**Social Studies Video Critique Assignment Sheet**

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/5 **1. List the video title, and provide an APA citation of where you found it. Provide an overview/summary of the lesson procedures. Be sure to discuss what the teacher is doing as well as what the students are doing throughout the lesson.**

Video Title: *Partnership for 21st Century Skills: The Midnight Ride of Paul Revere*

Summary: The video I watched had a teacher, Gina Underwood, working with her class on a lesson involving the poem: *The Midnight Ride of Paul Revere*.

She starts out the lesson by activating students’ prior knowledge and asking them questions relating to the topic. As a class, they also create a word web to review what they know about The Fourth of July and what the Revolutionary war has to do with the holiday. She also goes over the rubric for collaborative work skills the students are going to be assessed on.

Next, the students are broken up into groups to work at four different stations on different activities relating to the topic at hand. They will be at each station for fifteen minutes before rotating to the next one. The first station has the teacher guiding students through vocabulary, shared reading, and the targeted skill of the week which is sequencing. The second station has students using a Smart Board to practice spelling words, by accessing a website and playing Battleship to learn their words. The third station has students doing a guided note taking activity by rereading the poem, selecting the ten most important events, and placing the events on a time line with teacher support. The fourth station has students using computers and going to a bookmarked site that has them doing a compare and contrast activity where they compare the real story of Paul Revere’s ride to the poem and decide why the author of the poem made changes.

At the end of the class the students return to their seats and complete a rubric stating how they think they did in the activity. As a class, they also discuss how they think things went during the lesson.

The students are moving around the room to the four different stations and working together on the assignment given at each station. As the students work in groups, the teacher is walking around facilitating the learning, while not directly telling students the answers. At two of the stations, the teacher assists in guiding the students through the assignment. This is a very good example of a student centered classroom/lesson.

Full Citation: The Partnership for 21st Century Skills - EduVision (n.d.). The Midnight Ride of Paul Revere [Video file]. Retrieved from https://thepartnershipfor21stcenturyskills238.eduvision.tv/default.aspx

/10 **2. Identify the elements of Best Practice found in the video according to the protocol. Use your group generated observation protocol located in GD#1. Be sure to refer to the impact the teacher appears to be having on the students.**

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| **Elements of Best Practice With Definition** | **What the teacher is doing?** | **What the students are doing?** | **Comments** |
| Engagement    *When presenting information in a creative way, students will want to learn more and be active participants in the learning process.* | - Grabbing the students attention and creating moments of excitement and willingness to learn    - Using a variety of teaching strategies and resources to appeal to student learning | - Engaged in the learning process    - Active participant and taking ownership in their learning    -Enjoying and able to relate to the learning process they are experiencing | The teacher has provided an interactive lesson.  The teacher used four different teaching strategies in one lesson.  The students are taking charge of their own learning.  The students are using technology, which is something they enjoy.  The students are not doing one thing the entire time, and therefore are staying engaged. |
| Prior Knowledge    *Knowledge that stems from previous experiences.* | - Determines what students already know and able to see what the base line is for student learning    - Make learning relevant to student lives    - Determines what misconceptions students may have | - Students come up with questions in which they may have and want to investigate    - Students make connections to content and understands application to lesson    - Students extend thinking of how does it apply to me? What will I get out of this lesson? What can I learn from this lesson? | The teacher is asking the students questions about things they previously learned at the beginning of the lesson.  The students are showing what they already know in the Word Web.  The students are applying what they know in each of the four station activities.  The students are re-reading the story at the third station. |
| Collaborative Learning    *Students will learn more if they have the opportunity to work with their classmates.* | - Giving less individual seatwork and more group work    - Directions and objectives are clear to students    - Assigning more group projects, discussions, and activities    - Teacher models roles and provides an open learning environment/ workshop environment for student participation    - Teacher organizes diverse learning communities for rich learning experiences (teacher can control student groupings)    - Teacher encourages all student thinking is important and respecting all learners in the learning community    - Teachers are also a learner in the classroom | - Willing to work with others    - Bring new ideas to group discussions    - Students understand and can determine the objective of the lesson    -Take on various roles in the collaborative working groups    - Respecting all peers thoughts and ideas    - Students actively participating in lesson    - Students will ask questions for clarification | The teacher has assigned the students to complete a group activity.  The teacher provides the students with a rubric of what they will be assessed over when they work in groups.  The teacher is working to guide the students in two of the four groups, and walking around and monitoring the other two groups.  The students are working in groups to complete four different activities.  The students work together to complete each of the four activities. |
| Authentic Resources    *Students should have the opportunity to use resources other than their textbook. Especially those that are more relatable to them.* | - Providing resources for the students other than their textbook    - Provide the students with resources that are relatable to them    - Models and teaches about text features for each resource    - Compare and Contrast different text features/purposes for each resource    - Includes examples of various resources including primary, secondary, newspapers, encyclopedia, etc. and including technology integration from different medias    - Talks about reliable resources and where resources are located | - Bring in resources that are relevant and relate to what is being talked about in the classroom    - Students can use and understand text features to assist with learning    - Students can determine the validity and reliability of resources    - Students can determine the advantages and disadvantages of different resources and media    - Students can locate and use resources appropriate for investigation, support, and research    - Students can use technology to assist with presentation and research to support thinking | The teacher has the students access the real version of Paul Revere’s ride.  The students are using computers to access the real version of Paul Revere’s ride and compare it to the poem.  These are the only two examples of Authentic Resources I saw in this lesson. |
| Inquiry    *Provides students the opportunity to learn by doing.* | - Aligning students discovery with appropriate content statements    - Using open ended questions to encourage critical thinking skills    - Use Bloom’s Taxonomy to encourage higher order thinking from students    - Setting the groundwork for the inquiry based lessons    - Providing students with self assessment and reflection on their findings | - Students discover their own conclusions to their questions    - Builds student curiosity and encourages students to be an active participant in their learning    - Encourage other students to think deeper using higher order thinking skills    - Students are able to express themselves in various forms; writing, reading, speaking, discussion, debating to share thought process effectively | The teacher has the students reflect on the activity at the end of class.  The students are able to express themselves in four different ways, by doing the four different activities.  The students are working with the real version of Paul Revere’s ride and the poem to determine differences. |
| Experimental/ Active Learning    *Experiential learning offers a hands on learning approach in which students are actively involved in the learning process.* | - Monitoring student work and providing an outline for their learning    - Asking investigative questions to find out student thinking  - Facilitate student learning and conclusions    - Assist students who are having difficulty    - Extend student thinking by offering enrichment activities for those who need to be challenged | - Students work toward finding their own answers to their own questions    - Students should be moving around the classroom    - In social studies the students can conduct surveys, report data, prepare group reports, have debates, and role play famous events    - Students have choice to include mode of presentation | The teacher provides a rubric for the students to know what they are being assessed on when working in groups.  The teacher is working with two groups to guide them through their activity and monitoring the other two groups during each rotation.  The students are rotating stations in order to complete four separate activities. |
| Differentiation/Scaffolding    *Differentiation provides students with a variety of strategies for learning content, processes, development, and assessment. Scaffolding allows teachers the opportunity to provide structure for a student with the resources they need to succeed, lessening the support as they develop and grow.* | - Working to meet the needs of each individual student    - Altering activities and assessments to meet individual students’ needs    - Making learning accessible for struggling students    - Challenging advanced students with meaningful activities, not busy work, increase rigor    - Chunk content so that it is introduced in small doses, then bring it all together    - Using a large variety of strategies to meet every students’ needs    - Providing enough time for students to learn and comprehend dates and concepts in Social Studies    - Using graphic organizers to assist students who are visual learners | - Students are working individually at their own pace    - Students are making the most of their experiences    - Students are developing and becoming more independent as they grow    -Students asking for clarification | The teacher has provided four different activities for the students to complete.  The teacher is dividing the lesson into four stations, so that the students are not doing everything at once.  The teacher provides the students with the Word Web, compare and contrast activity, guided reading activity, and guided note-taking.  The students are working with one another and can ask questions as they go. |
| Assessment    *It is the process of documenting in measurable terms of the students knowledge, attitudes, skills, and beliefs.  Assessment should be used throughout units and not just at the very end. It should focus on all students strengths, and should therefore vary.*  *Assessment is a way for teachers to view whether or not their lessons are effective for student comprehension.* | - Teacher is doing formal and informal observations before, during, and after the lesson    - Teachers assesses student progress by giving formative and summative assessments    - Assessments and Observations are ongoing and can be informal and formal    - Students should be assessed to determine and clear up any of the students’ misconceptions by giving formative and summative assessments    - Also in social studies content assessment of student knowledge can also be valued in authentic activities/  assessments in which students must demonstrate content knowledge in a variety of ways including projects, speeches, debates, and any other form of application of class content that is developmentally appropriate with the lesson    -Assessment is created based on the activity/assignment given to students    -Authentic assessments are given to demonstrate students application of class content    - Teacher evaluates data and determines plan of action for extension or reteaching of content | - Students are monitoring their own learning before, during, and after the lesson by their performance in collaboration activities, homework formatives, and assessments    - Students asking questions and receiving clarification on areas in which they had misconceptions    - Students do own self reflection on performance and monitor own learning    -Students can use their creativity to apply what they have learned using authentic assessments    -Students can have choice of how they want to apply class content and be delivered in a variety of fashions including individually and/or collaboratively using projects, speeches, debates etc. | The teacher is using both formal and informal assessment.  The teacher is using ongoing assessment throughout the entire lesson.  The teacher provides the students with a rubric and explains to them what they are being assessed on when working in groups.  The teacher uses the Word Web to have the students show what they know.  The teacher is a guide for the students throughout the entire lesson.  The students are in charge of their own learning.  The students are able to ask questions throughout. |

/10 **3. Provide a critique of the video. Does it exemplify Best Practice? Why or why not? Use specific examples.**

I believe that this video showed all of the Best Practices that my group discussed and came up with in at least one way. One thing that we didn’t put in our chart, because it was already shared in the example, was “Student-Centered Classroom,” which I believe this lesson shows very well. The students are in charge of their own learning, while the teacher helps in facilitating their knowledge and keeping them on the right track. As for the Best Practices we had listed, listed below is how I believe each was shown in this video.

Engagement: This lesson does provide a great deal of engagement for the students. The teacher has provided a lesson in which the students have to work with one another to complete four different assignments, each in a fifteen minute period. This keeps the students alert and working in order to get finished on time. Also, by providing four different assignments for the students, they are not doing the same thing the entire time, and are therefore more likely to stay engaged. The students are also given the opportunity to work with technology several times throughout this lesson, which is probably a break from what they do every day, and therefore they will be excited to do this.

Prior Knowledge: This lesson does a good job of accessing students’ prior knowledge of The Fourth of July and The Revolutionary War, which are both key topics in the lesson. At the beginning of the lesson the teacher asks the students what another name for The Fourth of July is, which gets them thinking about the holiday. She then has them review what they know about the holiday by using the Word Web on the Smart Board. By asking these questions and having the students show her what they know, she is able to determine that they are ready to complete the four station activity that this lesson entails.

Collaborative Learning: Collaborative learning is shown throughout this entire lesson. The whole lesson was created in order for students to complete a group activity by collaborating together and completing four different activities. The teacher does a good job of providing the students with a rubric of what they are going to be assessed over during this group activity before they start, so that they know what is expected from them. While the students are working together to complete the activities, the teacher is also helping guide two of the groups of students while monitoring the other two.

Authentic Resources: The use of authentic resources is not shown very much in this lesson; however it does appear in one instance. When the teacher has the one group access the real story of Paul Revere’s ride on the internet, they are using an authentic text. Having the students compare the real version to the poem is a very good way to utilize an authentic text.

Inquiry: Inquiry is shown in this lesson in a several different ways. By having the students reflect on the activity at the end of class, and telling the teacher what worked well and what didn’t the students are using inquiry. In group four, the students are expected to compare the real version of Paul Revere’s ride to the poem, and then discuss why they believe the author of the poem took out some of the details of the original. This requires inquiry in order for the students to determine why they believe the author differs from the original text. Also, students show inquiry when they are able to express themselves in different ways, which they are able to do by completing the four different activities this lesson entails.

Experimental/Active Learning: In this lesson the students are actively learning by rotating from station to station and doing four different activities to further their knowledge about *The Midnight Ride of Paul Revere*. The teacher is acting as a guide in this lesson, and the students are in charge of their own learning. By providing the students with a rubric before beginning the group activities, the teacher is telling them what is expected of them, and they are able to work toward those expectations while learning.

Differentiation/Scaffolding: In this lesson the teacher provides four different activities for the students to complete. This reaches a wider range of students’ interests and best learning styles, which will allow more students to learn more efficiently. Also, by dividing the lesson into four different activities, the teacher is breaking down the students learning so that they are not doing everything at once.

Assessment: This lesson shows several different types of assessment, including both formal and informal assessments. Formal assessments include the activities the students are doing at each station, along with the rubric that assesses how each student works during the group activity. Informal assessments include asking questions throughout the lesson, the word web, and monitoring the students throughout the lesson.

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Feedback: