

TAH Lesson Study Reflection and Revision Form

Lesson Study Group: 3 Amigos Date: 2/11/11

1. To what extent were the goals of the lesson achieved? Provide supporting evidence.

Almost 100% of students were effectively engaged in assembling the source materials. Heterogeneous grouping allowed stronger students to model Historical Thinking Skills for others. These students demonstrated more understanding by the end of the lesson.

Students demonstrated an understanding of the historical events through their collaborative work and teacher questioning.

The vocabulary exercise demonstrated student understanding of most concepts.

2. In what ways were the goals not met? Provide supporting evidence.

Student work samples show that while many students grasped cause and effect, others were not able to articulate this concept.

Some students had difficulty matching the vocabulary card to the timeline, while others did not have the opportunity to try.

3. Based on our evidence, what aspects of our lesson plan should we change?

Allow all students to individually demonstrate their knowledge of cause and effect. Make sure that each student completes an exit slip to reinforce the learning of the essential question.

Chunk the lesson into 2 sections.

4. What specific changes will we make to the lesson to better meet our instructional goals?

All students must be given an opportunity to attach vocabulary words to the timeline. If they do not want to go up in front of the class, the teacher can ask for verbal confirmation for where the card should go.

Visually link causes and effects on the timeline.

Give each group one section of the timeline—can be done by centuries or eras.