**StaLesson Plan Outline**

1. **Identifying Information**

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| Candidate: Jordan Bonnell |
| Class/Topic: Humanities  | Time: 1:08-2:30 |
| Grade Level: 8th grade | Date: November 19, 2018  |

1. **Unit Goals or Central Focus**
	1. Unit Plan: State the unit learning goals that apply to this lesson and explain how the goals apply to this lesson.
		1. H4.2.1: Understands and analyze how individuals and movements have shaped United States History
		2. H4.3.1: Analyzes and interprets historical materials from a variety of historical perspectives in United States History
2. **State/district standards**

Cite up to three state/district standards that will be addressed in this lesson and give a rationale for how this lesson makes progress towards the mastery of each.

[CCSS.ELA-LITERACY.RH.6-8.1](http://www.corestandards.org/ELA-Literacy/RH/6-8/1/)
Cite specific textual evidence to support analysis of primary and secondary sources.

[CCSS.ELA-LITERACY.RH.6-8.5](http://www.corestandards.org/ELA-Literacy/RH/6-8/5/)
Describe how a text presents information (e.g., sequentially, comparatively, causally).

H4.3.1: Analyzes and interprets historical materials from a variety of historical perspectives in United States History

1. **Objective(s)**

List the objective(s) for this specific lesson, expressed as student outcomes or learning targets.

 *The student will be able to….*

* By the end of this lesson, students should be able to describe and evaluate the quality of life in the colonies from the perspectives of various groups, including city dwellers, farmers, women, children, and different social classes.
* By the end of the lesson, students will be able to understand what it meant to be an “American” during the 1750s through discussion of different perspectivesof colonist.
1. **Connections**
	1. Explain how this lesson builds on previous instruction
		1. This lesson connects to previous instruction because it connects to the 13 colonies map done in class the week before. Therefore, as students understand colonial life in the 1750s, they already have the geological knowledge to help them understand that different regions of the 13 colonies, did indeed have different beliefs.
	2. Describe the prior knowledge your students have and the different levels of understanding among the groups and individual learners that will help them reach the lesson’s objectives.
		1. There will be varying amount of prior knowledge in the class as this lesson is the second lesson in the American Revolution unit. However, in this lesson students will be taking a pre-test, known as a KWL chart which will help the teachers understand what the students know, want to learn, and column three “what I learned” will be completed at the end of the unit as a post-assessment. Therefore, after this pre-assessment, the teacher will be able to clarify the different levels of knowledge. There are also, specific learning needs, which I will go into depth in section eight.
	3. Explain how you have taken into account students’ personal interest and/or cultural and community assets when planning this lesson.
		1. Throughout this unit, I will constantly take into account students different personal interest by giving the students different options, creatively to complete the colony life chart. They can decorate, do it on the computer, etc.
		2. I will be also taking students cultural and community assets when planning this lesson as the chart focuses on many different groups including gender, ethnicity, economic, religious, and cultural groups that made up the Americas during the 1750s.
2. **Language Integration**

Identify thelanguage demands addressed in this lesson and give details about the instructional supports used to explicitly teach them. (Refer to your edTPA handbook for clarification of terms).

1. Language Function: (limit of one selected from your edTPA handbook)
	1. students should be able to describe and evaluate the quality of life in the colonies
2. Vocabulary:
	1. Plantation
	2. Tenant farmer
	3. Slavery
	4. Quakers
	5. Religious Society of Friends
	6. Indentured servants
3. Discourse:
	1. Students will interpret primary and secondary sources to create their graphic organizer
4. Syntax:
	1. Students will cite different forms of information to create their graphic organizer.
5. **Formal/informal assessment**

Various strategies are used during a lesson to monitor student learning. These can be formal (an assignment or task that students complete) or informal (your observations, questioning to check for understanding, or requests for student responses such as thumbs-up or fist to five).

1. Attach formal assessments (assignments, worksheets, etc.) that students will complete.
	1. Attached- Image One- The teacher’s guide to the comparison chart
2. Describe how your planned informal and formal assessments will monitor student understanding for this lesson
	1. Formal Assessment- Comparison Chart
		1. The comparison chart will monitor students understanding for this lesson as each student will be designated to a row and with fellow students will be able to work one another. When completed, students will share their findings demonstrating they have a knowledge on a certain social group from this time.
	2. Informal Assessment-
		1. “America the story of us (16:00-18:12). After this two minute and 12 second video, students will discuss their new learnings, connections to prior knowledge, and questions to the class. This will get the students thought process going for the colonial life activity.
		2. Class discussion of my “Brother Sam is Dead” will be an informal assessment to have a class discussion on the American Revolution through secondary source analysis
3. Explain how you plan to use the information gathered to monitor and adjust for future lessons.
4. **Specific Learning Needs**

Consider the variety of learners in your class who require different strategies or supports (ie. English language learners, students with IEP or 504 plans, TAG students, struggling readers, underperforming students, etc.) Be explicit about how this lesson incorporates the required accommodation or modifications for students with federally identified learning plans. Also explain how you will specifically address the other needs of an individual student or groups of students during this lesson through your planned instructional strategies and learning tasks.

* JS has Autism and ADD. He needs to work on social and behavioral issues and communication. For JS, he has the opportunity to speak in class but he is not pushed too. He is also very concerned about his grades so the teachers in the class support him to succeed. Accommodations include induvial/small group settings, frequent breaks, noise buffers if needed, frequently checking in, and being cued to stay on task
* AK has Autism and it extremely sensitive, with his goals ass social/emotional based; difficulties coping in class with uncomfortable situations. His accommodations are a high focus on student/teacher trust, clear expectations, directions with examples, offer to move if he is starting to feel flustered, and area for calming when stressed.
* AU has Autism and his goals are social/emotionally based as he has a hard time accepting rejection when given a non-preferred task. He also has many sensory driven needs. His accommodations are individual. Small group, frequent breaks, extra time to respond, noise buffers if needed and repeat directions. He also prefers computer over written work.
* LG has autism and his focus’ include social/emotional, communication, along with reading/writing. His accommodations include the same as AK along with extra time for assignments and reinforcements
* JF has lower functioning autism and has a 1:1 aid. His goals include working on reading, writing, social/emotional. Behavioral, and communication. His accommodations include assignments broken into manageable parts, simplified directions, use of manipulatives, peer/adult modeling, warning before transitions, preferential seating, scribe, sensory breaks, and cues to being and stay on task. His 1:1 Aid is essential to his success in the class.
1. **Instructional resources and materials** – Resources are books, handouts, computer programs, films, videos used in the lesson to engage students in learning.
	1. Cite material used during your preparation for this lesson
		1. Discovery Education teachers guide for chapter 2.5- Colonial Life: Multiple Perspective
		2. Comparison Chart- Teachers guide
		3. Projector
		4. Document Camera
		5. Pencil
		6. “America: The Story of us”
		7. My Brother Sam is Dead book
		8. My Brother Sam is Dead discussion questions
	2. Cite material used by students to participate in this lesson.
		1. Discovery Education- student’s textbook
		2. Comparison Chart- Colonial perspective
		3. Quick Response Journal
		4. My Uncle Sam is Dead Book
		5. Facespace poster
		6. Mini-Lesson journal
		7. Pencils
2. **Learning Tasks**

Explain in detail how the lesson will proceed. State what you and the students will be doing. Use the chart below.

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| **Time Frame** | **What is the teacher doing?** | **What are the students doing?** |
| 1:08-1:20 | The teacher will start the day by telling students to pull out their Quick Response Journals. The video the students will be watching is to get their mind thinking about the move to the colonial world. The students have been doing Quick Responses every Monday and therefore are aware of the protocol.  | The students will start the day by quickly getting to their seats and pulling out their Quick Response Journal. The students will watch “America the story of us” followed by a class discussion of new learnings and connections. The video will then be watched a second time so students can pick up on any questions they are along with additional new learnings and connections.  |
| 1:20-1:40 | The teacher will read out loud “My Brother Sam is Dead” and after 15 minutes, the class will discuss for about five minutes the overall thoughts. During the 15 minutes, there will be pausing for discussion as well.  | Students will follow along to the teacher reading “My Brother Sam is Dead”. Throughout the reading, students can raise their hands for questions and comments. The students should also actively participate when the teacher brings up discussion.  |
| 1:40-143 | Brain Break  | Brain Break  |
| 1:43-1:50 | The teacher will the daily activity with a mini-lesson on colonial life and the different religious, ethnic, and economic groups that comprised the Americas. However, the teacher will go in depth that men, women, and children, along with slaves, no matter the region were treated the same. At this point I will introduce the Comparison chart.  | The students will be taking notes in there mini-lesson notebook while the teacher is talking. The students are always encouraged to raise their hands and ask questions, but otherwise the teacher will be the only one speaker. |
| 1:50-2:15 | The teacher will get the students into groups for the Comparison Chart along with further explanation. The teacher will get the students into groups and then let work time.  | The students will get into groups and start worktime. This will be the first day of the activity, with the students finishing up the next day. Therefore this 25 minutes is to get a plan and starting research.  |
| 2:15-2:30 | At 2:15, the teacher will wrap up the Comparison Chart and see if the students have any questions of the work they have done thus far. At this point, the rest of class will be worktime for their facespace activity they have been slowly working on for the past week.  | The students will transition from the comparison chart to their facespace activity. This 15 minutes is not a free time yet a work time for the students to finish their facespace or if they are done continue working on the comparison chart. The groups will be assembled so the students whom are done with the activity will not be hindered in their learning.  |