Katie Augustine Grade Level: 1st Grade

Essential Questions for this **Unit:**

1. **Planning for Instruction and Assessment:**
2. What should students understand, know, and be able to do by the end of this lesson? What formal and informal assessments (formative and/or summative) will be utilized to measure the learning?

* The students will be able to fully understand what a runner’s job entailed and why such a job was needed in order for communication to occur.
* Students will be able to identify the differences between life in Ancient Inca and life today by navigating through the webquest.
* Informal assessments will be done throughout the entire lesson as various envelopes are opened and questions are asked.
* Informal assessment will occur when Think-Pair-Share is used with essential questions and are shared out to the class.
* Formal assessment will be achieved with the use of the worksheet.

1. With what common core learning standards and IEP goals are these lesson objectives aligned?

NYSS/ Common Core:

* Make connections between self, text, and the world around them (text, media, social interaction)

*Reading Lit. Standard 11*

* Ask and answer questions about key details in a text

*Reading Lit. Standard 1*

* Ask and answer questions to help determine or clarify the meaning of words and phrases in a text

*Reading Info. Standard 4*

1. What knowledge of the students is necessary to support and challenge the learners?

* Multi-racial class (Caucasian, African American, Hispanic) in a public school setting.
* No students have IEP’s or 504’s however, some students have trouble with self-control and staying focused.
* Any visual disabilities must be noted for the SmartBoard webquest activity
* The student’s backgrounds regarding Ancient Civilizations

1. What research or theory supports your pedagogical decision-making?

* Essential Questions
* Gartner’s Multiple Intelligences
* Bloom’s Taxonomy

1. What teacher and students instructional resources and materials are utilized in this lesson?

* NYS Common Core Module on Runners
* Webquest titled “Inca Runners”
* Computer with SmartBoard
* Worksheets (enough for each student)
* Pencils
* Understanding of Gartner’s Multiple Intelligences (article)
* Understanding of Bloom’s Taxonomy (article)
* Essential Question building (in-class lecture)
* Webquest sources
  + http://incas.mrdonn.org/roadrunners.html
  + http://ancientweb.org/index.php/explore/country/Peru
  + http://www.gigamyte.com/ancientweb/index.php/news/video/michael\_palin\_in\_machu\_picchu\_the\_ancient\_inca\_fortress

1. **Assessment**
2. How will assessments be used so you know when the students are successful in meeting today’s lesson objectives?

Informal assessments will be done throughout the entire lesson as various envelopes are opened and questions are asked. All students will participate because all students will have their own question and in order to keep all students engaged, students will begin by standing in a circle jogging in place as if they are runners. Then, the instructor will explain that in order to stop running they must share one new fact with the group and cannot repeat something one of their classmates said. This will continue until all students have answered. Also, informal assessment will occur when Think-Pair-Share is used with essential questions and are shared out to the class. Formal assessment will be achieved with the use of the worksheet.

1. How will assessments be used so your students know when they are successful in meeting today’s lesson objectives?

* If a student answers one of the questions from the envelope correctly they will be praised verbally. Other students will be re-asked the question to make sure they are paying attention and that they are comprehending.
* Additionally, at the end of the lesson students will begin by standing in a circle jogging in place as if they are runners. Then, the instructor will explain that in order to stop running they must share one new fact with the group and cannot repeat something one of their classmates said. If the student stops running in place they will know they were successful.

1. Beyond today’s lesson, how else will you assess student learning related to these objectives/standards? (for example: unit test, completed writing piece, portfolio assessment, universal screening, performance task)

At the very end of the unit which includes Inca, Maya, and Aztec Civilizations, students will create a book out of worksheets which address each civilization’s food, religion, cities, writing, and leaders. Book will have pictures and sentences regarding each aspect.

**III.**

**Instructing and Engaging Learners**

1. Describe how you create a positive environment for learning toward the lesson objectives. Consider elements of student motivation.

All students will be given a small envelope that they are not allowed to open until told. Inside there are multiple questions regarding comprehension of Incan Runners. When handed out students must be told that Incan Runners were not allowed to see what message they were delivering, they just needed to run as fast as they could. At various points in the lesson allow for a selected student to read their question, answer as a class. Also, verbal praises will be given for students who are able to answer correctly.

1. Describe the sequence of learning experiences in which students will participate to promote their critical thinking and understanding of social studies. Make sure to consider literature and technology experiences. What will an observer in your classroom see the students doing? What will an observer see you doing? What will an observer see other adults in your classroom doing?

* Students will be called to the rug/seated at computer
* Students will all be given their own envelope and told not to open it. Explain how Incan Runners were not allowed to see.
* A short review session will take place going over recent lessons about the Incan Civilization
* The instructor will read the Common Core Module on Runners Questions from envelopes will be asked periodically to check for comprehension.
* Students will be given the webquests worksheet
* The students will be led through the webquest on the SmartBoard with prompts to fill in the front of the worksheet
* Students will be sent off on their own to complete the back of the worksheet labeled, “Day 3” while the instructor circulates around the room to help students in need.
* Students will be able to open their envelopes if they have not yet done so and comprehension can be assessed when the instructor guides students to the correct answer.
* Think-Pair-Share will be used with essential questions and once students share with one another they will share with the instructor on the rug.
* Students will share with the class and instructor one thing they learned about the Incan Civilization/Runners and the instructor will make sure students don’t repeat what one of their classmates says and choose who goes next and who is done.

1. What questions will be presented to stimulate student thinking at multiple higher order levels?

What do you think the most important/biggest difference is between Ancient civilizations and the way we live today?

Why do you think the people of the Ancient Civilizations had to live the way they did? What proves this?

What was most impressive aspect about the Ancient Civilizations? Why?

Why did the Incas need to have runners? *(evaluation)*

Who was usually chosen to be a runner? Why? *(knowledge)*

Were runners allowed to know what they were delivering? *(knowledge)*

What types of things did the runners deliver? *(knowledge)*

What job do we have today that takes the place of runners? What are their similarities

and differences. *(analysis)*

Were runners important in Ancient Inca? Why? *(comprehension)*

Did runners have guards or weapons? *(knowledge)*

What kind of system did they use? Why? *(comprehension)*

What is your favorite part of the Incas? Why? *(evaluation)*

Did individual runners run for a long distance? Why? *(comprehension)*

1. How do you actively engage students in learning related to your objectives and how will you know if the students are truly engaged?

* Instructor will actively engage students by creating discussion having them listen to fellow students and by watching the webquest and Common Core Module. Also by giving each of them their own envelope.
* Instructor will know students are engaged if they transition smoothly and if they are willing to participate and listen

1. How do you provide opportunity for students to generalize, maintain, and/or self-direct the use of the new learning?

The worksheet is a great way for students to get instant gratification that they gathered information and learned something new. Additionally, when moving from civilization to civilization, students should be asked to make comparisons between the current civilization they are focusing on and previous ones.

1. How have the learning experiences been designed or organized to meet the 5 major areas of development needs of various learners (i.e., social, emotional, cognitive, physical, linguistic) in your classroom (include modifications and accommodations to meet individual needs-could include the learning environment, group composition, assistive technology, universal design strategies)?

* Social = speaking in discussion format and in front of class
* Emotional = having the students empathize with Incan Runners by having them have an envelope but not be able to open it *(students will behavioral issues will need to be watched that they follow directions, if not, their envelope will be taken away)*
* Cognitive = asking them thought provoking questions that allow for a broad interpretation and completion of the worksheet *(students with behavioral issues will need extra prompting to finish worksheet)*
* Physical = having the students get up when reading their question, when students are jogging in place and also when mixing up to do Think-Pair-Share *(students with behavioral issues will need to be positioned close to instructor, if they cannot handle situation they will sit out especially with participating in the jogging and Think-Pair-Share)*
* Linguistic = reading their question aloud to the class, listening to the Common Core Module

**Reflection**

1. How does your evidence help you plan for your next instructional steps?

Depending on how well the students are able to complete the worksheet and answer the envelope questions, we will be able to move on to the next aspect of the civilization. If it seems as though the main ideas were not grasped, I will have to revisit the concept of runners without the use of a webquest because perhaps it was too distracting of a medium to learn from. Also, a short video could be shown to further solidify the concepts presented.