

CONCEPT-BASED LESSON PLANNING PROCESS GUIDE – HARTMAN LESSON

Classroom Context: This lesson was delivered as part of the “All Standards, All Students” Summer Institute on Instructional Practices in June 2016. The 17 participants came from a wide range of districts (urban, suburban, and rural) and with expertise at different grade levels. The participants had access to computers and a reflection sheet necessary for the lesson. The participants were motivated, enthusiastic professionals and lifelong learners. I anticipated that participants had a knowledge base about how to analyze primary and secondary sources.

<i>Shift in Instructional Design</i>	<i>Lesson Elements and Design</i>	<i>Metacognitive Reflection</i>
<p>The Unit Generalization and Focusing Lens asks students to ...</p>	<p>Lesson Focus: Generalizations:</p> <ul style="list-style-type: none"> • Access to various resources often facilitates increased interdependence between societies as they strive to meet the needs of growing populations • The supply and demand of resources can spur trade to satisfy the needs of diverse groups <p>Focusing Lens: Continuity and Change</p> <p>Engaging Question: When does exploration become exploitation?</p> <p>Disciplinary connections: History, geography, economics</p>	<p>How does this specific lesson advance the big idea or generalization of the unit? What connections might be made between other content areas?</p> <p><i>This lesson will introduce the concepts of exploration, imperialism, and colonization in Africa. Additionally, students will learn how the discovery and access to resources spurred the “Scramble for Africa.”</i></p>
<p>This lesson objective / learning target is critical to student understanding because...</p>	<p>Objectives / Learning Targets:</p> <ol style="list-style-type: none"> 1. Explain the difference between exploration and exploitation during the time of European colonization in Africa 2. Analyze primary sources to determine purposes for exploration of the African continent <p>Key knowledge:</p> <ul style="list-style-type: none"> • European explorers of Africa - Bartholomew Dias, David Livingstone, Henry Morton Stanley • The use of the Niger/Congo Rivers for trade and exploration • The natural resources in Africa (diamonds, land, gold, ivory, precious metals, minerals, slaves, timber, etc.) • European exploration vs. exploitation <p>Skills students will master in the lesson:</p> <ul style="list-style-type: none"> • Distinguish between exploration and exploitation • Use maps to identify location of natural resources in Africa • Cite textual evidence from the documents to compare and contrast exploration and exploitation from European and African perspectives • Evaluate multiple perspectives of Europeans concerning exploration and of Africans concerning exploitation • Analysis of primary and secondary sources <p>Learning Experience (task description of student learning): ... so that students can explain the difference between exploration and exploitation during the time of European colonization in Africa</p>	<p>In what ways does the learning target support the generalization?</p> <p><i>It supports the generalizations by giving students opportunities to ask and answer questions about the “discovery” of resources in Africa and how those resources became the focus of a European “land grab.”</i></p>

<p>Instructional strategies</p>	<p>Instructional Strategy Menu (not exhaustive):</p> <ul style="list-style-type: none"> • Primary and Secondary source analysis • Student-generated questions • Teacher-provided inquiry questions • Hands-on/experiential 	<ul style="list-style-type: none"> • Investigation/Inquiry • Document Based Questions • Discussion • Develop & ask disciplinary focused questions • Jigsaw/Collaborative groups 	<p>Which instructional strategies will foster learning the lesson’s skills, processes, or content?</p> <p>All of the selected strategies engage students in critical thinking and encourage collaboration through primary and secondary source analysis</p>
<p>In the first 3-7 minutes of the lesson,</p>	<p>Opening (hook / anticipatory set / lesson launch)</p> <p>Show political cartoon - What does colonialism mean? Take a couple of minutes to write a few sentences describing what you know about colonialism (based on the political cartoon) in your Activity Journal. Also write down a few questions addressing what you do not understand or would like to learn about colonialism. Some of these questions may be answered in this activity. Some of them may not be. Where could you look to try to find answers to these questions?</p> <p>Instructional Strateg(ies) chosen: Direct Instruction “ mini-lesson”</p> <p>Why is this strategy impactful: This strategy sets up the concept of colonialism and provides instructions for the jigsaw activity.</p> <p>How does this strategy support meeting the “just-right challenge,” or “building relationships,” or “creating relevancy,” or “fostering disciplinary literacy”?</p>	<p>In what ways does the chosen strategy work toward a larger purpose at the beginning of the lesson (e.g., engaging students, increasing curiosity, stimulating student-generated questions, etc.)?</p> <p>The selection of the political cartoon was intentional. First, it very much engages students and sparks their curiosity because Africa is represented as a pizza. It also gives students an opportunity to brainstorm ideas about the definition of colonialism.</p> <p>In what ways does the chosen strategy(ies) work toward a larger purpose (e.g. increasing collaboration; interacting with complex texts; situating students in real-life, relevant experiences; increasing student agency; stimulating student discourse; etc.)?</p> <p>Students have to collaborate and work in a couple of different groups. I selected the jigsaw strategy as a way to engage students in the sources. I modified the strategy based on the fact that I had limited time and several sources. Modifying the strategy allowed students to focus on just 2 sources, then move to a different group to discuss their sources.</p> <p>In what ways does the chosen strategy cement the learning?</p>	
<p>The Learning Experience will</p>	<p>Learning Experience / Lesson</p> <p>Instructional Strateg(ies) chosen:</p> <ul style="list-style-type: none"> • Jigsaw/Collaborative groups <ul style="list-style-type: none"> ○ Sources groups ○ All sources groups <p>Why is this strategy impactful: The jigsaw strategy establishes a collaborative civic space, encourages thoughtful dialogue and opportunities for asking and answering questions (inquiry), engages students with primary and secondary sources</p> <p>How does this strategy support meeting the “just-right challenge,” or “building relationships,” or “creating relevancy,” or “fostering disciplinary literacy”? Jigsaw/Collaborative groups and analysis of sources supports disciplinary literacy and creates relevancy. Students must use the vocabulary and language of a historian, geographer and economist through the sources selected and questions asked. Additionally, students engage in authentic, meaningful, real-world work of historians and geographers.</p>	<p>In what ways does the chosen strategy cement the learning?</p>	

<p>The closing activity reinforces the learning.</p>	<p>Closure</p> <p>Instructional Strategy chosen:</p> <ul style="list-style-type: none"> • Discussion • Share responses of back page of journal • Questions for depth & complexity: <ul style="list-style-type: none"> ○ What opposing viewpoints have been voiced about exploration/exploitation? (Multiple perspectives) ○ How does viewing the Age of Exploration from multiple perspectives help you understand the difference between exploration and exploitation? (Multiple perspectives) ○ What ideas remain unclear or incomplete about the exploitation of resources in Africa? (unanswered questions) ○ What additional information is necessary for us to be able to make a conclusion regarding the exploitation of resources in Africa? (unanswered questions) <p>Why is this strategy impactful: Instruction is organized around questions of significance for students to explore, analyze relevant evidence, and develop their own interpretations → What questions would a historian, geographer, economist, political scientist ask....?</p> <p>How does this strategy support meeting the “just-right challenge,” or “building relationships,” or “creating relevancy,” or “fostering disciplinary literacy”? This strategy supports the “Just Right Challenge” and the “Building Relationships” instructional priorities by encouraging students to apply the information in a class discussion that they’ve learned through the analysis of sources. Through discussion, students make connections among the concepts illuminated in the sources.</p>	<p>Through engagement and personalization through questioning and collaboration.</p> <p>What evidence will show that the strategies impacted student learning? Were the strategies effective through the learning process?</p> <p>Following the sharing of source information, students engaged in a synthesis of the sources – discussing questions such as “Which sources reflect exploration? Why?” This type of questioning moved students towards an understanding of the concept of exploration.</p>
<p>Technological resources that will support student learning and move students toward the learning target.</p>	<p>Technological Resource and application:</p> <p>N/A</p> <p>How: In what ways does this chosen resource support meeting the “just-right challenge,” or “building relationships,” or “creating relevancy,” or “fostering disciplinary literacy”?</p>	<p>How will my students and I strategically use technology resources to enhance the learning experience (and support “meeting the just-right challenge,” “building relationships,” “creating relevancy,” and/or “fostering disciplinary literacy”)?</p> <p>N/A</p>

<p>Formative assessment will be a quick Check for Understanding in which students will demonstrate they are or are not on track.</p>	<p>Formative Assessment</p> <p>Formative Assessment tool/method: Questions 1 – 7 on the back of the Exploring Africa Journal (“What Story Do the Sources Tell?”) Student Reflection</p> <p>Learning indicators of success: Students will be able to explain the concepts of exploration and exploration during the discussion and in their Africa Journal.</p>	<p>What “indicators of success” will show that the students are gaining mastery?</p> <p>Responses to the questions backed with evidence</p> <p>How will I use that evidence in a feedback loop?</p> <p>I will continue with the questioning and class discussion until I know that students have an understanding of colonialism, imperialism, and the causes for the “Scramble for Africa”</p>
<p>Reflection: (What are the strengths in the lesson plan? What changes would I make in the lesson plan for next time?)</p> <p>Although I was rushed during this lesson (I knew that I was cramming a lot into a relatively short period of time), I was pleased with the level of engagement and discussion that occurred during the first jigsaw breakout. During the second jigsaw grouping, I was especially excited to hear the teachers sharing their sources and then discussing the connections among the sources. The modified jigsaw worked as I hoped it would – by allowing teachers to focus on just 2 sources and then sharing out. I think I should have used fewer sources because it was really a push to “get through” the 9 sources I provided. I would also try to pair down the lesson so that I would model what it might look like in a 50 minute class period.</p> <p>Participant reflections (Questions were handed out on paper. The questions focused primarily on the participants’ learning).</p>		
<p>Connection to Performance Goal: (What did I do in this lesson that gives evidence or may be used as an artifact for my professional growth plan?)</p>		
<p>Student Feedback: (What did students say about the lesson? Did they find it engaging, interesting, appropriately challenging? Did their feedback confirm my own perception of the the lesson?)</p> <p>The teachers really liked the lesson. Several of them commented on how much they enjoyed the modified jigsaw and how the questions in the Africa Journal tied the sources together.</p>		
<p>Time Suggested</p>	<p>50-60 minutes</p>	
<p>Materials Needed</p>	<p>Sources: Vasco De Gama Journal Entry: https://legacy.fordham.edu/halsall/mod/1497degama.asp (Fordham University, Modern History Sourcebook) Sir Francis Galton map: http://galton.org/ Journal Cover & Chapter 2 – Missionary Travels: http://www.livingstoneonline.org/life-and-times/publishing-livingstones-missionary-travels Moshweshewe Letter to Sir George Grey: http://legacy.fordham.edu/halsall/mod/1858basuto.asp (Fordham University Internet History Sourcebooks Project) Map – Resources in Africa: https://s-media-cache-ak0.pinimg.com/736x/e2/18/93/e218932c44f02e75bd744701d22d69b5.jpg Map – Africa decolonized: http://blogs.sas.ac.uk/wp-content/uploads/2014/04/Africa-decolonized.jpg Map – Colonialism (1914) - http://exploringafrica.matrix.msu.edu/wp-content/uploads/2015/06/Colonialism-1914-Map.jpg</p>	

	Handouts: Exploring Africa Journal Student Reflection
Co-teaching Opportunity	Could collaborate with an English teacher – students read “White Man’s Burden” by Rudyard Kipling.
Cross-Content Connections	History, geography, economics

Description of the Lesson Implementation: (This part was added by me – not part of the original template)

Teacher shows political cartoon –

- What does colonialism mean?
- Take a couple of minutes to write a few sentences describing what you know about colonialism (based on the political cartoon) in your Activity Journal.
- Also write down a few questions addressing what you do not understand or would like to learn about colonialism.
- Where could you look to try to find answers to these questions?

Teacher gives directions for the modified jigsaw and hands out the Exploring Africa Journals and Sources

Students work in “Sources” groups to complete their “in depth” look at 2 sources.

Students move into the “All Sources” groups to share information from the “sources groups”

Students discuss and complete the questions (“What Story Do the Sources Tell?”) on the back page of the journal

Teacher leads a class discussion –

Share responses of back page of journal

Questions for depth & complexity:

- What opposing viewpoints have been voiced about exploration/exploitation? (Multiple perspectives)
- How does viewing the Age of Exploration from multiple perspectives help you understand the difference between exploration and exploitation? (Multiple perspectives)
- What ideas remain unclear or incomplete about the exploitation of resources in Africa? (unanswered questions)
- What additional information is necessary for us to be able to make a conclusion regarding the exploitation of resources in Africa? (unanswered questions)

Teacher distributes the Students Reflection Handout – Students are asked to reflect on their learning during the lesson.