

HALEY REEDER PRODUCT RESEARCH PROJECT LESSON PLAN

Essential Q for the UNIT	What is the essential/ driving Question for your unit? <i>Feel free to list sub-questions as well.</i>
	<ul style="list-style-type: none"> ★ Why is Research important? ★ How to complete a Research Project ★ What are the requirements for our research project

Objective(s) for the lesson	What will students be able to do by the end of this activity? List as many as you'd like.
	<p><i>Students will be able to (SWBAT)...</i></p> <ul style="list-style-type: none"> ★ Complete their own research project on a modern product or company and discover if child labor is used in the process of production ★ Demonstrate understanding of child labor dynamics, causes, and effects in relation to impacts of the industrial revolution and economic/political practices ★ Present findings and knowledge in presentation that demonstrates sufficient understanding of above topics

Content Standard(s)	Common Core, California State Standards, NGSS, C3, etc.
	<p>COMMON CORE STANDARDS:</p> <p>Key Ideas and Details:</p> <p>CCSS.ELA-LITERACY.RH.9-10.1</p> <p>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>CCSS.ELA-LITERACY.RH.9-10.2</p> <p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>CCSS.ELA-LITERACY.RH.9-10.3</p> <p>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>Craft and Structure:</p> <p>CCSS.ELA-LITERACY.RH.9-10.4</p> <p>Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>CCSS.ELA-LITERACY.RH.9-10.5</p>

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

CCSS.ELA-LITERACY.RH.9-10.6

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RH.9-10.7

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCSS.ELA-LITERACY.RH.9-10.8

Assess the extent to which the reasoning and evidence in a text support the author's claims.

CCSS.ELA-LITERACY.RH.9-10.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RH.9-10.10

By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

CA STATE STANDARDS:

HSS- 10.3 (10th grade World History, Culture, and Geography: The Modern World)

- Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.
- Specific standards covered in lesson:
 - **10.3.3** Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.
 - **10.3.4** Trace the evolution of work and labor, including the demise of the slave trade and the effects of immigration, mining and manufacturing, division of labor, and the union movement.
 - 10.3.5 Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.
 - 10.3.6 Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism

Prerequisite Knowledge	What content knowledge & skills do learners need prior to this lesson?
	<ul style="list-style-type: none"> ★ Students will have gone through a unit on the industrial revolution focusing on the technological inventions made during the era, the development of industrial cities and society, as well as the impacts this had on government/politics, social dynamics, and economic systems. ★ Students will need to be able to use a computer and have a rudimentary understanding/ familiarity with search engines (like google) or looking up information as well as basics around google slides

TPE(s)	Which Teacher Performance Expectation(s) did you demonstrate in this lesson? See below.
	<ul style="list-style-type: none"> ★ TPE 1: Engaging and Supporting All Students in Learning ★ TPE 2: Creating and Maintaining Effective Environments for Student Learning Elements ★ TPE 3: Understanding and Organizing Subject Matter for Student Learning Content Specific Pedagogy ★ TPE 4: Planning Instruction and Design Learning Experiences for All Students ★ TPE 5: Assessing Student Learning ★ TPE 6: Developing as a Professional Educator

Formative Assessment(s)	<i>This is an assessment FOR learning. How do you assess their learning during the lesson to inform your next curricular and pedagogical decision?</i>
Summative Assessment(s)	<i>This is an assessment of learning. How will you know students have met the objective(s) from your lesson?</i>
	<ul style="list-style-type: none"> ★ Through observation and reflection of presentation ★ Engagement with research process ★ Demonstration on knowledge learned or advancement of skills

Supporting ALL Students

Students with IEPs and/or 504 Plans	<i>What <u>accommodations and/or modifications</u> will you include to ensure that students with IEPs and/or 504 Plans will be able to learn the material?</i>
	<ul style="list-style-type: none"> ★ Different requirements in length of presentation and amounts of slides necessary/ minor differentiation of questions ★ Allowing alternatives to presenting in front of whole class (audio or video recording, after school presentation to smaller group) ★ Having more time or extensions ★ Alternative point options for students who have missed class and can't complete presentation in time (alternative assignment that is filling out google docs in self-paced/ independent way) ★ Creating specific outline for a students product or project to help further scaffold individual requirements
Students designated as Multilingual	<i>What <u>accommodations and/or modifications</u> will you include to ensure that multilingual learners will be able to learn the material?</i>

Learners	
	<ul style="list-style-type: none"> ★ Translated and scaffolded examples ★ Allowing a larger team so a group of ELD students can work together ★ Allowing mixed language in presentation and slideshow ★ Allowing sources to be in native language ★ Allowing them to write in native language as long as they copy an english translation underneath (unless in spanish then can leave in native language)
Students with Multiple Intelligences	<i>How will this lesson tap into the multiple intelligences of learners in your classroom?</i>
	<ul style="list-style-type: none"> ★ Multimedia and differentiation in presentation ★ Multiple forms of demonstration (written, oral, visual) ★ Allowing students to choose a product they're interested in or that they use themselves and connect to self-knowledge or background experience

Academic Language	<i>What <u>disciplinary-specific language</u> will be used in this lesson? How will you ensure that students have access to the AL and demonstrate that they understood it?</i>
	<ul style="list-style-type: none"> ★ Academic resources ★ Academic research ★ Factual evidence ★ Primary vs secondary source ★ Production vs consumption ★ Raw materials ★ References ★ Citations ★ Academic presentation <p>-provided into through scaffolded example lesson as well as defined terms in sources on google classroom and translated for ELD students</p>

Social Justice Standards	<i>Which <u>Teaching Tolerance Social Justice Standards</u> does this lesson follow?</i>
	<ul style="list-style-type: none"> ★ ID.9-12.5 I recognize traits of the dominant culture, my home culture and other cultures, and I am conscious of how I express my identity as I move between those spaces. ★ DI.9-12.6 I interact comfortably and respectfully with all people, whether they are similar to or different from me. ★ DI.9-12.7 I have the language and knowledge to accurately and respectfully describe how people (including myself) are both similar to and different from each other and others in their identity groups ★ DI.9-12.8 I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way. ★ DI.9-12.9 I relate to and build connections with other people by showing them empathy, respect and understanding, regardless of our similarities or differences. ★ DI.9-12.10 I understand that diversity includes the impact of unequal power relations on the development of group identities and cultures. ★ JU.9-12.11 I relate to all people as individuals rather than representatives of groups and can identify stereotypes when I see or hear them ★ JU.9-12.12 I can recognize, describe and distinguish unfairness and injustice at different

	<p>levels of society.</p> <ul style="list-style-type: none"> ★ JU.9-12.13 I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups. ★ JU.9-12.14 I am aware of the advantages and disadvantages I have in society because of my membership in different identity groups, and I know how this has affected my life. ★ JU.9-12.15 I can identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world. ★ AC.9-12.16 I express empathy when people are excluded or mistreated because of their identities and concern when I personally experience bias. ★ AC.9-12.17 I take responsibility for standing up to exclusion, prejudice and injustice. ★ AC.9-12.19 I stand up to exclusion, prejudice and discrimination, even when it's not popular or easy or when no one else does. ★ AC.9-12.20 I will join with diverse people to plan and carry out collective action against exclusion, prejudice and discrimination, and we will be thoughtful and creative in our actions in order to achieve our goals.
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Resources & Materials	<i>Consider additional material you may need to learn more about this topic.</i>
	<ul style="list-style-type: none"> ★ PROJECT TOPIC SURVEY FOR STUDENTS: <ul style="list-style-type: none"> ○ https://docs.google.com/forms/d/1imV0k7lXXqyVNeTe6bNNT2ifkrIxKcdbWAP8U7J8wo/edit ★ INTRO TO RESEARCH ACTIVITY: <ul style="list-style-type: none"> ○ https://docs.google.com/document/d/1PsYctGnkofOOcSSCQ93x2veY-VYbLbm4iozmoJoL6Fg/edit ○ In spanish: https://docs.google.com/document/d/1uU0V6ylM7uq8IIWUWECsBZ7dJaa6O3TetdX90TjMor8/edit ★ LESSON PRESENTATION <ul style="list-style-type: none"> ○ https://docs.google.com/presentation/d/1csIT7LQTLGWcxyb6UzA8ohyqS2hiPX4l6OMrN4xJrcI/edit#slide=id.gefb10fa0d5_0_10 ○ In spanish: https://docs.google.com/presentation/d/1fpPmb2dw9ZO7PJjO8jZQ36VDi-AcIMV3BbRFLDFY-M/edit#slide=id.gf2ddb381b_0_22 ★ RUBRIC: <ul style="list-style-type: none"> ○ https://docs.google.com/document/d/1u33pi9AzriwDeOKQJrNDCoQh0PGpshLCef4OhZYVd84/edit ○ In spanish: https://docs.google.com/document/d/17KSC5qecCo4o7FSPDL02dyaq45Kz3Dp0uSZscUynM0/edit ★ CITATIONS WORKSHEET <ul style="list-style-type: none"> ○ https://docs.google.com/document/d/1vBqXtOdsoPXjbmWP3N155js9EEdzFgM6rDatLuBJxHE/edit ○ In spanish: https://docs.google.com/document/d/1FMeSUd7C23h6X6Ns1zsvCZXoh3ebXn4AxrH8l8LfiDU/edit ★ SLIDESHOW OUTLINE <ul style="list-style-type: none"> ○ https://docs.google.com/document/d/10R007afZZnrfd9KKjvt2izVVccxz0y-jD2_nVfpEa3M/edit ○ In spanish: https://docs.google.com/document/d/1PmYZUD9qCn8VjB7Uudt7kv0krQdXyzDxukplFcuZkY/edit ★ PRODUCT RESEARCH OUTLINE <ul style="list-style-type: none"> ○ https://docs.google.com/document/d/1NW9ZqbJo3yhpXBY4pegcSzD87uLJDI2VJcYOxn5

	<p>VDTg/edit</p> <ul style="list-style-type: none"> ○ In spanish: https://docs.google.com/document/d/1NknhrN2ZvLUq1tU9uCP-IjzJNqK9Bxbgc6SKpzD5RpI/edit <p>★ CHILD LABOR RESEARCH LINKS FOR STUDENTS TO USE TO HELP FIND SOURCES:</p> <ul style="list-style-type: none"> ○ https://docs.google.com/document/d/1iVgeiK1OxrexhpkChHGOuVuu9i6GUS_AWMrJMi0e1w/edit <p>★ MY OWN EXAMPLE OF APPLE IPHONES:</p> <ul style="list-style-type: none"> ○ Presentation: https://docs.google.com/presentation/d/1f2jOoWksJy-V_W63bHPsoz0mhae9j8P5UdUuOHZwjLk/edit ○ Outlines and more of my examples <ul style="list-style-type: none"> ■ https://docs.google.com/document/d/1gx9aIYAZvngi7jtTqXhc1UAxCMkPWTW3Z73SpEgNds4/edit ■ https://docs.google.com/document/d/1AXzml9wrLhqrmp1HQv6WNGyZKPJeKQ T3uDJOi2QZoo/edit ■ https://docs.google.com/document/d/1YQY2oEBpOfNNOzMc5oD7_EQ-DXrYQNe_Ran5JMUmaVE/edit
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Start time	Duration	Description
8:30am	5-10mins	Opening: say hello, students come in, get chromebook, settle, and compete do now
8:40am	10 mins	Check-in, go over do now responses, go over agenda, and introduce topic for the lesson
8:50am	30 mins	Intro to research lesson/ complete activity
9:20am	15 mins	Go over examples and answer questions
9:35am	15 mins	Get started on project
9:50am	5 mins	Closing: have students pack up, ask for an questions, final check-in and say goodbye

Reflection	<i>Were the objective(s) for this lesson met? Why or why not? Successes? Challenges? What modifications will you make for next time? What can you do for tomorrow's lesson?</i>
	<p>★ LINK TO VOICE RECORDING OF PROJECT REFLECTION</p> <ul style="list-style-type: none"> ○ https://drive.google.com/file/d/1L-HoNYK-BqptyzlQym0e_PBh8C56C53l/view?usp=sharing

TPE #1: Engaging and Supporting All Students In Learning	TPE #2: Creating and Maintaining Effective Environments	TPE #3: Understanding & Organizing Subject Matter for Student Learning Content Specific Pedagogy	TPE #4: Planning Instruction and Designing Learning Experiences	TPE #5: Assessing Student Learning	TPE #6: Developing as a Professional Educator
1.1 Culturally Responsive Student Engagement 1.2 Family Communication 1.3 Real Life Connections & Interest	2.1 Culturally Responsive Classroom Management & Restorative Justice 2.2 Culturally Responsive Learning Environment 2.3 [Caring &] Inclusive	3.1 Standards & Frameworks 3.2 Curriculum Access 3.3 Subject-Specific & Interdisciplinary Pedagogy	4.1 Data Informs Planning 4.2 Child Development Informs Planning 4.3 Interdisciplinary	5.1 Variety of Assessments 5.2 Analysis Informs Instruction 5.3 Student Self & Peer Evaluation &	6.1 Reflective Practice 6.2 Recognizing Bias, Values, & Impact 6.3 Collegiality to Support Professional Learning

1.4 Supporting Learners with Unique Needs	Learning Environment	3.4 Instructional Planning	Connections	Reflection	6.4 Engaging Larger School Community
1.5 Critical Thinking	2.4 Resources for Social-Emotional Support	3.5 Adaptations & Accommodations for ELL & Unique Needs	4.4 Dynamic Instructional Design	5.4 Technology to Support Assessments	6.5 Ethical Responsibility & Integrity
1.6 English Language Learners	2.5 High Expectations	3.6 Technology to Support Curriculum Access	4.5 Meeting Unique Needs	5.5 Grading & Progress reporting	6.6 Legal, Social, & Technological Responsibility
1.7 Visual & Performing Arts Incorporation	2.6 Positive Classroom Management	3.7 Digital Citizenship	4.6 Collaborating For Planning & Instruction	5.6 Interpreting Assessments to Support ELL or Language needs	6.7 CA State Education
1.8 Monitoring Student Engagement During Learning		3.8 Technology Standards	4.7 Plans for Student Participation	5.7 Assessment for ELL in Both Languages	TTS - Time Management
			4.8 Plans for Incorporating Technology	5.8 Assessment Data for Students with IEP, IFSP, ITP, & 504 to Inform Instruction	TTS - General Professionalism

Assessment

Student presentation example:

1. Student who got 100/100

https://docs.google.com/presentation/d/14XywhG7resOdEsV5czGD6vmKf8dF23Z_bbRoB1IUDrY/edit?usp=sharing

2. Students who got 100/100 originally, but lost some points because they talked during other presentations (Still received A)

<https://docs.google.com/presentation/d/1oBlq1R0KGf0Yfw3W1gM7j9Jw2Cx8D-Mdv225XSh2CIA/edit?usp=sharing>

3. Student who got 100/100. English is not their first language so they wanted to come in afterschool to present and did the whole thing in English even though spanish/ spanglish was an option! They did an amazing job!

<https://docs.google.com/presentation/d/1wsuGnVhedQ-LsM0F0vJLeAmkBJrKoE7Yk632YTTEf8/edit?usp=sharing>

4. Students who got 60/100 because they did not finish their presentation and were not prepared during the presentation.

https://docs.google.com/presentation/d/1Nn_tYBoaZqOAnHyBF3S5CpQ1pTTCeB3lQBI6c915Qag/edit?usp=sharing