

Lesson Planning Matrix

	A. Steps of the lesson: learning activities and key questions: presented by the teacher/media	B. Student activities and anticipated reactions/ responses of the students, revealing how they think	C. Teacher's response to student reaction/ Things to remember or note	D. Methods of Evaluating Students' Classroom Performance: assessing what the students do/ say	E. Amount of Class Time Allocated to this Section of the Lesson
Section I. Introduction. Focus on essential Understandings and connection to previous work.	To review last weeks lesson on early explorers	Students will refer to class notes from previous class and read last entrees made	Teacher will note understanding of previous class discussion listing names and locations of explorers previously discussed	Using smart board and/or projection device teacher will post students responses for all to review and comment	10%
Section II. Presentation of problem, the essential question, or thesis statement to be examined	Why did people from established societies leave their homelands to an unknown world?	In small group activity students will list as many different ideas presented to be written on clipboard for review	Teacher will categorize each response for commonality and similarity	Each student will list one idea individually to written on board for comparison	20%
Section III. Students work on problem: Individually and/or in small groups. Use of resources to answer question. What will students do to think historically?	The Jamestown model will be utilized. Questions to be addressed: 1. Who were the people who came to Jamestown? 2. Why did they leave their homeland? 3. What risks/challenges did they face? 4. How successful did they survive in Jamestown?	Students will break into groups of 3or 4 students based on the lesson. Each group will discuss among themselves the <i>essential questions</i> . One student from each group will summarize to class responses from their group taken from the Jamestown simulation website	Teacher will have students from their individual groups defend their choices prior to revealing results of the Jamestown program.	Students will be able to identify various alternatives to a successful / less successful choices and as a group come up with the possibilities for greater success	40%
Section IV. Student presentation of their work with reference to sources. Presentation of multiple approaches to appropriate answers.	1. Jamestown simulation website. 2. Video of 19 th century immigration. 3. Recent articles on aliens and violence toward Mexican day laborers 4. Guest speaker	Group discussion on the Jamestown results. In addition topic of immigration and how it compares to historical references to Jamestown and other early explorers	Teacher will invite (<i>pre-arranged</i>) recent immigrant into class to discuss the reasons he/she left their home country to come to America	Students will see first hand from an individual who is experiencing challenges not unlike the early explorers and the Jamestown exhibition	20%

Section V. Constructing a summary and commentary on different versions of student work	Students' results from Jamestown exercise will be reviewed. Future exercise will have students interview a recent immigrant or someone who is not native to this country in their community, and research through internet sources the country of origin	Student will present an oral presentation of the interview of their immigrant and compare story to other students of same.	Teacher will decorate class with names, picture and short biography each student presented of their immigrant in poster form around classroom	Student will present interview story of the life of an actual past immigrant	10%