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| **Campbellsville University**  **School of Education** |
| **Source of Evidence 2: Lesson Plan** |
| **Name:** Abby Harnack **Date of Observation:** September 24, 2015 and September 29, 2015 and October 1, 2015  **CU Course:** ED 331 – Social Studies Methodology  **Ages/Grades Number of Number of Number of Number of**  **of Students: Students in Students Gifted Students**  5th Grade **Class:** 27  **having IEP:** 4  **Students:** 0  **having ELL:** 0  **Unit Title:** Exploration to the New World  **Lesson Title:** Exploration – Hudson and La Salle |
| **1. Learning Target (s)/Objectives (1C)**  List the lesson learning target (s)/objective (s). (Connect each target/objective to the appropriate state curriculum/content  area standards)   * 5.HT.12 – Chronological Reasoning: Causation and Continuity – Analyze and explain why individuals and groups impacted significant historical developments and events. * Unit Objective 1: Students will identify the common backgrounds, motives, and impacts of early European New World explorers with 80% accuracy. * Lesson Objective – Each student will offer one statement or pose one question to defend their position when participating in a class debate over which impact made the greatest difference in the New World. |
| **2. Pre-Assessment (1F)**  Describe the pre-assessment (s) used to establish students’ baseline knowledge and skills for this lesson.   * The pre-assessment used to establish students’ baseline knowledge and skills for this lesson was a paper-and-pencil assessment. It included ten multiple choice questions and a self-assessment. The majority of the multiple choice questions focused on the unit’s six topics of study. Students completed the self-assessment by using the following code:   1 – I know the answers.  2 – I made a few guesses.  3 – I do not know the answers.  Students were given this pre-assessment one week prior to the teaching of the unit. The majority of the students answered three to four questions correctly. The difference between the lowest performing student and the highest performing student was 70%. After analyzing the pre-assessment, it is clear that the students possess very little knowledge on the Age of Exploration. Their skills for this unit are quite limited. |
| **3. Formative Assessment (1F)**  Describe and include the formative assessment (s) to be used to measure student progress during this lesson.   * Formative Assessment – Students will participate in a class debate. In order to meet the day’s objective all students are required to offer one statement or pose one question to defend their position. I will mark the names of students who effectively contribute to the class debate using a class roster. * Self-Assessment – Students will assess themselves after the debate by writing their contribution to the class discussion on a piece of notebook paper. If students met the objective, they will have their debate statement or question to write on their piece of paper to turn in at the end of class. If students did not meet the objective, they will have no statement or question to write on their piece of paper. Instead, I will have these students write why they chose not to participate in the class debate. * Differentiation – I will not assign students to a specific debate position. Students will be given the opportunity to determine their own position. There will be three groups that will be debating. The three impact groups include the following: provided new information for maps, mistreated or killed Native Americans, and established a settlement. Students will choose which side they want to support. Students will be defending their impact as the one that made the greatest difference in the New World. |
| **4. Resources (1D)**  Identify the resources including appropriate technology needed for this lesson.   * I-pads * Notebook paper * Class roster * Interactive notebook binders * Online timer * Hudson and La Salle textbook information * Sticky notes * Document camera * Overview of test topics |
| **5. Lesson Procedures (1E)**  Describe the sequence in which the differentiated strategies/activities and/or assessments will be used to  engage your students and facilitate attainment of the lesson objectives (s) and promote higher order thinking.   * Hudson and La Salle Description (15 minutes) - I will describe the basics of explorer Henry Hudson and explorer Robert de La Salle. I will specifically focus on the six topics of study for this exploration unit. I will pause at various times to give students the opportunity to add the explorers’ information into their interactive notebook. The document camera will be used so students can follow along as I input the information for each explorer. * Debate Research (15 minutes) – After all students have successfully added the explorers’ information into their interactive notebook, I give students a sticky note. I will ask students to write down the impact they believe made the greatest difference in the New World. Students will get to choose from the following: provided new information for maps, mistreated or killed Native Americans, and established a settlement. Then I will group students according to their written answers. Three groups will be formed. Students will then have the opportunity to research their specific impact using their I-pads. Students will search for information that supports their position. An online timer will be displayed so students are aware of how long they have to research. * Impact Debate (15 minutes) – The debate will then begin. Each group will have one minute to explain the reason for their positon. After each group has stated their positon, students can begin offering additional statements or pose questions. I will facilitate the debate making sure all students have the opportunity to speak. I will remind students to be respectful of differing viewpoints. All students will be encouraged to contribute to the class debate. After the debate is finished, students will write their contribution to the debate on a piece of notebook paper as a form of self-assessment. * Overview of Test (5 minutes) – After the debate has come to a close, I will give a quick overview of the test. I will highlight specific topics that will be included within the assessment. Also, I will remind students that they will not be required to know the small details of each explorer. I will be sure to hint at the two options for the short answer. Identified misconceptions regarding key ideas and linking words from the prior lesson’s formative assessment will be addressed. Students will be encouraged to review their notes before taking the test. * Differentiation – I will support many types of learners by including various instructional strategies. Auditory learners will benefit from hearing the description of the two explorers. Visual and kinesthetic learners will be supported by adding information into their interactive notebook. Students who work well with technology will have the opportunity to do so. This lesson will appeal to interpersonal learners and auditory learners because of the class debate. Students will have the opportunity to choose their debate position. Grouping will be left up to the students based on their decision in regards to which impact made the greatest difference in the New World. * Higher-Order Thinking Tasks * Compare the exploration impact of Henry Hudson to the exploration impact of Robert de La Salle. * Determine which impact you believe made the greatest difference in the New World (provided new information for maps, mistreated or killed American Indians, and established a settlement). Develop a logical argument. * Accommodations/Modifications – The four IEP students will be supported by being included within a group for the debate. I will make appropriate accommodations by allowing these students to research alongside a group member. Together, the pair can work together to find information. The IEP student can listen as their partner reads the research material aloud. |
| **6. Watch For \_\_\_\_\_**  If the lesson were observed what would you specifically like the observer to watch for:   * There are two specific things I would like Mrs. Melton to observe while I present this lesson. First, I would like her to observe how each group manages their research time. Are the students staying on task? Is one person doing all of the research? Do the students find quality information to include within the debate? Second, I would like Mrs. Melton to observe the focus of the students as I overview the test material. Do the students listen to the overview? Do they review their interactive notebook as I give information? Are any important questions asked? |