

Lesson Segment Focus: Duties of Citizenship

Lesson: 2 of 5

Course & topic addressed: Social Studies/Arkansas History
Grade: 7th

Date: 4/2

Student Outcomes

Specific learning objectives for this lesson.	<p>Students will investigate certain civic responsibilities based on their expert group</p> <p>Students will collaborate with other students to learn about each others expert topics</p> <p>Students will evaluate their contributions inside their home and expert groups.</p>
Describe the connection to previous lessons.	Student will already know some basics on what it means to be an Arkansas Citizen. They will know what one is and how to become a citizen if not already
Knowledge of students background (personal, cultural, linguistic, or community assets)	20 students overall, 4 ELL, 2 G/T, 30% from neighborhoods in need, 5 students from farming families, 3 from industrial families, 7 students from families with university background

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	<p>CG.5.AH.7-8.4 Examine rights and responsibilities of citizenship in Arkansas R.CCR.1, 3, 7</p> <p>W.CCR.7, 9</p> <p>SL.CCR.1, 2, 4</p> <p>D2.Civ.1, 2, 10,</p> <p>12.6-8</p>
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	<p>Citizenship</p> <p>Duties</p> <p>Responsibilities</p> <p>Rights</p>
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Academic Language Support

<p>What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? (word wall, graphics for key terms, cloze passage, etc.)</p> <p>What will you do to provide varying supports for students at different levels of academic language development? (context, peer support, etc.)</p>	<p>Students being paired up like they are helps with the students who are ELL</p> <p>For the key terms I will have images that show what each term looks like in the daily life</p> <p>I will have images next to the Expert Group Labels</p>
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	<p>so they can see what it looks like to be performing that duty/responsibility</p> <p>Key Terms will be added into their vocabulary notebook</p>
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Materials

<p>Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)</p>	<p>Prepared Google Docs, Prepared Expert and Home Groups already listed in the classroom, Some pre selected websites, Handouts that include material for the jigsaw like self- assessment and instructions on steps, Computer</p>
<p>Materials needed by students for this lesson. (computers, journals, textbook, etc.)</p>	<p>Computer, Notebooks, Pen, Handouts provided by me, Google Doc provided by me</p>

Lesson Timeline with Instructional Strategies & Learning Tasks (This should be VERY DETAILED)

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
<p>10-15 minutes</p>	<p><u>Introduction:</u></p> <p>Introduce Jigsaw Model</p> <p>Pass Out Materials</p>	<ul style="list-style-type: none"> - I will explain to the students how the jigsaw works and let them know we will be exploring different responsibilities of being a Arkansas and United States Citizen - I will hand out the instruction needed for both the expert groups and the home groups along with their assessments
<p>40 minutes each Day</p>	<p><u>Instruction:</u></p> <p>Day 1:</p> <p>Preparation And first Home Group Meeting</p> <p>Expert Groups</p>	<ul style="list-style-type: none"> - Students will receive their information packets and move to their expert groups. The students will know their groups because I will have them posted for them to see as they come into class. This is where they will first go to their home groups. They will get comfortable with each other and discuss which expert group each is going to. After this they will leave for their expert groups. We will do a thumbs up check in to make sure everyone is ready. - Students will work in their expert groups and fill in notes on a provided google doc that has their topic on it. This google doc will be pre-formatted so that each person in the group will take the same notes in the same format. Hyperlinks to websites will also be included in these google docs so that

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
	<p>Homes Groups</p> <p>Day 2:</p> <p>Group Processing</p> <p>Individual Accountability</p>	<p>the groups expert websites will be more accessible. They must do the research and find materials. The topics will be Jury Duty, Paying Taxes, Selective Service, Voting, and Community Involvement.</p> <ul style="list-style-type: none"> - To ensure each member is participating on the google doc. Each member will be assigned a different color on the doc to write in so that we know everyone is participating. - They will answer the following questions on their google doc: Explain what you Civic Duty/Responsibility is?...Is there a consequence for not fulfilling you duty/responsibility? If so, What is it?... Is it mandatory?...Does it pertain to people differently? - Students will work together to solve any questions or concerns they may have about their topic. This is a student led activity so I am the last line of help as they study their topics. - Students must have the same information as the others in their expert group - I will take a poll to see how much time everyone still needs at some point during this expert group section. - Students will move to their home groups to share their expert material. They will each share their material and record the information in a way the group sees fit. They will need to discuss this before anyone actually begins relaying their expert group information/ - During this time, I will have the students reflect on what they also learned about each other during this time. This kind of activity is a good way to get to know and appreciate each other in the classroom. - Student will fill out their self-assessments that I have provided. This will give them a chance to reflect on what they did and how they contributed to the project.
<p>10 minutes on Day 2</p>	<p>Closure: Debriefing</p>	<ul style="list-style-type: none"> - Students will receive the filled in charts on all of the topics. - I will have the students write down two questions they have about what they learned today. I will then answer these questions in class the next day.

Technology Integration

<p>Provide your rationale for your technology choices that accurately reflects those choices within your teaching context. Identify what technology(s) you are using as part of your lesson plan. Describe how the use of technology aligns to your learning objectives, content standards, and central focus. Explain how technology-based instructional strategies are essential to students accomplishing the learning objectives (beyond what could be accomplished without using the technology). Specify how the technology selections meet or exceed the needs/strengths of all students. Justify the “fit” of chosen technologies, showing how the content, instructional strategies, and technology “fit” together.</p>	<p>I decided to use normal PCs for this assignment so that students could access a google doc effectively. This lesson is all about notetaking so the normal PCs we have are good for this as everyone can write on a google doc.</p>
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Accommodations/Modifications

<p>How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?</p>	<p>Images will be posted with the groups so they are easier to identify ELL paired with proficient English speakers to help I can also offer support with how instructions are provided rather they are digital or on paper</p>
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Differentiation:

<p>How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) to ensure all student needs are met?</p>	<p>Google Doc Notetaking will be color coded to help organize Pictures will be provided with the groups and on the google docs to help with understanding</p>
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Assessments: Formative and/or Summative

<p>Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective/s (include type of assessment & what is assessed).</p>	<p><input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	<p>Thumb Up and Thumb Down Checkin for moving to Expert Groups</p>
	<p><input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	<p>Poll Checkin for Time in Expert Groups</p>
	<p><input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	<p>Self Assessment and 2 Question End Assignment</p>

Research/Theory

<p>Identify theories or research that supports the approach you used.(as well as experts in the field or national organization positions)</p>	<p>Jigsaw – Cooperative Learning – David and Roger Johnson Jigsaw allows for a true cooperative learning experience that promotes goals academically and socially for students. This is student-centered and encouraged collaboration between peers and helps peers scaffold each other in their learning. Jigsaw is great because it allows for students to learn multiple chunks of information in a student-centered way.</p>
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Lesson Reflection/Evaluation

<p>What went well? What changes should be made? How will I use assessment data for next</p>	<p><i>TO BE FILLED IN AFTER TEACHING</i></p>
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steps?	
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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

*adapted from: <http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us>; <http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>;
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