

# Creating a Stimulating Learning Environment

Through Social Construction & a Variety of Assessment Types

District 30: Session 4 (2021-22)  
Grade 7

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### Possible Questions to build CRSE awareness during pre-observations:

- What resources might enable students to view concepts, issues, themes, social problems from several multi-cultural perspectives?
- What systems and/or protocols might encourage students to share experiences, feelings, and perspectives during the lesson?  
(ex. accountable talk stems, discussion protocols, group roles, etc.)
- What choices might students make during the learning so that they develop a sense of ownership and have opportunities to use their strengths to demonstrate learning?
- What assessments might you build into the lesson so that you can monitor and support each student's progress?
- How might you scaffold activities so that students believe they can succeed?
- How might you involve students as co-creators in the creation/ analysis/ reflections of performance task(s) and assessment criteria (ex. rubric, check-list, etc.)?
- \_\_\_\_\_

See full set of Guidelines <https://tinyurl.com/mr2cy545>

## Directions

NOTE: this activity can be done as a group or individually.

If you choose to work individually, feel free to brainstorm ideas with breakout room colleagues or to ask someone in the room to give you feedback on the changes you've made.

1. Review one of the slides already presented and the comments at the bottom.
2. Co-create a list of scaffolded learning opportunities for your subject.
3. Fill out the identifying details at the bottom.

1. **Do Now:** Explain to students that today they will learn a Vocabulary game titled " **Three Truths and a Lie.**" Students think pair share with desk-mates and discuss the following: "How can you tell the difference between a Truth and a Lie?" Class share-out.

2. **Mini Lesson: Review game rules with students:**

**You are in charge of your learning, create something meaningful!**

- In pairs/groupings students **select a word** from their Vocabulary list provided.
- **Students analyze the word** with their groups/partners: a) Look for parts of Speech. b) look definition of the word. c) *Synonyms and Antonyms* d) *Look for word personality*
- Students **create 3 truths** statements for the selected word
- Students **create 1 Lie** statement for the selected word

3. **Teacher models and thinks aloud the process used to analyze the word (Dubious)**

- Ask yourself do I have any prior knowledge about this word?
- Look for *Synonyms and Antonyms and related words*
- Read definition
- Create a sentence
- *Look for word personality (what makes this word stand out?)*

Here's an example: Dubious

1. Dubious is the opposite of certain. (truth)
2. Dubious is an noun. [Lie] (adjective)
3. Dubious is related to the words "doubtful" and "shady." (truth)
4. if someone is of dubious character they may not be trustworthy. (truth)

4. **After modeling strategy, teacher provides a practice model using the word (Fugitive)** In pairs/small groups, students brainstorm possible truths and the lie for the word **Fugitive**. Teacher provides opportunities for pairs to share their thinking/reasoning aloud with class.

5. **Work-Period: Students take charge of their learning in pairs/small groups.** They brainstorm possible truths and the lie for there selected vocabulary word using the graphic organizer provided. Analyzing word particulars as described in the game rules. Teacher circulates, clarifying questions and facilitating where needed.

6. **Groups present/share their visuals with class.** As groups are presenting audience uses organizer to note which is the truth or the lie for presenting group. The group who guesses correctly gets a point. In the end points are added up and winner is determined. (Prize: merits or HW Pass on the nights HW.)

7. **Closing: Ask students:** Encourage students to think about which part of the process help them to better retain and understand the word and its meaning. How can we use this process in other areas of our learning.

8. Ask: How does working cooperatively helped them to produce quality work?

# Analyzing Documents: Considering Different Points of View

1. Read “Break Up Letter with King George.” Ask students to list colonists’ main grievances?
2. In *Passport to Social Studies*, have students read the preamble and list of grievances from *The Declaration of Independence*. Highlight and annotate with a partner. Which reasons are the strongest?
3. Discuss in groups: Whose voices are not represented in this document?
4. Have groups choose one of the unrepresented groups: Native Americans, Women, African Americans.
5. Give students a graphic organizer and a document from the point of view of the group they have chosen. Based on these documents and what we’ve learned this year, what would be some grievances this group would have?
6. Write a version of the preamble or a list of grievances in the voice of this group.
7. Do a gallery walk where students read each group’s preamble/grievances and give feedback on a post-it. What were the major grievances of this group?
8. Discuss why their voices and opinions were left out of The Declaration of Independence?
9. How does considering these various points of view help us to better understand this period in American History?
10. How did working with the group help you better understand the point of view of the group you chose?
11. How would you feel if your opinion or voice was not asked or acknowledged?

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School: PS 122

Team Leader: Vasiliki Mastrocola

Grade 7 Social Studies G&T

## **Revised by Macchio and Kim from 141:**

- Remove step # 4 and have student select the unrepresented voices, which is stated in step # 3
- For step # 5 students are given a document from the point of view of the group they have chosen, however would it be beneficial for these students to find their own documents to further develop this student centered project?

**Analyzing G. Washington's Portraits and his role in American viewpoints. (Lesson found in Passport to Social Studies)**

1. Students are introduced with the teaching point or goal of the George Washington's Portraits.
  - a. How can we compare two portraits of George Washington and make inferences on his role in the American viewpoints over time?
2. Students will be observing two different images on G. Washington and answer questions within their group. Students are able to write down their responses either on their notebook and/or laptop.
3. Students will answer the following questions for both images: ***What does it feel like to assume this pose? (How does it feel like to stand like this?) / What do you think it feels like to wear this kind of clothing and be in a setting like this? (How does it feel wearing these clothes and living in this place or area?)***
4. Students will now turn and talk the following question: ***What visual clues or evidence inferred from the paintings reveals how Americans perceived George Washington's role? (What evidence from the pictures do we make predictions how Americans think of George Washington role in America?)***
5. Turn and Talk and/or discussion on King George III portrait: ***How does this pose make you feel?***
6. ***Do you see any symbols in this painting? / What are some of the sitter's attributes? Why?***
7. Students will be getting vocabulary and sentence starters.
8. Group Work Directions: Directions: You are going to once again view two portraits of George Washington. This time you are going to be portrait detectives by gathering evidence from the paintings to learn more about George Washington.
  - a. Students will answer the following questions on a graphic organizer: ***Describe this person's pose:***
  - b. ***What attributes does this person have? / Describe this person's facial expression: / Describe this person's clothing: / What do you notice about the setting? / Create a new title for this painting:***
9. Students are encourage to answer the exit ticket questions within their groups: ***How are the objects and details in the two portraits different? / How do the two portraits portray Washington differently?***
  - a. Share out as class discussion
10. Students who finish work early and would like a challenge are able to do the following questions either independently and/or in groups: ***How do the two portraits represent different points of view about Washington? / How do portraits of national figures play a role in shaping the country's memory of the person? Explain your thinking with evidence.***

Task Description: Create a “HOW TO” guide for solving multi-step inequality real-life problems. Include examples, steps to write an inequality based on the situation, steps to solve, practice problems and answer key.

### Learning Opportunities

1. Students work together to determine what steps are needed to write an inequality based on the situation, how to decide on the direction of inequality and describing the process of how to solve an inequality..
2. Students choose their own examples to represent the skills needed.
3. Students write the process for writing and solving two-step inequality in their own words using words, pictures and numbers. **Students could create a small book or write a poem describing the steps also.**
4. Students create practice problems to practice the skill and answer keys to show their understanding and thinking.
5. Guides are shared with peers and feedback is provided.
6. **“How to Guides” small book and the poems are utilized in the classroom by other students as resources when struggling with the skill.**



## REVISED: Analyzing Documents: Considering Different Points of View

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### REVISION

\*For Step 5: Can provide multiple voices within the unrepresented group that was selected. Different types of documents (letters/images/facts). Students can also draw on previous knowledge and what they feel is important from what they learned throughout our studies.

\*For Step 6: Give students the opportunity to express the grievances of the unrepresented group in different ways. Rather than just a preamble or list of grievances, maybe they can write their own letter, poem, rap, maybe even make a collage or an artistic representation of the issues facing this group.

## A Call to Action:

1. During *Lyddie* students have asked questions about whether or not *Lyddie* is free, due to her having to overcome many obstacles and feeling bound to her family debt.
2. After reading about Frederick Douglass, read Malala Yousafai's Nobel Acceptance speech. Students will discuss in groups: What does Malala have in common with characters from *Lyddie*? Compare Malala to Diana from the novel as well. What would Malala think of *Lyddie*'s choices?
3. Students will brainstorm a list of social issues and other obstacles they wish to be agents of change for. As a class, create a list of topics.
4. Students will select a topic and create groups based on similar interests. Give students a graphic organizer to identify problems and solutions that exist in: government, the workplace, popular culture, and local communities.
5. Students will discuss with their groups who their target audience is. How can they deliver a message to this specific audience the way Diana, Malala, or Douglas did?
6. Students have a choice to create a speech, poster, video, song, or any medium of their choice to address a specific solution to a problem that they identified.
7. Reflect: What are the most effective ways to reach your audience? Which habits of mind did you most implement and why in creating your message? Based on her speech, what advice do you think Malala would give you to make your goal a reality? Why?

**Task Description:** Students will use the scenario of Westfield’s contaminated water to determine how chemicals affect our everyday lives. This will lead to a discussion of atoms, molecules, chemicals, and chemical reactions. This scenario spans across a unit.

**Learning Opportunities:**

1. Students will discuss where they have encountered “unclean” water or areas of pollution in their lives.
2. Students connect back to their own experiences anywhere (school, home, different parts of the world, countries they came from).
3. Students will share their experiences with groups of students in the classroom.
4. Students brainstorm together how these examples of contaminated water can connect with what they know about chemicals.

School

Team Leader

Grade/Subject

Objective: SWBAT evaluate different issues/actions to determine if they are constitutional or unconstitutional

- A. Students are introduced to the Bill of Rights by watching a video. They will have a graphic organizer to complete.
- B. Students discussed which of these amendments/rights they through were the most important to protect.
- C. We will discuss one topic/issue as a class. (School prayer) The teachers will model thinking aloud to determine if the rule/issue is constitutional. We will model thinking of it in a different way (different perspectives)
- D. In partnerships, students will read about another issue or topic. They can choose from different scenarios (a harsh punishment, school rules about student hair, 2nd amendment issues, and others) They will discuss if they think this is constitutional or not. Students will have a sett of discussion questions to help them.
- E. Students will write about if the action is constitutional or not. They will have stems to help them express and explain. A model is available as well as a checklist.
- F. Students will share these with the class. (is there another audience you might consider?)

School: IS 230

Team Leader: McMANus

Grade/Subject: Grade 8 SS

**Ms. Scott**

**ELA: 724**

**Student-Led Debate: Should Students Skip Standardized Tests this Year?**

**Objective:** With the support of a rubric, I will be able to fulfill my role in the great debate and support my arguments with relevant evidence from multiple texts.

**Linguistic Objective:** I will be able to use precise language to present my arguments:

- My position in this debate is \_\_\_\_\_ because \_\_\_\_\_.
- For my first argument, please consider the following evidence \_\_\_\_\_.
- Based on the mentioned evidence it is clear that \_\_\_\_\_.

**Essential Question:** Should students skip standardized tests for this year?

*Next Generation Learning Standards: 7RI, 7W5, 7SL3, 7SL4*

*(Two students will be selected to serve as student teachers: the selections will be made through a random picker via class dojo. Students annotate the lesson objective as a class to build an understanding of the lesson goal.)*

School: 145Q

Team Leader: Scott

Grade/Subject: ELA/7th

**Materials:** i-Pads, digital texts, flipgrid, google classroom, debate rubrics/role sheet.

**Opening: Setting intentions for today's debate**

- a. Watch 2 short clips of debates from the past (Flipgrid)
- b. Based on what you are seeing in the video and your role in the debate, what do you need to do to be successful today? (Chat-it up: Zoom)

**Mini-Lesson:**

**How to effectively participate in a debate?**

- A. Students will watch a model of Ms. Scott presenting two arguments: pro and con.
- B. As they watch, students will actively record what they: hear, see, realize, and wonder. Students will have the option of recording their ideas via google keep or the zoom chat box.
- C. We will then hear from 2-3 students to share out their ideas about the modeling.

**Work-time:** The Debate!

School:145

Team Leader: Scott

Grade/Subject: 7th/ELA

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