



Program Information	[LESSON TITLE]		TEACHER NAME		PROGRAM NAME			
	<i>Report on Modern History – Students as Teachers</i>		Hayley Williams		Parma City School District			
Program Information	[UNIT TITLE]		NRS EFL(s)		TIME FRAME			
	<i>Modern History</i>		5 – 6		240 minutes			
Instruction	<u>ABE/ASE Standards – English Language Arts and Literacy</u>							
	Reading (R)		Writing (W)		Speaking & Listening (S)		Language (L)	
	Foundational Skills		Text Types and Purposes	W.4.2, W.5.2	Comprehension and Collaboration		Conventions of Standard English	L.4.1, L.5.1, L.4.2, L.5.2
	Key Ideas and Details	R.4.2, R.5.2, R.6.1	Production and Distribution of Writing	W.4.3, W.6.1, W.4.4, W.6.2, W.4.5, W.5.3	Presentation of Knowledge and Ideas	S.4.5, S.6.3, S.4.6, S.6.4	Knowledge of Language	L.4.3
	Craft and Structure		Research to Build and Present Knowledge				Vocabulary Acquisition and Use	L.4.5, L.6.2
	Integration of Knowledge and Ideas	R.4.10, R.6.5					<i>Benchmarks identified in RED are priority benchmarks. To view a complete list of priority benchmarks and related Ohio ABE lesson plans, please see the Curriculum Alignments located on the Teacher Resource Center.</i>	



<p>LEARNER OUTCOME(S)</p> <ul style="list-style-type: none"> • Learners will research a modern historical or science topic, organizing a summary of the information into an informational essay. • Learners will engage in peer editing to target improvements in writing. • Learners will create and present a mini-lesson on their topic using technology. 	<p>ASSESSMENT TOOLS/METHODS</p> <ul style="list-style-type: none"> • Learners will demonstrate knowledge on a modern historical or science topic in a well-written and organized informational essay that aligns with a rubric. • Learners will demonstrate their knowledge of a topic by creating and teaching a mini-lesson according to a rubric.
<p>LEARNER PRIOR KNOWLEDGE</p> <ul style="list-style-type: none"> • Learners understand essay format • Learners have engaged in peer editing previously • Learners have given presentations to the class previously • Learners can identify main ideas and details in text • Learners know how to paraphrase information and understand plagiarism • Learners can identify reliable sources 	
<p>INSTRUCTIONAL ACTIVITIES</p> <ol style="list-style-type: none"> 1. Opening Journal write: What major historical events or scientific developments have come about in your lifetime? 2. Encourage students to share these to get them thinking about modern history and science developments. 3. Today you become the teacher! You are going to select a current historical event or science development (1970's-present), conduct research, and 	<p>RESOURCES</p> <p>Student copies of <i>Mini-Lesson Project Guide</i> (attached)</p> <p>Student copies of <i>Five-Point Scoring Rubric</i> (attached)</p> <p>Student copies of <i>Modern History Topics</i> (attached)</p>



	<p>organize your research into an essay as well as a visual presentation that will be shared with your peers.</p> <p>We, the class, are counting on you to determine what is most important that we need to know about the topic you choose. Your essay should be an informative summary of the event, individual, or science topic. This is a great opportunity for you to use your creativity to teach a mini-lesson to the class.</p> <p>4. I am handing out a <i>Mini-Lesson Project Guide</i> to assist you in the process. I am also going to go ahead and give you the <i>Five-Point Scoring Rubric</i> for your essay and visual presentation (PowerPoint, SlideShare, prezzi). This will help you to get the information you need through your research. Lastly, for students that have difficulty selecting a topic, provide them with the <i>Modern History Topics</i>.</p> <p>5. You may use class time today to research and begin organizing your information. Writing your essay first is important and will make your visual presentation creation go more smoothly as you will be able to pull info from your essay and place it into your visual presentation. I am open to ideas that you might have in regards to how you will teach the class (PowerPoint with notes, hands on activity, etc.)</p> <p>Any questions at this point? Alright, let's get started!</p> <p>6. Assign students to computers and circulate the room asking probing questions and offering suggestions where needed. Students should leave class with notes on their topic and a rough outline for their essay.</p> <p>7. For homework you will work on writing your first draft of your informative essay.</p> <p>Next Class:</p>	<p>Student copies of <i>Mini-lesson Presentation Rubric</i> (attached)</p> <p>Computers with Internet access and Microsoft Office Suite for student use</p>
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	<ol style="list-style-type: none">1. Students will peer edit their essays (or continue working on crafting them if they did not complete this for homework). Students must produce a rough draft prior to beginning work on their presentation.2. Once students go through one peer editing phase, they may begin working on their mini-lesson presentation. They will write their final draft at home to turn into the instructor for assessment. Give a brief demonstration of prezi, PowerPoint, and SlideShare for students to show them the differences3. Students will use the rest of the class to work on their mini-lesson presentation. The teacher should be available to answer questions, make suggestions, and guide students through this process.4. Students will submit their second draft to the instructor via e-mail attachment and the instructor will assess these using online editing tools. * Suggest Google Docs for submissions and evaluations5. The instructor will create a list of all topics for mini-lessons and assign students' dates in class to present these. This allows enough time for each presentation and for the instructor to carefully align these with other units of study. Students will be assessed via <i>Mini-lesson Presentation Rubric</i> when they present.	
	<p>DIFFERENTIATION</p> <ul style="list-style-type: none">• Rubric for informative essay• Guide for project• Can modify the length of the essay depending on student levels• Suggest PowerPoint for those who struggle with computer skills	



	<ul style="list-style-type: none">• Team mini-lessons for those who need additional support
Reflection	TEACHER REFLECTION/LESSON EVALUATION
	ADDITIONAL INFORMATION



Mini-Lesson Project Guide

Part I: Essay research and writing

1. Select a topic from the list that was handed out to you or suggest another to your instructor for pre-approval.
List your decided topic here: _____
2. Research your topic using reliable and unbiased sites. Record main ideas and details in notes. Make sure you have answered the 5W's – Who, What, When, Where, Why, How.
3. Organize your notes into an outline for your essay
4. Write your first draft of your essay
5. Exchange papers and peer edit
6. Write your second draft and submit via e-mail or Google Docs to your instructor for feedback.

Part II: Mini-Lesson

1. Begin working on your mini-lesson presentation by selecting the presentation tool that best suites you: prezi, PowerPoint, SlideShare, etc. These are the best because they give you an outline to follow while presenting.
2. Refer to the mini-lesson rubric for details about what to include in your presentation
3. See instructor for an assigned date for your mini-lesson and to share your plans
4. Present and receive feedback on the rubric from the instructor



Modern History Topics

Select one of the following below or suggest a topic related to history or science from 1970's – present:

- ❖ Aswan High Dam
- ❖ Watergate Scandal
- ❖ Roe Vs. Wade
- ❖ Vietnam
- ❖ Helsinki Accords
- ❖ Civil War in Lebanon
- ❖ Genocide in Cambodia
- ❖ Apartheid in South Africa – connect to Nelson Mandela
- ❖ Jonestown Massacre
- ❖ Chernobyl Disaster
- ❖ Exxon Valdez
- ❖ Tiananmen Square Massacre
- ❖ Desert Storm
- ❖ Rodney King verdict and riots
- ❖ 9/11 World Trade Center
- ❖ Rwandan Genocide
- ❖ Oklahoma City bombing
- ❖ Dolly the Sheep Cloning
- ❖ Mad Cow Disease
- ❖ Panama Canal return
- ❖ Mapping the Human Genome



Mini-lesson Presentation Rubric

	UNSATISFACTORY	COMPETENT	PROFICIENT	DISTINGUISHED
Introduction	Without prompting, student introduces self, states title of current event and source.	With prompting, student introduces self, states title of current event and source.	Without prompting, student introduces self, BUT does not correctly state title of current event and source.	With prompting, student does not correctly state title of current event and source.
Eye Contact	Holds attention of entire audience with the use of direct eye contact.	Consistent use of direct eye contact with audience.	Displayed minimal eye contact with audience.	No eye contact with audience.
Understanding/Pacing	Meets time interval (3-5 minutes). Student has obviously read and thought about the current event.	Delivery is patterned but does not meet time. Appears student has not really thought about the event.	Delivery is in bursts; does not meet time interval; appears not understand event.	Delivery is too quick or slow to meet time interval; student appears not to have read the event or take it seriously
Voice	Speaks clearly and fluidly, maintaining the interest of the audience with inflection.	Speaks clearly, with inflection but not always fluidly while engaging audience.	Speaks with some change in inflection.	Speaks in monotone voice, disinteresting audience.
Closure	Without prompting, states impact of event.	With prompting, states impact of event.	With prompting, states impact of event.	Appears to have no idea the impact of the event or why individuals should be concerned.



Name: _____ Date: _____ Class/Period: _____ Essay: _____

FIVE-POINT SCORING RUBRIC

	1 Experimenting	2 Emerging	3 Developing	4 Effective	5 Strong
Ideas the meaning and development of the message	<ul style="list-style-type: none"> Searching for a topic Limited information Vague details Random thoughts 	<ul style="list-style-type: none"> Hints at topic Reader left with many unanswered questions Sporadic details Glimmer of main point 	<ul style="list-style-type: none"> General topic defined Reasonably clear ideas Details present but not precise Shows some specifics 	<ul style="list-style-type: none"> Topic fairly narrowed New ways of thinking about topic attempted Credible details with some support Writer understands topic 	<ul style="list-style-type: none"> Narrow and manageable topic Clear, focused, and answers readers' questions Relevant, accurate details Shows insight into topic
Organization the internal structure of the piece	<ul style="list-style-type: none"> No lead or conclusion Sequencing not present No awareness of pacing Hard to follow 	<ul style="list-style-type: none"> Ineffective lead and conclusion Some sequencing apparent Pacing awkward Some attempt at structure 	<ul style="list-style-type: none"> Routine lead and conclusion Mainly logical sequencing Pacing generally under control Common structures detract from content 	<ul style="list-style-type: none"> Effective lead and conclusion Sequencing works well Well-controlled pacing Smooth flow 	<ul style="list-style-type: none"> Inviting introduction and satisfying conclusion Masterful sequencing Artful pacing used for stylistic effect Structure showcases the central ideas or theme
Voice the way the writer brings the topic to life	<ul style="list-style-type: none"> No concern for audience Lifeless and mechanical Flat or inappropriate Purpose not present 	<ul style="list-style-type: none"> Occasionally aware of audience General statements require reader interpretation Tries to engage reader Hints at purpose 	<ul style="list-style-type: none"> Occasionally intrigues reader Pleasing, yet "safe" Writer/reader connection fades in and out Purpose inconsistent 	<ul style="list-style-type: none"> Interesting and informative Pleasing; takes risks Engages reader most of the time Purpose consistent 	<ul style="list-style-type: none"> Compelling and engaging Takes effective risks Reflects interest in and commitment to topic Purpose is clear and powerful
Word Choice the specific vocabulary the writer uses to convey meaning	<ul style="list-style-type: none"> Vocabulary is limited Simple words used incorrectly No figurative language Words do not convey meaning 	<ul style="list-style-type: none"> Generally correct words; no spice Language is functional Attempts interesting words Words convey general meaning 	<ul style="list-style-type: none"> Some active verbs and precise nouns A moment or two of sparkle Experiments with figurative language Words begin to enhance meaning 	<ul style="list-style-type: none"> Effective and creative verbs and nouns Wording mostly correct Figurative language is effective Words and phrases work well 	<ul style="list-style-type: none"> Powerful and engaging words Wording is accurate and precise Artful use of figurative language Words/language create meaningful pictures
Sentence Fluency the way the words and phrases flow throughout the piece	<ul style="list-style-type: none"> Choppy, rambling, or incomplete No "sentence sense" Oral reading not possible due to awkward structure No sentence variety 	<ul style="list-style-type: none"> Some simple sentences Occasional connecting word use Oral reading difficult Attempts sentence variety 	<ul style="list-style-type: none"> Attempts compound and complex sentences Sentences usually connect Parts invite oral reading Minimal sentence variety 	<ul style="list-style-type: none"> Begins to have easy flow and rhythm Strong and varied structure Oral reading encourages expression in places Sentences well-crafted 	<ul style="list-style-type: none"> Polished rhythm, cadence, and flow Creative use of sentence length and structure Invites expressive reading Varied structure enhances essay, adds interest
Conventions the mechanical correctness of the piece	<ul style="list-style-type: none"> Spelling errors impede readability Incorrect punctuation and capitalization Many grammatical errors Lack of paragraphing 	<ul style="list-style-type: none"> Spelling errors on easy words Errors on basic punctuation and capitalization Some usage and grammar errors Occasional use of paragraphing 	<ul style="list-style-type: none"> Errors may require pauses or re-reading Spelling generally correct on basic words Routine punctuation and capitalization Grammar errors infrequent Consistent paragraphing 	<ul style="list-style-type: none"> Few spelling errors even on more difficult words Consistent use of punctuation and capitalization Grammar and usage correct Paragraphing stylistically effective 	<ul style="list-style-type: none"> Spelling correct even on more difficult words Accurate and creative use of punctuation and capitalization Grammar and usage contribute to clarity and style Sound, creative paragraphing