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Student Teaching Experience

Unit: South Africa

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Riverside Junior High: Be Safe. Be Smart. Be Nice.

7th Grade World History and 8th Grade U.S. History

Riverside Junior High Mission Statement: *Riverside School will establish and maintain a positive environment through the collaboration and teamwork of all members of our school community. It will be our mission to ensure that all students will grow to their highest levels in academics, will discover and grow in their gifts and talents, and will grow as young people of good character.*



Riverside Junior High School

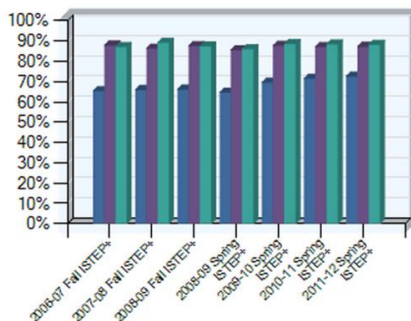
- Riverside Junior High (RJHS) is located in the Hamilton Southeastern School District.
- RJHS opened as Riverside School in 2006
- RJHS currently houses approximately 1,011 students in grades 7-8.
- There are 59 members with 15 instructional assistants at RJHS.

- Predictions of recent demographic studies reveal that Hamilton Southeastern Schools will have the 2nd largest enrollment in metropolitan Indianapolis within the next decade.

My Experience

- While at RJHS, I was able to teach 3 periods of 7th grade World History and 2 periods of 8th grade U.S. History during their 3rd nine weeks.
- 7th grade: I was present and taught all chapters on Africa.
- 8th grade: I was present and taught the 4 chapters from 1789 – 1840, the end of the Jacksonian Era.

ISTEP+ Percent Passing Trend

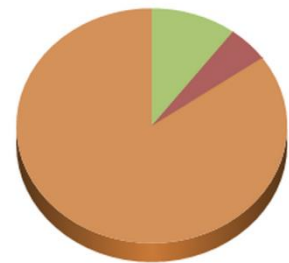


■ Indiana ■ Corporation ■ School

← This school and its district are consistently surpassing state norms in ISTEP.

In the photo to the right, my 7th graders are listening as I am explaining an answer in their bell work and am recording it on the board.

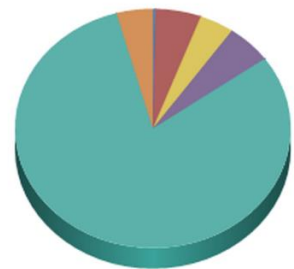
Enrollment 2011-12 by Free/Reduced Price Meals



■ Free meals ■ Reduced price meals ■ Paid meals

Many of the students come from middle or upper-middle class financial situations, though there are those that do not.

Enrollment 2011-12 by Ethnicity



■ American Indian ■ Black ■ Asian ■ Hispanic ■ White ■ Multiracial

There is a fairly homogenous population that has, in recent years, become more diverse.



Chapter 18: South Africa

Standard 7.1.18 – Identify and describe recent conflicts and political issues between nations or cultural groups.

Long Range Goals and Objectives.

Intrinsic Knowledge: Students will be able to understand the causes of the conflicts in South Africa, what the current reality is and what has led the nation there.

Instrumental Knowledge: Literacy skills, Note-taking skills

Big Idea:

History's Impact on Today's World

Enduring Understanding:

Connecting today's world to the past, and realizing the lessons that can be learned and their application to the future.

Essential Question:

“Why learn history?” Or, “Why learn the history of South Africa?” “What could apply to me?”

Activity:

“Invictus” Activity

Students examine the poem “Invictus” that Nelson Mandela looked to while in prison. They make connections to what things people look to for inspiration, and connect and apply the poem to their own lives. Students are also introduced to a movie clip wherein “Nelson Mandela” reads Invictus, while visitors are at Robben Island, and another video clip where he explains how it inspired him.

Formative Assessment:

Question and Answer

Class Discussion

Written Response

Summative Assessment:

Essay Question on Test

Assessment Plan



Invictus Activity Formative Assessment Example

1. List a word you don't know with a guess as to what it means.
2. What is your favorite line from the poem? Why?
3. What line you think was most important to Nelson Mandela? Why?
4. What do the last two lines mean to you?

Invictus: Students demonstrated a personal connection to the poem and life experiences of Nelson Mandela

Invictus

- ① bludgeonings- a chance
- ② my favorite line is "I am the captain of my soul." because it mean he controls what he does and that will never change.
- ③ The third line is the one I think gave him inspiration because it shows how he has gotten stronger.
- ④ I think the last 2 lines meant he controls his life. That now he is free no one can tell him what to do. Also he will control his destiny. That no one can take his life and plans from him. It basically means he won't ever let anyone tell him he can't do something.

**"I am the master of my fate,
I am the captain of my soul."**

William Ernest Henley

Questions after watching the Typography

1. What is Nelson Mandela's viewpoint in these statements? (What has he gone through to make him say this?)
He wants everybody to be in peace and live together in harmony. He is willing to go to jail for life to get his viewpoint out.
2. What point is Nelson Mandela trying to make?
That all people should live equally and together.
3. What might the reactions of those who were going to imprison him be?
Some might think that he shouldn't be in jail and some might feel he should still be imprisoned.

← Here, students responded to a typography of one of Nelson Mandela's speeches.

Other Assessments Used:

Thumbs up/down – Scale of 1-10 – Exit Slips – Class Discussion – Bell Work – Teacher Observes – Voting – Invitations – Video Responses – Bell Work

+ How did Nelson Mandela survive prison? Get out a piece of paper!

- <http://www.youtube.com/watch?v=dLhaN26paaU&feature=related>
- What did Nelson Mandela look to for inspiration?
 - Name 3 other things that people look to for inspiration.
- "We need inspiration... because in order to build our nation, we must all exceed our own expectations."
 - What does this mean?

Designs for Instruction

← This PowerPoint Slide details what the lesson (an excerpt is found below) speaks of as leading up to the Invictus activity.

This activity helped as a formative assessment of whether the students were connecting the material not only to their knowledge, but to their lives.

1. What is apartheid?
2. What is a township?

Lesson Plan Excerpt

During: What support strategies will you use to scaffold students learning so they meet or exceed targeted objective?

- Nelson Mandela PowerPoint
 - Teacher will lead class discussion over the PowerPoint slides included.
- Activity during PowerPoint: Invictus – Movie and poem
 - Students will be asked to discuss a question based out of the movie clip from Invictus that they watch in class. They will be asked to name what Nelson Mandela looked to for inspiration and to explain what things they do or could look to for inspiration.
 - Students will discuss, as a class, the quote "We need inspiration... because in order to build our nation, we must all exceed our own expectations".
 - Students will then have a time of introspection and silent, independent study time as the Invictus poem is read to them, and they answer the four questions as they pop up on the screen on a new sheet of paper that they will turn in at the end of the period.

Wrap up/Closing: How will you engage students in self-assessment and/or reflection on key concepts?

- Invictus video clip
 - This movie clip has a recording of the poem Invictus being read as people visit Robben Island, where Nelson Mandela was detained and sentenced to life in prison. The clip is very dramatic and includes "flashbacks" to when Nelson Mandela was there. The narration is read by Morgan Freeman, who plays Nelson Mandela in the movie.

To the right is the activity that the students took part in by themselves (student work found on previous page).

This activity helped in seeing how the material connects to the students; and it gives a glimpse into how the students know to explain their opinions.

Based on the student work, one can assume that using facts to support an opinion is not a previously learned skill.

+ Nelson Mandela gained inspiration from this Victorian poem by William Ernest Henley

Find one word you do not understand. Guess as to what it means.

Which lines do you think Nelson Mandela gained inspiration from? Why?

Invictus

Out of the night that covers me,
Black as the Pit from pole to pole,
I thank whatever gods may be
For my unconquerable soul.

In the fell clutch of circumstance
I have not winced nor cried aloud.
Under the bludgeonings of chance
My head is bloody, but unbowed.

Beyond this place of wrath and tears
Looms but the Horror of the shade,
And yet the menace of the years
Finds and shall find me unafraid.

It matters not how strait the gate,
How charged with punishments the scroll
I am the master of my fate:
I am the captain of my soul.

Choose the line or lines that you like the most. Explain in 3 sentences why you like these the most.

Explain what the last two lines mean to you in 5 sentences. Raise your hand if you have a question.

Social Studies Lesson Objective:

By the end of class the student will be able to: demonstrate to the teacher that they know, understand, and can explain the history of South Africa and Nelson Mandela's influence on that history. Students will also be able to demonstrate a personal connection to the material.

Indiana Standard: 7.1.18: Identify and describe recent conflicts and political issues between nations or cultural groups in Africa

Common Core Literacy Standard:

6-8.WH.1 Write arguments focused on *discipline-specific content*.

b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

NCSS Thematic Standards

- ☐ Culture and Cultural Diversity
- ☒ Power, Authority, and Governance
- ☐ Time, Continuity, and Change
- ☐ Production, Distribution, and Consumption
- ☐ People, Places, and Environments
- ☐ Science, Technology, and Society
- ☒ Individual Development and Identity
- ☐ Global Connections
- ☐ Individuals, Groups, and Institutions
- ☐ Civic Ideals and Practices

Supporting Diverse Learners

Student Assets: Students are very interested in this unit, and they seem to be able to remember the more emotional and time-changing

Anticipated Challenges: Students are not very trained in skills like essay writing or test taking. Though they may have ideas and facts in their minds, projecting them into an essay format in order to show any higher level thinking skills than just remembering will be a challenge. These students are very capable of it though, it is just a matter of establishing this important skill of writing into their lives.

*We will be specifically going over how to support one's opinion during the bell work before the test as both review, and a teaching session since the students show the need for growth in this area.

Checklist Overview: Use the checklist below to select your method(s) and your support strategies for this lesson. In the agenda section that follows, be sure to name the strategies in the appropriate section.

Methods for Instruction

- ☒ Class/Group Discussion
- ☐ Cooperative Learning
- ☐ Small Group
- ☐ Guided Practice
- ☐ Lecture or Direct Instruction
- ☐ Bookwork (Reading)
- ☒ Question/Answer
- ☐ Learning Stations
- ☐ Teacher Modeling/Demo.
- ☒ Journal writing
- ☐ Role Play
- ☐ Hands-on
- ☐ Inquiry Learning
- ☐ Game
- ☐ Simulation/Role Playing
- ☐ Independent Learning
- ☐ Other

Use of Materials

- ☐ Teacher Manual pg #
- ☐ Student Text pg #
- ☐ Picture Books
- ☐ *More Activities That Teach*
- ☐ Handouts:
- ☐ Manipulative
- ☐ Maps
- ☐ Artifacts
- ☐ Related Equipment:
- ☐ Adapted materials

Use of Technology

- ☐ Cell Phone
- ☐ PollEverywhere.com
- ☐ CPS Clickers
- ☐ Elmo Document Camera
- ☐ Software
- ☐ Student Computers
- ☐ Teacher Computer w/LCD: PowerPoint
- ☐ Video Clips/DVD
- ☐ Website: See below under resources

Study Skills	Reading Strategy	Writing Strategy	Vocabulary Strategy
☐ Two column notes ☐ Guided note taking ☐ Opinion-proof chart ☐ Problem-solution chart ☐ Venn diagram ☐ Cause and effect frames ☐ MVP (most valuable point) ☐ 20 Questions ☐ What's it say/mean/matter ☐ Creating metaphors ☐ Mnemonics ☐ Other:	☐ KWL or EQW ☐ 4 As ☐ Text rendering ☐ Text Structures ☐ Reciprocal teaching ☐ Save the last word for me ☐ Anticipation guides ☐ Jigsaw ☐ Opinionnaire ☐ Coding the text ☐ Open mind portrait ☐ Sketch to stretch ☐ Read-talk-write ☐ Directed reading thinking activity ☐ Zooming in/ zooming out ☐ Anomalies	☐ Sentence frames ☐ Paragraph frames ☐ Imitation writing ☐ RAFT ☐ SPAWN ☐ Sentence combining ☐ Social-academic language translations ☐ Graphic organizers ☐ Outlining ☒ Other: Identifying facts in support of opinions in writing.	☐ Frayer model ☐ List-group-label/affinity mapping ☐ Semantic feature analysis ☐ Word maps ☐ Alphaboxes ☐ Tree map for wordsmithing ☐ Vocabulary self-awareness activity ☐ Creating metaphors ☐ Word Walls ☐ Tossed Terms ☐ Other

Under the anticipated challenges aspect in the middle of the lesson plan, one can see the way in which this lesson needs to be differentiated. Originally, I had planned on doing a brief question and answer review game with the students before the test. But, because of their formative assessments, I chose to focus in on building up their skill of supporting opinion with fact.

Agenda:

Anticipatory Set: How will you support students in accessing prior knowledge, personal, real world and/or cultural connections?

Bell Work: List two FACTS that show how Nelson Mandela fought for the “ideal” that he was willing to die for.

- Students listed two FACTS that might explain WHY Nelson Mandela fought to end apartheid.
- After students have listed two facts, I personally instruct students who have easily done this to construct a paragraph explaining what Nelson Mandela did to fight for this “ideal”, they must explain what ‘ideal’ they think it is, as well as having those two facts to support it.
 - Students who are struggling to find concrete facts, I will personally help while the other students are moving ahead into their paragraphs.
- As we reach the end of our time, I begin to have students read aloud what their facts were to support the idea that Nelson Mandela fought for an ideal. I will re-explain why those answers are acceptable when supporting one’s opinion for those students who may still be struggling to understand how to support an opinion with facts.

During: What support strategies will you use to scaffold students learning so they meet or exceed targeted objective?

- South Africa Unit Test will be given.
 - Questions will be given in a way in which the students are familiar with and have specifically worked toward since the beginning of the unit.

Wrap up/Closing: How will you engage students in self-assessment and/or reflection on key concepts?

- AIDS articles and worksheets
 - Students received two articles with a worksheet to go alongside of it focusing on the topic of AIDS in Africa. This is the next unit topic the students will be going into this week.
- During the last minute of the period, I ask for thumbs up/down about how they think they did on the Test, and we will discuss why they feel that way.

Rationale for Methods and Strategies selection:

Above, I detailed exactly how I would differentiate my lesson plan to be sure to help the students in understanding how to support opinion with fact. Here, I chose to push the students past just memorizing the facts, and on towards synthesizing it into a coherent argument about a belief. These outcomes can be seen in previous student works contained in this work sample.

Daily Assessment *How do you know your students met your lesson objective(s) and to what degree?*

Bloom’s Taxonomy

- ☒ knowledge
- ☒ comprehension
- ☒ application
- ☒ analysis
- ☒ synthesis
- ☐ evaluation

Formative:

- ☐ Class discussion
- ☐ CPS clickers
- ☐ Email teacher
- ☒ Entrance/Exit slip
- ☐ Teacher Observe
- ☐ Listened to conversations
- ☐ Quiz
- ☐ Thumbs up, neutral, or down
- ☐ Homework check
- ☐ Video quiz
- ☐ Voting
- ☐ Whiteboard Check
- ☐ Other

Summative:

- ☒ Test
- ☐ Project
- ☐ Report
- ☐ Presentation
- ☐ Final Exam
- ☐ Other

Daily Reflection *This would be a section at the end for the teacher to note any strengths or weaknesses of the plan. What are next the steps for students and how will you get them there? What worked well?*

Strengths: Because students were getting personal attention, they remained on task and really seemed to apply themselves to the material. Many students willingly stated that essay writing on tests was one of their weakest points, but because most of the time

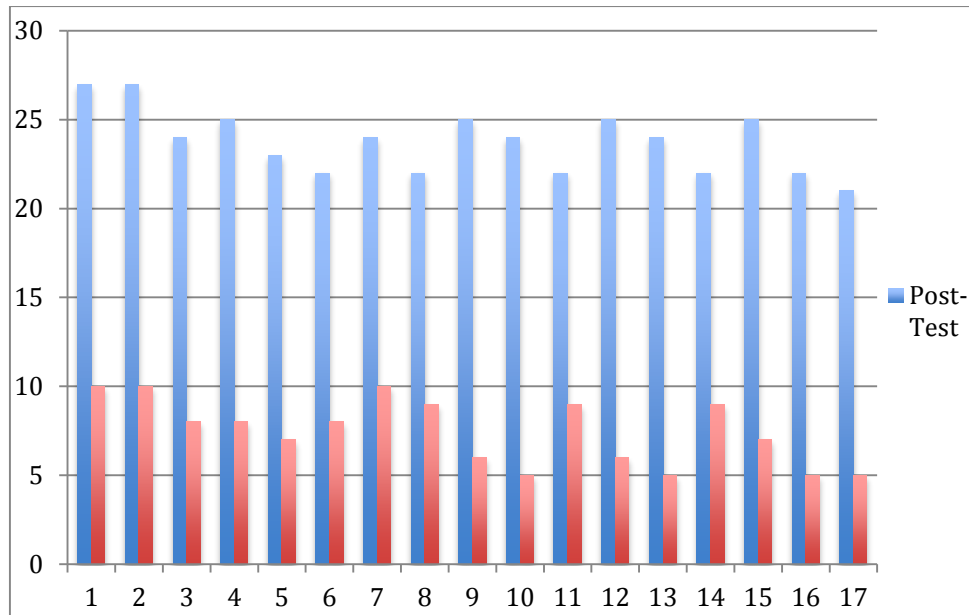
Weaknesses: The students were worried about the upcoming test because of general test anxiety and the stress that comes from ISTEP beginning the next day. The distraction of knowing ISTEP was the next day having not ‘studied’ for it in Social Studies was something the students thought of at various points throughout the class period.

Overall: Students responded well to the bell work assignment, and they seemed generally confident in how they had done on the test. Most students got the worksheet done and appreciated the little bit of free time to work on homework. Doing specific workshops modeled to the students needs seemed to be very helpful and generally successful.

Next Steps: Continue into the final, concluding unit on Africa!

Student Learning Impact

Summative Assessment



This graph details the progress that each of my students made from before the unit (pre-test) to afterwards (post-test).

Essay Questions:

1. Nelson Mandela often looked to the poem *Invictus* for inspiration during his time on Robben Island. In your opinion, why do you think that the last two lines could have been meaningful to him? Please answer in a full paragraph. The minimum length is four sentences. You must support your opinion with at least two facts about Nelson Mandela's life. (6 points)

*"I am the master of my fate,
I am the captain of my soul."*

I think that the last two lines were meaningful to him because it meant that no one could control or tell him what to do. It meant he was in power of his destiny and no one could change that.

*+2
-4*

*2 facts? Great thoughts though!
3rd & 4th sentence?*

2. Nelson Mandela gave a speech where he stated: "It is an ideal which I hope to live for and to achieve. But, if need be, it is an ideal for which I am prepared to die." (5 points) What is this ideal and what do you think makes it 'worth dying for'? Please answer in at least three complete sentences.

Nelson Mandela was saying he wanted races to all be treated equally. He wanted everybody to have freedom. He was willing to die to get to the day where it didn't matter about the color of your skin.

+5

Good!

3. Based off of what you know about apartheid, growth in South Africa and Nelson Mandela, what do you think your role is as a citizen of any country? Mention at least one event/person/fact about South Africa to support your opinion. (Extra Credit: ___ points)

I think my role in an event like the Soweto Uprising would have been like one of the 600 people that died. I would have tried to fight for what I believe in.

+3

- The pre-test and post-test for this unit were nearly identical.
- The essay questions are directly linked to interactive activities done in class.
- The student was able to articulate ideas clearly when asked for an opinion and understood important vocabulary.
- The student supported his opinion to facts during the extra credit question by mentioning an outside fact in direct comparison and connection to his own life.

Reflection:

At RJHS, I had the opportunity to see students grow in their understanding of not only historical facts, but also their personal connections to the history. By the end of the South Africa Unit, students were able to:

- Analyze, synthesize, and evaluate facts covered in the unit
- Connect personal beliefs to historical figures/events
 - Support personal beliefs with historical facts



Here, I am guiding my 7th graders through a class discussion over the question: "What makes a society equal?"



An image from discussion: 13-year-old Hector Pieteron was killed during the Soweto Uprising in S. Africa –

I was able to help scaffold student learning in a way that students were encouraging one another into higher level discussions, including:

- What is right and wrong in a society?
- What does a society need to be equal?
- Who decides what is right or wrong for a society?
- What is the role of a citizen in any country?
- When/Why will I stand up for what I believe in?

Overall, my teaching

this South Africa unit to my students was an absolutely amazing experience. Being able to be a part of these students' lives was an experience that I will not forget—and hopefully neither will my students.

