

## **8<sup>th</sup>-Grade Denton and the Civil War: Evaluate Lesson Plan**

**Lesson Title:** How Do We Assess Our Inquiry Learning and Inquiry Process?

**Inquiry Phase:** Evaluate

**Grade Level:** 8<sup>th</sup> Grade

### **Essential Questions:**

1. What was the impact of the Civil War on Denton County citizens?
2. How can we assess primary source artifacts and secondary source materials in terms of validity and bias and use these resources to support a particular interpretation of historical events?

**Lesson Plan Objectives:** At the end of these lessons, students will be able to:

1. Reflect on their learning process.
2. Evaluate their achievements and challenges.
3. Identify additional questions or topics to explore.

**Social Studies TEKS** (for this lesson):

**§113.20.** (b) Knowledge and skills.

**(29) Social studies skills.** The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology.

### **Standards for the 21st-Century Learner Indicators:**

2.4.2 Reflect on systematic process, and assess for completeness of investigation.

2.4.4 Develop directions for future investigations.

**Assessment Tools:** Synthesis Essay Rubric or Group Work and Multimedia Product Rubric and Evaluate Reflection Graphic Organizer

### **Resources for this Lesson:**

Evaluate Reflection Graphic Organizer (two-sided)

Option 1:

Synthesis Essay Rubric

Option 2:

Group Work and Multimedia Product Rubric

**Estimated Lesson Time:** One 50-minute Lesson

### **Instructional Plan Outline:**

#### **Classroom Teacher – School Librarian(s) Collaboration:**

- Educators model reflection using think-alouds.

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## **8<sup>th</sup>-Grade Denton and the Civil War: Evaluate Lesson Plan**

- After students have completed their self-assessments, the educators share their inquiry unit learning experiences, including their feelings, challenges, and specific new knowledge gained.

**Measurable Outcome or Final Product:** Individual students will complete an assessment rubric and a reflection graphic organizer.

### **Preparation**

- Educators make a copy of the rubric and the reflection graphic organizer for each student.

### **Motivation**

1. Educators project the essay or multimedia project rubric and review the criteria for the inquiry unit final product.
2. They project the Reflection Graphic Organizer.
3. Discuss the importance of reflecting on the learning process as well as the final product.
4. Educators post the lesson objectives and let students know they will be working with a partner to think aloud and complete an individual reflection graphic organizer. Then they will self-assess their final product with a rubric.

### **Presentation**

5. One educator uses the Reflection Graphic Organizer to prompt the other educator to use think-alouds and reflect on the process of the inquiry unit, sharing feelings, accomplishments, and challenges at each phase of the unit. This can be for the first side, the second side, or both sides of the graphic organizer.
6. The educator who is reflecting completes the Reflection Graphic Organizer as she/he shares. The supporting educator asks clarifying or probing questions to help the other complete all fields on the graphic organizer.
7. If students need more modeling, the educators switch roles and repeat this process. If they do not need more modeling, let students know that they will repeat this activity so both partners have the opportunity to think aloud and record on their individual graphic organizer.
8. When they have completed the Reflection Graphic Organizer, students self-assess their individual final products using the rubric.

### **Guided Practice**

9. Educators monitor as students work in pairs to reflect using think-alouds and record their responses on the Reflection Graphic Organizer.

### **Closure**

10. At the end of the lesson, student volunteers will share their experience of the reflection exercise.
11. Volunteers will share additional questions or topics to explore.

### **Reflection**

12. Why is reflecting an important part of learning?
13. How do you know you learned something from this inquiry unit?

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### **Assessment**

14. Educators review students' Reflection Graphic Organizers and determine directions for future inquiry learning based on students' interests.
15. Educators review the students' final product rubrics and assess their learning outcomes.