

Department of Elementary and EC Education

**CIEE 322 Multidisciplinary Lesson Plan**  
**Assignment #1: LEARNING GOALS**

Candidate Name:  
School #9, Paterson Grade: 5<sup>th</sup>

School: Charles J. Riley

**I. Subject Areas:** Social Studies and Language Arts

**II. Topic and Core Standards:** Industrial Revolution

Social Studies 6.1.8.A.8: Compare and contrast competing interpretations of current and historical events.

Language Arts 3.2.5B.5: Support main idea, topic, or theme with facts, examples, or explanations, including information from multiple sources.

**III. Concept(s):** Change

**IV. Essential Question:** How did the Industrial Revolution change Americans' way of life?

**V. Learning Goals / Objectives:**

- Students will be able to recall why the Industrial Revolution took place. (Knowledge- recall)
- Students will be able to compare the positive and negative affects of the Industrial Revolution. (Analysis- compare)
- Students will be able to analyze the different types of factories by creating a brochure about the Industrial Revolution factories. (Synthesis- create)

**VI. Resources and Materials:**

- Read Aloud book: Price, Sean. *Smokestacks and Spinning Jennys: Industrial Revolution*. Chicago, Ill.: Raintree, 2007. Print.
- <http://www.brainpop.com/socialstudies/ushistory/industrialrevolution/preview.weml>

This is a short informational video on the Brain Pop website followed by a short on line quiz to see how well the students' comprehension was throughout the video.

This is a fun website! They really pay attention to the information. This program teaches the children about the different technologies that were used to speed up the industrial process. It teaches what society in the US was like before the Industrial Revolution took place and the positive and negative effects of this new revolution. (This website will only be used if we have time after the last day of brochure presentations.)

Media equipment needed: Computer and projector

- Other materials needed: Pictures from the Industrial Revolution, Anticipation guide (pre/post assessment), graphic organizer (practice), model brochure

(create), crayons, color pencils, markers, informational texts, and paper (all used for create).

**WILLIAM PATERSON UNIVERSITY**  
**Department of Elementary and EC Education**

**CIEE 322 Multidisciplinary Lesson Plan**  
**Assignment #2: ASSESSMENT PLAN**

Candidate Name:  
 Paterson Grade: 5<sup>th</sup>

School: Charles J.Riley School #9,

Lesson Topic: Industrial Revolution      Concept: Changes

Essential Question: How did the Industrial Revolution change the Americans' way of life?

**Lesson Assessment Plan**

<b>Learning Goal</b>	<b>Format of Assessments (Specify which part of / question on assessment)</b>	<b>Modifications Made (List for each assessment)</b>
<p><b>Learning Goal #1: Lower Order</b></p> <p>Students will be able to recall why the Industrial Revolution took place.</p>	<p><b>Pre-assessment / Post-assessment:</b>            Anticipation Guide- Part A Quiz #1            (Question #1: True or False)</p> <p><b>Formative Assessment(s):</b>            Comprehension check during discussion.</p>	<p><b>Pre-assessment / Post-assessment:</b></p> <ul style="list-style-type: none"> <li>• The teacher will read the statements on the Anticipation Guide aloud to students.</li> </ul> <p><b>Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• The special education teacher will help her students fill out the vocabulary sheet throughout the read aloud.</li> <li>• The special education teacher knows her students' specific disabilities. If she feels I was unclear about a description, definition, or explanation she will intervene and describe, define, or explain the idea in more detail.</li> </ul>

<p><b>Learning Goal #2: Higher Order</b></p> <p>Students will be able to compare the positive and negative affects of the Industrial Revolution.</p>	<p><b>Pre-assessment / Post-assessment:</b> Chart under the Anticipation Guide (Part B) (Students will write three positive and three negative affects of the Industrial Revolution in different columns.)</p> <p><b>Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• Brochure students create about different industrial factories or mills.</li> <li>• Graphic Organizer: Organize students' ideas of what to include in their brochures.</li> </ul>	<p><b>Pre-assessment / Post-assessment:</b></p> <ul style="list-style-type: none"> <li>• The teacher will read aloud the questions on the pre/post assessments. The teacher will then ask if the students have any questions before they start. The special education teacher may give her group of students clues if she feels they need them when they are trying to think/recall different positive and negative affects of the Industrial Revolution.</li> </ul> <p><b>Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• Special education students may draw pictures and write one to two sentence descriptions or write in bullet form. The rest of the students will be writing paragraphs to describe ideas and pictures.</li> <li>• The special education teacher will sit in a group with the special education students and help them with ideas for their brochures to write in their graphic organizers.</li> </ul>
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**CIEE 322 Multidisciplinary Lesson Plan:**  
**Assignment #3: DESIGN FOR INSTRUCTION**

Candidate Name:  
Grade: 5<sup>th</sup>

School: CJR School #9, Paterson

**DAY ONE**

1. Pre-Assessment: Students will complete an anticipation guide/question grid on the lower and higher level objectives presented.

2. Motivate: Students will be each handed a picture card with a picture on it from the Industrial Revolution. The teacher will tell the students:

- Put yourself in this picture/setting. What is in your picture?
- How would you feel about the situation that is going on in the picture? Happy, sad, excited, scared?
- What kind of emotions would you feel?
- What does your picture have to do with the Industrial Revolution?
- Can anyone identify a large industrial city in NJ during the early 1900s? (answer: Paterson)
- What was the most popular kind of factory in Paterson? (answer: silk)
- Do you know what nickname was given to Paterson at this time? (answer: Silk City)

3. Teach: I will teach the students using a read aloud text- *Smokestacks and Spinning Jennys*. This is an informational text about the Industrial Revolution. Students will have a list of important vocabulary words and we will go over the new words that they haven't heard as we approach them in the text.

- Before Read Aloud: Boys and girls today I will be reading an informational book about the Industrial Revolution. It is going to tell us about many new machines and places that we have just talked about in the picture cards. I will be reading *Smokestacks and Spinning Jennys* to you. There is a lot of new vocabulary in the book so I will give you a list of the vocabulary words and as I come to them we will write the definition on the vocabulary organizer I gave to you.
- Before Read Aloud: Make sure you keep this safe because this will help you with an activity we will be starting tomorrow.
- After Read Aloud: What were some of the new inventions that were created during the Industrial Revolution? What kind of factories became popular during this time? Was the Industrial Revolution a positive or negative affect on the lives of Americans? Why did the Industrial Revolution take place in America- what was America striving to be? What would result if the Industrial Revolution never took place in America? Do you agree with child labor during the Industrial Revolution?

4. Image: Industrial Revolution picture cards, pictures in the read aloud, vocabulary worksheet, and anticipation guide.

5. Ask Low and High Level Questions:

- What new technology or invention is shown in the picture on your card? (Knowledge)
- Was the Industrial Revolution a positive or negative affect on the lives of Americans? (Comprehension)
- Can anyone identify a large Industrial city in NJ during the early 1900s? (Application)
- What would result if the Industrial Revolution never took place in America? (Analysis)
- What are some different kinds of factories you can create your brochures about? (Synthesis)
- Do you agree with child labor during the Industrial Revolution? (Evaluation)

6. Accommodations: There are five students in the class who are learning disabled. They have the same accommodations within the classroom setting. The special education teacher will choose the specific vocabulary words she wants her students to know. The special education teacher will also intervene during the motivate part of the lesson plan if she feels something else needs to be said or if a question needs more information provided.

7. Role of Auxiliary Personnel: There is a general education teacher, special education, and academic support teacher that are in the classroom.

- The general education teacher will help with the motivate part of the lesson plan. She will ask the students any other questions about the pictures that she thinks would be helpful for the students. She will also help repeat the vocabulary words and definitions that the students will be filling out during the read aloud.
- The special education teacher will choose vocabulary words she thinks would be appropriate for her students to learn through the read aloud. She will add more scaffolding if she feels her students need it during the teach part of the lesson.
- The academic support teacher will help with classroom management and make sure that all students are listening and paying attention during the lesson.

## **DAY TWO**

1. Review: Today we will continue our lesson on the Industrial Revolution. Can someone tell me why America started an Industrial Revolution? What were we trying to advance in? Can someone tell me some of the positives effects of the Industrial Revolution? What about some negative effects of it? Before we do an activity- We now will review the important vocabulary words from yesterday.

2. Practice Skills: Boys and girls tomorrow we are going to start creating a brochure about factories during the Industrial Revolution. I am going to hand out the directions to

the brochure along with a list of different factories/mills, and a graphic organizer which we will complete today. ::Go over brochure directions:: So, today we are going to draft out our brochure and ideas by filling out the graphic organizer. This will help you organize your brochure when you start to make it tomorrow.

I will hand out the graphic organizer and the students will draft out their brochures.

3. Accommodations: The five special education students will sit at the back table with Ms. Van Vlaanderen, Ms. Bonora, or Ms. Carofello. Either of us will help the students fill out their brochure graphic organizer.

4. Role of Auxiliary Personnel:

- The general education teacher will facilitate around the room helping and looking over students' graphic organizers. If the special education teacher is not in the classroom she may help the special education students do their graphic organizers at the back table.
- The special education teacher will help the special education students with their graphic organizers at the back table if she is in the classroom during this period.
- The academic support teacher will help with classroom management and make sure that all students are completing their graphic organizers.

### **DAY THREE**

1. Review: Today we will review what the students have written on their graphic organizers and the ideas they have for their brochures. I will go over the directions again and show them a mock brochure that I have created.

2. Create (Performance Task): Students will create a brochure. The students are owners of different factories. They will create an informational brochure about their factory. This should make people want to work for the factory. The brochure should include:

- Title/Cover page (picture of factory included)
- About factory page (Write about where the factory is, what kind of factory it is, what kind of machinery that is used to make the products)
- Work conditions (How big your factory is, the lighting/ color, are there windows, how many floors?)
- Workers (What kind of workers do you hire? Men, women, children? How young do you hire people? What kind of clothing must workers wear?)
- Informational (Wages, how many days a week do the workers work, and amount of hours per day?)
- About Factory Owner (Include a brief description about yourself)
- Include two other pictures besides the title picture in the brochure.
- Students will answer these questions in paragraph form.

Go over directions and students will begin their brochures.

3. Post-assessment: Students will receive their anticipation guide back they will answer the same questions but circle the "after lesson" true or false column. They will also

receive a new question grid about the positive and negative affects of the Industrial Revolution.

4. Accommodations: Special Education students will list the answers to the questions for each section of the brochure (no paragraphs). They still have to include 2 other pictures besides the title picture in the brochure.

5. Role of Auxiliary Personnel:

- The general education teacher will facilitate around the room helping and looking over students' brochures. She will also make sure all the students are on task and following the directions for making the brochures.
- The special education teacher will help the special education students with their brochures. She will remind them that they can list their information about their factory.
- The academic support teacher will help with classroom management and make sure that all students are completing their brochures.



## "My Factory" Brochure Rubric

Student's Name:

Final Grade:

	Excellent-3	Average-2	Needs Improvement-1
Pre-Drafting Activity	Completed the graphic organizer to organize brochure thoughts.	Partially completed graphic organizer to organize brochure thoughts.	Did not complete the graphic organizer to organize brochure thoughts.
Included All Brochure Parts	Included ALL 6 parts to "My Factory" brochure. (Cover, About, Work Conditions, Workers, Info, & About Owner)	Included 4-5 parts to "My Factory" brochure. (Cover, About, Work Conditions, Workers, Info, & About Owner)	Included 2-3 parts to "My Factory" brochure. (Cover, About, Work Conditions, Workers, Info, & About Owner)
Pictures	Included picture on the cover and 2 other pictures in brochure.	Included cover picture and 1 other picture in brochure. OR Didn't include cover picture but included 2 other pictures in brochure.	Included one picture or less in the entire brochure.
Mechanics	Each part of brochure had a paragraph description and grade appropriate grammar and spelling.	Four to five parts of the brochure had a paragraph description and included some grammar and spelling errors.	Two to three parts of the brochure had a paragraph description and included many spelling and grammar errors.

12-10 (EXCELLENT) 9-7 (AVERAGE) 6 and below (NEEDS IMPROVEMENT)

**WILLIAM PATERSON UNIVERSITY**  
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**CIEE 322 Multidisciplinary Lesson Plan:**  
**Assignment #4: INSTRUCTIONAL DECISION-MAKING**

Candidate Name:  
Grade: 5<sup>th</sup>

School: CJR School #9, Paterson

1. I one time I rethought my lesson was when I was doing a comprehension check on Day three.

A. A time when a student's response caused me to rethink my plans was when I asked the students on Day 3 to tell me some positive and negative effects of the Industrial Revolution; there were two to three students who had their hands up to answer the question.

B. I wrote the positive and negative effects on a poster and left it hanging in the classroom until I handed out the post-assessment. I thought this would help the students because the poster would be visible around the classroom for a whole day. I went through the questions with the students again and gave more explanations about each question. I decided to review the questions more in depth hoping the students would gain more comprehension about the question that was being asked.

2. Another time when I rethought a part of my lesson was during my read aloud, *Smokestacks and Spinning Jennys*.

A. The text was a little too long. The students began to whispering with one another and playing with things on their desks. They were not paying attention and bored with text.

B. I couldn't replace the book with a shorter one because it was too late. One suggestion that my cooperating teacher said was to split the teach read aloud up into two days. This was a suggestion for when I teach the lesson again. During the read aloud I noticed the students getting anxious; so I periodically stopped reading to talk about the text and get the students' input and ideas about people and things I was reading about. I thought this would get the students interested because they didn't have to sit and listen to me read the whole time. The students did get more involved in the text when I began short discussions.

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**CIEE 322 Multidisciplinary Lesson Plan:**  
**Assignment #5: ANALYSIS OF STUDENT LEARNING**

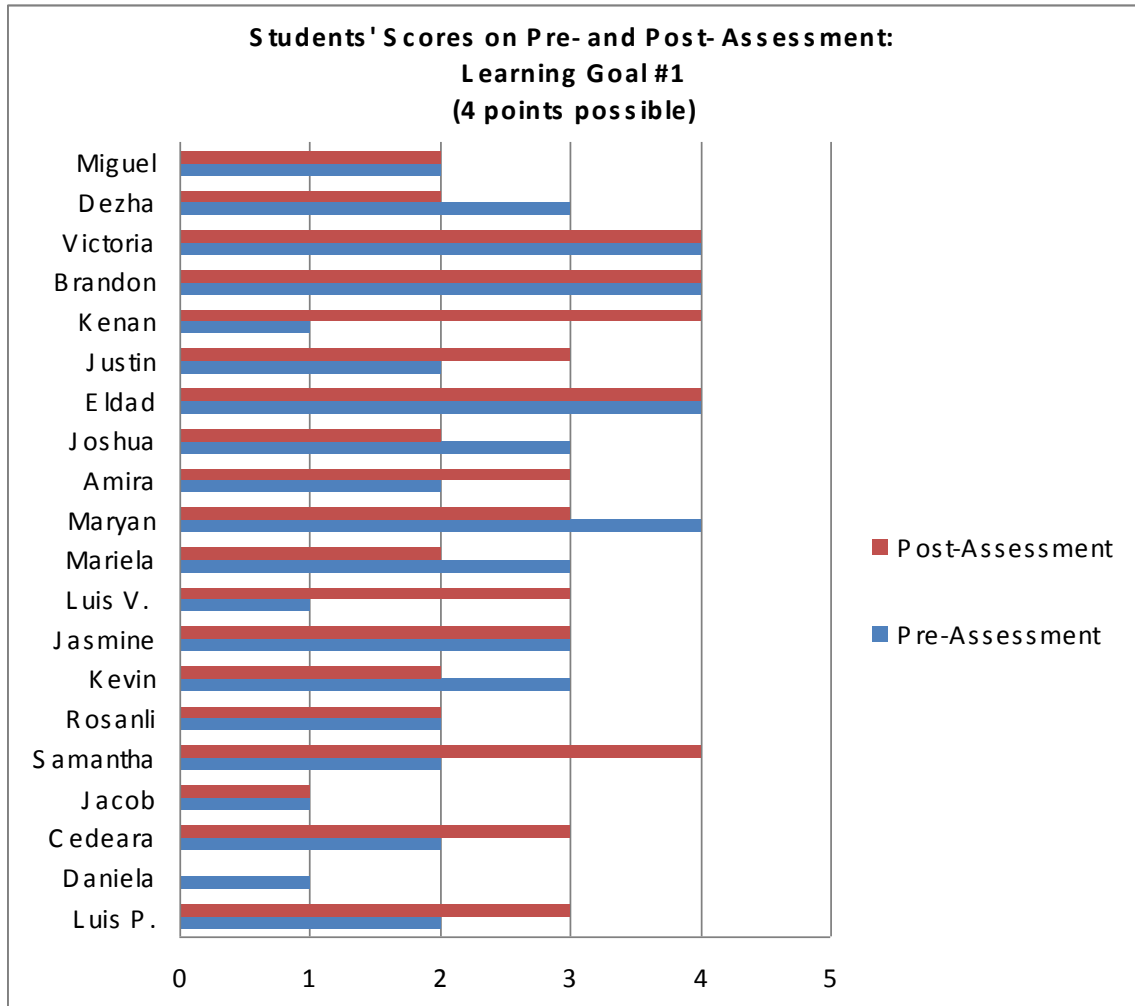
Candidate Name:  
5<sup>th</sup>

School: CJR #9

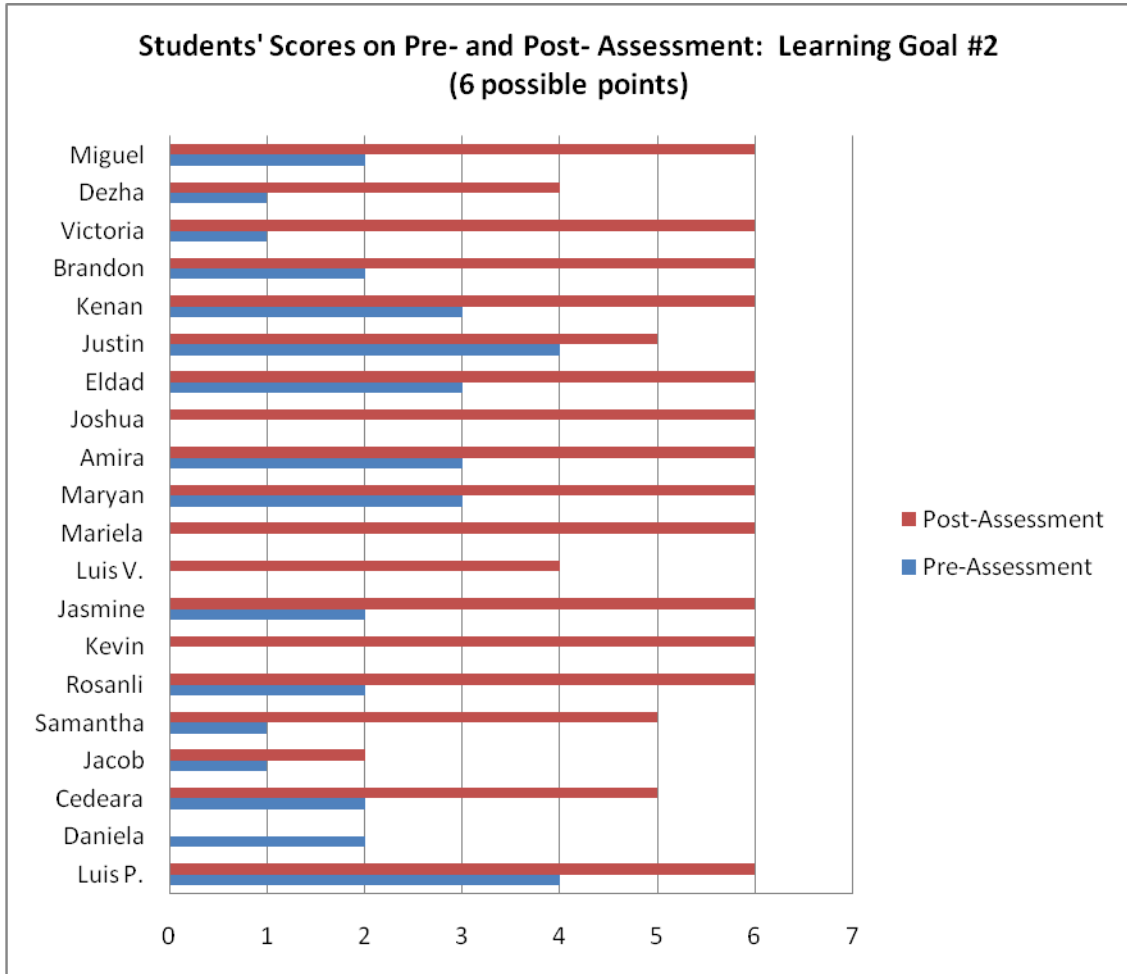
Grade:

- A. *Table 1: Performance of entire class on Learning Goal 1*
- B. *Table 2: Performance of entire class on Learning Goal 2*
- C. *Questions about performance of entire class*
- D. *Questions about performance of two selected subgroups in the class*
- E. *Questions about individual students*

A. Table 1: Entire Class performance on Pre and Post Assessment: Learning Goal #1  
 (Students will be able to recall why the Industrial Revolution took place.)



B. Table 2: Entire class performance of Pre- and Post Assessment: Learning Goal #2 (Students will be able to compare the positive and negative effects of the Industrial Revolution.)



*C. Questions about performance of entire class*

1. My students had the most successful outcome under Learning Goal #2. This was the higher-level objective. The students I feel did better in Learning Goal #2 because I reviewed the question the day before and the day of the quiz. There was a 95% score increase for Learning Goal #2. The only reason it was not 100% is because Daniela was absent the day of the post-assessment. There were 19/20 that increased their post-assessment score for Learning Goal #2

2. My students did not succeed as much in Learning Goal #1. I think this was because many of the students just guessed for the true or false questions. Many of them don't even read the question. For Learning Goal #2, I went over the question before the students took the post-assessment. I did not go over Learning Goal #1 before the quiz with the students. The next time I give students an assessment I will review all parts of the assessment before I give out the actual assessment.

*D. Questions about performance of two selected subgroups in the class*

1. I first set of students I chose were three students who are very intelligent but during the third marking period their grades and attitudes began to decline. These students are Samantha, Brandon, and Maryan. These students are all honor roll students but have been getting into a lot of trouble and involved in fights at school. I was interested to see if through my lesson they were paying attention. On the pre-assessment for Learning Goal #1 Samantha received 2 out of 4 points, Brandon received 4 out of 4 points, and Maryan received 4 out of 4 points as well. Samantha did not score all of them correctly the first time on the True and False part A because she did not learn about the Industrial Revolution yet. Brandon and Maryan got them all right, which is very impressive since I had not taught the lesson yet. Brandon received all 4 True and False questions right on the post-assessment; this shows me he was listening and paying attention during my entire lesson. Samantha did receive 4 out of 4 points on the post-assessment which also shows me she had comprehended the goals I was trying to teach. But Maryan fell from 4 out of 4 on the pre-assessment to 3 out of 4 on the post assessment. Maryan is a very intelligent girl; she has been on the high honor roll every marking period. I feel Maryan might have read the question wrong or did not understand the question the second time. All three of them increased their scores for Learning Goal #2.

The second group of students I chose was the special education students. I was afraid that I was going to lose them during the read aloud because some of them suffer from ADHD. I talked to the special education teacher before the lesson and she did not want them to do their brochure differently than the other students. She said they were all capable of doing the brochure. The special education students are, Justin, Mariela, Joshua, Jacob and Kevin. The scores for Learning Goal #1 pre-assessment included 2 out

of 4 points for all of the students except Jacob who received 1 out of 4 points. The scores for Learning Goal #1 post-assessment was 3 out of 4 points for all the students except Kevin who received all points and Jacob who received 1 point. Although most of them did not improve to a perfect score; I am very proud they did improve because they took both assessments without the special education teacher's help. Jacob did not improve because I feel that he didn't read the questions to himself after I read them aloud. The Learning Goal #2 pre-assessments were hard for most of these students, Justin and Jacob were the only ones who received points; Justin received 4 out of 6 points and Jacob received 1 out of 6 points. The rest of the students did not receive any points. The post assessment was a lot more successful! All of the students received the full amount of points except Justin and Jacob. Justin received 5 out of 6 points, which is still outstanding and I am really proud of his hard work. Jacob received 2 out of 6 points which disappointed me because I reviewed the positive and negative affects of the Industrial Revolution right before I handed out the post-assessment.

2. Every student received the same Anticipation Guide quiz. I read aloud the questions before the students took the test during the pre- and post-assessments. I feel this did help some students but also made other students lazy and they circled true or false while I was reading the questions over. I asked the students if they had any questions before handing out the post-assessment but no one raised their hands so I handed it out. But as I was walking around facilitating some of the students only answered Learning Goal #2 and didn't do the True or False part. When I asked why most of them didn't complete it they said they didn't understand what to do. This showed me as a teacher you really need to watch your students as they do their work.

#### *E. Questions on Individual Students:*

1. As a teacher it is important to consider the achievement of specific children in the class, it is pertinent to see who meets and who does not meet the learning goals.

- Brandon: Brandon is an honor roll student. He is from Columbia and speaks Spanish and English. Brandon is shy but does participate in class. His attitude is beginning to change and he is becoming "smart" with the teachers. Even though his attitude is changing for the worst his grades are still staying up. Brandon got a 4 out of 4 on his pre- and post-assessment for Learning Goal #1 and he got 2 out of 6 on his Learning Goal #2 assessment and a 6 out of 6 on his Learning Goal #2 post-assessment. This student's scores show that the review before the post-assessment helped him. He went from 2 out of 6 to 6 out of 6. Brandon really succeeded in my lesson and in the pre- and post-assessments he has taken for me.

- Jacob: Jacob comes from Venezuela. His household speaks primarily Venezuelan. He is classified with a learning disability and works with the classroom special education teacher. He is classified with a specific learning disability. Jacob did not do too well on the Learning Goal #1 pre-and post- assessment. He received 1 out of 4 on the pre and post assessment. He did not improve at all. The reason I think this happened is because Jacob likes to guess. He will not read the questions; he would rather guess on the answers. Jacob was also one of the first students done with his assessments. The special education teacher was not present at the time of the assessments. Usually the special education teacher will sit with him and guide him through the assessment. For Learning Goal #2 Jacob did better on the pre-assessment; he received a 2 out of 6. He got a 1 out of 6 on the post assessment. This shows me that I may have to work with this student more before an assessment for him to comprehend the information.

2. It is important to help the students who are doing poorly in class. The first thing I could do is learn about Jacob's specific learning disability from the special education teacher. I would ask her what helps him comprehend material. I would also in the future sit with Jacob and read each question to him. This may help him choose an answer that better fits the questions.



**CIEE 322 Multidisciplinary Lesson Plan:**  
**Assignment #6: REFLECTION AND SELF-EVALUATION**

Candidate Name: Codi Van Vlaanderen      School: CJR #9      Grade: 5<sup>th</sup>

**Professional Goal 1:** I want to use open-ended questions for assessments rather than multiple choice question assessments. Open-ended questions allow for higher-order thinking and critical thinking. The students listen better when they know they have to recall information for the assessment.

**Step 1:** I will review the open-ended assessment questions with my students during the lesson, the day before the assessment, and give the students the questions to study at home. I would also hang posters up around the classroom that is about the open-ended questions.

**Step 2:** I will involve the higher-order learning goals in our class writing prompts. For example, students will have to write a paper explaining the positive and negative affects of the Industrial Revolution. This will give students the opportunity to remember the affects of the Industrial Revolution better. Between all the review and the writing prompt students should have no problem recalling the affects of the Industrial Revolution.

**Professional Goal 2:** I will watch the special education students more thoroughly as they complete projects and assessments and modify their assessments for them.

**Step 1:** I did not modify the special education students' assessment. I can see by their scores that this is very important to do. I would bring all of the special education students to the back table and have them complete their assessments together. The assessments would be modified to their learning needs. (I have seen the special education teacher do this during assessments and it really helps the students succeed.)

**Step 2:** I would read all of the questions aloud to the students and make sure they do not answer them while I read them. I will be able to see all the students' papers because we will be at one small table together. I will also ask if anyone needs a statement reworded or put in a different way. This will help students understand the question or statement on the assessment.

**Professional Goal 3:** I would differentiate all of my assessments. I would use a couple different assessments for the entire class. There would be different levels for different learners. This will help students succeed more because there assessment will include questions focused around their learning level. I feel that since all of my assessments had the same questions on it students' looked at their

neighbor's test. By differentiating all the assessments it will put a stop to cheating and give students a chance to understand the assessment better.

**Step 1:** I will have to look into the students' different learning levels by observing the students and viewing different class work they had completed. I will have to make up 3-4 different assessments. This will take more time on my part but it is worth it if it is helping the students learn.

**Step 2:** I will seat my students in groups that have a variety of learning levels in them. This will allow the higher level students to help the lower level students during group work or on different assignments.