

UMW EDUC 290 Lesson Plan Template

Lesson Components	Description
Context Who are the students in the room?	Grade: 6-7th Grade Content area: History and Social Science Two Focal EBs (with WIDA scores): Fabian: Listening 4.1; Speaking 3.9; Reading 2.8; Writing 3.1 Dania: Listening 2.9; Speaking 2.1; Reading 1.4; Writing 1.2
Rationale Why are you teaching this lesson at this time to these students?	<i>You do not need to complete this part of the lesson plan template.</i>
Virginia Standards of Learning (VSOL) - Include the SOL numbers and the written out language - Include ONLY what will be taught and assessed in this lesson	USII.3b The student will apply social science skills to understand the effects of Reconstruction on American life by describing the impact of Reconstruction policies on the South and North.
WIDA ELD Standards - Include the ELD number and the written out language - ONLY what will be taught and assessed in this lesson	ELD-SS.6-8.Explain.Expressive Generalize multiple causes and effects of developments or events.
Gibbons Strategy(ies) (include page number)	Shadow Reading (pp. 153) Writing Framework (pp. 123)
Objectives	Content Objective(s): I will be able to describe the effects and impacts of Reconstruction policies on the South. Language Objective(s): I will be able to generalize in writing the effects of Reconstruction policies on the South using my graphic organizer.
Assessment - What assessment(s) will you use during the lesson? If you are using a worksheet or other tangible assessment (exit ticket, etc.), attach it. If non-tangible (i.e., white board responses, teacher observation), describe it. <i>Make sure your assessments align with both your content and language objectives</i>	- For this lesson, the students will be assessed using the answer they write at the end of their gallery walk graphic organizer linked here and down below in the materials section. - The students will answer the final question "I believe Reconstruction policies _____ because _____" using their notes from the previous lessons, the "I see, I think, I wonder" section of the worksheet, and can draw upon points brought up in the class discussion to write (language objective) about what kind of impact Reconstruction policies had on the American people (content). The goal is for them to see the pictures/primary sources and be able to use those things they see as evidence to support their generalized claim about Reconstruction and its impacts. - The final summative for this unit will be a 3-5 paragraph essay or speech (of similar length) they can present in class about what Reconstruction was, why it happened, what were its effects, and why/how it ended. The students will get to use these smaller assessments/graphic organizers on this assessment to have small pieces or building blocks for their essay and be able to draw from what they have written previously.

Procedures

1. Provide detailed, numbered steps with simple language/short sentences for easy-to-follow instructions.
2. Be sure your lesson has an introduction/hook, body, and closing and shows evidence of:
 - o Building Background Knowledge/Connecting to Students' Lives
 - o Comprehensible Input
 - o Modeling of new language
 - o Use of home languages
 - o Opportunities for Output/Interaction
 - o Opportunities to practice/apply learning
3. Make sure your procedures include when/how you would assess students.

Introduction/Hook: 15-20 Min

1. The teacher will greet the students and introduce the lesson by briefly reviewing what the students have learned so far about Reconstruction in the South using the slides linked below
 - a. give students chances to turn and talk to partners for each question to talk about what they learned previously and then come back and share as a class
 - b. Students will have learned the content and context that they need to complete the activity in this lesson in the previous 2-3 classes. The information covered can be found in their notes.
2. After the review, the teacher will transition into today's lesson by going over the objective by reading the content and language objective off of the slide and having the students repeat the objective back
- 3.

Body of Lesson: 45 min

4. the main activity for this lesson will have students view and analyze about 5-6 photos that will be placed around the classroom with partners or in small groups to see and explain the effects of Reconstruction policies
5. First, the teacher will read one step on the slideshow out loud to the students and then the students will read that step back all together until all the steps are covered. The teacher should pause when needed to point to what materials they will be using or gesturing to show them how to do it
6. Next, the teacher will pass out the graphic organizer linked below that has boxes that say "I see" "I think" and "I wonder" for the students to fill out for each picture and an ending question on the bottom that will say "Based on what I've learned and the pictures I've seen, I believe Reconstruction policies _____ because _____" (more instruction for this will be given after the students look at the pictures)
 - a. the graphic organizer will have photos showing "see" "think" and "wonder" and the spanish translation next to each word
7. Before the students go off on their own, the teacher will do an example of analyzing the picture and filling out the graphic organizer all together as a class
 - a. there will be a picture on the slide following the directions that will not be included in the ones students will look at during the gallery walk
 - b. the students will look at the picture all together and give responses to I see, think, and wonder and the teacher will write those responses in the boxes on the board
 - c. this will show students how to do it, how to say their thought, and what it looks like written down
8. Teacher will then check that students understand the instructions and then instruct students to turn to their partners to look over the pictures and fill out the graphic organizer. Ask

the students if they would like to look at the slide with the directions or the example they did together while completing the activity.

- a. allow for at least 35 minutes (if there are 6 photos, give student approximately 5 min for each) to move around the room and look at all of the pictures and fill in the graphic organizer
- b. the teacher should be moving around the room and asking students "What are you noticing in the pictures?" "Why do you think that is?", etc. and answering any questions students have

Closing: **30 min**

110. To help scaffold this gallery walk into the writing activity, the teacher will create a t-chart on the white board to go over the cause and effect of each picture with the class

- To start, the teacher will call on one group to share what they wrote for I see, I think, and I wonder for each picture. The picture will be enlarged on the slideshow for all of the students to see
- Then, the teacher will prompt the students to turn and talk to a partner about what they think the cause is in this picture. An example of how to start this discussion is, "Turn and talk to an elbow partner about what policy in your notes you think this picture is representing/shows."
- The teacher will then ask for one group to share what they said. If the class agrees, this cause will go under cause on the t chart
- the teacher will repeat this process for effect and positive and negative impact for each photo
- T-chart:

c. ex. Picture 1:

- i. Cause: 15th Amendment
- ii. Effect: Black men can be in office/be senators and representatives

d. Teacher can then ask the class if this was more positive (check mark) or negative (X)

- i. Whatever the students respond with will be marked next to the effect with a check mark or an X. This will help students start thinking about how they want to respond to the question during the writing activity.

9. Transition the discussion into the last activity (answering the question) by explaining to the students that they are going to use their notes and the answers they put in their graphic organizer to tell me (the teacher) what kind of effect Reconstruction policies had on people in the South (this will be the assessment)

- a. point to and read (and have the students read back) the line "Based on what I've learned and the pictures I've seen, I believe Reconstruction policies____"
- b. Give the students some examples like "I believe Reconstruction policies helped people" or "I believe Reconstruction policies hurt people"

	c. check for student understanding (give a thumbs up) d. point to and read (and have the students read back) the line “because” e. Give the students examples such as “because in the second photo I saw that Black men were able to be in the government when they were not able to before” f. check for student understanding 10. Give the students about 10-15 minutes to fill out the last question individually. - a. b. the teacher should be walking around the room asking “what do you think you’re going to write about?” “what evidence from the pictures are you going to use”, etc. and answer any questions students have 11. At the end of class, have the students turn in the graphic organizer and their final written answer to be assessed (these will be eventually turned back to the students)
Materials • What materials will be integrated during the lesson: books, articles, worksheets, maps, globes, technologies, etc.? Include copies of each in your appendices • Be specific and provide links (i.e., if you have a video listed, which one? Link it).	• Gallery Walk Graphic Organizer: Gallery Walk Worksheet • Slides: Reconstruction in the South - Lesson Plan Slides • Student Notes: Reconstruction Fill In The Blank Notes Reconstruction Notes - FILLED IN • Reconstruction Photos: Reconstruction Era Photos
Differentiation/UDL/Technology What structures/supports will you proactively plan for to meet students’ needs before they arise? How is technology being used to create, facilitate, enhance, or personalize student learning? How does differentiated instruction supported by technology accommodate learner differences and needs in order to promote critical and creative thinking?	<i>You do not need to complete this section. See Description of Strategies for Teaching EBs below.</i>
Reflection • What went well in this lesson? • What changes would you make to this lesson in the future? • What did you learn about your students? • What will you need to do in subsequent instruction? • (Make sure you reference data collected in this lesson throughout the reflection.)	<i>You do not need to complete this section. You will reflect on your teaching of a small part of this lesson as part of the microteaching assignment.</i>

Description of Strategies for Teaching EBs

Directions: In 1-2 sentences per component, please describe how you attended to these strategies for teaching emergent bilinguals in your lesson plan. **You MUST attend specifically to the needs of each of your focal EBs based on their current WIDA levels.**

Building Background Knowledge

How did you link content to students' backgrounds/lived experiences and past learning?

I chose to use images as the primary source that the students will be looking at during the activity because even if students aren't strong in memorizing the content yet, they can use their background knowledge to understand facial expressions or recognize places or what certain buildings look like to guide them in the direction of understanding what I want them to take away from looking at the pictures and learning about Reconstruction. I also chose images because Fabian and Dania's reading scores were some of their lowest, so I didn't want to choose primary sources that were reading dependent.

Comprehensible Input

What techniques did you use to make input comprehensible? How did you use message abundance, graphic organizers, etc., to ensure clarity of instruction?

I included words and visuals in the slides, the notes, and the graphic organizer. Because Dania isn't very strong in reading English and because there was no indication she was literate in her home languages, I included visuals for I see, think, and wonder on the graphic organizer. For Fabian, because he is literate in Spanish, I included Spanish on the slides and the instructions on the graphic organizer.

Comprehensible Output & Stretched Language

How did you provide multiple opportunities for oral interaction in different grouping configurations (whole class, small group, pairs)? What supports did you provide to ensure ALL students could and did participate linguistically in the lesson?

In the beginning of class, the students can talk amongst one another to answer the opening question on the slideshow, then during the activity they're engaging in a structured discussion with two to three peers, and then during the closing activity. For the EBs, I made sure after my first draft to incorporate more examples of how I expect them to write both for I see, think, and wonder and for the assessment (t-chart). This will give them some examples and models for how to structure their writing and vocabulary to use.

Modeling New/Academic Language

*How did you draw attention to and **model** content-specific academic language in this lesson? How did you make explicit how to use particular text structures or vocabulary specific to this content area, and how did you provide opportunities for students to try them out?*

I model cause and effect in a historical context using the t-chart and the writing framework on the assessment.

Using the Students' Mother Tongue

How did you integrate the students' home language as a support for learning? This could include things like intentionally grouping students with similar home languages for group work, providing translated copies of materials IF the student is literate in their home language, using words from the home language as well as English during instruction, etc.

I incorporated Spanish in the lesson materials and slideshow that will be seen by the entire class. I didn't not include words/phrases in Dania's home languages because there was no indication she was literate so I feel that was not the right support for her.

Practice & Application

How did you provide opportunities for students to practice and apply their learning? How did you scaffold these opportunities to ensure your EBs could and would engage?

Students are reviewing the content from this unit in the gallery walk activity and can use their notes to support their use of key vocabulary terms and concepts. They can show this knowledge of content and a historical thinking skill of stating cause and effect and using evidence to state a claim/opinion. This is scaffolded in the slides/example done before the activity starts, the graphic organizer, the t-chart done after the gallery walk, and the writing framework for the assessment.