

GED 2002 Teachers' Handbook of Lesson Plans

| Area/Skill - Social Studies | Cognitive Skill Level - Synthesis | Correlation to Framework - 02.05, 02.08 | Lesson Number - 02 |
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| <p>Activity Title - What's the Truth Here?</p> <p>Goal/Objective</p> <p>To interpret two documents and evaluate the evidence presented in each one through comparing and contrasting the information.</p> <p>Lesson Outline</p> <p>Introduction</p> <p>The US has daily contact with others all over the world. Sometimes that contact is positive and sometimes it is negative. Incidences, like the US/China collision of planes in 2001 happen without a warning and can cause many problems for the two countries. Only when these types of incidences occur do we fully understand the delicacies of global relations.</p> <p>Activity</p> <p>Provide handouts on the US/China incident. Discuss that points of view on an incident can be very different from person to person, newspaper to newspaper and from country to country. Have the students read and interpret each article. Have an in class discussion on the probable truths issued from each country. Do a Venn diagram that will display the similarities and differences with each version of the incident.</p> <p>Debriefing/Evaluation Activity</p> <p>Have the students examine the incident and decide what implication this type of global incident could have on their own lives. Discuss that we live in a global society and that we are all affected by global interactions, even if the United States is not directly involved.</p> | | | <p>Materials/Texts/Realia/Handouts</p> <ul style="list-style-type: none"> • Handout - US Article • Handout - Chinese Article • Chart paper, pencils, markers • Computer/Internet access for Extension Activity |
| | | | <p>Extension Activity</p> <p>Using the Internet, research the Pueblo incident where the North Koreans captured the Navy ship, USS Pueblo and her crew. What similarities, if any, are there between the Chinese incident and the Pueblo? Do a Venn diagram to explain your findings and share with the class.</p> |
| <p>Real-Life Connection</p> <p>Discuss that global incidents have real-life connections. Sample discussion questions could be as follows:</p> <ul style="list-style-type: none"> • When an incidence such as the US/China collision of planes happens, what do you think happens to the trade of goods between those two countries? • How would you feel about buying goods made in China when an incident such as this one was occurring? • Do you think this type of global incident would keep the US from participating in the Olympics if it were to be held in China? | | | <p>ESE/ESOL Accommodations</p> <ul style="list-style-type: none"> • Highlight important points of the text. Have students read these points first. • Have the news articles read aloud in class or recorded for students prior to class. • Give the student a graphic organizer to use for the project to identify similarities and differences. • Provide new vocabulary terms in a |

GED 2002 Teachers' Handbook of Lesson Plans - Script

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| <p>Activity Title - What's the Truth Here?</p> <p>Introduction</p> <p><i>Ask:</i> Have you ever crossed over into someone else's territory by mistake, maybe into their yard or onto private business property that wasn't posted? Discussion will include incidences that the students have experienced. How did the other person feel about you invasion? Were they vocal about your trespassing? Discuss the different outcomes of the situations.</p> <p>Main Activity</p> <p><i>Say:</i> Today we are going to examine two statements released by two different countries that deal with the same incident. I want you to look carefully at each one of the news articles and see what you think is the truth behind the incident. Discuss the students' views and evaluate what are the true statements and what the propaganda statements are. <i>Ask:</i> Is it possible that there is some truth in both articles? Could there be some propaganda in both articles? Discuss how newspapers often present specific points of view as do news writers. <i>Say:</i> Now we are going to make a Venn diagram that will show what is the same and what is different about this incident from both points of view. In small groups, create a simple Venn diagram to show the differences and the similarities. Draw two large circles that intersect. In the part that intersects, write down those things that were the same in both articles. In one of the circle sections that is separate from the other, write down the differences according to China and then on the other side of the diagram, document the differences according to the United States. Have students share there diagrams with the class.</p> <p>Closure/Conclusion</p> <p><i>Ask:</i> If China had been the country that strayed over the line into US territory, would you feel the same way as the some of the Chinese people felt? Explain your answer.</p> <p>Follow-Up Lessons/Activities</p> <p><i>Say:</i> Do a quick write about your opinion on what the US government did do to get back our sailors and the plane from the Chinese. In the next five minutes write down statements that express your opinion about this situation. Then we share our ideas with the class.</p> | | | |