

Menu for Lessons in History

How will the students do the following over the course of the week?

Gather/Research

Think about what strategies students will use to access the following. Teach to independence by having them reflect on their own best practices.

- Watch a film clip
- Examine statistics
- Read a text (primary and secondary sources, literature or poetry)
- Listen to a lecture
- Examine art, photographs, propaganda

Organize/Process

Students will organize and process their thinking in their notes/notebooks. Teach to independence by having students reflect on their own best practices – they should ask themselves what helps them retain information best. These strategies for processing information can also be aligned with the summative assessment of the unit.

- Talk in small groups
- Using their notes/notebooks:
 - To write questioning (to lead to more research)
 - To collect key vocabulary (which they will need to incorporate into their future writing)
 - To draw semantic maps in order to organize information (time-lining events, comparing and contrasting, outlining causes and effects, etc.)
 - To write analytically (writing short responses using new information, using habits of mind or Bloom's taxonomy as a lens for thinking about new information)

Demonstrate/Synthesize

Students will pull together a week's worth of material and demonstrate what they know and understand independently. These activities should serve the larger purpose of the summative of assessment.

- Participate in a discussion protocol such as debate, fishbowl, panel discussion, matrix, etc. using their “research” and notes as evidence
- Complete a “Task-on-demand” such as an in class essay or creative writing assignment in which students have to pull evidence from the week's “research” and notes.

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Example Week:

<p>Gather: Begin inquiry process by introducing the new “questions” of the week.</p> <p>For do now students can approach new question by making predictions, inferences and writing possible follow up questions. Ex. What do we need to do in order to unpack and answer this question?</p> <p>Support interest and engagement. Play “games” like:</p> <ul style="list-style-type: none"> • Four corners • Forced choices <p>Build background knowledge, encourage questions and inferences with film clips, statistics, photographs, art work, or etc. (If at the start of unit, begin with contemporary relevant material).</p>	<p>Gather: Do now links to yesterdays work or sets them up for the thinking you want them to do today.</p> <p>Mini-lecture/Powerpoint and how they will take notes:</p> <ul style="list-style-type: none"> • Graphic organizers or copies of the Powerpoint provided to SETTS students who can’t keep up with note taking independently. • Give time for students to stop and jot and turn and talk as you go. • Prepare the questions you will ask <p>HW: Collect new info on topic and take notes. Provide citation.</p>	<p>Gather: Do now can offer clarity, re-teach, an opportunity for students to go back into notes or prior readings based on exit cards from yesterday.</p> <p>Read a secondary source or two (especially to show different POVs) and how they will read it:</p> <ul style="list-style-type: none"> • Tasks around the text can be differentiated • Text can be modified • Different texts can be provided • Teacher can plan to lead small groups by ability <p>HW: Find an alternative POV or another writer’s perspective, take notes, provide citation.</p>	<p>Gather: Do now can offer clarity, re-teach, an opportunity for students to go back into notes or prior readings based on exit cards from yesterday.</p> <p>Read one or more primary sources.</p> <ul style="list-style-type: none"> • Tasks around the text can be differentiated • Text can be modified • Different texts can be provided • Teacher can plan to lead small groups by ability <p>Watch a supporting film clip.</p> <p>HW: Prepare for discussion protocol by rereading all “research” and notes. Write questions for discussion or brainstorm possible thesis statements for a task on demand.</p>	<p>Synthesis: Do now can give students a final opportunity to organize their “research” and their notes.</p> <p>Students participate in a discussion protocol or task on demand that requires them to pull together the week’s material.</p>
<p>Process: Take notes including initial reactions, observations, inferences and questions in notes.</p>	<p>Process: Discuss new info and notes in small groups. Allow students to compare and contrast the information they took down and fill in the holes or misconceptions.</p> <p>Whole class share out about content and process</p>	<p>Process: Collect new key vocabulary</p> <p>Go back into notes and HW in order to answer questions from yesterday to confirm inferences.</p> <p>Students independently write short analytic responses. (Teacher reads over shoulders, takes opportunities to confer with struggling students)</p>	<p>Process: What was the relationship between the two sources provided: cause and effect, compare contrast, flow of events – students choose how to organize their notes.</p> <p>Discuss in small groups patterns that may be emerging or big understandings</p>	<p>Process: Students write a reflection to debrief:</p> <ul style="list-style-type: none"> • Best techniques that supported their own learning • The process of the synthesis activity • Their big take-aways and understandings of the week’s focus questions.
<p>Wrap up: Whole group share out of first impression, what might be hard about this week, what might be easy?</p>	<p>Wrap Up: Collect student questions about the material to assess for student comprehension and inform resources for the rest of the week.</p>	<p>Wrap Up: Collect questions to assess for student comprehension and inform resources for the rest of the week.</p>	<p>Wrap Up: Ask a key question that will give you an understanding of how students are progressing toward the week’s goal.</p>	<p>Wrap Up: Whole class share out Collect reflections</p>