

Enduring Issues Practice: Enlightenment & Revolution

Day 1

Learning Goals		
Aim	I can annotate two secondary sources to identify a common enduring issue.	Assessment: Classwork
Key Terms	N/A (bolded words in classwork for students to define)	

Pacing	
Duration	45 min
Lesson Steps	<ol style="list-style-type: none"> 1. Do Now/Setup [7 min] 2. Mini Lesson: Teacher Model [10-12 min] 3. Independent Work Period [15 min] 4. Class Discussion [10 min] 5. Clean Up [Final 5 min]

Alignment	
CCLS	CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source
NYSS	10.2 ENLIGHTENMENT, REVOLUTION, AND NATIONALISM: The Enlightenment called into question traditional beliefs and inspired widespread political, economic, and social change. This intellectual movement was used to challenge political authorities in Europe and colonial rule in the Americas. These ideals inspired political and social movements. (Standards 2, 3, 5)
NCSS	Power, Authority, & Government
Unit Learning Target	I can determine the central ideas of sources about the Enlightenment and Revolutions.
Unit Essential Question	How are turning points in history defined?

Materials	
Classwork	Classwork
Presentation	
Other	Classwork Answer Key

Classroom Arrangement	
Table Setup	Groups of 4-5
Grouping	Heterogeneous groups
Explanation	Students are grouped in mixed levels based on their reading comprehension scores for this lesson. This will give students an opportunity to help one another during the closing table discussion.

Instructional Sequence

Do Now									
Activity	Log on to Google Classroom and open up the classwork documents.	Rigor Level:	Accountability						
Time	Total: 7 min <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <p style="text-align: center; margin: 0;">Breakdown</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 0;"> <tr> <td style="width: 15%; padding: 2px;">5 min</td> <td style="padding: 2px;">Arrival & Do Now response</td> </tr> <tr> <td style="padding: 2px;">2 min</td> <td style="padding: 2px;">Share Out</td> </tr> </table>		5 min	Arrival & Do Now response	2 min	Share Out	Students will be asked to “re-enter” the room if they enter inappropriately Attendance taken in Kinvoled Clipboard tracker		
5 min	Arrival & Do Now response								
2 min	Share Out								
Teacher Role	<input type="checkbox"/> Greet students <input type="checkbox"/> Take attendance <input type="checkbox"/> Make announcements <input type="checkbox"/> Set Do Now Timer <input type="checkbox"/> Cold Call first student to share out → <input type="checkbox"/> Instruct students to call on the next person	Student Selection <table border="1" style="width: 100%; border-collapse: collapse; margin: 0;"> <tr><td style="width: 15px; height: 15px;"></td><td style="width: 15px; height: 15px;"></td></tr> <tr><td style="width: 15px; height: 15px;"></td><td style="width: 15px; height: 15px;"></td></tr> <tr><td style="width: 15px; height: 15px;"></td><td style="width: 15px; height: 15px;"></td></tr> </table>							
Student Role	<input type="checkbox"/> Enter room quietly and sit in assigned seat <input type="checkbox"/> Prepare classwork for the day <input type="checkbox"/> Respond to Do Now <input type="checkbox"/> Share out response when called upon	N/A Expected Responses							

Mini-Lesson			
Activity	Model: Enduring Issues/Highlight Annotation	Rigor Level: Low	Accountability

Time	Total: 10-12 minutes		Students will receive hard copy if caught using technology inappropriately. Clipboard Tracker
	Breakdown		
	5 min	Introduction & Framing	
	5-7 min	Model of Highlighting Skills	
Teacher Role	<input type="checkbox"/> Model the annotations for the first paragraph <input type="checkbox"/> After first model, encourage students to work independently OR join a small group to continue annotations together <input type="checkbox"/> Provide feedback and repeat student answers to questions <input type="checkbox"/> Stress to students that this is very subjective - One student might mark "inequality" where another marks "slavery" and that is okay.		Checks for Understanding
Student Role	<input type="checkbox"/> Remain seated and focused on the mini-lesson <input type="checkbox"/> Follow along with the modeling and annotations on own document <input type="checkbox"/> Take notes when instructed <input type="checkbox"/> Ask questions if necessary <input type="checkbox"/> Answer questions if prompted		

Independent Work			
Activity	Complete as many annotations as possible	Rigor Level: Middle	Accountability
Time	Total: 15 min		Clipboard Tracker Work is graded at end of day Student participation grade entered in IO
Teacher Role	<input type="checkbox"/> Verbally state classwork directions <input type="checkbox"/> Ask students if they have any questions <input type="checkbox"/> Respond to student questions or concerns <input type="checkbox"/> Circulate students to achieve checkpoints and assist <input type="checkbox"/> Share-out exemplary examples of student work		Checks for Understanding
Student Role	<input type="checkbox"/> Complete work independently according to instructions posted on the board and on the classwork		
Classwork Directions		Checkpoints	
Continue annotating as done in the modeling. Use models for examples.		Time Elapsed	Description
		After 1 min	Check in with target students

	Every 2 min	Time reminder
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Table Discussion/Class Share Out

Activity	Share Out	Rigor Level: Middle	Accountability				
Time	Total: 10 minutes <hr/> <p style="text-align: center;">Breakdown</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">5 min</td> <td>Table Discussion: Highlight Comparison & Questions</td> </tr> <tr> <td>5 min</td> <td>Class Share Out: What enduring issues did we find?</td> </tr> </table>		5 min	Table Discussion: Highlight Comparison & Questions	5 min	Class Share Out: What enduring issues did we find?	Students should be using the provided sentence starters throughout their discussion. Students should be adhering to their discussion roles, or participating if they are not assigned a role.
5 min	Table Discussion: Highlight Comparison & Questions						
5 min	Class Share Out: What enduring issues did we find?						
Student Role	<input type="checkbox"/> Use the discussion protocol (sentence starters & group roles) to share answers with one another and discuss their classwork.						
Teacher Role	<input type="checkbox"/> Direct students to share their answers with their tables <input type="checkbox"/> Introduce sentence starters used to verbally share their answers on the Smartboard <input type="checkbox"/> Distribute the group role cards to ensure that students each have a role <input type="checkbox"/> Remind students that they are being assessed not only on their own answers, but on their discussion within their tables to clarify answers for all their tablemates.						
Sentence Starters	→ I agree with you because... → I respectfully disagree with you because... → Could you say more about → Could you explain that in a different way? → Does anyone have any other ideas?		Checks for Understanding				
Listening to student discussions with a focus on:							
➤ Are students using the provided sentence starters? ➤ Are students taking turns speaking or is one person responding to all of the facilitator's prompts? ➤ Are particular students bringing their groups off-task?							

Group Roles

Facilitator	Ask questions related to the subject and sentence starters, ensure that each group member is participating, ensure that students are using sentence starters
Encourager	Keep your group on task with positive comments, encouragement, and reminders to stay focused on the task at hand.
Timekeeper	Watch the clock. Make sure that your group is on track to finish in time. If necessary, be the scribe.
Scribe	Write down anything that needs to be written down. Take separate notes of amazing ideas shared by your classmates.

Discussion Directions	Checkpoints	
Use the provided sentence starters to respond to the	Time Elapsed	Description

discussion question(s) with your group. Make sure that you know what your group role is and that you successfully complete your role. Share out responses to complete packet. Class Share Out: <ul style="list-style-type: none">- Answer bottom of the classwork questions together. Display teacher copy of annotations on the board if necessary for students to check their own work	every 2 min	time reminder
	every 2 min	move to next table