

**THE SCHOOL DISTRICT OF PHILADELPHIA
POTTER-THOMAS
WEEKLY LESSON PLAN**

UNIT: JAPAN

Teacher: Wadiyah N. Ali	Target Audience: Middle Years (grades 6 -8)
Time/Period: 120 minutes daily	ESOL (English for Speakers of Other Languages)

	Monday	Tuesday	Wednesday	Thursday	Friday
Instructional Goals, Objectives & Standards	<u>Geography</u> ESOL SWBAT improve reading, writing, listening and speaking English in classroom with 80% accuracy	<u>Literacy</u> ESOL SWBAT improve reading, writing, listening and speaking English in classroom with 80% accuracy	<u>History</u> ESOL SWBAT improve reading, writing, listening and speaking English in classroom with 80% accuracy	<u>Science</u> ESL SWBAT improve reading, writing, listening and speaking English in classroom with 80% accuracy	<u>Creative and Visual Arts</u> ESOL SWBAT improve reading, writing, listening and speaking English in classroom with 80% accuracy
Activities Aligned to Goals & Objectives <i>List activities that will be implemented in order to accomplish the instructional goals.</i>	Where in the World? SWBAT define and identify target skill: <u>Geographic Literacy</u> <u>Essential Question:</u> <i>How does the location of a country play a role in the weather, food or style of dress of the people who live there?</i>	Japanese Folktale <i>"The Skeleton's Dance"</i> SWBAT define and identify target skill: <u>Analyzing Characters</u> <u>Essential Question:</u> <i>Why do some people believe in ghosts, haunted houses or speaking with the dead?</i>	The Day the Earth Shook Still (Part I): Hiroshima and the Atomic Bomb SWBAT define and identify target skill: <u>Supporting Details</u> <u>Essential Question:</u> <i>What are some ways to manage and resolve conflicts?</i>	The Day the Earth Shook Still (Part II): Tsunamis, Earthquakes and Nuclear Disaster SWBAT define and apply target skill: <u>Compare and Contrast</u> <u>Essential Question:</u> <i>How does pain and suffering change us and what does it teach us about life?</i>	Manga Mania! and "Japanime !": Japanese arts and animation as a vehicle for demonstrating target skill: <u>Innovation and Creativity</u> <u>Essential Question:</u> <i>Is it better to copy or create? Why? Describe something you have created recently.</i>
Instructional Strategies <i>For each activity, including</i>	I DO: "Tell me what you know about Asia? Japan?"	I DO: (p. 143) Building background: Vocabulary words	I DO: Tell me about a time in history that was	I DO: Have you ever experienced an	I DO: What do you know about origami?

<p><i>any differentiation based on assessment data (Explicit instruction and modeling; guided practice; independent practice; or before, during and after learning). Include strategies for intervention.</i></p>	<p>WE DO: Locate and label the islands that comprise Japan, and prefectures of Japan</p> <p>YOU DO: Name and locate major cities of Japan (Tokyo, Kyoto, Kobe, Hiroshima, Nagasaki, etc.)</p> <p>Assessment: Complete online puzzle map of Japan Google map search</p>	<p>about the time and place in Japan</p> <p>WE DO: (p. 144) Introduce vocabulary Vocab sentence starters Illustrate 3 vocab words Guided/Shared Reading Match sentence parts</p> <p>YOU DO: (p. 148 – 149) Peer-to-peer Q&A Complete graphic organizer including word bank to contrast characters: Shimo vs. Kami</p> <p>Assessment: Write a constructed response essay: What does the story tell about good and evil? Use examples from the story to support your answers</p>	<p>considered a major disaster for thousands of people</p> <p>WE DO: Introduce vocabulary Illustrate 3 vocab words Guided/Shared Reading Locate Hiroshima on a map of Japan.</p> <p>Read story: “My Hiroshima” View photos from trip to Japan (Peace Park) Take virtual tour of Hiroshima Museum</p> <p>YOU DO: Converse with elbow partner about the destruction caused by the atomic bomb</p> <p>Assessment: Write a paragraph in your journal about a tragedy that someone caused you or someone you know and some ways to respond when a tragedy strikes.</p>	<p>earthquake? Can you name a country that has had a major earthquake? What is a tsunami? What do you think causes a tsunami/ earthquake?</p> <p>WE DO: Introduce vocabulary View video and other visuals of earthquake and tsunami; Illustrate visual representations of an earthquake and tsunami</p> <p>YOU DO: Locate and label and label Kobe, Tokyo and Fukushima on the map of Japan; View before-and-after photos of affected cities in Japan</p> <p>Assessment: Complete chart to compare and contrast events of 9/11 in USA and 3/11 in Japan</p>	<p>Describe how you made an origami creation.</p> <p>WE DO: Introduce vocabulary Follow step-by-step instructions for creating origami figures Introduce vocabulary View film “Spirited Away” Re-tell the story with your elbow partner Discuss the main themes of the story</p> <p>YOU DO: Complete constructed response essay on an Essential Question based on the film</p> <p>Assessment: Create your own manga/ anime visual strip using iMovie on laptop</p>
<p>Resources & Materials</p>	<p>Textbook: World Cultures Workbook: Geography www.googlemaps.com</p>	<p>World Folktales: An Anthology of Multicultural Folk Literature by Anita Stern</p>	<p>Storybook: “My Hiroshima” by Junko Morimoto from Phila-Nipponica trip to Hiroshima, Japan</p>	<p>Workbook: Support Activities for the Great East Japan Earthquake derived from Phila-Nipponica trip to Japan</p>	<p>www.ghibli-museum.com www.spiritedaway.com iMovie</p>