MTEACH SUGGESTED GENERAL LESSON PLAN FORMAT

DATE: 26/10/2017	KLA/SUBJECT/STRAND: History Ancient China	TOPIC: Great Wall of China	
STAGE/CLASS: Year 7 Stage 4	TIME/BLOCK:	LENGTH OF LESSON: 50 Minutes	LESSON NUMBER: 2

SYLLABUS OUTCOMES:
HT4-2
Describes major periods of historical time and sequences events, people and societies from the past.

HT4-3
Describes and assesses the motives and actions of past individuals and groups in the context of past societies.

KEY IDEA/CENTRAL CONCEPT OF THE LESSON:

- **Learning intent/content/concepts to be developed/indicators:** Describe that features of the Great Wall of China. This will be done by exploring the major time periods and sequence of events. With the exploration of the actions/motives of individuals, using the ALARM template to describe and assess these impacts in context.

- **Skills to be developed/demonstrated:** *Sources analysis through using the ALARM template to better equip students with the skills to analyse sources. This will allow students to make an evaluation or judgement on historical evidence.*

ASSESSMENT: Students will be using Alarm template and will be working through the process together, as part of the whole class learning. The lesson structure will determine the assessment being done as teacher will be able to clarify student learning. The source analysis will allow student to control their learning.

GUIDING QUESTIONS (& answers)/PLANNED DEMONSTRATIONS:

RESOURCES/REFERENCES: **PPT** **Worksheet** **YouTube video** **Images of great wall** **ALARM template** **Scratch paper**	Teaching / Learning STRATEGIES USED: (e.g. Y Chart; Think,Pair,Share; 6 Thinking Hats; P.M.I.) Quiz of previous knowledge. ALARM template for source analysis. Collecting information from a YouTube video.

TEACHING & LEARNING ACTIVITIES

Time period for each lesson section should be noted	**TEACHER DOES** Teaching considerations including organisation, management, OH&S/WHS issues & teaching points	**STUDENTS WILL DO** What are the students doing?	**RESOURCES**
Introduction: Time: 5- 10 mins	Establish the expectations of the lesson. With particular focus on core rules with development of consequences for Behaviour management. Teacher Focus: Clarity of instruction and behaviour management. Measurement: How quickly students respond to task, consistent enforcement of class rules and behaviour. Expectations: 1. Listening to instruction 2. Respect your classmates 3. Hand up when answering questions. Overview of the structure of the lesson. Teacher will then conduct a quick quiz of 5 questions to conduct further prior knowledge.	SS: Move into the classroom, respond t instruction by taking out materials and listening for class expectation. TT: Will read out the questions to the students they will stand and move to area of the room to which they think is the right answer. Teacher will ask students to justify their why they think that is the answer. Teacher give will the answer to students. SS: students will move to the section of the room that they think the answer, A, B, C, D will be posted around the room for students to stand near. Creates a visual sense of the answer as well as creating a discussion with the teacher asking students why they think the answer is the one they chose.	PPT Worksheet YouTube video Images of great wall Scratch paper

Body: Time:20 mins	TT: will prepare the YouTube clip on the computer also distributing the worksheet to be completed while watching the video and anything not completed will be spoken about the video.	SS: Students will write down a heading of Great Wall of China. They will be given worksheet teacher will facilitate reading through the questions so students have an idea of what questions and answers they will be looking for in the video clip. SS: Students will watch the YouTube clip and use the worksheet to complete from watching the video. SS: Will now glue sheet into book and stop to listen to next instruction from the students.	
20 mins:	TT: will now stop the students and explain that using the same photo a series of question will be asked and using information we have discussed throughout the lesson will now use it to answer the question. .	Source Analysis: TT: Will introduce the source photo on the PowerPoint and explain that the class will be using the photo and ALARM template the determine the usefulness of the photo. ALARM Template: Name and Define: • Name the source Describe: • Describe what you see? Explain / Analyse: • Explain the significance of this source and how we can investigate history. Analyse/ Critically Analyse: • Usefulness • Limitations Evaluation: • Overall Judgement- Based on the analysis of above ideas.	

		Closing Activity: Focus Questions	
		SS: Will use the photo on the PowerPoint to answer questions put forward by the teacher in a source analysis form, can be done in dot points and also sentences.	
		1. How do you think the great wall helped to protect china?	
		2. Describe the countryside around the wall?	
		3. How effective would the great wall have been as a barrier against invaders?	
		4. In what way would the wall have been different at the time of Qin Dynasty than what it looks like in this source?	
Closure and student self-reflection: Time:	**Formative Assessment: Focus Questions.**		
ASSESSMENT (of student learning):		**EVALUATION:**	