Middle Childhood Education Lesson Plan Template v. 2

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Lesson Title: Walls and Barriers to the World
Grade Level: 6

Lesson Foundations

Content Standards	ONLS 6.6: Variations among physical environments within the Eastern Hemisphere influence human activities. Human activities also alter the physical environment. CCSS.ELA-LITERACY.RH.6-8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
Learning Objective(s) **Content/Skills/Concept** "Students will…"	1. Students will compare a physical wall built by a country to the US-Mexico Border. 2. Students will identify reasons why countries build walls.
Materials & Resources	• Nearpod live session o Students should each have their own device • Paired Text Handout • Article: http://origins.osu.edu/connecting-history/top-ten-origins-walls

Assessments

Description of assessment	Modifications and accommodation to the assessment so that all students can demonstrate their learning.	Evaluation Criteria - What evidence of student learning (identify learning objective(s) being assessed) does the assessment provide?
Wall Graph: Students will look at graph shown and answer a poll about if they believe that the events of September 11, 2001 lead to the increase of the number of walls built by different countries?	• Help students identify what the different axis are representing • Have students identify if the number of walls is increasing/decreasing • Talk about the events of September 11, 2001.	Activating prior knowledge and having students begin to think about walls/barriers and different events that might influence a country's decision to build a wall. The majority of students should answer Yes to the poll.

Paired Text Activity Students will compare either the Great Wall of China or the Berlin Wall to the US-Mexico Border.	• Students are working in groups, so they can use their peers as resources through collaboration
	• Students are provided a graphic organizer to help scaffold them through the activity
	• Extension questions have been provided for students who finish the activity quickly.
		LO1, LO2
		
		• What similarities do you see between the Great Wall of China and the US-Mexico Border?
		   o Look fors: defense, protect country, not allowing people in, plagued borderlands, failed to keep invaders out entirely
		• How did the Great Wall of China change who could get into China?
		   o Look fors: Did not allow Mongols and Manchu into China, decreased immigrants from Central Asia, enforced economic duties along Silk Road
		• If the US decides to spend billions of dollars constructing a permanent wall on the Mexican border, how will this change who can/cannot enter the United States?
		   o Look fors: Will restrict Mexicans from entering US easily, restrict Americans from exporting to Mexico easily, travel restrictions will increase
		• Extension Question: Which wall was more necessary to build? Explain.
		   o Great Wall: militaristic purpose, protected against invaders trying to attack country, economic and immigration reasons
		   o US-Mexico Wall: restrict immigration, limit access to US resources
		• What similarities do you see between the Berlin Wall and the US-Mexico Border?
		   o Similarities: not permanent, halt movement of people, keep ideals/culture in one place
		• How did the Berlin Wall change who could get into Berlin?
		   o Restricted Germans from going from one part of Germany to another, restricted

		movement within one country
		• If the US decides to spend billions of dollars constructing a permanent wall on the Mexican border, how will this change who can/cannot enter the United States?
		  o Will restrict Mexicans from entering US easily, restrict Americans from exporting to Mexico easily, travel restrictions will increase
		• Extension Question: What was the impact on Berlin when the Berlin Wall fell?
		  o Collapse of Communism throughout Eastern Europe, excitement to be able to travel throughout entire country again, lack of violence → unity

Jigsaw
Students will work with other group to learn about the wall that they did not discuss in their small groups.
	• Students are working in groups, so they can use their peers as resources through collaboration
	• Students are using each other as experts to answer questions and discover new findings
	• Students are provided a graphic organizer to help scaffold them through the activity
		LO1, LO2
		
		• What were the similarities and differences between your findings?
		  o Similarities: due to war, control over citizens within one country
		  o Differences: Great Wall of China has never been destroyed, Berlin Wall divided a nation, Great Wall of China protected against outside invaders.
		• Why do countries put barriers up
		  o Put barriers up: protection, decrease immigration, control population, decrease mass migrations, protect against ethnic tension, keep people in or keep people out

Building Walls Students will write one reason as to why countries build physical walls and barriers.	• If students are struggling they can talk with their groups • Students can use their graphic organizer as a way to aide their thinking	LO2 • What is one reason as to why countries build physical walls and barriers? o Reasons: protect your ideals and culture, keep invaders out, decrease immigration, keep people in safe, protect culture from

		influence of others, protect against terrorism, maintain control over land, fear of difference

Instructional Procedures/Steps

	Teacher will… Include instructional practices, questions you will ask, checks for understanding, differentiation, evidence of culturally responsive teaching practices	Student will… What will students be doing? What evidence of learning will students demonstrate? Student-centered learning/Opportunities for Practice and Apply

Opening
3 Minutes
	1. Show Number of Walls Graph
	   a. Students will answer the poll: Based on this graph, do you believe that the events of September 11, 2001 lead to the increase of the number of walls built by different countries?
		1. Number of Walls Graph
		   a. The majority of students should answer Yes to the poll.

Instruction
32 Minutes
 	
Procedures and steps to the lesson.
	1. *Set-up: Students will sit in 4 groups of 4-5. Students will determine their seats based on the suit of cards they choose while walking in the door. At each table, students will be given a paper with paired texts (pictures) of countries' walls.*
	2. Paired Text Comparison Activity (LO1, LO2)
	   a. Groups 1 and 3 will complete the paired text with The Great Wall of China and the US-Mexico Border
	      i. What similarities do you see between the Great Wall of China and the US-Mexico Border?
	
	      ii. How did the Great Wall of China change who could get into China?
	
	      iii. If the US decides to spend billions of dollars constructing a permanent
		2. Paired Text Comparison Activity
		   a. Great Wall of China and US-Mexico Border
		
		      i. Similarities: defense, protect country, not allowing people in, plagued borderlands, failed to keep invaders out entirely
		      ii. Did not allow Mongols and Manchu into China, decreased immigrants from Central Asia, enforced economic duties along Silk Road
		      iii. Will restrict Mexicans from entering US easily, restrict Americans from

wall on the Mexican border, how will this change who can/cannot enter the United States?

    iv. Extension Question: Which wall was more necessary to build? Explain.

exporting to Mexico easily, travel restrictions will increase

    iv. Opinion – evidence for both:

1. Great Wall: militaristic purpose, protected against invaders trying to attack country, economic and immigration reasons
2. US-Mexico Wall: restrict immigration, limit access to US resources

b. Groups 2 and 4 will complete the paired text with the Berlin Wall and the US-Mexico Border

    i. What similarities do you see between the Berlin Wall and the US-Mexico Border?

    ii. How did the Berlin Wall change who could get into Berlin?

    iii. If the US decides to spend billions of dollars constructing a permanent wall on the Mexican border, how will this change who can/cannot enter the United States?

    iv. Extension Question: What was the impact on Berlin when the Berlin Wall fell?

3. Jigsaw (LO1, LO2)

a. 2 members from Group 1 must trade places with 2 members from Group 2. 2 members from Group 3 must trade places with 2 members from Group 4.

b. Once everyone is in their new seats, both groups must share their findings from the

b. Berlin Wall and US-Mexico Border

    i. Similarities: not permanent, halt movement of people, keep ideals/culture in one place

    ii. Restricted Germans from going from one part of Germany to another, restricted movement within one country

    iii. Will restrict Mexicans and other Latin Americans from entering US easily, restrict Americans from exporting to Mexico easily, travel restrictions will increase

    iv. Collapse of Communism throughout Eastern Europe, excitement to be able to travel throughout entire country again, lack of violence → unity

3. Jigsaw

a. Students will trade place with members in corresponding groups

b. New Findings

	Paired Text Activity.
	   i. What were the similarities and differences between your findings?
	  ii. Why do countries put barriers up?
		i. Similarities: due to war, control over citizens within one country
		      Differences: Great Wall of China has never been destroyed, Berlin Wall divided a nation, Great Wall of China protected against outside invaders.
		  ii. Put barriers up: protection, decrease immigration, control population, decrease mass migrations, protect against ethnic tension, keep people in or keep people out

Closure
10 Minutes
	1. Building Walls (LO2)
	  a. Students will now return to their original seats.
	  b. Students will answer the Nearpod question: What is one reason as to why countries build physical walls and barriers?
		2. Building Walls
		  a. Return to original groups
		
		  b. Reasons: protect your ideals and culture, keep invaders out/keep people out, decrease immigration, keep people in safe, protect culture from influence of others, protect against terrorism, maintain control over land, fear or differences