

Ho Fung College (Sponsored by Sik Sik Yuen)

Lesson Plan

A. Basic information			
1. Date	12/3/2019 (Tue.)	4. Teacher	Chan Kwong Hung
2. Time	1320-1405	5. Subject	S3 History
3. Duration	45 minutes	6. Room	302

B. Teaching and learning area	
1. Topic	➤ What was the view on the appeasement policy before WWII?
2. Study field	➤ The inter-war period (1920-1939)
3. Objectives	➤ Identifying the views on the appeasement policy before WWII ➤ Discussing its relationship with the outbreak of WWII

C. Macro-teaching and learning cycle		
Process	Content	Duration
1. Setting the context	1.1 Checking the prior knowledge by questioning, like: ➤ What were the factors for the outbreak of WWII? There were basically five, namely, the legacy of WWI (unsolved problems left by WWI, the Great Depression, the rise of totalitarianism, the expansionist policy of the totalitarian governments and the appeasement policy) ➤ What was the appeasement policy? It referred to the political attitude adopted by Britain and France to the aggressions of Germany, Italy and Japan in the 1930s, characterized by pacifying the aggressors with giving them concessions at the expense of weak nations.	3 min

	<p>1.2 Stating the aim of this lesson:</p> <ul style="list-style-type: none"> - Identifying the views on the appeasement policy before the WWII - Discussing its relationship with the outbreak of the WWII 	
<p>MINI-CYCLE 1</p> <p>2. Setting the context</p>	<p>Introduce to students the function of a political cartoon</p> <ul style="list-style-type: none"> ➤ What is the use of a political cartoon? - delivering editorial commentary on politics, politicians, and current events - providing freedom of speech and the press. 	3 min
<p>3. Modelling and deconstruction</p>	<p>Introduce to students the cartoons by Britain and the USSR published in 1938 and 1939 respectively about the ‘Czech Crisis’</p> <ul style="list-style-type: none"> - Introduce the cartoons in detail concerning the characters and their doings 	5 min
<p>4. Guided construction</p>	<ul style="list-style-type: none"> - Doing the first THREE questions of Worksheet ONE. (Individual work) - Guiding them to study questions ONE and TWO and give suitable answers (but not the explanation yet.) 	5 min
<p>5. Independent construction</p>	<ul style="list-style-type: none"> - Guiding students to study question THREE - Checking the answers together (with explanation) 	7 min
<p>MINI-CYCLE 2</p> <p>6. Modelling and deconstruction</p>	<p>Teaching students the importance of making comparison on historical cartoons</p>	5 min
<p>7. Guided construction</p>	<p>Guiding questions: Doing Worksheet TWO together. (Group work)</p> <ul style="list-style-type: none"> - Guiding the students to study the question and ask them to give suitable answers (with explanation) 	7 min
<p>8. Independent Construction</p>	<p>Using the projector to show two students’ answers.</p>	7 min
<p>9. Summary</p>	<ul style="list-style-type: none"> - Summarizing the views of the two answers - Assigning another task to consolidate learning by asking them to finish Worksheet THREE 	3 min