

Cameo Lakey Module 11 and Social Studies

Lesson by Cameo Lakey (created 01/15/18 with the CalStateTEACH Lesson Plan Assistant)

ATTACHED FILES AND VIDEOS

[Lakey Module 11 CulturallyResponsive Assessment.docx](#)

[Lakey_Module11andSocialStudies_Lesson_enc.mp4](#)

GENERAL COMMENTS

I. ESTABLISHING GOALS AND STANDARDS

Subject Area(s)

Social Science

Central Focus

Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Write fluidly and legibly in cursive or joined italic and produce complete sentences. Engage effectively in a range of collaborative discussions (one-to-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly.

Standards

California Academic Content Standards

History-Social Science, Grade 3

Continuity and Change | 3.4 Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.

- Standard 3.4.6: Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.).

English-Language Arts, Grade 4

Writing | 1.0 *Writing Strategies* | *Penmanship*

- Standard 1.4: Write fluidly and legibly in cursive or joined italic.

Written & Oral English Language Conventions | 1.0 *Written and Oral English Language Conventions* | *Sentence Structure*

- Standard 1.1: Use simple and compound sentences in writing and speaking.

Written & Oral English Language Conventions | 1.0 *Written and Oral English Language Conventions* | *Punctuation*

- Standard 1.4: Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions.

Listening and Speaking | 1.0 *Listening and Speaking Strategies* | *Organization and Delivery of Oral Communication*

- Standard 1.8: Use details, examples, anecdotes, or experiences to explain or clarify information.

Common Core Standards

English-Language Arts, Grade 4

Writing Standards | *Text Types and Purposes*

- Standard 1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a) Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b) Provide reasons that are supported by facts and details. c) Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d) Provide a concluding statement or section related to the opinion presented.

Speaking and Listening Standards | *Comprehension and Collaboration*

- Standard 1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b) Follow agreed-upon rules for discussions and carry out assigned roles. c) Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d) Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Language Standards | *Conventions of Standard English*

- Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a) Write fluidly and legibly in cursive or joined italics. b) Use interrogative, relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). c) Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. d) Use modal auxiliaries (e.g., can, may, must) to convey various conditions. e) Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). f) Form and use prepositional phrases. g) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* h) Correctly use frequently confused words (e.g., to, too, two; there, their).*

Language Standards | *Conventions of Standard English*

- Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a) Use correct capitalization. b) Use commas and quotation marks to mark direct speech and quotations from a text. c) Use a comma before a coordinating conjunction in a compound sentence. d) Spell grade-appropriate words correctly, consulting references as needed.

Language Standards | *Vocabulary Acquisition and Use*

- Standard 6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

California English Language Development Standards

Writing, Grades 3-5

Strategies and Applications | *Intermediate ELD level* | *Organization and Focus*

- Standard : Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms.

Strategies and Applications | *Intermediate ELD level* | *Organization and Focus*

- Standard : Begin to use a variety of genres in writing (e.g., expository, narrative, poetry)

English-Language Conventions | *Intermediate ELD level* | *Capitalization, Punctuation, and Spelling*

- Standard : Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.

Listening and Speaking, Grades 3-5

Strategies and Applications | *Intermediate ELD level* | *Comprehension and Organization and Delivery of Oral Communication*

- Standard : Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.

Technology Standards

NETS (National Educational Technology Standards), Grades K-12

NETS for Students | 6. *Technology Operations and Concepts*

- Standard a: Students understand and use technology systems.

Grade/Level

Content Objective

At the conclusion of this Social Studies lesson, fourth grade students will show their understanding of the vocabulary terms and of Dr. Martin Luther King, Jr.'s role in the civil rights movement by correctly answering at least 5 of 7 multiple choice questions using individual whiteboards with a marker and by writing an opinion answering the question, "Do you think Dr. Martin Luther King, Jr. reached his dream? Why or why not?" using at least three complete sentences (1 sentence answering whether they do or do not think so and at least 2 sentences of supporting reasons) on a lined sheet of paper with a pencil.

70% of the class will meet the objective. This culturally responsive lesson will highlight the characteristics of values and beliefs.

Academic Language Demands

The vocabulary to be learned will be civil rights, segregation, dream, demonstrations, and boycott. The language demands to be reinforced will be engaging in collaborative discussion and writing an opinion with supportive reasons. Students will understand the vocabulary and demonstrate their ability to perform the language demands through teaching methods that include saying the words together as a class, viewing a prezzi presentation highlighting the words, practicing using the words verbally through partner and whole group discussion, using the words and language demands while writing, answering questions that involve the words, and self evaluating their own performance.

Additionally, the vocabulary words will be written on the whiteboard available for students to look at for reference throughout the lesson.

II. LEARNING ABOUT STUDENTS

Class Information

- Total Number of students: 29
 - Number of boys: 14
 - Number of girls: 15
 - African American: 3
 - Caucasian: 15
 - Hispanic/Latino Americans: 9
 - Two or More Races: 2
 - English Language Learners: 1 (Spanish)
 - Special Needs: IEPs - 9 (Speech - 2 , Health related - 7) | 504 - 1
-

III. MAKING ADAPTATIONS

Adaptations

Wait Time, Grouping, Other Resources

Adaptation Details

Students who did not turn in permission slips to be videotaped will still be taught the lesson; however, they will be seated out of view of the camera and will not be able to participate in the activities that involve movement around the room in order to not be shown in the video. English Learners (ELs) will be provided with visuals to accompany the vocabulary words, I will model expectations and how to complete specific activities where possible, they will perform discussions with English fluent students for scaffolding, and they will be provided with sentence frames for completing the opinion writing and self evaluation portions of the lesson. For speech students, I will provide them with the time they need to formulate verbal responses and they will be in groups with students who are not in speech during verbal discussions for scaffolding. The student with the 504 plan will be allowed to take extra time if needed in order to finish their work. Additionally, I will walk the room while students are completing activities in order to assist any struggling students and to make sure students are on task.

IV. ANALYSIS OF STUDENT LEARNING

Assessment

Formative, Informal

Description of Assessment

Informal Assessment: Students will be shown a question on the whiteboard with corresponding letter answer choices (see attachment: Lakey_Module 11_CulturallyResponsive_Assessment) (these will also be verbally read to them) and they will be directed to chose which answer choice they believe to be the correct answer, write it on their whiteboard (without trying to look at anyone else's answer choice) and, when directed to do so, will hold these boards up for me to see. I will look at the answer choices to assess which students were correct and incorrect, then I will call on a student to come up to the whiteboard and circle the correct answer choice.

Formative Assessment: Additionally, the students will be direct to write a self evaluation of their performance during the lesson overall. The students will need to write, in a complete sentence, how they think they performed in this lesson overall and why (based on how well they did during the think, pair, share activity, discussion, writing the opinion response, and answering the multiple choice questions). And in another complete sentence, to tell me one thing they liked about the lesson and one thing they did not like about the lesson.

V. PROCEDURE

Prerequisite Background Knowledge/Skills

Students must know how partner share, how to write a complete sentence using legible penmanship, and should understand how to write an opinion and how to support it.

Materials

Technological Materials:

- Computer
- ELMO Projector
- SMART Board
- Prezi Presentation

Other Materials:

- Assessment questions
 - Paper with content objective
 - Lined paper
 - Pencils
 - Erasers
 - Colored sticky notes (blue, orange, green, pink, and yellow)
 - Dice - 2
 - Whiteboards
 - Whiteboard markers
 - Whiteboard erasers
 - Paper with vocabulary terms and accompanying images (for EL student)
 - Sentence frames (for EL student and whole class self-evaluation)
-

INSTRUCTIONAL STRATEGIES

Open

LINKS TO PAST LEARNING :

1. I ask the class to raise their hand if they can share why there was no school on Monday, January 15.
2. I call on a student and they should share that it was Dr. Martin Luther King, Jr. Day

WHAT THEY WILL BE LEARNING :

3. I tell the class that we are going to be learning about the importance of Dr. Martin Luther King, Jr. during the civil rights movement.

STATE THE OBJECTIVE :

4. Using a sheet of paper on the whiteboard, we read the lesson objective together as a class. "Students will show their understanding of the vocabulary and Dr. Martin Luther King, Jr.'s role in the civil rights movement by answering multiple choice questions using individual whiteboards and will write an opinion answering the question: Do you think Dr. Martin Luther King, Jr. reached his dream? Why or why not? in at least three sentences" and we will also read the lesson's vocabulary terms together which will be written on the whiteboard (civil rights, segregation, dream, demonstrations, and boycott).

Body

1. I direct the students to take the colored sticky note with them that each have at their desk (colors will be blue, orange, green, pink, and yellow), form into groups of 5 or 6 of their choice, and each group to take a seat at a different group table.

~students follow directions and form groups~

2. Using the prezi (<https://prezi.com/view/ahbtwYmjWHAt6pZZ7qBd/>) presentation by projecting it onto the whiteboard, I begin by telling students what the civil rights movement was (a struggle that took place during the 1950s and 1960s with the goal of ending segregation laws in the United States of America)

3. I then turn the students' focus towards what the word segregation means.

GUIDED PRACTICE:

4. Before giving them the definition of segregation, I tell the students that they are no longer allowed to be in the groups they have chosen, they are instead only allowed to work with those who have the same colored sticky note as them. I direct them which color is to sit in each group and have the students move to their now colored groups.

5. I tell students that I had just segregated them and give them the definition of segregation (separating, or removing, one thing from another)

MODELING:

6. I direct students to complete a think, pair, share by having them think about how this segregation into colored groups made them feel (do you feel happy? sad? angry? confused? a combination of these? or something else? and modeling these emotions as I say them), pairing with another student at the table group, and share what emotion(s) they felt from being segregated to their partner and why.

7. By rolling dice (first roll is table group, second roll is table number), I call on a student to share what their partner shared to him/her (having the rest of the class provide encouragement to this student by saying, "Go [student's name], go [student's name]!" After the student shares, I ask for students to raise their hand if they felt the same way and we all give the student who shared an air high five. I then facilitate a discussion through encouraging other students to either add onto what the first student had said or share a different emotion that they had felt (Where we repeat the same praise of encouragement before sharing and give them an air high five after sharing). During this discussion, I want the students to feel welcomed to, and comfortable with, sharing their thoughts, feelings, morals, and beliefs to the class.

8. I focus their attention back to the power point presentation where we talk about Dr. Martin Luther King, Jr.'s role in the civil rights movement. (his dream, ending segregation through peaceful demonstrations and boycotts, and the Civil Rights Act of 1964)

INDEPENDENT PRACTICE:

9. I direct students to answer the question, "Do you think Dr. Martin Luther King, Jr. reached his dream? Why or why not?" by writing their opinion in a complete sentence and providing at least two supporting reasons, writing each reason in a complete sentence (at least three complete sentences in all). I direct them to turn these papers in and for early finishers to read or draw silently. (The EL student will be provided with the sentence frame: I think Dr. Martin Luther King, Jr. _____ reach his dream. This is because _____. He also _____ reach his dream because _____.)

Close

ASSESSMENT:

1. I have one student from each table group pass out whiteboards and markers to their group while I pull up the assessment questions onto the SMART Board (to where the questions are not yet visible).

MODELING:

2. I model to the class how I want them to use their whiteboards to answer the questions and tell them to keep track of how many questions they answer correctly.

~

3. I show the questions to the students, one at a time (see attachment: Lakey_Module11_CulturallyResponsive_Assessment) and read the question and answer choices aloud. Students write the letter to their answer choice onto their white board, keep their whiteboard on their desk, then every student will raise their whiteboard, showing me their answer when I tell them to. I write the number of students who answered it correctly on the board and, using equity sticks, I call on a student to come up and circle the answer using the SMART Board pen. We continue this process until all of the questions have been covered. I then ask students to raise their hand if they answered at least five of the questions correctly. We give ourselves a pat on the back.

4. They erase their whiteboards and one student from each table group collects the boards/markers and puts them away.

WHAT THEY HAVE LEARNED:

5. Using equity sticks, I call on students to share one thing that they learned from the lesson to the class.

SELF-EVALUATION:

6. I tell the students to write, in a complete sentence, how they think they performed in this lesson over all and why (based on how well they did during the think, pair, share activity, discussion, writing the opinion response, and answering the multiple choice questions). And in another complete sentence, to tell me one thing they liked about the lesson and one thing they did not like about the lesson. I also tell them to turn these papers into me when finished and for early finishers to either read a book, draw, or write.

7. The class will be provided with a sentence frame projected onto the whiteboard and passed out on paper to help them with this activity. (Sentence frame: After completing this lesson, I think I performed _____ overall because _____. One thing I liked about this lesson was _____ and one thing I did not like about this lesson was _____.)

~students complete their writing and turn them into me~

~END OF LESSON~

VI. ANALYSIS AND REFLECTION

Analysis and Reflection

The parts of the lesson I felt were effective included the format of the quiz, the prezi presentation and use of the SMART Board, the think, pair, share, and segregation activity, and allowing the students to give me feedback on the lesson overall. The students were very engaged with using whiteboards instead of worksheets for taking the quiz and enjoyed having the responsibility of keeping track of how many they had gotten correct as well as receiving immediate feedback as to whether they answered the question correctly or not. Nine of the students designated that they enjoyed the quiz the most on their self-reflections and none of them said that they did not like it. My site mentor has not used the SMART Board with the students yet this school year because there are times when it does not work; however, it fortunately worked great during my lesson and the students seemed engaged throughout most of the presentation in which one student specified that she greatly enjoyed my presentation in her self-reflection. Some of the students seemed to like having the opportunity to come up to the board and use the SMART Board pen to circle the correct answer during the quiz. The students responded very well to the think, pair, share in which there were no students who did not want to share their thoughts and feelings with one another. I knew this would be a difficult lesson for some of them and I was proud of how seriously they treated the lesson and the positive attitude they had overall. Six of the students indicated in their self-reflections that they did like the experience of performing the segregation activity; however, they did not like the emotions they had experienced because of it. Additionally, I think the Culturally Responsive Teaching elements worked very well overall. The students responded very well to being selected through a combination of rolling dice or equity sticks, of calling out the answer on the count of three, and participating in the think, pair, share.

The changes I would make to my instruction to better support student learning includes not to design lessons that will run long time-wise, to incorporate an activity in with my lecture so that students are not just sitting there (or to break it apart further with activities in between or to not have it run for as long), and to edit the format of the quiz slightly in order to save on time. In their self-reflections, two of the students commented that the lesson did feel long for them; however, there was one student who stated that they felt the lesson went by too fast. My site mentor commented that the students were engaged throughout the lesson; however, we both agreed that it would be in my best interest to teach shorter lessons from now on. The changes I would make on the quiz would be to have the students call out the answer instead of calling on someone to come up (in order to save time) and to have a list of student names available to where I can quickly write down who specifically missed what question (or until I know that I can trust the students with the responsibility of keeping count of their scores). Additionally, the students responded well to cheering each other on; however, I think it would be better to sprinkle it throughout the lesson instead of constantly performing it, since some of them seemed to be getting bored with it by the end of the lesson.

Overall, this lesson was a very beneficial learning experience for me. There were very little behavioral problems while teaching this lesson, which did make things easier; however, it felt as though the students were on the stiff side. There was one point during the lesson where I had the students stretch themselves out and relieve their tension. I believe this was due to a combination of the material we were covering, the students feeling nervous about being videotaped (a number of the students would stumble with their comments or forget them entirely which would not happen during the lessons I have taught them before without videotaping), and their fear of getting in trouble with my site mentor if they are not respectful while I am teaching. Fourth grade is very different from Kindergarten, so it will take me longer than expected for the students and I to feel comfortable with each other. Additionally, continuing with practicing on using different words to praise students until they flow naturally as well as being observant of behavior are things I still need to work on.

My objective goal was for 70% of the class (or 21 out of 29 students) to both answer at least 5 out of the 7 multiple choice quiz questions correctly and for them to complete their opinion writing in at least three complete sentences. 89% of the class (26 out of 29) earned a score of 5 or more on the quiz (2 answered 6 correctly and 24 answered all 7 correctly). 65% (or 19 out of 29 students) responded to the question in three complete sentences. (see application/next steps below for what I would do with this information)

Application/Next Steps

For the quiz portion, I saw there were incorrect responses to the questions asking: In what country did the civil rights movement take place? Did Dr. Martin Luther King, Jr. want violent or peaceful protests?, and What did the Civil Rights Act of 1964 do? Since only three students answered these questions incorrectly, I would reinforce this information with these three specific students by pulling them to the side while the rest of the class is completing an individual activity during Social Studies.

For the opinion writing portion, all of the 10 students who did not complete it correctly did state whether they do or do not think that Dr. Martin Luther King Jr. reached his dream and, word wise, they used complete sentences; however, 3 of the students only wrote 2 complete sentences, 2 of the students did not provide strong enough examples (i.e. because Martin Luther King, Jr. was assassinated), and 5 of the students did not capitalize the first word in their sentences. From these results, I think it would be good to continue to reinforce the necessity to capitalize the first word in every sentence during writing activities throughout the rest of the school year. Additionally, bringing it to the three specific student's attentions, during morning makeup work time, that they did a great job answering the questions; however, they needed to write it in three complete sentences instead of only two and then re-writing it to where their response is now in three sentences. Lastly, pulling the two students, one at a time, to the side during morning makeup work time, explaining to them why their reasons are not strong enough, and having them tell me two new reasons to back up their opinion and then having them write those down.

Lastly, I enjoyed the feedback I received from the self-reflection activity at the very end of the lesson. 76% of the class felt they performed above average, 14% felt they performed average, and 10% felt they performed below average. Additionally, students enjoyed the quiz format and the subject that they learned about. However, it was split between students enjoying the movement during the lesson and students not enjoying it. These are all great things to keep in mind and will assist me in developing my future lessons with them.
