**Backward Design Lesson Plan Template**

**School: Buxton Center Elementary School**

Teacher Liu Ya Grade level Grade 2

Lesson title The Great Wall of China (outreach)

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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?*  *Students will be able to tell*  *1 who had the Great Wall built*  *2 when the Great Wall was built*  *3 why the Great Wall was built*  *4 how the Great Wall worked in the past.*  *Students will be able to draw a picture of the Great Wall.* |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*  *Answer some questions in class.*  *Draw a picture of the Great Wall.* |

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| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*  *Activity 1*  *Choose one to fill in the blank: There’s a saying in Chinese*  *He who haven’t been to \_\_\_\_\_\_\_\_ is not a true man. (B)*  *A. the Forbidden City B. the Great Wall C. Mount E’mei*  不到长城非好汉  *Activity 2*  *Jigsaw puzzles: divide the students into 4 groups, each group with a different jigsaw puzzle to solve. When they finish, they will get one piece of information of the Great Wall that they will write down on the board to share.*  *WHO: Qin Shi Huang (*秦始皇*), the very first emperor of China ordered to build the wall*  *WHEN: 221 BCE*  *WHY: to defend the country from enemies*  *HOW: When enemies spotted, the soldier would make a fire in one beacon tower. And when another soldier saw the fire and smoke, he made a fire in his beacon tower to send the message to a third soldier.*  *After each group shares the information, the whole class will get the whole picture of the Great Wall.*  *Activity 3*  *Ask and answer: four groups ask one anther questions and make sure everybody knows the answers.*  *Activity 4*  *Watch a video made by National Geography Kids*  *Activity 5*  *Draw a picture of the Great Wall. Students can do it on their own or follow me.* |
| 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.*  *For younger kids, I will cut the jigsaw puzzles into bigger pieces so that it will be easier for them to finish.* |

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