

Standard 4(b) Rationale: Uses research-based instructional strategies that address the full range of cognitive levels.

For this criterion, I am using a lesson about the Middle Passage that I developed after working with the school literacy team to identify strategies that improve student reading skills. This lesson is from my 7th grade U.S. history class and is taught during my Atlantic Trade unit. Within this lesson you can see several research-based strategies. First, it contains many elements of Gradual Release of Responsibility. It starts out with a focus lesson on how to analyze primary sources (photographs of slave ships). Then, it continues with guided instruction as students participate in a group simulation based on their observations of conditions on slave ships. Afterward, students get into groups to read a first-hand account of the Middle Passage and complete a reflection based on the reading (collaborative learning). Lastly, students write their own slave narrative about their experiences during the Middle Passage (independent practice). Also, various literacy-building strategies recommended by the Literacy Team are also present, such as a partner reading, a treasure hunt, and a story retelling using newly acquired vocabulary from a primary source.