LESSON PLAN – SUMMER 2012 – TONI BASTIAN – 7th GRADE LANGUAGE ARTS/HISTORY

**LESSON PLAN – GENGHIS KHAN**

**History Standard: 7.3:** Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.

**Language Arts Standard: Writing Applications:**

**2.4-:** Write persuasive compositions:

a: state a clear position or perspective in support of a proposition or proposal.

b: describe the points in support of the proposition, employing well-articulated evidence.

c: anticipate and address reader concerns and counterarguments.

**Language Arts Standard: Research and Technology: 1.5:** Quote or paraphrase information sources, citing them appropriately.

**Objective:** Students will analyze the consequences of Genghis Khan’s conquest of China by conducting research about Khan and writing a persuasive essay.

**Procedures:**

1. Students will watch the Genghis Khan documentary (<http://topdocumentaryfilms.com/genghis-khan/>) while taking notes on a Thinking Map about Khan’s methods of unifying his tribe (philosophies), methods of training his army, and his accomplishments.
2. Students and teacher will read sections of the LiveLeak documentary about Genghis Khan. (Students will read along on their Netbooks). Students will add pertinent information to their notes.
3. The students will visit the website: The Mongols in World History and add to their notes about Khan. (The students will use their Netbooks).
4. The students will read the section about Genghis Khan on the Ancient-China Webquest. (The students will use their Netbooks). Then, they will scroll down to Section 6 and write answers to questions 16 and 17.
5. They would turn question 18: Was Genghis Khan a successful ruler into a persuasive essay.

**Assessment:** The Persuasive Essay would be used to assess if the students understand the consequences of Khan’s conquest of China. In their essays the students would need to discuss the results of Khan’s invasions, his philosophies, and accomplishments.

**EXTENSION ACTIVITY 1 – THE SILK ROAD**

**Objective:** Students will be able to articulate the purpose(s) of the Silk Road by creating a narrative about the Silk Road.

**Language Arts Standard: Writing Applications: 2.1**

2.1 Write fictional or autobiographical narratives:

a. Develop a standard plot line (having a beginning, conflict, rising action, climax, and denouement) and point of view.

b. Develop complex major and minor characters and a definite setting.

c. Use a range of appropriate strategies (e.g., dialogue; suspense; naming of specific narrative action, including movement, gestures, and expressions).

**Procedures:**

1. Students will visit The Silk Road Foundation website and chose an Asian character to research and read about on the website. They will also look at the other information on the website about the Silk Road.
2. Students will create a narrative about traveling on the Silk Road.

**Assessment:** The students will create a narrative from a camel’s point of view. The camel will narrate their master’s journey through the Silk Road. The narrative should include where the master is coming from, what goods they’re trading and what they’re trading for, how long the journey will take, the conditions (weather, dangers, etc.) that exist along the journey, sights and sounds along the journey, other people they meet on the journey.

**EXTENSION ACTIVITY 2 – MARCO POLO**

**Objective:** Students will determine whether or not Marco Polo was ever in China by conducting research and then writing a persuasive essay.

**History Standard:** Research, Evidence, and Point of View

1. Students frame questions that can be answered by historical study and research.

2. Students distinguish fact from opinion in historical narratives and stories.

3. Students distinguish relevant from irrelevant information, essential from incidental

information, and verifiable from unverifiable information in historical narratives and stories.

4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.

5. Students detect the different historical points of view on historical events and determine

**Language Arts Standard: Writing Applications:**

**2.4-:** Write persuasive compositions:

a: state a clear position or perspective in support of a proposition or proposal.

b: describe the points in support of the proposition, employing well-articulated evidence.

c: anticipate and address reader concerns and counterarguments.

**Procedures:**

1. Thestudents will read the article from Benjamin Franklin about China. A discussion will follow regarding the contents of the article. Students will (probably) determine that Franklin was actually in China.
2. The teacher will reveal to the students that Franklin was never in China.
3. The students will read different sources about Marco Polo including the website

[www.middle-ages.org/uk](http://www.middle-ages.org/uk) and his autobiography: The Travels of Marco Polo (which I’ve purchased from Amazon.com).

1. After conducting their research the students will decide if they think Marco Polo ever went to China.
2. The students will write a persuasive essay supporting their position.

**Assessment:** The persuasive essay must contain the students’ position as well as support for their position. The student must cite their sources at the end of the essay.