

## A LESSON PLANNING FRAMEWORK FOR SECONDARY LEVEL ESL LEARNERS IN QUEBEC

<b>Target learners/Grade:</b> <i>Secondary Cycle 2, Year 2.</i>	
<b>Title of the lesson:</b> The Mysterious Terracotta Army.	
<b>Broad theme of learning<sup>1</sup>:</b> Unusual happenings: science and mysteries (relate to students' culture: the month of Halloween). <b>Broad Area of Learning:</b> Media literacy.	
<b>Purpose<sup>2</sup>:</b> To have students discover the history of Ancient China, think about how a scientific discovery is made and give their opinion on this scientific discovery.	
<b>ESL Competency(ies):</b>  C2: Reinvests understanding of texts.	<b>Key features<sup>3</sup>:</b> <i>C2: Broadens knowledge of texts</i> <i>. Constructs meaning of texts</i> <i>. Regulates own development as listener, reader and viewer.</i> <i>. Situates meanings within own experiences and the world of the text, in order to transform initial readings into more conscious interpretations.</i>
<b>Cross-curricular competency(ies):</b> <i>CCC1: Uses information.</i> <i>CCC3: Exercises critical judgment.</i>	
<b>Materials and equipment:</b>  . <i>Quest: Cycle 2, Year 2</i> Student Book, p. 25. . One computer. . Internet access. . A projector. . Speakers.	

<sup>1</sup> Themes appropriate to secondary level learners.

<sup>2</sup> General statement in relation to the theme of the lesson.

<sup>3</sup> Specific behavioural features that learners have to adopt or to gain from the activity. Key features have to be in accordance with the MELS new program.

### Knowledge

**This lesson plan has a connexion with other disciplines: arts, history and science. The teacher will first show a trailer of *The Mummy 3: Tomb of the Dragon Emperor*, to activate students' prior knowledge on the topic. Then, students will first view a series of pictures of the real terracotta soldiers that were found and were a source of inspiration for the movie.**

**Then, by reading and analyzing the scientific discovery made, students will get acquainted with (or review) the different elements of a discovery: facts, speculation and mysteries. After having analyzed the different elements, they will be shown a National Geographic/ Harvard documentary on this research.**

#### **Functional language:**

- Useful expressions

Fact

Speculation

Mystery

- Vocabulary

Terracotta- clay- to drill- a well- spears-  
record- afterlife- soil- resting- buried-  
mausoleum.

#### **Strategies**

- Compensatory

. Pay selective attention.

- Learning

. Infer.

#### **Language conventions (grammar, phonology, punctuation and spelling)**

The past tense will be reviewed by reading the text and watching the documentary.

#### **Text components:**

Text on page 25 of the book.

#### **Cultural products**

Pictures of the Terracotta Army.

National Geographic/Harvard documentary:  
*Secrets of the First Emperor*.

#### **Use of information and communication technologies**

Computer, projector, internet (for the warm-up trailer and the final video).

PROCEDURE				
	Teacher	Learners	Grouping	Time
<b>Warm-up</b>	<ul style="list-style-type: none"> <li>. Use the projector and the speakers to show the trailer of The Mummy 3: Tomb of the Dragon Emperor.</li> <li>. Ask students questions about this movie. Who are the main characters? Where does the scene take place? Do you think it was inspired by a true story?</li> </ul>	<ul style="list-style-type: none"> <li>. Watch the trailer.</li> <li>. Participate</li> </ul>		<b>10 min</b>
<b>Activities</b>				
Pre-activity	<ul style="list-style-type: none"> <li>. Tell students that the terracotta soldiers in the movies were inspired by a scientific discovery. Explain the context of this discovery.</li> <li>. Show some pictures of the terracotta army with the projector; explain them (by giving the historical context, and having students realize that some soldiers have no hands, no heads, no spears... each of them has a different face, etc.)</li> <li>. Tell student to open their books p. 25.</li> <li>. Have different students read aloud each paragraph of the Mysterious Terracotta Army.</li> <li>. Give students Handout 2.4. Tell them to answer question 1 from the handout.</li> </ul>	<ul style="list-style-type: none"> <li>. Watch the pictures. Raise your hands and comment on the pictures if you wish, or ask questions.</li> <li>. Open your books p. 25.</li> <li>. Read aloud, or listen.</li> <li>. Answer the first question.</li> </ul>		<b>15 min</b>
Main Activities	<ul style="list-style-type: none"> <li>. Correct question 1 with your students.</li> <li>. Reproduce the table (Question 2) on the board.</li> <li>. Take a special object (I chose to bring a ballet shoe) and tell students you have made a discovery. There are some facts: a pink-colored shoe with ribbons that we found; speculation (things that are possible, but we are not sure about), as it looks like a ballet shoe (the object has specific features of a ballet shoe, which might indicate it is not a toy), and things which are still a mystery (“Whose shoe is it?” “Why is it in the classroom?”).</li> <li>. Tell students to do the same analysis with the text they have just read, and complete the table in Question 3 of the</li> </ul>	<ul style="list-style-type: none"> <li>. Raise your hands to give your answers.</li> <li>. Pay attention.</li> <li>. Complete question #3.</li> </ul>		<b>35 min</b>

Post-activity	handout. . Correct Question 3 with your students.  . Turn on the projector and the speakers. . Go to: <a href="http://www.youtube.com/watch?v=E-PG_Ug3Ft4">http://www.youtube.com/watch?v=E-PG_Ug3Ft4</a> . Watch the documentary (the first 10 minutes)	. Provide your answers.  . Watch the documentary		<i>10 mn</i>
<b>Wrap-up</b>	. Ask students what did they learn about the Terracotta Army	. Participate and share your thoughts and impressions.		<i>5 min</i>
<b>Evaluation</b> <i>Informal evaluation. This lesson plan was well adapted for groups 406-01 and 406-02; it was a bit more challenging for group 406-06.</i>		<i>Extra-class work</i> <i>N.A.</i>		