

LWFSS
Lesson Plan - History

A. Basic information			
1. Date	28 March 2019	4. Teacher	Pun Yui Lan
2. Time	9:05-9:45	5. Subject	S.2 History
3. Duration	40 minutes	6. Room	2A

B. Teaching and learning area	
1. Topic	➤ Industrial Revolution
2. Study field	➤ Industrial Revolution (Cartoon Analysis)
3. Objectives	➤ To understand the impacts of the Industrial Revolution ➤ To obtain the skill of cartoon analysis

C. Macro-teaching and learning cycle		
Process	Content	Duration
1. Setting the context	- Checking the prior knowledge by questioning, like: 1. features of Industrial Revolution 2. development (new invention) of Industrial Revolution - Starting the aim of the lesson: 1. Analyze the characteristics and uses of Political Cartoons during the Industrial Revolution	5 min
2. Mini-cycle Setting the context	- What is a political cartoon? - What are the techniques the cartoonists usually use? → symbolism, exaggeration, personification - Introduce the “Step-by-step Procedure” → the context, the content, the comment	5 min
3. Modelling and deconstruction	- Cartoon 1: showing students how to do the cartoon analysis (step-by-step procedure) <u>Do the students have to write an analysis? If so, there should be a model written analysis. Do you have one because I can't locate it in your files.</u>	15 min
4. Guided construction	- Cartoon 2 and 3: Individual task → students look at one of the political cartoons and analyze for its parts → invite one or two students to present their work	10 min
5. Summary	- “Step-by-step procedure” - Assigning one task to consolidate learning by asking them to finish the worksheet at home.	5 min

Comment [I111]: In the workshop and in the analyses we did, the first step is always to ask the simplest, most concrete question: *What do you see in the cartoon?* You have placed it as the second question. I think that is a problem in an analysis because a reader cannot answer the “Context” question until he/she has looked at the “Content” of the cartoon. Also, for HK students learning in English, the Content question is always the easiest to answer. In my opinion, therefore, the order for the actual analysis should be Content, Context, Comment. HOWEVER, the **written answer** does NOT have to follow the “working out or analysis” of the cartoon – it can be written in the order Context, Content, Comment. If that is true, then you need to make this very clear to the students – that getting to the answer is done in one way but documenting the answer is done in a slightly different way. But, as I ask in one of my other comments, where have you supplied a model text? There isn't one on the PPT. I think there should be one on the worksheet the students get from you.

Comment [I112]: A Guided Construction is the class together with the teacher so I don't think you can have an “individual task”. Remember that a GC is an opportunity for the students to lead the teacher using the same thinking skills or analytical tools the teacher showed them in the M&D stage. So, for example, in the M&D stage you might have said, “The first thing to do when analysing a cartoon is to identify all the things you can see in the cartoon – all of the objects and people, the setting and actions.” Then in the GC stage, you would say eg “So, what is the first thing we should do when analysing a cartoon?” And the students should be able to say something like, “The first thing we should do is identify all the things we can see in the ... [1]

Comment [MOU3]: Are you going to ask small, guiding questions here so that students can be led by you to do what you have done in the Modelling and Deconstruction stage?

Comment [I114]: If you do the M&D in 10 mins (not 15 mins), then you can spend 10 mins on this third cartoon and finish it in the lesson and then maybe they do a fourth one for homework.

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