

Annotated & Adapted UbD Lesson Plan F25

Student Teacher: Trelstad

Grade level: 9th Grade World History

Lesson title: Origin Story Project Brainstorming

Step 1– [Understanding by Design Unit Goals:](#)

** Note: these are generally decided at the unit level, but evident in lessons as well. **

[Big Ideas:](#) Humanity, Origin stories

[Enduring understandings:](#) How do students identify? What makes them who they are? Where do they come from?

[Essential Questions:](#) What makes us human?

Who are you? What are the values, people, places, experiences, and perspectives that you bring to this community?

Step 2– Universal Design, Pursuits, Objectives & Standards

What are your personal hopes & goals for this lesson?

I am hopeful that students will be able to start their project with a generative brainstorm facilitated by this activity.

What are the elements of universal design for learning (engagement, representation, action & expression) that you will be incorporating into your lesson?

Engagement: Clarify the meaning and purpose of goals (8.1)- I want students to feel like they know WHY I am asking them to do this graphic organizer, which grounds them in the end goal of the project as well as the purpose and meaning of the project.

Representation: Support opportunities to customize the display of information (1.1) - Students can write or draw in any way that they would like in the graphic organizer/.m

Action & Expression: Anticipate and plan for challenges (6.2) - I am anticipating both that students might not immediately understand the way the graphic organizer is supposed to support them or they might not feel stuck in the content, I think I will plan for this by creating my own example and walking them through my process as well as being active during their creation process.

Pursuits:

Skills: The transmission or construction of specific pre-requisite capabilities necessary for broad understanding, use, or application of topic information or concepts. For example, analytical thinking, inferential skills in reading, revision and editing in writing, dictionary usage, and particular research methods are all skills. *What disciplinary skills am I advancing?"*

History is about reflection and understanding the connection between events and places/ people. This is getting students to start to think about the ways that these historical concepts relate to each other by contextualizing it in their own life

Intellectualism: Intellectualism is knowledge of people, places, things and concepts and the ability to put this knowledge into action.: *What am I becoming smarter about?"*

They are becoming smarter about themselves as well as conceptualizing relationships.

Criticality: Criticality is the capacity and ability to read, write, think, and speak in ways to understand power and equity in order to understand and promote anti-oppression. In Cultivating Genius, I (Gholdy) define oppression simply as any wrongdoing, hurt, or harm, including racism, sexism, homophobia, ableism, or any other oppression. Unlike lower case "c" critical, which is just deep and analytical thinking, Critical with a capital "c" is related to power, equity, and anti-oppression: *How am I developing an understanding of power, equity, anti-racism and anti-oppression?*

Identity: Identity is made up of who we say we are, who others say we are, and the people we desire to be. Students are constantly making sense of who they are, and classroom instruction needs to be responsive to their identities. Because we are complex beings, we have racial, cultural, gender, environmental, and community identities, to name a few. Not only is it important to teach youths who they are, but educators should also teach students about the identities and cultures of others different from them: *How am I learning about who I am and about the lives of others?"*

The Purpose of the project is to have students engage in a reflective process about their own identity with the end goal of having them learn more about their peers through a gallery walk later in the unit.

Joy: *How will this lesson spark joy?*

I hope that the process of being able to write and draw about themselves will bring students joy. I think that also my excitement about the project and learning about the students will help this feel joyful.

Learning Objectives should be written, when possible in [ABCD](#) or [SMART](#) format.

Learning Objective: *Given a graphic organizer, students should be able to engage in a generative brainstorm for their origin story project with 2-3 items per inner circle section and at least 6 events and 6 people/places.*

What **Standards**, benchmarks, or other objectives will be addressed in this lesson?

- [PDE](#) Standards (K-12 state standards in PA)
- Common Core Standards
- IEP objectives
- School or district-specific Standards

[8.1.9.A](#)

Compare patterns of continuity and change over time, applying context of events.

Step 3—Assessment Evidence

What method/approach/tool will you use to **assess student learning** with this lesson? (please include the assessment with lesson plan) \

The assessment is the completed graphic organizer to the objectives standards, although they won't be graded or have this collected, it will be evident on their origin story if they do it or not

How does this assessment effectively relate to the student objectives for this lesson?

The assessment is about how well they do the graphic organizer so it is directly related.

How will information from the assessment be used for future plans?

This information will be used to see if students need further support/ scaffolding to understand the rest of the Origin Story Project.

Step 4 – Instructional Plan

Describe the learning plan for this lesson. Your instructional plan should **should be detailed enough for another teacher to implement without your presence.** The lesson should include materials and set-up needed, and **clear directions written out** for students.

In designing your plan, choose a format that will work best for you:

[Ignite/ChunkChew/Review](#)

[Before/During/After](#)

[I do/We do/You do](#)

[You do/We do/I do](#)

[WHERE TO](#)

Project Description for Context:

What is an origin story? An origin story is a founding story that tells about how a person or culture came to be what it is. It is a story of becoming. Often in origin stories, characters go through challenges - how they face those challenges shows their strengths and values.

What is your origin story? Where do you come from? What are the histories, memories, places, and people that are most important to understanding your life? How did you come to be a student at Central?

Final Product: What you will turn in

- **Origin Story Illustration**
 - You will create an illustration of your origin story on an 8.5x11" piece of paper
 - You may use markers, collage, photos, colored pencils, or another medium to tell your story
- **Artist's Statement**
 - Explain your origin story illustration in a paragraph. What should a person looking at your origin story know about you and your story? What do the symbols represent? What story does this piece of art tell?
 - Word Count: 200-250 words

Your Origin Story Illustration and Artist's statement must show following ideas:

- Who are you? What are your strengths, interests, and perspectives?
- Where/who do you come from? What did those places and people teach you? What lessons do you bring here?
- What do you value?
- How did you come to be at Central?
- What are your hopes for the future? Where do you want your future to take you?

[GRAPHIC ORGANIZER](#)

BEFORE:

Explain directions/ purpose

- ask students how they feel about the Origin Story Project? Elicit if they feel confused or stuck on what to include on the project.
- Explain the WHY: activity will be a way to start a generative brainstorm for the assignment/project.
- Pass out the [graphic organizer](#), but tell them not to start working on it
- Explain that they will be working from the innermost circle to the outer circle(s) ..
 - First circle answers the question "Who are you?" with the expectation that they will put 2-3 traits about themselves in each of the 4 sections.
 - Next they will relate the traits to events in their life that informed those traits
 - Last they will think about the people/ places
- Explain my own example
 - walk through one from each section and trace the examples out
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- Explain the expectations for amount in each concentric circle
- Trigger them to go and work on it
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DURING:

- Support students by walking around and answering questions
- Independent work

AFTER:

- Answering questions and setting them up for success for the origin story project
- Check in of how that felt to do

When planning, you should utilize **thoughtful questioning**, **multi-modality**, [Visible Thinking](#), **hands-on activities**, and **purposeful language strategies** to encourage student engagement.

Step 5— Differentiation and Accommodations:

Accommodations: Who are the students with special needs in this class? What supports (beyond universal design) allow them to be as successful and independent as possible? What do student IEPs require?

I haven't seen all of the students' IEPs at all actually (some haven't even been shared with my teacher). One student has an IEP for a 1 on 1 para in class. I think that just making sure that that student feels excited about the project and caught up

ELLs: Are there students learning English for the first time? How will you address their needs? There is one student in particular who really seems to struggle with speaking in class. I think that he will be okay without a pairshare element of the project. I think that the written format of the graphic organizer helps scaffold the instructions as well.

Differentiation: Are there students for whom this lesson is too basic? Too advanced? How will you differentiate?

For most students the graphic organizer section of this project allows them to think about their own life in a variety of ways and they can differentiate based on their own needs?

Be specific, but do not identify students by name. Instead write, "for the student who struggles with attention...." or "for students who have already mastered two column addition..."

Step 6— Reflection & Documentation: Please answer all questions after the lesson

What did I do well during this lesson?

Explaining the graphic organizer clearly (even if I did it over 2 days) . I think I did a good job of reading cues and explaining my project as well and reading what students need more support in.

What happened during my lesson? How did/did it not match with my vision for it?

The timing was off so this lesson was actually split over 2 days for like 1.5 of the classes. I thought that I would have more time in each class to actually explain my graphic organizer, but because we had to finish something from the previous day!! CLASSIC

What did my students learn? How do I know?

I think my students learned more about how to think about the project that we are asking them to think about. I walked around the classroom and observed so many students filling up the graphic organizer and putting in lots of information about themselves.

For which students did this lesson work/not work? Why?

It was pretty obvious that not all of the kids are clicking with the graphic organizer or the project in a general sense. Some of the kids really struggled to visualize what we were asking them to. Some students struggled with feelings of being bad artists. Some students struggled with feeling overwhelmed by reflecting on their own lives. We had a few tears in class which was hard to watch. There were some students who just,,, didn't want to do the graphic organizer because they felt like it was too hard/ too much work. There were some who took it too literally and asked a lot of questions about our expectations.

Where were the tricky spots?

The tricky spots were mostly in one on one interactions with students where I felt stuck on how to support students through feeling stuck on their graphic organizer. Nothing I seemed to do worked and that meant that Ms. Date had to help the really struggling students. Timing with the broader plan of the lesson(s) was also pretty hard.

What did I learn? How does it change future planning & teaching?

I learned that one on one interactions are where students are going to feel most supported and where I need to be really good at getting students from feeling stuck to feeling excited. I just feel like I am so far off from having those instincts that will help me help students and I am feeling pretty bummed about it.

What questions do I have as a result of this lesson?

How to develop skills around timing and around one on one support for students. ?

During student teaching, please incorporate photos and/or student work samples along with your reflection for at least one lesson plan/week.