UNIT 3 · LESSON 5 · TEACHER PLAN

The Black Ships

Purpose, audience and usefulness

CLASS Year 7 Academic English · A2 → B1
TIME 60 minutes (full plan about 75: see the cuts below)
RESOURCES Slides 1–30 · Handout pp1–8 + KEY · Mini-whiteboards

AIMS

Content Explain why a Japanese and an American source about the Black Ships are useful for different things.

Language Use *useful for* + *-ing*, *limited because* + *reason* and *may* for careful claims.

Skills Evaluate a source by analysing its purpose and its audience.

UNIT LINK Builds towards: a careful judgement that says what a source is useful for (criterion 5, the Judgement). Last: two accounts. Next: a historian's reasoning.

KEY LANGUAGE

- purpose · audience · biased · analyse · evaluate
- Source A is useful for showing… · It is limited because…
- It was created to… / for… · The artist may have…

Stage	Time	Procedure	Resources	Watch for and adapt
1 Do now **AIM** Recall Lessons 1–4 words. *Individual*	**5 min** 0–5	1 Slide 1: learners write the five missing words on whiteboards. 2 Slide 2: aims. Say: "Today we ask WHY a source was made, and WHO it was for." **ANSWERS** 1 source, 2 perspective, 3 inference, 4 context, 5 evidence.	• Slides 1–2 • Whiteboards	
2 Black Ships: where, when, who, why? **AIM** Build the context. *Pairs, whole class*	**12 min** 5–17	1 Slide 3: trace the route to Edo (Tokyo). 2 Slides 4–6: read the cards; link to Hamel and Nagasaki. 3 Slide 7: learners predict with *might*. Do not confirm. Slide 8: tick step 1. **ANSWERS** Slide 6: exactly 200 years; more than 200 years.	• Slides 3–8 • Whiteboards	• Learners may think Japan was completely closed. Explain that a few Dutch and Chinese traders could still come to Nagasaki. **LANGUAGES** Slide 7: write 黒船. Ask: "Can anyone read these two characters?" (black + ship)
3 Key words and two pictures **AIM** Learn the words. Guess who made each picture. *Whole class, pairs*	**5 min** 17–22	1 Slide 9, handout p1: say each word; learners echo. Teach *useful for* + *-ing*, *created to / for*. 2 Slide 10: pairs guess who made each picture, with *might*. Do not confirm.	• Slides 9–10 • Handout p1	• Only preview *biased* here; it is taught on slide 18.
4 Model: the President's letter **AIM** Ask four questions about a source. *Whole class, pairs*	**7 min** 22–29	1 Slide 11, handout p2: think aloud through the four questions. Reveal one answer at a time. 2 Slide 12, handout p3: read Perry's letter. Pairs answer, then share. **ANSWERS** Perry adds a warning (more ships next spring). The President's letter left it out to sound friendly.	• Slides 11–12 • Handout pp2–3	• Call the letter *persuasive*, not *biased*. • Keep it neutral: no shots were fired, and historians still discuss whether it was friendship or pressure.

Stage	Time	Procedure	Resources	Watch for and adapt
5 Source A: a Japanese picture **AIM** Look, infer, judge. *Pairs, whole class*	**10 min** 29–39	1 Slide 13, handout p4: pairs Look and Infer; read the context box; then Judge. 2 Slide 14, handout p4: pairs answer Q2–4. 3 Slide 15: model the judgement; learners read each row aloud. **ANSWERS** Useful for what people in Japan imagined and felt; limited for what the ships looked like.	• Slides 13–15 • Handout p4	• Ask why we say *may* and not *did*: we do not know who the artist was.
6 Source B: your turn **AIM** Analyse an American picture and text. *Pairs*	**7 min** 39–46	1 Slide 16, handout p5: pairs do the three steps, then check. 2 Slide 17, handout p6: read aloud once. Pairs underline words about each side in two colours. **ANSWERS** Useful for what the landing looked like. Text: Americans "fully armed"; Japanese "not a little ludicrous".	• Slides 16–17 • Handout pp5–6	• Ask: "What is it NOT useful for?"
7 Biased, not useless **AIM** Judge Source B. *Whole class, pairs*	**8 min** 46–54	1 Slide 18: read both fans. Ask: "Is Source B biased? Is it useless?" 2 Slide 19: pairs build a judgement on whiteboards, one part at a time. 3 Slide 20: tick step 2. **ANSWERS** Biased sources are still useful: "Useful for WHAT?"	• Slides 18–20 • Whiteboards	• If learners write "useful to show", correct it to *useful for showing*.
8 Compare and more evidence **AIM** Say what each source is useful for. *Pairs*	**7 min** 54–61	1 Slide 21, handout p7: pairs complete the grid in full sentences. 2 Slide 22: read the three actions: what does each suggest? 3 Slide 23: tick step 3. **ANSWERS** In the KEY.	• Slides 21–23 • Handout p7	**LANGUAGES** Pairs who share a language agree each row in it, then write in English.
9 Write and peer check **AIM** Write a judgement on one source. *Individual, pairs*	**11 min** 61–72	1 Slide 24, handout p8: 1 minute talk, then learners choose question A or B and write alone. 2 Slide 25, handout p8: swap; partner gives one star and one step. Writers improve one sentence. **ANSWERS** In the KEY.	• Slides 24–25 • Handout p8	• If learners write "It is biased, so it is not useful", ask: "Useful for what?" **SUPPORT** Give the frame: *Source A is useful for showing… However, it is limited because…* **STRETCH** Write about both sources, linked with *whereas*.
10 Plenary **AIM** Answer the big question. *Individual*	**3 min** 72–75	1 Slide 26: one sentence on whiteboards, then the word check. Slide 27: tick step 4. **ANSWERS** Word check: 1 B, 2 A, 3 D, 4 C.	• Slides 26–27 • Whiteboards	**CHECK** The sentence shows who says what a source is useful FOR. If learners write "biased, so not useful", ask "Useful for what?" in the next writing task.

AFTER THE LESSON TIMING: this lesson runs to about 75 minutes. Either stop after slide 19 and start the next lesson with slides 21–27, or cut slide 10, do slide 21 orally and keep slide 22 to one minute. Homework: slide 30 home challenge; slide 28 table or slide 29 Frayer model. Vocabulary book: add *purpose*, *audience*, *biased*, *analyse*, *evaluate*.