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Using Historical Perspective to Teach History

Katya Larson
University of Wyoming, klarso14@uwyo.edu

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Using Historical Perspective to Teach History

EdTPA as Senior Honors Project

Katya Larson
University of Wyoming
College of Education
Spring 2016
Abstract

"And we would do well to remind young people that nobody ever lived in the past. Jefferson, Adams, and Washington did not walk around thinking, “Isn’t it fascinating living in the past?” They lived in the present, of course, just as we do today, every bit uncertain of the future as we are."

-David McCullough, 2008

History is abstract, and often students have difficulty connecting to the information. Teaching history, therefore, is an exercise in making ideas and attitudes meaningful for students. One approach to teaching history is give students the tools to look at situations through the perspectives of historical figures. Although students may not agree with the beliefs of the past, they can start to understand some of the complex motivations that drove people to act in a certain way. I used this approach for my edTPA, the University of Wyoming’s Education Teacher Performance Assessment, to teach students about the varying perspectives of people living in colonial America. Students researched the leading figures, imports, exports, religions, and population demographics of the thirteen colonies. This inquiry became the basis of how students viewed the problems and came up with solutions dealing with the Articles of Confederation, the economy, religion, and voting rights. Because students pretended to be delegates from their colony, they had a vested interest in “building” a new government that could suit their colony’s needs.
About the School Where You Are Teaching

1. In what type of school do you teach? (Type an “X” next to the appropriate description; if “other” applies, provide a brief description.)
   - Middle school: X
   - High school: 
   - Other (please describe): Urban:
   - Small Urban: X
   - Suburban: 
   - Rural:

2. List any special features of your school or classroom setting (e.g., charter, co-teaching, themed magnet, remedial course, honors course) that will affect your teaching in this learning segment.

   [This is a regular 8th grade United States History course. I teach six sections. Three of those sections are considered “inclusion classes.” Aides assist in classes with inclusion students. Most of my classes are co-taught with my mentor teacher using the one teach-one assist model.]

3. Describe any district, school, or cooperating teacher requirements or expectations that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests.

   [My school district uses a Common Assessment Approach to create a Body of Evidence for tracking student achievement. Every secondary student takes district assessments known as CIAs (Curriculum Instructional Assessments) at the end of each unit in core subjects. Although teachers only collect Bodies of Evidence for 9th-12th grade students, our 8th grade students still take CIA tests. Though the lessons in this learning segment do not specifically correspond to the test, these lessons are designed to help enhance a greater breadth of knowledge for students when they take the CIA in high school.]

About the Class Featured in this Learning Segment

1. What is the name of this course?
   [Eighth Grade United State History]

2. What is the length of the course?
   - One semester: 
   - One year: X
   - Other (please describe): 

3. What is the class schedule (e.g., 50 minutes every day, 90 minutes every other day)?
4. Is there any ability grouping or tracking in history/social studies? If so, please describe how it affects your class.

There is no ability grouping or tracking in history/social studies. Students with IEPs and 504s are divided relatively equally among the social studies teachers. The classes with greater proportions of students with IEPs and 504s are considered "inclusion classes," though every class will have a variety of student ability levels.

5. Identify any textbook or instructional program you primarily use for history/social studies instruction. If a textbook, please provide the title, publisher, and date of publication.

[United States history: Beginnings to 1877, Holt McDougal, 2012. I design my lessons around the content of this textbook, though students seldom ever have to look in the book.]

6. List other resources (e.g., electronic whiteboard, resource library in classroom, online resources) you use for history/social studies instruction in this class.

[My class has two desktop computers, an overhead projector and smart board, a set of 24 student laptop computers, and a set of 30 textbooks. All student grades are submitted electronically on a computer program called PowerSchool.]

**About the Students in the Class Featured in this Learning Segment**

1. Grade-level composition (e.g., all seventh grade; 2 sophomores and 30 juniors):

   [All students are in eighth grade.]

2. Number of
   - students in the class: 24
   - males: 13 females: 11

3. Complete the charts below to summarize required or needed supports, accommodations, or modifications for your students that will affect your instruction in this learning segment. As needed, consult with your cooperating teacher to complete the charts. Some rows have been completed in italics as examples. Use as many rows as you need.

   Consider the variety of learners in your class who may require different strategies/supports or accommodations/modifications to instruction or assessment (e.g., students with Individualized Education Programs [IEPs] or 504 plans, students with specific language needs, students needing greater challenge or support, students who struggle with reading, students who are underperforming or those with gaps in academic knowledge).

   For Assessment Task 3, you will choose work samples from 3 focus students. At least one of these students must have a specified learning need. Note: California candidates must include one focus student who is an English language learner.¹

   **Students with IEPs/504 Plans**

---

¹ California candidates—If you do not have any English language learners, select a student who is challenged by academic English.
## IEPs/504 Plans: Classifications/Needs

<table>
<thead>
<tr>
<th>IEPs/504 Plans: Classifications/Needs</th>
<th>Number of Students</th>
<th>Supports, Accommodations, Modifications, Pertinent IEP Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Learning disability</td>
<td>2</td>
<td>Close monitoring, copy of PowerPoint notes and follow up</td>
</tr>
<tr>
<td>Learning disability</td>
<td>5</td>
<td>Clarification of directions, separate testing locations, extended time to complete assignment or shortened assignments, aides take notes</td>
</tr>
</tbody>
</table>

## Students with Specific Language Needs

<table>
<thead>
<tr>
<th>Language Needs</th>
<th>Number of Students</th>
<th>Supports, Accommodations, Modifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: English language learners with only a few words of English</td>
<td>2</td>
<td>Pre-teach key words and phrases through examples and graphic organizers (e.g., word cluster, manipulatives, visuals)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Have students use pre-taught key words and graphic organizers to complete sentence starters</td>
</tr>
<tr>
<td>Example: Students who speak a variety of English other than that used in textbooks</td>
<td>5</td>
<td>Make connections between the language students bring and the language used in the textbook</td>
</tr>
<tr>
<td>Bilingual students who speak Spanish at home</td>
<td>5</td>
<td>These students are considered a Level 6 (Reaching) according to WIDA. Their oral and written communication in English is comparable to English-proficient peers.</td>
</tr>
</tbody>
</table>

## Students with Other Learning Needs

<table>
<thead>
<tr>
<th>Other Learning Needs</th>
<th>Number of Students</th>
<th>Supports, Accommodations, Modifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Struggling readers</td>
<td>5</td>
<td>Provide oral explanations for directions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson Title: 13 Colonies Poster Project and Presentation

Date(s): January 21-February 1

NCSS Thematic Standards: 7 Production, Distribution, and Consumption

C3 Inquiry Dimensions: D1.5.6-8. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.

Wyoming Social Studies Content and Performance Standards: SS8.6.3 Use digital tools to research, design, and present social studies concepts (e.g., understand how individual responsibility applies in usage of digital media).

Common Core State Standards: CCSS.ELA-LITERACY.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Central Focus of the Lesson: Research and present about one of the thirteen colonies.

Learning Targets: Students will be able to use information that they find on the Internet in order to explain one leader, the imports/exports, the religion, and how population affects representation for a particular colony.

Rationale: In this activity, students will learn how to ask research questions to find information that is not directly in front of them. Students will use information gained from research in order to learn about leaders, imports, exports, religions, and populations of colonies. They will teach each other the importance of these topics and will be able to compare and contrast this information into three categories based on colony location: Southern, Middle, and New England.

Procedure:

(1) I already created a poster about Delaware. I will show my students what is important to Delaware and how I found this information. I will provide students with websites to assist in their research.

(2) I will put students into groups of two and assign them one colony for this project. These groupings will be based on personality and ability. I want partners to be relatively equal so I do not have a situation where one partner does the entire project.

(3) I will hand out a packet with questions for this project. Students will use laptop computers to research information. They will be directed to these sites to find information: http://colonialhall.com/biousc.php and http://www.landofthebrave.info/13-colonies-chart.htm. All of the information can be found on these two sites.

(4) I will teach students how to form “Conclusions” about their information. I want these “Conclusions” to show how this information could affect a colony and what they might ask a new government to do to help with this situation.

   a. Example 1: John Hancock is a merchant. Conclusion: John Hancock would want a new government that was supportive of his trade by
keeping harbors open and reducing taxes. This will allow Hancock to make money without having to resort to smuggling.

b. Example 2: Virginia imports a lot of slaves from Africa. Conclusion: Virginia would want a new government that was supportive of the slave trade by keeping slaves as property.

c. Example 3: Pennsylvania exports farming equipment to southern colonies. Conclusion: Pennsylvania would want a new government that would help maintain roads so Pennsylvania’s goods can be easily exported across colonial lines.


e. Example 5: Connecticut has a small population and very few slaves. Conclusion: Connecticut does not want a new government with representation based on population.

(5) Once students have finished gathering information, they will create a poster to display this information.

(6) By now, I will have divided the class into three sections by putting tape on the ground and posters on stools. From now on, students will sit at tables labeled with their colony. When students present, they will stand in their colony’s section so others can get a visual sense of how these are divided issues.

(7) Students will present their information and conclusions to the rest of the class. As students are presenting, everyone else will take notes. They will divide their notes into three sections: Southern, Middle, and New England colonies. After hearing all of the presentations from a particular group of colonies, we will discuss the similarities and differences of that region.

Assessment: Students will be asked to write one paragraph on each of the three regions. They will be allowed to use their notes and mark any similarities or differences among the regions.

Resources Needed: (1) “Thirteen Colonies Flag Project” worksheet; (2) Class set of laptop computers; (3) Poster paper; (4) Coloring tools; (5) Tape; (6) Three stools

Notes: This activity took a few days to complete. Students had three days to research and create a poster and one day to present. Each day, I went over my expectations for how much students should have completed by that day. If I do this project again, I will create a clearer worksheet and give more direct instruction on how to research information and how to form conclusions. At the beginning of each day, I gave clearer instructions, so each day of research was better. I modeled how to present using my poster about Delaware, and I gave specific instructions about how to be respectful to presenters.
Lesson Title: Articles of Confederation Strengths and Weaknesses

Date(s): February 3-February 8

NCSS Thematic Standards: Power, Authority, and Governance

C3 Inquiry Dimensions: D3.3.6-8. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.

Wyoming Social Studies Content and Performance Standards: SS8.1.3 Explain the historical development of the United States Constitution and treaties and how they have shaped the United States and Wyoming Government.

Common Core State Standards: CCSS.ELA-LITERACY.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.

Central Focus of the Lesson: The Articles of Confederation were poorly designed and could not effectively help unite our new country.

Learning Targets: Students will be able to argue why points from the Articles of Confederation were either strengths or weaknesses.

Rationale: Given what they know about how government works and how our country works currently, students can make well-reasoned arguments for or against the Articles of Confederation, however, ultimately, the Articles of Confederation were a poor form of government. Students will have ownership of their answers rather than me just telling them that this was a poor form of government. Students will stand on opposite sides of the room to argue that way they can visually see how others feel about these issues.

Procedure:

1. I created an Articles of Confederation poster to be hung up in our classroom.
3. Have students write “First Form of American Government” really big on worksheets. Explain that this was the first form of government created during the American Revolution. It was rushed and basically took whatever England did and did the opposite.
4. In table groups, students will discuss whether each of the points is a strength or weakness and provide a reason. Students should try to argue their points with the rest of their tablemates.
5. For each point on the Articles of Confederation, students will stand on one side of the room to show their support for strengths or weaknesses. Students will provide their reasons for supporting one side, and they will be allowed to move sides if they are convinced by another student.

Assessment: Students will be assessed based on their verbal participation and reasoned arguments.

Resources Needed: (1) Articles of Confederation poster; (2) “Articles of Confederation: Strengths and Weaknesses” worksheet
Notes: This activity took many revisions. Some classes were eager to participate, but some classes were not. One class refused to participate in the debate, so I had them sit down and gave them a pop quiz on the Articles of Confederation.
Lesson Title: Articles of Confederation Vocabulary

Date(s): February 9-February 16

NCSS Thematic Standards: 7 Production, Distribution, and Consumption

C3 Inquiry Dimensions: D2.Eco.15.6-8. Explain the benefits and the costs of trade policies to individuals, businesses, and society.

Wyoming Social Studies Content and Performance Standards: SS8.3.1 Identify and apply basic economic concepts (e.g., supply, demand, production, exchange and consumption, labor, wages, scarcity, prices, incentives, competition, and profits).

Common Core State Standards: CCSS.ELA-LITERACY.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Central Focus of the Lesson: Understanding terms that affected the states drastically under the Articles of Confederation.

Learning Targets: Students will be able to explain depression, inflation, interstate commerce, Shays’s Rebellion, suffrage, tariffs, and the Virginia Statute for Religious Freedom and how these terms affected the United States after the Revolutionary War.

Rationale: Students will become “experts” on these terms and will teach each other these terms. Students will copy answers from a PowerPoint onto their own sheets. This gives students multiple points of reference (auditory from their peers explaining, visual from pictures on the PowerPoint, and visual from writing on their own paper).

Procedure:

1. I will create notecards with questions about terms. The term will be on the front of the notecard and the questions will be on the back.

Depression
   1. What are two characteristics of an economic depression?
   2. Why did America go into a depression after the Revolutionary War?
   3. What are your suggestions for a new government to help avoid another depression?

Inflation
   1. What is inflation? (Definition)
   2. Why did inflation happen after the Revolutionary War?
   3. What are your suggestions for a new government to help with inflation?

Interstate Commerce
   1. What is interstate commerce? (Definition)
   2. What does your state trade with other states? (Think about imports/exports)
   3. What are your suggestions for a new government to help with interstate commerce?

Shays’s Rebellion
   1. What happened in Shays’s Rebellion?
   2. How did this event show the problems with the Articles of Confederation?
   3. What are your suggestions for a new government so something like this will not happen again?
EdTPA Lesson Plans
8th Grade American History
Twin Spruce Junior High School
Ms. Larson and Mrs. Oliver
Spring 2016

Suffrage
1. What is suffrage? (Definition)
2. Who was allowed to vote at this time?
3. Does your state have a large slave population? Should slaves be allowed to vote?
4. What are your suggestions for a new government regarding suffrage?

Tariffs
1. What is a tariff? (Definition)
2. How do tariffs affect your colony? (Be specific about what you import/export)
3. What are your suggestions for a new government to help with tariffs?

Virginia Statute for Religious Freedom
1. What was the Virginia Statute for Religious Freedom? Who wrote this document?
2. Even if your state is not Virginia, how could your state use (or not use) ideas from this document? Think about your “Conclusions” from your Religion section for help.
3. What are your suggestions for a new government regarding religion?

(2) Students will choose one notecard per pair. They will use their textbook to research those terms. All terms are highlighted between pages 153-161.
(3) Students will present their answers to the questions to the rest of the class. Everyone will write these answers on their worksheet as we talk about the answers.
(4) Assessment Game (see below)
(5) New Day: In table groups, students compete to answer questions from the notecards.

Assessment: I will break the class into two teams. These teams will compete. I will ask one person from each team to answer one of the questions from the notecards. I will offer the winning team candy as an incentive.

Resources Needed: (1) Notecards; (2) Basket; (3) “Articles of Confederation Vocabulary” worksheet; (4) “Articles of Confederation Vocabulary” PowerPoint; (5) Candy for winning team (I actually gave candy to both teams); (6) Deverell, W., & White, D. G. (2012). United States history: Beginnings to 1877. Orlando: Holt McDougal.

Notes: Because we had been working on understanding the Articles of Confederation, most students could point to a specific point from the Articles of Confederation to back up their reasoning. It was good to see how previous lessons transferred over, especially when students talked about slavery or religion issues as though they were in the state they had previously researched.
Lesson 1 Instructional Materials
Name: __________________________ Date: ___________ Class: ___________

Thirteen Colonies Flag Project

Outline: Your table will be assigned one of the thirteen colonies. Your job will be to create a “flag” with information about your colony’s leader(s), imports, exports, religion(s), and population. As a table, you will create conclusions about each of these topics so you will be able to make well-informed arguments regarding your colony’s interests.

Step 1: At your table, choose who will research each of the topics below.
Step 2: Using a laptop, notes from your colonies chart, and/or your textbook, research information about your topic. Use the websites written on the board to begin your search.
Step 3: Create a flag for your table, which includes: name of your state, information from this sheet, population totals, and state flag. WRITE BIG AND CLEARLY!

My Table’s Colony is: ______________________________
We are part of the ________________ colonies. (New England, Middle, Southern)

Colonial Leader(s)
*If you choose to research more than one leader, you may write about that person on a separate sheet of paper.

• Name:

• Occupation:

• Achievements:

• Short Biography:

• Fun Fact:

• Conclusions:
Imports

• Definition of Imports:

• Main Imports:

• Where does this colony get their imports? (Other colonies? Great Britain? Canada?)

• Conclusions:


Exports

• Definition of Exports:

• Main Exports:

• What is the geography like to support this industry?

• Conclusions:


Religion(s)

• Main Religion(s):

• Brief summary about this religion:

• Conclusions:
Now look at your colony’s population. Highlight your total population and slave population. As a table, come up with a conclusion about how your colony probably wants to be represented in government. Should all colonies have an equal number of representatives? Should representation be based on population? Should slaves count as part of your population?

Conclusions

1790 United States Census Data

**Note: Detailed population data from 1787 is unavailable. Therefore, we will be using data from the 1790 United States Census**

<table>
<thead>
<tr>
<th>State</th>
<th>Total Population</th>
<th>Slave Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connecticut</td>
<td>237,946</td>
<td>2,764</td>
</tr>
<tr>
<td>Delaware</td>
<td>59,096</td>
<td>8,887</td>
</tr>
<tr>
<td>Georgia</td>
<td>82,548</td>
<td>29,264</td>
</tr>
<tr>
<td>Maryland</td>
<td>319,728</td>
<td>103,036</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>378,787</td>
<td>0</td>
</tr>
<tr>
<td>New Hampshire</td>
<td>141,885</td>
<td>158</td>
</tr>
<tr>
<td>New Jersey</td>
<td>184,139</td>
<td>11,423</td>
</tr>
<tr>
<td>New York</td>
<td>340,120</td>
<td>21,324</td>
</tr>
<tr>
<td>North Carolina</td>
<td>393,751</td>
<td>100,572</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>434,373</td>
<td>3,737</td>
</tr>
<tr>
<td>Rhode Island</td>
<td>68,825</td>
<td>948</td>
</tr>
<tr>
<td>South Carolina</td>
<td>249,073</td>
<td>107,094</td>
</tr>
<tr>
<td>Virginia</td>
<td>691,737</td>
<td>292,627</td>
</tr>
</tbody>
</table>

### Articles of Confederation: Strengths and Weaknesses

Directions: Read each statement in the first column. Write whether this was ultimately a strength or weakness of the Articles of Confederation, and then explain why this is your answer.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strength or Weakness</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. States printed their own money.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. States settled their own disputes with each other.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Congress could not collect taxes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. States held most of the power.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Each state made its own trade agreements.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Congress could not recruit or pay an army.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. The power of the central government was extremely limited.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Passage of any law required nine states’ approval.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Congress was the only branch of the central government.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Definition</td>
<td>How could a new government fix this problem?</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>Depression</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inflation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interstate Commerce</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shays’s Rebellion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suffrage</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tariffs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Virginia Statute for Religious Freedom</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 3 Instructional Materials

Depression
1. What are two characteristics of an economic depression?
2. Why did America go into a depression after the Revolutionary War?
3. What are your suggestions for a new government to help avoid another depression?

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3. What are your suggestions for a new government regarding religion?
Lesson 3 Instructional Materials

**Articles of Confederation**
- Vocabulary

**Depression**
- The economy is said because people are unemployed (no jobs) and it is hard to buy/sell products.

**Inflation**
- There is a ton of money, but the money has no value.

**Interstate Commerce**
- Trade between two or more states

**Shays's Rebellion**
- In August 1786, a group of angry farmers shut down the Supreme Court to protest high taxes on their farms and heavy debts.

**Suffrage**
- The right to vote

**Tariffs**
- Taxes on imports or exports

**Virginia Statute for Religious Freedom**
- Thomas Jefferson wrote a document that said no person could be forced to attend a particular church or be required to pay for a church with tax money.
<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research Participation</strong></td>
<td>Student stayed on task at all times, demonstrated proper use of technology and classroom materials, and contributed to the success of his or her group. 16-20 points</td>
<td>Student stayed mostly on task, demonstrated proper use of technology and classroom materials, and contributed to the success of his or her group. 11-15 points</td>
<td>Student had to be reminded to stay on task, use technology or classroom materials properly, or let his or her partner do the majority of the work. 6-10 points</td>
<td>Student was disrespectful towards teacher, peers, technology, or classroom materials during research time. 0-5 points</td>
</tr>
<tr>
<td><strong>Worksheet Content</strong></td>
<td>Student completed all sections of the “Thirteen Colonies Flag Project” worksheet using accurate sources and creating insightful conclusions. 16-20 points</td>
<td>Student completed all sections of the “Thirteen Colonies Flag Project” worksheet using accurate sources. 11-15 points</td>
<td>Student completed all sections of the “Thirteen Colonies Flag Project” worksheet, but some sources led to historical inaccuracy. 6-10 points</td>
<td>Student was missing one or more sections of the “Thirteen Colonies Flag Project” worksheet. 0-5 points</td>
</tr>
<tr>
<td><strong>Poster Information</strong></td>
<td>Poster includes: -colony name -colony flag -one colonial leader and conclusion -imports and conclusion -exports and conclusion -religion and conclusion -population and conclusion 16-20 points</td>
<td>Poster includes all sections of information but is missing one or two conclusions. 11-15 points</td>
<td>Poster includes all sections of information but is missing more than two conclusions. 6-10 points</td>
<td>Poster is missing one or more sections of information. 0-5 points</td>
</tr>
<tr>
<td><strong>Poster Presentation</strong></td>
<td>Partners present equal amounts of information and both students can be clearly heard. 16-20 points</td>
<td>Partners present equal amounts of information, but one or both students need to be reminded to speak clearly. 11-15 points</td>
<td>One partner presents all of the information. 6-10 points</td>
<td>Partners do not present. 0 points</td>
</tr>
<tr>
<td><strong>Audience Participation</strong></td>
<td>Student was a respectful audience member and took notes during presentations. 16-20 points</td>
<td>Student was a mostly respectful audience member and took some notes during presentations. 11-15 points</td>
<td>Student was a respectful audience member, but did not take notes during presentations. 6-10 points</td>
<td>Student was not a respectful audience member. 0 points</td>
</tr>
</tbody>
</table>

Total Points: __________/100

Teacher Comments:
Lesson 1 Assessment

Directions for students:
Write three paragraphs describing the similarities and differences among the New England, Middle, and Southern colonies. Please be as specific as possible. You may use your notes for this assessment.

Evaluation Criteria:
This assessment is meant to show which information students think is most relevant. Students’ work will not be graded, but it will help determine where gaps of information are and how to direct future dialogue about the differences among the colonies/states.
Lesson 2 Assessment

Directions for students:
Students will line up on opposite sides of the classroom based on their beliefs. One side of the classroom will be the “strengths” side and the other will be “weaknesses.” Once students have made their decision, they will present their arguments for that choice and will try to defend their points.

Evaluation Criteria:
Students will be encouraged to participate by moving and presenting some argument or counterargument. Students will have the opportunity to evaluate each point from the Articles of Confederation prior to this activity, so they should have an initial opinion.
Lesson 3 Assessment

Directions for students:
1. Answer all questions from your notecard.
2. Present this information to the class.
3. Chart all information using the “Articles of Confederation Vocabulary” worksheet.
4. Break into teams and compete to correctly answer each question.

Evaluation Criteria:
Students will be graded on accurate completion of their “Articles of Confederation Vocabulary” worksheet. Students will compete against each other in a game, yet there is no penalty for incorrect answers.
TASK 1: PLANNING COMMENTARY

Respond to the prompts below (no more than 9 single-spaced pages, including prompts) by typing your responses within the brackets. Do not delete or alter the prompts. Pages exceeding the maximum will not be scored.

1. Central Focus
   a. Describe the central focus and purpose of the content you will teach in the learning segment.

   [The Central Focus of this learning segment is for students to research and take on the persona of delegates from one of the thirteen American colonies/states in order to argue for the benefit of that colony/state when discussing the Articles of Confederation.]

   b. Given the central focus, describe how the standards and learning objectives within your learning segment address facts and concepts, inquiry, interpretation, or analysis skills, building and supporting arguments or conclusions.

   [This learning segment will utilize a variety of standards from NCSS Thematic Standards, C3 Inquiry Dimensions, Wyoming Social Studies Content and Performance Standards, and Common Core State Standards. The focus of these standards can be viewed on the individual lesson plans. The Wyoming Social Studies Content and Performance Standard SS8.1.3 says, “Explain the historical development of the United States Constitution and treaties and how they have shaped the United States and Wyoming Government.” This learning segment supports this standard; students will learn facts and concepts about the Articles of Confederation. As part of the process towards creating a better understanding of what these facts and concepts mean, students will analyze about the Articles of Confederation through the critical lenses of a delegate at the 1787 Constitutional Convention. Students will create arguments using prior knowledge and interpretations as colony/state delegates. The final lesson in this learning segment will ask students to use what they learned about their colony/state and the Articles of Confederation to explain economic concepts that were very relevant to America during the Revolutionary War. Students will interpret how these economic concepts impacted the entire country or individual states.]

   c. Explain how your plans build on each other to help students make connections between facts, concepts, and inquiry, interpretation, or analysis skills to build and support arguments or conclusions about historical events, a topic/theme, or a social studies phenomenon.

   [After students learned about some of the causes of the American Revolution in the previous unit, they will begin researching a specific colony. Students will identify key differences among groups of colonies. These differences include the imports, exports, religions, total populations, and slave populations of the Southern, Middle, and New England colonies. Although each colony is unique, there are definite similarities among colonies within each of these groups. Students will use these groupings as the foundations for being able to create arguments and conclusions. Students will begin this learning segment by researching their topics on the Internet. I will provide websites for students to use to guide their research, but ultimately, students will have to learn how to ask relevant questions to interpret and analyze the information. Once students have gathered and analyzed their information, they will use this]
information to draw conclusions about what their colony would want from a new government. Students will provide those conclusions to the rest of the class so everyone is aware where their colony stands on certain issues. This will be important once students are asked to argue for or against sections of the Articles of Confederation. Students will have to stick to their conclusions when arguing whether they believe the Articles of Confederation was a strong or weak form of government. This will show how states were fundamentally divided, and the Articles of Confederation were too weak to address these issues to form a united nation. In the final lesson, students will look at the broader economic and social impacts of how the Revolutionary War and Articles of Confederation affected this budding nation.

2. Knowledge of Students to Inform Teaching

For each of the prompts below (2a–b), describe what you know about your students with respect to the central focus of the learning segment.

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

a. Prior academic learning and prerequisite skills related to the central focus—Cite evidence of what students know, what they can do, and what they are still learning to do.

[Before this learning segment begins, my students will have just finished a unit on the American Revolution. As mentioned above, we will review the causes of the American Revolution including the Stamp Act, Tea Act, and Intolerable Acts. These three acts show some of the major grievances from the colonies, which were written into the Declaration of Independence. Students should be able to identify these key grievances. By using this as a foundation, students will be able to build more specific knowledge about individual colonies and how they would wish to change their government. Students can copy information from a computer onto their worksheets, but they will have difficulty asking relevant questions to guide their research and forming conclusions about what this information means. The five students with learning disabilities will have an aide assist with reading and copying information from the computer.]

b. Personal, cultural, and community assets related to the central focus—What do you know about your students’ everyday experiences, cultural and language backgrounds and practices, and interests?

[For the most part, my students are growing up in a small urban community where academic education is not the main priority. Many students come from ranching or mining families. This is an extremely conservation community, so through class discussions, students often reflect a distrust of governmental institutions. Students may connect with some of the frustrations of the colonists stemming from the Articles of Confederation, but it might be difficult to convince them that a good solution would be to create a stronger central government. Because of this cultural background, students will not be asked to defend any points from the Articles of Confederation beyond recognizing a change was needed at the time. According to the article “In My Opinion, It Could Happen Again: How Attitudes and Beliefs Have Changed Over Time” by Linda S. Levstik and Keith C. Barton, the role of an educator is not to change students’ opinions about certain concepts, but rather to introduce students to varying viewpoints. Levstik and Barton say, “Democratic deliberation requires that we engage meaningfully with people whose perspectives are different from our own, and this is possible only if we entertain the possibility that people with different worldviews may have reasons for their beliefs” (Levstik & Barton, 2004). By asking students to reflect through the perspectives of colonial delegates, students may be more]
inclined to explore varying viewpoints because they do not have to “demonstrate their own moral and ethical sensibility” (Levstik, 1986). Students will be able to freely explore the complex factors that contributed to the delegates’ decisions to eliminate the Articles of Confederation. The language surrounding this learning segment will be difficult for all students because many of the concepts will be new. I chose to focus the third lesson in my learning segment on vocabulary because I want students to become familiar with these economic and social terms and how they relate to the Articles of Confederation. Many of these terms, such as inflation, interstate commerce, and tariffs, are extremely relevant in today’s world, so students will have a personal connection. These broad concepts are economic factors that contribute to showing “how people choose to use resources” (C3 Framework for Social Studies, 2013). Students can see parallels between the necessity for a reliable interstate commerce system in colonial America and their community’s own dependence on being able to sell coal to other states. Other terms in this learning segment, such as Shays’s Rebellion and the Virginia Statute for Religious Freedom, are specific to colonial America. Students will not have as close of a connection to these terms; however, students will gain enough of a cultural and historical background through discussion to understand the context of these terms.]

3. Supporting Students’ History/Social Studies Learning

Respond to prompts below (3a–c). To support your justifications, refer to the instructional materials and lesson plans you have included as part of Planning Task 1. In addition, use principles from research and/or theory to support your justifications.

a. Justify how your understanding of your students’ prior academic learning and personal, cultural, and community assets (from prompts 2a–b above) guided your choice or adaptation of learning tasks and materials. Be explicit about the connections between the learning tasks and students’ prior academic learning, their assets, and research/theory.

[According to the 1916 Report on Social Studies—one of three reports hailed as the “birth of social studies as a school subject”—social studies education is a “forum to foster the concept of membership in the ‘world community’ that encompassed an appreciation for and a discernment of the different facets of society” (“Social Studies Curriculum Migration: Confronting Challenges in the 21st Century” by C. Gregg Jorgensen). I designed this learning segment to introduce students to the complexity of societal factors present during the birth of America. It will be a challenge for students to explore the perspectives of historical figures and their regional attitudes. I want to expose my students to differing ideas to show the complexity of decision-making, especially when it came to forming a new nation. Students should gain a sense of how economics, religions, and populations played major roles in the development of our country. Students will gain a more personal investment when discussing the issues of the Articles of Confederation and building the Constitution when they take on the persona of a Constitutional delegate. Through students’ research and discussions about the themes of imports, exports, religion, and population, their depth of knowledge of what it was like to be a colonial delegate would grow. These themes will be repeated in later lessons because the problems the Constitutional Convention delegates faced in 1787 were recurring throughout the late 18th and 19th centuries. Every decision made by these Founding Fathers had major social, economic, and political impacts on the development of the United States. For example, during our discussion about suffrage, we will have to “table” some disagreements about what to do with slaves because the theme of “populations” will reemerge in lessons leading up to the Civil War. This supports Stanlee Brimberg’s advice to teachers, “Keep your conceptual goals modest and look for materials and activities that will enable students to encounter and reencounter the same few concepts
in different places” (“Strategies for Teaching History” in Uncovering Our History: Teaching with Primary Sources, 2004).

b. Describe and justify why your instructional strategies and planned supports are appropriate for the whole class, individuals, and/or groups of students with specific learning needs.

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

Throughout this lesson, students will be grouped in partners or “table groups” (3-4 students). I have grouped the students by reading ability and general work ethic. Although there are many arguments against ability tracking, I believe students should be partnered with someone who will motivate them at their level in this particular learning segment. Because I want all of my students to succeed, I do not want a strong reader to be grouped with a struggling reader so the pacing and partner dynamic frustrates both students. I will pair students who will work together to mutually benefit each other. The first lesson will require multiple class periods because students will research, design, and create their posters. I will monitor students’ progress throughout this process. Before moving on to creating a poster, students must check in with myself or my mentor teacher to make sure information is complete and accurate. After poster presentations, we will discuss as a whole class what the similarities and differences among groups of colonies are. Through this discussion, students will take their own notes to show these comparisons and contrasts. In the second lesson, students will be grouped in table groups to discuss the strengths and weaknesses of the Articles of Confederation. Once students have formed their initial thoughts about these topics, they will have to defend their positions by moving to different sides of the room. Once students have made a decision, I will open the room up to a whole-class discussion. According to Ira Shor, “Dialogue is simultaneously structured and creative. It is initiated and directed by a critical teacher but is democratically open to student intervention. Codeveloped by the teacher and the students, dialogue is neither a freewheeling conversation nor a teacher-dominated exchange” (Shor, 1992). Students will choose the direction of the conversation in an attempt to convince each other of the merits of their opinions. This dialogue is meant to facilitate critical thinking, problem-solving, and persuasion skills for students at every level.

c. Describe key misconceptions within your central focus and how you will address them.

[Once students have researched their particular colony/state, they will be asked to argue for the benefit of that particular state as if they were delegates in the 1787 Constitutional Convention. Students may be resistant to arguing to protect slavery or Puritanism because those are not accepted in today’s society. I will have to direct students towards getting in the mindset that they are delegates in Philadelphia in 1787. When students argue for or against a point, I will ask them to remind me who their delegates are and if those delegates would agree with their points. It is important to remind students that the views of the Constitutional delegates were often not the same as their own views. Historian David McCullough says, “We would do well to remind young people that nobody ever lived in the past. Jefferson, Adams, and Washington did not walk around thinking, “Isn’t it fascinating living in the past?” They lived in the present, of course, just as we do today, every bit uncertain of the future as we are” (McCullough, 2008). Therefore, I will help facilitate students’ understanding that the delegates were people with their own perspectives and own motives.]
4. Supporting History/Social Studies Development Through Language

As you respond to prompts 4a–d, consider the range of students’ language assets and needs—what do students already know, what are they struggling with, and/or what is new to them?

a. **Language Function.** Using information about your students’ language assets and needs, identify one language function essential for students to learn the history/social studies content within your central focus. Listed below are some sample language functions. You may choose one of these or another more appropriate for your learning segment.

<table>
<thead>
<tr>
<th>Analyze</th>
<th>Compare/contrast</th>
<th>Construct</th>
<th>Describe</th>
<th>Evaluate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examine</td>
<td>Identify</td>
<td>Interpret</td>
<td>Justify</td>
<td>Locate</td>
</tr>
</tbody>
</table>

[Students will compare and contrast the attitudes of delegates from each of the 13 original states based on historical evidence.]

b. Identify a key learning task from your plans that provides students with opportunities to practice using the language function identified above. Identify the lesson in which the learning task occurs. (Give lesson day/number.)

[Lesson #3: Students will research one vocabulary term that shows a problem with the Articles of Confederation. After sharing their insights with the class, I will pose questions back to the rest of the class. Because they are taking on the personas of delegates at the Constitutional Convention, some students will have counter arguments to the original students’ claims. Through a class discussion, we will talk about what the discrepancies among the states were and where these discrepancies stemmed from. Students will write their state’s beliefs on their worksheet.]

c. **Additional Language Demands.** Given the language function and learning task identified above, describe the following associated language demands (written or oral) students need to understand and/or use:

- Vocabulary/symbols
- **Plus** at least one of the following:
  - Discourse
  - Syntax

[Throughout this learning segment, students will have to discuss ideas with each other in partners, table groups, and as a class. Students must be able to accurately differentiate between concepts such as “import” and “export.” When researching their colonies/states, students may need to be able to connect the term “raw materials” with “exports” or other similar synonyms.]

d. Language Supports. Refer to your lesson plans and instructional materials as needed in your response to the prompt.

- Identify and describe the planned instructional supports (during and/or prior to the learning task) to help students understand, develop, and use the identified language demands (function, vocabulary/symbols, discourse, or syntax).
[Students will have multiple points of input about these vocabulary terms that describe some of the problems with the Articles of Confederation. First, they will read the terms in their textbook and write answers to questions. Then, they will orally present these terms to the rest of the class. As they are orally presenting, I will show pictures and definitions on a PowerPoint. Students will write these definitions and draw the symbols from the PowerPoint.]

5. Monitoring Student Learning

In response to the prompts below, refer to the assessments you will submit as part of the materials for Planning Task 1.

a. Describe how the planned formal and informal assessments provide direct evidence of how students learn and use facts, concepts, and inquiry, interpretation, or analysis skills to build and support arguments or conclusions about historical events, a topic/theme, or a social studies phenomenon throughout the learning segment.

In this learning segment, students will produce written and oral examples of understanding. In the first lesson, students will do research to complete their worksheet. Throughout this research process, I will circulate the classroom to monitor student progress and informally check for accuracy. Once students completed their worksheet, they will transfer this information to a poster, which they will then present to their classmates. These posters and presentations will be scored using a rubric provided. As students are presenting to the class, other students will take notes. As a class, we will discuss these notes. Students will be able to use their notes the following day as they write three paragraphs describing the similarities and differences among the New England, Middle, and Southern colonies. When students discuss the strengths and weaknesses of the Articles of Confederation with their table groups, they will have to come up with an explanation to support their ideas. This evidence will be informally assessed as students share their beliefs by moving to different sides of the classroom. Students will defend whether they believe each point is a strength or weakness of the Articles of Confederation. They will try to persuade their classmates to join their point of view. For the final lesson, students will present their definitions and answers to the rest of the class. I will verbally correct any errors to help all students take accurate notes. Students will be informally assessed on these terms during a competitive game.]

b. Explain how the design or adaptation of your planned assessments allows students with specific needs to demonstrate their learning.

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

[Students who struggle with reading or writing will be given extra support for researching and taking notes. Aides, my mentor teacher, and I will be monitoring student progress throughout all of these lessons.]
TASK 2: INSTRUCTION COMMENTARY

Respond to the prompts below (no more than 6 single-spaced pages, including prompts) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts. Commentary pages exceeding the maximum will not be scored. You may insert no more than 2 additional pages of supporting documentation at the end of this file. These pages may include graphics, texts, or images that are not clearly visible in the video or a transcript for occasionally inaudible portions. These pages do not count toward your page total.

1. Which lesson or lessons are shown in the video clips? Identify the lesson(s) by lesson plan number.

[Video 1: Lesson 1: 13 Colonies Poster Project and Presentation
Video 2: Lesson 2: Articles of Confederation Strengths and Weaknesses]

2. Promoting a Positive Learning Environment

Refer to scenes in the video clips where you provided a positive learning environment.

a. How did you demonstrate mutual respect for, rapport with, and responsiveness to students with varied needs and backgrounds, and challenge students to engage in learning?

[Video 1: 4:00-6:29 I ask students to share their thoughts on why it is important to differentiate between New England, Middle, and Southern colonies. As students answer, I tried to summarize and validate their answers.
Video 1: 4:36-4:50 One student said he thought the New England citizens had a “way better style of life than the other colonies.” In order to encourage historical empathy, I asked the student to change his wording from “better” to “different.” This was meant to show that we should not make judgments on how people live, but we should try to examine how lifestyles differ due to time, geography, and resources.
Video 1: 6:09-6:29 Although one student had answered a question sufficiently, I saw another student wanted to add to the conversation, so I asked him to share his opinions.
Video 2: 0:22-0:33 One student had his head on the table. Since we talk about appropriate body language often during class, I told this student to sit up so he would have a chance to talk about his colony/state. This student responded positively to this instruction because he knows what is expected of him in the classroom.
Video 2: 1:02-1:20 When I asked students “Where are we?” one student responded by saying, “Wyoming.” I acknowledged that he was technically correct, and the class had a little laugh, but then I moved on to explain for this activity we need to pretend like we are delegates in Philadelphia in 1787.
Video 2: 1:55-2:28 Since students are supposed to be portraying Constitutional Convention delegates, I connected the hard work of these delegates to how I want my students to work hard. I tried to put a positive spin on how I thought this class could work well so they did not have to take a test like the previous class did. Although not shown in the video, this was effective because students were engaged in defending their arguments and showed respect for each other.]

3. Engaging Students in Learning

Refer to examples from the video clips in your responses to the prompts.

a. Explain how your instruction engaged students in

- developing the skills of inquiry, interpretation, or analysis in relation to sources or accounts of historical events or a social studies phenomenon
building and supporting arguments or conclusions

[Video 1: 4:00-6:29] I ask students to share their thoughts on why it is important to differentiate between New England, Middle, and Southern colonies. Students needed to use their foldables to form conclusions about why they thought this differentiation is important.

Video 1: This lesson is designed to allow students to develop their skills of inquiry and build conclusions using evidence. In this video, I introduce the project where students have to do research and form conclusions about their colonies. I gave students points that they had to answer about their colonies and websites to use as sources, but my students had to do the research and form their own conclusions. During our research day, I gave more direct instruction and examples on how to form conclusions about the information students gained from their research.

Video 2: 2:20-2:28 Students were given a worksheet with nine points from the Articles of Confederation. In table groups, students constructed their own meaning for these points by determining whether these were strengths or weaknesses and why. At this point in instruction, there were no right or wrong answers as long as students could defend their reasoning.

b. Describe how your instruction linked students’ prior academic learning and personal, cultural, and community assets with new learning.

[Video 1: 3:13-6:29] Students use a foldable diagram that they made to engage with previous learning about each of the 13 colonies. Students had not used these foldable diagrams in over a month, but they were able to pick key information to show the significance of breaking the colonies into three groups.

Video 2: 0:07-1:58 I set the scene by describing the conditions of the Constitutional Convention in 1787. This allowed students to realize that the opinions and actions of the delegates they were supposed to be portraying had lasting consequences.

Video 2: 2:20-2:28 Students were given a worksheet with nine points from the Articles of Confederation. In table groups, students constructed their own meaning for these points by determining whether these were strengths or weaknesses and why. At this point in instruction, there were no right or wrong answers as long as students could defend their reasoning. Students had to use their prior knowledge and own beliefs to defend their answers.

4. Deepening Student Learning during Instruction

Refer to examples from the video clips in your explanations.

a. Explain how you elicited and built on student responses that supported students’ ability to form inquiries, interpretations, or analyses of history/social studies sources or accounts AND build, support, and communicate arguments or conclusions.

[Video 1: 4:00-6:29] I ask students to share their thoughts on why it is important to differentiate between New England, Middle, and Southern colonies. Students needed to use their foldables to form conclusions about why they thought this differentiation is important. This exercise in forming conclusions helped the students later in the lesson when they found new pieces of information and had to make conclusions.

Video 2: Before the video started, students had to read about the Articles of Confederation. Using a chart, they described whether each point showed a strength or weakness in the Articles of Confederation. Through class discussion, students had to defend their conclusions using logical evidence.

b. Describe and cite examples from the video clips of how you supported students in using evidence from one or more sources to support interpretations or analyses and arguments or conclusions about historical events or a social studies phenomenon.
Video 1: In this activity, students used their 13 colonies foldables, websites, and previous knowledge to form conclusions about the people, imports, exports, religions, and populations of their assigned colonies. Students had to use each of these resources to uncover relevant information.

Video 2: Students had to use previous knowledge and beliefs to initially form conclusions about the Articles of Confederation’s strengths and weaknesses. Through class discussion, students were able to change their conclusions if they decided other students had made logical arguments. Later, we looked at some of the economic impacts right after the Revolutionary War, so students were able to add that information into their calculations about whether the Articles of Confederation were ultimately strengths or weaknesses.

5. Analyzing Teaching

Refer to examples from the video clips in your responses to the prompts.

a. What changes would you make to your instruction—for the whole class and/or for students who need greater support or challenge—to better support student learning of the central focus (e.g., missed opportunities)?

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

Video 1: 0:36-2:46 In most of my classes, I was able to pass out worksheets easily, but because my oversight of not making a worksheet for the New Jersey colony, passing out papers was difficult.

Video 1: I should have had students talk amongst their partners in a Think-Pair-Share method when asking “What is the significance of breaking the colonies into three groups.”

Video 2: I had the words “Constitutional Convention, May 25-September 17, 1787” written on the board, but I could have done more to introduce the idea that we would be pretending to be delegates at the Constitutional Convention for the remainder of this lesson segment.

b. Why do you think these changes would improve student learning? Support your explanation with evidence of student learning AND principles from theory and/or research.

Video 1: 0:36-2:46 As a teacher, I needed to be more prepared when starting an assignment. My students were very patient, and I was able to correct this mistake in the next class. By being prepared, I was able to pace the class better and maintain student attention.

Video 1: Although I received good answers from students in a discussion, I could have tried to engage more students. According to Ira Shor, “Dialogue transforms the teacher’s unilateral authority by putting limits on his or her dominating voice and calling on the students to codevelop a joint learning process” (Shor, 1992). I did not plan this particular part of the lesson to be a dialogue, but looking back, I could have opened this to a much richer discussion where students develop their own understanding of the material.

Video 2: I wanted my students to try to imagine historic perspectives because often students at this age are not asked to think outside of their current worldview. According to Levstik and Barton, “Understanding the perspectives of people in the past is a fundamental aspect of historical understanding, yet students often have given the topic little thought” (Levstik & Barton, 2005). This is an exercise in historical empathy and imagination. I often had to remind my students they were supposed to be delegates at the Constitutional Convention in 1787 throughout the lessons, so if I did better at setting the scene from the beginning, my students may have bought into this idea better. Sometimes students were resistant to acknowledging
historical perspectives, especially ideas surrounding the use of slavery and rigidness of Puritanism, because these perspectives are foreign to them. Through practice and reminders, my students were often able to adjust their answers to fit the beliefs of their historical counterparts. Levstik and Barton say, “Sometimes we may come to understand [other] perspectives even as we disagree with them” (Levstik & Barton, 2005). Although I do not expect my students to agree with the beliefs and attitudes of historical figures, I want them to accept the validity of differing perspectives. Being able to accept other people is crucial to being a participant in our democratic society.]
Imports

- Connecticut Imports
- Timber, iron, and salt
- Imports from other colonies
- The government could help by being in more
  shipports.

Exports

- Connecticut's main exports
- Flour, dried meats, fish, rum, and iron items
- Connecticut geography is somewhat infertile
- Fishing is good. The government can help by
  helping pack the products.

Population

- Connecticut Population: 237,946
- Slave Population: 2,764

Colonial Leader

- William Samuel Johnson
- William Samuel Johnson was the eldest son of the first president of the New York College. He graduated from Yale University and moved to England.
- He represented Connecticut. He later moved back to Connecticut and represented the state.
- He wanted to keep Connecticut and represent the state.
- He helped by not deceiving him.

Religion

- Protestantism was the sought-for parity. The 1518 reference to Protestantism came a little earlier. The Puritans wanted to break away from British Government.
Thirteen Colonies Flag Project

Outline: Your table will be assigned one of the thirteen colonies. Your job will be to create a “flag” with information about your colony’s leader(s), imports, exports, religion(s), and population. As a table, you will create conclusions about each of these topics so you will be able to make well-informed arguments regarding your colony’s interests.

Step 1: At your table, choose who will research each of the topics below. 
Step 2: Using a laptop, notes from your colonies chart, and/or your textbook, research information about your topic. Use the websites written on the board to begin your search. 
Step 3: Create a flag for your table, which includes: name of your state, information from this sheet, population totals, and state flag. WRITE BIG AND CLEARLY!

My Table’s Colony is: Connecticut
We are part of the New England colonies. (New England, Middle, Southern)

Colonial Leader(s)
*If you choose to research more than one leader, you may write about that person on a separate sheet of paper.

• Name: William Samuel Johnson

• Occupation: 

• Achievements: Voted President of 

• Short Biography: He graduated Yale then moved to England to represent Connecticut

• Fun Fact: His father was the President of a college in New York.

Conclusions:

Imports:
For example, Mr. Johnson probably wanted a new government to help him.

Died at 93

Went to Oxford and got a Doctor of Civil Law

These are just facts

You need to explain what he wanted a new government for to help him.

Education because she was President of Yale.
• Definition of Imports: take in from someone

• Main Imports: metals?
  Tin, bar, copper, silver

• Where does this colony get their imports? (Other colonies? Great Britain? Canada?)

  How could a new government help promote imports?

• Conclusions:
  Most of goods from other colonies

---

Exports

• Definition of Exports: given to someone

• Main Exports: rum, beef, fish, rum, bars

• What is the geography like to support this industry?
  Cosmopolitan by colony

• Conclusions:
  They are consumer items

---

Religion(s)

• Main Religion(s):
  Puritanism Good

  Focus on faith, for purity

• Conclusions:
  They did not like the Roman Catholic
Now look at your colony's population. Highlight your total population and slave population. As a table, come up with a conclusion about how your colony probably wants to be represented in government. Should all colonies have an equal number of representatives? Should representation be based on population? Should slaves count as part of your population?

- **Conclusions**

1790 United States Census Data

**Note: Detailed population data from 1787 is unavailable. Therefore, we will be using data from the 1790 United States Census**

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<td><strong>15</strong></td>
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<tr>
<td>Worksheet Content</td>
<td><strong>15</strong> Good content: &quot;Work on conclusions.&quot;</td>
<td>Student completed all sections of the &quot;Thirteen Colonies Flag Project&quot; worksheet using accurate sources and creating insightful conclusions. 16-20 points</td>
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**Total Points:** 88 /100

**Teacher Comments:**
We will work on forming conclusions more in class. You did a great job with your conclusions for population and representation. Keep those calculations in mind later!
New Jersey

Colonial Leaders
William Livingston
Wanted the government to help his country by protecting peoples freedoms.

Religions
Quakers, Catholics, Lutherans, Jewish, and others. These religions had to work together to form a fair government.

Population Numbers
Total - 189,139
Slave - 11,423

Imports
Timber, Tobacco, Cotton from other colonies.
Government can help colonies communicate.
Help make roads.

Exports
Agricultural products, Natural Resources, cattle, grain, rice, indigo, wheat, and iron ore products.
Government can make a shipping serv

Each colony should have equal representation. Slaves should not be included.
Thirteen Colonies Flag Project

Outline: Your table will be assigned one of the thirteen colonies. Your job will be to create a "flag" with information about your colony's leader(s), imports, exports, religion(s), and population. As a table, you will create conclusions about each of these topics so you will be able to make well-informed arguments regarding your colony's interests.

Step 1: At your table, choose who will research each of the topics below.
Step 2: Using a laptop, notes from your colonies chart, and/or your textbook, research information about your topic. Use the websites written on the board to begin your search.
Step 3: Create a flag for your table, which includes: name of your state, information from this sheet, population totals, and state flag. WRITE BIG AND CLEARLY!

My Table's Colony is: New Jersey
We are part of the middle colonies. (New England, Middle, Southern)

Colonial Leader(s)
*If you choose to research more than one leader, you may write about that person on a separate sheet of paper.

- **Name:** William Livingston
- **Occupation:** Governor, Studied law, Writer
- **Achievements:** Graduated from Yale College
  - Governor till death
- **Short Biography:** born in New York 1728
  - died in 1790 near Elizabethtown
- **Fun Fact:** Governor Livingston was reelected over and over until his death in his seat after 14 years
- **Conclusions:**
  - He was worried about his country
  - He has liked for the things he did

Imports
Imports

- Definition of Imports: Resource that are brought into a country

- Main Imports: timber, tobacco, cotton

- Where does this colony get their imports? (Other colonies? Great Britain? Canada?)
  other colonies

- Conclusions:
  - New Jersey is dependent upon Southern colonies for tobacco and cotton
  - By importing tobacco they could sell it for twice as much as its value.

Exports

- Definition of Exports: Resource that are sent out of a country to another

- Main Exports: agricultural products and natural resources
  - Cattle, wheat, flour

- What is the geography like to support this industry?
  - Fertile soil suited for farming; warm summers, mild winters

- Conclusions:
  - With fertile soil, New Jersey could export much needed agricultural products to other colonies and around the world.
  - With iron ore, imports were needed for plows and rakes for farming

Religion(s)

- Main Religion(s): Quakers, Catholics, Lutherans, Jewish

- Brief summary about this religion: mostly Christians with some others

- Conclusions:
  - With all these religions they had to work together
Now look at your colony’s population. Highlight your total population and slave population. As a table, come up with a conclusion about how your colony probably wants to be represented in government. Should all colonies have an equal number of representatives? Should representation be based on population? Should slaves count as part of your population?

- **Conclusions**

  Yes, we believe that every colony should have representatives.

  No, they shouldn’t count. Slaves.

---

**1790 United States Census Data**

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<td>Total Points:</td>
<td>97 /100</td>
<td></td>
<td></td>
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<td>Teacher Comments:</td>
<td>We will work on conclusions as a class. Yours were close, but you had to ask, &quot;How can a new government help with this?&quot;</td>
<td></td>
<td></td>
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</table>
Rhode Island

Imports:
- tobacco
- rice
- sugar
- cotton
- fruit
- live stocks
- grain
- vegetables
- Indigo
- corn

Exports:
- fish
- whales
- forest
- ship building
- rum
- timber
- corn

Conclusion:
Make sure you keep harbors open so you can still trade and make money.

Religion - puritans
- Puritans did not tolerate any form of religion.
- We would want the same religion in our state and keep others out.

William Ellery
1727-1820
- Lawyer, Judge
- His house burned down when Britian took over.
- Active in the Rhode Island Sons of Liberty

Conclusion:
- He fought for freedom rights against Britian.
- He also became a strong and vocal advocate of the abolition of slavery.

Population:
- Total population - 68,825
- Slave population - 4,478
- Colonies should have equal number of representatives.
- It would not matter if slaves counted because it would be counted as total population.
Thirteen Colonies Flag Project

Outline: Your table will be assigned one of the thirteen colonies. Your job will be to create a “flag” with information about your colony’s leader(s), imports, exports, religion(s), and population. As a table, you will create conclusions about each of these topics so you will be able to make well-informed arguments regarding your colony’s interests.

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My Table’s Colony is: Rhode Island
We are part of the New England colonies (New England, Middle, Southern)

Colonial Leader(s)
* If you choose to research more than one leader, you may write about that person on a separate sheet of paper.

- Name: William Ellery
- Occupation: Lawyer, Judge
- Achievements: During his college course.
- Short Biography:
  - He went to Harvard University at age 16. Wow!
  - He was not a nice spectator during the movements in Rhode Island.
  - He lost his house it burned down.
- Fun Fact:
  - He died doing what he loved.
  - Active in the Rhode Island Sons of Liberty
- Conclusions:
  - He fought for freedoms, rights against Britain.
  - He was a man of his opinion and was bitter to others.
  - He was a man of his opinion and was bitter to others. But really strong and determined.
  - William was advice was often sought and his opinions regarded with great respect. He became a strong and vocal advocate of the abolition of slavery.

Imports: This is close to a conclusion. Using this fact what do you think Mr. Ellery would want from a new government? No slavery?
• Definition of Imports:
  Imports are goods brought into a country/colony.

• Main Imports:
  Tobacco, cotton, indigo, rice, sugar, corn, vegetables, grain, fruit, and livestock.

• Where does this colony get their imports? (Other colonies? Great Britain? Canada?)
  They get them from other colonies, West Indies, Europe, and Rhode Island.

• Conclusions:
  They traded goods from other colonies.
  They had to buy from other colonies because they didn't have this supply. How could a new government help Rhode Island buy more goods easier?

Exports

• Definition of Exports:
  Exports are goods sent for sale outside a colony or country.

• Main Exports:
  Ship building, rum, timber, fur, fish.

• What is the geography like to support this industry?
  They were built with trees, water, and short summers long winters. Good.

• Conclusions:
  They traded to make money. How could a new government help with trade?

Religion(s)

• Main Religion(s):
  Puritans

• Brief summary about this religion:
  No religious freedoms. Puritans didn't tolerate any form of other religion.

• Conclusions:
  They were pretty tight and didn't want other religions.
Now look at your colony’s population. Highlight your total population and slave population. As a table, come up with a conclusion about how your colony probably wants to be represented in government. Should all colonies have an equal number of representatives? Should representation be based on population? Should slaves count as part of your population?

- **Conclusions**

  yes all colonies should have an equal number of representatives
  no, it wouldn't be equal and fair.
  it wouldn't matter or not if we had slaves because it would be same representation.

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Total Points: 92 / 100

Teacher Comments:
We will work on forming conclusions in class. You spoke very well and summarized your points well, but you need to be a bit louder. Overall, great presentation!
**TASK 3: ASSESSMENT COMMENTARY**

Respond to the prompts below (no more than 10 single-spaced pages, including prompts) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts. Commentary pages exceeding the maximum will not be scored. Attach the assessment you used to evaluate student performance (no more than 5 additional pages) to the end of this file. If you submit feedback as a video or audio clip and your comments to focus students cannot be clearly heard, attach transcriptions of your comments (no more than 2 additional pages) to the end of this file. These pages do not count toward your page total.

---

1. **Analyzing Student Learning**

   a. Identify the specific learning objectives measured by the assessment you chose for analysis.

   [This assessment has multiple parts: Research Participation, Worksheet Content, Poster Information, Poster Presentation, and Audience Participation. Each of these categories shows a different piece of content or skill students will encounter through this lesson. Students will be measured for understanding of content through the categories of “Worksheet Content,” “Poster Information,” and “Poster Presentation.” In these categories, students will relay historically accurate information from their research and form insightful conclusions about this information. Students will be assessed on their skills to work respectfully with a partner and as a class in the categories “Research Participation,” “Poster Presentation,” and “Audience Participation.” Because these categories are broad, they are meant to assess students academic and ability to work.]

   b. Provide a graphic (table or chart) or narrative that summarizes student learning for your whole class. Be sure to summarize student learning for all evaluation criteria submitted in Assessment Task 3, Part D.

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</tr>
<tr>
<td><strong>Worksheet</strong></td>
<td>Student completed all</td>
<td>Student completed all</td>
<td>Student completed all</td>
<td>Student was missing one</td>
</tr>
</tbody>
</table>

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<td>Partners do not present. 0 points</td>
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c. Use evidence found in the 3 student work samples and the whole class summary to analyze the patterns of learning for the whole class and differences for groups or individual learners relative to
- facts and concepts
- inquiry, interpretation, or analysis skills
- building and supporting arguments or conclusions

Consider what students understand and do well, and where they continue to struggle (e.g., common errors, confusions, need for greater challenge).

[Overall, students did well working with partners, presenting, and as audience members. For the most part, students were able to find facts and information through their research. Occasionally students would struggle finding information that was not explicitly listed on the websites provided. When students could not find the information on the websites provided, they had to make inquiries through the information that was provided or on Internet search engines. For example, “Student 2-New Jersey” had difficulty finding information about New Jersey’s imports. Since the website provided did not say exactly what New Jersey imported, this student had to infer imports based on what New Jersey lacked. This student noticed New Jersey did not export timber, tobacco, or cotton. Therefore, New Jersey had to get these products from other colonies. Although this is not an exhaustive list of imports, this shows the students’ ability to make inferences from information. Other students came across similar difficulties where specific information was not explicit. Some students searched for topics such as “Exports from Virginia in 1776.” When students searched for information on their own, they had to determine the parameters, such as the year, in order to find more accurate information. While some imports/exports may be similar to 1776, much of the information found online deals with the current status.

When completing this assignment, students struggled to find information and form logical conclusions about the information, especially for the colonial leaders. For instance, my lowest writer in this focus student group, “Student 1-Connecticut,” wrote conclusions about William Samuel Johnson saying “Died at 93” and “Went to Oxford and got a Doctor of Civil Law.” These are pieces of information rather than conclusions about William Samuel Johnson. This confusion about how to form conclusions was repeated by all learners. “Student 3-Rhode Island,” wrote the following as a conclusion for William Ellery: “He fought for freedoms, rights against britan. He was a man of his opinion and was bitter to others. but really strong and determand. William was advice was often sought and his opinions regarded with great respect. He became a strong & vocal advocate of the abolition of slavery.” These conclusions are better
at implying what William Ellery wanted from a new government, but they are not explicit conclusions.
Overall, students were able to explain their conclusions better on their posters and in their presentations than on their worksheets. I believe this is because students were given more direct instruction and time to form conclusions each day.

d. If a video or audio work sample occurs in a group context (e.g., discussion), provide the name of the clip and clearly describe how the scorer can identify the focus student(s) (e.g., position, physical description) whose work is portrayed.

[No video or audio work sample available.]

2. Feedback to Guide Further Learning

Refer to specific evidence of submitted feedback to support your explanations.

a. Identify the format in which you submitted your evidence of feedback for the 3 focus students. (Delete choices that do not apply.)
   - Written directly on work samples or in separate documents that were provided to the focus students

b. Explain how feedback provided to the 3 focus students addresses their individual strengths and needs relative to the learning objectives measured.

[I provided three forms of feedback for students. First, I looked at their “Thirteen Colonies Flag Project” worksheet and wrote comments by each section. I looked for accuracy and thoughtful conclusions. My comments were meant to reflect the individual strengths and needs of my students. I did not correct spelling for this assignment because there were so many new terms for my students. The second form of feedback I gave was verbal. After each presentation, I asked students to clarify their information and explain why they came to certain conclusions. Most of the students were able to point to where they found information. Sometimes students would not know why they shared their conclusions, so I would lead a short class discussion to clarify these points. Finally, I handed back rubrics (see Task 3_Part A_Student Work Samples), which stated my expectations for this assignment. Since students were given these rubrics as guidelines before starting on this project, most students score very high. The category students struggled with the most was “Worksheet Content” because they had difficulties forming conclusions. Since this was a new concept, I did not take off very many points for not having good conclusions.]

c. Describe how you will support each focus student to understand and use this feedback to further their learning related to learning objectives, either within the learning segment or at a later time.

[Once students received their feedback from this assessment, they were able to use that feedback to support explanations when working with the Articles of Confederation (Lesson 2) and when building the Virginia Plan, New Jersey Plan, Great Compromise, 3/5ths Plan, and Constitution (future lessons). Throughout these lessons, students were expected to argue for their colony. They had “go-to” conclusions about each colony, which were supported by the information gained through this research. For example, Connecticut’s “go-to” conclusion about representation was that they wanted it to be equal. When debating the Virginia Plan and New Jersey Plan, “Student 1-Connecticut” argued for the New Jersey Plan because that fit in with his colony’s values.] 

3. Evidence of Language Understanding and Use
When responding to the prompt below, use concrete examples from the video clips and/or student work samples as evidence. Evidence from the clips may focus on one or more students.

You may provide evidence of students’ language use from ONE, TWO, OR ALL THREE of the following sources:

1. Use video clips from Instruction Task 2 and provide time-stamp references for evidence of language use.
2. Submit an additional video file named “Language Use” of no more than 5 minutes in length and cite language use (this can be footage of one or more students’ language use). Submit the clip in Assessment Task 3, Part B.
3. Use the student work samples analyzed in Assessment Task 3 and cite language use.

a. Explain and provide concrete examples for the extent to which your students were able to use or struggled to use the
   - selected language function,
   - vocabulary/symbols, AND
   - discourse or syntax

to develop content understandings.

[Students were able to differentiate between and use the terms “imports” and “exports.” In their worksheets, students had to define these terms. “Student 3-Rhode Island” gave very precise definitions saying, “Imports are goods brought into a county/colony that cost money” and “exports are goods sent for sale outside a colony or country to earn money.” These definitions show an understanding that both imports and exports are used during a transaction of goods. “Student 1-Connecticut’s” definition of these terms is similar conceptually, but not entirely accurate, “Imports are to take in from someone” and “Exports are to give to someone.” These definitions show “Student 1-Connecticut” understands imports and exports as opposites, but their function of transferring goods is not entirely understood. However, through poster presentation and discussion, “Student 1-Connecticut” was able to point out specific imports and exports and explain how Connecticut acquired each.]

4. Using Assessment to Inform Instruction
   a. Based on your analysis of student learning presented in prompts 1b–c, describe next steps for instruction to impact student learning:
      - For the whole class
      - For the 3 focus students and other individuals/groups with specific needs

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students needing greater support or challenge).

[After analyzing students strengths and needs for this lesson, I realized many of the issues that arose during this assignment came from my unclear directions and expectations. In the future, I will give much more specific guidelines on how to gather information and read through difficult
texts. During the research portion, students constantly asked for clarification and reassurance. Since this was the first time these students have been introduced to independent research, the concept of where to find information and what information is valuable was difficult. As the first time students used this skill, this portion of my lesson went surprisingly well. In the future, I will give much more direct instruction and visual examples of how to do research at a cohort-appropriate level.

Another skill students struggled with was creating conclusions about their information. Although I verbally explained what I wanted from conclusions and wrote specific guiding questions on the board, I should have planned for more specific directions on my worksheet and created better examples. In the future, I will introduce the concept of forming conclusions by having students practice with similar information.

b. Explain how these next steps follow from your analysis of the student learning. Support your explanation with principles from research and/or theory.

[This lesson was designed to create a foundation for all other lessons regarding the formation of the United States and leading up to the causes of the Civil War. I did not expect student mastery of the material. Rather, I wanted to introduce students to the concepts and skills, which will be used repeatedly throughout the semester. Students must be able to differentiate among the overarching values of the New England colonies, Middle colonies, and Southern colonies. These values will be repeated as we move forward in various lessons. I also wanted to show students how historical perspectives caused major changes, and that history should be looked at through the critical lenses of acceptance of past values. Historian David McCullough describes this approach to studying history saying, “Of course, history is not static like a painting, but eternally fascinating, because events and people can be freshly examined with new techniques and perspectives. Each generation, we peel back biases that have blinded those before us. The more we know about the past enables us to ask richer and more provocative questions about who we are today” (McCullough, 2008).]
# Thirteen Colonies Flag Project Rubric

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<th>Fair</th>
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<td>Student was a respectful audience member and took notes during presentations. 16-20 points</td>
<td>Student was a mostly respectful audience member and took some notes during presentations. 11-15 points</td>
<td>Student was a respectful audience member, but did not take notes during presentations. 6-10 points</td>
<td>Student was not a respectful audience member. 0 points</td>
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Total Points: __________/100

Teacher Comments: ____________________________