Lesson Plan Template

How Will You Cause Learning Today?

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>World Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADE</td>
<td>7</td>
</tr>
<tr>
<td>TOPIC</td>
<td>China, Korea, and Japan</td>
</tr>
<tr>
<td>DATE</td>
<td>Fall 2010</td>
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<tr>
<td>PERIOD</td>
<td>3hrs. or 3 classes</td>
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Essential Question(s):
What are the similarities and differences of the Chinese, Japanese and Korean culture and the written languages?

OBJECTIVES OF THE LESSON
A statement or statements of what students will be able to do AS A RESULT of rather than AS PART OF the lesson.

SWBAT: Take common phrases and vocabulary words and write them in Chinese, Japanese and Korean characters.

ASSESSMENT OF THE OBJECTIVES
Describe how you will collect evidence that individual students have indeed met the lesson objectives.

Students will compile research on China, Korea, and Japan. They will write a two page report on each country. They will include:
- a cover sheet for each country with the county’s name written in the symbols of the country’s written language.
- a history of the culture and food of each country,
- an illustration of each country’s flag
- a map of each country.

TOOL TIP

PURPOSE SETTING
MODELING
BEFORE READING, VIEWING, or LISTENING

<table>
<thead>
<tr>
<th>TEACHER</th>
<th>STUDENTS</th>
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<tbody>
<tr>
<td>• focusing attention, laying groundwork, creating interest, sparking curiosity...think of it as setting the stage/setting them up for success</td>
<td>• strategies to get STUDENTS thinking about what they already know</td>
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<tr>
<td>• make sure students “get” the purpose (not just agenda) of today; what it will result in or lead to; the “why” of what they’ll be doing</td>
<td>• cause STUDENTS to bring to mind similar ways of thinking, an analogous idea, or previously-learned content or concepts</td>
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<td>• STUDENTS are caused to think about that element of today’s learning that is most close to or familiar to them</td>
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Student will be given various Chinese, Japanese and Korean characters. They will study these characters and try to sort them according to country of origin. The class will discuss the differences and similarities of these characters and write this information on a Venn diagram. Students will copy the symbols written on the board into their notebooks.

DURING READING, VIEWING, or LISTENING

- strategy(ies) for active engagement with the new content that’s coming
- what are students doing WHILE reading, viewing, or listening?
Students will research various terms and phrases on the internet and translate them into Chinese, Japanese and Korean. Websites such as:
- ChineseInkDesign.com
- TranslatorBar.com – Japanese dictionary
- Korean.TranslatorBar.com – Korean dictionary

AFTER READING, VIEWING, or LISTENING

- how will students apply new knowledge in a new way?
- how will students check to see if their understanding is correct?
- how will students be prompted to reflect on what they learned?
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[Also, Please Note: The Assessment Occurs in the After Phase]

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