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30 October 2014

Guided Discovery Lesson Plan

EDC 311

**Guided Discovery Lesson Plan**

1. Content: Shay’s Rebellion and the Strengths and Weaknesses of the Articles of Confederation
2. Time: 1:36 p.m. – 3:10 p.m. (1 hour 34 minutes)
3. Hook: Do Now
4. Define terms “federal”, “Land Ordinance of 1785”, and “Northwest Ordinance of 1787”.
5. What do you think is the greatest weakness of the Articles of Confederation?
6. Learning Objectives
7. In line with the Alabama Course of Study (ALCOS), students will be able to “Summarize the significance of … Shay’s Rebellion and the Articles of Confederation of 1781”. (http://alex.state.al.us/standardAll.php?ccode=USG&subject=SS2010&summary=3)
8. Students will be able to identify how the Articles on Confederation created a weak national government.
9. Students will explain solutions made by the government to compensate for the weakness of the Articles of Confederation.
10. Students will be able to describe the events that took place during Shay’s Rebellion and the purpose behind it.
11. Students will analyze specific articles in the Articles of Confederation to infer about what they think are the strengths and weaknesses of each excerpt.
12. Students will summarize the examples that they have provided and the examples that have been provided by their classmates to review the Articles of Confederation as a whole.
13. Procedures
14. Review
15. Review what the students have already learned regarding the Articles of Confederation
16. Give Examples and Non-Examples
17. Give examples of specific articles and explain how the students are supposed to interpret them.
18. Ask the students to fill out a graphic organizer on their hypotheses about articles that they are assigned.
19. Converging Answers
20. Students will share their answers with the class and the teacher candidates; teacher candidates will move them towards the answers that they should be getting.
21. Critical Thinking Questions and Closure
22. The students will be asked what they think the essential information that they learned is.
23. Lauren and Mitchell will review the essential information and close with a short quiz for the students to take.
24. How the Instructional Model Relates to the Lesson
25. The teacher candidates used the Guided Discovery Model to teach students about Shay’s Rebellion and the Articles of Confederation and will provide examples at the beginning of class about what some of the advantages and disadvantages of the articles might be. The class will begin by answering questions about their prior knowledge of subjects discussed in the previous class.
26. Lauren and Mitchell will then give examples of specific articles from the Articles of Confederation and students will hypothesize about what they believe the disadvantages and advantages of their individual article is; students will fill out a graphic organizer in accord with their answers and classroom discussion.
27. The teacher candidates will facilitate classroom discussion about the hypotheses that they formulated within their groups and share their findings with the class.
28. Implementing Guided Discovery
29. Phase 1: Introduction
30. Let students know that the work that they will be completed during class will be graded and put in place of a failing grade that they have on another assignment. This will act as an initial motivator to make them want to do well on the assignment.
31. Let students know that they will be receiving pieces of candy when they participate in class discussion. This is participatory motivation.
32. Ask the students questions about Shay’s Rebellion that they learned about previously and tie it into the lesson about the Articles of Confederation.
33. Provide the students with information about a couple advantages and disadvantages in order to help them come up with their own examples.
34. Phase 2: The Open-Ended Phase
35. Give the students a graphic organizer that lists articles two, five, eight, nine, and thirteen. Break the students into groups of three to four and ask each group to list one advantage and one disadvantage of the article that they are assigned. The will list their observations on the graphic organizer and compare.
36. The teacher candidates will walk around to each of the groups and provide detailed feedback to the students on the answers that they are producing.
37. Get the groups to come back together as a whole class and share the advantages and disadvantages that they got; students will fill out the rest of the graphic organizer as we go over the various advantages and disadvantages. Lauren and Mitchell will facilitate the group discussion and pass out candy as a reward for participation, which will motivate the students to share their opinions.
38. Phase 3: Convergent Phase
39. After the group discussion and filling in the remainder of the graphic organizer, students will be asked critical thinking questions in order to get them to apply their knowledge in a way that helps them to understand the advantages and disadvantages of the Articles of Confederation as a whole.
40. Phase 4: Closure and Application
41. Lauren and Mitchell will provide clarification for any questions that the students may still have.
42. The teacher candidates will wrap up the lesson by reviewing the key points and the learning objectives that are imperative for the students to learn.
43. Assessment and Motivation
44. The teacher candidates will pass out a quiz that covers the key points of the lesson to assess what the students have learned.
45. Students will be motivated to do pay attention and do well on the quiz because it will be replacing one of the zeros that they have for the class. They will also be motivated to share the examples that they come up with because of the candy they will get when they share their answers.
46. Accommodations
47. There is a student in the Honors 10 History class who has a visual impairment requiring him to sit in the front of the class to see the board. In order to accommodate for this, the teacher candidates used larger font on the PowerPoint slides used in the class.