

**Education Specialist Clinical Practice  
Settlement House Movement Observation #2**

**Teacher Candidate Name:** Jocelyn Frierson  
**Setting:** Specialized Academic Instruction  
**Content Area:** Social Studies - U.S. History  
**Topic:** Settlement House Movement

**Date:** 11/14/16  
**Grade:** 11th  
**Course:** U.S. History

**Lesson Overview:** We will be completing a historical document study. The documents will focus on the Settlement House Movement. The student will need to work together as a group to find evidence in their document to answer the question “What were the attitudes of settlement house social reformers towards immigrants?” The students will need to decide which of the following statements their evidence supports: Settlement house social reformers were generous and helpful or condescending and judgmental.

*Due to the needs of the students in this class, this timing of this lesson plan is flexible and may span over multiple days if needed for students to gain access to the curriculum in a way that is appropriate.*

**Common Core Standards**

*Reading Standards for Literacy in History/Social Studies 6–12*

Key Ideas and Details 11th - 12th Grade

2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

*Speaking and Listening Standards 6–12*

Comprehension and Collaboration 11th - 12th Grade

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Use appropriate eye contact, adequate volume, and clear pronunciation.

**Purpose Statement**

Student Learning Objective/Intention

- *Content:* Students will discuss the attitudes of settlement house social reformers towards immigrants
- *Language:* by annotating documents and verbally discussing with peers
- *Social:* in order to develop an opinion about “if the reformers were generous and helpful or condescending and judgmental” that is supported by evidence from the documents

**Background Information about the Students**

The students in the period are enrolled in a Specialized Academic Instruction US History course. All 10 students in this class have an IEP. The class includes 4 boy and 6 girls. The students all get along well and work together when given the opportunity. One male student is new to the school. but has been adjusting well. Two male

students have recently transferred into the class and have both been transitioning well. One of those students transferred in from a Co-Taught US History course after struggling with the pace. While the other was transferred from a college prep US History class after an IEP team determined he was eligible for special education services.

In the class there are 7 English Learners, all of whom use English as their primary language during school. The proficiency levels are as follows: 4 emerging, 4 expanding, and 1 reclassified fluent English proficient. It should be noted that English Learners participated in the CELDT last month, but new proficiency levels will not be released until next year. 5 students are eligible for special education services due to a Specific Learning Disability. Of those 5, 1 student has a secondary condition of Speech and Language Impairment and another has a secondary condition of Heard of Hearing. 3 students are eligible for special education services due to a Other Health Impairment, and all 3 students have ADHD. Of those 3 students, 1 student has a secondary condition of Speech and Language Impairment. 2 students are eligible for special education services due to a Speech and Language Impairment.

## **Background Information about the Lesson**

### Scope and Sequence

Students have currently been analyzing modified documents, watching videos, and engaging in discussion about industrialization, growth of cities, and immigration in the 1800s. Students have been transitioning into a new unit on the Progressives. Last week students watched a video on the President Franklin D. Roosevelt. This historical video explained a view of President Roosevelt's progressive reforms including conservation efforts of natural resources, creation of national parks, and regulations on food.

### Prior Knowledge

Students have the prior knowledge of President Roosevelt's progressive reforms including conservation efforts of natural resources, creation of national parks, and regulations on food. The students also have had exposure to other progressive movements including the sanitation workers that began to clean the city streets. The students do not have an abundance of prior knowledge on the progressives as this is the beginning of a new unit. However background knowledge will be provided throughout the lesson.

### Assessments

Students have been informally assessed on their understanding of the reasons behind various progressives reforms. For example wanting to create national parks to allow future generations to experience nature. Students have not been formally assessed on any of the content material or speaking and listening standards involved in this lesson. Reading and/or writing is an area of need for the students in this class, so this lesson will be guided as the teacher views appropriate.

## **Support for English Learners**

- Providing background information
- Speaking in a slow, clear, with a natural prosody
- Creating clear and concise directions that are given orally, in writing, and repeated when needed
- Defining unfamiliar vocabulary and relating to native language or prior knowledge
- Providing sentence frames and modeling how to use them properly
- Providing students with language practice, prior to having them share with groups
- Allowing students to pick groups where they feel comfortable using oral language

## Curriculum Adaptations

*Due to this class being a special education class, the adaptations implemented during this lesson will benefit all students. Students will receive all applicable adaptations specified in their IEP, but may also be provided with supplementary adaptations.*

### Accommodations

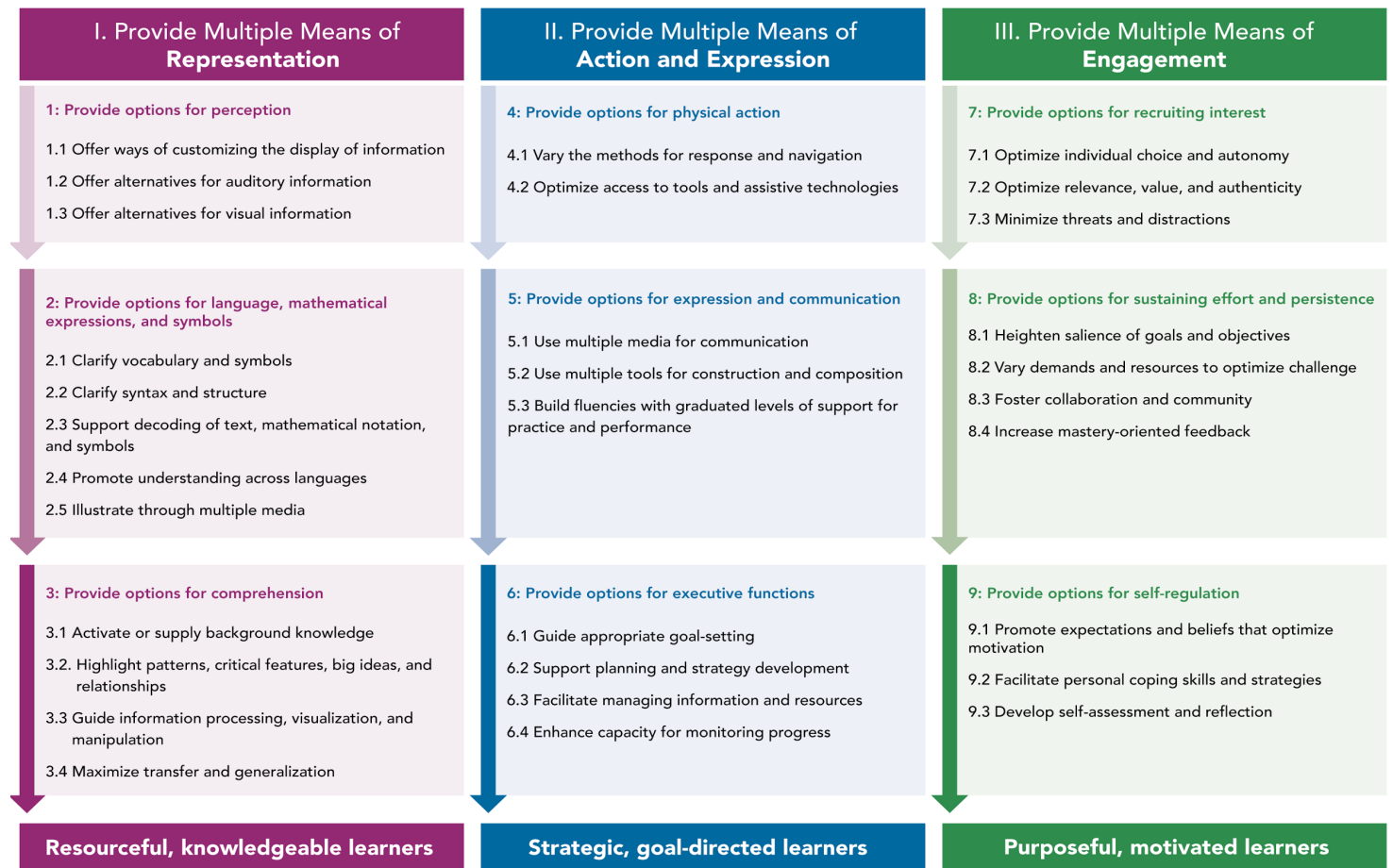
- Preferential Seating
- Collaboration
- Background Information
- Slow, Loud, and Clear Speech
- Redirection and Prompting
- Clear, Concise, and Repeated Directions
- Specific Expectations
- Defining Unfamiliar Vocabulary
- Sentence and paragraph frames

### Modifications

- The readability level of the documents have been adapted in order to be more accessible without changing the content.

*The following lesson was **universally designed** to meet the needs of all students. The following guidelines were considered where applicable. The highlighted guidelines are utilized in this lesson.*

## Universal Design for Learning Guidelines



## LESSON SEQUENCE

### Anticipatory Set

#### *Teacher Says and Does:*

1. The teacher will provide students with directions to walk around the classroom to look at different posters with images related to the progressive movement.
2. The teacher will let students know that they will need to write an observation or questions about each of the posters.

#### *Students Say and Do:*

1. The students will walk around the classroom to look at different posters with images related to the progressive movement.
2. The students will write an observation or questions about each of the posters.

### Direct Instruction

#### *Teacher Says and Does:*

3. The teacher will review the topic of the lesson by providing brief background knowledge on the progressives.
4. The teacher will introduce the activity by explaining that students will be working in groups to read and annotate a document. The teacher will explain that each group will become an expert on that document and will need to decide if which claim their document is supporting “Settlement house social reformers were generous and helpful OR condescending and judgmental.” The teacher lets students know that they will be presenting as a group which claim their evidence supports.
5. The teacher will facilitate grouping and assign documents.

#### *Students Say and Do:*

3. The students will listen as the teacher reviews the topic of the lesson by providing brief background knowledge on the progressives.
4. The students will listen as the teacher introduces the activity. The students will listen to the claims.
5. The students will move into their assigned groups.

### Collaborative Guided Practice

#### *Teacher Says and Does:*

6. The teacher will monitor students working in their groups to help them read and annotate their document.
7. The teacher will monitor students working in their groups to help them find evidence to support either of the claims.

#### *Students Say and Do:*

6. The student will work collaboratively to read and annotate their assigned document.
7. The students will work collaboratively to locate evidence in their document to support the two given claims.

## Independent Practice

### *Teacher Says and Does:*

8. The teacher will explain that the students will need to locate the visuals related to their documents and stand next to them ready to present their information.
9. The teacher will explain that students must listen to the arguments made by other groups and and take notes on their organizer.
10. The teacher will explain that one student can tell the class what claim their document supports by using the sentence frame. "We read Document \_\_, it supports the claim \_\_\_\_\_."
11. The teacher will explain that another student can tell the class what evidence they found in their document by using the sentence frame. "The evidence we found was \_\_ ."

### *Students Say and Do:*

8. The students will listen as the teacher explains the student presentations. The student stand next to the visuals that relate to their documents.
9. The students will be prepared to listen to the presenters and take notes on their organizer.
10. The first student will tell the class what claim their document supports by using the sentence frame. "We read Document \_\_, it supports the claim \_\_\_\_\_."
11. The next student will tell the class what claim their document supports by using the sentence frame. "The evidence we found was \_\_ ."

## Closure

### *Teacher Says and Does:*

12. Once all presentations are concluded, the teacher will let students know that together as a class we must come to a consensus on "What were the attitudes of settlement house social reformers towards immigrants?" The teacher will facilitate this structured debate.
13. The teacher will show students the paragraph frame "We think that the attitudes of the settlement house social reformers towards immigrants was positive/negative. We think that they believed immigrants were \_\_\_\_\_. Article \_\_, shows us that \_\_\_\_\_. Article \_\_, shows us that \_\_\_\_\_. Article \_\_, shows us that \_\_\_\_\_."

### *Students Say and Do:*

12. The students will be prepared to share their opinions and input in a respectful way. The students will provide their input and ideas regarding the attitudes of settlement house social reformers towards immigrant.
13. The students will copy the paragraph frame or add in their own writing on their organizer.

## The Claims

- The Settlement house social reformers were **generous (giving) and helpful**.
- The Settlement house social reformers were **condescending (think they're better than everyone else so they talk down to them) and judgmental (judges someone before getting to know them)**.

## Your Group's Job

1. Summarize in 1 or 2 sentences the **main idea** of your document
2. Decide which the claims your document **supports**
3. Find the **evidence** to prove the claim

## Your Presentation

1. Stand by the the picture your group thinks is about your article
2. Summarize article **"We read Document \_\_, the main idea was \_\_\_\_."**
3. Tell us the claim your article supports **"Our document supports the claim \_\_."**
4. Tell us the evidence you found **"The evidence we found was \_\_\_\_."**

Our class consensus (decision made together)

"What were the attitudes of settlement house social reformers towards immigrants?"

**We think that the attitudes of the settlement house social reformers towards immigrants were positive(good)/negative(bad).**

**Document \_\_, shows us that \_\_\_\_\_.**

**According to document \_\_, \_\_\_\_\_.**

**In document \_\_, the author says \_\_\_\_\_.**

**After synthesizing (putting it all together to make a new understanding) the documents we think that they believed immigrants were \_\_\_\_\_.**