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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Education and Training |
| **Course Name** | Instructional Practices in Education and Training |
| **Lesson/Unit Title** | Where Will We Go from Here? |
| **TEKS Student Expectations** | **130.164. (c) Knowledge and Skills**  (8) The student understands the relationship between school and society. The student is expected to:  (A) Explain the relationship between school and society;  (B) Recognize and use resources for professional growth such as family, school, and community resources; and  (C) Collaborate with stakeholders such as family, school, and community to promote learning. |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will:**   * Explain the connection between significant events in the history of the United States, the history of education and the history of their local community * Articulate the value of schools to society and individuals * Use technology to communicate the historical perspectives to other groups at school and in the community |
| **Rationale** | I’m sure there are days when you would like to stay home instead of coming to school So why do we have schools? Who started schools? Why does the law say we have to go to school?  The purpose of this lesson is to give you an historically accurate overview of education in the United States. You will be the next generation of educators. With the changes in our society, including technology, you as a future leader in education must begin to think about answers to the question “Where will we go from here?”  All of this valuable information will assist you as you pursue your career in education. |
| **Duration of Lesson** | Five 45-minute class periods |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | **Common schools:** Schools that were supported by the community where education was free for the students  **Dame schools:** Schools taught by respected women who could read and write and who turned their homes into schools where parents paid to have their children taught  **Frontier schools:** Usually one room schools where the teacher taught all ages and all subjects in one small room  **Grammar school:** Early schools that were like modern high schools, originally for white boys only  **Kindergarten schools:** Started for young children to be creative and expressive. They were like a “children’s garden.”  **Normal schools:** Schools designed to train teachers  **Private schools:** Schools where parents paid for their sons to attend class which emphasized religious beliefs  **Town school:** Schools where all children in the town could learn |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for PowerPoint presentation * Internet   **Materials:**   * Class set of TEKS for Instructional Practices in Education and Training * Copies of handouts   **PowerPoint:**   * Where Will We Go From Here? * Free iPad App:   + Teaching With Technology Video Library The NETS video library is a collection of video of actual classrooms, enriched by additional material such as lesson context, teacher handouts and even student work, accessible alongside the video.<https://itunes.apple.com/us/app/teaching-technology-video/id460913574?mt=8> * Infographic:   + A Brief History of Online Learning (Infographic) This infographic provides a brief visual history of online learning. It shows the different roles that technology has played in the evolution of higher Ed, provides the cultural context for advances made in distance learning, and highlights the rapid adoption of online courses.<http://www.straighterline.com/blog/brief-history-online-learning-infographic/> * TedTalk:   + Pearl Arredondo: My story, from gangland daughter to star teacher Pearl Arredondo grew up in East Los Angeles, the daughter of a high-ranking gang member who was in and out of jail. Many teachers wrote her off as having a problem with authority. Now a teacher herself, she’s creating a different kind of school and telling students her story so that they know it’s okay if sometimes homework isn’t the first thing on their minds.<https://www.ted.com/talks/pearl_arredondo_my_story_from_gangland_daughter_to_star_teacher>   **YouTube:**   * Horace Mann-The Father of American Education Also an example of student work using technology for a class project. This is an excellent video about the life of Horace Mann. <http://youtu.be/pAnTmplQ_tw>   **Graphic Organizers:**   * History of Education: Timeline * The History of Education Time: Word Wall   **Handout:**   * Where Will We Go From Here Rubric |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Before class begins:**  Locate online stopwatch to assist with this section of the lesson: <http://www.online-stopwatch.com/>  One-Minute Think Tank:   * Organize students in small groups. * Ask each group a different question, example:   + “What do you learn at school?”   + “How would life be different if there were no schools?”   One student from each group will record responses while others have one minute to “think.”  Use timer and stop after one minute so groups can report their answers to the class.  Provide each student with a copy of the TEKS for this course. |
| **Direct Instruction \*** | Introduce lesson objectives, terms, and definitions.  Prepare students to take notes on slide presentation. Distribute History of Education Word Web.  Introduce Where Will We go from Here? PowerPoint. Give a brief summary of education milestones in each century of American history from 1600 to the present. Detailed notes are provided with each slide.  The presentation is meant to be interactive, as it requires the students to identify historical connections. If any students are taking a U.S. history course, they can refer to their textbook. Allow for questions and discussion.  Check for understanding.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * providing copy of slide presentation * providing copy of vocabulary words |
| **Guided Practice \*** | Human Time Line:  Divide students into two groups: Half will work on U.S. history and the other half will focus on education.  Each student within the group will write one milestone for either U.S. history or education on an index card (or paper.) If possible, provide each group with different colored cards/paper or give a colored marker to differentiate each category. The milestones should include an event and the century in which it occurred or the specific date. Students can use their notes, textbooks, or other research tools.  When the cards are complete, students will make a human time line by holding their cards in the correct chronological order. The cards can also be placed in order and attached to the wall as a visual aid.  Distribute the History of Education Time Line.  Students will fill in the highlight for each box on the timeline.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * pairing students with peer tutors * writing the information on the cards for students |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Introduce Where Will We Go from Here? Project. The goal is to create a product that will promote public awareness of the current U.S. public school system and allow students to research and formulate their personal vision and answer the question “Where will we go from here?” Students may work individually or in groups and may select a project media such as a video, brochure, web page or public service announcement.  Review components of Where Will We Go from Here? Project Assessment Rubric.  Allow time for completion of Project. Provide guidance as needed.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * partially filling in sections of assignment * using vocabulary flash cards to help students recall types of schools |
| **Lesson Closure** | Ask students to look at the copy of the TEKS for Instructional Practices in Education and Training they were given on day one of the lesson. Review the TEKS covered in the lesson activities. Review lesson terms, definitions, and lesson objectives.  Have students respond in writing to the following:  “Children are messages to a time we will never see.”   What messages about education will you take to future generations? |
| **Summative/End of Lesson Assessment \*** | Assessment 1  Provide students with copies of The History of Education Time Line. Students will fill in at least one education and one US history milestone for each century. Make sure to include when the first school was built in their community on the timeline.  Assessment 2 Evaluate responses to reading assignments, journal entries and other oral and written assignments.  Assessment 3 Students will present their Where Will We Go from Here project to the class. Allow for question. Use Project Assessment Rubric to evaluate.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * using notes to complete assignments * working in groups |
| **References/Resources/**  **Teacher Preparation** | **Images:**   * Microsoft Clip Art: Used with permission from Microsoft®. * Photos obtained through a license with Shutterstock.com®.   **Textbooks:**   * Bredekamp, Sue. *Effective practices in early childhood education*. Pearson, 2011. * Herr, Judy. *Working with young children*. Goodheart-Wilcox. 1998. * The Curriculum Center for Family and Consumer Sciences Texas Tech University. *Putting It All Together: Education and Training.* comp. 1st ed. Boston: Pearson Learning Solutions, 2010. Print.   **Websites:**   * Elementary and Secondary Education ESEA Reauthorization: A Blueprint for Reform<http://www2.ed.gov/policy/elsec/leg/blueprint/index.html> * Quizlet The best way to study languages, vocabulary, or almost anything (flashcards). It’s fun, it’s free, and you can share with friends! <http://www.quizlet.com> * Online stopwatch  Everybody needs a stopwatch at some point<http://www.online-stopwatch.com> * Service Learning Texas Information on service learning. Helping youth engage in meaningful service that enriches learning and strengthens communities.<http://www.servicelearningtexas.org>   **YouTube:**   * Horace Mann – The Father Of American Education This is a video project I made for my Human Growth and Development Class at Dakota State University in Madison, South Dakota.<http://youtu.be/pAnTmplQ_tw> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Word wall * Vocabulary flash cards * Use Graphic Organizer #1 “History of Education Word Web”. Timeline cards can be made by students working in groups. Peer tutors can assist using information from the slide show, notes, or textbooks. |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | * A current issue in education is the debate between phasing out NCLB (No Child Left Behind) to reauthorize The Elementary and Secondary Education Act (ESEA), legislation from the 1960’s. The following web site has many pdf summaries about this topic. Students may choose one to read and summarize for a short-written paper or to orally report to the class. <http://www2.ed.gov/policy/elsec/leg/blueprint/index.html> * This activity demonstrates the relevancy of this TEK and allows students to see the value of knowing history and how it often repeats itself. |
| **Quotes** | Education is not preparation for life, education is life itself. **-John Dewey**  Children are messages to a time we will never see. **-Neil Postman**  Education is the true foundation of liberty. **-James Madison** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:**   * If I could not read or write, I would . . . * “Children are messages to a time we will never see,” by Neil Postman means . . . * If I could go back to the past, I would like to live during what time in history? * My school is effective because… * A classroom one hundred years from now might look like…   **Writing Strategies:**   * Additional writing strategies such as note taking, letter writing, summarizing, paraphrasing, RAFT (Role, Audience, Format, and Topic), or peer review of written assignment may be included. |
| **Communication**  **90 Second Speech Topics** | Interpret one of the quotes below:   * STAAR tests are important because . . . * The most interesting part of the history of education is… |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | * Write a skit or play about the history of education in the United States or the local area. Students can perform the skit for young children or make a video of their play to distribute to elementary classes. * Students can use technology to develop a video or brochure to share knowledge about the history of education. Videos may be put on YouTube, linked to the school web site, and/or used to make presentations in the community.   **TEDx Talk:**  TED is a nonprofit organization devoted to spreading ideas, usually in the form of short, powerful talks (18 minutes or less).  TEDx is a program of local, self-organized events that bring people together to share a TED-like experience. At a TEDx event, TEDTalks video and live speakers combine to spark deep discussion and connection in a small group. These local, self-organized events are branded TEDx, where x = independently organized TED event.  TED-Ed’s commitment to creating lessons worth sharing is an extension of TED’s mission of spreading great ideas. This allows users to take any useful educational video, not just TED’s, and easily create a customized lesson around the video.  The video below is related to the lesson. Allow students to view the video and lead a discussion concerning the TED Talk.   * Pearl Arredondo: My story, from gangland daughter to star teacher Pearl Arredondo grew up in East Los Angeles, the daughter of a high-ranking gang member who was in and out of jail. Many teachers wrote her off as having a problem with authority. Now a teacher herself, she’s creating a different kind of school and telling students her story so that they know it’s okay if sometimes homework isn’t the first thing on their minds.<https://www.ted.com/talks/pearl_arredondo_my_story_from_gangland_daughter_to_star_teacher> |
| **Family/Community Connection** | * Identify and interview people from the community who have knowledge about the history of schools in the local area. Museum curators or librarians can help students identify local historians. * Students may also interview parents or grandparents about their school memories. |
| **CTSO connection(s)** | **Texas Association of Future Educators (TAFE)**  <http://tafeonline.org/>  Lesson Planning and Delivery Competition – This competition is an individual event where future educators will plan, prepare, and deliver a lesson of their choosing to an actual classroom of students. Self-reflection following the lesson is an essential component of this competition as future educators begin the practice of honing their own teaching skills. Participants will prepare a lesson plan and a 10-minute video teaching the lesson to a class. The lesson can focus either on CTE, Humanities or STEM. |
| **Service Learning Projects** | Ideally, true service learning is developed with student voice about concerns and needs. As the students are learning and researching about this topic, ask them to list potential service learning ideas.  Using the LEADERS Model from <http://www.servicelearningtexas.org,> activities may include:   * Develop a school web site about the history of education in the local area * Work with the local museum or library to develop displays at the museum, schools, or local businesses about local education history |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)