**Campbellsville University**

**School of Education**

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| **Source of Evidence 1.3**  **Designing Instructional Strategies and Activities** |
| **Name:** Abby Harnack **Date:** October 1, 2015 **Course:** ED 331 – Social Studies Methodology |
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| **Lesson #** | **Unit Objective #** | **Lesson Objectives/ Learning Target** | **Formative**  **Assessment(s)** | **Instructional Strategies/Activities** |
| 1 | 1 | Students will be able to identify four out of six topics of study for the Age of Exploration. | **Assessment Description:**  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.  **Differentiated Assessment Plan:**  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. | **Strategies/Activities:**  *European Explorers: Age of Discovery* Video  [https://www.youtube.com/watch ?v=xFo-pkIRvwc](https://www.youtube.com/watch%20%20?v=xFo-pkIRvwc)  The Age of Exploration PowerPoint  Exploration Interactive Notebook Organization  *North American Explorers* Read-Aloud (Chapter One: Christopher Columbus) – Exploration Interactive Notebook Input  **Differentiated Strategies/Activities:**  Students will be allowed to choose whether they share their answers to the PowerPoint questions with a partner or the whole class. If they would not like to share, they can write their answers on paper. I will model how to correctly complete the interactive notebook activity. Grouping and modeling are the two ways in which these strategies are differentiated. |
| 2 | 1 | During a group presentation, students will meet seven of ten presentation requirements when giving information about a specific European New World explorer. | **Assessment Description:**  Students will give a group presentation to the class. Each group will be given a rubric listing the specific presentation requirements.  **Differentiated Assessment Plan:**  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. | **Strategies/Activities:**  Lesson Introduction  Jigsaw Activity  Group Presentations – Exploration Interactive Notebook Input  **Differentiated Strategies/Activities:**  Students may work in groups for the jigsaw activity or work individually. Students may orally give their information for the presentation or write down their information for the presentation. |
| 3 | 1,2 | Students will compare two European New World explorers by writing an informative short answer including a minimum of three key ideas and two linking words. | **Assessment Description:**  Students will write a short answer in class after I have presented a writing mini-lesson.  **Differentiated Assessment Plan:**  This formative assessment will be differentiated because I will include modeling before the short answer task is given to the students. Students also will have the opportunity to choose which topic(s) of study they want to include in their short answer. | **Strategies/Activities:**  PowerPoint Presentation – Exploration Interactive Notebook Input  Writing Mini-Lesson  Modeled Short Answer  Independent Writing  **Differentiated Strategies/Activities:**  Students will observe me as I model how to effectively write an informative short answer. Students will also have different options for their short answer task. Modeling and the giving of choices are the two ways in which these strategies are differentiated. |
| 4 | 1 | 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. | **Assessment Description:**  Students will participate in a class debate. Students are required to offer one statement or pose one question to defend their position.  **Differentiated Assessment Plan:**  Students will be given the opportunity to determine their own position. They may 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. | **Strategies/Activities:**  Hudson and La Salle Description – Exploration Interactive Notebook Input  Debate Research  Impact Debate  Overview of Test  **Differentiated Strategies/Activities:**  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. Students may choose to research information individually or work with their group as a whole. |
| 5 | 1,2 | Students will identify the common backgrounds, motives, and impacts of early European New World explorers with 80% accuracy.  Students will complete 80% of the informative short answer task.    Informative Short Answer Task:  Choose only **ONE** of the options below to answer. You must include **THREE** key ideas and **TWO** linking words, phrases, and/or clauses in your short answer for full credit.  Option One: Explain why and how European explorers impacted the New World.  Option Two: Compare the exploration perspective of the Europeans to the exploration perspective of the Native Americans. | **Assessment Description:**  No formative assessment will be given during this lesson. Students will strictly complete a summative assessment.  **Differentiated Assessment Plan:**  There is no differentiated assessment plan since no formative assessment will be given during this lesson. | **Strategies/Activities:**  Exploration Test Introduction  Testing Preparation  Test-Taking  Independent Reading/Homework  **Differentiated Strategies/Activities:**  Students will be required to complete a short answer task on the test; however, students will be given the opportunity to choose between two short answer options. After students have finished their test, they may choose to read silently or complete homework. |
| **Use of Technology for Instruction**   1. Describe how you will use technology to enhance instruction.  * Various forms of technology will be used to enhance instruction. An introductory video will be shown at the beginning of the unit to build excitement. Presentations, directions, and timers will be displayed using the SMART board. In addition, the document camera will be used to reveal read-aloud pictures and provide different examples.  1. Describe how students will use technology to enhance/facilitate their learning.  * Students will have the opportunity to utilize their I-pad to access their online textbook. Also, students will use their I-pad to research information to prepare for a class debate. | | | | |