

- Question: As you reflect on the lesson, were students cognitively engaged in the work? How do you know?

Students were engaged because their work and answer to the questions show their ability to analyze, evaluate and support their original thesis in their writing which was collected and read by me. Examples that demonstrate this are provided in the following question.

- Question: Did the students attain the lesson objectives? What is the evidence of their learning?

21 of the 23 students correctly identified and related on the theses with their original hypothesis on who has the greatest impact on who governs.

Student also took the same formative assessment the following class and all but one student performed better the second time.

Here are some student examples that demonstrate that they were able to obtain the learning objectives

Lipman:

“The public’s opinion do not have a great influence over who governs in the US because the public chooses not intervene unless matters directly affect them and/or a crisis arises.”

VO Key

“The Elite represent the general opinion of the public and their voice...the opinion of the public creates an opinion dike to narrow the accepted issues to be discussed by the elitists.”

Support of Thesis with Reading

Student Thesis-“Single, charismatic leader than can simplify the majority vies and conduct work with the public opinion”

Student Support with Reading-“VO Key put emphasis on the importance of public opinion and recognizes that officials should direct policy working in a way that addresses public opinion.

Student Thesis:-“Someone who takes full advantage of the political opportunities available.”

Student Support with Reading-“Lipman, because he believes that people don’t play a huge role in government because they are focused their own lives to be fully aware...they only care and have an opinion when it’s an important event or crisis.”

“Lipman and Key both support my thesis because I agree with the idea that people do have somewhat of a say in government by making arising problems become clear for the government to fix and can also give the government restrictions during a time of crisis/importance...the elites have a larger say in government and are more informed because the elites have things at stake (*property*) therefore have more of say.” *Teacher Note-this shows application of another reading on the meaning of liberty by Richard Hofstadter from the previous unit.*

- Question: How did the instructional strategies you chose support student learning? How do you know?

The instruction strategy required students to closely analyze and read a text and then support their own hypothesis with examples of a reading which were evident in their responses and shown in the student examples in the above question.

Students generated and refined their own working by first forming and conclusion and then rereading which forced them to refine their original position. These are clear CCLS shifts.

Neuroscience research also supports that long term learning is more likely when students “do.” The onerous of the learning was placed on them during this lesson. Further, research also shows that a process of study-test, study-test, study-test, is more effective then study, study, study and test. Students will revisit the unit understanding, essential question, and authors’ theses in the upcoming classes with structured formative assessment and class discussions.

- Question: How have you promoted a culture for learning in your classroom?

I have established clear procedures and expectations of for students. The unit understanding, essential questions, and important terms are identified and related every class as was demonstrated in this lesson.

Rational for why the learning for each class is articulated at the beginning and on the class agenda to show the relatedness of the material. I also discuss frequently with the class how their brain works based on neuroscience and psychology in an effort to justify my learning strategies along with demonstrating techniques that will enhance their own learning know and in the future.

I often use humor to and real life examples to relate difficult and abstract concepts to their lives.

The classrooms physical environment is structured in a way to facilitate both class discussion and collaborative learning. Students know that why will generate their learning and that they are active participants in my lessons. Activities are designed to be responsive to their needs and interests and I have begun to train them to recognize their strengths and needs using multiple approaches which include evaluating significance through which are address formally in class discussions as well as in small groups including work with me during times when instruction is differentiated when we “table-talk.”

- Question: Did you make adjustments to your plan as you taught the lesson? What, how, and why?

Adjustments were made on the fly when students completed and turned in their formative assessments. Based on their needs they either began the next activity or worked with me to ensure they understood the material before working with it more closely to create further conclusions. I also recognized that they were moving through the material more quickly than I anticipated so I quickly put up several graphics from various websites that directly connected to today’s learning and larger themes from this unit. A clarifying discussion occurred in the last 15

minutes of class which was directed by their learning needs and interests that connected what they just read with the current presidential election and the roles debate have in affecting public opinion and elections.

- Question: If you were to teach this lesson again, what might you do (if anything) differently?

I would have an additional enriching activity to follow up after they had completed their work. I also would have had the websites and visuals ready to go ahead of time so I could have spent more time working with students.

- Question: Any other thoughts you would like to share about this lesson?

This and many of my lessons are designed so that I can create moments of direct differentiation and instruction with every student in the room. I was able to speak to every student several times during the lesson and was able to provide them with meaningful and immediate feedback.