

**Author:** [Zulema Jimenez](#)

**Posted date:** Tuesday, March 1, 2011 12:51:54 PM EST

1. What answers do you now have for your Teacher Question?

Yes, I believed that have encouraged my students to rethink, reorganize and refine their oral and written ideas.

Students were encouraged to find their own interpretations about the lesson or event of time. They discussed their ideas with in their small group and they questioned each other if there was doubt.

2. Do you have a new Teacher Question?

I do not have a new teacher question at this time.

3. How effective was this lesson in addressing the essential question?

The students were able to address the essential question of the lesson once we were at the end of our 2 day lesson. They were able to recap the events and find in conclusion why the Europeans wanted to acquire Florida. Breaking it up to 2 days was also very helpful.

4. IMPLICATIONS: How will this lesson influence how you will develop and teach future lessons?

Since this lesson did take about 2 weeks to prep, little at a time I was able to see the positive effects of continuing to refer to a past lesson. Especially in history it's important to see that all events come together for a common purpose. I will use this time line for other parts of history and I can wrap up a decade using this project of a time line and asking an essential question.

**Author:** [Regina Land](#)

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1. What answers do you now have for your teacher question (see first page of lesson plan)?

I believe that the lesson not only encouraged the students to rethink, reorganize and refine their oral and written ideas, but they jumped in and created a team that had a goal in mind, worked together to achieve that goal, and each group made the lesson/project theirs. I had some great leaders. They all took ownership and were proud of their achievement.

2. Do you have a new teacher question? No, I like this one.

3. How effective was the **revised** lesson in addressing the instructional goals?

We tweaked some things that made it better, but I liked the way we allowed the teams to search for things that went with their poster/timeframe better from each team like we did the first time. More interaction. This time I did have the students line themselves up in order of their historical dates and then put their posters on the timeline. They immediately sorted themselves and didn't really need direction. I liked that instead of me directing who went next.

4. What have you learned from the lesson study process that will enhance future instruction?

Students are curious by nature and this allowed them to explore and create without much input from me. I guided the lesson as needed, but they took off with it and had fun and will remember more.

**Author:** [nora laubenstein](#)

**Posted date:** Tuesday, March 8, 2011 4:09:51 PM EST

1. What answers do you now have for your Teacher Question?

Yes, I believed that have encouraged my students to rethink, reorganize and refine their oral and written ideas. My students are ELL students, so accommodations were made as to the length of the lesson, and the level of the readings. However, my students were encouraged to find the information for the timeline events in the readings provided, and be able to organize those events chronologically. They discussed their ideas with in their small group and they questioned each other if there was doubt.

2. Do you have a new Teacher Question?

I do not have a new teacher question at this time.

3. How effective was this lesson in addressing the essential question?

The students were able to understand the essential question of the lesson. They were able to recap the events and with help find in conclusion why the Europeans wanted to acquire Florida, however, the cause and effect concept was very difficult for them even with the accommodations that were given.

4. IMPLICATIONS: How will this lesson influence how you will develop and teach future lessons?

This lesson did take a couple of weeks to prepare and teach background. Chronology has been practiced often throughout the year using events with illustrations on timelines, which definitely helped with these students. However, I found that next time when teaching the concept of cause and effect, more preparation will need to be given with providing better illustrations demonstrating the concept, as well as illustrations showing the historical causes and effects. Pictures relaying the historical causes and effects were difficult to find. I will continue to use timelines to practice chronology and to show links in history.