

Exemplar Lesson Plan Template

Unit Title: Africa

Title of Lesson Plan: Discovery of Gold in Africa

Unit Context: 7th and 8th grade history, 1-2 class periods

Claims Addressed (from Smarter Balanced ELA/Literacy Content Specifications)

- ❖ Read closely and analytically to comprehend a range of increasingly complex literary and informational texts
- ❖ Students can employ effective speaking and listening skills for a range of purposes and audiences

Focus Standards being Explicitly Taught and Assessed

- ❖ Content:
 - Students will be able to explain multiple reasons why the discovery of gold was a turning point in the history of Africa and support these reasons with specific examples from sources.
- ❖ Reading:
 - Students will be able cite specific textual evidence to support analysis of primary and secondary sources. (R.H/SS.6-8.1)
- ❖ Writing:
 - Students will write arguments based on *discipline-specific content* (W.H/SS.6-8.1)
- ❖ Speaking & Listening:
 - Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7/8 topics, texts and issues* building on others' ideas and expressing their own clearly. (SL.7/8.1)
 - Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (SL.7.4)
- ❖ Language
 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7/8 reading and content*, choosing flexibly from a range of strategies. (L.7/8.1)

Objectives: To be able to meet these standards, students need to be able to do the following:
This is where you include language from Bloom's revised Taxonomy and Webb's Depth of Knowledge

- ❖ DOK 1:
 - Students will listen to teacher explanation of gold discovery
 - Students will explain source in jigsaw, citing textual evidence to support explanation
- ❖ DOK 2:
 - Students will question and solve problems in gathering clues from documents during jigsaw
- ❖ DOK 3:
 - Students will present a logical argument in their speech, citing at least 2 pieces of textual evidence and correctly integrating at least 1 of the vocabulary terms
- ❖ DOK 4:
 - Students will synthesize understanding of evidence in full class discussion, citing evidence from the sources and presentations in their writing

Student Friendly Learning Targets:

- ❖ I understand why the discovery of gold was a turning point in the history of Africa
- ❖ I understand how to identify evidence from sources to support my argument
- ❖ I understand how to build on others' ideas during discussion
- ❖ I understand how to use strategies for determining the meaning of words I don't know
- ❖ I understand the appropriate behavior for a formal presentation

Success Criteria:

- ❖ I can explain at least two reasons why the discovery of gold was a turning point in the history of Africa
- ❖ I can identify at least two pieces of evidence from source(s) to support my reasons
- ❖ I can listen to my classmates and respond by summarizing, questioning or offering a related idea
- ❖ I can demonstrate the correct use of a new vocabulary term that I encountered in a source
- ❖ I can present my reasons and evidence in a clear way, using appropriate eye contact and volume

Unit Enduring Understandings Addressed:

Change is complex.
Change can happen quickly or slowly.
Seemingly small events can have very significant outcomes on history.

Unit Essential Questions Addressed

- ❖ How does change happen?
 - Why was the discovery of gold a turning point in the history of Africa?

Texts/Resources Recommended

Text and Level of Complexity

- ❖ Informational article about Abe Bailey
 - **Quantitative Measure:** 1000
 - **Qualitative Measure:** The qualitative measure of this text is relatively low. There is no hidden level of meaning as it is a pretty straightforward informational article about Abe Bailey. The structure is pretty typical and the events are related in chronological order. The one challenging area might be in the Language Conventuality and Clarity as there is quite a bit of general academic vocabulary.
- ❖ Informational article about Mahudu Nkadimeng
 - **Quantitative Measure:** 900
 - **Qualitative Measure:** Although this is also an informational article, the qualitative measure is a bit more complex. The tone seems to remain objective throughout, but the author seems to have a hidden purpose. Recognizing this will require students to make some inferences. There is also a high level of intertextuality with pretty extensive references to other texts, including primary source documents.
- ❖ Flow chart
 - **Quantitative Measure:** n/a
 - **Qualitative Measure:** Although a flow chart might seem like a simple text, this certainly will be challenging for some students. Reading visual texts can be complex and this one certainly is with many arrows and visuals embedded throughout, as well as brief pieces of written explanation. The conventions of the flowchart genre are pretty complicated and the text includes some domain specific vocabulary.

Scaffolds/Supports for Texts:

- ❖ Images of Johannesburg
- ❖ Quotation
- ❖ “Notices and Wonders”
- ❖ Jigsaw

Key Vocabulary Terms

Review: hypothesis, compelling

Explicitly Taught: dank, noxious, reclamation, fissure

Procedures

5 mins	Welcome and Review Learning Targets
10 mins	Hook/Frontloading: <ul style="list-style-type: none">▪ Show a picture of Johannesburg in <u>1886</u>. Ask students to discuss their notices and wonders with their small group.▪ Show a picture of Johannesburg in <u>1896</u>. Ask students to discuss their notices and wonders.▪ Pose the following question to the whole class: What do you think happened in those ten years to change Johannesburg so dramatically? Ask students to share their hypotheses with a partner.▪ Put the following quotation up on the overhead: “There can be no doubt that the historian will point to the period between the discovery of gold on the Witwatersrand and the establishment of the city of Johannesburg as a turning point in the history not only of Southern Africa but of the whole continent.” (Selope Thema, newspaper editor)▪ Explain that gold was discovered on the Witwatersrand in 1886. It quickly transformed from a tiny mining village into the largest city in South Africa and what is now known as Johannesburg.▪ Ask students to write on their recording sheets why they think that the discovery of gold was a turning point in the history of Africa. Ask students to draw a line under their responses.
45 mins	Jigsaw: <ul style="list-style-type: none">▪ Provide each small group with a handout to examine. Two groups will examine information about Abe Bailey, two groups will explore information about Mahudu Nkadimeng, and two groups will interact with a flow chart about the mines.▪ Students should read/examine their group’s document. Instruct them to interact with the text, paying particular attention to clues as to why they think the discovery of gold was a turning point in the history of Africa.▪ After everyone in the group has had a chance to read the document, the students should discuss today’s focus question: Why was the discovery of gold a turning point in the history of Africa? Students should add their new ideas to their recording sheets.▪ Ask the students to mix themselves into new groups. Each group should have at least one #1, one #2, and one #3.▪ Students should share with their group a summary of what they learned from their documents.▪ After each student shares, the group should discuss any new ideas they have about our focus question. Students should add these ideas to their recording sheets.▪ Students return to their home groups. Each student shares with the small group what he or she learned about the focus question. Students should add new ideas to their recording sheets.
15 mins	Vocabulary <ul style="list-style-type: none">▪ Complete “Using Context Clues” activity for 3 new vocabulary words.
45	RAFT:

mins	<ul style="list-style-type: none"> ▪ Ask students to take on the role of historian and collaboratively craft an argumentative speech that they will present to fellow historians at an African history conference. Their speech needs to answer the focus question: Why was the discovery of gold a turning point in the history of Africa? Instruct students to select what they believe to be the most compelling reason and support their analysis with specific evidence from the texts they examined today as well as other texts we have explored throughout the unit. Each student must contribute at least two pieces of evidence. They should also correctly use at least one of the new vocabulary terms ▪ Each group presents their argumentative speech to the “conference.” Instruct “audience members” to add evidence from the speeches to their recording sheets. Audience members are given a short response period in which the “audience” can ask questions, summarize what they heard or add related ideas. ▪ After the presentation, lead a whole class debrief about the focus question and the essential question for the unit. Add students’ ideas about how change happens to the class’ anchor chart and to their recording sheet.
------	---

Differentiation (based on principles of UDL):
<http://www.udlcenter.org/aboutudl/whatisudl/3principles>

Multiple Modes of Representation:

- ❖ Images (visual)
- ❖ Quote (short written text)
- ❖ Texts for jigsaw (long written text)
- ❖ Explanation and speech from peers (auditory)

Multiple Modes of Expression

- ❖ Discussion (informal speaking)
- ❖ Notes (short writing)
- ❖ Jigsaw (informal speaking)
- ❖ RAFT (formal speaking)

Multiple Means of Engagement

- ❖ Images and “Notices and Wonders” (relevance and authenticity)
- ❖ Jigsaw (personal choice and collaboration). NOTE—the teacher could also deliberately assign sources based on text complexity and student needs.
- ❖ RAFT (authenticity)
- ❖ Speech and RAFT (self-regulation through group accountability)

Assessments

Formative

Recording sheet—throughout the lesson students will take notes on a recording sheet that will capture evidence of the reasons why the discovery of gold was a turning point in the history of Africa. For evidence of success, I will look for notes from the images, discussion, jigsaw and presentations. Successful students will also pull out the most relevant and convincing evidence from those sources.

Group speech—to be scored using the [Smarter Balanced 4-Point Speech Rubric](#) (see below). The largest indicator of success will be that students cite at least two pieces of evidence from the sources and that there is a clear connection between their reasons and the evidence. I will also be looking for correct use of at least one of the vocabulary terms.

Summative

n/a

Sample Generic 4-point Speech Rubric (Grades 3-11)

Score	Establishment of Focus and Organization		Development: Language and Elaboration of Evidence		Presentation
	Focus	Organization	Elaboration of Evidence	Language and Vocabulary	Presentation
4	<p>The speech is consistently and purposefully focused:</p> <ul style="list-style-type: none"> controlling idea, opinion, or claim is clearly stated and strongly maintained controlling idea, opinion or claim is introduced and communicated clearly within the context 	<p>The speech has a clear and effective organizational structure helping create unity and completeness:</p> <ul style="list-style-type: none"> employs a strong opening and logical progression of ideas effective introduction and conclusion for audience and purpose 	<p>The speech provides thorough and convincing support/evidence for the writer's controlling idea, opinion, or claim that includes the effective use of sources, facts, and details:</p> <ul style="list-style-type: none"> use of evidence from sources is smoothly integrated and relevant 	<p>The speech clearly and effectively expresses ideas:</p> <ul style="list-style-type: none"> use of precise language (including academic and domain-specific language) consistent use of syntax and discourse appropriate to the audience and purpose 	<p>The speech is clearly and smoothly presented:</p> <ul style="list-style-type: none"> use of effective eye contact and volume with clear pronunciation understandable pace adapted to the audience consistently aware of audience's engagement use of strong visual/graphics/audio enhancements, when appropriate, to effectively clarify message.

3	<p>The speech is adequately and generally focused:</p> <ul style="list-style-type: none"> controlling idea, opinion, or claim is clear and for the most part maintained though some loosely related material may be present some context for the controlling idea, opinion, or claim 	<p>The speech has an evident organizational structure and a sense of completeness, though some ideas may be loosely connected:</p> <ul style="list-style-type: none"> adequate use of transitional strategies with some variety ideas progress from beginning to end introduction and conclusion are adequate adequate, if slightly inconsistent, connection among ideas 	<p>The speech provides adequate support/evidence for the writer's controlling idea, opinion, or claim that includes the use of sources, facts, and details:</p> <ul style="list-style-type: none"> some evidence from sources is smoothly integrated though may be general or imprecise 	<p>The speech adequately expresses ideas employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> use of academic and domain-specific language is adequate, use of syntax and discourse generally appropriate to the audience and purpose; 	<p>The speech is adequately presented with minor flaws:</p> <ul style="list-style-type: none"> appropriate use of eye contact, volume, and pronunciation generally understandable pace adapted to the audience sufficiently aware of audience's engagement sufficient use of visual/graphics/audio enhancements, when appropriate, to clarify message
----------	--	--	--	---	---

2	<p>The speech is somewhat unclear and unfocused:</p> <ul style="list-style-type: none"> controlling idea, opinion, or claim is for the most part maintained though there may be a minor drift controlling idea, opinion, or claim may be lacking an appropriate context 	<p>The speech has an inconsistent organizational structure:</p> <ul style="list-style-type: none"> inconsistent use of transitional strategies with little variety ideas progress unevenly from beginning to end introduction and conclusion, if present, may be weak weak connection among ideas 	<p>The speech provides uneven, cursory support/evidence for the writer's controlling idea, opinion, or claim that includes partial or superficial use of sources, facts, and details:</p> <ul style="list-style-type: none"> evidence from sources is weakly integrated 	<p>The speech inconsistently expresses ideas employing simplistic language:</p> <ul style="list-style-type: none"> insufficient use of academic and domain-specific language use of syntax and discourse may at times be inappropriate to the audience and purpose 	<p>The speech is unevenly presented with evident flaws :</p> <ul style="list-style-type: none"> inconsistent use of eye contact, volume, and pronunciation pace partially adapted to the audience partially aware of audience's engagement sufficient use of visual/graphics/audio enhancements, when appropriate, to clarify message
1	<p>The speech is unclear and unfocused:</p> <ul style="list-style-type: none"> controlling idea, opinion, or claim may have a major drift controlling idea, opinion, or claim may be confusing or ambiguous 	<p>The speech has little or no discernible organizational structure:</p> <ul style="list-style-type: none"> few or no transitional strategies are evident frequent extraneous ideas may intrude 	<p>The speech provides minimal support/evidence for the writer's controlling idea, opinion, or claim that includes little or no use of sources, facts, or details:</p> <ul style="list-style-type: none"> evidence from sources is minimal, absent, in error, or irrelevant 	<p>The speech expresses vague ideas, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> uses limited language or domain-specific vocabulary rudimentary use of syntax and discourse inappropriate for the audience and purpose 	<p>The speech is presented with serious flaws that obscure meaning:</p> <ul style="list-style-type: none"> infrequent eye contact, and inappropriate volume and pronunciation pace not adapted to the audience little or no sense of audience's engagement little or no visual/graphics/audio enhancements to clarify message
0	<p>A speech gets no credit if it provides no evidence of the ability to gather and organize information, compose, and orally deliver short speech.</p>				