**Interview Protocol for a Pre-Observation (Planning) Conference**

**Date:** 12/9/13 **Teacher:** Jessica Galbraith **Grade Level(s):** 10-12

 **Subject(s):** Social Studies/AP Human Geography

**\*\*On the day of this videotape lesson plan, the school had a delayed opening resulting in shortened classes for the day. This class was originally scheduled to meet from 10:39-11:42 (57 minutes). Due to the delayed opening, the class met from 12:29-1:03 (34 minutes). This resulted in some components of the lesson being deleted (see notes in bold below) and others being modified/shortened to accommodate the schedule change.\*\***

Questions for discussion:

1. **How will this lesson address the content area standards?**

***Probing further…***

* ***ELA/literacy: Is there a text (or multiple texts) at the center of the lesson? Which standards will be addressed through work with this text (or texts)?***

In this lesson, students will be working closely with three texts. The first text is a series of photographs taken by photojournalist Peter Menzel as part of his *Hungry Planet* project. The second text is a data table containing demographic and other statistical information about the countries portrayed in Menzel’s photographs. The third text is an informational article about Globalization.

Students will work with these texts over the course of 3-4 lessons in an attempt to answer the following two essential questions:

* + Is globalization a positive or negative force in society?
	+ How does an artist portray his/her message?

By focusing on these three texts, the lesson(s) will be addressing CCSS standard ELA-Literacy.RH.11-12.8: *Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information*. Students will be synthesizing the information in the data tables with their observations of the photographs to further infer and ultimately evaluate the author’s/photographer’s message regarding globalization.

1. **What are your learning outcomes for this lesson? What skills or knowledge will students learn as a result of this lesson? How do the learning outcomes connect to the standards addressed in this lesson?**

***Probing further…***

* + ***ELA/literacy: How will the text, questions, and tasks align with the intent and language of the standards being addressed? What misconceptions can you anticipate from students, and how does your plan help students overcome those misconceptions?***

The overall learning objectives of this lesson are:

* Students will analyze and evaluate the advantages and disadvantages of globalization.
* Students will think critically about the differing perspectives of people from around the world regarding the topic of globalization.

These lesson objectives were designed based on the following two sets of content area standards/objectives:

* The College Board AP Human Geography (APHG) Course Description, effective Fall 2013.
	+ Unit 1 – Geography: Its Nature and Perspectives, “Major geographical concepts underlying the geographical perspective, including globalization”; and
	+ Unit 3 – Cultural Patterns and Processes, “Globalization and the effects on cultures” and “A central concern is to comprehend how cultural patterns are represented at a variety of geographic scales from local to global…explores cultural interaction at various scales, along with the conflicts that may result”
* C3 Framework for Social Studies
	+ Global Interconnections: D2.Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.
	+ Human-Environment Interaction: D2.Geo.11.9-12. Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.

The CCSS priority standard that will be addressed in this lesson **and** assessed at the conclusion of the lesson is CCSS.ELA-Literacy.RH.11-12.8: *Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information*. While there are several other standards that will be addressed by the learning activities that students complete as part of this lesson, those standards will not all be directly assessed during this lesson.

Although students have experience with reading these types of texts, I still anticipate that students will struggle with how to approach this type of inference activity where there is not a correct and/or obvious answer. I have found that these students tend to become uncomfortable with challenges that push them out of their comfort zone. In this case, I will be asking students to stretch their thinking beyond what is observable. This will be a difficult endeavor for some students which is why I have carefully chosen their groups and also have guiding questions prepared to assist students who might require additional focus and structure.

1. **What materials or instructional resources will you use in this lesson? What specifically about these materials or instructional resources will help you meet your instructional goals?**

***Probing further….***

* ***ELA/literacy: What text will be used in this lesson? Why was this text selected? What are the quantitative measures and qualitative features of the text?***

The materials, resources, and texts that will be used in this lesson sequence are:

1. iPads/access to the Internet (all lesson materials also available on Moodle and Google Drive)
2. TED talk by Peter Menzel <https://www.youtube.com/watch?v=ZsYOhRdlpuw>
3. Material World website <http://menzelphoto.photoshelter.com/gallery-collection/Material-World-A-Global-Family-Portrait-by-Country/C0000d0DI3dBy4mQ>
4. Photographs from *Hungry Planet* project (full size color pictures and access to digital copies)
5. Introductory video about *Hungry Planet*
6. Bhutan powerpoint as Teacher model
7. Data table with data collected from the Population Reference Bureau (PRB) and *Hungry Planet* book, including descriptors of data indicators
8. Teacher created informational article on Globalization, adapted from <http://www.globalization101.org/>
9. Teacher created text response chart and text dependent questions/globalization chart

Most of these resources were selected and/or adapted from the resources that have been compiled by Peter Menzel as part of his project. These resources are all recommended as part of the APHG curriculum and are referenced in College Board publications about the course. I selected these texts due to their relevance to the course curriculum as well as the opportunity they present for students to analyze author’s craft through the presentation of photographs that can be supplemented by factual PRB data.

1. **How does this learning fit in the sequence of learning or curriculum for this class?**

***Probing further…***

* ***ELA/literacy: How is this text a part of a sequence of texts designed to build skills and knowledge?***

This lesson sequence is part of the third unit of study, culture, that is part of the APHG course. This 3-4 lesson

sequence exposes students to different cultures and requires them think critically about what life is like for people

in a variety of different cultures. This lesson sequence also draws upon a critical theme (first introduced in unit 1

of the course), globalization, as the lens through which students analyze and consider the perspectives of those

people appearing in the photographs.

On the first day of this lesson sequence, students will be introduced to the photographer and his entire collection

of photographs. As the lesson(s) progress(es), students will be asked to focus more deeply on individual

photographs and also to build upon their knowledge through the introduction of the data table and the reading

about globalization. Prior to this lesson sequence, students will have worked with data tables and photographs

similar to the ones contained in this lesson. The content and purposes of this prior work was different than that of

the current work.

1. **How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group? Provide any tasks, activities or other materials the students will be using.**

***Probing further…***

* ***ELA/literacy: How will you employ appropriately demanding questions and tasks that are text dependent and text specific?***

**Lesson(s) prior to videotaping:**

* Introduction to *Hungry Planet*
* First exposure to pictures – general, surface examination and analysis
* Reading the text of the pictures
* Analyzing/inferring author’s message from the pictures
* Begin completing text response chart
* Read and annotate Globalization article

**Preparation:**

* Students will arrive to class with completed responses from homework: *What is the message of Peter Menzel’s photographs? What evidence can you find to support the accuracy of your assertion?*
* Students will arrive to class with Globalization article read and annotated
* Students will also come to class with their text response charts partially completed.
* Students will be seated in triads arranged around the room for the entire lesson. These mixed-ability groups were assigned during the prior lesson.
* Student groups will have all materials prepared and available to them in their individual resource folders.

**Initiation:**

* WC-Discuss today’s objective and plan as a whole class.
	+ Objective: “You will learn to analyze and evaluate the advantages and disadvantages of globalization. You will also be asked to think critically about the differing perspectives of people from around the world regarding the topic of globalization.”
* Partners-Do-Now: With your group members from last class, discuss Menzel’s message by sharing responses from homework and then tweet out whole group summary according to teacher instructions in class. ***Due to time constraints and technology concerns, this activity was modified and students posted their group summaries to our*** [***http://todaysmeet.com/menzel***](http://todaysmeet.com/menzel) ***instead of twitter.*** Triads may use the following questions to guide their discussion:
	+ What are some of the commonalities among group members?
	+ Where do you differ in your summaries of Menzel’s message?
	+ What evidence did you find to support the accuracy of your assertion?
* Whole Class (WC) - As a class, the students along with the teacher will discuss responses to the Do-Now questions. ***Due to time constraints this part of the lesson was removed from the class that was videotaped.***
	+ Teacher Asks: “What were the common themes regarding Menzel’s message?”
	+ Teacher Asks: “What were some of the differences you encountered and what accounts for these differences?”
	+ Teacher Asks: “What are some examples of the evidence that exists to support your assertions about Menzel’s message?”

**Lesson Development:**

* WC-Teacher reviews concept of globalization and annotated article with class. ***Due to time constraints this part of the lesson was removed from the class that was videotaped.***
* Small Groups (SG)/Triads-Complete t-chart on globalization. ***Due to time constraints this part of the lesson was removed from the class that was videotaped.***
* WC-Teacher reviews how to approach the “reading” of a photograph and also how to “read” a data table. Teacher uses short powerpoint presentation to model and engage students in a gradual release model of the process of reading these two types of texts. ***Due to time constraints this part of the lesson was removed from the class that was videotaped.***
	+ Model analysis of photograph (did this yesterday and will do more of it today) and data (integrating the two types of sources with Bhutan pictures from powerpoint)
* WC-Students are provided with two-step instructions for small group/triad work.
	+ Teacher Says: “Step 1 of directions for today: you will work with the same partners to further “read” the text of the data table and the specific photograph for the country you were assigned. In your groups you will add to the observations and inferences in your text response charts with the specific pictures and data table.”
	+ Teacher Says: “Step 2 for today, once you have completed your text response charts then work with your assigned partners to respond to the text-dependent questions and globalization chart referring to Menzel’s message about globalization and the supporting evidence for those claims.”
	+ Teacher reminds students to use all the materials in their resource folders and that they may access and use the Internet if necessary.
	+ Modification: Students will answer specific photograph analysis and data table guiding questions during step 1. This may be used for the whole class or reserved for scaffolding purposes for certain groups. ***These were provided to all students due to time constraints.***
* SG/Triads: Students work with their assigned partners to add to the text response charts, answer the text-dependent questions, and complete the globalization chart with specific evidence from one or more of the texts. Groups should consult all materials in the resource folders as they accomplish these three tasks.

**Closure:**

* Culminating Task: Independently, respond to the following question using our Today’s Meet classroom found at <https://todaysmeet.com/aphg>
	+ According to Peter Menzel, is globalization a positive or negative force in society? What evidence from the texts supports the validity of Menzel’s claim? Be careful about the evidence you select – you are not looking for evidence that explains what his message is but rather you are seeking evidence in the photographs and the data that support that his message about globalization is a true and reasonable claim?

**Lesson(s) after videotaping:**

The follow-up lesson(s) will prepare students to ultimately complete an argument writing assessment where they are asked to develop a claim and craft a supporting argument for the following question: Is globalization a positive or negative force in society? This final assessment will address CCSS standard: *ELA-Literacy.WHST.11-12.1 Write arguments focused on*discipline-specific content*.* Over the course of the next 1-2 lessons, students will engage in the following lesson activities, ultimately building them up to the point of answering the question above.

* Turn and talk with partner – compare claims that were developed as assessment to previous lesson
	+ Do you and your partner agree about his message? Similarities and differences between you and your partner?
	+ Now consider all materials thus far from our course – Units 1-3
	+ Do you individually agree with Menzel’s claim about globalization?
	+ Is globalization a positive or negative force in society?
* Small groups:
	+ What evidence exists to support the claim that globalization is a positive force?
	+ What evidence exists to support the claim that globalization is a negative force?
* Debate prep – two sides, groups develop opening statement, five most significant reasons to support side, closing statement
* Mini-Debate in class
* Writing assessment: “Is globalization a positive or negative force in society?”
1. **Briefly describe the students in this class, including those with special needs.**

***Probing further…***

* ***ELA/literacy: To what extent are students able to read and comprehend grade-level complex texts? In what areas (e.g., fluency, vocabulary, syntax, background knowledge) are students strong and/or struggling?***

This is an Advanced Placement (AP) course that students choose to enroll in. This AP course is open to 10th, 11th, and 12th graders – this particular class has only students in grades 10 and 11. The students in this course are motivated individuals with a shared interest. According to standardized tests and district benchmark assessments, all of these students are at or above grade level expectations in the ELA/literacy strands of reading and writing.

Although they are advanced in comparison to some of their grade-level peers, they all still have very different strengths and weaknesses. While the students in this class are strong readers and writers, they do need to be pushed to think deeper about content and go further than what is provided for them at the surface level of material. The skills of thinking critically and taking chances/risks to make inferences does not come naturally to them. Although these students thrive in smaller group discussions, the class struggles with whole class discussions and taking the risk to share ideas with the larger group. While none of the students in this class are classified as special education students requiring IEPs or 504 plans, there is a small group of 3-4 students that are generally weaker students than the rest of the class. These students typically need additional scaffolding on assignments. In designing this lesson and the days leading up to this point, these were a few of the factors contributing to my decisions in group/triad assignments and the learning activities.

1. **How will you differentiate instruction for different individuals or groups of students in the class?**

***Probing further…***

* ***ELA/literacy: How will you support all students in working with grade-level text? (e.g., How will you provide scaffolding for students below grade-level so they can read grade-level text? How will you create opportunities for students who are advanced to engage more deeply with grade or above grade-level text?***

I have created a series of guiding questions that I will have ready and available for any students that are struggling with reading the texts during this lesson. The triads/small groups will be pre-selected by me to make sure that students are grouped with peers that will help balance out each other’s strengths and weaknesses. I selected the groups by reviewing individual student strengths, and pairing those who were strong in some of the skills needed for these activities with those students who may need further development.

1. **How and when will you know whether the students have learned what you intend?
Probing further…**
* ***ELA: As the lesson progresses, how will you know whether students are “with” the text?
How and when will you know the extent to which students have acquired the literacy skills addressed in the lesson?***

There are three main lesson objectives for this lesson sequence that will all be assessed using different formative assessments that will inform the instructor of students’ learning regarding these objectives.

Lesson Objective #1: “Students will analyze and evaluate the advantages and disadvantages of globalization”

Assessment will be based on group created t-charts, students’ participation in the small group discussions, and also their participation in the follow-up lesson centered on the mini debate and argument writing assessment.

Lesson Objective #2: “Students will think critically about the differing perspectives of people from around the world regarding the topic of globalization”

Assessment will be based on the work of the first two lessons of the sequence through students’ work with their text response chart, globalization chart, and their small group discussions. Additionally, the homework that students complete in preparation for day 3 and also the group work, text response chart, and globalization chart that is completed on day 3 will be consulted as evidence of learning.

Lesson Objective #3: “Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information”

Lesson assessment about author’s message and students’ ability to think critically about the text will come in the form of the closure exit ticket that students will complete via the Today’s Meet website. This will also inform about students’ ability to synthesize information from multiple data sources.

1. **Is there anything else you feel is important to know about this lesson that is not captured above or in the lesson plan?**

This lesson is aligned with the *CCSS Instructional Practice Guide*, specifically the Core Action 1, 2, and 3 indicators. The following Indicators are thoroughly achieved within this lesson:

* Core Action 1: A, B, C
* Core Action 2: A, B, C, D
* Core Action 3: A, B, C, D