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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 – Cabot, de Leon, and Cortes |
| **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: During a group presentation, students will meet seven of ten presentation requirements when giving information about a specific European New World explorer. |
| **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 give a group presentation to the class. Each group will be given a rubric listing the specific presentation requirements. Before the assessment, students will complete a jigsaw activity. This activity will allow students to search for information to include within their presentation. As students present, they will lead the class in adding the explorer’s information into their interactive notebooks. * Self-Assessment – After each group gives their presentation, the students will receive a sticky note. Students will use the following code to assess their level of contribution to the group presentation.   ☺ - I contributed a lot to the group presentation.  :l – I contributed some to the group presentation.  ☹ - I contributed nothing to the group presentation.   * Differentiation – I will group students in a way that best meets the needs of all students. The class will be separated into three different groups. I will make sure to include both strong and weak readers in each group. In addition, I will make sure to include a responsible leader in each group. All students must contribute to the group presentation; however, if a student does not want to orally present, they may write down their portion of the presentation, display it under the document camera, and have another group member read the information to the class. If a student chooses to work alone instead of in a group, I will assign that student a specific portion of one of the group presentations to prepare. That student may then individually present that portion of information. |
| **4. Resources (1D)**  Identify the resources including appropriate technology needed for this lesson.   * Sticky notes * Group Presentation Rubrics * Highlighted Text Passages * I-pads * Document Camera * Online Timer * Interactive Notebook Binders |
| **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.   * Lesson Introduction (10 minutes) – I will introduce the day’s objective at the beginning of class. In addition, I will pass out rubrics and thoroughly explain the group presentation requirements. Students will be divided into three separate groups with purpose. Groups will complete a jigsaw activity and group presentation. Lastly, I will assign each group their explorer to begin studying. Students may access their online textbook or use their print version to locate information. * Jigsaw Activity (20 minutes) – Students will search for information on their specific explorer within their group. Students may all work together or divide the section into individual paragraphs. One student may read the text aloud to the group or students can use the online textbook feature that reads the text aloud. As students read about their explorer, they will add information to their interactive notebook. Groups will be expected to consider all requirements when planning for their presentation. I will display a timer using the SMART board so students may manage time easier. * Group Presentations (20 minutes) – Students will give their presentations to the class. All group members are expected to participate in the presentation. I will use the rubric as a formative assessment tool during the presentations. Groups are expected to present for five minutes. A timer will be displayed using the SMART board. Each group will lead the class in adding the explorer’s information into their interactive notebooks. Students will be encouraged to ask the group questions. Group presentations will occur in the following order: Cabot, de Leon, and Cortes. * Differentiation – I will group students in a way that best meets the needs of all students. Students will hear the presentation requirements and view the presentation requirements. This will allow the needs of both auditory and visual learners to be met. Students have the choice to either access their online textbook or use their print version. The needs of both interpersonal and intrapersonal learners will be addressed since students have the option to work with a group or individually. Also, students may orally present their information or write their information to be displayed under the document camera. * Higher-Order Thinking Tasks – The following higher-order thinking tasks will be asked during the group presentations: * John Cabot – Compare the route of John Cabot to the route of Christopher Columbus. Why did Cabot choose not to follow Columbus’s route of exploration? * Juan Ponce de Leon – Draw a conclusion as to why the American Indians resented Juan Ponce de Leon’s Florida invasion. * Hernan Cortes – Summarize the true story given in your section about European explorer Hernan Cortes and the Aztec emperor, Montezuma II. * Accommodations/Modifications – I will make appropriate accommodations for the four students with IEPs. I will place each of these students in a group with a strong reader. In addition, I will encourage these students to access their online textbook so they can hear the text be read aloud. Students can choose to orally present their information or write their information. These four students will be able to achieve their highest potential by being allowed to give their information orally. |
| **6. Watch For \_\_\_\_\_**  If the lesson were observed what would you specifically like the observer to watch for:   * I would like Mrs. Melton to observe how well the individual groups stay on topic. Are the students easily distracted? Are they discussing their explorer or another irrelevant topic? Also, I would like her to observe how each group plans for their presentation. Do they work as a whole group or do they break the section into individual pieces? Who establishes the plans? Is there a group leader? |