

**Glynn County Schools Lesson Plan
Weekly**

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| Teacher(s): M. Davis, J. Morgan | | | | | |
| Instructional Area: SS 7th Grade | | | | | |
| Dates of Instruction: Lesson Plan 10/28-11/124 Communist China and Containing Communism | | | | | |
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Standard/s: | Standard/s: SS7H3 Analyze continuity and change in Southern and Eastern Asia. Describe the impact of communism in China in terms of Mao Zedong, the Great Leap Forward, the Cultural Revolution, and Tiananmen Square. | Standard/s: SS7H3 Analyze continuity and change in Southern and Eastern Asia. Describe the impact of communism in China in terms of Mao Zedong, the Great Leap Forward, the Cultural Revolution, and Tiananmen Square. | Standard/s: SS7H3 Analyze continuity and change in Southern and Eastern Asia. Describe the impact of communism in China in terms of Mao Zedong, the Great Leap Forward, the Cultural Revolution, and Tiananmen Square. | Standard/s: SS7H3 Analyze continuity and change in Southern and Eastern Asia. Describe the impact of communism in China in terms of Mao Zedong, the Great Leap Forward, the Cultural Revolution, and Tiananmen Square. | Standard/s: SS7H3 Analyze continuity and change in Southern and Eastern Asia. Describe the impact of communism in China in terms of Mao Zedong, the Great Leap Forward, the Cultural Revolution, and Tiananmen Square. |
| Resources/Materials | Whole Group: Cloze Notes CNN 10 Graphic Organizer China WS pack | Whole Group: Do now CNN 10 Graphic Organizer Mao Zedong Pack | Whole Group: Do Now Cloze Notes CNN 10 Quiz 3 | Cloze Notes Kahoot Finish all assignments | Cloze Notes Graphic Organizer Do Now CNN 10 Test 2 Newsela |

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| | Small Group: Mao Worksheet Cultural Revolution Chinese Packet | Small Group: Quiz 3 Communism China Tiananmen square video | Small Group: Graphic organizer Quiz 3 Containing Communism Notes | Small Group: Graphic Organizer | Small Group: Graphic Organizer |
| Opening (20 minutes) | Wildcat 10 (10 minutes) | Wildcat 10 (10 minutes) | Wildcat 10 (10 minutes) | Wildcat 10 (10 minutes) | Wildcat 10 (10 minutes) |
| | Review (10 minutes) CNN 10 | Review (10 minutes) CNN 10 | Review (10 minutes) CNN 10 | Review (10 minutes) CNN 10 | Review (10 minutes) CNN 10 |
| Direct Instruction (I Do) (15 minutes) An engaging process for lesson introduction that is specifically planned to encourage equitable and purposeful student participation. Describe the instructional process that will be used to introduce the lesson. TKES 1, 2, 3,4,5, 8,10 | Learning Target: I will be able to describe the role of Communism in China and the impact of Mao Zedong's programs which influenced modern China. | Learning Target: I will be able to describe the role of Communism in China and the impact of Mao Zedong's programs which influenced modern China. | Learning Target: I will be able to describe the role of Communism in China and the impact of Mao Zedong's programs which influenced modern China. | Learning Target: I can explain the reasons for U.S. involvement in Korea and Vietnam in its effort to contain communism. | Learning Target: I can explain the reasons for U.S. involvement in Korea and Vietnam in its effort to contain communism. |

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| | <p>Success Criteria:I will know I'm successful when I can...</p> <ul style="list-style-type: none"> ● I can locate and describe the geography of China ● I can define Communism ● I can identify Mao Zedong and his goal as leader of China ● I can describe the Great Leap Forward and how it led to the Cultural Revolution ● I can describe the actions of the Communist Party during the Cultural Revolution ● I can describe what happened on June 6, 1989 in Tiananmen Square | <p>Success Criteria:I will know I'm successful when I can... I can locate and describe the geography of China</p> <ul style="list-style-type: none"> ● I can define Communism ● I can identify Mao Zedong and his goal as leader of China ● I can describe the Great Leap Forward and how it led to the Cultural Revolution ● I can describe the actions of the Communist Party during the Cultural Revolution ● I can describe what happened on June 6, 1989 in Tiananmen Square | <p>Success Criteria:I will know I'm successful when I can...</p> <ul style="list-style-type: none"> ● I can locate and describe the geography of China ● I can define Communism ● I can identify Mao Zedong and his goal as leader of China ● I can describe the Great Leap Forward and how it led to the Cultural Revolution ● I can describe the actions of the Communist Party during the Cultural Revolution ● I can describe what happened on June 6, 1989 in Tiananmen Square | <p>Success Criteria:I will know I'm successful when I can...</p> <ul style="list-style-type: none"> ● I can list reasons that led to the conflict between North and South Korea ● I can explain the results of the Korean War and how it pertains to the Cold War ● I can identify the Kim Dynasty and their rule over North Korea ● I can describe the laws of North Korea and everyday life ● I can explain the events that led to the Vietnam war | <p>Success Criteria:I will know I'm successful when I can...</p> <ul style="list-style-type: none"> ● I can list reasons that led to the conflict between North and South Korea ● I can explain the results of the Korean War and how it pertains to the Cold War ● I can identify the Kim Dynasty and their rule over North Korea ● I can describe the laws of North Korea and everyday life ● I can explain the events that led to the Vietnam war |
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| | Skill/Lesson Focus Cultural Revolution/Great Leap Forward China Work Packet | Skill/Lesson Focus China Work Packet Korea/Vietnam War Vietnam War | Skill/Lesson Focus Vietnam North Korea WS | Skill/Lesson Focus | Skill/Lesson Focus North Korea/Vietnam |
| Guided Practice (We Do) (10 minutes) Students learning by doing/demonstrating learning expectations with teacher support.. Describe the instructional process that will be used to engage the students in the work period. TKES 1, 2, 3, 4, 5, 7, 8,10 | Collaboration/Discourse Strategy <ul style="list-style-type: none"> ● Turn & Talk ● Peer Review ● Think, Pair, Share ● Quick Check ● Graphic Organizer ● Annotations | Collaboration/Discourse Strategy <ul style="list-style-type: none"> ● Turn & Talk ● Peer Review ● Think, Pair, Share ● Quick Check ● Graphic Organizer ● Annotations | Collaboration/Discourse Strategy <ul style="list-style-type: none"> ● Turn & Talk ● Peer Review ● Think, Pair, Share ● Quick Check ● Graphic Organizer ● Annotations | Collaboration/Discourse Strategy <ul style="list-style-type: none"> ● Turn & Talk ● Peer Review ● Think, Pair, Share ● Quick Check ● Graphic Organizer ● Annotations ● kahoot | Collaboration/Discourse Strategy <ul style="list-style-type: none"> ● Turn & Talk ● Peer Review ● Think, Pair, Share ● Quick Check ● Graphic Organizer |
| Independent Practice (You Do) (40 minutes) Students learn by practicing learning expectations independently. Describe student assignment/practice opportunity. | Independent Practice <ul style="list-style-type: none"> ● Mao Worksheet ● Graphic Organizer | Independent Practice <ul style="list-style-type: none"> ● Skill practice ● Formative or Summative ● Graphic organizer | Independent Practice | Independent Practice <ul style="list-style-type: none"> ● Graphic Organizer ● Map Reveal | Independent Practice |
| | <u>Differentiated Instruction (Data Driven)</u> | <u>Differentiated Instruction (Data Driven)</u> | <u>Differentiated Instruction (Data Driven)</u> | <u>Differentiated Instruction (Data Driven)</u> | <u>Differentiated Instruction (Data Driven)</u> |

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| <p>TKES 1, 2, 3, 4, 5, 7, 8,10</p> | <p>Small Groups or Individual Conferences Strategy:</p> <ul style="list-style-type: none"> • Reteach • Remediate • Accelerate | <p>Small Groups or Individual Conferences Strategy:</p> <ul style="list-style-type: none"> • Reteach • Remediate • Accelerate | <p>Small Groups or Individual Conferences Strategy:</p> <ul style="list-style-type: none"> • Reteach • Remediate • Accelerate | <p>Small Groups or Individual Conferences Strategy:</p> <ul style="list-style-type: none"> • Reteach • Remediate • Accelerate | <p>Small Groups or Individual Conferences Strategy:</p> |
| <p>Closing (We Check) (5 minutes) Describe the instructional process that will be used to close the lesson and check for student understanding. TKES : 1,2,3, 4,5,6,7,8</p> | <p>Summarizer</p> <ul style="list-style-type: none"> • Exit Ticket • 3-2-1 • Graphic Organizer • Quick Check | <p>Summarizer</p> <ul style="list-style-type: none"> • Exit Ticket • 3-2-1 • Graphic Organizer • Quick Check | <p>Summarizer</p> <ul style="list-style-type: none"> • Exit Ticket • 3-2-1 • Graphic Organizer • Quick Check | <p>Summarizer</p> <ul style="list-style-type: none"> • Exit Ticket • 3-2-1 • Graphic Organizer • Quick Check • Kahoot | <p>Summarizer</p> <ul style="list-style-type: none"> • Exit Ticket • 3-2-1 • Graphic Organizer • Quick Check |