

Title of the Lesson Plan: Taking a Stand: China's Economic Future

Essential/Central Question:

How will China's developing communist economic structure impact the world's future?

Lesson Summary:

Over this one-week lesson, students will:

- 1) Participate in an experiential activity comparing Communist and Capitalist economic structures.
- 2) Following the debrief students will investigate websites, videos, and supplemental texts to explore the limitation of both Communism and Capitalism
- 3) Students will then write an argumentative essay utilizing at least three resources to answer the essential question: How will China's developing communist economic structure impact the world's future?

Grade levels and Courses: What courses and grades is your lesson designed for? Be sure to include all courses and grades.

Social Studies – 7th, 8th, 9th, 10th, 11th, 12th grades

Comparative Economics and Government

Duration: Your lesson should be designed for a maximum of 1 – 5 days.

All supplemental materials can be found at:

<https://drive.google.com/folderview?id=0B0-UxesDgMzpdFdPR0YyaXpflU0&usp=sharing>

Four days: One day introduction simulation / One day background reading and video watching / One day composing and rewriting / One day defending one's work in small group discussions.

Plan of Instruction: Include a step-by-step description of exactly what will occur during your lesson.

Day 1) Students will participate in the experiential activity Comparative Economics - Role Play which outlines how Communist life compares with versus Capitalist life. This lesson can be found as a PDF within the Klieman Chinese Economics Lesson Plan folder on Google Drive. From this experiential activity, students brainstorm a response to the essential question: How will China's developing communist economic structure impact the world's future?

Day 2) Students then explore the supplemental materials made available within the Klieman Chinese Economics Lesson Plan folder on Google Drive. Students are asked to annotate at least three articles and or take notes on videos building off of their response to the essential question.

Day 3) Students investigate how they will be evaluated on the Smarter Balanced Argumentative Rubric. Students plan out their essay utilizing the graphic organizers made available on the Google Drive folder. Please keep in mind that the "Argumentative

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Essay Guide" is for one body paragraph, while the "Entire Argumentative Essay on one Page" helps outline the entire essay.

Day 4) Students finish final drafts and peer edit at teacher's discretion.

Modifications: (Notes adapted from Jessica Lura's work, "Analyzing Word Choice and Tone in Delores Huerta's Speech" – Thank you Ms. Lura.)

Though this lesson is geared toward a general education classroom, all classrooms have a range of learners. Since reading, researching, and analyzing these poems may be difficult for some students, the bulk of this work is done in pairs and small groups. Ultimately, students demonstrate individual mastery of the content and skill of analyzing. To best facilitate this process, the teacher should be mindful to create groups, which comprise mixed ability students.

Strategy on how to create student driven mixed ability pairings – Bent Spectrum:

Step 1) The teacher says, "We are about to divide into pairs to read and analyze supplemental material. We want every student to be successful. To start with please honestly self-assess your own developing abilities. Please stand on this side of the classroom if you are very confident you can analyze supplemental text. (The teacher should stand against one side of the classroom.) Please stand on this side of the classroom if you are not confident going into this new reading challenge. (As the teacher says this, s/he moves over to the other side of the classroom.) Please stand in the middle if you are somewhat confident.

Step 2) Please give students half a minute to move to their self-assessed level of competence. Please make sure that students stand shoulder to shoulder in as straight of a line as possible. This creates a self-assessed spectrum of abilities.

Step 3) The teacher stands next to one side of the classroom – preferably the high confidence side – and leads the students to the other side of the spectrum in a single file. This creates a bent spectrum with high confident students facing lower confident students.

Step 4) With students facing each other, the teacher then assigns mixed ability pairs or small groups of three if there is an odd number of students. Alternatively, depending on the students, the teacher could create groups of four co-workers. Larger groups is an option for classes that need more guidance especially if they are English language learners, students with learning difficulties, or just because they do not have much experience with complex texts.

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Summative Assessment: How will your students' work be evaluated? Include a description of your activities to measure student performance such as essays, tests, posters, infographics, etc. Include any rubrics you use to evaluate student performance.

Students final argumentative essay will be evaluated using the Smarter Balanced Argumentative Rubric. Please see drive folder –

<https://drive.google.com/folderview?id=0B0-UxesDgMzpdFdPR0YyaXpfLU0&usp=sharing>

Readings/Websites/Documents/Power Points: Include a list of on-line resources, videos, books, readings, documents, and websites that the students will use during the lesson. If your sources use a database that requires a school subscription, you must also include websites that are available to everyone. Please indicate the sites that require a subscription and those sites that are available to everyone. All your sites must be current.

For background information teachers could use the Social Studies Common Core Companion for grade level background information and videos:

<http://www.socialstudiescms.com/>

Additionally, a selection of readings representing the range of speakers at the 1990 Summer Institute 2016 and other readings can be found at:

<https://drive.google.com/folderview?id=0B0-UxesDgMzpdFdPR0YyaXpfLU0&usp=sharing>

Additionally, a sampling of Communism versus Capitalism videos should start with Mr. Byrd's video:

<https://www.youtube.com/watch?v=zBxW2WLO9d8>

Attachments: Include, in separate files, all handouts that the students will use during your lesson.

Attached lesson materials can be found at:

<https://drive.google.com/folderview?id=0B0-UxesDgMzpdFdPR0YyaXpfLU0&usp=sharing>

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Common Core Standards: Include all Common Core Standards that apply to your lesson. You may also include any state standards that apply to your lesson.

A longer list of CCSS can be found at:

<http://www.corestandards.org/>

Obviously, the standards below transcend the grade level listed.

Key Ideas and Details:

CCSS.ELA-LITERACY.RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-LITERACY.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-LITERACY.RH.6-8.3

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

CCSS.ELA-LITERACY.RH.6-8.5

Describe how a text presents information (e.g., sequentially, comparatively, causally).

CCSS.ELA-LITERACY.RH.6-8.6

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-LITERACY.RH.6-8.8

Distinguish among fact, opinion, and reasoned judgment in a text.

CCSS.ELA-LITERACY.RH.6-8.9

Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Key Ideas and Details:

CCSS.ELA-LITERACY.RH.9-10.1

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

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CCSS.ELA-LITERACY.RH.9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.9-10.3

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Craft and Structure:

CCSS.ELA-LITERACY.RH.9-10.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.9-10.5

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

CCSS.ELA-LITERACY.RH.9-10.6

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RH.9-10.7

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCSS.ELA-LITERACY.RH.9-10.8

Assess the extent to which the reasoning and evidence in a text support the author's claims.

CCSS.ELA-LITERACY.RH.9-10.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RH.9-10.10

By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Key Ideas and Details:

CCSS.ELA-LITERACY.RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

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CCSS.ELA-LITERACY.RH.11-12.3

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure:

CCSS.ELA-LITERACY.RH.11-12.4

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

CCSS.ELA-LITERACY.RH.11-12.5

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

CCSS.ELA-LITERACY.RH.11-12.6

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RH.11-12.8

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-LITERACY.RH.11-12.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RH.11-12.10

By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

CCSS.ELA-LITERACY.W.7.1

Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-LITERACY.W.7.1.A

Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

CCSS.ELA-LITERACY.W.7.1.B

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

CCSS.ELA-LITERACY.W.7.1.C

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

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CCSS.ELA-LITERACY.W.7.1.D

Establish and maintain a formal style.

CCSS.ELA-LITERACY.W.7.1.E

Provide a concluding statement or section that follows from and supports the argument presented.

Production and Distribution of Writing:

CCSS.ELA-LITERACY.W.7.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.W.7.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 [here](#).)

CCSS.ELA-LITERACY.W.7.6

Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.W.7.7

Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

CCSS.ELA-LITERACY.W.7.8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CCSS.ELA-LITERACY.W.7.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.W.7.9.A

Apply *grade 7 Reading standards* to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").

CCSS.ELA-LITERACY.W.7.9.B

Apply *grade 7 Reading standards* to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").