

Name: Thieman **Grade Level:** Graduate **Course:** CI 519 Social Studies Methods
Unit/Date: 10/10/2013 **Lesson Topic:** Powerful Social Studies Teaching & Curriculum **Time Allotted:** 4-6:30
Essential Question: What does it mean to teach for understanding in social studies using authentic instruction and assessment?
How can I develop technology enriched learning activities to meet the diverse needs and interest of students?

PREPARATION

Purpose/Rationale: Provide and teach a model micro-teaching lesson as an example of lesson planning and teaching.

Unit Goal: Develop dispositions and teaching abilities to provide powerful social studies learning and critical thinking opportunities for all learners across races, ethnic groups, social classes, and genders.

Learning Objectives:

Participate as students in micro-teaching lesson on African American experience in Great Depression and analyze accompanying lesson plan
Examine elements of lesson template including Common Core Standards; differentiate goals and objectives.
Review concept maps
Share elements of research-based practice in OCSS conference sessions
Partners meet to plan micro-teaching lesson.

Standards:

Candidates critically analyze and implement research-based practices
Candidates demonstrate appropriate professional knowledge, skills, & dispositions

Prior Knowledge/Background Information:

Students participated in OCSS conference. They have begun to explore the connection between ODE Curriculum Standards and Common Core Standards in literacy for social sciences.

Materials/Resources Needed:

Multimedia presentation: Principles of Powerful Teaching and Learning (instructor wiki)
Common Core standards downloaded to iPad
LCD projector and resources on instructor wiki Mac dongle DVD Player
Thieman MicroTeach Lesson Freedom's Song Handouts
Multimedia presentations on Backwards Curriculum Design and Curriculum Framing Questions

PROCEDURES AND ASSESSMENT OF STUDENT LEARNING

Introduction:			
Student's Actions	Teacher's Actions	Resources	Time
Share one highlight of OCSS conference that will have impact on their practice as early career teacher	Ask students to recap OCSS conference MOVED to END OF CLASS		10 min
Body of Lesson:			

Student's Actions	Teacher's Actions	Resources	Time
Launch Thieman Micro-Teach lesson plan on iPad Participate as "high school students" in lesson plan BREAK	Set up DVD and remote BEFORE CLASS Teach African American Experience in Great Depression (see lesson plan handout posted on instructor wiki)		45 min
Analyze lesson plan and add purpose/rationale and Common Core Standards Analyze lesson perspective on Black history	Review Lesson Plan on instructor wiki. Ask students to add purpose/rationale and Common Core Standards.		5:00
Apply elements of Backwards Curriculum Design to their own mini unit planning	Present Backwards Curriculum Design ppt		5:10
Review examples of concept maps on instructor wiki IF TIME	Show examples of concept maps IF TIME		
Form partner groups; brainstorm lesson topic; sign up for date on class wiki	Review Lesson Study Partner Activity (requirements/schedule		6:00
Closure/Extensions: (Determining progress toward daily objective.)			
Student's Actions	Teacher's Actions	Resources	Time
	Review homework for 10/17: Lesson Analysis 1 of curriculum standards taught in lesson NOTE change on p. 5 of syllabus Upload to personal page on class wiki Mini Unit Draft: Demographics, CFQs, Oregon standards and Common Core Standards which apply to CFQs	10 min	6:20

LESSON REFLECTION

I was chagrined to realize that my MacBook Air does NOT have a DVD slot; I am so used to my personal laptop that I didn't realize that my PSU laptop didn't have that feature. Should have checked it all out before class.

Students were actively engaged in the micro teach lesson demonstration: African American experience during the Great Depression. The discussion afterwards went much longer than planned and well worth the time to think deeply about how to address issues of prejudice, discrimination, violence, injustice. Students shared their historical and pedagogical knowledge. It was a true class discussion rather than a Q/A session.