

Lesson Plan - Clinical Practice Observation #1

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Date of Lesson: 11/1/2016

Time of Lesson: 8:48-9:38

Course: Specialized Academic Instruction - 11th U.S. History

Topic: Homestead Strike

Content Area: Social Studies - U.S. History

Lesson Overview: We will be completing a historical document study. The documents will focus on the different viewpoints surrounding the Homestead Strike. The student will need to compare the different viewpoints and create a claim answering the central historical question "Why did the Homestead strike turn violent?" using evidence from the documents.

Due to the nature 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 to their needs.

Common Core Standards

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

Craft and Structure 11th - 12th Grade

6. Evaluate authors' differing points of view on the same historical event or issue by assessing the author's claims, reasoning, and evidence.

Writing Standards for Literacy in History/Social Studies 6–12

Production and Distribution of Writing 11th-12th

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Purpose Statement

Students will discuss the different opinions surrounding the Homestead Strike (*Content*), by annotating documents and verbally discussing with peers (*Language*), in order to develop an opinion about "Why the Homestead Strike turned violent?" that is supported by evidence from the documents (*Social*).

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 recently finished a large document study about the problems faced by Chinese Immigrants and the events that led up to the Chinese Exclusion Act. Students have been reviewing the harsh working conditions, low wages, and ruthless business tactics that were related to the factory industry. On Monday (10/31/2016), students watched a historical video on the events that lead up the Homestead Strike and the violence that occurred.

Prior Knowledge

Students have prior knowledge of the definition of a strike and it's impact on business owners. Students also understand the harsh working conditions, low wages, and ruthless business tactics that were related to the factory industry. Students are aware that low wages, and dangerous working conditions caused the Homestead Strike and that it resulted in violence.

Assessments

Students have been informally assessed on their understanding of the harsh working conditions, low wages, and ruthless business tactics that were related to the factory industry in steel. Students' progress has been monitored through in class discussions, and responses to review questions. Students have been formally assessed on their ability to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience through previous document studies where students must answer a central historical question. 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.

Supports for English Learners

- Providing background information
- Speaking in a slow, clear, with a natural prosody
- Creating clear and concise directions that are repeated when needed
- Defining unfamiliar vocabulary and relating to native language or prior knowledge if needed
- Providing sentence frames/starters and modeling how to use them properly
- Providing students with language practice, prior to having them share with groups

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
- Guided Instruction
- Modeling
- Background Information
- Slow, Loud, and Clear Speech
- Redirection and Prompting
- Clear, Concise, and Repeated Directions
- Specific Expectations
- Defining Unfamiliar Vocabulary

Modifications

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

Lesson Sequence

1. Anticipatory Set

- The teacher will show photos of the working conditions and child labor to engage students into the content of the lesson.
- The teacher will review the following key concepts about labor/industry relations to help focus students.
 - Working conditions were very dangerous, children were used as employees, and wages were extremely low.
 - Workers formed labor unions to protect their rights and to give them power to collectively bargain.
 - Business owners saw labor unions as unfair because they prevent competition.
 - Throughout the industrial era, unions were involved in a number of strikes; often, these strikes turned violent.

2. Content Instruction

- In order to provide students with more background knowledge, the teacher will review a timeline about the events that lead up to the Homestead Strike.
- The teacher will provide students with a brief review of the events that lead up to the strike and make annotations on the timeline for students to follow.
- As the teacher is making annotations, they teacher will remind the students of what they should be looking for: words they don't know, questions or comments, important statements.

3. Guided Practice - The teacher will explain that students will be completing a document study with two documents that have different opinions about the Homestead Strike and will decide which is more believable. The teacher will guide the students through sourcing, close reading, and comprehending the two historical documents. The teacher will first guide students through Document A: Emma Goldman then Document B: Henry Frick

- *Sourcing*
 - The teacher will guide students through the process of analyzing the source of the document, by looking at the information about the author, place the document was published, and the date.
 - The teacher will ask students to make an educated guess on the author's opinions of the Homestead Strike.
- *Close reading*
 - The teacher will guide students through the process of close reading a historical document by asking prompting questions or providing prompting directions.
 - The teacher will direct students to circle the words they don't know. The teacher will ask students to share words they don't know and define them in the side margins for students to copy.
 - The teacher will direct students to circle the words they see a lot. The teacher will ask students to share words they noticed a lot and explain their relevance or ask students to share why they think that word is repeated.
- *Reading*
 - The teacher will then read the document to the students, stopping after each paragraph to rephrase when needed. The teacher will add these notes to the margins for students to see and copy.

- As the teacher reads strong phrases, the teacher will ask students if they believe these phrases are causing them to have any thoughts about the author's opinion.

4. Discussion

- The teacher will facilitate a whole class discussion by asking students what the differences between Emma Goldman's account and Henry Frick's account in regards to the Homestead Act.
- The teacher will guide students in creating a response to answer the first guiding question. "How are Goldman and Frick's claims about the Homestead Strike different?"

5. Independent Activity

- The teacher will read the second guiding question to the students and ask students to think about the two documents that they read and answer the second guiding question silently. "Whose claim is more believable? Why?"
- The teacher will remind students that the question is an opinion and does not have a correct answer.
- While the students are working the teacher will monitor students' progress and ask students to read their answer. At this time the teacher will also privately ask the student if they would be willing to share.

7. Discussion

- The teacher will facilitate a whole class discussion by asking students to share their opinions of whose account was more believable and why.

8. Closure

- The teacher will close the lesson by asking students to consider their prior knowledge, the timeline, two documents, and guiding question to answer the question "Why did the Homestead Strike turn violent?" with evidence from at least one document
- The teacher will provide students with a verbal sentence starter to help students who are struggling to begin.
 - I believe that the Homestead Strike turned violent because _____.
 - I think this because Document A/B says _____.
- The teacher will let students know that once they complete their claim they can share it with the teacher then turn it in.