

UMW Lesson Plan Template—351A

Lesson Components	Description
Context Who are the students in the room?	Grade: 6th Content area: Social Studies Demographics: There are 16 students in the 6th grade class. It consists of seven boys and nine girls. 12% of the students at the school are economically disadvantaged and 22% are minorities. The class consists predominantly of white students but there are also two African American, two Hispanic, and one Asian student. No students have medical needs. A couple students speak Spanish at home and one student speaks Chinese at home. However, two students in the classroom are identified as level 3 ELs, and both speak Spanish at home. Two students have an IEP where they get pulled out to receive extra help with reading every morning. A few students have parents who are divorced, while the rest live in two parent households. The parents are a mix of blue and white collar workers. A fair amount of parents work from home as well. All of the students live in more rural neighborhoods and housing developments. Interests: Most of the students know each other well since they've traveled through the grades together and there's only two classes per grade. A lot of the students love playing soccer during recess. They are pretty competitive. Some of the boys express interest in playing video games after school. The students love animals and a lot of them have dogs or cats in their homes. The students often discuss famous singers in current pop culture as well as new animated movies that come out. A lot of the girls enjoy wearing jewelry like necklaces and earrings. Some of the students play after school sports like soccer, basketball, baseball, and football.
Rationale Why are you teaching this lesson at this time to these students?	

Virginia Standards of Learning (VSOL) · Include the SOL numbers and the written out language · ONLY what will be taught and assessed in this lesson	USII.6 The student will apply social science skills to understand the social, economic, and technological changes of the early twentieth century by c.) examining art, literature, and music from the 1920s and 1930s, with emphasis on Langston Hughes, Duke Ellington, Jacob Lawrence, and the Harlem Renaissance. SS Skills USII The student will apply history and social science skills to the content by a. synthesizing evidence from information sources including, but not limited to artifacts, primary and secondary sources, charts, graphs, and diagrams to understand events in United States history;
Objective (“KUD”)	Students will know: significant figures in 1920s-1930s and their contributions to the Harlem Renaissance. Students will understand: that art reflects social, economic, and technological changes. Students will be able to: examine art and key figures from the early twentieth century and describe their impact on society.
Assessment · What formative assessment will you use during the lesson? Attach it. · What will/could be on the end-of-unit summative assessment that links back to this lesson (questions, prompts, portfolio artifacts, etc.)?	Formative assessment: Jigsaw worksheet that will be used for the lesson Summative assessment: Five paragraph essay about a key figure and one of their art pieces and its impact on American society.

Procedures

1. Provide detailed, numbered steps with simple language/short sentences for easy-to-follow instructions. **At the beginning of each step, list the purpose of the step in bold text.**

2. Use an instructional model that fits your purpose. Some options:

Direct Instruction

Jigsaw

Cause and Effect

Graffiti

Other models from this course

3. Consider how your lesson approaches varying levels of Bloom's Taxonomy (remember, understand, apply, analyze, evaluate, create)

4. Make sure your procedures include when/how you would assess students.

Hook/Intro: (2 min)

1. Teacher pulls up a picture of a painting about the Harlem Renaissance and tells the students to look at the painting.
2. Teacher asks students what they see in the painting. *teacher calls on multiple students*
3. Teacher asks students follow-up questions:
 - a. What different kinds of art do you see represented in the painting?
 - b. Based on what we've been learning in class, what do you think is being represented in the painting?
4. **State objectives:** Introduce essential question and objectives

Body:

5. **Introduce jigsaw: (2-3 min)** Explain to students the instructions of the jigsaw
 - a. Students will be broken off into three groups
 - b. Each group will receive an article on a significant figure from the Harlem Renaissance
 - c. Students will get a few minutes to read the article on their own
 - d. Students will then discuss the article with the other members of their group and fill out their section of the Jigsaw worksheet
6. **Put students into expert groups (1 min):** Count students off into groups of three and break off
7. **Allow expert groups to process information (3-5 min):** Once in their groups, hand out the articles to each group and prompt them to begin reading silently on their own
 - a. For students that need accommodations, direct them to where they can find the digital version as well as give them the printed out article in bigger font
 - b. Let students know when they have about a minute left to finish their reading
8. **Expert groups work together to answer questions (5 min):** Once students have finished reading their articles, prompt them to begin

	discussing the questions at the top of the jigsaw worksheet and filling out the boxes for their assigned person in their groups a. While students are discussing the article, the teacher should be walking around and looking to make sure all students are getting a chance to participate 9. Experts teach their learning group (7 min): The teacher will assign students to their learning groups where they meet up with people who did the other readings and take turns teaching each other about their historical figure a. While a group member is talking, the other students are writing down the most important ideas 10. Evaluate the jigsaw process (2 min): The teacher brings the whole class into a discussion and calls on students to state one thing they have learned about a historical figure from another student a. Students then turn in their jigsaw worksheets to the teacher
Materials · What materials will be integrated during the lesson: books, articles, worksheets, maps, globes, technologies, etc.? · Be specific (i.e., if you have a video listed, which one?).	● Britannica articles - Langston Hughes - Students Britannica Kids Homework Help - Duke Ellington - Students Britannica Kids - Jacob Lawrence - Students Britannica Kids Homework Help ● Jigsaw Worksheet



[link to painting](#)

[slideshow](#)

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?

- Students will receive both digital and physical copies of the article they are required to read, along with the articles that the other groups are reading.
- Video option of digital articles for students who require audio supplemental materials. This video will have the same material presented in the articles.
- Reading materials will be printed out with larger text, and key points will be highlighted to support students who struggle with reading.
 - Further, this will benefit our students with visual impairments and our ELs
- Read aloud option on every article for ELs and students with visual impairments to support their understanding of the text as they fill out the Jigsaw Worksheet.

Reflection (also add comments throughout the lesson to reflect on the planning aspects of the lesson)

- 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 think that the lesson overall went well. I especially feel that the instructions were clear to students and that the students all knew what was expected of them during the jigsaw activity. From what I observed, it also seemed like all students were participating in their groups, especially in their learning groups. I noticed that the students were less inclined to participate in whole group discussions. This could have been a reflection of the students or a reflection of our hook questions. The second question had to be reiterated multiple times and we had to give the students prompts in order to start receiving answers. It could have been tweaked to be slightly more specific about something in the photo of from the course content. I feel that the formative could have been a better assessment if it was an exit ticket or a separate question on the worksheet. The closing question that was intended to be a class discussion and we did receive responses that showed that the students who answered were meeting the lesson objectives. However, we don't know that all students are making those connections, so making that question something all students could individually answer could solve this issue. Additionally, the lengths of the articles were a bit different from one another, which led to some groups finishing faster than others and left with nothing to do. With actual sixth graders this could led to some classroom management issues. In the following lessons, I would likely want to talk more about the figures the students read about just to make sure all students know the content the objective wants them to know as well as introduce a few other figures and further discuss their impact as individuals and the impact of the Harlem Renaissance in general.