

# Lesson Planning Template

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Unit Focus	Washington State social studies standards and Common Core standards
<p>I teach a 10<sup>th</sup> grade world history/world literature blocked class. The history portion of our class officially begins with the Industrial Revolution, but first we do an “around the world” look at the world in the 1700s.</p> <p>These lessons will form part of the lessons on what Asia was like in the 1700s.</p>	<p>Economicse3.9-10.1 Analyze the costs and benefits of government trade policies from around the world in the past and present</p> <p>Geography3.9-10.1 Define how the geography of expansion and encounter have shaped global politics and economics in history.</p> <p>History3.9-10.1 Analyze and interpret historical materials from a variety of perspectives in world history (1450-present).</p> <p><a href="#">CCSS.ELA-LITERACY.RI.9-10.6</a> Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p><a href="#">CCSS.ELA-LITERACY.RI.9-10.4</a> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>
Student Learning Target(s)	
<p>Students will understand that China was the most productive industrial power in the world in the early 1700s.</p> <p>Students will compare the trade interests of the British and Chinese, including available trade goods and attitudes in a well-constructed paragraph.</p>	
Differentiation Strategies	
<p>Students will have access to both the original excerpts and a version with simpler vocabulary and syntax.</p>	
Assessment Plan – Leveled Assessments, Scoring Guides, Reporting System	

The final claim paragraph will be assessed.

Paragraph rubric	
<b>Claims</b> _____/10	<b>10 -Exceeds</b> -Claim makes a sophisticated, well worded argument about a theme <b>8 – Meets –</b> Claim makes a clear argument about theme <b>7 -Nears</b> -Claim contains a subject but not an argument <b>5 – approaching –</b> Claim is merely a statement about the document(s)
<b>Evidence</b> _____/5    ____/5 _____/5    ____/5 _____/5	<b>5 – Exceeds</b> Evidence is accurate and described in detail <b>4-Meets</b> -Evidence is accurate and adequately described. <b>3.5 -Nears</b> -Evidence is mostly accurate but contains some inaccuracies and only partially relevant. Context of evidence needs to be established. <b>2-approaching</b> -Several errors made in accuracy of evidence
<b>Explanation</b> _____/5    ____/5 _____/5    ____/5 _____/5	<b>5 – Exceeds</b> Analysis clearly and thoroughly explains how the evidence proves the claim. <b>4-Meets</b> -. Analysis explains how the evidence proves the claim. <b>3.5 -Nears</b> - Explanation demonstrates minor misreading or connections are not made <b>2-approaching</b> –Analysis vague

### Lesson Introduction – Day 1 (10 minutes)

Warm up question for daily writing: What do we produce here in the northwest that other parts of the USA and the world want?  
 What is one thing you like (a food, a game, an item of clothing, etc.) that you must have shipped from outside this state?

### Lesson Core - Day 1 (30 minutes)

1. Map review – we will look at Portsmouth, England and Jehol, China. How long would that journey take? What difficulties were presented by travel?
2. OER overview video <https://www.youtube.com/watch?v=zf7TQ99EHUw>
3. Students take notes on the video and then discuss the following in small groups, and then share out with the class.
  - What did the British want from China?
  - What did the British have to offer the Chinese?
  - How did other countries trade with China? What goods or services did they offer?
  - How do you think Lord Macartney felt about failing to secure a trade agreement?
  - Is the video correct – do we think of Great Britain as the powerhouse of the world even before the Industrial Revolution? Why?
  - How do you predict the industrial revolution will affect these trade relationships?

<b>Lesson Conclusion – Day 1 (10 minutes)</b>	
Exit ticket: Three questions 1. What did the British have to offer the Chinese? 2. What Chinese goods did the British want? 3. Why didn't the Chinese want to trade?	
<b>Lesson Introduction – Day 2 (10 minutes)</b>	
Warm up question for daily writing: Do you ever share your lunch? Trade half of a p&j for a homemade cookie? What lunch items are the most “valuable” and why? For today we just share out as a class	
<b>Lesson Core – Day 2 (30 minutes)</b>	
1. Students will read an explanation and excerpts from the Macartney Embassy Documents and the letter from Emperor Qianlong to George III .  Standard and modified versions are available. 2. After an initial reading, students will work in small groups to complete the summarizing worksheet, focusing on the goals and attitudes of the Europeans and Chinese	
<b>Lesson Conclusion – Day 2 (10 minutes)</b>	
Groups will share out the findings. Students will complete an exit ticket regarding the most significant phrase indicating attitude.	
<b>Lesson Introduction – Day 3</b>	
Warm up question for daily writing: warm up question for daily writing: Have you ever had a friend or relative want to spend time with you but you just didn't want to? Explain why you didn't want to and how you dealt with the situation. (10 minutes of writing and sharing)	
<b>Lesson Core – Day 3 (30 minutes)</b>	
1. We will review the information learned from yesterday's documents. 2. We will review words that demonstrate attitude from the exit tickets 3. Students will write a paragraph comparing the attitudes of the British and the Chinese in regards to the proposed trade.	
<b>Lesson Conclusion- Day 3 (10 minutes)</b>	
Paragraphs will be shared with table groups	
<b>Learning Environment</b>	<b>Resources and Materials</b>
10 <sup>th</sup> grade LA/SS classroom We block our history and English classes.	Copies of readings <a href="http://www1.udel.edu/History-old/figal/Hist104/assets/pdf/readings/06macartney.pdf">http://www1.udel.edu/History-old/figal/Hist104/assets/pdf/readings/06macartney.pdf</a>