

A. Description of Teaching Context

The lesson that I chose for my Teaching Time Analysis assignment went very smoothly. The lesson I planned was executed in the fashion that I expected it to. The class in which this lesson was taught was an 11th grade World History class that consists of 25 students.

Attendance at the beginning of class can always be a pressure filled situation as you attempt to make sure every one is in class, students attempt to turn in late or absent work, and absent students from the day before bring up notes from their parents to excuse their absence. However, I have been able to limit this time spent in the classroom as the internship has progressed and often do not spend more than five minutes on this. Usually, I have a discussion question on the board that they have to work on while I handle these administrative things that helps. I chose to forgo doing one today because they were assigned a reading the night before that I wanted to discuss with them.

The discussion about the primary and secondary source reading about the Atlantic Slave Trade that I gave them led to a very good discussion. It allowed me to make sure they understood the difference between a primary and secondary source for review purposes and also led to a good discussion about the depiction of the Middle Passage described in the primary source. The students were able to recall several examples from the reading and display their understanding and feelings about the Atlantic Slave Trade.

The last 25 or 30 minutes of class were spent doing direct instruction based on a PowerPoint lecture I had created that displayed maps and pictures so we could discuss the content aspect of the Atlantic Slave Trade. Students were able to take notes and ask any questions about the material presented to them.

B. Lesson Plan

Name of Lesson: The Atlantic Slave Trade

Date of Lesson: 3/15/11

Subject: World History II

Length of Lesson: 50 minutes

Essential Question: *The essential question(s) should give rise to the content knowledge of the lesson and focus your instruction. The essential question(s) should connect the different activities of your lesson, avoiding superficial or purposeless coverage of content.*

What is the Atlantic Slave Trade and how did it affect the relationship between Europe, Africa, and the Americas?

Objectives: *Write at least two concrete learning objectives for your students. One objective should be knowledge-focused (what should students know) and one should be process-focused (what should students be able to do).*

Students will understand the aspects of the Atlantic Slave Trade and how it affected the lives of Africans and relations between the European, African, and American continents.

Students will be able to understand the differences between primary and secondary sources and how to use each in study and research.

Standards: *Ground each objective in state grade level content expectations (GLCEs or HSCEs) and cite them appropriately – numeric citation and one-line “title”. Each standard should correlate to one (if not both) of your lesson objectives.*

- 5.2.2 Trans-African and Trans-Atlantic Slave Systems- Analyze the emerging trans-Atlantic slave system and compare it to the other systems of labor existing during this era by
 - using historical and modern maps and other data to analyze the causes and development of the Atlantic trade system, including economic exchanges, the diffusion of Africans in the Americas.
 - comparing and contrasting the trans-Atlantic slave system with the African slave system and another system of labor existing during this era.

Resources: *Include a list of resources you will use to plan and teach your lesson. For example, textbooks, other texts, internet websites, videos, photographs, artifacts, etc.*

30 copies of primary/secondary source reading on Atlantic Slave Trade.

Projection machine

laptop

Procedure: Outline the following components of your lesson. You do not need four activities, but you should have more than one.

Activity Element & Time (in minutes)	Procedures and management <i>Step-by step procedures including questions and main points.</i>	Students <i>Describe what the students will be doing as a result of your instructions.</i>
Attendance/Administrative (5 minutes)	<ul style="list-style-type: none"> • Take attendance and collect late/absent work and check in absent excuses. 	<ul style="list-style-type: none"> • Students will respond during attendance and pass up any work that needs to be turned in.
Introduction Discussion of primary/secondary sources about the Atlantic Slave Trade. (10-15 minutes)	<ul style="list-style-type: none"> • Review reading with students to make sure they read it and understood it. • Ask students leading questions to help bring about a discussion. • Allow students to ask questions and discuss the reading as a group with the class. 	<ul style="list-style-type: none"> • Students will respond to questions to show that they have read the material. • Students will answer leading questions to add to the discussion. • Students will eventually lead the discussion by themselves and discuss their understandings of the conditions slaves went through during the middle passage.
PowerPoint lecture Direct instruction on the causes for the Atlantic Slave Trade, the Middle Passage, and the concept of Triangular Trade. (30-35 minutes)	<ul style="list-style-type: none"> • Instruct students on the aspects of the concepts they have read in the text. • Discuss maps and photos that help portray to the students what the Atlantic Slave Trade was and its results. 	<ul style="list-style-type: none"> • Students will take notes and ask questions to increase their understanding of the material.

C. Teaching Time Analysis Chart

ACTION	TIME ENGAGED IN ACTIVITY	LEVEL OF STUDENT ENGAGEMENT	GENERAL NOTES/COMMENTS
<i>Logistics</i>	A couple of minutes	Students know to look at the board for the lesson for the day and prepare by checking the in-class schedule.	Students seem to have accepted this as the structure for the class.
Administration	5 minutes	Students respond for attendance then pass up late/absent work and absent excuses.	A little student talking during attendance
“Down Time”	1 minute at the end of class	Students pack up and get ready to leave.	He does give reminders over the students packing up and they are written on the board.
Management	A couple of minutes	Listen to the class schedule.	Just a reminder about what is written on the board
(Identify) Other:			
<i>Aspects of the Lesson</i>			
Introduction/Hook	Discuss primary and secondary sources about the Atlantic slave trade (10 minutes)	Students respond to leading questions and offer responses about how they felt about the reading and what they learned	Students offer a good level of response. Seemed to have been engaged in the reading.
Directions	Very little	-	-
Use of Resources	About 30 minutes PowerPoint lecture	Students are suppose to take notes	Students seem to be following a long and engaged in the lecture
Closing			
<i>Teaching Strategies</i>			
Cooperative Learning			
Direct Instruction	30 minutes PowerPoint lecture	Students are suppose to take notes	Students seem to be following a long and engaged in the lecture.
Discussion	Introduction discussion of primary and secondary sources about the Atlantic slave trade. (10 minutes)	Students respond to leading questions and offer responses about how they felt about the reading and what they learned.	Students offer a good level of response. Seemed to have been engaged in the reading.

Student-Centered			
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D. Comparison/Reflection

I think based on my teaching students are positioned to receive both the opportunity to give their opinion and listen to contextual facts. By starting with the primary/secondary source discussion it allowed to students to have a voice in the discussion. They were able to tell their classmates and myself how they felt about the material being presented to them. Students tend to like to bring up what they heard and by giving them this time to discuss the material they can also introduce things they have heard. By then going through direct instruction I can address most of their questions and comments by going over the topic at hand and looking at it from a historical and educational perspective instead of a personal one.

Sometimes I worry that I tend to do too much direct instruction. This gives the students the impression that social studies, history specifically, cannot be hands on. Yes, I admit I feel that direct instruction is the best way to present the students with the most information, but sometimes in that process we lose students and therefore the material does not get presented to them properly. In response to my use of direct instruction, I try to mix it up by offering the students an opportunity to take over the instruction. I have randomly assigned them topics and had them present briefly to the class, I have had them act out certain events in history, and I have paired them in groups and had them do research and have them present it back to the class. Basically, anything that has me shut up and them speak up. Hopefully, by giving them the opportunity they realized that Social Studies is a cooperative learning class that consists of both the teacher and students having a voice.

I would hope that this lesson acts as an example of empowering students. They were able to voice their opinion through our discussion of the reading and even were given the ability to

control where the discussion was heading. Students in my class know that their questions will always be heard and taken into consideration and because of this I think it has made times when I need to use direct instruction better for them, because they know that asking a question is not an interruption to my lecture, but an opportunity to maybe enrich it. However, some resistance is usually evident when it comes to taking notes. Students often complain about taking notes and unless I am diligent and check to make sure they are doing it they will slack a little in this area. However, this minor resistance is the only form I tend to see in my classes.

I do not think this assignment has caused me to think I need to change my teaching style. My students have been receptive to the style of my classroom. However, assignments like this always make me think about tweaking my teaching practices. There will always be something I think I could have changed, done better, or spent more time on, but that is part of teaching. I think you become ineffective as an educator when you no longer look at your practices and look for a way to become better.