

## Middle Childhood Education Lesson Plan Template v. 2

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Lesson Title/#: Geography's effect on relations between Europeans and Aborigines/#2

Grade Level: 6<sup>th</sup> grade [55 minutes]

### Lesson Foundations

<p>Content Standards</p> <p><small>*Science and SS should also include common core for reading/writing</small></p>	<p>ONLS.SS.6.6: Variations among physical environments within the Eastern Hemisphere influence human activities. Human activities also alter the physical environment.</p> <p>CCSS.ELA-Literacy.WHST.6-8.1b: Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p>
<p>Learning Objective(s)</p> <p><b>Content/Skills/Concept</b> "Students will..."</p>	<p>1.) Students will analyze primary and secondary documents from Australian's history (analyze).</p> <p>2.) Students will develop a claim about the relationship between Europeans and Aborigines and support their claim with evidence (Create).</p>
<p>Prior Academic Knowledge and Skills</p>	<p>Students are familiar with pulling evidence from texts to support a claim.</p> <p>Students have the skills needed to collaborate with other students.</p> <p>Students are familiar with analyzing documents.</p> <p>Students have participated in and are aware of the expectations during Think, Pare, Share, and Popsicle Quick Checks.</p>
<p>Materials &amp; Resources</p>	<p>Objectives</p> <p>DBQ packet</p> <p>DBQ packet answer key</p> <p>Set of Popsicle sticks with student names</p>

### Assessments

Description of assessment	Modifications and accommodation to the assessment so that all students can demonstrate their learning.	Evaluation Criteria - What evidence of student learning (identify learning objective(s) being assessed) does the assessment provide?
<p>Formative Assessment 1: DBQ packet- Students collaborate on answering document based questions and links the documents to the claim by discussing</p>	<p>ESL- Questions on documents are translated. Students may respond in their first language.</p> <p>IEP- Teacher will make sure to check in with them and provide greater scaffolding.</p> <p>Struggling Readers- Will be read the questions and words on documents out loud.</p>	<p>This assessment provides both written and verbal evidence of students learning.</p> <p>DBQ answers are on the answer key.</p> <p>Discussion will have analysis, for example,</p>

<p>what each document says about the relationships between the Europeans and the Aborigines. [L01][L02]</p>		<ul style="list-style-type: none"> <li>- The creation of the fence demonstrated that European’s are not concerned with the needs of the Aborigines. European’s blocked off the hunting trails and would not let the Aborigines go over the fence so they could find food. European’s are only concerned with their crops.</li> </ul>
<p>Formative Assessment 2: Check for Understanding- As the students work in their groups the teacher walks around to each group and assists students in understanding. The teacher may ask questions, specific to the document the group is at, in order to get students back on track, clarify the task, or extend students’ thinking. [L01][L02]</p>	<p>Accommodations are given by the type of question the teacher poses. Depending on who the question is directed to, the teacher may ask a higher or lower level question.</p>	<p>Students are expected to be able to analyze the information gained from the documents to infer about the relationship between the Europeans and Aborigines. The teacher may ask a question that helps clarify the kind of information they should be searching for in the source for that particular theme in geography.</p>
<p>Formative Assessment 3: “I can…” statement (Think, Pair, Share) - Students try to figure out what the objectives for the day are after they have had a chance to read over the directions and attempt one section from the DBQ. [L01][L02]</p>		<p>-We are analyzing primary and secondary documents from Australian’s history and developing a claim about the relationship between Europeans and Aborigines and then supporting the claim with evidence.</p>
<p>Formative Assessment 4: Popsicle Stick Quick Check leading into class discussion- Students must be paying attention during small group discussion because they might be</p>	<p>ESL- Students can write down their response in their first language and then someone else can share after it is translated. IEP- Students will be given scaffolding by being asked additional questions: What document did your group have the most time to talk about? What did you notice about the document? Etc.</p>	<p>This assessment provides verbal evidence of student learning. Example,</p> <ul style="list-style-type: none"> <li>- The message says that Europeans who will govern Australia want to treat the Aborigines with the same respect as their own people under their law.</li> </ul>

<p>picked to share one analysis their table come up with. This leads into a discussion about how the analysis part of the DBQ packet can be used to aid in developing a claim. [L01] [L02]</p>		<ul style="list-style-type: none"> <li>- The poster could be a way to convince Aborigines to agree to rule under the British without real intentions to treat them equally.</li> </ul>
<p>Formative Assessment 5: Essay- After Synthesizing all the information from the documents, students will individually create a claim about the relationship between Europeans and Aborigines and support that claim with evidence from at least two documents seen today. [L02]</p>	<p>ESL- Instructions and headings are translated. Students are also able to respond in their preferred language. IEP- Students can bullet point their supporting evidence and reasoning. Struggling readers- Students are read the directions out loud.</p>	<p>This assessment provides written evidence of students learning. For example, Evidence for “The British Justice System was not just for all”. When Udja’s wife was stolen by a white man, as described in a passage from Follow the Rabbit Proof Fence, he expected the white man to be punished just as the Aborigines would be for stealing a white man’s wife. Instead of justice, the magistrate gave Udja a bag of flour and told him to go home. Another example of the British Justice System not being just is when half-castes were being taken from their families. Surely if Aborigines were taking white children and raising them under Aborigine culture, they would be punished by the British Justice System. Yet, those “ministries” as described in the section on The Stolen Generation, were not being punished for steeling Aboriginal children from their homes.</p>

### Instructional Procedures/Steps

	Teacher will...	Student will...
<p>Opening __2__ Minutes</p>	<p>Include instructional practices, questions you will ask, checks for understanding, differentiation, evidence of culturally responsive teaching practices <i>Set up: Arrange tables in groups of 4, groups are selected based on strengths and needs and tables are</i></p>	<p>What will students be doing? What evidence of learning will students demonstrate? Student-centered learning/Opportunities for Practice and Apply</p>

	<p><i>set with DBQ's sitting at them.</i></p> <ol style="list-style-type: none"> <li>1.) Recap yesterday's activity of using sources to support a claim.</li> <li>2.) Make the connection between yesterday's activity and today's activity [2 min]</li> </ol>	
<p>Instruction          _____45_____ Minutes</p> <p><b>Procedures and steps</b> to the lesson.</p> <p>What will you say and do?          What questions will you ask?</p> <p>What will students do?</p> <p>What strategies and content will you use to align with <b>culturally responsive teaching</b> practices?</p> <p><b>Differentiation:</b> How will you provide students access to learning based on individual and group needs? Consider students with IEPs and 504 plans.</p>	<ol style="list-style-type: none"> <li>1.) Give detailed directions for the DBQ packet.             <ul style="list-style-type: none"> <li>- Essential Question: What is the relationship between the Europeans and the Aborigines?</li> <li>- The claim students make does not need to directly answer the question, for example "They have a bad relationship", but needs to address an aspect of their relationship. [ LO1] [LO2][A1][ 2 min]</li> </ul> </li> <li>2.) Guide students through the process of analyzing documents. The teacher travels around to different groups, guiding students with questions. The questions are provided under the station's title below because each question is specific to a station</li> </ol> <p>1967 Federal Referendum's Check for Understanding questions:</p> <ul style="list-style-type: none"> <li>- What does an advertisement for Aboriginal citizenship written by white people say about their relationship? (Analyze)</li> <li>- What does the same advertisement say about the relationship now that you read how Aborigine's feel about the law being voted into effect? (Analyze)</li> </ul> <ol style="list-style-type: none"> <li>3.) "I can..." statement. (Think, Pair, Share)             <ul style="list-style-type: none"> <li>- Students try to figure out what the objectives for the day are after they have had a chance to read over the directions</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>2.) Students read and respond to DBQ's with the members at their table. Students discuss within the same group what each document says about the relationships between the Europeans and the Aborigines.</li> </ol> <p>1967 Federal Referendum</p> <ul style="list-style-type: none"> <li>- The advertisement shows white people's good will towards Aborigines and a desire to fix past mistakes.</li> <li>- The advertisement is for a law that is just another way that Europeans are trying to push their culture on the Aboriginal people of Australia.</li> </ul>

	<p>and attempt one section from the DBQ.</p> <ul style="list-style-type: none"> <li>- What are you learning to do with aid from the packet and myself? (Understand)</li> </ul> <p>[LO1] [LO2] [A3][5min]</p> <p>Back to 2.) The British Justice System’s Check for Understanding questions:</p> <ul style="list-style-type: none"> <li>- What does a poster with no words and only pictures say about how Europeans think about the Aborigines? (Analyze)</li> <li>- What does the message of the poster say about the relationship between the Aborigines and the Europeans? (Analyze)</li> <li>- What does the poster say about their relationship now that you have read the experience of an Aborigine and the British Justice System? (Analyze)</li> </ul> <p>4.) Popsicle Stick Quick Check leading into class discussion</p> <ul style="list-style-type: none"> <li>-Random Selection from popsicle sticks</li> <li>-Ask student to provide an example of analysis from one of the documents. Repeat three more times, hitting on all documents students have been working on up to this point.</li> <li>- Class discussion about how we can use the analysis to help us make a claim about the relationship between Aborigines and Europeans.</li> </ul> <p>[ LO1][LO2] [8 minutes]</p>	<ul style="list-style-type: none"> <li>- We are analyzing primary and secondary documents from Australian’s history and developing a claim about the relationship between Europeans and Aborigines and then supporting the claim with evidence.</li> </ul> <p>The British Justice System</p> <ul style="list-style-type: none"> <li>- It could be relying on the stereotype that Aborigines can’t read. It could also be European’s good willed attempt to overcome language barriers and communicate to the Aborigines.</li> <li>- The message says that Europeans who will govern Australia want to treat the Aborigines with the same respect as their own people under their law.</li> <li>- The poster could be a way to convince Aborigines to agree to rule under the British without real intentions to treat them equally.</li> </ul>
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	<p>Back to 2.)  The Rabbit Proof Fence’s Check for Understanding question:  <ul style="list-style-type: none"> <li>- What does the creation of a rabbit proof fence, without asking Aborigine opinion, say about the relationship between the Europeans and the Aborigines? (Analyze)</li> </ul>   The Stolen Generation’s Check for Understanding question:  <ul style="list-style-type: none"> <li>- What does European’s reason for establishing institutions for Aboriginal children with white fathers say about their relationship? (Analyze)</li> </ul> [L01] [LO2] [A1][A2][30min]</p>	<p>The Rabbit Proof Fence  <ul style="list-style-type: none"> <li>- The creation of the fence demonstrated that European’s are not concerned with the needs of the Aborigines. European’s blocked off the hunting trails and would not let the Aborigines go over the fence so they could find food. European’s are only concerned with their crops.</li> </ul>   The Stolen Generation  <ul style="list-style-type: none"> <li>- First, there is an overall superior and inferior relationship. Second, that only white men and Aboriginal women were in relations and they were most likely not mutual. Third, only those children who have white in them are deserving of education.</li> </ul> </p>
<p>Closure  ___8___ Minutes</p>	<p>1.) Essay  <ul style="list-style-type: none"> <li>- Create a claim</li> <li>- Support that claim with evidence from at least two documents seen today</li> <li>- Ask if students have questions that need clarified</li> </ul> [L02][A5] [8 minutes]</p>	<p>1.) Claims will vary but will include reference to Aborigines and European relations:  Examples of claims: “Goodwill” towards Aborigines was not good, Europeans had an indifferent relationship with Aborigines, Europeans had an abusive relationship with Aborigines, or The British Justice System was not just for all. Evidence will depend on the claim, and can vary between students who have the same claim. Claims include evidence from at least two documents.  Example of Evidence for “The British Justice System was not just for all”. When Udja’s wife was stolen by a white man, as described in a passage from Follow the Rabbit Proof Fence, he expected the white man to be punished just as the Aborigines would be for stealing a white man’s wife. Instead of justice, the magistrate gave Udja a bag of flour and told him to go home. Another example of the British Justice System not being just is when half-castes were being taken from their families. Surely if Aborigines were taking white children and raising them under Aborigine culture, they</p>

		<p>would be punished by the British Justice System. Yet, those “ministries” as described in the section on The Stolen Generation, were not being punished for stealing Aboriginal children from their homes.</p>
<p><b>Academic Language</b></p> <p>What language function do you want students to develop in this lesson?</p> <p>What vocabulary do students need to support learning of the learning objective for this lesson</p>	<p><i>Language Function: Synthesis</i></p> <p><i>Vocabulary:</i>  <i>Evidence</i>  <i>Claim</i>  <i>Primary sources</i>  <i>Secondary Sources</i>  <i>Relationship</i>  <i>Analyze</i>  <i>Synthesize</i></p> <p><i>Language Demand: Discourse</i></p>	<p><i>-DBQ packet, check for understanding, “I can...” statement, popsicle quick check, class discussion, and the essay</i></p> <p><i>-DBQ packet, check for understanding, “I can...” statement, popsicle quick check, class discussion, and the essay</i></p> <p><i>-Check for understanding, “I can...” statement, popsicle quick check, class discussion, and the essay</i></p>