

## TAH Lesson Study Reflection and Revision Form

Lesson Study Group: KEY WEST ELEMENTARY GROUP Date: 9/29/2011

1. To what extent were the goals of the lesson achieved? Provide supporting evidence.  
The teaching goal was met and class discussion shows that they did understand the HTS. The lesson needs to be revamped to more clearly access this knowledge.

2. In what ways were the goals not met? Provide supporting evidence.  
However based on the students products, it is evident that the Historical Thinking skill was not met completely. The lesson needs to be revamped to more clearly access this knowledge.

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

Timing

Source Materials

Presentations

Student Product

4. What specific changes will we make to the lesson to better meet our instructional goals?  
Timing—divide the lesson into two 35 minute classes or 1 hour long class. Day 1 (first half) = introduction of the entire Bill of Rights. As a class read the history of the Bill of Rights. Then students, given the amendments in plain English and photographs of the amendments in action, students will match the photos with the amendments. Students will then be asked “Why do you think the Bill of Rights was added to the Constitution. Day 2 (second half) - students groups will be assigned one amendment which they will look at in depth and will complete the student activity on that amendment. Finally, students will present their group’s product. To assess, students will complete a matching activity.

Source Materials— clean them up and make them less distracting for students. Add plain language to the sheet with the original language.

Presentations—Use the document camera for students to display their drawings and definitions. Students will also use the microphone so that they can be heard over the AC.

Student Product—Students will draw a representation of their amendment and write the amendment in their own words. Then answer questions about how the amendment affects them today.