Backward Design Lesson Plan

Teacher Tan Lihua Grade level 9,10,11,12

Lesson title Thanksgiving V.S Mid-autumn

Time length 90 minutes

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| Step 1—Desired Results |
| *Standard Outcomes for Learning (ACTFL Standard 1.1)—Answer’s the question, what should students know, understand, and be able to do as a result of the lesson?*At the end of the class, students will be able to -identify customs, traditions, images and symbols of Thanksgiving and Chinese Mid-autumn Festival;-know similarities and difference between Thanksgiving with Mid-autumn; |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*Students will tell similarities and difference between Thanksgiving with Mid-autumn;Students will create a poster and make presentation; |
| Step 3—Learning Plan |
| Learning activities - Answer’s the question, how do I teach it? Step one Warm up (5 minutes) Show students a video “[Pilgrims in America](http://www.history.com/shows/mankind-the-story-of-all-of-us/videos/pilgrims-in-america)”. Video “Pilgrims in America” : <http://www.history.com/topics/pilgrims>Step two Introduce new words with flash cards(5 minutes) A. Say and show new words flash cards. B. Ask students to follow teacher and practice saying new words. C. Give students flash cards and ask them to show when teacher says the new words. D. Teacher shows the flash cards and students say the words.  E. Students work in pairs and check whether their partners can successfully say these new words.Step three Activity six Bingo (5 minutes)1. Students make a sign on the words they have heard.
2. Once a predetermined pattern is made on a card, the student who calls out BINGO first wins.

Step four Jigsaw to introduce Thanksgiving Day (20 minutes)1. Teacher divides the class into four groups and assign each group a specific topic according to the handout: 1. general introduction of the festival ( including the time, the origin of its name and its importance); 2. history of thanksgiving—the first Thanksgiving in America and how Thanksgiving became a national holiday; 3. the introduction of food – turkey, pumpkin pie, cranberry, corn…4. the way of celebration—thanksgiving parade, watch football game, prayers and songs, charity…
2. Students are then split into groups with one member assigned to each topic. Working individually, each student learns about his or her topic and presents it to their group.
3. Students gather into groups divided by topic. Each member presents again to the topic group.
4. In same-topic groups, students create a final report with an understanding of their own material, as well as the findings that have emerged from topic-specific group discussion.

 Step five Comparison (15 minutes)1. Students in each group discuss similarities and differences between American Thanksgiving and Chinese Mid-Autumn Festival by topic 1. general introduction of the festival; 2. the history and the way of celebration; 3. the introduction of the festival; 4. the legends or poems or songs about the festivals AND prepare for the presentation.
2. Students make a poster of the similarities and difference between the two festivals after the presentation of each group.

 Step six song “ Thanksgiving Song ” (15 minutes)1. Students enjoy the song in the video and the teacher sing the song for the students.’
2. Ask students to listen very carefully to the song one more time through, noticing parts of the song that are the same or different from each other.
3. Sing the song one phrase at a time, asking students to sing after the teacher each time. Point to the class each time it is their turn.
4. Repeat this process doubling up the phrases.
5. Sing the complete song, ask class to repeat it all- teacher mouthing the words, but not singing out loud to support class.
6. Finally allow class to sing alone with no support.

Step seven Make thanksgiving cards. (10 minutes)Step eight Jeopardy review games (10 minutes)1. Make each table of four students a team and give each team a mini whiteboard and a

dry erase maker.1. Teacher randomly select a student (using popsicle sticks) to choose the category and

point the amount.1. Look at the “question”, and each team then has to write the “answer” on their whiteboard.
2. After 15-30 seconds, ask students to hold the whiteboards up in the air. Every team with the correct answer gets the points.

Step nine Crossword (5 minutes) |
| Step 4—Reflection |
| *What happened during my lesson? What did my students learn? How do I know?* *What did I learn? How will I improve my lesson next time?* |

Adapted from Tomlinson and McTighe, *Integrating Differentiated Instruction + Understanding by Design*, ASCD,