

9th-Grade Denton Human Geography: Evaluate Lesson Plan

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

Inquiry Phase: Evaluate

Grade Level: 9th Grade

Essential Questions:

1. How can we use data and information to describe the human geography of Denton County, pinpoint problems, and suggest solutions?
2. How does where you live affect how you live?
3. In what ways do humans interact with one another?

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

1. Reflect on their learning process and action they may take as a result of engaging in this inquiry.
2. Evaluate their achievements.
3. Identify additional questions or topics to explore.

Social Studies TEKS (for this lesson):

§113.43 Social Studies Skills

(21) 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.

(23) The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(C) use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.

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:

Evaluate Reflection Graphic Organizer

Infographic Rubric

Resources for this Lesson:

Evaluate Reflection Graphic Organizer (two-sided)

Infographic 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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- 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 a reflection graphic organizer focused on the inquiry process and a self-assessment rubric to evaluate the final product.

Preparation

- Educators make a copy of the rubric and the reflection graphic organizer for each student.
- Prepare think-alouds to model completing the reflection graphic organizer.
- Divide the students into pairs.

Motivation

1. Educators project the infographic rubric and review the criteria for the inquiry unit final product.
2. Students will review their Create Synthesis Checklists as they self-assess their final product and turn in both a checklist and rubric at the end of the lesson.
3. Educators project the Reflection Graphic Organizer.
4. Discuss the importance of reflecting on the learning process as well as the final product.
5. 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

6. 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.
7. 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.
8. If students need more modeling, the educators switch roles and repeat this process. If students 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.
9. When they have completed the Reflection Graphic Organizer, students self-assess their individual final products using the rubric.

Guided Practice

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

Closure

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11. At the end of the lesson, student volunteers will share their experience of the reflection exercise.
12. Volunteers will share how this project may have influenced their desire to get involved in the Denton community and additional questions or topics to explore.
13. Students self-assess their final products with the Infographic Rubric.

Reflection

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

Assessment

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