

**Feinstein School of Education and Human Development**

**Teacher Candidate Mini Work Sample**

**Rubric Scores**

Candidate [REDACTED] EMPID 0395995  
 Program: *History Sec Ed*  
 College Supervisor: *SD* Date *1 Dec 09*

**Total of Rubric Scores for Tasks:**

I. Learning Goals and Unit Objectives								Total	30 /36	
II. Assessment Plan								Total	35/42	
III. Design for Instruction								Total	27 /36	
									Total	92/114

87

467-8489		
785-1056, 282-9482		
743-0167, 274-1925		

### Learning Goals and Unit Objectives Rubric

**Teaching Process: The candidate sets significant, challenging, varied and appropriate learning goals and unit objectives.**

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
<b>Part I</b>				
<b>Learning Goals (RIBTS 2)</b>	Learning goals do not reflect the big ideas and outcomes of the unit. They are less than significant, challenging, varied and appropriate.	Learning goals reflect the big ideas and outcomes of the unit. They are somewhat significant, challenging, varied and appropriate.	Learning goals reflect the big ideas and outcomes of the unit. They are significant, challenging, varied and appropriate	5
<b>Part II</b>				
<b>Alignment with National, State or Local Standards (RIBTS 2)</b>	Unit objectives are not aligned with national, state or local standards.	Some unit objectives are aligned with national, state or local standards.	Most of the unit objectives are explicitly aligned with national, state or local standards.	4
<b>Classification of Unit Objectives (RIBTS 5)</b>	Unit objectives are not significant, challenging, or varied.	Some unit objectives are somewhat significant, challenging, and varied.	All unit objectives are significant, challenging, and varied.	5
<b>Clarity (RIBTS 8)</b>	Unit objectives are not stated clearly and are activities rather than learning outcomes.	Some of the unit objectives are clearly stated as learning outcomes.	Most of the unit objectives are clearly stated as learning outcomes.	6
<b>Appropriateness For Students (RIBTS 3)</b>	Unit objectives are not appropriate for the development, pre-requisite knowledge, skills, experiences, or other student needs. Few unit objectives will move students towards meeting learning goals.	Some unit objectives are appropriate for the development, pre-requisite knowledge, skills, experiences, and other student needs. Some unit objectives will move students towards meeting learning goals.	Most unit objectives are appropriate for the development, pre-requisite knowledge, skills, experiences, and other student needs. Most unit objectives will move students towards meeting learning goals	6
<b>Part III</b>				
<b>Rationale / Purpose (RIBTS 4)</b>	A superficial statement of rationale is included. The rationale requires more detail to explain why this unit is important to teach to the intended population. Explanation of appropriateness of objectives is superficial or inaccurate.	A statement of rationale is included. The rationale partially explains why this unit is important to teach to the intended population. Explanation of appropriateness of objectives is clear and somewhat accurate.	A clearly written, rich statement of rationale is included. The rationale explains why this unit is important to teach to the intended population. Explanation of appropriateness of objectives is rich, insightful and mostly accurate.	4

TOTAL 30 /36

### Assessment Plan Rubric

**Teaching Process: The candidate uses multiple forms of assessment aligned with unit objectives to assess student learning throughout the unit.**

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
<b>Part I</b>				
<b>Visual Organizer Format (RIBTS 9)</b>	<p>The organizer does not clearly present:</p> <ul style="list-style-type: none"> <li>• how the objectives are aligned with the assessments; and/or</li> <li>• the justification for the method of each assessment; and/or</li> <li>• any appropriate adaptations of the assessments.</li> </ul>	<p>The organizer clearly presents:</p> <ul style="list-style-type: none"> <li>• how <i>some</i> of the objectives are aligned with the assessments; and/or</li> <li>• the justification for the method of <i>some</i> assessments is incomplete or inappropriate; and/or</li> <li>• some assessment adaptations are missing or inappropriate.</li> </ul>	<p>The organizer clearly presents:</p> <ul style="list-style-type: none"> <li>• how <i>all</i> the objectives are aligned with the assessments; and</li> <li>• the justification for the method of <i>all</i> assessments; and</li> <li>• appropriate adaptations for all assessments within this context with these students</li> </ul>	5
<b>Multiple Forms of Assessment (RIBTS 9)</b>	<p>The assessment plan: includes <i>only one</i> assessment form; does not assess students before, during, or after instruction.</p>	<p>The assessment plan: includes <i>multiple forms</i> of assessment; <i>some</i> are performance-based; and assess before, during, and after instruction.</p>	<p>The assessment plan: includes <i>multiple forms</i> of assessment (including performance assessments, lab reports, research projects, etc.); assesses student performance before and after instruction.</p>	5
<b>Alignment of Unit Objectives and Assessments. (RIBTS 9)</b>	<p><i>None</i> of the objectives: are aligned with the overall assessment plan: <i>none of the</i> assessments are congruent with objectives in terms of content and cognitive complexity.</p>	<p><i>Some</i> of the objectives: are aligned with the overall assessment plan: <i>some</i> assessments are congruent with objectives in terms of content and cognitive complexity.</p>	<p><i>All</i> of the objectives: are aligned with the overall assessment plan; <i>all</i> assessments are congruent with the objectives in terms of content and cognitive complexity.</p>	4

Justification for Assessment Methods (RIBTS 9)	The assessment methods selected do not seem capable of doing the job—one finds oneself asking, "Why did the candidate assess the unit objective that way?"; or, there is no evidence that unit objectives or student characteristics played a part in determining assessment method.	Matching of assessment methods to unit objectives and context seems adequate, but this information has to be inferred or searched for; or, some of the methods might be improved.	The assessment methods match the unit objectives and context; the rationale for the choice mentions the unit objective and/or student characteristics.	6
Adaptations Based on the Individual Needs of Students (RIBTS 4)	Candidate does not adapt assessments at all or adaptations are limited in scope to meet the individual needs of students; these assessments are inappropriate.	Candidate makes adaptations to <i>some</i> assessments that are appropriate to meet the individual needs of <i>some</i> students.	Candidate makes adaptations to <i>all</i> assessments that are appropriate to meet the individual needs of <i>all</i> students.	4
<b>Part II:</b>				
Rationale (RIBTS 9)	Provides no statement about the assessments and their appropriateness for measuring learning within this context with these students.	Provides some statement about the assessments and their appropriateness for measuring learning within this context with these students.	Provides clear and accurate statement about the assessments and their appropriateness for measuring learning within this context with these students.	5
Scoring Procedures (RIBTS 9)	Scoring procedures are absent or inaccurate; items or prompts are poorly written; directions or procedures are confusing to students	<i>Some</i> scoring procedures are explained; items or prompts are clearly written; <i>some</i> directions or procedures are clear to students	<i>All</i> scoring procedures are explained; <i>all</i> items or prompts are clearly written; <i>all</i> directions or procedures are clear to students	6

TOTAL 35 /42

### Design for Instruction Rubric

**Teaching Process:** The candidate designs instruction as is required in the particular program in order to meet broad learning goals and specific unit objectives. The design takes into account student characteristics, needs, learning contexts, and standards of the discipline.

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
<b>Use of Pre-Assessment Data (RIBTS 8)</b>	<p>Pre-assessment data is presented but the format is difficult to navigate.</p> <p>A clear explanation of how pre-assessment data influenced instructional design is lacking.</p>	<p>Pre-assessment data is presented in an organized format.</p> <p>A clear explanation of how pre-assessment data influenced instructional design is lacking.</p>	<p>Pre-assessment data is presented in an organized, detailed format.</p> <p>A rich, insightful explanation of how pre-assessment data influenced instructional design is provided.</p>	4
<b>Unit Visual Organizer (RIBTS 2)</b>	<p>The visual organizer is difficult to navigate.</p> <p>The lessons within the unit are not logically organized (e.g., sequenced).</p>	<p>An organized visual organizer is provided.</p> <p>Most of the lessons within the unit are logically sequenced.</p> <p>Lessons appear to be somewhat useful in moving students toward achieving the learning goals.</p>	<p>An organized, detailed visual organizer is provided.</p> <p>All lessons within the unit are logically sequenced.</p> <p>Lessons are useful in moving students toward achieving the learning goals.</p>	5
<b>Lesson Plans (RIBTS 2)</b>	<p>Lesson plans are missing required components.</p> <p>Candidate's use of content appears to contain numerous inaccuracies.</p> <p>Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure.</p> <p>Instruction incorporates little variety of instructional strategies and techniques across instruction, activities, assignments, and resources.</p>	<p>Lesson plans contain required components.</p> <p>Candidate's use of content appears to be mostly accurate.</p> <p>Shows some awareness of the big ideas or structure of the discipline.</p> <p>Instruction incorporates some variety of instructional strategies and techniques across instruction, activities, assignments, or resources.</p> <p>Some reliance on textbook, some variety</p>	<p>Lesson plans contain required components in rich detail.</p> <p>Candidate's use of content appears to be accurate.</p> <p>Focus of the content is congruent with the big ideas or structure of the discipline.</p> <p>Instruction incorporates a significant variety of instructional strategies and techniques across instruction, activities, assignments, and/or resources.</p> <p>The use of a variety of</p>	4

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
	Heavy reliance on textbook or single resource (e.g., work sheets).	of resources.	resources makes a clear contribution to learning.	
<b>Alignment with Learning Goals and Unit Objectives (RIBTS 2)</b>	Few lessons are explicitly linked to unit objectives.  Few learning tasks, assignments and resources are aligned with unit objectives.  Not all unit objectives are covered in the design.	Most lessons are explicitly linked to unit objectives.  Most learning tasks, assignments and resources are aligned with unit objectives.  Most unit objectives are covered in the design.	All lessons are explicitly linked to unit objectives.  All learning tasks, assignments and resources are aligned with unit objectives.  All unit objectives are covered in the design.	5
<b>Classroom Climate (RIBTS 6)</b>	Candidate does not articulate how s/he will create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation for all students.	Candidate articulates plans in which some aspects contribute to a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation for all students.	Candidate consistently articulates plans that are likely to create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation for all students.	5
<b>Use of Technology (RIBTS 2)</b>	Technology is inappropriately used OR candidate does not use technology or provide a rationale for its omission.  A description of how planning and/or instruction could be enhanced with the use of technology is absent.	Candidate uses technology appropriately.  Technology contributes to teaching and learning.  OR  Candidate provides a clear rationale for omission of technology AND describes how planning and/or instruction could be enhanced with the use of technology.	Candidate consistently integrates appropriate technology.  Use of technology makes a significant contribution to teaching and learning.	4

TOTAL 27/36

Feinstein School of Education and Human Development

# Teacher Candidate Mini Work Sample



Dr. Benziger and Dr. Dixon

SFD 410

November 23, 2009

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**Course:** United States History CP

**Unit Title:** United States History (The Westward Movement 1810-1853)

**Learning Goals:** The unit that is going to be presented here will focus on the political and international consequences of the Texas Revolution and the Mexican-American War. It will also tie the California Gold Rush into the economic milieu of the United States during the 1840's and 1850's. International affairs will also be touched upon when examining the conflict over the Spanish borderlands with the United States.

**Standards Addressed:**

NCSS:

Standard 2: Time, Continuity, and Change

Standard 6: Power, Authority, and Governance

Standard 9: Global Connections

**Unit Guiding Question:** How did Westward Expansion impact American society economically and politically during the 1840's and 1850's?

**Unit Objectives:**

1. Students will analyze how the addition of Texas brought political struggles for the United States.

**Domain/Level Classification:**

Bloom's Taxonomy: Analysis

**NCSS Standards:**

II: Time, Continuity, and Change

VI: Power, Authority, and Governance

**RIBTS:**

**Standard 1**

2. Students will evaluate the impact that the California Gold Rush had upon the United States economy and society during the 1850's.

**Domain/Level Classification:**

Bloom's Taxonomy: Evaluation

**NCSS Standards:**

II: Time, Continuity, and Change

V: Individuals, Groups, and Institutions

VII: Production, Distribution, and Consumption

3. Students will hypothesize what would have occurred if Mexico had won the Mexican-American War.

**Domain/Level Classification:**

Bloom's Taxonomy: Synthesis

**NCSS Standards:**

II: Time, Continuity, and Change

VI: Power, Authority, and Governance

### **Course Goals/Description**

The United States History CP course explores the history of America and looks at various social, economic, political, geographical, and international viewpoints. The course does not solely focus on the United States; it also incorporates the international context in explaining global affairs involving the United States. Events and important artifacts including the Revolutionary War, the Constitution, Declaration of Independence, the War of 1812, the Westward Movement, and the Civil War are discussed in depth during this first half of the United States history requirement for Hope High School.

The skills that are necessary include being able to interpret primary sources, reading and gathering information from maps, acquiring an understanding of historical concepts, writing historical works, and working collaboratively with other students. The values that are essential to the course are being able to shape the minds of the students to critically analyze events of the past and discover connections to America in the current day. Another value that this course emphasizes is that students become engaged learners and can use the skills they acquire in this class to productively contribute to society at large.

This unit will allow the students to focus in on Westward Expansion and is to be taught in a way, which is productive for a wide variety of learners. The lessons are gauged to focus on the multiple intelligences of students and are to be framed around the students' interests. Vygotsky's zone of proximal development will be taken into consideration when helping students to understand the concepts in the unit. The lessons in the unit are concurrent with the hierarchical nature of Bloom's Taxonomy and will be taught using scaffolding techniques, which will help the students be successful at the tasks they are to be presented with.

### **Assessment Plan:**

**Unit Objective 1:** Students will analyze how the addition of Texas brought political struggles for the United States.

**Pre-assessment:** To pre-assess the students as to what they know about the addition of Texas to the United States, I will ask them to brainstorm some ideas about when Texas first sought annexation to the United States. To do this I will have a map outlining the boundaries between Mexico and the United States in 1846.

**Justification for Assessment Method:** The purpose of using a brainstorm is to gauge the students' prior knowledge pertaining to the topic of the annexation of Texas. It will serve two purposes. It will be an indicator to me as to what the students already know about the topic. In addition, it will enlighten me as to what I will need to teach the students regarding that topic, so that they are properly informed of all the pertinent facts. Using a map to assist in this exercise will be beneficial for students who are visual learners.

**Formative assessment:** After the students have learned about the annexation of Texas, they will be assigned to read some telegrams between Mexico and the United States as to who owned the rights to Texas. They will underline and circle any important information that they find in the telegrams. After they have read these documents the students will fill out a document analysis worksheet. Also, they will view a political cartoon displaying some United States troops and Mexican troops meeting at the Rio Grande and will make observations in small groups as to the message being conveyed in the cartoon.

**Justification for Assessment Method:** The purpose of having the students actively read telegrams from the time period of the annexation of Texas would be to have them act as historians. The students would analyze why both Mexico and the United States believed

they held the right to claim Texas as a part of their respective countries. They would be looking critically at what was at stake politically for both countries, in effect analyzing how the annexation of Texas brought political struggles for the United States. Furthermore, having the students work in groups will be helpful for the interpersonal learners in the class. Also, the political cartoon is yet another way for the students to analyze the significance of how the annexation brought political struggles for the United States.

**Post-assessment:** Following the day's lesson, the students in their journals will write a one-page entry in which they will evaluate the decision made by the United States and/or Mexico to declare war on the other. They will pretend to be a political figure at that time and will decide whether or not they would make the decision to declare war.

**Justification for Assessment Method:** The reasoning behind having the students write in their journals is that it will allow the students to further show their competence regarding the material. In their journals they can demonstrate their understanding of the material by placing themselves in an historical figure's head and evaluate the possibilities of declaring war. Such an activity leads to higher-level learning and is something that adds a sense of personal connection for the students. In effect, the students can express themselves more clearly, fully through journal entry writing and it is an alternative to a quiz.

**Unit Objective 2:** Students will evaluate the impact that the California Gold Rush had upon the United States economy and society during the 1850's.

**Pre-assessment:** To ascertain what students know regarding the California Gold Rush, I will hand the students a gold nugget to pass around the class. Also, I will show them some pyrite, more commonly known as fool's gold. I will also show them some pictures of the tools that the miners used while searching for gold to get them engaged.

**Justification for Assessment Method:** The purpose behind showing the students pictures of the tools used by the miners is to test their prior knowledge and to show them some of the antiquated tools miners had at their disposal. The pictures would give the students a sense of how hard it was to be a miner during the 1849 California Gold Rush. Moreover, showing the students an actual gold nugget will help the spatial learners see what exactly the miners sought while panning in the rivers. The pyrite, or fool's gold, will provide some indication for the students of the frustration that the miner's felt while trying to strike it rich.

**Formative Assessment:** After the pre-assessment, the students would be broken down into groups and would be given a map showing the movement of migrants hoping to tap into the lucrative California Gold Rush. They would view where most of the migrants during the time came from in their quest to reach California. In addition, students will read a half-page diary entry from a miner's diary describing how he discovered gold. They will also read another short diary entry from a miner who did not have such a fortuitous experience.

**Justification for Assessment Method:** The purpose of having the students view a map depicting where all of the migrant miners came from is to show how the Gold Rush affected society. The map would delineate the population explosion that occurred in California and would show the depopulation of other areas. Such a map can be a useful tool in evaluating the changes in society and will benefit the visual learners in the classroom. Having the students read the diary entries of one miner who struck it rich and one who left empty handed will make them aware of the fact that not every person who went to California met

their goal. This activity will help the students understand how people were impacted economically.

**Post-assessment:** Following the formative assessment, the students will be given a map at the end of class, which shows the different ethnic groups that flocked to California in hope of striking gold and becoming affluent. The students in their journals will write about how the California Gold Rush shaped the demographics of California. In addition, the students will address the issue of California's statehood and how instrumental the economic impact of the Gold Rush was in Congress' decision to grant California statehood.

**Justification for Assessment Method:** Again, the students will be able to show their competence through analyzing a map and evaluating the impact the Gold Rush had on the movement of different ethnic groups. This analysis will allow for the students to look at the demographics of California and evaluate how the Gold Rush affected society in the United States and in California at this time. Furthermore, having the students evaluate how the Gold Rush played a role in the economy of the nation is a vital aspect. The students will be able to explain why the United States took California's bid for statehood seriously following the discovery of gold. Consequently, the students will evaluate how the California Gold Rush affected the United States economy with the influx of gold.

**Unit Objective 3:** Students will hypothesize what would have occurred if Mexico had won the Mexican-American War.

**Pre-assessment:** To begin the lesson, there will be a map outlining the different battle patterns taken by the various forces on both the Mexican and American sides. The students will be asked to explain what the map indicates (such as areas of disputed

territory) and from there the students can make some general observations and inferences about the strategy taken by the United States.

**Justification for Assessment Method:** The purpose of showing the students a map regarding the different strategies taken by both sides is to get the students thinking about why each country took a particular strategy. The map visually illustrates the movements made by the major generals during this war and how they hoped to undermine each other's campaign. The students will be able to make some observations and inferences about the host of strategies taken by each nation in this war and can form some general hypotheses about the outcomes of their decisions.

**Formative Assessment:** After the students have viewed the pre-assessment map, they will watch a movie for most of the class period entitled "The US-Mexican War." The students will view a portion of this series that depicts different aspects of the Mexican-American War, even offering different perspectives, such as showing the United States to be the aggressor. Once the portion of the movie that is to be shown in class is finished we will discuss what the students saw in the movie.

**Justification for Assessment Method:** The reason as to why I would show a portion of the HBO series, "The US-Mexican War," would be to demonstrate to the students the multitude of perspectives that exists surrounding the Mexican-American War. It allows the students to really think about what would have occurred had Mexico won this war. It brings up many questions for the students and allows them to take on the role of an historian in hypothesizing the different possibilities. The class discussion is a good tool to use in showcasing the many different opinions about the movie and how it may have changed some of students' views.



**Post-assessment:** In their journals the students will respond to the prompt: What would have been different about the United States politically if Mexico emerged triumphant from the Mexican-American War? With this assignment the students will be able to predict how the political landscape would have been different and what they think life would be like today if Mexico were the victor.

**Justification for Assessment Method:** The post-assessment is a good reflective activity, which allows for the student to take what they gathered from the movie and classroom discussion and transfer all of their ideas to their journal. The students can express their thoughts about what would have transpired had Mexico been victorious. Thus, the students are hypothesizing the likely outcomes and can make judgments as to whether or not the United States would be as large and powerful as it is today. Overall, such an assessment allows for the students to be creative and requires upper-level thinking.

**Rationale:**

**Unit Objective 1:** Students will analyze how the addition of Texas brought political struggles for the United States.

The pre-assessment for the first objective includes using a brainstorming activity to see what the students already know about the annexation of Texas. The purpose of starting off the lesson with such an activity is that it will inform me as to the extent of the students' prior knowledge. The formative assessment for the first unit objective demonstrates the students' ability to work with primary sources and analyze those sources. Also, having another formative assessment where the students view a political cartoon delineating the various forces of Mexico and the United States will allow the visual learners to have an easier time analyzing some of the material. The post-assessment allows for the students to

evaluate whether or not the United States or Mexico made the right decision in declaring war on the other. The students will take the perspective of a political figure from one country or another and explain using examples from the documents in class whether or not their country was justified in their actions. This assessment relates to the unit objective because it allows the student to express their views on the topic through a variety of mediums; thus they are analyzing the topic in many ways. Having the students do so many different forms of assessment allows for me to see how they are progressing along with the topic, and will help me understand what they have grasped, as well as what they are having difficulty understanding.

For the pre-assessment scoring criteria, the students will be given a participation grade for taking part in the brainstorming activity. If students offer any ideas then they will receive credit for this assessment. The students must come up with a web that contains about fifteen ideas if they are to meet the objective. For the formative assessment, the students will receive the equivalent of a homework grade for completing the assessments. The assessments will be evaluated by using a checklist to denote which students did a good job and which students did an outstanding job. A check is the minimum grade the students need to meet the unit objective. For the post-assessment, the students will receive a quiz grade. I will be using a rubric to judge their competency with the material, as well as how good of a job they did with their explanations. If the students receive a three out of four on every section of the rubric, then they will have met the unit objective.

**Unit Objective 2:** Students will evaluate the impact that the California Gold Rush had upon the United States economy and society during the 1850's.

The pre-assessment that relates to this objective includes having the students pass around a real gold nugget and some fool's gold. Included in this activity there will be pictures of the various tools that miners used in searching for this gold in California. The students are to make observations about the gold and materials and this will help them understand how these factors may have impacted people's decisions to go to California. The formative assessment includes both a map and a couple of diary entries that are useful resources for helping the students evaluate the impact of the Gold Rush upon American society and its economy. The map will show where migrants came from to get to California and this will help the students visually see how the Gold Rush affected American society through a shift in the population. The diary entries will reflect two different stories. One will explain the experience of a miner who was somewhat successful, while on the other hand the other diary entry will explain the experience of an unfortunate miner. The purpose of having these diary entries is that it will help the students grasp that the Gold Rush could have both a positive and negative economic effect. For the post assessment, the students will be given a map, which delineates the different ethnic groups that came to California. The students will be able to evaluate how the prospect of getting rich through discovering gold changed the U.S. economy and affected society. Furthermore, the students in their journal entry will discuss how the whole aspect of the Gold Rush and the factors surrounding it, such as the population influx with many ethnic groups, shaped Congress' decision for granting California statehood.

For the pre-assessment scoring criteria, the student observations will be counted as a class participation grade. The students need to be actively studying and viewing the photographs to be graded for this portion of the lesson. For the students to meet the

objective they will need to give solid observations and/or inferences about what the lure of gold may have had for the people going to California. For the formative assessment, the students will receive a homework grade and must pass in the work that they do in class to get credit. I will be using a checklist to grade the assessment using a system that ranges from a check minus to a check plus. The students must achieve no lower than a check to meet the unit objective. For the post-assessment, the journal entry will be equivalent to a quiz grade. The students will be graded using the journal rubric, which can be found in the appendix. For the students to meet the objective they will need to attain a 3 out of 4 on all areas of the scoring rubric.

**Unit Objective 3:** Students will hypothesize what would have occurred if Mexico had won the Mexican-American War.

The pre-assessment includes a map analysis. The students will be given a map as to the different battle strategies of both the Mexican and American troops. They will be asked to explain what they think the map indicates and note the strategy that was used by the United States. This assessment's importance is that the students will be able to hypothesize the different strategies taken by viewing the map. It will help in understanding student learning because the students will be able to visualize the different battle strategies, and in effect will give a good indication of how much the students actually can grasp from the material. The formative assessment will include watching a portion of a movie series dealing with the Mexican-American War and once this video has been viewed a class discussion will ensue. The importance of this video is that it takes on a different perspective to the war; one in which Mexico is the victor of the war. This different type of outlook raises questions for students and allows them to hypothesize about the different

outcome of this significant historical event. The class discussion will serve as a marker as to how much of a grasp the students have on this topic. If the discussion is spirited and there is disagreement, then the discussion will be a good means of helping to understand student learning. The post assessment is an extension of the class discussion. In their journals, the students will hypothesize in a journal entry about what they think would be different about the United States politically if Mexico had won the war. This assessment would help in understanding student learning because they will be able to express their thoughts about this topic and through the writing they will show whether or not they understood the material.

For pre-assessment scoring criteria, the map analysis will be counted as a class participation grade. If the students provide some observations and/or inferences from the map they will be given credit. The students will meet the objective when they provide at least five different observations that they have gathered from the map analysis. For formative assessment scoring criteria, the students will be given another chance to earn a class participation grade. The students will be given the class participation grade if they are diligently taking notes throughout the movie and get involved during the classroom discussion following the movie. The students will have met the objective when they provide a good discussion and back up any arguments that they make with facts from their notes on the movie. For post assessment, the journal entry will be counted as a quiz grade. The students' journal entries will be graded using the journal rubric, which is located in the appendix. The students will have met the objective when they have attained a 3 out of 4 on every part of the journal rubric.

## **Day One: Annexation of Texas brings Hostility**

**Organizing Question:** How did the annexation of Texas impact the political struggle between the United States and Mexico that ultimately resulted in war?

### **Lesson Objectives:**

1. Students will explain why Mexico was angered by the fact that the United States annexed Texas.
2. Students will examine the multiple factors as to why the United States declared war on Mexico.
3. Students will judge whether or not the United States had justifiable reasons to engage in war with Mexico and/or vice versa.

**Learner Factors:** The map activity allows for visual learners to better understand the material. The group work will allow the interpersonal learners in the class to excel because they are working with their peers to understand and complete the assignments. The journal assignment allows for the intrapersonal learners to better demonstrate their knowledge of the material.

### **Materials Needed:**

Map of North America in 1846

Political cartoon depicting Mexican and American troops

Series of telegrams between the United States and Mexico

Journals

### **Standards Addressed:**

NCSS: Standard III

Standard VI

Standard IX

RIBTS: Standard 3

Standard 4

Standard 9

**Motivational Activity:** At the start of the class, there will be a map outlining the boundaries between the United States and Mexico in 1846. I will ask the students to tell me what the map indicates and from there the students can make some general observations about why hostilities might arise between the two nations.

### **Teaching Activities:**

1. The students will view a political cartoon displaying some United States troops and Mexican troops meeting at the Rio Grande and will make observations in small groups as to the message being conveyed in the cartoon.

**What questions does this political cartoon raise? What would be a good caption for this political cartoon? Why?**

2. The students will read a series of three short telegrams between the United States and Mexico outlining the acquisition of Texas and other hostilities that developed between the two nations. The students in small groups will examine from these documents what the factors were that lead to the declaration of war on Mexico by the United States.

What were some of the factors mentioned as to why Mexico and the United States felt tensions towards one another? How are the two interpretations (that of the Mexican side and the United States side) of this historical event similar or different?

**Summary Activity:** Following these small group discussions, the class will come back together and we will discuss the different factors in the large group. At this point, I will ask the question to the students whether or not they think the United States was justified in its declaration of war against Mexico.

Why did America feel that it was necessary to declare war on Mexico? Did they feel threatened?

**Assessment:** The students in their journals will write a one-page entry in which they will evaluate the decision made by the United States and/or Mexico to declare war on the other. They will pretend to be a political figure at that time and will decide whether or not they would make the decision to declare war. This assignment will be worth one homework grade.

## **Day Two: Mexican-American War: Conflict Following Political Struggle**

**Organizing Question:** How did the Mexican-American War shape the political landscape of America in the 1840's? How would the situation have been different if Mexico came out victorious?

**Lesson Objectives:**

1. Students will locate different areas on a map as to where disputed territory between the United States and Mexico was and the different strategies that the United States and Mexico used in the Mexican-American War.
2. Students will predict what the political landscape would have been like in the United States if Mexico had won the Mexican-American War.

**Learner Factors:** The motivational activity is a map, which will benefit the visual learners in the classroom by explicating the various battles through the pictorial representation. The movie will serve as another representation of the material that will be beneficial for visual learners. The class discussion afterwards will allow for the interpersonal learners to share their knowledge with the rest of the class. Furthermore, the journal entry will allow for the intrapersonal learners to show their understanding of the material in written form.

**Materials Needed:**

Map of the battle strategies of both Mexico and the United States  
The movie "The US-Mexican War"  
Journals

Standards Addressed:  
NCSS: Standard II  
Standard V  
Standard IX

RIBTS: Standard 3  
Standard 5  
Standard 9

**Motivational Activity:** At the start of the class, there will be a map outlining the different battle patterns taken by the various forces on both the Mexican and American sides. I will ask the students to tell me what the map indicates (such as areas of disputed territory) and from there the students can make some general observations and inferences about the strategy taken by the United States.

**Teaching Activities:**

1. The students will watch a movie for most of the class period entitled "The US-Mexican War" and the students will view a portion of this series that depicts different aspects of the Mexican-American War, even offering different perspectives, such as showing the United States to be the aggressor. This video will show the outcome of the war and provides Mexican and American historical views.

What values, assumptions, and beliefs seem to underlie the movie? How accurate is the information that is being presented in this movie?

2. Once the portion of the movie that is to be shown in class is finished we will discuss what the students saw in the movie. We will also make some reference to how the movie made the students feel about the United States' actions following the viewing of the video.

Do you think that America was the aggressor rather than Mexico?

**Assessment:** In their journals the students will respond to the prompt: What would have been different about the United States politically if Mexico emerged triumphant from the Mexican-American War? With this assignment the students will be able to predict how the political landscape would have been different and what they think life would be like today if Mexico were the victor. This assignment will be graded as a homework grade.

**Day Three: The California Gold Rush: Economic Opportunity**



**Organizing Question:** How did the California Gold Rush of 1848 and 1849 impact the United States economically and socially throughout the 1850's?

**Lesson Objectives:**

1. Students will identify the main areas in which people came from and ultimately moved to in California during the Gold Rush.
2. Students will analyze the economic impact that the Gold Rush had for the United States and individuals during the 1840's
3. Students will evaluate how the demographics of California changed through the California Gold Rush and how these events lead to California earning its statehood.

**Learner Factors:** The students who are spatial learners and visual learners will be intellectually stimulated by the motivational activity. The group work involving the map activity will help the visual learners see how the Gold Rush had an impact on demographics during this time. Moreover, the journal activity allows for the intrapersonal learners to be stimulated by expressing their thoughts in a written form.

**Materials Needed:**

Map of migration to California

Pyrite

Actual gold nugget

Photographs of tools used by miners

Diary entries of fortunate and unfortunate miners

Journals

**Standards Addressed:**

NCSS: Standard I

Standard IV

Standard VII

RIBTS: Standard 3

Standard 6

Standard 8

**Motivational Activity:** To begin the lesson, I will hand the students a gold nugget to pass around the class. Also, I will show them some pyrite, more commonly known as fool's gold. I will also show them some pictures of the tools that the miners used while searching for gold to get them engaged in the lesson.

**Teaching Activities:**

1. Students will be broken down into small groups and will be given a map showing where migrants came from to tap into the lucrative California Gold Rush.

Which areas of the country did most of the migrants come from that traveled to California during this time period?

2. Students will read a half-page diary entry from a miner's diary describing how after he struck gold he amassed a great amount of wealth. They will also read another short diary entry from a miner who did not have such a fortuitous experience in California and was forced to move back to his original home.

How are these accounts similar or different? What do they show about entering into the California Gold Rush? What can you infer about the economy of the United States from these accounts? Were there any benefits or downsides? Did all individuals get fortunate and become rich as a result of the Gold Rush?

3. To close out the lesson, the students will be given a map with the different ethnic groups that flocked to California in hope of striking gold and becoming affluent. Their task will be to evaluate how the demographics in California changed due to the Gold Rush and why California ultimately became a state following this monumental event. (Summary Activity)

Was population growth a factor in considering California for statehood? What did the demographics of California look like at this time according to the information from the map?

Assessment: The students in their journals will, using the map I handed out at the end of class as a guide, write about how the California Gold Rush shaped the demographics of California. In addition, the students will address the issue of California's statehood and how instrumental the economic impact of the Gold Rush was in Congress' decision to grant California statehood. This assignment will be worth a quiz grade.

### **Alignment with Learning Goals:**

The learning goals of the unit focus on the political and international consequences of the Texas Revolution and the Mexican-American War. It will also tie the California Gold Rush into the economic milieu of the United States during the 1840's and 1850's. International affairs will also be touched upon when examining the conflict over the Spanish borderlands with the United States. The first lesson ties into the first learning goal of focusing on the political and international consequences of the Texas Revolution and the ensuing struggles that resulted from the annexation of Texas. The lesson will allow for the students to imagine being a political figure after learning the material; thus, they will talk about the political consequence of the Texas Revolution and will meet the unit goal. The second

lesson relates to two of the learning goals including the political and international consequences of the Mexican-American War, as well as the international affairs that evolved from conflict over the Spanish borderlands with the United States. The students will be able to analyze a map that deals with the different strategies taken by Mexico and the United States, which will be instrumental in helping them meet the learning goal of political and international consequences of the Mexican-American War. The lesson also helps the students meet the learning goal of international affairs by viewing a movie that describes different aspects of the Mexican-American War. This serves as a source that will help the students to explain the various international consequences of the war. The third lesson is consistent with the learning goal outlining the economic impact that the California Gold Rush had on the United States. The students will read accounts of miners who both had fortunate and unfortunate experiences during the California Gold Rush; consequently, they will be able to meet the learning goal after having been exposed to the material.

**Technology:**

Technology will be used in my lessons, but will not hold a tremendous influence over all of the lessons. In particular, a video clip from a series on HBO will be shown to my students, so the use of a TV and DVD player is a clear indication of the use of technology within that lesson. The other lessons are dependent upon visual and tangible aids, but are not dependent upon the use of mechanical aids. In planning for my instruction, technology will play a role in making copies of handouts and other minor features, but will have little involvement in the actual execution of those lessons. Overall, technology will be utilized throughout my lessons, but in some technology will not play such a significant role.

## Appendix

### Lesson Plan 1:



What questions does this political cartoon raise?

What would be a good caption for this political cartoon? Why?

Letter from U.S. military figure:

The last boat load of the Command is now coming, and the Capt. of the brig has gone in his boat to bring the rest of the officers. This looks like moving. I had thought until last night that I was about taking my departure from the United States, but the Capt. says that he took papers from New York exactly as if he were going from one port to another in the United States. Indeed the march of Democracy is progressive.

How different to-day from the Sundays when we were together—then all quiet, now all bustle and confusion. The officers do very well on hoard, but the accommodations are not sufficient for the number of men. We have a very comfortable, airy, and commodious cabin on deck, they have lines of berths extending the length of the hold, badly lighted and scarcely ventilated at all. Fortunate will it be for the men if our trip is short. The nights are so pleasant that many of them will sleep on deck.

Major Whiting received a letter from his wife by yesterday's mail. She had heard of his orders and writes to him cheerfully: tells him that the Power who has thus far preserved them will continue his protection; that he must not be worried about her; that she and the children will get on very well. But the best of her news is about their son, whose condition is favorably mentioned. Do not forget to mention to your father that the *Intelligencer* and *Courier* are still probably sent to Charleston; they had better be discontinued; it is useless to send them to me as I shall never get them.

We take as passengers out with us from Tampa Bay —the Clerk of the Court, Mr. Wan, and the brother of the Postmaster. They go to Mexico to seek their fortunes—anything for a change. The United States will be depopulated by their conquests. Each State, as it is conquered, will be considered the most desirable part of the world. Florida is no longer the land of promise. I have directed Mr. Clark to forward the proceeds of the sale of the articles left with him direct to you. I gave our poultry and some few things away. It was useless to take many things with me, and hardly worth while to send others to sell. Having now nearly reached the bottom of the page, and finished rewriting the whole, I must now bid you adieu.

BRIG "JOHN POTTER,"  
January 25, 1847.

Letter from Texas President to U.S. President Polk:

Anson Jones, President of the Republic of Texas, at Washington-on-the-Brazos, Texas, to James K. Polk, President of the United States, Washington, D.C. Letter communicating Texas' approval of U.S. terms of annexation.

Washington, on the Brazos, July 12, 1845.

To his Excellency James K. Polk, Etc. Etc. Etc.

Sir.

I avail myself with much pleasure of the opportunity afforded me by the return of General Besancon to address your Excellency this letter, and to communicate to you the gratifying intelligence, that the Deputies of the People of Texas assembled in Convention at the City of Austin on the 4th. Instant, and adopted on that day an ordinance expressing the acceptance

and assent of the people to the proposal made by the government of the United States on the subject of the Annexation of Texas to the American Union.

This assent, given with promptness and with much unanimity, affords the assurance that this great measure, to the success of which, your Excellency is so sincerely attached, will be consummated without further difficulty and as I ardently hope in peace.

I shall have the further satisfaction to transmit to you very soon by request of the Convention, a copy of the ordinance I have now reference to, which will be placed in your hands by Mr. D. S. Kaufman, whom I have caused to be accredited as Charge d'Affaires of Texas near your Government, and I beg you to accept in the mean-time, assurances of the high regard with which I am

Your Excellency's  
Most Obedient  
and very humble servant  
ANSON JONES

Letter from Mexican President to U.S.:

José Joaquín de Herrera, acting President of the Republic of Mexico. A proclamation denouncing the United States' intention to annex Texas.

#### PROCLAMATION

The minister of foreign affairs has communicated to me the following decree: José Joaquín de Herrera, general of division and president ad interim of the Mexican Republic, to the citizens thereof.

Be it known: That the general congress has decreed, and the executive sanctioned, the following:

The national congress of the Mexican Republic, considering:

That the congress of the United States of the North has, by a decree, which its executive sanctioned, resolved to incorporate the territory of Texas with the American union;

That this manner of appropriating to itself territories upon which other nations have rights, introduces a monstrous novelty, endangering the peace of the world, and violating the sovereignty of nations;

That this usurpation, now consummated to the prejudice of Mexico, has been in insidious preparation for a long time; at the same time that the most cordial friendship was proclaimed, and that on the part of this republic, the existing treaties between it and those states were respected scrupulously and legally;

That the said annexation of Texas to the U. States tramples on the conservative principles of society, attacks all the rights that Mexico has to that territory, is an insult to her dignity as a sovereign nation, and threatens her independence and political existence;

That the law of the United States, in reference to the annexation of Texas to the United States, does in nowise destroy the rights that Mexico has, and will enforce, upon that department;

That the United States, having trampled on the principles which served as a basis to the treaties of friendship, commerce and navigation, and more especially to those of

boundaries fixed with precision, even previous to 1832, they are considered as inviolate by that nation.

And, finally, that the unjust spoliation of which they wish to make the Mexican nation the victim, gives her the clear right to use all her resources and power to resist, to the last moment, said annexation;

IT IS DECREED

1st. The Mexican nation calls upon all her children to the defence of her national independence, threatened by the usurpation of Texas, which is intended to be realized by the decree of annexation passed by the congress, and sanctioned by the president, of the United States of the north.

2d. In consequence, the government will call to arms all the forces of the army, according to the authority granted it by the existing laws; and for the preservation of public order, for the support of her institutions, and in case of necessity, to serve as the reserve to the army, the government, according to the powers given to it on the 9th December 1844, will raise the corps specified by said decree, under the name of "Defenders of the Independence and of the Laws."

MIGUEL ARTISTAN,

President of the Deputies.

FRANCISCO CALDERON,

President of the senate.

Approved, and ordered to be printed and published.

JOSÉ JOAQUIN DE HERRERA.

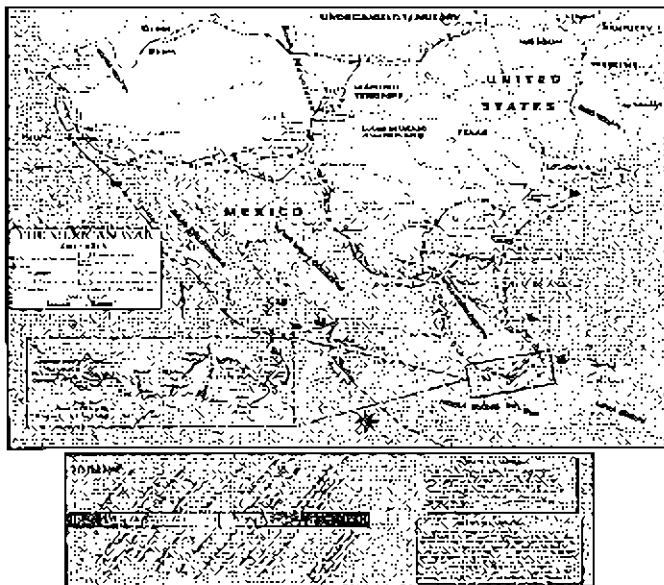
A. D. LUIS G. CUEVAS

Palace of the National Government,

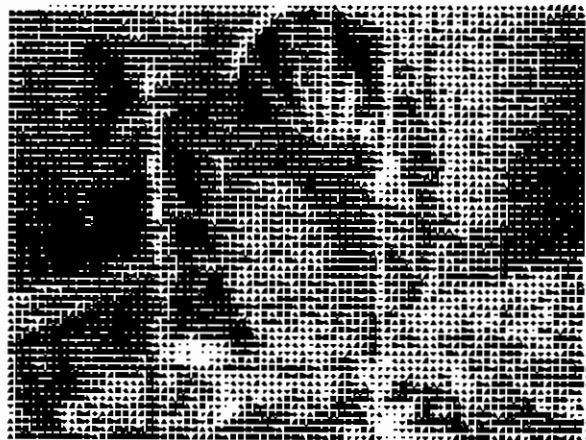
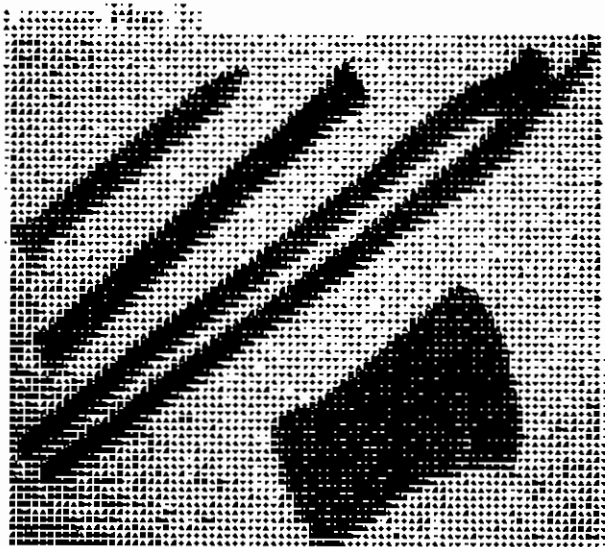
City of Mexico, June 4, 1845.

<http://www.pbs.org/kerawar/usmexicanwar/resources/links.html>

Lesson Plan 2:



[http://www.emersonkent.com/images/mexican\\_war\\_map.jpg](http://www.emersonkent.com/images/mexican_war_map.jpg)



[http://www.hickerphoto.com/data/media/180/klondike\\_gold\\_rush\\_sc0415.jpg](http://www.hickerphoto.com/data/media/180/klondike_gold_rush_sc0415.jpg)

#### Diary Entry of an Unsuccessful Miner:

**July 5th.** My share to-day is \$1.25. These details may appear dull and uninteresting ; but the reader will bear in mind that it is the writer's object to give a full and true description of a miner's life. He might pass by all the days and months of profitless labor, and record only the days of success; but those who have friends at the mines, and those who purpose going there, will certainly wish to know what are the trials and discouragements of such a life. They wish to know the truth.

**July 6th.** We have to-day removed to the opposite side of the river. This, with pitching our tent, has occupied most of the day. Still, we have made \$4 each. I have been seated for several hours by the river side, rocking a heavy cradle filled with dirt and stones. The working of a cradle requires from three to five persons, according to the character of the diggings. If there is much of the auriferous dirt, and it is easily obtained, three are

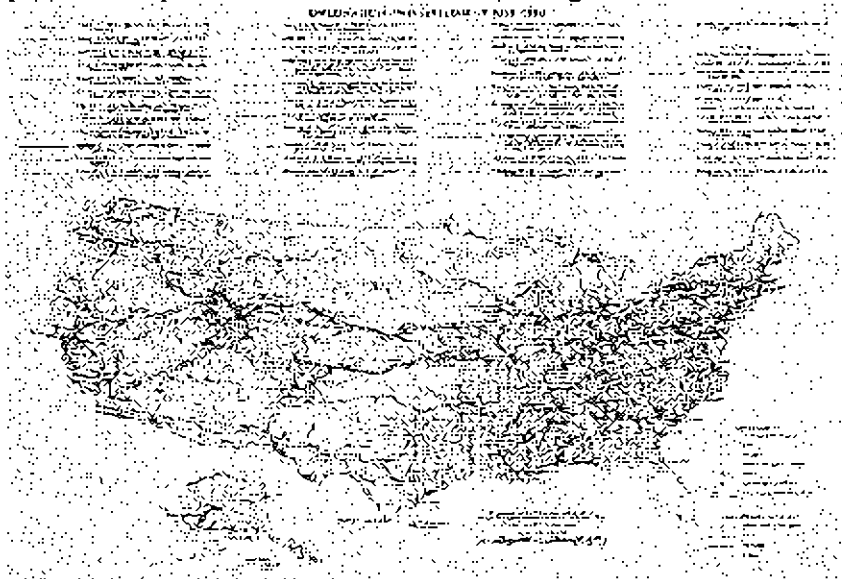


sufficient; but if there is little soil, and this found in crevices, so as only to be obtained with the knife, five or more can be employed in keeping the cradle in operation. One of these gives his whole attention to working the cradle, and another takes the dirt to be washed, in pans or buckets, from the hole to the cradle, while one or two others supply the buckets.

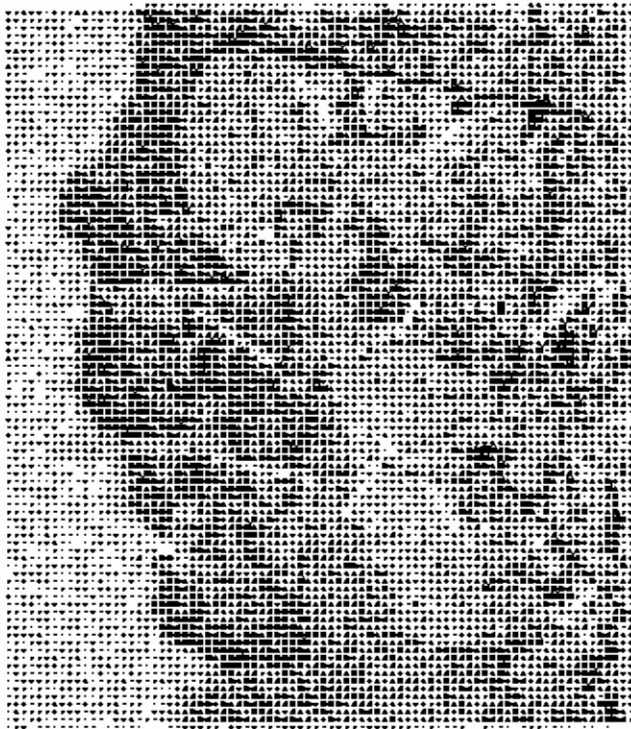
Diary Entry from a more successful Miner:

**Nov. 19th.** To-day we have made 50 cents each. This evening, as I was passing through the village on my way to the trading-tent, I perceived an old, drunken sailor cooking some nice steaks from the grizzly bear. I had never yet tasted the meat, and when I expressed a curiosity to do this, a tin plate, with a generous slice of the savory meat, was placed before me on the ground, with a bottle of brandy. The latter I eschewed, while the former I chewed, and found it delicious—similar to young pork. While we were enjoying the feast, the old sailor related to me a remarkable instance of success in his own case a few days before. His account was corroborated by others, who gave me some particulars which he withheld. He was walking, or rather staggering, for he had been drinking pretty deeply, upon the bank, below which the miners were hard at work. As he was thus proceeding, singing as he went, he kicked his foot against a stone, causing it to roll over. Turning around, and at the same time raising his clinched fist, he began to curse the stone, when his attention and oaths were all arrested together, for he saw at the bottom of the hole from which the stone was displaced something yellow and bright. In an instant he was upon his knees, knife in hand, and soon held up a beautiful lump of nearly pure gold, valued at \$500. In one week he had drank and gambled the whole away. Such instances as this have given rise to the opinion among the miners that the worthless, drinking, and gambling characters have better success than the sober and persevering laborer.

<http://www.spartacus.schoolnet.co.uk/USAgoldrushC.htm>



[http://www.learnnc.org/lp/media/uploads/2009/07/exploration\\_1835.jpg](http://www.learnnc.org/lp/media/uploads/2009/07/exploration_1835.jpg)



[http://upload.wikimedia.org/wikipedia/commons/9/94/California\\_Gold\\_Rush\\_relief\\_map.png](http://upload.wikimedia.org/wikipedia/commons/9/94/California_Gold_Rush_relief_map.png)

## Journal Entry Rubric

Teacher Name: Mr. XXXXXXXXXX

Student Name: \_\_\_\_\_

CATEGORY	4	3	2
Content and Instructions	Student exceeds the standard and does an excellent job following the instructions to the journal prompt. They do a detailed job explaining events and use multiple facts to back up their arguments.	Student meets the standard and follows nearly all of the instructions of the journal prompt. They do a good job of explaining events and use a fact or two to back up their arguments.	Student nearly meets the standard and follows some of the instructions of the journal prompt. They do a somewhat decent job explaining events, but do not always use facts to back up their arguments.
Length	The student makes the journal prompt no more than two pages in their journal. The prompt is exactly two pages	The student is either a half page short or a half page over.	The student completed only one page or went one page over.
Spelling and Grammar	There are no spelling or grammatical errors.	There are a few spelling or grammatical errors.	There are more than seven spelling and grammatical errors.
Structure	The student uses an excellent writing format with an introduction, body, and conclusion, with evidence of a clear, solid thesis.	The student uses a good writing format with an introduction, body, and conclusion. There is evidence of a clear thesis.	The student is missing either an introduction, body, or conclusion to their journal. There is evidence of a thesis, but it is not fully developed.

Date Created: Nov 20, 2009 04:13 pm (UTC)

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1
Student fails to meet the standard and does not follow any of the instructions of the journal prompt. They do little or do not explain any events and use no facts to justify their arguments.
The student failed to follow directions and either did not complete assignment or went way over two pages.
There are more than ten spelling or grammatical errors.
The student does not use an appropriate writing format. There is no thesis stated.



**FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT**  
**Preparing to Teach Portfolio**  
**Rubric Cover Sheet**

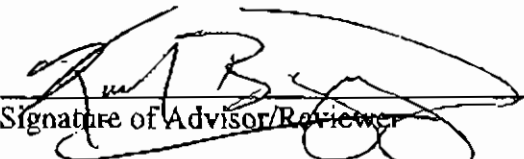
Name: [REDACTED] Student I.D. #: 0395995 Date: 11/29/09

Degree:  Undergrad  2<sup>nd</sup> Degree  M.A.T.  R.I.T.E.

Teacher Education Program: Secondary Education Major/Concentration: History

Implemented Lesson Plan   
Reflection Essay   
Disposition Self- Reflection   
Disposition Faculty Evaluation

This candidate is: Recommended  Not Recommended

  
\_\_\_\_\_  
Signature of Advisor/Reviewer

30 Nov 09  
\_\_\_\_\_  
Date

\_\_\_\_\_  
Department Chair's Signature

\_\_\_\_\_  
Date



# FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

## CANDIDATE DISPOSITION SELF-EVALUATION FORM

### Preparing to Teach Portfolio

Name: [REDACTED] ID #: 0395995  
 Telephone #: [REDACTED] E-mail: [REDACTED]@eric.edu  
 Teacher Preparation Program: Secondary Education Major/Concentration History

Assess the extent that you have demonstrated the identified attribute/behavior since your admission into the teacher preparation program. Rate yourself 1 (rarely) to 4 (almost always) for each item.

	Rarely	Sometimes	Frequently	Almost Always
1. Seek feedback from multiple perspectives and make appropriate adjustments <i>(Self-Reflection)</i>	1	2	3	4
2. Self-monitor progress <i>(Self-Reflection)</i>	1	2	3	4
3. Upgrade knowledge and skills regularly <i>(Lifelong Learning)</i>	1	2	3	4
4. Take initiative and am self-motivated <i>(Lifelong Learning)</i>	1	2	3	4
5. Manifest respect toward students <i>(Advocacy for Children and Youth)</i>	1	2	3	4
6. Advocate for the well-being of students in schools <i>(Advocacy for Children and Youth)</i>	1	2	3	4
7. Manifest sensitivity to the needs and values of diverse learners <i>(Respect for Diversity)</i>	1	2	3	4
8. Establish rapport and communicates well with diverse audiences <i>(Respect for Diversity)</i>	1	2	3	4
9. Demonstrate strong communication skills <i>(Collaboration)</i>	1	2	3	4
10. Use feedback constructively <i>(Collaboration)</i>	1	2	3	4
11. Demonstrate good organization skills <i>(Professional Work Characteristics)</i>	1	2	3	4
12. Complete work in timely manner <i>(Professional Work Characteristics)</i>	1	2	3	4

Signature of Candidate: [REDACTED] Date: 11/29/09



# FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

## REFLECTION ESSAY SCORING RUBRIC

### Preparing to Teach Portfolio

Name: [REDACTED] ID #: 0395995  
 Telephone #: \_\_\_\_\_ E-mail: \_\_\_\_\_  
 Teacher Preparation Program: Secondary Education Major/Concentration

Assess the extent that the candidate has demonstrated his/her knowledge of the following Rhode Island Beginning Teacher Standards in the Reflection Essay. Rate the candidate's performance 1 (an area of weakness) to 4 (an area of strength) for each Standard.

	Weakness	Developing	Competence	Strength
1. The reflection essay demonstrated a broad base of general knowledge that the candidate has acquired. (RIBTS 1)	1	2	3	4
2. The reflection essay demonstrated an in-depth understanding of the disciplines the candidates teach. (RIBTS 2)	1	2	3	4
3. The reflection essay demonstrated an understanding of how children learn and develop. (RIBTS 3)	1	2	3	4
4. The reflection essay demonstrated an understanding of how students differ in their approaches to learning. (RIBTS 4)	1	2	3	4
5. The reflection essay demonstrated developing critical thinking, problem solving, and performance skills. (RIBTS 5)	1	2	3	4
6. The reflection essay demonstrated an in-depth knowledge of an effective learning environment. (RIBTS 6)	1	2	3	4
7. The candidate addressed in the reflective essay the importance of fostering collaborative relationships with colleagues and families to support students' learning. (RIBTS 7)	1	2	3	4
8. The candidate used effective communication in the reflective essay to convey his/her message. (RIBTS 8)	1	2	3	4
9. The candidate discussed the importance of using formal and informal assessment strategies to support student learning. (RIBTS 9)	1	2	3	4
10. The candidate demonstrated reflective practice throughout the essay. (RIBTS 10)	1	2	3	4
11. The candidate addressed ethical, legal and professional standards throughout the essay. (RIBTS 11)	1	2	3	4

Comments:

Signature of Evaluator:  Date: 30 Nov 09



# FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

## FACULTY (PRACTICUM/METHODS) DISPOSITION EVALUATION FORM

Name: [REDACTED] Student ID #: 0395995

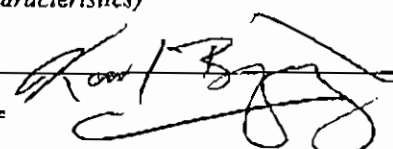
Telephone #: \_\_\_\_\_ E-Mail: \_\_\_\_\_

Teacher Preparation Program: Secondary Education Major/Concentration: \_\_\_\_\_

Professional Education GPA: \_\_\_\_\_

Assess the extent that the candidate possesses or has demonstrated the identified attribute/behavior since her/his admission into the teacher preparation program. Rate her/him: 1 (rarely) to 4 (almost always) for each item.

		Rarely	Sometimes	Frequently	Almost Always
1.	Seeks feedback from multiple perspectives and makes appropriate adjustments. <i>(Self-Reflection)</i>	1	2	3	4
2.	Self-monitors progress <i>(Self-Reflection)</i>	1	2	3	4
3.	Upgrades knowledge and skills regularly <i>(Lifelong Learning)</i>	1	2	3	4
4.	Takes initiative and is self-motivated <i>(Lifelong Learning)</i>	1	2	3	4
5.	Manifests respect toward students <i>(Advocacy for Children and Youth)</i>	1	2	3	4
6.	Advocates for the well-being of students in schools <i>(Advocacy for Children and Youth)</i>	1	2	3	4
7.	Manifests sensitivity to the needs and values of diverse learners <i>(Respect for Diversity)</i>	1	2	3	4
8.	Establishes rapport and communicates well with diverse audiences <i>(Respect for Diversity)</i>	1	2	3	4
9.	Demonstrates strong communication skills <i>(Collaboration)</i>	1	2	3	4
10.	Uses feedback constructively <i>(Collaboration)</i>	1	2	3	4
11.	Demonstrates good organization skills <i>(Professional Work Characteristics)</i>	1	2	3	4
12.	Completes work in timely manner <i>(Professional Work Characteristics)</i>	1	2	3	4

Signature of Evaluator:  Date: 30 Nov 99





# FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

## IMPLEMENTED LESSON PLAN SCORING RUBRIC

### Preparing to Teach Portfolio

Name: [REDACTED] ID #: 0395995

Telephone #: \_\_\_\_\_ E-mail: \_\_\_\_\_

Teacher Preparation Program: Secondary Education Major/Concentration

Assess the extent that the candidate has addressed the following Rhode Island Beginning Teacher Standards in the implemented lesson plan. Rate the candidate's performance 1 (an area of weakness) to 4 (an area of strength) for each Standard.

	Weakness	Developing	Competence	Strength
1. The implemented lesson plan reflected an understanding of central concepts, structures, and tools of inquiry of the discipline the candidate taught. (RIBTS 2)	1	2	3	4
2. The implemented lesson plan reflected an understanding of how children learn and develop. (RIBTS 3)	1	2	3	4
3. The implemented lesson plan reflected an understanding of how students differ in their approaches to learning. (RIBTS 4)	1	2	3	4
4. The implemented lesson plan provided evidence of students developing critical thinking, problem solving, and performance skills. (RIBTS 5)	1	2	3	4
5. The lesson plan was implemented in an appropriate learning environment where positive social interaction, active engagement in learning, and self-motivation were evident. (RIBTS 6)	1	2	3	4
6. The candidate used effective communication in implementing the lesson plan such that students explored, conjectured, discussed, and investigated new ideas. (RIBTS 8)	1	2	3	4
7. Formal and informal assessment strategies were integrated in the lesson plan to support student learning. (RIBTS 9)	1	2	3	4

Comments:

Signature of Reviewer [Signature] Date \_\_\_\_\_

## Reflection Essay

The practicum experience provided me with an excellent opportunity to improve my teaching ability, such that I feel confident entering into student teaching. One area in which I grew vastly consisted of writing engaging, stimulating lesson plans. Prior to entering practicum, I felt that I could not write a comprehensive, complete lesson plan for a high school class. However, through my experiences in reading the various texts and having to come up with organizing questions for a host of topics, I now have gained confidence in my ability to write lesson plans. Furthermore, having a finalized method as to how I could shape and formulate my lessons gave me peace of mind. In previous semesters the format for lesson plans changed constantly, and I grew frustrated as to this occurrence, because having no uniformity in writing lesson plans confused me.

Through practicum I learned to create interesting lessons, which included using a plethora of motivational activities ranging from listening to music to analyzing political cartoons. I also learned that the lessons needed to include engaging teaching activities for the students. Some of these activities could consist of using a photograph analysis to help students understand major themes of a certain topic, or having the students read and interpret primary documents. In the many books that we were required to read for the course, I found that they offered exceptionally seminal summative assessments to lessons. The use of an exit slip or having students write reflections in their journals are examples of some appealing summative activities to lessons. Moreover, the books offered intellectually stimulating assessments for a unit containing multiple lesson plans. Some of these ideas comprised of historical heads, creating video documentaries, and studying the lives of local veterans who died while fighting in the Vietnam or Korean Wars. Overall, practicum not

only allowed me to understand the numerous possibilities available to me when writing lesson plans, but also taught me how to generate engaging assessments.

Following the initial phase of practicum in which I learned of the various techniques to teaching a lesson, I embarked upon a six-week journey into Lincoln High School and Roger Williams Middle School. My first placement landed me at Lincoln High School, where I was graciously placed under the wing of cooperating teacher, Mrs. Small. Some things that I found worked at this placement were the effectiveness of PowerPoint presentations in conveying large amounts of information to students and the success of utilizing photograph analysis activities to examine certain themes. Some things that did not work included group work, which at times got a bit unruly and out of hand, and some primary source readings because of the difficult reading level. Several things I would do differently when teaching at Lincoln would be to give clearer instructions and provide better modeling for assignments. At my second placement, Roger Williams Middle School, Mr. Pride was the cooperating teacher. Some things that worked in my experience there included the use of photograph analysis to describe particular topics and questioning that lead to students having to elaborate upon their responses. A few things did not work at Roger Williams, which involved the use of PowerPoint presentations and group work activities. If I were to have another shot at teaching some lessons at Roger Williams, I would include less text on the PowerPoint presentations and provide clearer instructions for group work activities.

Some things that worked well during time spent in class at the college included the numerous activities for which we had to come up with guiding questions and lesson objectives and the writing of a unit plan before entering the teaching experiences. One thing that did not work was the limited amount of time we had to read all of the material

and accomplish the various tasks we were assigned throughout the semester. One thing I would change about the practicum experience would be to have secondary education students who are not getting middle level certified work strictly in the high school setting, not the middle school. While I did value my time at the middle school, I wish I could have spent more time working at Lincoln High School because it would help to foster further confidence.

On the whole, the teaching experiences went well and were filled with many enlightening aspects. At Lincoln High School, I believe I flourished as an aspiring teacher and gained much confidence teaching the students of this age group. I learned how to appropriately structure lessons and produce exciting activities for the students. At Roger Williams Middle School, I learned to deal with classroom management and gained patience in interacting with students who struggled understanding specific topics. I felt that each placement offered their own unique challenges and represented two exceptionally different spheres: one being a suburban school and the other being an urban school. Overall, the knowledge that I have gained through these teaching placements is invaluable to my improvement in becoming a prospective high school history teacher.

## George Washington Overview Lesson Plan

**Guiding Question:** How was George Washington viewed before his presidency?

**Lesson Objectives:**

1. Students will identify the different areas of Mount Vernon.
2. Students will analyze photographs of George Washington before he became President

**Student Factors:** This lesson will contain many images and a PowerPoint activity, which caters to the visual learners in the classroom. There will also be a group activity, which will be beneficial for the interpersonal learners in the class.

**Materials Needed:**

Overhead Projector  
Computer for PowerPoint presentation  
Copies of the exit slip  
Copies of photograph analysis worksheets

**Standards Addressed:**

RIBTS: Standard 4  
Standard 6

NCSS: Standard 2: Time, Continuity, and Change  
Standard 4: Individual Development and Identity

**Motivational Activity:** To begin the lesson, I will show the students some pictures of Mount Vernon, George Washington's sanctuary. The pictures will gauge the students as to the day's lesson and will help them see exactly where George Washington spent a great deal of his childhood. They will also be able to identify the different areas at this famous site.

**Teaching Activities:**

1. Following the motivational activity, I will then show the students a PowerPoint presentation. The presentation will review George Washington's early life and will shed some light on the early life of the first president. The students will take notes during the lesson, so that they will be prepared for the quiz later in the week.

**What are some of the famous myths about George Washington? Do you believe that these myths actually happened?**

2. After the students have viewed the PowerPoint presentation, I will then break the students down into groups. In these small groups, the students will be given a photograph analysis worksheet. One row will receive one sheet, and the next row another, and so on and so forth. The object is to have

an even number of groups with the first sheet and the second sheet. The students will view the photograph and write down some observations and make some judgments about the photograph. When they are finished each group will present about what they think the photograph depicts.

What are some of the main features of these photographs? What events are they showing?

Summary Activity:

To end the lesson, I will have the students write on an exit slip one interesting fact that they learned from today's lesson.

Assessment: I will ask the students to hand in the photograph analysis worksheets and they will be counted as a homework grade. If time does not allow for them to finish the worksheets then they will take them home, finish them, and hand them in the next day. Also, the exit slip will be counted as part of the participation grade in the class. If there is no time remaining in the class they are to do the exit slip for homework and bring it into class the following day.

Mount Vernon



Mount Vernon



Mount Vernon



View of Potomac River from  
Mount Vernon



### Slave Quarters at Mount Vernon



### George Washington

Mr. [REDACTED]



### Early Life

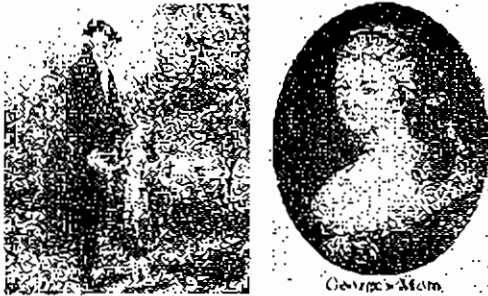
- ◆ Born in Westmoreland County, Virginia, on February 22, 1732 on his father's plantation.
- ◆ Augustine Washington was his father.

### Early Life Cont'd

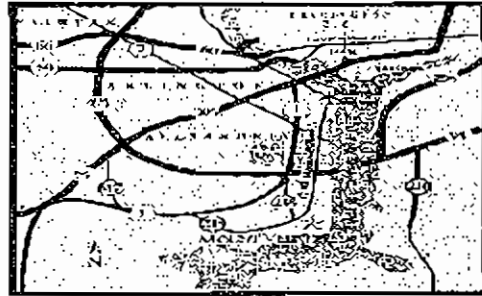
- ◆ Mary Ball Washington was George's mother.
- ◆ By 1735, Washington moved north to Mount Vernon



### George's Parents



### Map of Mount Vernon



### Myths about George

- ◆ What are some myths about George Washington that you know?
- ◆ He threw a silver dollar across the Potomac River, which is impossible

### Myth's Continued

- ◆ The famous cherry tree scene

### Cutting Down the Cherry Tree



### George's Manly Beginnings

- ◆ When George was 11 his father died.
- ◆ He helped his mother to run the home and learned to work hard
- ◆ He had little formal education, but learned much through reading on his own

### Military Beginnings

- ◆ His brother, Lawrence, got him interested in military
- ◆ He worked hard and got land in western Virginia



### Military Beginnings Cont'd

- ◆ By 1752, his brother died and George became a army major

### Gaining Fame

- ◆ Washington was sent to deal with French takeover of some of Virginia's land and led men during winter



### Gaining Fame Cont'd

- ◆ His bravery and ability to lead men in tough situations made him famous

### Time Away from Military

- ◆ Between 1759 and 1775, Washington worked at Mount Vernon as a gentleman farmer



### Time Away from Military Cont'd

- ◆ In 1758, he was elected to House of Burgesses and was known as a dependable man of strength and good sense
- ◆ 1774: He was selected for Continental Congress; known for his patriotic views and judgment

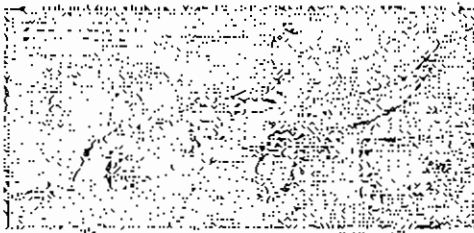
### Leader of Revolution

- ◆ In 1775, Washington was given command of Continental Army
- ◆ He was not able to save New York and was always overwhelmed
- ◆ He had the courage and determination to lead his troops against the superior British forces

### Leader of Revolution Cont'd

- ◆ He knew public opinion in favor of the war was important
- ◆ He surprised the British by crossing the Delaware and attacking them on Christmas Day
- ◆ With French aid, Washington and his troops won an important victory at Yorktown

### Map of Revolution Battles



### Post Revolution

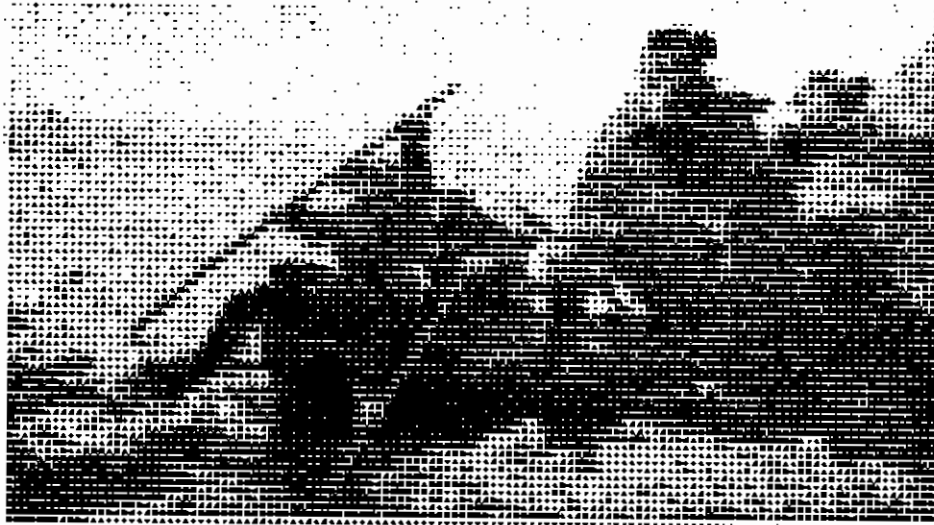
- ◆ Following 1783, the revolution ended and Washington gave up his powers
- ◆ He became an international hero for doing so



## Photograph Analysis Worksheet

Name:

Date:



Instructions: Study the photograph for 2 minutes. Form some thoughts about the photograph and then look at individual items.

B. Use the chart below to list people, objects, and activities in the photograph

PEOPLE

OBJECTS

ACTIVITIES

Step 2:

Based on what you have observed, list three things you might conclude from this photograph.

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Step 3:

What questions do you have after looking at this photograph?

---

---

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Date:



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---

---

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Step 3:

What questions do you have after looking at this photograph?

---

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### Exit Slip

Write down one interesting fact that you learned from today's lesson.

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### George Washington Lesson Plan Reflection

The beginning of the lesson did not go exactly as I planned. Mr. Pride gave the students a couple of announcements regarding a previous assignment and then gave me control of the class. I felt extremely nervous to begin this lesson because I did not have all of my handouts copied for the students, so in a way I felt unprepared and this carried over into my motivational activity. If I had another chance to teach this lesson I would have liked to teach about Mount Vernon in a different manner. Instead of using pictures, I would like to use a virtual tour of Mount Vernon because it provides the students with a more tangible feeling than a photograph. The photographs, though useful, could not provide as complete an experience of seeing all of the different parts of Mount Vernon as a virtual tour could.

Following the motivational activity, I planned to disseminate all of the necessary information through a PowerPoint presentation. This method proved to be a bit challenging with the middle school students. The reason because of this was that some of the slides that I wanted the students to have were not finished copying, so this led to some complications. I proceeded to show the students the PowerPoint and I specifically told them that some slides would be missing and that they would need to pay attention to get any information that was not provided on the sheets. This strategy did not work out as well as I had planned. The students were confused as to what they should copy and I must not have given clear enough directions. I think that the students sensed my nervous energy and in effect did not take me seriously. However, as the PowerPoint progressed and I felt more comfortable, I



began to ask better follow up questions and directed my energy to more productive tasks. I would have changed the way in which I presented the material to the students. In particular, I would have given them less information and I would have provided more context for them so as to keep them engaged. Overall, I think the PowerPoint presentation went fairly well, but there are definitely improvements that can be made.

Next, I segued into the group activity, which included using a photograph analysis worksheet. One problem that was evident here was that before I began this portion of the lesson I failed to connect the importance of Mount Vernon to George Washington's life. This portion of the lesson went well. The students responded really well to the directions that I gave and they diligently worked in their groups. This activity was meant to be a jigsaw activity; three groups had one picture of Washington crossing the Delaware River and the other three had an image of Washington taking command of the Continental Army. The students interacted with their peers and worked together to come up with many good ideas as to what the photographs depicted. The only thing that I would have changed about this piece of the lesson would be to maybe give each group the same photograph or give out six photographs, so that each group has to pay attention to what is being reported. At times some of the students were off task and these were some changes I could make to keep all of the students on task. Essentially, the photograph analysis activity worked well with the students and I would certainly use it again when teaching this lesson.

The summative activity included having the students write one interesting fact that they learned from the lesson. This activity worked well as they were able to remember what the lesson was about and it will show me what they actually gained after having the information presented to them. The idea of an exit slip served as a great summative activity, and I would absolutely use it if I were to teach this lesson to another class.



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**EXAMINEE SCORE REPORT**

Telephone: 800-772-9476 or 609-771-7395

**BACKGROUND INFORMATION**

Examinee's Name: [REDACTED] Candidate ID Number: [REDACTED]  
 Social Security Number: [REDACTED] Sex: M Date of Birth: 08/25/1988

**EDUCATIONAL INFORMATION**

College Where Relevant Training Was Received: RHODE ISLAND COLLEGE  
 Undergraduate Major: SOCIAL STUDIES EDUCATION  
 Graduate Major: SOCIAL STUDIES EDUCATION  
 Educational Level: JUNIOR (THIRD YEAR)  
 GPA: 3.5 - 4.0

**SCORE RECIPIENT(S) REQUESTED**

Code #	Recipient Name	Code #	Recipient Name
R8077(A)	RHODE ISLAND STATE DEPT EDUC		

CURRENT TEST DATE: 03/14/2009		Your Score	Possible Score Range	Average Performance Range**	Score Recipient Code(s) from Current Administration				
Test Code	Test Name				R8077				
0081	SOCIAL STUDIES: CONTENT KNOWLEDGE	168	100-200	157-177	N				

HIGHEST SCORE AS OF: 04/10/2009		Your Highest Score	Possible Score Range	Score Recipient Code(s)					
Test Date	Test Code	Test Name			R8077				
03/14/2009	0081	SOCIAL STUDIES: CONTENT KNOWLEDGE	168	100-200	N				
01/10/2008	0524	PRINCIPLES LEARNING & TEACHING 7-12	173	100-200	Y				
04/11/2008	5710	C-PPST: READING	181	150-190	N				
04/11/2008	5720	C-PPST: WRITING	178	150-190	N				
04/11/2008	5730	C-PPST: MATHEMATICS	184	150-190	N				

ETS will retain your scores for ten years for reporting purposes.  
 Message Codes: A = SCORE AUTOMATICALLY REPORTED TO STATE LICENSING AGENCY  
 N = TEST NOT REQUIRED BY STATE; SCORE NOT REPORTED  
 Y = SCORE REPORTED TO RECIPIENT LISTED



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**TEST TAKER:**

**PASSED/NOT PASSED INFORMATION BASED ON HIGHEST SCORES EARNED AS OF: 04/10/2009**

Passed/not passed status provided in this report is based on the passing score in effect on the test date or on the date reported (as indicated next to each score recipient's name). Agencies reserve the right to accept the reporting of scores but not necessarily the passed/not passed status.

RHODE ISLAND STATE DEPT EDUC			8077	Your Highest Score	Required Minimum Score	Minimum Score Met/Not Met	Required Passing Score	Passed/Not Passed Status
Test Date	Test Code	Test Name						
01/10/2009	0524	PRINCIPLES LEARNING & TEACHING 7-12		173			167	PASSED

For more information on interpreting your scores, please refer to "Understanding Your Praxis Scores" available at [www.ets.org/praxis](http://www.ets.org/praxis). Further information on state requirements is also available online. Passed/Not Passed information not provided if more than one qualifying score is used for a test, or qualifying score is not available.

THIS INFORMATION IS PROVIDED TO THE EXAMINEE ONLY.

\*PASSED/NOT PASSED INFORMATION NOT PROVIDED BECAUSE TEST(S) TAKEN IS/ARE NOT USED BY THIS AGENCY.

**DETAILED INFORMATION FOR: 03/14/2009 TEST DATE**

<b>TEST CATEGORY*</b>	<b>Raw Points Earned</b>	<b>Raw Points Available</b>	<b>Average Performance Range **</b>
<b>SOCIAL STUDIES: CONTENT KNOWLEDGE</b> I. UNITED STATES HISTORY II. WORLD HISTORY III. GOVERNMENT/CIVICS/POLITICAL SCIENCE IV. GEOGRAPHY V. ECONOMICS VI. BEHAVIORAL SCIENCES	19 22 6 15 13 4	28 27 21 18 20 11	14- 20 13- 18 9- 14 9- 13 8- 14 5- 8

\* Category-level information indicates the number of test questions answered correctly for relatively small subsets of the questions. Because they are based on small numbers of questions, category scores are less reliable than the official scaled scores, which are based on the full set of questions. Furthermore, the questions in a category may vary in difficulty from one test form to another. Therefore, the category scores of individuals who have taken different forms of the test are not necessarily comparable. For these reasons, category scores should not be considered a precise reflection of a candidate's level of knowledge in that category and ETS recommends that category information not be used to inform any decisions affecting candidates without careful consideration of such inherent lack of precision.

\*\* The range of scores earned by the middle 50% of a group of examinees of appropriate education level (see Interpret your Scores section in this website) taking this test during the most recent three academic years. N/C means that this range was not computed because the test was taken by fewer than 30 examinees within the most recent three academic years. N/A indicates that this test section was not taken and, therefore, the information is not applicable.