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

After reteaching our PLC's Constitutional Compromise lesson, I have come to several conclusions regarding the ways in which students are encouraged to find, adjust, and challenge/elevate their own interpretations:

- a. Giving the students a problem to solve makes them feel more challenged. When the teacher shows the students that he/she has confidence in their abilities, they seem more apt to rise to the challenge.
- b. When given some form of extrinsic motivation, students perform better. In this case, the most obvious extrinsic motivator were the pieces of candy that the students were allowed to eat after determining what the two sides of the argument were and again after developing their own compromise.
- c. I also found that imparting to the students a sense of urgency (e.g. by saying, "If you don't do this, the country WILL fall apart," or, "You might as well go back to England as well as by using the projected stopwatch) also spurred them to think and compromise more quickly.
- d. I think the final piece is the actual encouragement from the teacher. Sometimes a few words or a little help with a stumbling block can go a long way towards propelling the students forward.

2. Do you have a new teacher question?

I think my new teacher question would be "What is the BEST way to encourage students to take risks when forming and changing their interpretations?" I found that one of the biggest problems in all my groups is that the students, at least initially, would remain silent because they were afraid to say something "wrong."

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

I think the revised lesson improved upon the original lesson's success in meeting instructional goals.

By taking two class periods instead of one, we gave the students more time to do several things that ultimately enhanced their understanding of the historical compromises that went into the construction of our nation's governing instrument:

- a. Students were able to fill out a more "official" compromise document for their own agreement. This made the students feel like more was at stake in their discussion and thus led them to invest themselves more in their learning.
- b. Students had time to read more detailed background information about the events leading up to each compromise, thus helping them to create a more informed compromise of their own as well as understand the actual constitutional version more fully.
- c. Students were given the pertinent constitutional text instead of having to look through the entire document, which freed them to spend more time trying to understand the arcane language and

make better sense of it.

- d. Students wrote down their notes on the board so as to facilitate quicker and more accurate note-taking.
- e. Students had a more clear note-taking sheet so as not to confuse the actual compromise with the one made by their peers.
- f. The students' final assessment (the compare/contrast paragraph) was more thoughtful and informed. In general, students re-stated both compromises and evaluated the relative benefits and disadvantages of each.

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

I think one of the most important things I will take away from the lesson study process is the importance of collaborating with one's peers. I find it extremely helpful when people with different learning styles and points of view bring their opinions to bear on the construction of a lesson. The more people involved, the better each student's needs can be addressed. Additionally, I also believe that I have learned the importance of incorporating inquiry-based lessons into my repertoire of teaching strategies. I think I have seen firsthand how these lessons successfully motivate students to become more involved in their own learning.

Author: [Eric Nelson](#)

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

Our teacher question dealt with the fact that students needed to find interpretations then challenge and elevate them. I found that my classes were very ready and capable of doing this task. Nearly all of the groups were challenging each other and the ideas that they were presented with as far as compromise in the constitution.

2. Do you have a new teacher question?

I do not have a new question at this time.

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

I feel that the revised lesson was quite a bit better because we were able to rework the lesson to aid the students in better understanding how to work with compromise. I also feel that students were given better/proper information to aid them in working around the problems and compromises that they were presented with.

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

I really feel that lesson study enhances my ability to write and teach lessons. Many times when I write a lesson and it doesn't work well I'm not sure why, with lesson study everyone in the group can collaborate and create the best lesson possible.

Author: [Brandi Ortiz](#)

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

When given two sides of a situation, students can make their own interpretations of the subject matter, and come up with challenging and thoughtful solutions.

2. Do you have a new teacher question?

Not at this time. I think the lesson went really well.

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

We made some major changes in the revision which paid off extremely well. The extra day given, breaking up the groups with specific roles, and revising the worksheet were perfect.

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

I love the lesson study process. Being able to work with my colleagues in the planning, and then teaching and revisiting what worked and what didn't work so that we can make the ultimate teaching experience is wonderful. I look at all of my lesson plans now in that same light, constantly thinking how can I make them better.