



Lesson Design Template

PART I – WHO are the students?

Class Composition		
Please record relevant student data below. Some categories may not be applicable to your class (these categories can be left blank). Most of this information can be found in MyData: https://mydata.lausd.net		
Teacher Name: Ms. Orr	Subject/Grade Level: World History, 10 th grade	Lesson Date/Time: October, 2015
Female Students: 19	Male Students: 14	
General Student Data (1b1,1b3) Record the number of students in each category		
Students with Disabilities: 4	GATE Students: 2	
English Learner Data (1b1)		
English Learners: 30	ELD Levels In Your Class: 1B and 2B	
Long Term English Learners: 9 with 10 to 13 years as EL students	Standard English Learners: 10	
Additional Student Information		
What other student data may be relevant or important to this lesson? (1b1, 1b3)		
<p>Grade Levels:</p> <ul style="list-style-type: none"> - Eleven students do not have enough credits to be 10th grade students, two of whom are in ELD, 1B and one of whom is ELD, 2B. - Four students are 11th grade students taking the course for the second time, one of whom is a LTEL for 10 years. - Two students are 12th grade students taking the course for the second time, one of whom is a LTEL for 13 years. <p>Writing Scores on the CELDT: 5 students scored 1 or 2 on the Writing section of the CELDT</p> <p>Overall CELDT Scores –</p> <ul style="list-style-type: none"> 1 – 1 2 – 4 3 – 6 4 – 14 5 – 5 		
<p>Considering the data above, list the strategies you use to help every student gain access to academic content (i.e., differentiation strategies, grouping of students, IEP requirements, etc.). (1a2)</p> <ul style="list-style-type: none"> - I do, We do, You do strategy with the teacher visually and verbally modeling how to “source” a text and then do a close read with annotation. - Boxes and Bullets for as a pre-writing strategy for organizing evidence that supports a claim. - Pair work and small group work - Groups formed first by students choosing their response to the Historical Question and 		



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- then I will create smaller groups depending on my knowledge of strengths and challenges of the students (IEPs, LTELs, Gifted).
- Sentence starters for “evidence” and “analysis” sentences that students have used in previous lessons.
 - Visual Instructions on the PowerPoint
 - Visual reminders of vocabulary from the previous lesson that students will need for today’s text set in the PowerPoint
 - Visual reminders of the time period we are studying in the PowerPoint

Part II – WHAT are they learning?

Instructional Goals and Objectives
1a1 Knowledge of Content and the Structure of the Discipline
EFFECTIVE
<i>Teacher articulates a solid knowledge of the concepts in the discipline through the development of essential understandings and big ideas that are aligned to the standards. Teacher demonstrates knowledge of the progression of the content standards within and across adjacent grade levels.</i>
<p>What key standards and instructional goals and objectives are being addressed in this lesson?</p> <p>CDE History/Social Studies 10.3.4. Trace the evolution of work and labor, including the demise of the slave trade and the effects of immigration, mining and manufacturing, division of labor, and the union movement.</p> <p>CCSS.ELA-Literacy.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>CCSS.ELA-Literacy.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>CCSS.ELA-Literacy.WHST.9-10.1 Write arguments focused on discipline-specific content.</p> <p>How does this lesson connect to the big idea and to the overall unit?</p> <p>The big idea of this unit is: Industrialization both increased and decreased the quality of life for the rural peasants who became urban workers in England between 1750 and 1900.</p> <p>This lesson provides students with four points of view on the realities of the working conditions in textile factories in Manchester, England. Students will be able to use evidence</p>



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from these primary sources to respond to the Essential Question of the unit: What were the costs and benefits of the Industrial Revolution for the quality of life of most people? They will write an argumentative essay responding to this question at the end of the unit.

What ELD Standards are incorporated in this lesson (if applicable)?

Part I: A.1.

Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics

Part I: C.11.

Justifying own arguments and evaluating others' arguments in writing.

Language Objective: What text structures, language features, and vocabulary will students need to use to express their understanding of the content?

Students will write a paragraph to support a claim regarding the historical question of the lesson using evidence from two to four primary sources.

Part III – HOW will they learn it?

Lesson Structure
1a2 Knowledge of Content Related Pedagogy / 1d1 Standards-Based Learning Activities
<p>EFFECTIVE - 1a2 Knowledge of Content Related Pedagogy <i>Teacher's plan reflects effective research-based pedagogical approaches in the discipline, and is appropriate for the essential understandings and big ideas addressed in the lesson. Teacher plans appropriate use of technology and of 21st Century Skills. Teacher anticipates students' misunderstandings.</i></p>
<p>EFFECTIVE –1d1 Standards-Based Learning Activities <i>All of the learning activities are relevant, designed to cognitively engage students, are aligned to the instructional standards and represent awareness of 21st Century Skills. Learning activities are differentiated as appropriate to meet the needs of diverse student subgroups.</i></p>
<p>Consider how your lesson plan will help you demonstrate <u>EFFECTIVE</u> practice in elements in Standard 3 when you teach your lesson. It is not necessary to respond to each of the items below.</p> <ul style="list-style-type: none"> • How will you communicate the purpose of the lesson? (3a1) • Lesson procedures including pedagogical strategies you plan to use to engage students in the learning (3c1) • Scaffolds and interactive strategies for students to use language and demonstrate their understanding of the content (3a4, 3b2, 3c1, 3c2) • Questions you plan to ask and opportunities for students to respond and pose questions (3b1, 3b2) • Academic language and content-specific vocabulary to be taught/reviewed (3a4) • Grouping of students (3c2)



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- Pacing (3c4)
- Technology (3c3)
- Misconceptions students might have and feedback to address them (3d3)
- 21st Century skills (Communication, Collaboration, Critical Thinking, Creativity)

Outline your instructional sequence here:

Introduction

The lesson opens with an image of a factory eliciting from the students the topic (Industrial Revolution) and unit question (What were the costs and benefits of the Industrial Revolution for the quality of life of most people?). I will explain that we will continue our exploration of the Industrial Revolution by working on a Historical Question that professional historians are still trying to answer: **Were the textile factories bad for the health of English workers?**

I will briefly remind the students of the vocabulary we learned the day before. (These words were selected from the text set of four documents for today's lesson.) I can predict that students will stumble over additional words. Because of time limits and "vocabulary fatigue," I limited the number of words I explicitly taught. I will be ready to support students in using context clues to deduce the meaning of new words.

I will use a timeline for a visual reminder of the time period we are studying. The content in the timeline came from the Factory Life lesson plan from SHEG. However, I drastically revised it because reading bullet points on two slides would not catch my students' attention nor teach them much. Instead, I have placed the content on a timeline and designed the slides to emphasize the cause and effect dynamic of terrible working conditions leading to investigations of factories and reform legislation to remedy the working conditions. The timeline will lay the groundwork for today's Historical Question by seeing when the Industrial Revolution began and when people began to investigate the working conditions in the factories and created laws to help the workers.

Historical Question

I will introduce today's question, **Were the textile factories bad for the health of English workers?**, and tell the students that they will answer the question as if they are professional historians. They will see four (and, more after they do a short research activity) primary sources that present different perspectives on this question. Their challenge is to work as professional historians by applying the Four Historical Thinking Skills to deduce the truth from four primary sources.

Primary Sources

I will model the Historical Thinking Skill of Sourcing out loud with Document A. Students will see me mark the text and hear me "wonder" out loud about the context and reliability of the document. I will reference the posters on the Four Historical Thinking Skills (which students have in their binders).



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After Sourcing, I will read Document A again and annotate it for the interviewee's claims and evidence. Students will see me annotate by putting brackets around the claims and marking them with a "C" and underlining evidence for the claims and marking them with an "E."

I will then read Document A for the third time to respond to the Guiding Questions that focus on word choice.

Students will then work in pairs to collaborate on the second primary source, following the same protocols they observed me do. Then one partner will study the third primary source while the other studies the fourth primary source; afterwards, they will share their findings.

The whole class will then summarize the four primary sources and record the summaries on a graphic organizer.

I will ask the students to make a claim by responding with Yes or No to the Historical Question. Students answering Yes will gather in one side of the room while students answering No will gather on the opposite side. I will form smaller groups on both sides of the room (using my knowledge of their strengths and challenges) and students will collaborate to chart the evidence from any or all of the documents that supports their claim. They will then check the three strongest pieces of evidence and use the Boxes and Bullets strategy to plan a paragraph.

Individual Writing Assignment

Students will write a paragraph making a claim regarding the Historical Question. The Boxes and Bullets that their small group prepared will serve as an outline. Students will use a list of sentence starters for Analysis and Evidence Sentences that we have used with past assignments.

(See attached PowerPoint, Documents, and Guided Questions.)



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Part IV – How will learning be assessed?

Assessment
1e2 Planning Assessment Criteria
EFFECTIVE <i>Teacher has developed criteria by which levels of student learning will be assessed. Teacher has planned how criteria will be communicated to students.</i>
How will your students be assessed and how will you communicate the criteria to your students? <p>Each student will write a paragraph responding to the Historical Question of Were the textile factories bad for the health of English workers? They will receive a written prompt with a 3 point rubric. (See attachment.) We have been using this format for short writing assignments twice and students know that it is designed to support their success on the SBAC assessments they will take next year.</p>

Part V – Tools

Materials and Resources
1d2 Instructional Materials, Technology, and Resources
EFFECTIVE <i>Teacher displays awareness of resources available for classroom use through a variety of sources. All materials and resources selected for instruction are suitable for students, support the instructional outcomes, and are designed to engage students in meaningful learning, including the appropriate use of technology.</i>
What materials and resources will be used for this lesson? <ol style="list-style-type: none"> 1. PowerPoint slides (See attachment), LCD projector, computer, document camera 2. Chart paper and markers 3. Copies of documents and guided questions and Sentence Starters for Historical Arguments 4. Posters of the four Historical Thinking Skills (See attachment)