1. Which lesson or lessons are shown in the video clips? Identify the lesson(s) by lesson plan number.

[Video clip one shows part of lesson number one. This clip shows the beginning of the lesson segment. Students are asked to observe two pictures. They are asked to consider the differences, and propose reasons for these differences. This exercise bridges previously learned material to the new segment on features of a civilization. Video clip two shows part of lesson four. This clip shows students engaged in interpreting Egyptian hieroglyphics while I answer questions from individual students and provide clarification.]

2. Promoting a Positive Learning Environment

Refer to scenes in the video clips where you provided a positive learning environment.

a. How did you demonstrate mutual respect for, rapport with, and responsiveness to students with varied needs and backgrounds, and challenge students to engage in learning?

[The first video clip is an introductory discussion to the features of a civilization. In the video clip, a forum for observations provides a low risk opportunity for all students to contribute to the discussion. There are no right or wrong answers but visual observations (catering to the 68% of visual learners in the class) will lay the foundation to make a key point. Students are participating freely with the first student describing previously learned material about pre-civilized man (00:01-00:14). He is praised for his detailed answer as the class is asked to observe the two displayed pictures. At time 00:21-01:29 the class is actively engaged in observing the two contrasting depictions. I anticipated this engagement as students continue to drive to the concept of agricultural surplus, which for some was previously learned material as evidenced by the speedy answer at time 02:50. For others, upon my scanning of the room for looks of acknowledgement, this is a new concept. Since it is such an important part of the lesson, it is made explicit for the remainder of the clip (03:12-05:25). A concept organizer is introduced at this point and students are questioned to break down that phrase. At 04:16, a reluctant student gave an accurate answer and was praised. I repeated his answer to the entire class because it was soft-spoken but felt that it was not the right time to instruct all students to speak louder for all to hear. I feel there are delicate opportunities when reluctant or shy students muster the courage to speak. In this case, I consider repeating an answer to be a supportive technique. At 4:22-4:34, the same technique is used as a student completes the breakdown of the definition. The concept is then presented on the screen where I deliberately pause and give additional information. This allows students time to write this in their concept organizer. During the clip, students with varied needs were active in their participation. A student with a 504 accommodation for ADHD asked an off-task question but was not discouraged from participation but was redirected. In fact, he was making a connection to a popular movie that he enjoyed watching (01:30-01:46).

In the second video clip, students are engaged in individual work deciphering Egyptian hieroglyphics. Prior to this clip, I explained the exercise in detail but as the students began working on it, I realized the challenges they were experiencing. I am going around the room,
helping individual students while sharing their discoveries and challenges with the rest of the class. The clip opens (time 00:04) with a student inquiring on what the phrase sowing means. Student questions are free flowing and are leveraged to help the whole class understand the exercise. This is demonstrated at times 01:03, 2:22, 2:36, and 2:50. Students are encouraged and positive language is used (01:30, 2:23-2:32) Prior to the clip, I modeled an interpretation of the hieroglyphics. I perform this again and it is shown in the clip (3:11-4:09). A student with a 504 accommodation for ADHD is refocused and positively supported at time 02:20-02:33. Here, his good practice of conciseness is positively supported and shared with the class. Another student with ADHD asks for support (02:43) and is approached as I use his name. He is stuck on one symbol, which I clarify, then I realize that he is not progressing through the activity as other students are. I then model a more stepwise, explicit process that he agrees to use. This occurs at time 03:07-04:01. Another example of responsiveness to a reluctant student is at 06:37-07:08. Here, his correct answer is supported and shared with the whole class.]

3. Engaging Students in Learning

Refer to examples from the video clips in your responses to the prompts.

a. Explain how your instruction engaged students in
   - developing the skills of inquiry, interpretation, or analysis in relation to sources or accounts of historical events or a social studies phenomenon
   - building and supporting arguments or conclusions

[In video clip one, students are challenged to observe one picture, describe their observations, and then observe and describe a contrasting picture (00:15). All students can process images but will need to verbalize them in order to build an oral argument. Students were on task with a variety of questions meant to drive students to observe and tap into previous knowledge. Students offered comparisons regarding appearance, clothing, and tools. They then make the connection to food and civilization (02:07-05:25). The definition of agricultural surplus was arrived at through student participation (04:06) with two students being encouraged to offer their definitions of agriculture and then surplus, effectively linking the two definitions into a concept. This observation and question session gave students an opportunity to build an argument and interpret what happened to mankind that led to civilized societies. The argument was built from visual observations leveraging the majority of learning styles in this class.

   In video clip two, students are engaged in an activity in which they analyze the phenomenon of literacy through hieroglyphics. The translation of pictographs to modern language is the basis for our understanding of Ancient Egypt as it is a tool that inquiring archaeologists used to explain rituals and daily life. Students engage in this very same activity as they build snapshot stories of the influences of the Nile River and polytheistic religion on the people of Ancient Egypt. An example of this is at time 06:37-07:08 where a translation is checked for accuracy and reviewed with the class. Previously, students were introduced to the skill of translating Egyptian hieroglyphics and developed basic skills to approach them. Modeling of this skill is shown at 03:13-03:55.

   b. Describe how your instruction linked students’ prior academic learning and personal, cultural, and community assets with new learning.

[In video clip one, students are bridging previously learned material to the material that is being introduced. Students are familiar with the challenges of primitive, nomadic tribes and now are being prompted to make connections. Additionally, the visual basis of this exercise taps into the visual learning styles of approximately 2/3 of the class. At time 00:15-00:57, students are asked to use their powers of observation to build an exercise of contrast. A high percentage of students are able to behold an image and link images to something in their lives or previously
learned material. All contributions are useful. Sometimes, personal connections are surprising and humorous as a student linked the primitive man’s appearance to that of his cousin (00:20-00:24). Video clip two is also a visual exercise. Students work to develop the skill of translating hieroglyphics. Essentially, students decoded a series of pictures that comprised a daily activity that occurred during ancient times. Students have background knowledge from previous lessons that aids their understanding of the importance of geographic features and polytheism. During lesson two, students learned an ancient Egyptian greeting – “Aw ibek” meaning “may your heart rejoice.” At 5:13-5:35, the concept of rejoice is discussed because a student points out that symbol in the hieroglyphics activity and the connection is made.]

4. Deepening Student Learning during Instruction

Refer to examples from the video clips in your explanations.

a. Explain how you elicited and built on student responses that supported students’ ability to form inquiries, interpretations, or analyses of history/social studies sources or accounts AND build, support, and communicate arguments or conclusions.

[In order to arrive at the answer to a key concept that establishes all civilizations, students need to understand the underlying dynamics that occur for an agricultural surplus. In video clip one, students are challenged to observe a familiar picture from previous lessons, describe their observations, and then observe and describe a contrasting picture (00:15). Visually oriented students can process images but will need to verbalize them in order to build an oral argument. This introductory activity required me to elicit observations and then prompt students to build on them. I ask students to use the skill of observation (00:18), a key skill for social scientists. I then asked students to compare the two pictures by looking at the contrasting picture (01:01-02:34). Students gradually piece together the notions of time, food, and surplus, scaffolded by my questioning that drives to the “what” and “why” of this inquiry. This occurs between 02:35 and 05:25. The explicit breakdown of the phrase occurs between 04:13 and 04:50 with two students offering their definitions of both agriculture and surplus. These two concepts are then combined to communicate the concept of agricultural surplus that students record in their concept organizers.]

b. Describe and cite examples from the video clips of how you supported students in using evidence from one or more sources to support interpretations or analyses and arguments or conclusions about historical events or a social studies phenomenon.

[In video clip one, students are being supported as they observe two contrasting pictures. This visual evidence provides the basis to conduct observations and build an argument about causality. Students freely offered observations, examining the two pictures for differences and are questioned as to why the differences are present. This “why” questioning is demonstrated at 02:35 to reinforce the discussion that occurred during time 02:02-02:34.

In video clip two, the hieroglyphic key provides the source in which to conduct the translation that interprets the phenomenon of Egyptian literacy. Students have received previous modeling in translating these ideographs but require additional modeling during the exercise. This is shown at time 3:11-4:09 where I show how I would use the key in translating the snapshot stories in the activity.]

5. Analyzing Teaching

Refer to examples from the video clips in your responses to the prompts.

a. What changes would you make to your instruction—for the whole class and/or for students who need greater support or challenge—to better support student learning of the central focus (e.g., missed opportunities)?
**Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).**

[In video clip one, I would make questioning more widespread, trying to entice reluctant students into more participation. I had three questions on a slide but did not use them during the questioning session but referred to them afterwards. The discussion would have more tightly and logically scaffolded if I had built up to these higher-level questions. Additionally, the students with 504 accommodations for ADHD would have separately scripted questions, designed to focus them on the task at hand and build focused engagement from there. Good questions follow general guidelines. They are clear, purposeful, brief, natural, adapted to the level of the class, sequenced, and thought provoking (Groisser, 1964). The clip shows approximately 1/3 of the class actively asking and answering questions while others are listening but not enthusiastically engaged. Another option would be to gather two or more responses before moving to the next question. The informal assessment that is required during questioning takes the ability to phrase questions in multiple ways in order to reach learners and determine immediately if it is effective. There was a missed opportunity when a key point was made after a series of building questions. This missed opportunity was not conducting a whole class assessment. I would implement a thumbs up/thumbs down signal system for understanding in the future. Moreover, distributing the graphic organizer would have been more efficient prior to the start of the lesson and distracted the flow of the lesson (03:05-04:01).]

In video clip #2, all students are engaged in the hieroglyphic exercise but I neglected to assess those not asking for support. I did not check on 4 students for on-task comprehension and walked right by their desks without checking (04:10-04:18). I would methodically survey the work going on in the class more completely to ensure everyone was on track to understand how to apply the pictograms. The high performing students had few questions and completed the exercise without error. I would consider a more challenging exercise for them or have them model their approach to the rest of the class or in small strategically chosen work groups.]

b. Why do you think these changes would improve student learning? Support your explanation with evidence of student learning AND principles from theory and/or research.

[Now that I have been introduced to questioning and have used it in almost every lesson, I realize that my questions need to open more avenues to higher level questioning. Question sequencing starting from basic factual questions and gradually lead to higher cognitive levels would base the exercise on a taxonomic approach instead of allowing student responses to drive the sequence (Wilens,1982). Certain students may need more incremental questions as they progress through cognitive levels. This is especially applicable to anticipatory sets that use student observation and analysis to set up questioning that builds an argument, as in video clip one. Most critically, the changes would result in increased equity in interaction that has the potential to drive all students to participate. This could be a function of setting expectations that require everyone to participate. Students who exhibit reticence will need socialization and scaffolding to ease their participation. This could be accomplished by discussion in dyads prior to whole class discussions or revealing certain questions for reflection as homework the night before the lesson (Wilens, 2004). Also, positive feedback cannot be underestimated. Those students who participated were motivated to contribute again and again. Focused encouragement of reluctant participants would certainly improve their engagement and learning.]