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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 – Columbus |
| **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: Students will be able to identify four out of six topics of study for the Age of Exploration. |
| **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 scored either a 30% or a 40%. 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 – In order to formatively assess whether or not my students met the lesson objective, I will have my students complete an exit slip at the end of class. Students will be required to show me that they know the six topics of study for this unit. * Self-Assessment – Students will assess themselves by coding their exit slip using the following key: * Green – Got it! * Yellow – Struggling * Red – Stuck * Differentiation – On the exit slip, students will get to choose the way in which they show me that they met the day’s objective. Students can either list the six topics of study and explain or they can draw a picture of each topic of study and explain. |
| **4. Resources (1D)**  Identify the resources including appropriate technology needed for this lesson.   * YouTube * SMART Board * PowerPoint Presentation * *North American Explorers* Book * Document Camera * Interactive Notebook Binders * Interactive Notebook Explorer Sheets * Interactive Notebook Explorer Cutouts * Glue * Scissors * Crayons/markers |
| **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.   * Video (8 minutes) – <https://www.youtube.com/watch?v=xFo-pkIRvwc> – I will show this video at the very beginning of the lesson to capture the attention of my students. The video builds suspense and highlights the thrilling nature of the Age of Exploration. Students will be asked to share how the word “exploration” relates to a specific time in their life. Have students ever explored something new in nature? Have students explored an unknown town or new hobby? Students will be encouraged to consider what life would have been like for these explorers.      * PowerPoint (15 minutes) – I will present a PowerPoint to my students. This presentation will introduce the unit’s six topics of study which include personal background, sponsor, motives, dates, route of exploration, and impact. The presentation will serve as a way to reveal the plan for the week. I will explain how we will be studying eight European New World explorers throughout the unit. I will begin to describe the Age of Exploration as a whole, highlighting important aspects of this historical time period. * Interactive Notebook Organization (7 minutes) – After the PowerPoint presentation, I will have students prepare their interactive notebook for this “Exploration to the New World” unit. Each student will receive two copies of interactive notebook explorer sheets to place within their binder. In addition, they will receive interactive notebook explorer cutouts. As I hand out the individual components for the interactive notebook, I will explain how we will be using the notebook for this unit. I will encourage the students to look over the explorer sheet and explorer cutouts. * Christopher Columbus Read-Aloud (15 minutes) – I will read the first chapter of *North American Explorers*. This chapter is titled “Christopher Columbus, 1451-1506.” I will encourage students to listen for the six topics of study. At the end of the reading, I will have students discuss the individual topics of study relating to Christopher Columbus. I will provide additional information that is not given in the text. Students will then add all information to their interactive notebook. I will model how to do this using the document camera. * Exit Slip (5 minutes) – After I have concluded the lesson, students will be asked to complete an exit slip. Students will either list and explain or draw and explain the unit’s six topics of study on a piece of notebook paper. I will collect the slips as students exit the classroom. * Differentiation – By including a variety of instructional strategies, the needs of many learners will be met. The video and PowerPoint presentation will appeal to visual learners. The video and read-aloud will meet the needs of auditory learners. Kinesthetic learners will be supported by including an interactive notebook within the lesson. By discussing and analyzing questions presented in the PowerPoint with partners and as a class, the needs of interpersonal learners will be properly addressed. If students do not want to share, they will be allowed to write down their personal answers. I will model how to correctly complete the interactive notebook since this will be the students’ first time working with the notebook for this specific unit. Grouping and modeling strategies will be included as a part of differentiation. * Higher-Order Thinking Tasks – The following higher-order thinking tasks will be given during the PowerPoint presentation: * Compare the exploration perspective of the Europeans to the exploration perspective of the Native Americans. * Analyze why certain backgrounds led to desire to explore (nobleman, sailor, solider, merchant). * Compare the various motives of the early European New World explorers (to spread Christianity, to find a route to Asia, to find gold and silver). * Accommodations/modifications – Two specific accommodations will be made to meet the needs of the students with IEPs in this classroom. As students organize their interactive notebooks, I will walk around the classroom meeting each of these students at their desk to assist them in the organization process. I will also walk around the classroom offering assistance to these students when the class is asked to add Christopher Columbus’s information into their interactive notebook. Instead of listing the six topics of study on their exit slip, these students will draw pictures to represent each topic. Then, instead of including a written explanation for the six topics of study, these students will come up to me individually and orally explain each drawn picture that represents a topic. |
| **6. Watch For \_\_\_\_\_**  If the lesson were observed what would you specifically like the observer to watch for:   * There are three things I would like Mrs. Melton to observe during this lesson. First, I would like her to observe how well I introduce the Age of Exploration to the students. Do I make it exciting? Does it sound fun and interesting? Second, I would like her to observe how well the students stay on task when adding information into their interactive notebook. I am hoping that the majority of the students will focus and input the information without being asked twice. Lastly, I want to know how much effort the students give when completing their exit slip. Do the students rush? Do they make use of all the time they are given? How hard do they work? |