

What is The Great Wall Really Saying?

Lesson Plan

Barbara Swander Miller

Title: What Is The Great Wall Really Saying?

Topics: Rhetorical triangle/The rhetoric of monuments/ Context in argument/ China's dynasties/ military history

Courses: English 9-10; Speech; World History

Audience: 9-10th grade students; high ability 7-8th grade students

Context: Students will have had some previous exposure to the rhetorical triangle.

Time: Approximately 60 minutes

Common Core State Standards- ELA, Grades 9-10

- CCSS.ELA-Literacy.CCRA.R1
- CCSS.ELA-Literacy.CCRA.R3
- CCSS.ELA-Literacy.CCRA.R7
- CCSS.ELA-Literacy.CCRA.R9
- CCSS.ELA-Literacy.RI.9-10.1
- CCSS.ELA-Literacy.RI.9-10.7
- CCSS.ELA-Literacy.SL.9-10.1
- CCSS.ELA-Literacy.SL.9-10.1c
- CCSS.ELA-Literacy.SL.9-10.1d
- CCSS.ELA-Literacy.SL.9-10.4
- CCSS.ELA-LITERACY.W.9-10.1.A
- CCSS.ELA-LITERACY.W.9-10.1.E
- CCSS.ELA-LITERACY.W.9-10.7
- CCSS.ELA-LITERACY.W.9-10.9

Common Core State Standards Literacy in History/Social Studies, Grade 9-10

- CCSS.ELA-LITERACY.RH.9-10.1
- CCSS.ELA-LITERACY.RH.9-10.2
- CCSS.ELA-LITERACY.RH.9-10.7
- CCSS.ELA-LITERACY.RH.9-10.8

What is The Great Wall Really Saying?

Objectives:

Students will ...

- build knowledge of the history of The Great Wall of China.
- list types of “compositions” other than writing.
- consider elements of rhetoric (audience/*pathos*; speaker/*ethos*; message/ *logos*; context/*Kairos*; purpose/*telos*) in various compositions.
- identify the elements of rhetoric (audience/*pathos*; speaker/*ethos*; message/ *logos*; context/*Kairos*; purpose/*telos*) in images and in a monument .
- use video and written text about the history of the construction of The Great Wall of China to identify context in argument.
- identify how a change in context/*Kairos* necessarily changes other rhetorical elements of a monument.
- explain why knowing the context/*Kairos* of an argument is so important to understanding an argument.

Materials/Preparation:

- Paper and pencil.
- LCD projector or Smartboard
- Dictionary definition of “composition” <https://www.dictionary.com/browse/composition?s=t> Project or write on board.
- Device access for each group or individual
- Crowd-sourcing instrument, e.g. large paper, chalkboard or whiteboard, Google Doc, Padlet.
- Rhetorical Triangle graphic (Appendix A) projected.
- Image of water landscape image (Appendix B) projected, loaded into LMS, or printed copies for pairs of students.
- Image of Chinese meal (Appendix C) - projected, loaded into LMS, or printed copies for pairs of students.
- Image of The Great Wall (Appendix D)
- Video <https://www.youtube.com/watch?v=m68zyXyeYG0> Cue up to project or upload link.
- Timeline blank handout (Appendix E) one per group, plus one for teacher modeling (9)
- Student access to Internet OR handouts of website text: <https://www.history.com/topics/great-wall-of-china>
- 8 foot space on chalkboard, whiteboard or wall
- Masking or Painter’s Tape or magnets if magnetic whiteboard
- Exit Tickets (Appendix F), one per student- or discussion group on LMS, back channel program, etc. (Each sheet has four tickets.)

What is The Great Wall Really Saying?

Procedures

Time	Teacher	Students	Materials
Anticipatory Set			
2 min	Ask Ss with a partner to write a definition of “composition.”	In pairs, Ss will write their definition of the word “composition.”	Paper and pencil
2 min	Read/project dictionary definition of “composition.” Ask Ss how this is similar or different from their definitions.	Ss compare and contrast their definitions with the dictionary definition.	<ul style="list-style-type: none"> LCD projector or board https://www.dictionary.com/browse/composition?s=t
3 min	Ask class to crowd-source a list of examples of types of compositions (in a broad definition, e.g. culinary dishes, paintings, sculpture, garments, interior designed room, landscape designs) in groups on paper or as class on board or individually on Internet program.	Ss call out or come to board to list, or crowd-source on Google Doc or Padlet, if desired.	<ul style="list-style-type: none"> https://www.dictionary.com/browse/composition?s=t Reflect on these two aspects of definition: <ul style="list-style-type: none"> The act of combining parts or elements to form a whole the resulting state or product. manner of being composed; structure: Paper or whiteboard and markers, Google Doc or Padlet, as desired
Modeling (I do)			
1 min	Suggest to Ss that all compositions have some inherent argument; they all reflect the elements of rhetoric (the art of argument).	Ss will listen.	None
2 min	<ul style="list-style-type: none"> Project rhetorical triangle graphic (Appendix A). Ask Ss in pairs to explain parts of the triangle to each other as review: (audience/<i>pathos</i>; speaker/<i>ethos</i>; message/ <i>logos</i>; context/<i>Kairos</i>; purpose/<i>telos</i>) 	<ul style="list-style-type: none"> Ss will look at rhetorical triangle graphic and explain to partners. Ss will ask questions if unclear. 	Rhetorical triangle graphic (Appendix A).
3 min	<ul style="list-style-type: none"> Model rhetorical analysis of composition: Display image of the water landscape (Appendix B) and state that it qualifies as 	Ss will listen.	Water landscape image (Appendix B).

What is The Great Wall Really Saying?

	<p>composition, according to previous definitions.</p> <ul style="list-style-type: none"> • Think Aloud to class what the argument of this image/composition could be. • Justify ideas or push back against your own incorrect interpretations to model thoughtful analysis. 		
Guided Practice with Whole Class (We do)			
4 min	<ul style="list-style-type: none"> • Whole class rhetorical analysis: “Let’s try together to find an argument in another composition.” Display image of Chinese meal (Appendix C) and ask Ss to identify the other elements of the rhetorical triangle in the photo. • Ask Ss to justify their claims. (If large or unruly class, have each S write down each element of analysis and justification, and then share with partner. Then share with class in turns.) 	Ss will offer ideas and justification through textual evidence and prior knowledge.	Image of Chinese meal- projected, loaded onto LMS or printed copies (Appendix C).
1 min	Ask Ss what additional information is needed to be definitive about all elements of rhetorical triangle. (Perhaps occasion/ <i>Kairos</i> is needed to fully understand telos/purpose.)	Ss will offer ideas and justification through textual evidence and prior knowledge.	Image of Chinese meal- projected, loaded onto LMS or printed copies (Appendix C).
Independent Practice in Small Groups (You do)			
1 min	Independent rhetorical analysis: Project image of The Great Wall (Appendix D) and ask if it qualifies as composition.	Ss watch and answer YES, or teacher leads them to answer affirmatively.	Image of The Great Wall- projected, loaded onto LMS or printed copies (Appendix D).
2 min	Ask Ss to speculate about the argument TGW offers.	Ss speculate.	Image of The Great Wall- projected, loaded onto LMS or printed copies (Appendix D).
2 min	Ask Ss what other information would be helpful to be able to determine the argument. (The photo has no information about the time period/context/ <i>Kairos</i> , so we cannot be certain about the purpose and message of TGW because it changes with the context.)	Ss respond.	Image of The Great Wall- projected, loaded onto LMS or printed copies (Appendix D).
5 min	Show video about TGW. “Let’s learn more about TGW to build our knowledge.”	Ss watch video.	<ul style="list-style-type: none"> • https://www.youtube.com/watch?v=m68zyXyeYGO

What is The Great Wall Really Saying?

4 min	<ul style="list-style-type: none"> • Ask Ss how the time period/context/<i>Kairos</i> might change the argument. For example, is the argument of TGW the same today as it was when it was first built? • Hand out Timeline Sheet (Appendix E) with analysis sections now to save time. 	Ss consider and respond.	<ul style="list-style-type: none"> • Timeline Sheet (Appendix E)
2 min	<ul style="list-style-type: none"> • Crowd sourcing information: Hand out Timeline Sheet (Appendix E) with analysis sections and assign each group a different time period: • Go to website and model skimming for correct time period. • Complete the Timeline sheet, using key words and phrases, for Pre 220 BCE , Thinking Aloud as you write 	Ss observe teacher and listen to Think Aloud from teacher.	<ul style="list-style-type: none"> • 9 copies of Timeline Sheet (Appendix E). • Website: https://www.history.com/topics/great-wall-of-china
3 min	<p>Divide students into 8 groups and assign a time period.</p> <ol style="list-style-type: none"> 220 BCE (Qin Dynasty) 550-618 (Bei Qi Dynasty) 618 to 906 A.D (Tang Dynasty) 1206-1368 (Yuan /Mongol Dynasty) 1368-1644 (Ming Dynasty) 1600's (Qing Dynasty) 18th 20th Century 21st Century 	Ss write dates on Timeline large enough to be seen from back of classroom.	<ul style="list-style-type: none"> • 9 copies of Timeline Sheet (Appendix E) • website https://www.history.com/topics/great-wall-of-china
6 min	<ul style="list-style-type: none"> • Have Ss go to website https://www.history.com/topics/great-wall-of-china • Have Ss complete the document using key words and phrases on the timeline. • Circulate among Ss to offer suggestions or redirection. 	Students will read website information for their dates and complete timeline for their section.	<ul style="list-style-type: none"> • 9 copies of Timeline Sheet (Appendix E) • website https://www.history.com/topics/great-wall-of-china
8 min	Have Ss come in groups to present their findings and tape timeline on wall or board, according to chronological order of their time period. (Each group has one minute to present.)	Ss report in groups and tape timeline sheets to board or wall.	<ul style="list-style-type: none"> • Tape • Completed Timeline Sheets (Appendix E)
3 min	<ul style="list-style-type: none"> • When all groups have reported and posted their analysis, discuss with the class what they observe about the argument changing when the context/<i>Kairos</i> changes. 	Ss offer ideas about how and why the argument changes with a new	<ul style="list-style-type: none"> • Completed timeline taped on board. • Exit tickets (Appendix F)

What is The Great Wall Really Saying?

	<ul style="list-style-type: none"> • Ask : How does changing the context/<i>Kairos</i> impact an argument? • Hand out exit tickets (Appendix F) during discussion to save time later. 	context.	
Summative Assessment for Lesson			
3 min	<ul style="list-style-type: none"> • Reflection: • Refer to exit tickets (Appendix F) or project prompt: Why is understanding the context/<i>Kairos</i> of an argument so important when analyzing an argument? • Ask Ss to write their response and place on desk before leaving the classroom. 	Ss write responses on exit tickets and leave tickets with teacher as they leave.	Exit tickets (Appendix F) or discussion group on LMS, back channel program, etc.

Assessment

- T will watch body language during discussion about rhetorical analysis and discussion and reteach with other examples as needed.
- T will circulate through classroom as Ss are researching in groups to redirect as needed.
- Ss will present their findings to class; T will redirect as needed.
- OPTIONAL: Ss will write an exit ticket summarizing how a change in context affects an argument.

Extension topics for research, discussion, and/or writing:

1. What arguments do other monuments, e.g. The Great Pyramid of Giza; The Statue of Liberty; The proposed wall between Mexico and the USA, offer at a specific moment in time? Why and how?
2. How is TGW making a positive argument today? To whom? What message do the Chinese hope it sends? Why?
3. How do the inherent arguments of older text compositions, such as novels, poems or short stories change in a different or updated context?