CAT Elementary History-Social Science Instruction Task – Due November 22

Part 1 – Planning the Lesson
Using the University Lesson Plan Template, you will plan a critical thinking social studies lesson that is developmentally appropriate for your grade level. The focus of the lesson should actively engage students in the process of using analytic reasoning to make their own interpretations of a topic in history or social science. They should be able to explain their reasoning in developmentally appropriate ways.

Your lesson should identify strategies you will use to engage students intellectually and provide opportunities for them to use critical thinking. Explain the strategies you use to address both the content and language needs of all students and those with specific individual needs. (Instruction Rubric 4)

Describe how you will encourage students to think more deeply. How will you elicit student responses that demonstrate their use of analytic reasoning to make interpretations of the history or social science topic? Include the kinds of higher-level thinking questions you will ask. (Instruction Rubric 5)

Part 2 – Teaching the Lesson
Teach your lesson in your student teaching classroom. As you teach, engage students in developing their use of analytic reasoning to make their own interpretations of the topic and to explain their reasoning. There should be interactions among you and your students, and you need to respond to student’s comments, questions, and needs. During the lesson build on students’ responses to guide them in making interpretations, and use their input to guide what you will do to promote further understanding.

Part 3 – After Teaching your Lesson
Respond to the following prompts in a two-page paper that addresses each prompt individually explaining how you met the requirements of CAT Instruction Rubrics 4 and 5.

1. In the lesson, how did you offer structured opportunities for students to actively use analytic reasoning to make their own interpretations of a topic in history or social science and to explain their reasoning? Provide examples from the lesson of both general strategies you used to address the needs of all of the students and strategies to address specific individual needs. (TPEs 1, 2, 4, 5, 7, 11)

2. Describe the language supports used in your lesson to help students (including English learners as well as other students struggling with language) understand the content and/or academic language central to the lesson. Give one or two examples of how you implemented these supports when teaching your lesson. (TPEs 4, 7)

3. Describe the strategies you used to monitor student learning during the lesson. How did you elicit student responses and then build on them to further student understanding? Cite one or two examples of what students said and/or did in the lesson or the assessment that demonstrates how they were able to use analytic
reasoning to make their own interpretations of a topic in history or social science and explain their reasoning. (TPEs 2, 3)

Part 4 – Evaluation of Your Lesson
Include a signed evaluation of your lesson by either your master teacher or university supervisor. They should discuss how students used higher-level thinking to interpret your topic.

Uploading CAT to TaskStream
Scan your lesson plan, two-page paper, and the signed evaluation form as one continuous Word document. Post this document to the TaskStream History-Social Science CAT assignment area.