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 ASAS Assignment Reflection
 4th Grade Teacher-Independence Elementary

Element 1: Classroom Context

This lesson is designed for a 4th grade Colorado History curriculum. My classroom consists of 19 4th grade students at Title I school in the Cherry Creek School District. My class is made up of 10 boys, and nine girls. The ethnic breakdown is four Caucasian, eight African American, five Hispanic, and four Asian students. My class is also quite impacted. 13 of my 19 began the year below grade level in both reading and math. Five students are ELL’s and five students are either on an existing IEP or currently going through the IEP process. Our district adopted the Colorado Story social studies curriculum. This lesson is designed to supplement and enhance Colorado Story. We have a 1-to-1 Chromebook ratio in the intermediate grades, and are working towards that goal in the primary grades, as well. Finally, our school culture focus this year is on engagement and growth mindset.

Element 2: Lesson Planning with Rationales for Your Decisions.

As I prepared for this lesson, I used the following questions and answers as a guide.

Question	Answer	Metacognitive Reflection
Going into this lesson, what do my students already know?	Based on previous lessons in this unit, they know: <ul style="list-style-type: none"> • Prehistoric Native American groups. • Pueblo Farmers. • Three primary Native American groups in Colorado—Cheyenne, Apache, and Ute. • European and Spanish explorers had an impact on Native Americans in Colorado. 	<i>Why are these lessons important and how do they fit into the upcoming lesson?</i> These lessons are important because they help build schema about the relationship between Native Americans and explorers. They give me a good foundation for westward expansion.
What do I want my students to understand from this lesson?	I want my students to understand that... <ul style="list-style-type: none"> • There were both positive and negative impacts that westward expansion had on Native Americans living in Colorado at the time. • Events in American 	<i>Out of the three understandings, which is the most important and why?</i> I believe the positive and negative impacts westward expansion had on the Native Americans living in Colorado. This is important for students to understand this

	<p>history impact events in Colorado history.</p> <ul style="list-style-type: none"> • Being an explorer took a wide variety of skills and tools. 	<p>because these first interactions helped influence later actions and attitudes towards Native Americans in Colorado.</p>
<p>How does American history impact Colorado history through this lesson?</p>	<p>The Louisiana Purchase, westward expansion, and expeditions by Pike, Long, and Lewis & Clark greatly influenced the influx of Americans into Colorado in the mid-1800's, therefore impacting the previously established relationships between Native Americans and European and Spanish explorers.</p>	<p><i>Do students need to be exposed to these American history concepts, even though this is a Colorado history lesson?</i></p> <p>Absolutely! I want my students to understand how the events taking in place in Colonial America impacted what was happening here in Colorado.</p>
<p>What do I want my students to produce from this lesson?</p>	<p>A Multi-flow Thinking Map showing the positive and negative relationships between Native Americans and European/Spanish explorers before American expeditions, then the relationships that took place after the American expeditions happened.</p>	<p><i>How will this demonstrate understanding?</i></p> <p>This product will demonstrate understanding by students examining the timeline of new people groups into Colorado, and how those groups impacted the Native Americans living here.</p>

Based on these questions, answers, and reflections, I was able to move forward in the planning of this lesson. (Note: Once I began teaching this multi-day lesson and debriefing with my ELA co-teacher, it became apparent that I needed to shift the focus of this lesson. The focus of this lesson became on the explorers themselves, not on the relationships they had with the Native Americans. I moved that piece to my next lesson on fur trappers and traders. This learning experience reflects that change of focus. This change is further discussed in Element 4.)

Learning Experience: Westward Expansion into Colorado	
Generalization Connection(s):	<ul style="list-style-type: none"> • Much of American history took place before Colorado became a state, but that history impacts who we are as a state. • The Louisiana Purchase and westward expansion influenced the amount of exploration in Colorado. • Explorers needed a variety of skills and tools to successfully complete their mission.

Teacher Resources:	<ul style="list-style-type: none"> • <u>Colorado Story</u>-Unit 3, lesson 2. • Discovery Education video segment about Pike and Long expeditions (2:03): https://app.discoveryeducation.com/learn/videos/69645620-bdd5-4f2e-a34e-c14a6c5302fb?hasLocalHost=false • Lewis and Clark story board on Discover Education: https://app.discoveryeducation.com/builders/boards?assetGuid=2F624BC2-FA24-46B6-B49E-E921DA3C5759&includeHeader=true&layout=default 	
Student Resources:	<ul style="list-style-type: none"> • <u>Colorado Story</u>-Unit 3, lesson 2. • Excel spreadsheet with student-created terms and items to assist with writing the letter. 	
Assessment:	Letter to President Jefferson asking to lead expedition to the west. Include what qualities, skills they possess, as well as tools they will need to complete the expedition.	
Differentiation:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<ul style="list-style-type: none"> • List of qualities, skills, and tools. • Teacher created example using sentence starters. 	<ul style="list-style-type: none"> • Letter can contain 1-2 qualities, skills, and tools for the expedition.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
		<ul style="list-style-type: none"> • Letter must contain at least three qualities, skill, and tools, as well as expanded explanation about why each skill and quality makes them a good candidate, and why they need the tools they are requesting for the expedition.

Essential Question:	How did European, Spanish, and American exploration impact Native Americans living in Colorado?
Critical Content:	Students will gain knowledge about explorers that came to Colorado, and why they came here, by reading <u>Colorado Story</u> textbook (unit 3, lesson 2), watching two videos from Discovery Education, spending time with Lewis & Clark storyboard, and collaborating with peers to create list containing skills, qualities, and tools.
Key Skills:	Students need to <i>understand</i> that leading an expedition was a difficult endeavor. They must <i>determine</i> what skills and qualities one must possess to lead an expedition, as well as <i>identify</i> tools necessary to make a successful journey.
Critical Language:	Louisiana Purchase, westward expansion, Lewis and Clark, President Jefferson, expedition, explorer, Stephen H. Long, Zebulon Pike, qualities, tools, skills.

Element 3: Description of the Lesson Implementation.

Day 1—To begin this lesson, we reviewed the previous lesson, which was a jigsaw activity where students worked with a partner to learn about one of the three prominent Native American groups in Colorado (Ute, Cheyenne, and Arapaho) then taught the rest of the members of their group about that tribe. Next, I introduced the Essential Question: How did European, Spanish, and American exploration impact Native Americans living in Colorado? We spent the rest of the class time looking at the Colorado Story text. My ELA teacher is in my room during social studies, so we co-teach on a regular basis. Many times when the textbook is included, we break the class into two smaller groups. We read to the students, either in the larger groups or with a group of 3-4 students who are unable to access the text. This is beneficial, as every student then knows what the text is saying. During this lesson, students collected their new thinking on a Circle Map. We filled our Circle Maps out together as we read to ensure that all students had common new understandings.

Day 2—Students watched two short video clips from Discovery Education about the expeditions of Zebulon Pike and Stephen H. Long to Colorado. They spent the rest of the time exploring the Lewis & Clark storyboard lesson, also from Discovery Education. Students added notes to the previous day's work on what they observed about people who lead an expedition. Students were very engaged during these activities.

Day 3—We began with a discussion about the differences between a quality, a skill, and a tool. Through our discussion, we determined that a quality *describes* someone, a skill is something you *do*, and a tool is something you *use*. From there, students worked in small groups to write sticky notes from these three categories to add to class Tree Map regarding qualities, skills, and tools necessary to lead an expedition to the west. My ELA co-teacher worked with a specific group of targeted students, while I monitored the room checking on groups and answering

questions. The students created a wonderful and comprehensive list that I used to create a resource for the following day.

Day 4—Students spent this day creating the product for this lesson, a letter to president Jefferson or president Madison asking them to be considered to lead an expedition to the west. Students were given the resource I created from their Tree Map the day before, and students who needed it also had access to a teacher created model letter. Students had to convince the president they wrote to they were qualified to lead an expedition based on their qualities and skills. They also had to explain to the president what tools they would need for the expedition. Students had to choose 1-4 (based on modifications) of each category and explain their reasoning. I was very proud of both the effort and understanding that was demonstrated by this product!

Element 4: Reflection.

As I mentioned in Element 2, I had to make some adjustments to this lesson once I began teaching it. The main adjustment took place in how I addressed the Essential Question. After day two of the lesson, and debriefing with my ELA co-teacher, I realized that my students needed more information before they could accurately answer that question. I didn't get rid of the question, but I carried it into the next lesson, which dealt with fur trappers and traders. That adjustment was a good decision, as students used the previous lesson, this lesson, and the trappers and traders lesson to have a better understanding of that question. The adjustment also led to a different product, the letter instead of the Multi-flow Thinking Map.

Overall, I am pleased with how this lesson went. My students were engaged and, with a few exceptions, on-task throughout the four days. There was a good amount of collaboration that was built into the lesson, which allowed all students to access the text and other resources. I was also pleased by their letters. Students demonstrated a solid understanding of the difficulties of leading an expedition. I believe the instructional choices I made were appropriate and effective for my students.

There are two revisions I will make in the future regarding this lesson. The first is replacing the Lewis & Clark storyboard with some other primary resources. Although the students enjoyed and were engaged with this resource, after reflecting on it, I think a non-technology resource would be more appropriate. This might include maps of the Pike and Long expeditions, as well as some sort of journal entries from one of them. Those resources will further develop their knowledge of how difficult it was to lead an expedition. Second, I would like to develop an alternate final product for my higher learners. They did well on their letters, but I am not sure if they were challenged as much as they needed to be.

While reviewing this lesson with my students, they gave generally positive feedback. They enjoyed the videos and creating the qualities, skills, and tools lists. They also mentioned the Lewis & Clark activity and collaboration as positives. The negatives they mentioned were reading the textbook and not everyone liked the letter to the president. Most of my students who struggle with writing mentioned this as a complaint.