

Overview of Learning Segment

Content Curriculum Standard(s)	English Language Proficiency Standard(s)
<p><i>Which content area standards is this learning segment driving towards? Choose no more than 2—may be from Common Core and/or NY State Standards.</i></p> <p>[RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from a text.</p> <p>RL.5.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.]</p>	<p><i>Which language skills is this learning segment teaching, practicing, and assessing? Choose no more than 2—use WIDA or NY State New Language Arts (ESL) Progressions.</i></p> <p>[ELD Standard 1: English language learners communicate for social and instructional purposes within the school setting.</p> <p>ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of language arts.]</p>

Big Idea	Content Understanding(s)	Language Function	Target Vocabulary	Performance Assessment
<p><i>What essential questions or big ideas does the larger unit address? Where does this learning segment sit within the larger unit of study?</i></p> <p>[History is made up of personal stories and experiences.]</p>	<p><i>What is the content understanding you want to develop in this learning segment? Choose 1-2 clear and focused content understandings.</i></p> <p>[Students will understand that historical narratives draw on numerous sources.]</p>	<p><i>What is the language function that students will be working towards in this learning segment? Choose 1 language function.</i></p> <p>[Students will use academic sentence starters to introduce evidence extracted from texts in order to exemplify or emphasize their position.]</p>	<p><i>Content-specific: What are the content/discipline words in this learning segment?</i></p> <p>[oral history; Underground Railroad, narratives, slaves, plantation]</p> <p><i>Cross-content: What are the words in this learning segment that cross disciplines?</i></p> <p>[depend on, to trouble, face a fine, borders, upcoming]</p>	<p><i>What will students produce for you to assess both content understanding and language skills at the end of this learning segment? It should be in one modality-L, S, R or W.</i></p> <p>[Students will interview a family member or friend and produce a short oral history by recording interview questions and answers. This will be used to assess speaking and writing skills.]</p>

Evidence of need for this learning and how it builds on students' assets:

On the basis of what student data did you determine there was a need for a focus on the objectives in this learning segment?

[Students demonstrated during our pre-reading phase that they do not have a clear sense of 'where' history originates. The intention of this unit is manifold: train students in close reading strategies; help

Hunter College MA in TESOL - edTPA Lesson Planning Template (1.24.14)

students to make the distinction between various sources of information (oral history, historical fiction, photographs, etc); to teach discipline specific and cross-discipline vocabulary; and to model ways in which we can introduce quotations in academic writing. This mini-unit focuses on the latter two objectives in particular.]

On the basis of what knowledge about students' linguistic, cultural or community assets did you determine this content/language focus?

[We are reading this text, *Escape to Freedom*, because it is part of our ReadyGEN curriculum. We determined the above strategies because we (my co-teacher and I) are working with many struggling readers who need training in reading strategies and intensive language intervention. I am working with advanced ELLs in this class, who are most in need of academic vocabulary and writing support. I am building on and endeavoring to refine this group of students' linguistic strengths: They know how to extract and present text with informal language. They must learn how to use an appropriate academic register when introducing citations.]

Lesson Plan Day 1:

Content Objective	Language Objective
<p><i>What will students leave the lesson understanding that they didn't know before? This is your goal for student learning about content. How it will be measured will appear in the assessment of learning at the end of the lesson.</i></p> <p>[Students will understand that at one long moment in US history, human beings were bought and sold. We will begin to grapple with notions of freedom.]</p> <p>[Students will identify writers' point of view and use this noticing to determine the type of text they are reading.]</p>	<p><i>What language will the students be asked to practice/learn in this lesson? How does it link to students' needs that you have noted?</i></p> <p><i>This is your language learning goal. How it will be measured will need to be provided as part of the student tasks.</i></p> <p><i>(Ingredients: vocabulary phrases, grammatical forms, language function, sub-skill/modality = Language you want to see/hear students using)</i></p> <p>[Students will use domain- and cross-curricular vocabulary: enslaved, escape, faced a fine, auction, cruel, plantation, whip, fugitive]</p> <p>[Language function: Students will begin to use academic sentence starters to introduce evidence from texts to support their claims.]</p>

Materials

List all of the textual, visual, auditory materials, technology, etc. that will be called upon for use in this lesson.

[smart board, Escape to Freedom text, Escape to Freedom photocopies (for marking up the text) vocabulary graphic organizer, chart paper with sentence starters]

Opening

	Time (approximated in minutes)
<p><i>How will you get students started as they enter the room? What will be the first task they must engage in to capture their interest?</i></p> <p>[Warm up: Students will write in their ELA notebooks in response to this prompt: Should one person have the right to buy and sell another person? Why or why not?]</p>	<p>5 [five minutes]</p>

Introduction to New Material (I Do/We Do)

Statement of Lesson Objectives	Time
<p><i>How will you express to students what the learning goals for the lesson are?</i></p> <p>[Today we will think about what it means to be free. We will closely read the stories of people who experienced life as slaves and as free men and women. We will ask ourselves: How were those experiences different? Does every man and woman have the right to be free?]</p>	<p>2 [two minutes]</p>
<p>Guided Practice of Lesson Task</p>	<p>Time</p>

Hunter College MA in TESOL - edTPA Lesson Planning Template (1.24.14)

<p><i>How will you show students what you want them to engage in?</i> <i>What will you model in terms of language forms/target language?</i> <i>How will you set them up to “notice” some language?</i></p> <p>[We will use our close reading strategy to mark up Chapter 1. We will pay close attention to who is telling the story: are we reading an oral history or a second-hand report on events. How do we know the difference? Oral histories are told in the first person! Second hand reports are written in the third person. (Quick review of point of view) Second hand reports of historical movements or events tell us what was happening in general. Oral histories give us a sense of how individuals experience larger events. This was the law (second hand). Let me tell you a story about the time I was in trouble with the law...]</p>	<p>5 [five minutes]</p>
Checking for Understanding of Task (Informal Assessment)	
<p><i>How will you assess that students are ready to begin the independent work portion of the lesson?</i></p> <p>[Ask students to explain what we will do: mark up Chapter 1, pay close attention to who is telling the story, and compare the ways in which two different types of history teach us about the past]</p>	<p>3 [three minutes]</p>
Independent Practice (You Do)	
Differentiation of Lesson Task	
<p><i>What will students be engaged in for the bulk work portion of the lesson?</i> <i>How will it be differentiated for students at different proficiency levels (process/product/content)?</i> <i>How will students be grouped/paired?</i> <i>What choices will students have about their learning?</i></p> <p>[Students will be divided into three groups: ELLs and former ELLs will be working with me; students with special needs will be working with Vanessa; the third group will be working with Ann. For the bulk portion of this lesson students will be closely reading the text and marking it up to identify who and what are being discussed and determining what is being conveyed in each paragraph. Students will also be guided to determine which portions of the text are secondary reports and which are oral histories. We will discuss vocabulary terms as they arise and use our graphic organizers to jot notes about new vocabulary terms. I will direct students’ attention to phrasal verbs (depend on) and strong- and medium-strength collocations (e.g. “faced a fine”) to deepen their understanding of structure and meanings. Phrasal verbs are difficult for ELLs at all levels.]</p>	<p>20 [20 minutes]</p>
Feedback on Lesson Task (Informal Assessment)	
<p><i>What will you do to watch and provide on-the-spot feedback on language use to students as you circulate or target a particular group?</i> <i>What language do you want to see or hear being used in this portion of the lesson? Did you try performing this same task yourself to determine this?</i> <i>What possible difficulties/errors/misconceptions can you predict may come up? How can or have you built these into your original guided practice?</i> <i>What are some model answers you are expecting?</i></p>	<p>During above</p>

Hunter College MA in TESOL - edTPA Lesson Planning Template (1.24.14)

<p>[As students closely read the text I want to hear them noticing the words highlighted in our vocabulary graphic organizer and discussing those terms with each other and me. I anticipate that students will struggle to understand the difference between various forms: slave, enslaved, slavery. I want to hear students begin to notice differences between the oral histories and the secondary reports.]</p>	
Closing	
Reflection on Learning/Homework Extension	Time
<p><i>What will you do to invite students to share back what they did or learned during the lesson?</i> <i>How do you intend to create awareness about what they have learned-will learning be on display in the classroom or in an online forum?</i> <i>What will they be asked to practice when they go home related to the lesson?</i></p> <p>[In our small groups we will discuss what differences we noticed between primary and secondary accounts of slavery. We will discuss any confusion we had concerning particular words or phrases.]</p>	<p>10 [ten minutes]</p>
Impact on Student Learning (Informal Assessment)	
<p><i>What data did you collect during or at the conclusion of the lesson to review in order to ascertain where students are in their language and content learning?</i></p> <p>[Students' notes on their reading passages, vocabulary graphic organizers, and conversations concerning noticings.]</p>	

Lesson Plan Day 2:

Content Objective	Language Objective
<p><i>What will students leave the lesson understanding that they didn't know before? This is your goal for student learning about content. How it will be measured will appear in the assessment of learning at the end of the lesson.</i></p> <p>[Students will understand that at one long moment in US history, human beings were bought and sold. We will continue to grapple with notions of freedom.]</p> <p>[Students will identify writers' point of view and use this noticing to determine the type of text they are reading.]</p>	<p><i>What language will the students be asked to practice/learn in this lesson? How does it link to students' needs that you have noted?</i> <i>This is your language learning goal. How it will be measured will need to be provided as part of the student tasks.</i> <i>(Ingredients: vocabulary phrases, grammatical forms, language function, sub-skill/modality = Language you want to see/hear students using)</i></p> <p>[Students will use domain- and cross-curricular vocabulary: enslaved, escape, faced a fine, auction, cruel, plantation, whip, fugitive]</p> <p>[Language function: Students will begin to use academic sentence starters to introduce evidence from texts to support their claims. According to _____'s oral history, "..."</p>

Hunter College MA in TESOL - edTPA Lesson Planning Template (1.24.14)

	<p>In the book “ _____ ” we learned that “ _____ ” The author _____ that “ _____ ”</p> <p>Interesting verbs to plug into third frame: reports, notes, argues, demonstrates, observes]</p>
<p>Materials</p>	
<p>List all of the textual, visual, auditory materials, technology, etc. that will be called upon for use in this lesson. [smart board, Escape to Freedom text, Escape to Freedom photocopies (for marking up the text) graphic organizer, chart paper with sentence starters]</p>	
<p style="text-align: center;">Opening</p>	
<p>Do Now/Starter with Anticipatory Set/Motivation</p>	<p>Time (approximated in minutes)</p>
<p><i>How will you get students started as they enter the room? What will be the first task they must engage in to capture their interest?</i></p> <p>[Students respond to the following writing prompt in their ELA notebooks: What can we learn about life and history by listening to or reading people’s stories?]</p>	<p>5 [5 minutes]</p>
<p style="text-align: center;">Introduction to New Material (I Do/We Do)</p>	
<p>Statement of Lesson Objectives</p>	<p>Time</p>
<p><i>How will you express to students what the learning goals for the lesson are?</i></p> <p>[Yesterday we began to notice the differences between primary and secondary (first-hand and second-hand) accounts of history. Oral histories are ... (elicit response—primary or first-hand accounts). Today we will talk about how we can write about the information we get from these sources in an informational or other type of essay.</p>	<p>2 [2 minutes]</p>
<p>Guided Practice of Lesson Task</p>	<p>Time</p>
<p><i>How will you show students what you want them to engage in? What will you model in terms of language forms/target language? How will you set them up to “notice” some language?</i></p> <p>[I am writing an essay about the Egyptian Revolution. I want to include information from first-hand and second-hand accounts of the event. Let’s look at a second-hand account first: (display excerpt from newspaper article). Hmm, (think aloud) I am going to highlight this because this supports my idea that the revolution is related to poverty, or having too little money and the things money can buy—like food. Hmm,...now it would help to read a personal story told by someone who joined the revolution for this reason. (Present oral history) What should I take from this story? What would connect nicely with my idea that the revolution was a fight against poverty? Okay...now how do I introduce each of these in my essay?!] Present frames/sentence starters for introducing quotations from secondary sources and those from oral histories.</p>	<p>10 []</p>
<p>Checking for Understanding of Task (Informal Assessment)</p>	<p>Time</p>
<p><i>How will you assess that students are ready to begin the independent work portion of the</i></p>	<p>3</p>

Hunter College MA in TESOL - edTPA Lesson Planning Template (1.24.14)

<p><i>lesson?</i> Review frames with students again. Present short quotations. Which frame can I use for this quote? Why? Is it a first-hand account or a second-hand account? How do you know? Why should I use this frame to introduce it?] Okay, let's practice. Let's break into our groups.</p>	<p>[three minutes]</p>
<p>Independent Practice (You Do)</p>	
<p>Differentiation of Lesson Task</p>	<p>Time</p>
<p><i>What will students be engaged in for the bulk work portion of the lesson? How will it be differentiated for students at different proficiency levels (process/product/content)? How will students be grouped/paired? What choices will students have about their learning?</i></p> <p>[Each group will be giving a sampling of extracts. There will be three arguments in each sampling and two potential supports for each argument. For example, "Most people migrate to the United States for economic reasons" would be an argument, students have to find a primary and secondary source that supports that argument. They then must complete a graphic organizer (ELLs and SPED students) with argument, secondary support, and primary support. They then must identify which sentence starter they'd used to introduce each quotation. Higher level students will do the same with more challenging passages but without the graphic organizer. They will simply draft paragraphs with their topic sentence (the argument) and their two pieces of support introduced with appropriate academic language.]</p>	<p>20 [twenty minutes]</p>
<p>Feedback on Lesson Task (Informal Assessment)</p>	<p>Time</p>
<p><i>What will you do to watch and provide on-the-spot feedback on language use to students as you circulate or target a particular group? What language do you want to see or hear being used in this portion of the lesson? Did you try performing this same task yourself to determine this? What possible difficulties/errors/misconceptions can you predict may come up? How can or have you built these into your original guided practice? What are some model answers you are expecting?</i></p> <p>[I want to hear students reading passages closely and discussing whether they support a particular argument and why. Students should also be explaining how they know a passage is a first- or second-hand account of an event. Students should be searching through sentence frames and discussing which is most appropriate for particular quotations. I hope to hear reading aloud and pronouncing vocabulary correctly or asking one another for help in this. I anticipate that students will need a LOT of practice using understanding these academic sentence starters.]</p>	<p>During above</p>
<p>Closing</p>	
<p>Reflection on Learning/Homework Extension</p>	<p>Time</p>
<p><i>What will you do to invite students to share back what they did or learned during the lesson? How do you intend to create awareness about what they have learned-will learning be on</i></p>	<p>5 [five minutes]</p>

Hunter College MA in TESOL - edTPA Lesson Planning Template (1.24.14)

<p><i>display in the classroom or in an online forum?</i> <i>What will they be asked to practice when they go home related to the lesson?</i></p> <p>[Within each breakout group, sub-groups will share their notes/paragraphs.]</p>	
<p>Impact on Student Learning (Informal Assessment)</p>	
<p><i>What data did you collect during or at the conclusion of the lesson to review in order to ascertain where students are in their language and content learning?</i></p> <p>[conversations among students during group work, graphic organizers, student-constructed paragraphs.]</p>	

Lesson Plan Day 3:

Content Objective	Language Objective
<p><i>What will students leave the lesson understanding that they didn't know before? This is your goal for student learning about content. How it will be measured will appear in the assessment of learning at the end of the lesson.</i></p> <p>[Students will understand that at one long moment in US history, human beings were bought and sold. We will continue to grapple with notions of freedom as we consider various perspectives presented in oral histories.]</p> <p>[Students will identify writers' point of view and use this noticing to determine the type of text they are reading.]</p>	<p><i>What language will the students be asked to practice/learn in this lesson? How does it link to students' needs that you have noted?</i> <i>This is your language learning goal. How it will be measured will need to be provided as part of the student tasks.</i> <i>(Ingredients: vocabulary phrases, grammatical forms, language function, sub-skill/modality = Language you want to see/hear students using)</i></p> <p>[Students will use domain- and cross-curricular vocabulary: enslaved, escape, faced a fine, auction, cruel, plantation, whip, fugitive, disappear, instincts, merchants, to trouble (be troubled)]</p> <p>[Language function: Students will continue to use academic sentence starters to introduce evidence from texts to support their claims.]</p>

Materials

List all of the textual, visual, auditory materials, technology, etc. that will be called upon for use in this lesson.

[smart board, Escape to Freedom text, Escape to Freedom photocopies (for marking up the text) vocabulary graphic organizer, chart paper with sentence starters]

Opening

Do Now/Starter with Anticipatory Set/Motivation	Time (approximated in minutes)
<p><i>How will you get students started as they enter the room? What will be the first task they must engage in to capture their interest?</i></p>	<p>5 [five minutes]</p>

Hunter College MA in TESOL - edTPA Lesson Planning Template (1.24.14)

<p>[Students are already in the room. We will begin the lesson with a five-minute gallery walk. Students will visit four stations, a little over one minute at each. Each station will have one of the following: a visual source such as a photograph, painting, or cartoon depicting conditions for slaves (primary document); an excerpt from an oral history; a visual image depicting conditions for free men and women; and an excerpt from a second-hand account of slavery.]</p>	
<p>Introduction to New Material (I Do/We Do)</p>	
<p>Statement of Lesson Objectives</p>	<p>Time</p>
<p><i>How will you express to students what the learning goals for the lesson are?</i></p> <p>[Today we begin to explore the idea of freedom...is it worth risking our lives to be free. We will begin by listening to a very famous song (I Wish I Knew How It Would Feel To Be Free) while imagining ourselves trying to build up the courage to get on the Underground Railroad.]</p>	<p>4 [four minutes]</p>
<p>Guided Practice of Lesson Task</p>	<p>Time</p>
<p><i>How will you show students what you want them to engage in? What will you model in terms of language forms/target language? How will you set them up to “notice” some language?</i></p> <p>[Yesterday we practiced choosing evidence from different texts to support particular arguments. Today we are going to read and mark up chapter two in search of powerful quotations. We will practice, again, introducing those quotations in our writing. Sound good?]</p>	<p>5 [five minutes]</p>
<p>Checking for Understanding of Task (Informal Assessment)</p>	<p>Time</p>
<p><i>How will you assess that students are ready to begin the independent work portion of the lesson?</i></p> <p>[Ask student to restate today’s aims.]</p>	<p>3 []</p>
<p>Independent Practice (You Do)</p>	
<p>Differentiation of Lesson Task</p>	<p>Time</p>
<p><i>What will students be engaged in for the bulk work portion of the lesson? How will it be differentiated for students at different proficiency levels (process/product/content)? How will students be grouped/paired? What choices will students have about their learning?</i></p> <p>[Students will be divided into three groups: ELLs and former ELLs will be working with me; students with special needs will be working with Vanessa the third group will be working with Ann. For the bulk portion of this lesson students will be closely reading the text and marking it up to identify who and what are being discussed and determining what is being conveyed in each paragraph. Students will also be guided to select powerful quotations from first-hand and second-hand reports. We will discuss vocabulary terms as they arise and use our graphic</p>	<p>20 []</p>

Hunter College MA in TESOL - edTPA Lesson Planning Template (1.24.14)

organizers to jot notes about new vocabulary terms.]	
Feedback on Lesson Task (Informal Assessment)	Time
<p><i>What will you do to watch and provide on-the-spot feedback on language use to students as you circulate or target a particular group?</i> <i>What language do you want to see or hear being used in this portion of the lesson? Did you try performing this same task yourself to determine this?</i> <i>What possible difficulties/errors/misconceptions can you predict may come up? How can or have you built these into your original guided practice?</i> <i>What are some model answers you are expecting?</i></p> <p>[As students closely read the text I want to hear them noticing the words highlighted in our vocabulary graphic organizer and discussing those terms with each other and me. I anticipate that students will continue to struggle with phrasal verbs and idiomatic language. I want to hear students begin to make connections between the oral histories they are reading and current events.]</p>	During above
Closing	
Reflection on Learning/Homework Extension	Time
<p><i>What will you do to invite students to share back what they did or learned during the lesson?</i> <i>How do you intend to create awareness about what they have learned-will learning be on display in the classroom or in an online forum?</i> <i>What will they be asked to practice when they go home related to the lesson?</i></p> <p>[Students will share, within their groups, which quotations they've highlighted and the sentence starters they have chosen to introduce each. Teacher will ask who has questions.]</p>	8 [eight minutes]
Impact on Student Learning (Informal Assessment)	
<p><i>What data did you collect during or at the conclusion of the lesson to review in order to ascertain where students are in their language and content learning?</i></p> <p>[Marked up text, vocabulary graphic organizers, and participation in small group work.]</p>	

My name is _____. Today's date is _____.

Directions: You are on the mayor's special "learn from history" group. Your group must search historical documents and find evidence that helps the town make big decisions. Today, you must find evidence that will convince the mayor that slavery is NOT a good idea.

Dear Ms. Mayor,

Thank you for inviting our group to search our history for information about slavery. We have found a lot of evidence that slavery is NOT a good idea. Please read our report before you decide to write a new law that will make some people slaves and other people slave owners.

Argument one: Slave owners harm their slaves.

[Go to page 9. Find evidence in an oral history that supports argument 1.] _____ _____ _____

[Go to page 18. Find evidence in the text that supports argument 1.] _____ _____ _____

BONUS: Argument two: Slaves are people; they will always seek freedom.

[Find evidence from an oral history on page 8 that supports this argument. Look on page 11 to find evidence from the text that supports argument two. Use sentence starters to introduce each citation.]

My name is _____. Today's date is _____.

Writers **carry out** a lot of research during the writing process. They read books, articles, and interviews. Some writers **conduct** interviews with people who know about their topic. After collecting the information they need, writers include important quotations from the sources they referred to during their research process.

Quotations can add variety and **evidence** to your writing. However, you *must* **make it clear** when you are using another writer's words. Here are some excellent ways to introduce quotations in your work.

According to _____'s oral history, “...”	[Insert name in blank. Put the quotation between the quotation marks.]
In the article “...” we learn that “...”	[Put the article name between the first set of quotation marks. Put the quotation between the second set of quotation marks.]
The author _____ “...”	[Fill in the blank with an interesting verb (see list below). Put the quotation between the quotation marks.]

Interesting verbs to introduce quotations:

1. comments
2. describes
3. explains
4. illustrates
5. notes
6. observes
7. points out
8. records
9. relates
10. reports
11. says
12. sees
13. thinks
14. writes

My name is _____. Today's date is _____.

Directions: Find and circle the arguments. Find and underline the language I used to introduce quotations. Answer the questions. Enjoy learning; it's an adventure.



Dear Ms. Mayor,

We strongly advise against enslaving citizens. There are two compelling reasons that show slavery is **not** a good idea. First, slave owners harm their slaves. Second, slaves are people; they will always seek freedom. Please read our report carefully. We are confident you will agree with our suggestion that slavery is not an option for our town or any other.

There is no doubt that slave owners will harm their slaves. We found a lot of evidence in our history that proves this point. For example, according to Martha's oral history, "They whipped them something fierce. Their backs were red and raw." Why? The slaves tried to escape to freedom. Also, in the book "Escape to Freedom" we learned that "Runaways faced many dangers from night patrols and vicious dogs." Slave owners themselves gave money to anyone who captured their slaves.

Slaves are people; they will always seek freedom. Therefore, if our town has slaves and slave owners, we will find that slave owners will do anything to prevent slaves from escaping and slaves will do anything to escape. For example, according to Callie's oral history, "I knew in my soul it was time to run." Why? She knew that her master was going to sell her to another master, one who was even more violent and dangerous. Furthermore, in the book "Escape to Freedom" we learned that "the number of runaways increased in the late 1850s" because slaves began hearing about the Underground railroad and were willing to do anything for their freedom.