

Renaissance Teacher Work Sample Consortium

A Teacher Work Sample Exemplar

Submitted by: University of Northern Iowa

Grade Level: 8th

Subject: Social Studies

Topic: Economics, Social and Political Values, and Practices in Early American Colonial
Life

I. Contextual Factors

Community, factors, and school

I am student teaching in an urban community, located in southwest Iowa. This growing and fairly diverse community continues to expand with develop, with a population of 59,900 residents. The community's racial makeup is approximately 92.5% White Non-Hispanic, 4.5% Hispanic, 1.8% other race, 1.3% two or more races, 1.1% African American, and 0.9% American Indian (www.city-data.com). In 2005, this city's median household income was approximately \$41,000, compared to the state's average income of 43,000.

The school district in this community consists of four high schools, two middle schools, and fourteen elementary schools. There is also one private school and other small school district. The junior high school, where I am student teaching was built in 1976. Today, this school serves 696 student students from seventh and eighth grade. While the community is fairly diverse, the school I am student teaching shows even less diversity. The student population for the 08-09 school year is 86% White Non-Hispanic, 9% Hispanic, 2% African American, 1% Asian, and 1% American Indian.

Classroom factors

I am doing my student teaching in an eighth grade Social Studies classroom that is located on the southwest side of the building. The classroom offers enough room for the students to move around comfortably and take part in activities around the classroom. The desks are arranged by five rows across and five rows deep, with four extra desks in the last row across. With the placement of the desks, I will be able to walk through the

aisles during the lessons and discussions. The desks face the east side of the room and the door is placed in the northeast corner.

This school offers block scheduling to a number of classes during the year. In the past, Language Arts was offered in block scheduling, either back-to-back or separated by a few periods. Starting this year, Social Studies and Science is also offered in block scheduling. With each class during an 8 period day roughly being 45 minutes long, block scheduling turns a 45-minute class into a 90-minute class. *One implication that will influence student learning and attention is block scheduling for Social Studies because two 45-minute blocks might be too long for some students.* It will be important to plan many activities that will keep the students attention, while facilitating learning at the same time. In a 90-minute block, I will have 5 or more different activities ranging from cooperative learning to group reading. Since the class only meets three times a week, students will take notes almost everyday either by overhead or graphic organizers.

There are two chalkboards in the classroom, one in the front of the room on the east side and the other on the north side. The board in front of the room is used primary for the daily agenda and for class activities. Everyday there is a daily agenda for all the activities that will be done during class time. To the left of the chalkboard in front of the room is the weekly agenda for everything that is done during the week, in case a student misses class. There is an extra chalkboard on the north side of the room that is used for the weekly vocabulary words. The overhead projector is located on the southeast corner of the room on a movable cart. Above the eastside chalkboard is the screen for the overhead that can be pulled down for easy accessibility.

Technology is scarce in the classroom, as there is only one computer and printer for the teacher's use. This computer is used primarily for grading, attendance, and lesson planning. Some other technologies provided in the classroom are two television sets. One is fairly large 35' T.V. located in the southeast corner of the room on a movable cart. The other is mounted on the southwest corner of the room and is primarily used for Channel One. Both television sets have VCR and DVD capabilities. There is a projector in the room that needs to be setup and mounded on the ceiling. *Another implication that will affect student learning is not having technological capabilities to use computers in the classroom.* There are many ways to use computers in the classroom for both student and teacher purposes. Not having a computer connected to a projector limits the ways I present notes and new material to my students. Some classrooms in the school have this capability, which puts my classes at a disadvantage. With a projector connected to the computer, I would be able to use PowerPoint and use educational videos from the Internet. However, I make due with what is in the classroom and use the overhead for activities such as primary resources. Graphic organizers will be used as another form of note taking and introducing new material.

The classroom is filled with resources like old textbook, encyclopedias, and other Social Studies related material. Students are able to use these materials, since there are no computers in the classroom. These resources are located on the north and west ends of the room. In the northwest corner of the room is the teachers' desk on the west wall facing south. On the northwest corner of the room are the computer and printer. I share the desk and the computer with my cooperating teacher. Next to the desk, in the northwest corner of the room, is the only window in the classroom. The students face the

opposite direction of the window, which keeps students from looking out the window during class time.

Student Characteristics

I have decided to have my TWS focus on my seventh and eighth period Social Studies class in which there are twenty-seven students: eleven females and sixteen males. Of those students, twenty-five are Caucasian, one is Hispanic, and one is African American. The entire class speaks English as their first language. All of the students range in age from twelve to fourteen years olds. From my observations I believe these students are from middle to upper socioeconomic status. The students seem to have varying achievement levels. Starting this year the school splits the Social Studies class into two different sections: advanced and regular Social Studies. Using the ITBS (Iowa Test of Basic Skills) scores, each student is placed into one of the classes because of their scores on Social Studies, Geography, and Reading. Student must have high scores in two of the three areas to be put in the advanced section. The class I will be focusing on is the seventh and eighth block regular social studies class.

This group of eighth graders has a variety of interests including sports, music, art, and talking. The majority of the students in class either participate in football or volleyball. Out of all my classes, this seventh and eighth period class is the most talkative and off task. *With that in mind, my first instructional implication is student attentiveness.* Being their last class of the day on Monday, Wednesday, and Friday, the students are easily taken off task. In order to provide an environment that is conducive to learning, I will make an effort to keep students busy and participating. Although many of the students are engaged and participating willingly, there are the few students that

have difficulty managing their attentiveness. At times, this can be very disruptive for the learning process and for all the students in the classroom.

Many of the students in class enjoy participating in class discussions and activities but frequently find themselves off track. In order to keep students focused during class will take much withitness on my part as the teacher. I always make sure I have an effective proximity between the students, which also serves as a great classroom management strategy. It is also important use cognitive strategies that enable my students to self-instruct during cooperative learning.

The biggest difference between the two Social Studies sections is their ability level. My cooperating teacher tries to keep the lesson plans for both sections similar by going over the same material. However, the difference is how in-depth the activities and assignments are. *Another instructional implication is that the students' ability levels are dispersed from below average to high.* Some students have high social studies skill but lack reading skills and vice versa. For this reason, I will use a pre-assessment to understand where each student is at. Some of the learning goals will be different for some students as well as methods of instruction. During note taking I will use an assortment of graphic organizers to help students organize their thinking. In addition, I will have additional reading activities such as primary resources for the students who consistently finish their work sooner than others.

Student Skills

Student number “two” is a shy, bright Caucasian female student. However, this student lacks many social skills and often distances herself from her peers. There have been a few instances during the semester where this student had a conflict with other

students during class. Even though she is placed in the regular Social Studies class, she does receive less instruction because it is apparent in her daily work that she understands the material. According to her Star Reader reading level, her zone of proximal development is 11.7. Although this student possesses high reading levels on her Star Reader and Iowa Test of Basic Skills (12.6), she scores a mere 7.7 in Social Studies. *An implication for this student would be to make sure she is not bored and has something to do if and when she finishes assignments early.* I may have this student help her peers complete their work. I also find it important for students to turn in all missing and late work. When student “two” is finished with the day’s activities or assignments, I may have this student work on missing and late work.

Student number “thirteen” is an energetic Caucasian male student. At times, this student energy can be a disruption during class time. This young man is a member of the eighth grade football team and constantly has conversation with other players in class. Therefore, student number “thirteen” requires constant teacher withitness, frequent redirection on tasks, and teacher proximity to stay focused in class. There has already been one occasion where I had to give a new seating chart to spilt up a number of students. Student “thirteen” is one of those students who needs to be separated from his friends. Despite this student’s social behavior in class, student “thirteen” does work hard on his assignments and in activities. Once he is on track, there can be endless possibilities.

According to his STAR Reader reading level, his zone of proximal development is 3.4-4.7. These scores indicate that student “thirteen” is probably reading books and texts entirely independently. However, this student is comfortable with a wide range of

reading material, including fiction and nonfiction. *An implication for this student is to provide instructional help and paired reading tutoring with unfamiliar texts to increase his instructional reading levels.* To do this, I will pair student “thirteen” with other students with high level reading skills to help encourage high reading levels. There are also teachers that work in the school that offer help and reading strategies, that I will make available to student “thirteen” and other students. Even though this is not as Language Arts or English class, reading is very important and all students will be helped and encouraged to read during class.

Student number “seventeen” is an outgoing Caucasian female student. However, she displays mannerisms of a student half her age. Although, she is eager to learn and is above average in most subjects, student “seventeen” poses a threat to other student’s learning in the classroom. This student is attention driven and often disrupts class with off the wall answers and comments. From my observations, this student is very bright but needs to focus during class. According to her STAR Reader reading level, her zone of proximal development is 11.8. Therefore, this student is able to read at high level compared to many of her peers in class.

According to the Iowa Test of Basic Skills, student “seventeen” scores above the average eighth grade student in most subjects. Her total reading score is 8.9, compared to her total social studies scores of 6. *An implication for this student is to provide an instructional hook to relate the material to the student.* With her prior test scores and knowledge, student “seventeen” is capable to be successful in Social Studies. This student lacks interest and motivation in Social Studies and it will be imperative to

motivate this student with activities. With such high levels of reading and language arts, I will provide many opportunities for writing and reading during class.

Having students at different ability levels presents opportunities for instructional implications when teaching Social Studies. Since I will be teaching both advanced and regular Social Studies, I plan on providing instruction designed to meet the individual needs of my students in all classes. Since there are some students who are able to grasp new material more quickly than others, I plan on giving those students an opportunity to ‘teach’ their peers and work independently on certain assignments/activities once directions are given. My goal is to work with my students’ current abilities in reading and Social Studies to develop new skills necessary to be successful in life and in the field of social studies.

II. Learning Goals

LG1: The students will analyze the economic and social development of American colonies during the first half of the 18th century.

Standards:

- District Standard: DS.3- An understanding of global connections and interdependence.
- Benchmark: B.1- Understand the structure of colonization.

Bloom’s Taxonomy:

- Level One: Knowledge- Identification and recall of information.
- Level Two: Comprehension- The ability to grasp the meaning of the material.
- Level Four: Analysis- The ability to separate material or concepts into component parts so that its organizational structure may be understood.

LG2: The students will understand life as a slave in a plantation and describe the resistance as a result to slavery.

Standards:

- District Standards: DS.2- An understanding of individual development and interaction as well as societal and cultural diversity among individuals, groups, and institutions.

- Benchmark: B.1- Understand conflict, cooperation, and cultural diversity in our nation.

Bloom's Taxonomy:

- Level One: Knowledge- Identification and recall of information.
- Level Two: Comprehension- The ability to grasp the meaning of the material.
- Level Four: Analysis- The ability to separate material or concepts into component parts so that its organizational structure may be understood.

LG3: The students will identify the political, social, and economic values of the British colonists and how their values and historical events shaped the growth of representative government and the new “American” identity.

Standards:

- District Standard: DS.3- An understanding of global connections and interdependence.
- Benchmark: B.1- Understand the structure of colonization.

Bloom's Taxonomy:

- Level One: Knowledge- Identification and recall of information.
- Level Two: Comprehension- The ability to grasp the meaning of the material.
- Level Three: Application- Use of facts, rules, and principles.
- Level Four: Analysis- The ability to separate material or concepts into component parts so that its organizational structure may be understood.
- Level Six: Evaluation- Making judgments about the value of ideas or materials.

The goals I have chosen to base my TWS are align with local standards for eighth grade American Studies, put forth by the school district. Two of my learning goals are aligned with Content Standard 3, which focuses on understanding the global connections and interdependence of early American civilization. My other learning goal is associated with Content Standard 2, which focuses on the understanding of global connections and interdependence. Learning goals 1 and 3, which are associated with Content Standard 3, are further linked to the Benchmark 3.1. This benchmark focuses on understanding the structure of colonization. Learning goal 3 is further linked to Benchmark 2.1, which focuses on the understanding of conflict, cooperation, and cultural diversity in our nation. These goals reflect what I expect my students to accomplish by the end of my

unit on the development of the 13 Colonies. In order to understand the development of the 13 Colonies, students must understand the global connections between the Colonies, Europe, and Africa. Student must also understand how these groups and institutions interacted and developed with one another.

In addition to these standards, the goals are also aligned with Bloom's Taxonomy. Benjamin Bloom designed a chart that represents six different taxonomies or cognitive levels of learning. The groups range from the lowest level of learning- knowledge, to the highest level of learning, which is evaluation. It is very important to have students begin in the first levels of learning so they are able to build their way up to the higher levels of learning. In all three of my learning goals, the first levels of learning take place. In my third learning goal, evaluation is a level of learning that is appropriate for this grade level.

The goals I have chosen are appropriate for eighth graders because they are aligned with the local standards and benchmarks for the grade level that has been previously discussed. Additionally, the students have prior knowledge about American history as part of their curriculum in elementary and in seventh grade Social Studies. The students' prior knowledge with the 13 colonies is very minor dating back to K-7. By building from the student's prior knowledge, I will be expanding on the 13 colonies and adjust to some high level learning.

III. Assessment Plan

Assessment of Plan Overview			
Learning Goals	Assessment	Format of Assessment	Adaptations
<p>LG1: The students will analyze the economic and social development of American colonies during the first half of the 18th century.</p>	Pre-assessment	<p><u>Unit 3 Pre-Test:</u> 6 multiple choice questions</p> <p>Where would you settle? (Activity)</p>	<p>As much time as needed.</p> <p>Students will also have an option to have test read to them by reading teacher.</p>
	Formative Assessment	<p>Observations of student performance</p> <p><u>Assignments:</u> - Graphic Organizer of Middle and New England Colonies.</p> <p>Small group work: “Town Planning”- Show how a New England town was planned, reflecting the economy.</p>	<p>Students will have the option to have assignments read to them by reading teacher.</p> <p>Provide outlines of notes.</p> <p>Students needing extra help will be able to work with resource teacher.</p>
	Post Assessment	<p><u>Unit 3 Test:</u> -8 multiple-choice questions. - 2 essay questions</p>	<p>As much time as needed.</p> <p>Student must retake test if they score a 1 (65%) or lower.</p> <p>Will curve the top score.</p>

Pre-, Formative, and Post Assessments with Adaptations

For LG1 I will be *pre-assessing* my students by having the classes take a pre-test over some of the material we will be covering during the unit (Appendix A). The test consists of fourteen multiple-choice questions and two essay/short answers questions. This will tell me what they already know about the development of the 13 colonies. The Iowa Test of Basic Skills only tells me what their score was in the Social Studies section of the test. Having a pre-test will tell me what I need to spend more time on and what can be covered more quickly. There are six multiple-choice questions on the test that pertain to LG1. Students will have as much time as needed to complete the pre-test, which should take no longer than the 30 minute Monday period. If students have difficulty reading the pre-test, students have the option to have the test read to them by the reading teacher. There is a reading teacher for each team and each teacher can sign up for a reading teacher if they have a test or some activity that students might need extra help on.

Another way I will be *pre-assessing* for LG1 is with an activity called “Where you would settle?” This is an activity to encourage students to think about the factors (social connections, occupations, finances) that would influence their decision to live in a rural or an urban area. In the prior chapter, we talked about the establishment of the 13 colonies in three sections, New England Colonies, Middle Colonies, and Southern Colonies. Since the students understand where the 13 colonies are, they should be able to know where they would live if they were moving from England. The main objectives are to know where they would settle, urban or rural; what colony; their occupation. Students will gather their thoughts for a few minutes on paper and the class will share their different ideas. With this activity I will be able to pre-assess what they know about the

13 colonies by their discussions. When students present their ideas I will be able to assess what they know about their particular colony and its economy.

Formative assessments, such as student writing using various graphic organizers and worksheets may be used not only to reinforce the main ideas of the learning goals, it will also encourage them to apply what they have learned or read. After the class has taken notes, the students will have time in class to work on a graphic organizer (Appendix B). This worksheet focuses on the development of the New England and Middle Colonies. The students will be divided up into groups of 4-5 and each group will be responsible to fill out a certain section of the organizer. After each group has read the chapter in the book and filled out their section of the organizer as a group, each group will fill out their section of the organizer on the board. Each group will present their answers, while the rest of the class fills out their organizer. Not only will I be able to check their worksheets when they turn them in, but I will also have a chance to assess them while they present their particular section of the organizer on the chalkboard. This activity gives the students a chance to teach themselves and presents material in front of the whole class.

The students will do another activity in class that will help formatively assess the student learning. Students will be put into groups of 4-5 to work on a Town Planning project. This project will be worked on during class. The main objective of this activity is for students to gain an understanding of how the plan of a New England town reflected its economy and social development. To accommodate LG1, I will be assessing not only the completion but whether the students understand the economic values of that these

colonial town had. This can be done either by walking around the classroom during the work time or during the actual presentation of the projects.

For the *post-assessment*, I will have the students take the Unit 3 test (Appendix C). This test will be over the material in chapter 4 and 5. For LG1, there are ten multiple-choice questions and two essay questions. These questions pertain to the understanding of the social and economic development of the 13 colonies. The test will be completed during the first hour of the two blocked classes. Students will have as much time as needed to complete the test. There is also an option to have the test read to student by the reading test for our team. As a district standard, students who receive a 1 (65%) or lower on the test must retake it. There is also an option to retake the test if they are not satisfied with their score. The grades will also be curved based on the number of questions missed by each student. For example, if fifteen or more student got a certain wrong, I will throw that question out and go over it after the test to make sure the students understand the key concepts.

Learning Goals	Assessment	Format of Assessment	Adaptations
<p>LG2: The students will understand life as a slave in a plantation and describe the resistance as a result to slavery.</p>	<p>Pre-assessment</p>	<p><u>Unit 3 Pre-Test:</u> 4 Multiple-choice questions and 1 essay question.</p> <p>Discussion over Plantations and the early use of slavery and resistance to slavery in the colonies.</p>	<p>As much time as needed.</p> <p>Students will also have an option to have test read to them by reading teacher.</p> <p>Call on students who normally do not participate in discussions.</p>

	Formative Assessment	Notes over the Southern Colonies and the Backcountry (walk around and ask questions). <u>Assignments:</u> - Chapter 4 Vocab worksheet. -Cause and Effect of Slavery	Provide outlines of notes. Students will have the option to have assignments read to them by reading teacher. Students needing extra help will be able to work with resource teacher.
	Post Assessment	<u>Unit 3 Test:</u> -5 multiple-choice questions. - 1 essay questions	As much time as needed. Student must retake test if they score a 1 (65%) or lower. Will curve the top score.

Pre-, Formative, and Post-Assessment with Adaptations

For LG2 students will be *pre-assessed* by taking a pre-test over material that will be covered during the unit (Appendix A). Out of the fourteen multiple-choice questions on the pre-test, four of them pertain to LG2. There is also one essay question that is relevant to the second learning goal. These questions will allow me to determine the students' background knowledge and preconceived notions about the use of slavery in the Southern colonies. On the day I present material over the Southern colonies and slavery, there will be a discussion over plantations, the use of slavery, and resistance to slavery in

the colonies. During this discussion I will be able to ask questions that will allow me to know first hand what the students think and preconceive about the early use of slavery in the South. An adaptation for this pre-assessment is to call on students who normally do not participate in discussions. This gives those students an opportunity to partake in discussions and a chance for me to pre-assess them.

One form of *formative assessment* for LG2 consists of note taking over the Southern colonies and the backcountry. While I am presenting material over PowerPoint, students will take notes as I walk around the room observing student note taking. During notes, a formative way of assessing the students' learning is by asking questions and leading discussions among the students. To even further assess the students' learning, I have a worksheet that focuses on both the vocabulary and cause and effect of slavery (Appendix D). This assessment consists of three-square vocabulary words, ten matching with the definition, and a graphic organizer of the cause and effect of slavery. To adapt these activities, I will provide outlines of notes for students if need be. Students will also have the option to have the assignments read to them by a reading teacher or myself. There will also be an option for some students to work with a resource teacher.

For the *post-assessment*, the students will take the Unit 3 test (Appendix C). The material for LG2 is covered in chapter 4. This material includes the Southern colonies, with an emphasis on plantations and slavery. There are five multiple-choice questions that pertain to LG2 with just one essay question. After the *post-assessment* is completed, I will be able to see the students' process toward the learning goal of understanding life as a slave in a plantation and describe the resistance as a result to slavery.

Learning Goals	Assessment	Format of Assessment	Adaptations
<p style="text-align: center;">LG3: The students will identify the political, social, and economic values of the British colonists and how their values and historical events shaped the growth of representative government and the new “American” identity.</p>	Pre-assessment	<p style="text-align: center;"><u>Unit 3 Pre-Test:</u> 4 Multiple-choice questions and 1 essay question.</p> <p>“Join or Die” Political Cartoon- Class discussion and student review sheet</p>	<p>As much time as needed.</p> <p>Students will also have an option to have test read to them by reading teacher.</p> <p>Call on students who normally do not participate in discussions.</p>
	Formative Assessment	<p>Notes over the Beginning of an American Identity (walk around and ask questions)</p> <p><u>Assignments:</u> - “The American Identity” Worksheet/organizer. -Mock trial of Governor Andros (student participation and discussion)</p>	<p>Provide outlines of notes.</p> <p>Students will have the option to have assignments read to them by reading teacher.</p> <p>Students needing extra help will be able to work with resource teacher.</p>
	Post Assessment	<p style="text-align: center;"><u>Unit 3 Test:</u> -9 multiple-choice questions. - 1 essay questions - 1 Critical Thinking essay question</p>	<p>As much time as needed.</p> <p>Student must retake test if they score a 1 (65%) or lower.</p> <p>Will curve the top score.</p>

Pre-, Formative, and Post-Assessment with Adaptations

For LG3 the students will be *pre-assessed* by the Unit 3 pre-test (Appendix A). This test consists of fourteen multiple-choice questions, four that pertain to LG3 (questions 3 & 12). There are also two essay/short answer questions, one that pertains to this learning goal (question 16). As a result, this pre-test will allow me to see how much the students already know about the political, social, and economic values of the colonists. The essay questions give the students an opportunity to showcase their prior knowledge of traditional rights the English colonies might have had.

A second pre-assessment for LG3 is a class discussion over the political cartoon “Join or Die” (Appendix E). As I open the class period with this political cartoon on the overhead, I will have a handout that has six review questions for the students (Appendix F). This gives students an opportunity to record any of their thoughts and as well as their peers’ thoughts and ideas. This discussion will give me an idea how much the students understand about the historical events that shaped the growth of representative government and the new “American” identity. During discussion, I will call on students who normally do not participate in discussions to get them active in class and see what they understand about the political cartoon.

For the *formative assessment*, students will first take note over the “Beginning of an American Identity.” While students are taking notes, I will use proximity and walk around to see if the students are taking notes and understanding the material. There will be a number of questions to transition between ideas that I will pose to the students. These questions will keep discussion going over the material. An adaptation for this assessment is to provide outlines of notes to students who need help gathering their

thoughts together. Students will also complete a worksheet called “The American Identity” (Appendix G), where the students will have to explain the significance of terms, describe parts of the colonial culture using the graphic organizer, and answer some short answer questions. This assignment will give me an idea of how much the students are absorbing the information and key concepts from LG3. An adaptation for this assessment is giving students an opportunity to work with a reading or resource teacher for extra help.

The final *formative assessment* for LG3 is the mock trial of Governor Andros. Each student will participate by have a role in the mock trial. After the mock trial is completed, the class will come together to discuss thoughts and ideas. The main goal of this assessment is for all students to participate in both the trial and discussion. By giving each student a role, it will be easier for students to share ideas during the discussion.

For the *post-assessment*, students will complete the Unit 3 test. There are nine multiple-choice questions, one essay question, and one critical thinking essay question that relate to LG3. The material for LG3 is covered in chapter 5 and includes ideas from early American culture, roots of representative government, and the French and Indian War. After the post-assessment is completed, it will allow me to assess student learning for LG3.

IV. Design for Instruction

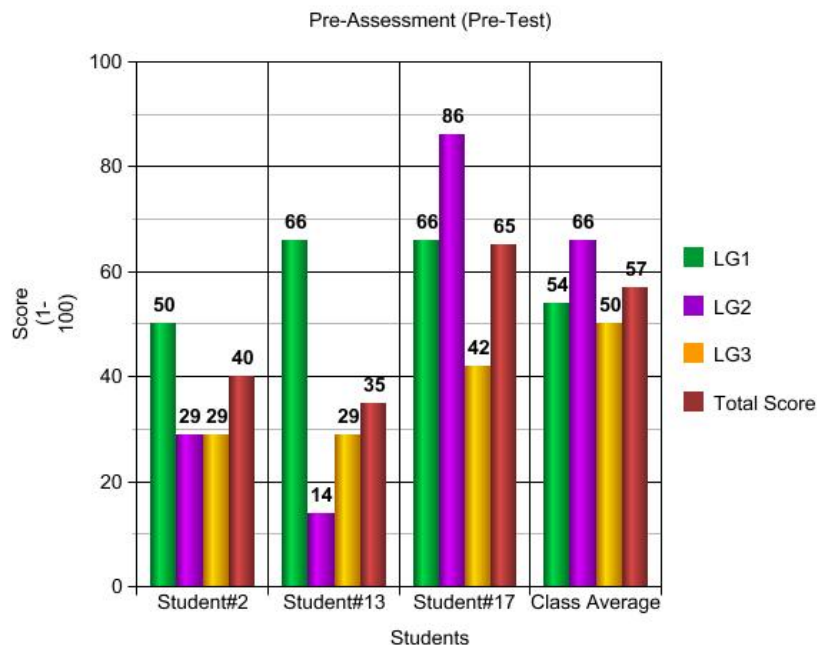
Results of pre-assessments

For the pre-assessment on the unit on the development of the 13 colonies, I administered a pre-test over material I would be covered during the unit. There are a certain amount of questions for each learning goal that had been used to analyze student

performance to each learning goal. After administering the pre-test I noticed several misperceptions the students had about the basic factors of the development of the 13 colonies. It seems that students' ignorance is evident after examining the number of correct and incorrect answers. After looking over the pre-test it is apparent that many students did not take the essay questions too serious and chose to not to try while answering the multiple-choice questions.

The most prevent incorrect answer was number eight, which emphases the crops that plantations grew in Georgia and the Carolinas. Students also had a problem with the first question, which touches base with how people in New England earned a living. The pre-assessment results showed me that I would have to cover all the material from both chapter four and five from the text. The following graph (Figure 1) illustrates how the three levels of learners and class average scored on each learning goal and their composite score.

Figure 1



For LG1 I estimated that students would have some prior knowledge of economic and social development of the 13 colonies from either seventh grade or elementary. However, looking at figure 1, students scored an average 54% on LG1. I also estimated that student number “thirteen” would have the most trouble with all the learning goals because of his difficulty with unfamiliar texts. This student actually scored slightly lower than the class average with 50%. Both students “two” and “seventeen” scored twelve points higher than the class average, which was a little surprising for student “seventeen” because of her low scores on the ITBS in Social Studies. I believe with the activities set for the unit and the pace I will take with the material, students will be motivated to do well over the course of the unit.

LG2 had mixed results at best. I expected most students to understand the basic aspects slavery in the early history of the 13 colonies. As a class, students scored an average of 66%, which was higher than I anticipated. However, both students “two” and “thirteen” struggled with this learning goal. These students scored 25% and 14% respectively. I believe that these students did not focus and try on many of these questions for LG2, which leads back to motivation for the rest of the unit. Both students failed to give any answer to essay question number 15. Student “seventeen” exceeded expectations and scored a class best 86% on LG2. This demonstrated to me that most students had a good amount of prior knowledge of with LG2. However, it is imperative that I still go in-depth with some of the material because both students “two” and “seventeen” did not seem to have as much prior knowledge of the material.

As for LG3, the class averaged 50%, which is the lowest percentage of the three learning goals. This shows me a number of things. First, most of the class has a

foundation of the political, social, and economic values of the 13 colonies, as well as understanding the beginnings of representative government. Second, students have the least prior knowledge of this material for LG3, which indicates that more time needs to be spent on the foundations of early American politics. Students “two” and “thirteen” both scored poorly on this learning goal getting two points out of the seven possible. An important implication for learning goal is to utilize primary resources to grasp the students’ attention. Student “seventeen” did well on the multiple-choice getting three out of four but failed to complete essay question number 16. This shows me that this student probably has not had much prior knowledge of the material from LG3. Overall, I find the class average accurate for the pre-assessment.

Unit Overview

Day	Topic/Activity	Learning Goals	Activity Description
1	Pre-assessment	1,2,3	Pre-test
2	New England and Middle Colonies	1,2,3	<ol style="list-style-type: none"> 1. “Where you would settle?” activity <ul style="list-style-type: none"> - Students share ideas 2. Guided Reading: Group reading and graphic organizer over Middle and New England Colonie 3. Students fill out organizer on chalk board 4. Small group work: Town Planning project <ul style="list-style-type: none"> - Student work 20 minutes in computer lab
3	Southern Colonies And the Backcountry	2	<ol style="list-style-type: none"> 1. Review from last class 2. Primary Resource opening: <ul style="list-style-type: none"> - Paragraph from George Mason in <i>Common Landscape of America</i> 3. Notes: PowerPoint over Southern Colonies: Plantations and Slavery; Backcountry <ul style="list-style-type: none"> - Painting portraying plantation life 4. Worksheet/graphic organizer from chapter 4 <ul style="list-style-type: none"> - Square Vocabulary - Matching - Cause and Effect of slavery

			5. Finish Town Planning Project
4	Presentations of Town Planning Project	1,2,3	1. Students presenting Town Planning Projects
5	Early American Culture	3	1. Review from last lesson 2. "Join or Die" political cartoon 3. Guided Reading: In pairs of 2 students read and fill out worksheet/graphic organizer - PowerPoint over Roots of Representative Government 4. Mock Trial of Governor Andros
6	The French and Indian War	3	1. Review from last class 2. Guided Reading: students read in small groups and fills out graphic organizer 3. Treaty of Paris activity 4. Cajun and Zydeco music 5. Handout study guide
7	Review	1,2,3	1. Jeopardy review game 2. Student questions for Test for study guide
8	Post-assessment	1,2,3	1. Unit 3 test

Activities

1) To promote reading in Social Studies, students are put in to pairs or small groups to read certain sections of the text book or other related reading. This strategy can be useful because some students for example, student "thirteen" has difficulty reading unfamiliar text. This implication gives the student and other student like him an opportunity to work with more proficient readers. For this activity, student are put into small groups of four-five and are to read either section four or five out of chapter four. There will be a graphic organizer (Appendix B) with three different organizers relating to the development of the New England, the decline of the Puritan religion, and comparing and contrasting the New England and Middle Colonies. Each group is responsible for a

certain section of the organizer to fill out on their own and on the chalkboard. Students will then present their answers to the class, while their peers fill out each organizer.

This activity relates to LG1 because the students are analyzing the economic and social development of the New England and Middle Colonies. Considering the pre-assessment for this learning goal, it emphasizes the economic development of the 13 colonies in six of the multiple-choice questions. To do this activity there is not too much technology needed. Students will need the handout of the graphic organizer, pen or pencil, and chalkboard. Upon the successful completion of the organizer, students will be graded by the completion of the organizer. Each organizer will be worth five points for a total of fifteen possible.

2) To promote cooperative, the students will be put into groups of 4-5 to work on a Town Planning project. This project will be worked on during class. The main objective of this activity is for students to gain an understanding of how the plan of a New England town reflected its economy. To do this activity students will need art supplies, construction paper, and access to Internet and encyclopedias. Each group will be assigned a New England town (Falmouth, Portsmouth, Salem, Boston, Plymouth, and Newport). The students will draw a diagram showing how the town was planned. This diagram should include the farms, farmland, churches, schools, businesses, and houses. The students will also have to show two historical aspects of the colonial town.

To accommodate LG1, I will be assessing not only the completion but whether the students understand the economic values of these colonial towns. This can be done either by walking around the classroom during the work time or during the actual presentation of the projects. This whole project will be worth twenty-five points. I

divided the project up into 4 grading points, organizational, town planning, two historical aspects, and content. Each are worth five points each, while the two historical aspects are worth five each with a total of ten points for that part of the project.

3) To motivate student learning, I have implemented a few primary resources into my unit plan. One activity that focuses on a particular political cartoon is the “Join or Die” anticipatory set. To begin the lesson on day five, I will present the political cartoon “Join or Die” (Appendix E) for the students to digest for a few moments. As they are thinking about the cartoon, I will hand out a review sheet (Appendix F) with six questions to answer and think about. This activity is part of my pre-assessment but can also be a formative assessment because students do get engaged and answer questions about the cartoon. I feel that this cartoon represents the major feeling among the colonist during this period and is created by Benjamin Franklin.

An implication other than for motivation is to give every student an opportunity to state his or her opinions. It is also a priority to call on students who normally do not participate in discussions. In order to complete this activity, students will need the review sheet of the cartoon and I will need an overhead with a transparency of “Join or Die.” Students will be assessed during discussion and proximity. As we discuss the cartoon, I will walk around the class and assess whether each student is completing the review sheet. Students will also be assessed from their discussions, even though it is mostly opinionated.

Technology

The technology I will be using will primarily consist of the overhead connected to the computer so that I can use PowerPoint for hooks, graphic organizers, and discussions.

I will also use the overhead for transparencies such as maps, political cartoons, and other documents. In order to provide clear and organized models of information, I find it necessary to have this technology to illustrate main ideas, brainstorm, provide a medium the students are familiar with, and motivate them to learn. Although a textbook might not seem as a modern definition of technology, it is a means of communicating ideas to the students that I will rely on daily. The textbook provides excellent examples, pictures, and summaries of the article and amendments of the Constitution that I can use to help achieve my learning goals.

Contextual Factors

While planning my unit I took into consideration the contextual factors I have previously mentioned. One of the classroom factors that will be addressed is the use of block scheduling. This is the first year with this scheduling at this school and it is important to plan many activities that will keep the students attention, while facilitating learning at the same time. During the course of the unit I have planned many activities to the 90-minute period to keep students motivated. There are also no computers in the classroom available for the students. This poses a problem with a few of my activities that require some Internet research. To deal with this issue, I have scheduled times to go to the computer lab down the hall.

As previously mentioned, some students have difficulty managing their attention. During my lesson planning, I will make a note to use proximity and positive reinforcement. In addition, students will also be using different graphic organizers and worksheets that utilize cognitive strategies to help organize their thinking, while at the same time, keeping them on task.

Since some students are at varying levels of abilities in both reading and Social Studies, I will use explicit instruction. I will provide one-on-one assistance from either a resource teacher or myself. Students will also have an opportunity to work with other students during reading and activities. This will give students with lower reading levels, like student “thirteen,” a chance to work with other students with higher reading levels. I will use anticipatory sets to motivate student learning for students like student “seventeen.” Using primary resources and other activities that move students around will help student motivation. There is also an opportunity for students who finish early to work on missing or late work towards the end of class.

V. Instructional Decision Making

During the course of teaching my unit on the development of the 13 colonies, there were a number of times when I needed to modify my original lesson in order to better meet the needs of my students. To determine when a lesson needed to be modified, I used student feedback, verbal and non-verbal communication, and my observations from assessments. There were some instances when I needed to make modifications for the whole class, but more regularly to individual students.

One illustration of a modification I made for the whole class was to implement more time for the Town Planning project. I only planned to give the students twenty minutes of class time to research their colonial town in the computer lab. I also planned to give the groups only twenty minutes of one period and the remaining twenty-five minutes to put the project together. However, students needed more time to research their town and to come together as a group. This was determined from both my own observations and student feedback. If I did not permit more time to work on the projects

in class, students would have failed to reach the learning goals I set for the activity. The students would not have had the adequate time to show the economic and social aspects of their colonial town for LG1. To modify the project, I gave the students another forty-five minutes, half a blocked Social Studies class, to work with their group to finish the town diagrams. This proved to be successful because students' reactions were positive that they would have time to finish and while walking around I noticed that groups were completing their assignment.

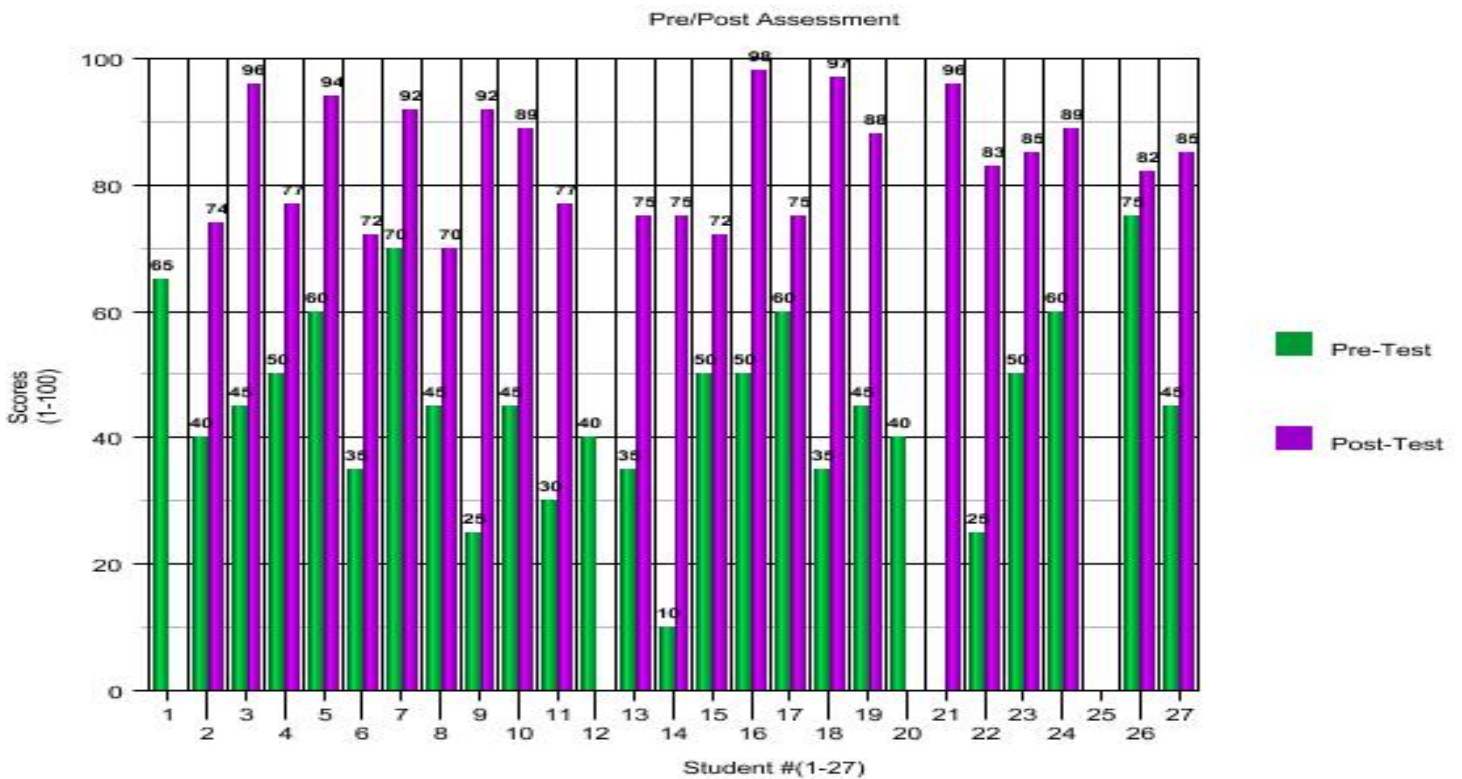
Another specific illustration of a modification I made involved connecting the Governor Andros mock trial to the principle of government. During the activity called Governor Andros mock trial, students were put in to roles and participated in a mock trial of Governor Andros. The class was split into prosecutors, defense of Governor Andros, and the jury. After the class read the information on Governor Andros from the textbook, both the defense and the prosecution proposed three reasons why he was innocent or guilty. After the class had stated their reasons, the jury stepped out of class and deliberated for two minutes. The jury would then state their ruling. I failed to transition between the notes and this activity. Consequently, students did not see the connection between the mock trial and the principle of government.

I noticed from observations and student questions after the mock trial that students seemed lost on the reason for this activity. After I realized the mishap, I discussed with the class the connection this activity had with representative government. Students were able to ask questions and discuss their classes' ruling on the mock trial. After discussing this with the students, they seemed to understand the concept from my observation of the class discussion.

VI. Analysis of Student Learning

Student achievement of the three learning goals was assessed prior to the unit using both quantitative and qualitative forms of assessment. All the learning goals were assessed by quantitative assessments by having the student take a paper/pencil pre-test. LG1 used qualitative assessment by having discussed the activity “Where you would settle?” LG2 was also assessed using this kind of assessment by having the discuss plantations and the early use of slavery and resistance to slavery in the South. Finally, LG3 also used qualitative assessment by having the students discuss the “Join or Die” political cartoon. All the qualitative assessments included observations and student talking from the discussions.

Figure 2

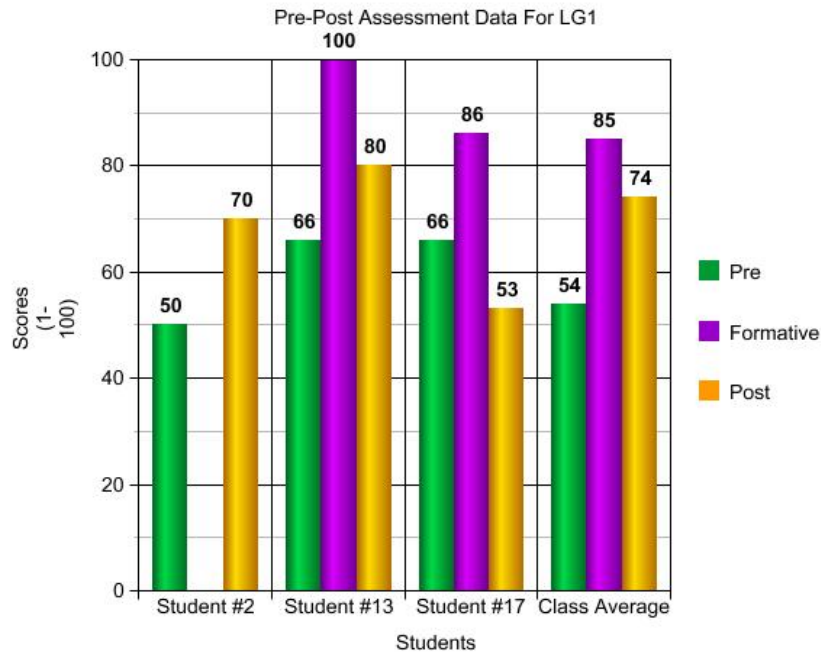


Whole Class

LG1: *The students will analyze the economic and social development of American colonies during the first half of the 18th century.* For this learning goal, I created graphic organizers for students to fill out during the group guided reading. Each group was responsible for a certain part of the organizer and to fill out their responses on the chalkboard. During this activity, I found that the majority of students were on task with an exception for just a few students. Student “thirteen” had to be told several times to remain on task. I did find that most students did well on this activity if they completed it. Many students failed to turn in this assignment, which would result in a zero. Out of twenty-seven students, twenty-two actually handed in their assignment. For those who did finish and turn in the organizer, they received scores ranging from 4-1.8. I believe that as far as the formative assessment, students were able to grasp the concepts from the economic and social development of the 13 colonies. This assessment is shown in figure 3.

For the post-assessment, students took the Unit 3 test. Concerning LG3, students averaged 74% overall on the questions pertaining to this learning goal. Compared to the pre-test over this material, the class averaged 54%. Considering the graph from figure 3, students improved on LG1 by twenty percent from pre-to-post assessments. It seemed despite having a review game from the prior class period that some students failed to study outside of class. Overall, students were able to explain the economic and social development from the middle and Southern colonies.

Figure 3

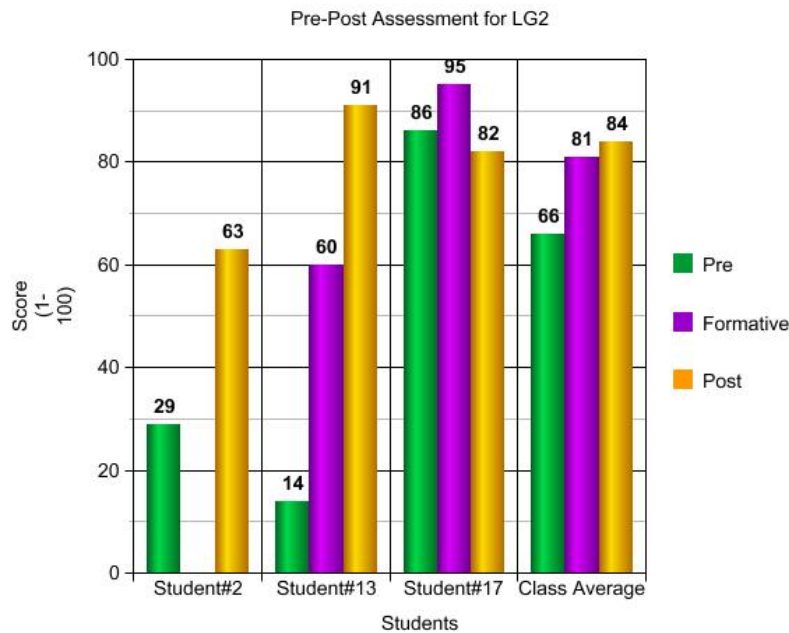


LG2: *The students will understand life as a slave in a plantation and describe the resistance as a result to slavery.* For this learning goal, the students were responsible for the Chapter 4 Vocabulary worksheet I created. There are three parts to the worksheet that included vocabulary, matching, and graphic organizing. This worksheet focuses on slavery during this time as well as some of the important concepts from the Southern colonies and backcountry. For the students who completed and turned in their assignment, I was able to see their understanding of the cause and effect slavery had on the Southern colonies from their responses. The assignment was worth a possible twenty-two points and overall the students who completed the assignment ranged from 4-3.5. The average grade for this assessment, shown in figure 4, is 81%.

During the pre-assessment, students had some prior knowledge of the material because the class averaged 66% on the questions pertaining to LG2. The students' understanding was also evident when comparing the scores from the pre and post-

assessments, shown in figure 4. As a class, the students averaged 18% higher from the pre and post-assessments, which is the second highest out of the three learning goals. The 84% average was the highest percentage from the pos-assessment from any of the learning goals. Learning was also evident from student observations during notes. Student participation during discussion gave students an opportunity to discuss slave life and the different ways of resisting slavery. It seemed that students were able to retain material from LG2 more than any other learning goal.

Figure 4

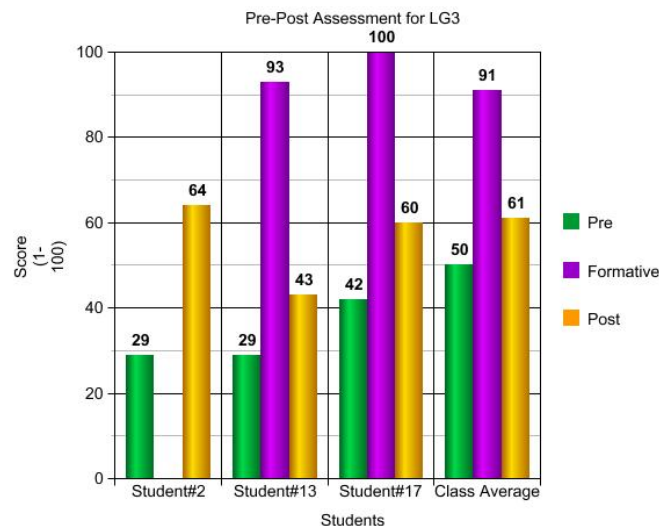


LG3: *The students will identify the political, social, and economic values of the British colonists and how their values and historical events shaped the growth of representative government and the new “American” identity.* For this learning goal, students were formatively assessed by the “American Identity” worksheet/organizer I created and from observation/discussion from the Governor Andros mock trial. Assessing the student learning from the assignment, it was apparent that many of the

students pick up on the major concepts from the notes and guided reading from their responses. The students had to explain the significance of terms like Enlightenment, apprentice, Great Awakening, etc. Students were also responsible to describe the parts of colonial culture using a graphic organizer chart, as well as drawing from main ideas and critical thinking. Overall, student who completed the assignment averaged 91%, the high percent of formative assessment for this unit.

Figure 5, shown below, displays the course of learning from the pre to post-assessment. Students scored an impressive 91% on the formative assessment assignment but only improved from the pre-assessment by only 11%. Compared to the other learning goals, students had the least prior knowledge from LG3, which would indicate great improvement from pre and post-assessments. This was also surprising because of the success of student participation from the mock trial. It was evident from student discussion that most students grasped the major concept of representative government. In figure 5 you will notice students still were able to improve but not to the extent from the prior learning goals.

Figure 5



Individuals

When analyzing the scores of the pre-assessment, compared to those of the post-assessment, it is additionally essential to understand as individuals. Understanding each student's abilities, learning styles and personal characteristics is an important component of teaching. For this section, I analyzed the learning of two students from the contextual factors, known as students' "thirteen" and "seventeen." For examples of students' work completed during this unit, please refer to Appendix H for student "two" and Appendix I for student "seventeen."

Student "thirteen" learns from explicit and individual instruction while usually requiring some proximity. Although he has lots of energy and struggles with reading, for the most part he attends to tasks when he receives either kind of instruction listed above. To accommodate his needs, I provided instructional help, paired reading to increase his instructional reading level and used small groups or one-on-one instruction. Those strategies proved to be successful to his learning because he improved on all three learning goals. Student "thirteen" pre-assessment scores were lower compared to many of the other students. He completed all the assignments and received a 100%, 93%, and 60% on the formative assessments shown in figures 3, 4, and 5. He received a 75% on the post-assessment, scoring a 91% on LG2 but scored a 43% on LG3.

Student "seventeen" is a very good student but can be disruptive during class. She has high scores all over the Iowa Test of Basic Skills but lacks in Social Studies. It was important to provide an instructional hook to relate the material to the student to spark interest. Just like student "two", she completed all her work and did well in all the formative assessment, scoring an 86%, 95%, and 100%. She was also one of the first

students to participate in all discussions in class. Her prior knowledge was par with the class average but seemed very familiar with the material from LG2, scoring an 86% on the pre-assessment. However, this student failed to improve on two of the three learning goals. She improved on LG3 by 18% but dropped from a 66% to a 53% on LG1 and dropped slightly from an 86% to 82% on LG2. Feeling that she knew the material from all the formative assessments, it is apparent that she failed to study for the post-assessment outside of class.

VII. Reflection and Self Evaluation

Most Successful Learning Goal:

After analyzing the results of the pre and post-assessments, it is apparent that LG2 was the most successful in terms of overall student learning. For this goal, the class average was 84%. I think one of the reasons for the success of this goal was the different kinds of instruction and strategies I used, which included explicit instruction, worksheets, graphic organizers, and class discussions. Having the students complete graphic organizers seemed to help the students gather thoughts and retain more information. Another reason is that I was able to provide outlines of notes from PowerPoint. This allowed the students to focus on the material during notes and during discussion.

Least Successful Learning Goal:

The goal the students achieved with the least success is LG3, which is the goal where the student had to identify the political, social, and economic values of the colonies and how their values and historical events shaped the growth of representative government. One reason this was the least successful was because it was a difficult task and some students may have had difficulty grasping all the information from this learning

goal. Students understood the main ideas and concepts from LG3 because the majority of the student received all possible points from the essay questions on the unit test. The second reason why LG3 was least successful was because many of the students had trouble with the multiple-choice section of the unit test. It seemed that there were many students who did not understand the material as well. There was a great deal of time spent on the material from the essay/long answer questions, while I did not give students an opportunity to play with many of the ideas and key concepts.

Given a chance to redo this unit again, I would foremost slow the process of the unit down to focus more time on many of the key concepts of each learning goal. I felt as if I blazed through the unit without thinking about the students' learning styles. I would split up LG3 in to two separate learning goals because there is too much for students to learn in that one learning goal. One learning goal would focus on the political, social, and economic values of the colonist and the other would focus on the growth of representative government. It is also important for me to concentrate equally on the multiple-choice and essays. Thinking that essay questions take more critical thinking, I focused to much on activities like the mock trial and not enough on the simple concepts like the Great Awakening and the Enlightenment.

Effectiveness of Adaptations:

By taking a proactive approach, the adaptations that were implemented for my lesson worked well. By giving students ample time to finish any pre and post-assessment, students were not rushed to finish and were able to finish by the end of the class period. Students also had the option to have the test read to them by the team resource teacher. This adaptation was especially useful for a few students, including

student “thirteen.” Students like “thirteen” have trouble reading some text; therefore, having ample time and a resource teacher can help students excel.

When thinking about discussions, it is important to call on all students, especially those who do not participate during class often. Many students like student “two” are shy and chose not to take part in discussions. To help them with the material, it is important to get students comfortable talking during class discussions. It seems that students retain more when discussing key concepts during class than when I tell them information. This is something that benefited all learning goals. When looking at the Unit Overview on page 22, an important adaptation was reviewing and answering any questions the students had about the material. Before every class period, I would review the material from the day before as well as answering any questions about assignment and projects. This helped make all the learning goals successful because it gave more opportunities for the students to hear and play with many of the key ideas and concepts from the unit.

Professional Development:

As an educator, I believe that it is critical to be a lifelong learner. After completing the TWS and the first placement of the student teaching, I realize that there are many areas in which I would like to learn about and improve upon. **The first professional learning goal I have is to learn new types of assessment and strategies when teaching Social Studies, plus teaching in general.** The idea of using multiple forms of assessment and instruction was a point I tried to focus on during this junior high placement. Using alternative assessments is appealing to me because this will allow me to see what my students are capable of by using different ways of assessing them.

One way to improve upon this is by attending professional development and educational conferences. The school this TWS is based on had professional development meeting every Monday morning. This will also keep me up to date with new assessments and strategies that are now available. *In addition, I also plan to talk to fellow teachers about how to improve my assessments and instructional strategies.* The teachers I work with can be the greatest resource of information to help improve my teaching.

The second professional learning goal I have is to improve on my transitions between activities and lessons. During student teaching I consistently found myself focusing too much time on what needs to get done and not student learning. Many times I would transition between activities without making any connections or explaining why something is relevant or why it relates to the next part of the lesson. *One way I plan on improving performance in this area is to plan my lessons more thoroughly.* This will give me a concrete platform to focus my lessons on. I will also plan more critical thinking questions between transitions to keep students focused and to relate the material. *In addition, I also plan on attending professional development conferences in which I will be able to learn more about different instructional strategies.* This will keep me up to date with many instructional strategies and activities to use in my classroom.

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