

Middle/Lower Keys Re-teach Reflection Summary

Participant #1:

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

For the teacher question:

Can students relate the past to their present lives? According to the student responses on the amended checklist, using the same amendments from the first lesson, students indicated a strong link from the past to the present, especially with the 1st Amendment's freedom of speech and the press. Reviewing again the reasons for the framers to include these rights, and the causes for the War of revolution with the British, the students were able to identify the importance of the colonists' right to express their concerns and feelings to England, which led to a desire to continue those rights as a new nation, locally and nationally. Teenagers could identify with the frustration of having something important to say, but not being taken seriously. The freedom of expression that they use today in the form of music, internet social networking, and the good old standbys of print and protest give them a voice with a more probable chance of being heard.

2. **Do you have a new teacher question?** No we do not have a new teacher question.

3. **How effective was the revised lesson in addressing the instructional goals?** The revised lesson was more affective with the instructional goals of students justifying their modifications to the class, and persuading classmates to agree upon their modifications. Groups discussed and recorded the amendment's changes, using the amended checklist, then displayed their outlines on chart paper around the room. This time all students rotated to each display and used post-it notes to comment on points that they agreed or disagreed with. This ensured that all students were engaged in the activity, pulling information and contributing for all 3 amendments, not just the one they were working on. Students regrouped into larger groups of the same amendment, and used both chart paper outlines to collaborate and compromise to write a new version of their amendment that is relevant to modern life. Ideas had to be pulled from both group's efforts, allowing all to participate and justify and persuade others to include their points in the rewritten amendment. Finally, students showed their understanding of the learning objectives when they initialed next to their individual contributions. The students had time to present and justify their changes to the class. Through the justification and persuading process, students had to demonstrate to their peers how the changes made the amendments more relevant to them in this time, while also using history to show why the amendments needed to be changed in the first place.

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

I learned that background preparation is essential to running a successful and time effective lesson. I also learned that group activities require good use of time and organization to ensure

that all students are engaged. I learned that with seniors, this lesson brought out a lot of dialog among their peers, and that by bringing in the relevancy to their own lives, the lesson was more successful.

Participant #2:

1. Students can and did link the past to the present. Through discussion and examples, students provided updated ideas that were relevant to them and the classroom. They thought about the amendments and then helped me and each other reword the ideas. A kid friendly product was created that was age appropriate in language and kept the gist of the ten amendments.
2. No, the questioned was answered and understood.
3. The revised plan had some changes due to unavailable materials and time. I also deleted the preamble as it did not relate to this particular lesson. I added a couple of ideas, one being a printed/ typed copy of the final product to send home. I was adding clip art pictures to replace key words to create a rebus story to provide students with a visual clue that would help them remember the key ideas of their amendments, which connects parents to what we are doing in the classroom. I am copying the amendments on chart paper as well, so that these can be placed in the classroom, and will have students draw the pictures which gets them more involved in the lesson.
4. The lesson study needs time to put together and my K kids can only stay focused for a short time. So I need to break the lesson apart to allow for movement, and give the students a chance to talk amongst themselves to form their ideas.

Participant #3:

1. What answers do you now have for your Teacher Question?
Can students relate the past to their present lives?
The students were able to talk about the past as what happened in history. They discussed how similar it is to things happening in today's world. They did have a hard time coming up with ways to change it or add to it.
2. Do you have a new Teacher Question?
Not at this time.
3. How effective was this lesson in addressing the essential question?
We focused on 2 amendments Article 1 and Article 11, and they did find the 2 to be necessary. They still see the use of it today in religion and protecting themselves.
4. IMPLICATIONS: How will this lesson influence how you will develop and teach future lessons?
This was fun way to get the students involved in making decisions. I will continue to have groups work together for a common goal. I also think talking to another group with the same goal helped widen their horizons.

Participant #4:

1. What answers do you now have for your teacher question?

Can students relate the past to their present lives? *Even with limited experience as 13 year olds, students in my classes were able to relate the past to their own lives. In discussing the Bill of Rights, students were quick to see similarities in the need for citizen's rights at the time of the writing as well as their importance now.*

2. Do you have a new teacher question? *No new teacher question.*

3. How effective was the **revised** lesson in addressing the instructional goals? *The revised lesson worked quite well in that it allowed students to come back and discuss their observations with another group. This led to more discussion and additional viewpoints.*

4. What have you learned from the lesson study process that will enhance future instruction? *Lessons are not necessarily written in stone and can be revised to meet the needs of students at different levels and with differing experiences, while keeping the original goals in mind.*