the Do Now instructs students to get a laptop from the computer cart and go to their assigned group.

#### **Anticipatory Set**

1. Ask students to recall the lesson we completed on the Suez Canal; then illicit answers about what they remember about the lesson. Ask students to recall what they remember about the Silk Road (they may need prompting or leading questions, as this lesson would have occurred some time ago), and guide them to the basic idea that it was a network of trade routes that connected the East and West which intersected China.
2. Introduce lesson objective: Answer Essential Question by completing a WebQuest
3. Introduce OBOR by showing Vox Video: <https://www.youtube.com/watch?v=EvXROXilpvQ>

## Instructional Sequence

1. Students will engage in a WebQuest to address the Essential Question
2. Teacher will introduce CRAAP Test Score Card
3. Students will go to <https://www.scmp.com/news/china/diplomacy/article/3007059/dominance-or-development-whats-end-chinas-new-silk-road>
4. Students will read article (1<sup>st</sup> source), then rate it using the CRAAP Test Score Card
  - a. Will not score below a 35
5. Students will share their results with their group, then discuss as a class (Formative Assessment)
6. Teacher checks for understanding throughout

## DAY 2

**NOTE: Upon entering the classroom, the Do Now instructs students to get a laptop from the computer cart and go to their assigned group.**

### Anticipatory Set

1. Ask students to recall the lesson we began yesterday – think, pair, share
2. Introduce lesson objective: Answer Essential Question by evaluating 2<sup>nd</sup> source (via the CRAAP Test) in their WebQuest on the OBOR

## Instructional Sequence

1. Students search the internet for sources that address the Essential Question
2. Each group will choose and read an article, then (as a group) rate it using the CRAAP Test Score Card
3. Groups will summarize article contents to the class, then explain the result of their CRAAP Test Score Card (Formative Assessment)
  - a. Cannot score below a 35
4. Teacher checks for understanding throughout

## DAY 3

**NOTE: Upon entering the classroom, the Do Now instructs students to get a laptop from the computer cart and go to their assigned group.**

### Anticipatory Set

1. Introduce lesson objective: Answer Essential Question by evaluating the 3<sup>rd</sup> source (via the CRAAP Test) in their WebQuest on the OBOR

## Instructional Sequence

1. Students search the internet for sources that address the Essential Question
2. Each group will choose and read an article, then (as a group) rate it using the CRAAP Test Score Card
  - a. Cannot score below a 35
3. Groups will summarize article contents to the class, then explain the result of their CRAAP Test Score Card (Formative Assessment)
4. Teacher checks for understanding throughout

## DAY 4

**NOTE: Upon entering the classroom, the Do Now instructs students to get a laptop from the computer cart and go to their assigned group.**

### **Anticipatory Set**

1. Introduce lesson objective: Using the 3 sources from the WebQuest, students will answer the following questions (due by the end of the period):

### **Instructional Sequence**

1. In groups, students will answer the following questions in complete, well-structured sentences (4 students per group, each student answers 1 question; but each student will turn in an individual paper):
  - a. Regarding the One Belt One Road initiative:
    - i. What are the political risks for China and its trading partners?
    - ii. What are the economic risks for China and its trading partners?
    - iii. What are the political benefits for China and its trading partners?
    - iv. What are the economic benefits for China and its trading partners?
2. Student will share their answers with the class (Formative Assessment)
3. Teacher checks for understanding throughout

### **Rubric**

#### **Relevance** (3 points/question)

- Did you address the question?

#### **Precision** (3 points/question)

- Did you provide a detailed answer?

#### **Accurate** (3 points/question)

- Did you answer the question using information backed by legitimate information (Scored 35 or higher)

#### **Well-written** (3 points/question)

- Did you answer the question using academic language?

14 POINTS /QUESTION

**48 POINTS TOTAL**

## DAY 5

**NOTE: Upon entering the classroom, the Do Now instructs the group materials representative from each group to get a box of writing supplies from the table, along with poster paper, and return to their group.**

## Anticipatory Set

1. Introduce lesson objective: Students will (in groups) create an infographic that addresses the Essential Question (What affect does the One Belt One Road (OBOR) initiative have on the top floor (political and economic) of the Four Worlds of History?)
2. Students will be shown examples of infographics of various kinds that cover a number of topics related to history (The teacher will provide students samples of past work if available).

## Instructional Sequence

4. In groups, students will collaborate in groups to create an infographic
5. Students will write their Name, Date, and Period on the opposite side of the infographic, then post it on the Student Gallery Wall for viewing (Summative Assessment)

## Rubric

### Relevance (6 points)

- Did you address the Essential Question?

### Precision (6 points)

- Did your illustration provide a detailed illustration of the Essential Question?

### Accurate (6 points)

- Did you answer the question using information backed by legitimate information (Scored 35 or higher)

### Visual Narrative (6 points)

- Did you provide visual representations that addressed the Essential Question?

### Written Narrative (6 points)

- Did you provide written explanations that supplemented your illustrations?

### Color (6 points)

- Did you use color in your illustration?

### Cool Factor (6 points)

- Does your infographic look like your group did their best to create a quality product?



42 POINTS TOTAL

# CRAAP Test for Evaluating Sources **SCORE CARD**

Use the questions below to help you evaluate your sources. This can be used for print and online sources. Answer the questions then score each section from **1 – 10** (1 = unreliable, 10 = excellent). Add up the scores to help you decide whether you should use that particular source for your assignment.

## Currency ..... **YES NO**

- When was the information published/posted? \_\_\_\_\_
- Has the information been updated?
- Does the information need to be current for your needs?

## R Relevance..... **YES NO**

- Does the information you found match the topic for your assignment?
- Have you looked at other sources before selecting this one?
- Are your questions answered by this source?

## A Authority..... **YES NO**

- Who is the author or publisher of the information? \_\_\_\_\_
- Can you find and verify the author or publisher's credentials?
- Does the URL help you determine the source? (.edu; .com; .gov)

## A Accuracy..... **YES NO**

- Can you verify this information in another source?
- Did the author back up his/her statements with evidence and list sources?
- Are there lots of spelling or grammar errors or typos?

## P Purpose..... **YES NO**

- What is the purpose of the information? Does it aim to teach, entertain, sell, etc.? \_\_\_\_\_
- Is the information unbiased; does the author or publisher seem impartial?
- Are there political, religious, cultural or other biases present?

### Scoring:

- 45-50 Excellent • 40-44 Good • 35-39 Average
- 30-34 May or may not be Acceptable
- Below 30 Not an acceptable source

**TOTAL SCORE**

*The Score Card is adapted from the CRAAP test created at the Meriam Library at California State University Chico.*