

A3 Concept Attainment Lesson (HSS)

Student Teacher Name:

Carly Blau

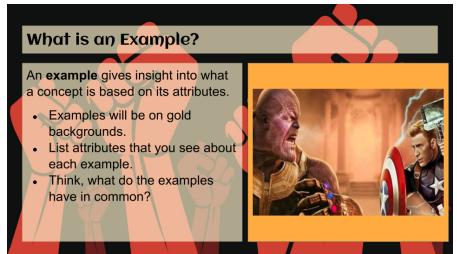
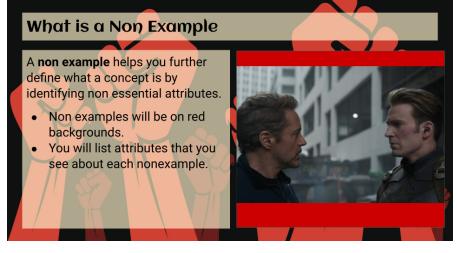
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Date of Lesson: May 19, 2021

Grade Level(s): 5	Subject Area(s): History	Duration: 60 min
<p>Content Standard(s): HSS.5.1 Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides.</p>		
<p>Learning Objective: SWBAT define conflict by writing a definition and sorting pictures into examples and nonexamples of conflict in fourteen out of sixteen instances.</p>		
<p>Materials:</p> <ul style="list-style-type: none">• Slide deck of examples and nonexamples• Pen• Nearpod slide link and code posted to Google Classroom and to the chat or written on the board• Teacher Slides (Google Version)		
<p>Student Readiness Levels and Prior Learning:</p> <ul style="list-style-type: none">• Students have basic comprehension of vocabulary words such as problem, solution, argument, war, fight, and battle.• Students know how to compare and contrast• Students are able to annotate or jot notes• Students are able to identify and explain differentiating concepts• Students can identify juxtapositions• Students should be able to define the term hypothesis• Students know what an internal and external conflict is.		
<p>Student Interests and Assets:</p> <ul style="list-style-type: none">• Students are technologically savvy• Students enjoy video games that involve battling such as Among Us, Call of Duty, and World of Warcraft.• Students enjoy movies with battles such as Avengers, Spiderman and Iron Man.		

Lesson Plan Syntax

Teacher/Student Script <p>Script what you will say, ask, and do. Include anticipated student responses and actions.</p>		
Student Engagement <p>Note the following:</p> <ul style="list-style-type: none"> • Differentiation & Grouping • Explicit Language Instruction • Instructional Strategies/Materials • Technology Integration • Connections to Theory 		
Anticipatory Set <p>Scholars, today, you will solve a mystery puzzle to discover our concept of the day. We will start by watching two video clips. As you watch, observe any similarities and differences between the two video clips. After watching, you will jot your responses to create a word cloud in mentimeter.</p> <p>CFU</p> <ul style="list-style-type: none"> • Scholars, what will we watch now? (2 video clips) • What will you jot? (similarities and differences from the video) <p>Teacher will share the Nearpod screen with the class. Students will then watch a movie clip of Tony Stark arguing with Spiderman from the movie Spiderman Homecoming. Then students will watch a second clip with a battle from Avengers Endgame.</p> <p>CFU</p> <ul style="list-style-type: none"> • What did you observe in the first clip? (turn and talk) • What did you observe in the second clip? (whole class discussion) <p>TW Say: Now that you've discussed what you observed in each video clip, What did the two clips have in common? Write 3 adjectives to describe what you saw in mentimeter. (mentimeter). The biggest word in the cloud demonstrates the adjective most used to describe the commonalities in the two movie clips.</p> <p>Anticipated Responses</p>		
<p>Differentiation</p> <ul style="list-style-type: none"> • If students require differentiation and modification, they may view clips through Nearpod on their individual screens with headphones • Students watch the clips projected on the board <p>Explicit Language Instruction Teacher will explicitly define and explain what an example, nonexample and attribute is. Students will then match the definitions to the terms in Nearpod to CFU.</p>  		

- Students may answer that both clips take place in the Avengers universe
- Students may note similar characters in both clips
- Students may observe that both clips involve confrontation or conflict

Now that you've discovered some commonalities between the two video clips, let's continue to observe pictures to uncover our concept of the day.

Now, put your computers to the side and place a sheet of paper and a pen in front of you. You will make your paper look like mine. First, draw a vertical line two thirds down the center of the paper. Then draw a horizontal line under the vertical line. Label the top left Examples and the top right non examples. Label the bottom section hypothesis.

CFU:

Scholars, hold up your papers. (*Teacher checks for 100% accurate layout*).

Now let's go over what an example, nonexample and attribute is.

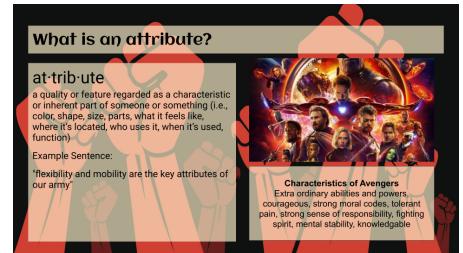
An **example** gives insight into what a concept is based on its attributes.

- Examples will be on gold backgrounds.
- List attributes that you see about each example.
- Think, what do the examples have in common?

A **nonexample** helps you further define what a concept is by identifying non essential attributes.

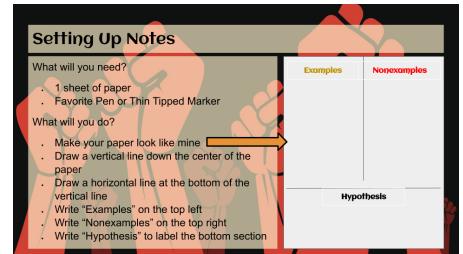
- Non examples will be on red backgrounds.
- You will list attributes that you see about each nonexample.

An **attribute** is a quality or feature regarded as a



Instructional Strategies/Materials

- Students will copy the teacher's model for setting up notes then jot down attributes for each example and non example they observe through the guided Nearpod slides.



Technology Integration

- Nearpod Link will be shared in Google classroom so that students can follow along with an interactive slide deck.
- Students can look at the board or shared screen to watch the video clips as the teacher projects them.
- Students will access mentimeter by clicking on a link in their Nearpod slides to create a word cloud. The biggest word in the cloud demonstrates the adjective most used to describe the commonalities in the two movie clips.

	<p>characteristic or inherent part of someone or something; something you can say it has.</p> <p>CFU:</p> <p>Let's play a quick matching game in Nearpod to check your understanding.</p> <ul style="list-style-type: none"> • What is an example? Click the correct definition. • What is a nonexample Click the correct definition. <p>(Teacher checks for 100% accuracy and clears up any misconceptions.)</p> <p>Scholars, you may reopen your laptop and track the examples and nonexamples on your Nearpod slides along with me.</p>	
<p>Presentation of Examples</p>	<p>Teacher displays Nearpod slides as students begin to follow along.</p> <p>Scholars, let's take a look at our first example. Look closely at the picture displayed. Now on the sheet of paper where you drew the example and nonexample columns, jot down some words that describe this picture in your box labeled "Examples". What do you see? Who is in the picture? What are they doing? We'll take about 10 seconds or so to do this.</p> <p>Now let's take a look at our next example. Recall or think back to the first photo we viewed, do you notice any similarities between this image and the first one? If so, take another 10 seconds or so and jot that down in the box labeled "Examples" as well.</p> <p>What's going on with Spiderman and Thanos? Jot it! Use any prior knowledge to help you out.</p> <p>Think deeper to analyze how this next image is similar to the previous pictures. Jot it! What attributes do you observe from the last two examples? Jot it!</p>	<p>Instructional Strategies</p> <p>Concept Attainment helps students visualize ideas in order to methodically deduce a concept based on examples and nonexamples.</p> <p>Examples</p>   

CFU

Ok scholars, I'm sure by now you've noticed some similarities in the first few photos we used as examples of the concept we're trying to describe. Hopefully everyone has written down a few characteristics they noticed from each photo. Everyone hold up your papers to show what you wrote down. (*Scholars hold up papers as the teacher positively narrates and clears up any misconceptions*).

Now, I'm going to show you another set of images, but this time they are going to be nonexamples of the concepts we are trying to describe. Like we discussed earlier, nonexamples help you to identify the concept of the day and communicate what the concept is not.

Let's start! If this first nonexample depicts what the concept is not, how does this change your thinking about what the concept is? Jot notes for what the concept is not in the column labeled "Nonexamples". You have 15 seconds to think about it.

I'm going to show you 5 more photos. Notice the similarities between the attributes you see in these nonexamples, but also think about the attributes you saw earlier in the examples. How are these images different? Take about 15 more seconds to jot down our thoughts.

At this point, you should have a pretty good idea of the common attributes in each image. I'm going to show you two final examples and two final nonexamples before we individually hypothesize what the concept is.

CFU:

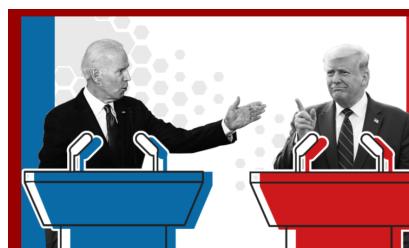
Now that we've seen all of the examples and non examples, let's take one minutes to write down our final observations. Everyone should have something written on both columns of their paper. When the timer rings at one minute, hold your papers up to demonstrate you have been following along. (*teacher checks for 100%*



Non Examples



participation)



Final four Examples



		 
Formation and Analysis of Hypotheses	<p>Scholars, Now let's tighten up our thinking caps because this is where the hard part begins. I'm sure by now you're dying to know what the concept is. Let's workshop it! Be prepared to share.</p> <p>Scholars, when you observed the first six nonexamples (<i>teacher skims through examples again</i>), what did you think the concept might be? You will have 2 minutes to post your hypothesis to the collaboration board in Nearpod, so that your classmates can see. It may help solidify your thinking even further.</p> <p><i>(Exemplar responses: war, fight, argument, protest, disagreement, ...)</i></p> <p>CFU So, what are the similar attributes in these two images?</p> 	



Exemplar Responses:

- The first picture shows spiderman being choked by Thanos. They're fighting. (Why are they fighting?)
- The second image shows the juxtaposition of police and a Black woman at a protest. They're on opposing sides of an argument or disagree.

Or what about these two?



Exemplar Responses:

- The first image shows Harry Potter and his allies fighting against Lord Voldemort and his allies.
- The second image shows a man in the middle breaking up a fight or a conflict? So which do you think it is ... a fight or a conflict?



- Based on this nonexample? What do you think it's not?

How did your thinking change when you observed the attributes in the nonexamples? What do you think the concept is not?

(Exemplar responses: debate, love, embrace, peace, game, competition, war, ...)

CFU

How did these two nonexamples help you identify what the concept is not and further solidify your thinking?



Exemplar Responses:

- The first picture shows two men talking peacefully with a soldier, so the concept is not peace.
- The second image shows Ironman hugging Spiderman, so it's not love, embrace, or peace.

Or, what about these two?





Exemplar Responses:

- The first picture shows a group of men playing a friendly game of basketball, but it's also competitive. So, the concept is not friendship or a competition.
- The second image shows two people playing a game? (Do you know what this card game is called? War). So, the concept is not war.

How did the final four images further solidify your thinking about what the concept is?

Exemplar responses:

- *The final two examples show war between British colonists and natives. However, it also shows that a man and woman are disagreeing with one another. So in both images, there are two sides that disagree.*
- *The two nonexamples give me a clue that the concept is not a battle or a fight.*

Scholars, excellent work critically thinking through the attributes in each example and nonexample. Are you ready for the big reveal?

You're all right. The concept is conflict. Based on the examples and nonexamples, you were able to conclude or deduce that it wasn't a fight or a battle. It wasn't a debate or an argument. It wasn't peace or love. But the concept is conflict.

When I say go, you will be split into groups of four, and you will have five minutes to define the term conflict based on the attributes from each example. Glance back at your notes and scroll through the Nearpod slides to help you out. After forming your definition of conflict,

	<p>post it to the “draw it” slide in Nearpod along with images from Google to exemplify the word.</p> <p>CFU</p> <ul style="list-style-type: none"> • What is your group task? (Define conflict) • What may you use to help define the term? (notes and Nearpod slides) • How many minutes will you have? (5) • Where will you post your definition? (“draw it” slide in Nearpod) <ul style="list-style-type: none"> ◦ Note: groups will not see each other’s responses. • What will you post to the “draw it” slide? <ul style="list-style-type: none"> ◦ definition of conflict and Google images to exemplify the word 	
Closure	<p>CFU</p> <ul style="list-style-type: none"> • Teacher will have each group share their definition of conflict with the class to ensure each group has a similar definition. • The teacher will ask students to partake in a group discussion reflecting on what they learned. • The teacher will ask what students initially hypothesized the concept would be after viewing the first two slides. How did this hypothesis shift? • Teacher may ask which nonexamples confused the class. • Teacher will ask the class how they felt about this activity. • Teacher will go over the definition of conflict and why this activity is useful for transitioning into our next topic, The Revolutionary War. 	<p>Students should be able to reiterate what they learned today.</p> <p>Students will reflect on the activity and provide insights.</p> <p>Students will think, pair, share and then enter a whole class discussion.</p>

Application	<p>Students will complete the question on slide 37 of Nearpod: Concept Attainment—Application and answer: “Are there any nonexamples that can be changed into examples?” “Why or why not?</p> <p>CFU:</p> <ul style="list-style-type: none"> • Scholars, what is your task? (To explain how a nonexample could also be an example) • On which slide will you write your answer? <p>Exemplar 1:</p>  <p>Students might argue that this example can be changed to an example because Biden and Trump offered varying points of view during the presidential debate. Their opposition toward one another is an example of conflict.</p> <p>Exemplar 2:</p>  <p>Students might argue that this example cannot be changed into an example because while a game may cause conflict (bad sportsmanship), a game itself is not conflict; it's a competition.</p>	

Assessment	<p>Formative Assessment - Teacher performed several checks for understanding throughout the lesson to not only ensure students were participating, but to also ensure understanding of the word conflict (i.e., Mentimeter word cloud, Nearpod matching pairs for vocab, collaborate board for discussion, draw it board for writing definition and posting an image).</p> <p>Summative Assessment – Students explain whether or not a nonexample of conflict can be changed to an example.</p>
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