MY PORTFOLIO
Portfolio Outline

I. **Introduction of the portfolio**: Brief description about the portfolio i.e. the sections I have included and the significance of each sections of my portfolio.

II. **Personal Reflections on the seminars**: My significant learning from the seminars.

III. **Fieldwork Reflections**: My major learning from the school visit/working experience with the mentor.

IV. **Lesson Plans**: Five (5) in details lesson plan by using different teaching strategies.

V. **Strategy Sheets**: In-depth explanations of different strategies (5 newly learnt strategies).

VI. **Assessment methods**: Using of different types of assessment tools and strategies.

VII. **Resources/Teaching materials from mentor teacher**: Teaching materials from my mentor.

VIII. **IT Technology Chapter**: Major/significant learning on IT technology

IX. **Conference Abstract & Conference Presentation**: Conference abstract and presentation document.

X. **Resources & materials from my mentor teacher**: Lesson plans and resources provided by the mentor teacher.

XI. **Cultural Experiences**: Pictures with different TEA participants and collection of cultural events, etc.
I am a teacher, and I do thank Allah for it every day. I am proud of being a teacher because I have learned the true nobility of this profession and that I am the most fortunate of all who labor. My affection for the children, desire to work for my nation and to build up the future citizens; inspired me the most to become a teacher. There is a Latin proverb that states: "he who teaches learns". Because I am a teacher, I have learned to work as warrior, actor, friend, doctor, psychologist, keeper of the faith, and always to stand before my students. I have learned that these are humbling responsibilities. Moreover, I believe teachers are designer and I want to become a good designer.

Like people in other design professions, such as architecture, engineering or graphic arts, designers in education must be mindful of their audiences, so the teachers. I am comparing teachers’ think of design as software. For example teachers’ courseware is designed to make learning more effective, just as computer software is intended to make its users more productive. As in all the design professions, standards inform and shape our work; the teacher as designer is similarly constrained. We teachers are not free to teach any topic we choose by any means, rather we are guided by national and institutional standards that specify what students should know and be able to do. Teachers also need to consider diverse student interests, developmental levels, large classes, and also different types of learning activities, assignments and assessments. We ‘teachers’ usually say what things we like to teach, what activities we will do, and what kind of resources we will use; without clarifying the desired results of our teaching or without being sure whether our designs are appropriate or arbitrary. So, I believe by becoming a good designer, I will be able to learn to be more thoughtful and specific about my purpose and what they imply, which will facilitate my teaching practices and help me to improve students’ learning outcomes.

Wishing me the BEST!
Fieldwork Reflections

Reflection on School Visit

School's Name: Robinson Secondary School

Participant's Name: Tasleema Begum

Fieldwork Reflection 1: What were the greatest similarities that you noticed during your first fieldwork observation? What were the greatest differences? Which of the differences are potentially useful for your school?

As part of the six week's Teaching Excellent and Achievement Project, today Tuesday, September 25, 2007 was the first day to visit a local secondary school and to meet my mentor. I was so excited as well as worrying a lot before starting my journey. But the moment I reached the school, I was amazed by looking at the school campus and felt honored to be here. I was welcomed by Ms. Megan (My social-studies facilitator), then completed the formalities at administration office and finally Megan introduced me with my mentor. My mentor's name is Peter Brown and I am really glad to meet him. I believe this fieldwork experience will facilitate me to develop my teaching proficiency and support me to grow up professionally.

While I was moving around the school I noticed few similarities and great differences. Being a representative from a developing context (Bangladesh) and working as a teacher in an English Medium school, I identified several areas which I am going to describe briefly.

Similarities

My school is situated in the capital city of Bangladesh and we have our own school campus with good infrastructure (Though it is not as big and nice like the Robinson Secondary School). But I am lucky enough that at least we have our own school campus. English is our main instructional strategy and our school has IT facilities also (Not as advanced & developed like my mentor's school).
Moreover, we have a group of experienced teachers and efficient students who are eager to learn. Our school authority provides different types of teachers training program (short-term/long term) for the teacher’s professional development which reflects teachers’ regular practices. Teachers in my school try their best to engage the students in their learning by different types of activities and work hard for the students’ standard outcomes though there is a long way to go to improve our school’s educational system and for effective teaching practices.

I noticed great differences during my first fieldwork observation and the following description is going to reflect on those differences.

**DIFFERENCES**

- Well-equipped classroom and teacher’s corner (Large classroom with few number of students and resources i.e. TV, OHT, computer).
- Students’ casual appearance really impressed me which is entirely different than our students. Our students are too formal with the teachers.
- Teachers’ flexible attitude. Teachers – Students interaction/motivation techniques. Teacher-Students had open discussion/dialogue to share their ideas and thoughts.
- Using IT-based teaching methodologies and engaging students with activities.
- Co-teaching practices (same content has been delivered by two teachers in different period)
- Give authority to the students in their learning
- Teacher’s classroom management skills.
- Assessment practices and record keeping method.

Though there are great challenges to implement the above new ideas in my context, I am going to pick up a simple idea which might not cost a lot to implement and I think this will guide my students to build up their conceptual understanding.

**IMPLEMENTATION in my context**
- Idea of giving Homework with guided worksheet. This will help the teachers to assess students learning as well as help the students to develop their responsibility in learning.

In my context I used to give home work i.e. reading certain pages at home regarding my teaching topic and always expected that students will read the assigned pages and come to the next session with some prior knowledge regarding the topic so that I could continue my lesson. But in many cases I found that my students couldn’t manage to complete the home work which sometimes made me upset. From today’s school visit I got a concrete idea how I can give structured homework. When I will go back to my school I am planning to implement this simple but effective “Structured Homework” idea. I will typed out some guided questions regarding the topic/content beforehand (while designing my lesson plan) according to my coming topics and based on my daily routine’s topic, I will distribute the “guided reading worksheet” to my students. This will help me both ways: help my students to read at home and note down their understanding on the guided worksheet and assess my students understanding during classroom discussion. This will guide my students to build up their prior knowledge to move at the present pace. I really liked this idea and hoping to implement it in my regular practices. Moreover, as I am working as a teacher educator I believe I could share this idea with my colleagues with some samples of mine and this might facilitate other teachers to take the idea into their practices. I am hoping for the Best! Thanks IREX and Mason University for this great opportunity.

MY SIGNIFICANT LEARNING FROM THE FIELD VISIT & IMPLEMENTATION IN MY CONTEXT:

- Using of IT technology i.e. showing video with guided questions, engage the students with internet related activities i.e. searching information, collecting data and present the work.

- Different types of activities to engage the students to make the lesson interesting and attractive i.e. jeopardy activity.
- Asking analyzing questions to develop students’ critical thinking skills.

- To check students understanding regarding any topic I could design worksheet that will facilitate the students to reflect their conceptual understanding.

- Establish the ground rules to make the students responsible on their own learning.

- Add humor while teaching and must prepare myself before entering the classroom as a teacher. This will help me to become more confident and I believe by following above things I will be able to continue myself as an effective teacher.

As a conclusion I have learnt through this field visits:

- **How to get prepared as a teacher**
- **How to deliver the lesson**
- **How to assess students learning outcomes.**

Thanks Mason University for arranging an effective learning environment for all of us!
PERSONAL REFLECTIONS ON THE SEMINARS

My significant learning from the seminars

NAME OF THE SEMINARS

➢ Structural Reflection for Professional Improvement and Change: The Role of Reflective Practice, Introduction to Portfolio Development for Lessons and Student-centered Teaching Methods, The Role of the Teacher in the Student Centered Classroom, Teaching strategies for Portfolio development, The Role of standards in lesson planning, Learning strategies for communicative classrooms, Portfolio Presentations.

By: Dr. Steeley

My significant learning through these seminars:

➢ Reflection writing to improve regular practices and bring change and improvement in my teaching practices. Now I believe writing reflection is an effective way to analyze the events and think critically to improve further.
Be familiar about varieties of teaching strategies. It was great way to expose into different types of teaching strategies and I am planning to implement these strategies in my classroom to improve my students learning outcomes. I believe if I successfully managed to implement these newly learnt strategies, this will make a significant impact in my profession and my students will be benefited by my honest effort! These learning will have great impact in the Student-Centered Classroom.
• **Developing Portfolio.** Excellent way to incorporate one’s learning with evidences. Before going through this process I didn’t realize how effective this is to develop a “Portfolio”. I am definitely planning to use this idea with my students as well as for me. I will continuously add my significant learning to this portfolio and also planning to develop one portfolio based on my professional experiences so that I could use that as my CV. Moreover, I am going to submit this portfolio to my school’s Principal so that they could get an overall ideas about my learning through this six week’s TEA program. I will also use this strategy with my students so that my students could maintain a Portfolio about their significant learning throughout the year and able to present at the end of the academic year.

• **Writing Process Project** gave me an insight how to work on writing piece of mine. I already started thinking how can I use this in my classroom and engage my students in this process.

• As a professional development teacher, I believe I will also be able to use this portfolio idea with the novice teachers. Through workshops and teachers training program, I am planning to introduce this strategy in my context.

THANK YOU DR. STEELEY.

**NAME OF THE SEMINAR:**


By Dr. Shahrokhi & Dr. Woody

My significant learning through these seminars:

- **Life Styles Inventory** gave me a clear picture how I can develop myself. It guided me to work on certain areas to improve myself personally as well as
professionally. I will try to follow the suggestions given in the Life Style Inventory and hope that I will be able to bring changes in myself and communicate successfully with the people and will also be able to become a successful teacher educator.

- I had achieved a clear conceptual understanding regarding the strategy called “Multiple Intelligences” through this session and I have realized that this is an effective strategy to teach the students. I definitely will implement this strategy in my regular practices.

- Understanding change that change is a critical process and how to take into consideration the situation, using the correct way of leadership skill so that I could work with the diverse community. For example by listening to the diverse groups of people I will get to know about the logical points which I might miss by listening to the people who agrees with me easily.

- Building relationship which I learnt and realized to work as a leader. I have learnt across the six essential components of creating relationships to get success as a leader.

Above mentioned learning will facilitate me to work as a teacher and professional development teacher while I will try to implement my newly learnt ideas in my context. I am wishing me the Best!

Thank You Dr. Shahrokhi & Dr. Woody

**SEMINAR’S NAME:**

- **SOCIAL STUDIES:** Introduction to planning social studies instruction, Essential understanding and backward design, Steps in lesson planning, Instructional resources, Use of technology in curriculum, Instructional strategies: Reading in the content areas, Use of textbooks, Classroom management and Unit plan presentation.
By Meagan Garnett

- Great learning experience that I am taking back with me! Everything was so effective and realistic that I wish I could share all these ideas with my colleagues so that we all could work together for the development of social studies department. I strongly believe that I will work hardly to implement these ideas in my context to increase students’ interest level towards social studies subjects.

**SIGNIFICANT LEARNING FROM THIS SESSION:**

- **LEARN INSTRUCTION MODEL**, to design lesson plan
- Backward design to develop unit plan and lesson plans
- Building Literacy in Social Studies with different activities i.e. Skin, Scan and Predict, word wall, Flash cards, Graphic organizers, Frayer Model.
- Use of different types of assessment strategies i.e. Formative assessment, Summative assessment, designing Rubric for performance assessment.
- Designing Unit plan and lesson plan by using IT technology.
- Learning experience through the “Conference”. I learnt how to present certain topics interestingly in the conferences and this is a great way to interact and learn.

THANK YOU **Meagan Garnett**.
By Dr. Scott Bauer & Dr. David

**MY SIGNIFICANT LEARNING THROUGH THESE SESSIONS:**

- Analyze the present situation, identifying the gap to implement the new learning, empower the teachers, set up goals and work hard to achieve the success.

How:

- I think I would start myself by acting as a “Role Model”. I will try to act as a good model, be trust worth, be honest, not get biased, and show interest to know others, set high expectations and believing in them in heart. All this would be only possible if I could build up my relationship with my colleagues. I will try hard to work on this area.

**THANK YOU Dr. Scott Bauer & Dr. David**
STRATEGY SHEETS

This section is included with the newly learnt strategies that I have learnt during my school visit.
1. Name of method or strategy:

**Graffiti strategy/Carousel Brainstorming.**

2. When is this method or strategy useful?

This strategy can be used any time during a lesson or unit. At the beginning Teacher and students can find out what they already know and can do; in the middle it is a useful way for the teacher and the students to check on their learning. At the end of study, it can serve as a great review for an exam or even for predicting what might be on the exam.

3. Why or how is this method or strategy useful?

I believe it is a useful teaching strategy because it provides the “student-centered” learning environment. Students will be able to work in groups and will share their ideas which will create fear free learning environment. Groups can use different color markers to track contributions. Moreover, teacher will be able to assess or monitor students work quickly and easily.

4. What are the steps involved in using this strategy or method?

- Write problems, formulas, sentences to be translated, or ideas to brainstorm on pieces of large chart paper and post around the room. Students move in small groups from chart to chart. OR

- Give each piece of chart paper to a group of three or four. Students work at their tables and the charts move from table to table. (Like as...Ready ...Rotate)

In either case,

- Each group works on a different question; topic, issue, or statement related to the concept being studied and writes responses or “graffiti” which can be short words, phrases, or graphics on their chart paper.
• After the allocated time period, have the students or the charts move.

• Repeat the process until all groups have reacted to all charts.

• Post the charts and have students react to the statements or topics, identify patterns, and/or make predictions based on what is written/drawn on the charts.

5. When would this method or strategy be useful in your setting?

In my school setting this method or strategy can be useful any time during a lesson or unit to find out what my students already know and can do; in the middle to check on their learning and also at the end of the study as a great review for an exam or even for predicting what might be on the exam.

6. What would you like other teachers in your school to know about this method or strategy?

Whenever I will use this strategy I will display my students work around so that my colleagues could observe them and show their interest to learn about the strategy. If teachers in my context show their interest; I will willingly facilitate them to implement the idea. I will also invite my colleagues to observe my lessons. This is how we will learn from each other.
STRATEGY SHEET # 2

1. Name of method or strategy:

   Jeopardy Activity

2. When is this method or strategy useful?

   This method/strategy can be useful while doing the followings:
   
   - reviewing the chapter
   - use as a quiz competition
   - give as students project

3. Why or how is this method or strategy useful?

   This method/strategy is useful because the activity creates conducive learning environment. Teacher could easily pretend that it is a “game show” and students will enjoy and learn from each other. It is a student-centered learning strategy.

4. What are the steps involved in using this strategy or method?

   First of all teacher will select the topics that the teacher wants the students to learn. Then teacher will categorize the questions accordingly (See the attachment)

   **Step - 1:** Teacher will organize the team. Teacher will make teams i.e. 4/5 students in a team. (Each team will give their team’s name according to their choice and each team will select a leader)

   **Step - 2:** Teacher will clearly explain the instruction how to play the game. Teacher will choose one student who will keep the scores. Teacher will choose
another student who will read out the questions to the students. (Students love to do these types of work)

**Step - 3:** Start the game. For example Team #1 will get chance to give the answers, if they failed then the other team will get the chance. By rotation all the teams will get the chance to participate.

**Step - 4:** Teacher will announce the winner team of the day and give the ‘reward’ (it could be extra marks or small gifts, etc)

5. **When would this method or strategy be useful in your setting?**

I think at the end of the unit or chapter this method or strategy will be very useful in my setting. I could also allow my students to prepare questions by providing the software of this activity so that they can prepare their own questions and ask their own designed questions. This might also reduce my workload and at the same time I will allow my students to become more responsible in their learning. As a result this strategy could turn into a fun learning activity.

6. **What would you like other teachers in your school to know about this method or strategy?**

I am planning to prepare a lesson by using this strategy according to my teaching topic and while implementing the plan; I will invite my colleagues to observe my class. I believe they will like the idea and will show their interest to implement the idea in their regular practices.

**Note:** I learnt this strategy from my mentor. I really liked this strategy because I observed and realized that students enjoy their learning through this activity. Moreover, it is a student-centered learning activity that provides conducive learning environment.
1. **Name of method or strategy:**

WEBQUESTS

2. **When is this method or strategy useful?**

A ‘webquest’ is an inquiry activity where students use internet as a research resource. Teachers develop the activity and direct students towards appropriate websites that will enable them to complete the project.

3. **Why or how is this method or strategy useful?**

This method or strategy is useful because

- **Student-centered learning**
- **Engages students in hands-on learning**
- **Utilizes students critical thinking skills**
- **Allows students to use their creativity in presenting their results**
- **Flexible - students can work independently or in groups**
- **Step-by-step process breaks down the task for students**

4. **What are the steps involved in using this strategy or method?**

Typically, a webquest is divided into the following categories:
• **Introduction** - teacher will give students background information on the topic of the webquest

• **Task** - a question is posed for students to answer/research or a problem is identified for students to solve using internet resources

• **Process** - Teacher will break the task down into steps for students to follow, including directions for the format of the final product.

• **Resources** - teacher will identify a list of internet sites students need to use in order to complete the task.

• **Conclusion** - Teacher will give students final directions to students to develop a conclusion/reflection on what they learned through the webquest.

• **Evaluation** - Teacher will explain how students will be assessed on their work on the webquest.

5. **When would this method or strategy be useful in your setting?**

   Once in a term, at the beginning of any chapter or in the middle of the chapter or at the end of the unit I will prepare a lesson based on inquiry-based learning. During the planning period I will try to use this strategy to engage my students in hands-on learning. I believe students will be able to learn by researching.

6. **What would you like other teachers in your school to know about this method or strategy?**

   Though I know this strategy is very “time-consuming” for teachers to develop and students to complete the assigned task; I will try my best to implement the strategy and display students work around the classes so that other teachers will observe and acknowledge students work and show their interest to implement this strategy.
STRATEGY SHEET # 4

1. Name of method or strategy:

“Think - Pair - Share”

2. When is this method or strategy useful?

This method or strategy can be used any time during a lesson or unit.

3. Why or how is this method or strategy useful?

Benefits to Students:

- Provides the processing time
- Builds in wait time
- Provides rehearsal
- Enhances depth and breadth of thinking
- Increases level of participation

Benefits to the Teacher:

- Provides opportunities to check for understanding
- Provides time for teacher to make instructional decisions
• Provides time for teacher to locate support materials and plan the next question

• Allow the teacher to intervene with one or two students without audience

4. What are the steps involved in using this strategy or method?

Process:

• Ask a question

• Ask students to think quickly about possible answers to the question; this is usually only thirty seconds to one minute, unless the question is quite complex. (THINK)

• Have students pair with a neighbor or a learning friend to discuss their thinking. The discussion usually lasts two to three minutes. (PAIR)

• Ask students to share their responses with the whole group or with a table group. Not all students have to share their answers with the large group. (SHARE)

(Some teachers use hand signals, pointers, bells, etc. to mark transition points during the cycle. When appropriate, students can write notes, web or diagram their responses during the “Think” or “Pair” time. Students can either explain their own thinking, that of their partners or the consensus they reached. Think-Pair-Share can be used 2 - 5 times during an instructional period.)

5. When would this method or strategy be useful in your setting?
This method or strategy can be used at any time in my setting and this has already become a regular part of my teaching practice.

6. What would you like other teachers in your school to know about this method or strategy?

In my context, my colleagues are familiar with this strategy. Some of the novice teachers might have some confusion about the process of using this strategy. Through professional development programs I will implement this strategy in a way so that teachers will be able to understand the effectiveness of this strategy and try out in their regular practices.

STRATEGY SHEET # 5

1. Name of method or strategy:

SKIM, SCAN, and PREDICT

2. When is this method or strategy useful?

This strategy is useful with a textbook reading to build up students’ literacy skill.

3. Why or how is this method or strategy useful?

Before starting any unit or chapter, this strategy will help the students to get an overall idea about the teaching topics in advance and also will help the students to improve their literacy in Social studies or English.

4. What are the steps involved in using this strategy or method?

Have students examine the following in a textbook chapter or section of a chapter:

- Title of chapter
Then have students read the first and last paragraphs of the chapter or section of the chapter. Students should then fill out the “Skim & Scan” chart. After students are finished, engage the class in a discussion asking them to predict what they will learn or what is most important about the topic.

<table>
<thead>
<tr>
<th>First Impressions</th>
<th>Fast Facts</th>
<th>Final Thoughts</th>
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5. When would this method or strategy be useful in your setting?

To begin a lesson I could use this method or strategy. Especially in Social Studies (Geography, History, etc) textbooks there are lots of pictures, graphs, and
diagrams are given. Students could easily go through the information and fill in the table accordingly. This will facilitate me to make connections to the teaching topics and also help me to build up students' literacy in Social Studies.

6. What would you like other teachers in your school to know about this method or strategy?

This method or strategy can go with all the subjects. I will like to implement this idea in my regular practices and will also introduce this strategy in workshops or teachers professional development programs. I believe if once teachers will be introduced with the strategy they would love to put it into their regular practices.

LESSON PLANS

I attached the lesson plans which I designed with the help of my mentor teacher and also by incorporating the ideas that I learnt during
this excellent program. I also included my unit plan that I developed for my social studies seminars by using IT technology.

LESSON PLAN # 1

Intern: Tasleema Begum   Grade Level: 12
Title: U.S. Territorial Growth: Land Acquisition by Year   Date: October 23, 2007

I. **Objectives:** By the end of the lesson students will be able to

- Search relevant information about U.S. territorial growth
- Demonstrate the land boundaries on the board and describe the territorial growth (land acquisition) by year (1800 – 1830) through presentation
- Work in group and share their ideas by using the time effectively.

II. **Materials for Learning Activities:**

- OHP (Over Head Projector)
- Map of U.S.A.
- Internet access
- Color pencil, White board, etc.

III. **Procedures for Learning Activities:**
Ice-breaker activity: Starting with the students teacher will ask the students to consider the different parts or regions of America.

- If students could live in any part of the country, where would they live? Why? (Randomly teacher will take students responses)
- Teacher will state the objectives of the day and explain the task/instruction thoroughly to the students:

IV. INSTRUCTION:

- Pre-lesson activity: in preparation for this activity, students will receive (in pairs) one topic as homework, which they will research independently and return to class in the form of typed notes (200 words)
- Today we are going to work on History from Visuals:
- You have to study the maps and explain how U.S. territories expanded during the period of 1800 – 1830.
- Students will work in groups of 2. Here are the groups broken down by topic:

  Group # 1: Lewis & Clark Expedition; Path of Mormon migration/Deseret
  Group # 2: All States and Major Towns/Cities by 1830 (East of the Miss. R)
  Group # 3: Trail of Tears (Indian Removal to Oklahoma Territory – 5 civilized tribes)
  Group # 4: Adams-Onis (Transcontinental) Treaty 1819
  Group # 5: Boundary Treaty 1818 (Great Britain/US)
  Group # 6: Louisiana Purchase
Group # 7: Missouri Compromise Line 1820-21 (36-30)

Group # 8: Spanish Territory lost in Mexican secession (Mexico by 1830)

Group # 9: Oregon Territory (disputed between US, Russia, GB)

Group # 10: North West Territory, Ohio River, Missouri River, Mississippi River, Rio Grande River

Group # 11: Claims settled by Pinckney’s Treaty; West Texas territory

(Settled by Americans in 1820s)

Group # 12: Expansion of cotton production – trans-Mississippi South;

Location of Manufacturing

Group # 13: All slave/free states by 1821 (color code these)

➢ Search the information regarding your topic and write down: what generalizations can you make about the physical size of the state? What caused this area to expand and how?

➢ Prepare yourself for presentation and present the work in front of the classroom.

V. DEVELOPMENTAL ACTIVITY:

Step # 1

➢ Students will collaborate with group members

➢ Distribute the roles and responsibilities among the group members (time keeper, presenter, writer and idea generator)

➢ Groups will use markers, labels, twine, etc. to illustrate “topic themes”

Step # 2

➢ In turn groups will add (e.g. draw, color, label) their topic on the large wall map of USA (using OPT and white paper to generate/project map)
Step # 3

- Groups present the key issues and facts associated with their themes: why and how the expansion occurred; the impact of various government policies leading to territorial expansion; the consequences of expansion

Step # 4

- Students complete individual Map templates copying information from large overhead (US) map

Step # 5

- Written Assessment (see below)

VI. ASSESSMENT

- Teacher will provide the Index card to the students written the following question:

  “Was U.S. territorial expansion in the early 19th century the result of “destiny” (i.e. was expansion inevitable) or was it the result of deliberate actions by groups and individuals, in pursuit of economic, cultural or political goals?

- Students will write their responses
- Teacher will assess responses and provide constructive feedback
- Alternative Assessment: Follow up can include student discussion in the form of Socratic Seminar using written responses as prompts

VII. REFLECTION:

The session went well! At first period there were some classroom management problem and students became a bit noisy. After the class, my mentor and I sat and reflected how we can overcome the difficulty that occurred in the first session. We came up with some plan and implemented the plan slightly differently and that worked excellent! Students liked the activity and worked effectively. I really enjoyed and I think this is our success to integrate Geography into History! Great learning experience for me!
Overview: During the past hundred years, due to new technologies the world has changed in many ways. Some changes have improved the quality of life and health for the human being. Others have affected people’s health care adversely causing different kinds of pollution that have harmed the environment.

Purpose: As the future of our country, children need to be able to identify the types of pollution, the sources of pollution, and how they can protect the environment from future pollutant.

Objectives: By the end of the lesson students will be able to:

- Identify and discuss different kinds of pollution
- Identify and discuss the sources of pollution
- Discuss and explain why it is important to keep the environment free of pollution.
**Resources/Materials:** lesson vocabulary cards, photographs of water, air, and land pollution, chart paper, "Let's Stop Pollution" poster, poster board, crayons, markers, variety of sizes of cardboard boxes, poster or tempera paint, Kleenex, soap, water, variety of pollution bumper stickers.

Teacher will divide the class into heterogeneous groups of no more than four students. Teacher will make sure that each group has one student with strong reading ability, one with artistic ability, and a leader. Each group will should also have an assigned work area in the classroom where they can conduct their works. Teacher will make sure that each group should have a set of the materials listed in the Resources section.

**Activities and Procedures:**

Linguistic/Spatial intelligences (*How can I use the key terms on pollution, How can I use visual aids/visualization/color/art or metaphor?*)

1. The Teacher will begin the activities by displaying and reviewing the lesson vocabulary. (Pollution, surroundings, litter, environment)

2. The teacher will discuss the displayed pictures of water, air, and land pollution. Students will identify what is wrong in each of the pictures displayed. Teacher will write students responses underneath each of the pictures. Teacher will remind the students that pollution is anything that harms our surroundings and that people cannot survive without clean air, water, and land. Stress that pollution is a responsibility and concern of all people in every community.

3. Ask students to "Brainstorm" to complete a list of ways that they can help to stop pollution. Examples: not put garbage into the lakes and streams, walk or ride bikes whenever possible, pick up litter). List the students’ responses on a poster titled "Let's Stop Pollution".

Teacher will stress that because so many important things in the surroundings are shared by people in other communities, everyone must work to stop pollution of the air, water, and land.

**Students will then have a variety of activities to teach them about the causes and effects of pollution.**

1. Teacher will provide students with a half sheet of posterboard and crayons. Teacher will instruct the students to make a poster to inform others about pollution. Display the posters around the school. (Spatial intelligence)

2. Teacher will provide students with boxes and paint. Teacher will instruct the students to make "litter boxes" with labels and decorations that state why it is important not to litter. Place the boxes in areas around the school or home. (Bodily-Kinesthetic /Spatial intelligences)
3. Teacher will instruct the students wash the outside of a window that is easy to reach. A few days later, teacher will ask the students to wipe the same window with a clean tissue. Teacher will make groups and instruct the students to discuss possible reasons the window became dirty. (Air pollution) (*Linguistic/Bodily-kinesthetic/Interpersonal intelligences*)

4. Provide students with materials to make replicas of bumper stickers illustrating warnings and laws concerning pollution. Suggestions: NO LITTERING, NO TRUCKS, NO DUMPING, NO BURNING. (*Naturalist intelligence*)

OR. Teacher will take the students for Fieldtrips to local companies or industries that deal with pollution prevention. After field visit students will write 2 pages report on how to prevent pollution. (*Naturalist/Intrapersonal intelligences*)

5. In group students will be instructed to make jingle to raise the awareness regarding the causes and effects of pollution. Teacher will provide key terms on pollution i.e. pollution, surrounding, litter, environment, etc). Students will present their jingle in front of the class. (*Musical Intelligence*)

6. In group students will be instructed to analyze the impact of “World Carbon Dioxide Emissions by Country, 1990 – 2025 (Chart)” of different countries on environment using number. (*Logical-mathematical intelligence*)

**IV. Assessment:**

- **Student Assessment/Reflections**

- Informally Teacher will assess students’ comprehension during class discussions. Teacher will monitor how well students comprehend by sharing their ideas and what they are learning about pollution based on their responses.

- Assess how well students are able to follow instructions and work cooperatively during the group work with a check list.

- Collect and assess the Cause and Effect Graphic Organizer (See the Attachment). Teacher will check the Cause and Effect Graphic Organizer for how well students were able to make connections between the cause and various effects of water pollution on water systems. Extra points should be given for any responses that were not discussed in class.
v. **Reflection:** After the class teacher will write the reflection. (I am planning to implement the multiple intelligences strategy in my classroom. Hope my students will enjoy the activities).

---

**LESSON PLAN # 3**

Intern: **Tasleema Begum**

Grade Level: **IX**

Title: **“Save the Earth”**

Subject: **English**

**Skills:** Reading with comprehension, recitation

**RATIONALE:**

I planned this lesson on environmental education for class nine. In this lesson, the strategy, which I used for teaching the lesson, was to infuse environmental education concepts into English using a poem titled “SAVE THE EARTH” which I collected from one of my colleague. The reasons for selecting this poem was in this poem a quiet number of environmental issues and concepts are included, which I thought would be easily taught and understood by the students. Moreover, I believe the use of poem is a useful technique for developing environmental awareness among the students. Beside this, when students will recite the poem several times, they will grasp the main idea or the message very quickly and always remember it.

**Objective:** By the end of the lesson the students will be able to:

- Understand the importance of saving the environment
• Understand their responsibilities towards environment
• Express their opinions through speaking
• Develop reading skills
• Develop social skills such as sharing ideas by using of soft voices and listening to each other.

Teacher’s Resources:
• Charts depicting two kinds of environment
• A poem on Earth
• Whiteboard, marker, etc.

Students’ Resources:
• Hand-outs
• Task sheets
• A poem “Save the Earth”

LESSON DEVELOPMENT

Activity # 1
• Warm – up activity: The teacher will display two charts, depicting two different kinds of environment: clear one and polluted one. Teacher will then discuss the different features of these two environment and as questions like:
  ✓ What differences can you see in these two pictures?
  ✓ What is the reason for this difference?
  ✓ In which of these two worlds would you like to live? Why?
• The teacher will announce the topic and write it on the black board.
• The class will be divided into five groups of five students in each group.
• The teacher will distribute the text and task sheet based on poem “Save the Earth”

Activity # 2
• Teacher will ask one student (as volunteer) to recite the poem and request others to listen attentively. After the recitation, teacher will ask the meaning of key terms that students
might find difficult to understand. Through classroom discussion teacher will explain the meaning of difficult words.

- Teacher will then distribute the task sheets with questions like:
  - What according to the poet is our duty?
  - How can we save the water from being wasted?
  - Why doesn’t the poet want the animals to be killed?
- Students will discuss with the group members and write down their findings.

Activity # 3

- Teacher will instruct the students to present their opinion “How we could save our Earth?”
- Through group work teacher will activate the students.
- Students will present their responses in variety of ways i.e. role play, graphic organizer, making poster, etc.

Feedback:

- Teacher will appreciate students’ presentation and give them constructive feedback.

Home work:

- Write an essay (300 words) why we need to save the Earth?

SAVE THE EARTH

Oh yes it’s the environment,
We are taking it towards retirement,
Just for the sake of fun,
We kill the animals with gun.
We live under the sun,
And on its land we run.
To look after its beauty,
It is our duty.
To leave this natal sod transferable,
We are to God answerable.

Since its evolution,
It has been undergoing revolution.
We must think of some solution,
For the resulting pollution.
May God grant us the sense?
To make the forest dense.
It’s the gift we have gained.
It needs to be sustained.
For one day we will die.
Under the earth we shall lie.
We must, therefore, leave some
For the others who will come.
How will they know?
That it was white as snow.
Make the springs and streams pure
For the livings to endure.
Let us not destroy the beauty around us,
As it is, surely, not just for us.
It’s time to wake up folks,
Let not your cars smoke.
Let not the water waste,
In hurry or in haste.
As a result of deliberation,
I have come to the conclusion,
That we have to bring about a revolution,
To do away with the pollution,
Answer the following questions:

1. What do you think is the main idea of the poem?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

2. How do forests affect the environment?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

3. How can we save water from being wasted?
4. Why doesn’t the poet want the animals to be killed?

5. How will you feel in a clean and healthy environment?

6. How will you feel in a dirty and unhealthy environment?

7. What can you do to make the forest dense?

8. What does the poetess want to say when she uses the words “we have to bring about a revolution?”

OBSERVATION CHICKLIST to monitor group work

<table>
<thead>
<tr>
<th>#</th>
<th>What is happening in the class</th>
<th>Groups</th>
</tr>
</thead>
</table>

1. Have the students understood the task?

2. Are all the children attentive and participating?

3. Are the children motivated?

4. Have the students understood what is environment?

5. Are the children giving logical responses?

LESSON PLAN # 4

Intern: Tasleema Begum  
Grade Level: VIII

Title: Uses and Sources of Water  
Subject: Geography

OBJECTIVES: By the end of the lesson students will be able to:

- Identify and discuss at least four sources of water.
- Discuss and analyze some of the ways in which people use water for a variety of purposes giving examples from their daily lives.
- Identify some tips to reduce the wastage of water at school and home level.
- Analyze the given text on “Water pollution and its effects”, generate some ways people can reduce/minimize water pollution.
➢ Practice the following social skills: Taking turn, listening actively and using soft voices.

TEACHING MATERIALS/RESOURCES: Whiteboard, marker, Reading materials, Guided questions for reflection, Rating Scale for assessment.

APPROACH AND STRATEGY

Procedure: Initial activities (Whole class discussion)

- Instructions will be given pertaining to the social skills (taking turn, listening attentively and using soft voices) by writing them on the board.
- The students would be motivated towards the topic by asking some questions such as:
  1. What do we need to survive? (Food, air, water)
  2. How do we get water?
    - The teacher will announce the topic in the class and write on the board.
    - Ideas will be taken from the students by posing the following questions: (Think-Pair-Share Strategy, Brainstorming, discussion)
      - What is water?
      - What are the sources of water?
      - How do we use water in daily lives?
      - Why do we need to conserve water?

Developmental activities:

- Children would be grouped into 5’s (Random grouping by numbering)
- Roles (time keeper, reader, writer, social skill manager and presenter) will be assigned to the group members.
- Instructions will be provided for the group task.
- An activity sheet having a text on “Water pollution and its effects” and instructions will be distributed in groups and the students will be engaged in group discussion. (Oral & written instructions)
• The teacher will facilitate the students during the group work. (Group work/Group discussion)

• By the completion of the task the students will be asked to share their ideas with the whole class. (Presentation)

• The teacher will summarize their ideas on the board and will give her/his input (if necessary) (Explanation)

Closing activity

• Students will be asked to write reflection on the lesson based on the given questions (see Appendix for guiding questions for writing reflection)

Assessment

• The students will be assessed on their: a) input during group discussion and presentation using a rating scale. (On-going assessment) (Rating Scale for assessment see the Appendix)

APPENDIX 1A

Extra Reading: Drinking Water
WHERE DOES MY DRINKING WATER COME FROM?

The water you get from your faucet can come from two places – from the water in lakes or rivers (surface water), or from water that comes from wells (groundwater). Many people in this area who live in large cities or towns get their water for drinking from lakes, rivers and from groundwater.

Why is drinking water important?

All plants and animals, including people, have to drink water. If they don’t drink enough food, clean water, they will get sick, or can even die. But our water isn’t always clean enough. Sometimes it has germs and chemicals in it. So, we have to clean the water up before we drink it so that it doesn’t make us sick.
WATER POLLUTION AND ITS EFFECTS

Water is one of the most important compounds found on earth. It covers 71% of the earth’s surface and is the medium for different ecological systems. The main sources of water are rivers, streams, wells, boreholes, lakes springs, ponds, and rain water. Water is absolutely essential to the maintenance of all forms of life. It would be difficult to imagine how life would be like without water? Can you think of the various ways in which people use water for a variety of purposes?

Now discuss on the following table:

- What does it show?
- Does it show that potable water is very scarce?
- Should we conserve water?
- How can we minimize the use of water at home and conserve it? (List ways)

### Distribution of Water on Earth

<table>
<thead>
<tr>
<th>1.</th>
<th>Oceans</th>
<th>97.21%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Icecaps</td>
<td>02.0%</td>
</tr>
<tr>
<td>3.</td>
<td>Ground Water</td>
<td>00.62%</td>
</tr>
<tr>
<td>4.</td>
<td>Fresh water and Lakes</td>
<td>00.009%</td>
</tr>
<tr>
<td>5.</td>
<td>Inland Sea and Salk Lakes</td>
<td>00.008%</td>
</tr>
<tr>
<td>6.</td>
<td>Atmosphere</td>
<td>00.0001%</td>
</tr>
<tr>
<td>7.</td>
<td>River</td>
<td>00.0001%</td>
</tr>
<tr>
<td>8.</td>
<td>Total</td>
<td>99.8384%</td>
</tr>
</tbody>
</table>

Now discuss the following tips. How much you can use these tips at your school and at your homes?
You can try these tips to reduce wasted water:

Tips:

- Take a shorter shower
- Turn off the tap when you brush your teeth
- Put water in basin, instead of running water when shaving
- Try to have a full load for the washing machine
- Use the half flush on the toilet where available, and appropriate
- Fix leaking taps
- Install a water efficient shower rose
- Give your garden and lawn a good soak: Once a week in summer, Once a fortnightly in spring and autumn, Once a month in winter.
- Remove weeds from the garden
- Use a bucket of water instead of a running hose of wash the car
- If using the sprinkler, use a timer. This way you won’t forget to turn it off.

WATER POLLUTION

Water is a universal solvent; it has the capability to dissolve a wide variety of substances. Water is considered as polluted when it is contaminated with substances, which are harmful and injurious for human beings and other living things. Discuss on some the major sources of water pollution such as a) microorganisms b) agricultural water pollution c) industrial water pollution d) soil erosion e) oil spills f) sewerages from residential areas.

EFFECT OF WATER POLLUTION

The effects of water pollutions are varied:

- Dirty water causes diseases such as typhoid, cholera, hepatitis, leprosy, and yellow fever.
- Seafood becomes poisonous due to the bio-accumulation of toxins from the environment over its life span.
- River and lake ecosystems become unbalanced and can no longer support full biological diversity.
- Water reacts with harmful gases and becomes acidic giving rise to acid rain. Acid rain is equally harmful for living and nonliving things as it burns and destroys the material it comes in contact with.
# APPENDIX IC

**Rating Scale for Social Interaction**

Student’s Name: __________________  Date: _______________

<table>
<thead>
<tr>
<th>Always</th>
<th>Often</th>
<th>Seldom</th>
<th>Never</th>
<th>Can’t Judge</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#</th>
<th>Activities</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Identifying sources of water during brainstorming</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Sharing ideas about uses of water for a variety of purposes</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Listing tips of minimize the use of water/save water</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Identifying ways to reduce water pollution and conserve water</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Asking questions for clarification</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Demonstrating social skills during group work and whole class discussion</td>
<td></td>
</tr>
</tbody>
</table>

**LESSON PLAN # 5**

Duration: 45 minutes

**Topic:** Bangladesh in my eyes…
Presented by: Tasleema Begum

5 minutes: Settle down and introduction part!

10 minutes: I will introduce myself briefly and explain a short activity.

Activity:

- Teacher will show few slides and instruct the students to watch the slides
- Teacher will ask the students to compose their reaction to the images within 5 minutes.

(We will keep A4 papers in front of the students’ desk so that they could quickly write on the paper).

10 minutes:

- Randomly Students will share their responses & teacher will write down the responses on the board to get a general idea about my country Bangladesh.

10 minutes:

- **Slide Show** (I will do the power point presentation.

10 minutes:

**Group activity**

- Teacher will explain the instruction
- Students will group in four and name them 1,2,3,4
- Teacher will request one student as volunteer who will read out the questions and another student who will keep the score.
- Volunteer student will read out the question and name any number to has to give the reply. i.e. #2. In groups all number 2 will be allowed to give the answer, but the one who will raise the hand first will get the chance!
There will be total 10 questions and at the end teacher will announce the winner group of the day.

REFLECTION:

It was great experience for me! Thanks to my mentor who gave me this opportunity to present about my country. At the beginning I was worrying a lot that students might not listen to my presentation and might not show any interest regarding my country. But I was wrong! I was surprised to see how nice the US students were! They paid full attention and showed full honored to my country. It was evident when students participated actively with the “Number Head Activity” (which I have learnt from Dr. Steely’s session) and answered all the questions with full enthusiasm. I would never forget these moments. My significant learning from this session is, plan myself as a teacher before hand and prepare interesting activities to teach the students-students will obviously enjoy and show their eagerness to learn.
ASSESSMENT: QUESTION & ANSWER SESSION

QUESTIONS

1. What is the name of my (visitor’s) country?
   • Bangladesh

2. Where does Bangladesh located?
   • South-east Asia

3. Name the capital city of Bangladesh.
   • Dhaka

4. What is the total estimated population of Bangladesh?
   • 1.4 billion

5. Name the first language of Bangladesh?
   • Bengali

6. Name two significant historical events of Bangladesh.
   • Sacrificed lives for the sake of language in 1952 & Liberation war 1971.
7. What is the main occupation of the people of Bangladesh?
   • Agriculture.

8. Name at least two religious festivals of Bangladesh
   • Eid, Pooja, Christmas and Budha purnima.

9. Name two beautiful places to visit.
   • Cox’s bazaar & Sundarban.

10. How Bangladesh is contributing to US peace keeping mission?
    • Bangladesh sends the largest number of UN peace keepers to UN Peace keeping Mission.

**BEST WISHES TO ALL OF YOU!!**
**THANK YOU!!!**
Before coming to USA I had basic knowledge on computer but I didn’t know how to make “power point presentation”. I am happy that now I am able to prepare power point presentation by myself. My success is I have learnt and managed to prepare the power point presentation & presented in front of the students and planning to present in the conference.

Special Thanks to: MOHAN MANTHENA

• MAHEK CHOWDHURI

• AMIR EDILALI & VENKATA K. AMIRNENI
UNIT PLAN

Topic: Migration  Subject: Geography

Grade level: IX

Identity, Migration and Community:

This unit will encourage students to reflect upon the changes occurring within their own community, including migration and immigration to the area. Along with newcomers and change come conflicts and questions concerning economics, identity and politics. Students can gain a global perspective by comparing similar experiences in other communities.

Who are we? Why did we come here?

Students will explore the themes of identity and migration. They will interview each other and family members to find out why people move, how moving affects them, what difficulties people may have when moving into a new community, and conversely, how the influx of newcomers has affected long standing communities.

Using reading materials and interviews, students can compare the experiences of people throughout some parts of the world, who migrate for various reasons — economic, political, voluntary or forced. Through literature, art and poetry they can compare their own self-concepts based on the topic. Students could write essays, poems, plays and short non-fiction pieces on these themes, and use e-mail to share perspectives with students in Mexico and Latin America. Students will answer the questions, "Who am I?" "How/Why did I come here," and "How has moving affected me?"

Objectives:

a. Identify reasons for moving
b. Share/ Compare feelings about moving
c. Share/ Compare feelings about newcomers
d. Create a community in the classroom.
<table>
<thead>
<tr>
<th>Day # 1</th>
<th>Topics/Activities</th>
<th>Home work</th>
</tr>
</thead>
</table>
| First teacher will explain the purpose of an introduction, as when you introduce a friend to your parents. You cannot introduce a person or a subject properly if you know nothing about it. Explain that the migration, identity and community will be the focus of these interviews. Ask for a show of hands of students who have moved in the past five years. Ask for a show of hands of students whose parents were born here. Pair newcomers with old-timers, explaining that partners will interview each other. Before beginning the interviews, take students through basic interviewing techniques, note taking, developing questions beforehand, making sure that they are not 'yes' or 'no' questions. Model nonverbal responses such as head nodding, leaning forward, and eye contact to keep the person at ease and forthcoming with anecdotal information. Give students time to prepare a minimum of 10 good interview questions. Then allow students 20 minutes to interview their partner. At the end of the 20 minutes, ask students how successful their questions and techniques were. Switch roles. | ASSESSMENT:  
- Interview Questions (Teacher will ask for the peer checking) |

<table>
<thead>
<tr>
<th>Day - 2</th>
<th>Topics/Activities</th>
<th>Home work</th>
</tr>
</thead>
<tbody>
<tr>
<td>The next day, review the writing process of brainstorming, rough draft and revision. Using their interview notes, students write a paragraph with a thesis statement about their interview subject. When the drafts are complete, students exchange the paragraphs with their partners who will provide written feedback for improvement. Students can then revise and edit.</td>
<td>ASSESSMENT:  Students will edit their draft writing piece and write the final one.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Day # 3</th>
<th>Topics/Activities</th>
<th>Home work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student will bring a camera to class and have partners photograph each other. When the introductions are complete, divide class into groups of six. Have each group elect a recorder and a reporter. Have groups list all the different reasons for moving that they heard, and to discuss the effects of moving into a new community and the effects of</td>
<td></td>
<td></td>
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</tbody>
</table>

| Home work:  
Students will complete their editing at home and write the final draft. |
newcomers on an established community. Reporters will then share results with class while recorders add their findings to a chart on a piece of paper. When all groups have reported, ask students to group reasons under categories such as: economic, political, personal. Ask students if they know of anyone else who has had to move for any of those reasons. Ask them what reasons Bangladesh might have for moving to the United States.

**ASSESSMENT: Group activity – categorizing the reasons for migration.**

Post the introductory paragraphs and photographs on the bulletin board.

<table>
<thead>
<tr>
<th>Day # 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher will keep the chart with reasons for moving and effects in a visible spot. Hang a blank world map on the wall and record the trail of migration/immigration for each student.</td>
</tr>
</tbody>
</table>

Turn wise in groups students will show their records on the World map hanging on the wall. This will help the students to visualize the reasons for migration from different parts of the world.

**ASSESSMENT: Group presentation - Checklist to assess the presentation**

<table>
<thead>
<tr>
<th>Day # 5</th>
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</thead>
<tbody>
<tr>
<td>Follow-up with another interview done with a teacher in the school or older family member, asking whether the family has ever moved, what they miss about where they came from, how they hope to fit into the community, or whether they plan to move again and why. Or in the case of a family member who has lived there for several generations, how the community has changed, what they miss about how things used to be, what they think of the newcomers, why do they think people are coming here and whether they plan to move themselves. Students will find that most people have migrated for economic, personal or quality of life reasons, or some even for political reasons.</td>
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</tbody>
</table>

**ASSESSMENT: Rubric for essay.**

<table>
<thead>
<tr>
<th>Home work:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students could take interview of their family member and write an essay based on their findings.</td>
</tr>
</tbody>
</table>
LESSON PLAN by using IT technology

The Aga khan School, Dhaka

Subject: Geography
Class: IX
Topic: Migration

TECHNOLOGY ASSIGNMENT: Web Inquiry Project (WIPs)

Theme: Refugees
Activity: Research work
Approximate duration: 10 days

Objectives:
Students will be able to:

- Form an inquiry question to investigate through group discussion
- Search internet to get information about Palestinian refugees, Kosovo refugees & Darfur refugees.
- Discuss, eliminate unnecessary information, edit and write up the relevant information in own words.
- Present the findings in Chart paper.
- Present their findings orally to the audience in the class.

Procedure:

- Group work (3 members in each group)
- Searching information in different sources
- Eliminate unnecessary information
- Discussing, editing and writing in own words
- Present in chart paper
- Oral presentation

Conclusion:

- Submission of the chart paper with written information.
Resource materials:

- Library books
- Internet access

Relevant websites:

- http://www.respectrefugees.org/
- http://www.refugees.org/
- http://www.refugeesinternational.org/content/search/?datatype=21&search_query=camp

Assessment tools:

- Monitoring checking to observe students day to day work.
- Marking criteria to assess written work in chart paper
- Rubric to assess oral presentation
- Class test
- Formative assessment form

1. Monitoring Checklist for group work:

<table>
<thead>
<tr>
<th>Student’s Name</th>
<th>Active participation: initiating discussion with fellow students &amp; Actively involve</th>
<th>Cooperating with other group members</th>
<th>Using soft voice in group discussion</th>
<th>Completing the work within time</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
Marking criteria for written work in chart paper:

- Overall presentation (Decoration + Pictures + Map + Reference writing) = 5 marks
- Logical and sequential presentation of information (Introduction + body part + conclusion) = 15 marks
- Individual effort (following social skills, cooperating group members, positive effort) = 5 marks

2. Rubric for oral presentation:

5 = Demonstrate a clear and comprehensive understanding of the information, logical and sequential presentation, very correct answers to questions asked by the teacher, equal participation in group presentation.

4 = Demonstrate a clear and comprehensive understanding of the information, not very logical and sequential presentation, correct answers to the questions asked by the teacher, equal participation in group presentation.

3 = Demonstrate a superficial understanding of the information, not very logical and sequential presentation, partially correct answers to the questions asked by the teacher, unequal participation in group presentation.

2 = Demonstrate limited understanding of the information, no logical and sequential presentation, incorrect answers to the questions asked by the teacher, unequal participation in group presentation.

1 = Demonstrate inaccurate understanding of the information, no logical and sequential presentation, no proper answers to the questions asked by the teacher, unequal participation in group presentation.
CONFERENCE ABSTRACT & PRESENTATION
End of Program Conference Presentation Abstract

Name of TEA participants:

**Nazira Valieva**
Teacher of Economics, Grades 8, 9, 10, 11
Aga Khan Lycee
*Tajikistan*

**Tasleema Begum**
Professional Development Teacher &
Teaching Social Studies - grade 9
The Aga khan School, Dhaka
*Bangladesh*

**Title of the presentation: LEARN INSTRUCTIONAL MODEL**

Learn Instructional Model stands for:

**Link** : making connections to prior knowledge. A wide variety of written and oral approaches can be used to link prior knowledge.

**Engage** : teacher presents a large group lesson, explain essential questions based upon objectives and student assessment information.

**Activate** : active learning, guided practice, group/individual work. Here the focus is placed on students’ application of knowledge and skills. Students work to know, understand, analyze and apply. Students will work individually, in pairs, teams, or small groups. Teacher will facilitate on the process and progress of student understanding and “doing”.

**Reflect** : processing and assessment. It means Teacher provides opportunities, orally or written, for each student to process what he or she has learned based on desired outcomes and lesson objectives.
Next Steps: where do we go next? Here teacher concludes the class/lesson by making connections to students’ prior and/or future learning.

Abstract:

a) Main points that will be addressed during the presentation are following:
   - Introduce LEARN instructional model
   - Demonstrate an activity from the lesson developed by using the LEARN model
   - Discuss the importance of student-centered learning linking it to detail understanding
   - Demonstrate how to differentiate assessment.

b) How the presentation relates to the U.S. experience to our home environment:
   - We will highlight the LEARN model in the context of BACKWARDS design both of which we have observed in our social studies seminar and want to utilize the strategy as part of our own lesson planning.

c) The Significance of this presentation to the larger TEA audience:
   - “LEARN MODEL” the strategy & model both are cross curricular and practical that can be used in teachers’ regular practices.
   - The strategy is adaptable in our contexts.

d) Overview of presentation:
   - One participant will explain the model and another person will demonstrate the model.
   - We will use power point to present.
   - 5 key aspects of the model are: Opening activity, Check for understanding & content development, Discussion/independent practice/small group work, closing activity. Model also provides effective formative assessment strategies i.e. Quick checks for understanding: inform instruction, build student confidence, direct learning, and emphasize key concepts.
   - Both of us will take active part in discussion with the audience.
e) Methods/strategies we will use in delivering our presentation:

- Introduce/Explain LEARN Model
- Demonstrate “LINK” feature
- Explain “LEARN” components of model
- Invite audience to suggest reflection piece
- Question-answer session.

THANKS!
Eurasia/South Asia Teaching Excellent and Achievement Program (TEA)

Title of the presentation:

**LEARN INSTRUCTIONAL MODEL**

Presented by:

Nazira Valieva  
Teaching Economics - Grades 8, 9, 10, 11  
Aga Khan Lycee  
_Tajikistan_

Tasleema Begum  
Professional Development Teacher &  
Teaching Geography - Grade 9  
The Aga khan School, Dhaka  
_Bangladesh_
**LEARN INSTRUCTIONAL MODEL**

**Link:** making connections to prior knowledge

**Engage:** teacher presents a large group lesson

**Activate:** active learning, guided practice, group/individual work

**Reflect:** processing and assessment

**Next Steps:** where do we go next? For shadowing
SAMPLE CLASS PERIOD

- Opening Activity
- Check for Understanding
- Content Development
- Discussion
- Independent Practice
- Small Group Work
- Closing
ASSESSMENT

Quick checks for understanding:

- Inform instruction
- Build student confidence
- Direct learning
- Emphasize key concepts
## Types of Instruction

<table>
<thead>
<tr>
<th>Teacher-Centered</th>
<th>Student-Centered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>Inquiry</td>
</tr>
<tr>
<td>Video</td>
<td>Manipulative</td>
</tr>
<tr>
<td>Few perspectives</td>
<td>Discussion</td>
</tr>
<tr>
<td>(Tends to have students participate passively)</td>
<td>Problem-solving</td>
</tr>
<tr>
<td></td>
<td>Experiential</td>
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<tr>
<td></td>
<td>Oral &amp; Visual presentations</td>
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<tr>
<td></td>
<td>Cooperative Learning</td>
</tr>
<tr>
<td></td>
<td>Multiple perspectives (Tends to have students participate actively)</td>
</tr>
</tbody>
</table>
COOPERATIVE LEARNING

- Develop room arrangement
- Select groups
- Discuss clear expectations for movement & procedures
- Create group attention signals
- Identify group leader
- Divide & conquer
- Monitor progress
BACKWARDS DESIGN

Stage 1 → Identifying Desired Results:

✓ Goals
✓ Student Understandings
✓ Essential Questions
✓ What will students know?
✓ What will students be able to do?
Backwards Design

Stage 2 → Determining Assessment Evidence:

- ✓ Performance Tasks
- ✓ Other Evidence
- ✓ Evaluation of tasks & evidence
BACKWARDS DESIGN

Stage 3 → Developing a Learning Plan:

✓ By following

LEARN INSTRUCTIONAL MODEL
Sample Lesson Plan based on LEARN model

**Topic:** Air Pollution

**Link:** making connections to prior knowledge

(5 – 10 minutes)

**Title:** Cause & effect of air pollution

Teacher could begin lesson by making connections to students’ prior knowledge and/or learning. Teacher could show the pictures and ask questions.
Engage: teacher presents a large group lesson

- Discuss students findings

(Each group reports out using photos)

- Jigsaw researching on types of pollution
- PowerPoint presentation
- Video watching with guided questions
Activate: active learning, guided practice, group/individual work

- Student complete and present a graphic organizer

Air Pollution
Definition/types of air pollution, etc

Causes of Air pollution

Effect of air pollutions
Reflect: processing and assessment

Essay writing

Essay writing - why pollution is a problem?

Writing a speech - what are the things I could include prevent pollution?

Create a story book

Design a brochure

Raise Awareness Assignment
Navigate/Next Steps: Where do we go next? Foreshadowing
What can I do to prevent the pollution?
What can our country do?
What can globally we do?

Thank you!
RESOURCES/TEACHING MATERIALS
FROM MENTOR TEACHER
United States and Virginia History

Unit: The Roaring 1920s and the Great Depression

Lesson: A Coffee Table Book

Objective:
To acquaint students with a variety of social, political, cultural, and economics themes relevant to the decade of the 1920s

Preparation:
- Materials: paper, pens, glue, photos from www
- Technology: Mobile Lab laptops
- Timeframe: 2 Periods of 90 minutes (one to research, one to assemble project)

Assessment:
Using a rubric student work will be graded on the following criterion: neatness, historical accuracy, content, grammar and punctuation, organization, creativity; a brief presentation from each group can supplement

Lesson Steps:
1. Issue Laptops (1 class period)
2. Students work in Groups of 1-2 (EACH group produces a complete project)
3. Groups assemble “books”
4. Groups present (as part of assessment)
NOTES 1920s

Post-war America 1920-26

Economic Nationalism and Unprecedented Growth

U.S GNP grows 43% (1920-29)

- mass society and culture fueled by prosperity, mass merchandising
- electricity, automobiles fuel growth
- “consumerism” - 1 dollar down (credit)
- Fordism (5$/day)

Tariff Policy supports business

- Fomey-McCumber Tariff (1920)
- Smoot-Hawley Tariff (1930)

Stock Market (Wall Street)

- valued at 87.$ billion by 1929
- fueled by speculation ("buying at margin")
- exacerbated by tax cuts
- **Black Thursday** (Oct 24th, 1929)
  
  "The Crash"

Weakness in U.S. Economy

- Farm sector collapses after war
- uneven distribution of wealth
- buying on credit
- speculation
- Global economic slowdown (high tariffs)

**Society, Culture in the Roaring 20’s**

**Warren Harding** (1920-23)  ("Party Harding")
- Albert Fall and Teapot Dome Scandal
- Washington Naval Arms Conf. (1922)!

**Calvin Coolidge** (1923-28)  ("Silent Cal")
- Kellog-Briand Pact (1928)
Herbert Hoover (a socially conscious Republican)

Culture Shift (enter the Modern Era)

- Harlem Renaissance
- Double-standard
- Prohibition (Volstead Act)
- Sacco-Vanzetti Trial
- Scopes (“Monkey”) Trial

U.S. and Virginia History

Brown

Quiz  The Roaring Twenties and the Great Depression

I. Multiple Choice 1920s

1. ___fear of communism during the 20s
2. ___ a literary and artistic movement in uptown African American communities in New York City
3. ___ smugglers who were known to carry liquor in their boots to evade U.S. authorities
4. ___ a legal fight over evolution and the role of science and religion in public schools
5. ___ a brilliant trumpet player whose musical style and genius would make him one of the most influential jazz musician of all time (“Satchmo”)
6. ___ a place where average Americans enjoyed alcoholic beverages out of sight from the law during prohibition
7. ____Nickname for the “20s” woman
8. ____ American pilot, first to cross Atlantic on non-stop solo flight
9. ____ U.S. President associated with the phrase “the business of government is business”
10. ____ economic theory that explains the (free market) economy has repetitive periods of growth and decline

a) Trial of Sacco and Vanzetti  b) flapper  c) Louis Armstrong  d) business cycle

e) Calvin Coolidge  ad) Babe Ruth

ab) Charles Lindbergh  ac) Langston Hughes

ae) installment plan  Neale Hurston

bc) bootleggers  bd) Scopes Trial  be) Zora

cd) “Red Scare”  speakeasy

cf) Bessie Smith  de) Marcus Garvey  ade)

abc) Harlem Renaissance  ace) Kellogg-Briand Pact  abcd) buying on margin

abcde) speculation

Of course we may need to change remedies if we don’t get results

II. Cartoon/multiple choice (use the cartoon above to answer questions 11-13 below)

11. What is the disease that the characters in the cartoon are trying to cure?

a) stock market speculation
b) the Great Depression

c) the New Deal

d) a hostile Supreme Court

12. Who does the doctor represent?
A) President Hoover
B) Congress
C) President Roosevelt
D) The Free Market

13. The bottles on the table have such labels as “AAA,” “CCC,” “CWA” to represent? :
 a) the Pure Food and Drug Act;
 b) New Deal agencies and Programs;
 c) Organizations against President Roosevelt;
 d) bills passed by Congress to limit the power of the Executive Branch

14. Which of the following (“causes”) was NOT linked to the Great Depression?
 a) an unregulated stock market
 b) high tariffs on foreign imports
 c) concentration of wealth among the top 5% of Americans
 d) failure to participate in the League of Nations and the Versailles Treaty

15. President Herbert Hoover’s economic policies (1929-1932) were based on the assumption that:
 a) the business cycle would correct itself on its own and the economy would eventually recover
 b) the government should move decisively to providing immediate economic relief for all citizens
 c) Congress should enact business and financial reform, create public works projects, and generally take charge of the U.S. economy
d) economic recovery could be achieved through deficit spending

U.S.-Virginia History

Unit VIII: The Roaring Twenties; FDR and the Great Depression

Timeframe 1-1/2 weeks

Readings “The Americans” (selections)  (Ch. 20, 21, 22, 23)

Assessment Quizzes, Notes, 20’s Group Project, Participation, Key Terms, Unit Test

Themes

Ch. 20 Politics of the Roaring Twenties

- a Bolshevik revolution in Russia gives rise to fears in the U.S. of a “red scare”; anti-immigrant hysteria sweeps the nation leading to a rise in KKK membership

- “the business of government is business” (Coolidge) reflects a growing confidence in the power of American business to sustain post-war prosperity; a mass consumer society takes root as Americans rush to buy merchandise churning out from America’s factories
- U.S. Foreign policy turns away from intervention and towards isolation; policymakers lose interest in “progressive” issues

Ch. 21  Life in the 1920’s

- Roaring 20’s: consumerism and “buying on credit” creates a booming economy – allowing ordinary Americans to attain unprecedented levels of luxury; Ford and mass-production create a new “car culture”; new music, dress, mass entertainment causes a clash between old values and new; prohibition fails to curb the excessive consumption of alcohol by Americans of all walks of life, while giving rise to organized crime

- the Harlem Renaissance represents the birth of a unique cultural movement among African American writers, poets and musicians in New York

Ch. 22  The Great Depression

- the Great Crash of 29’ (October 1929): stock prices plunge over a period of days, shocking speculators and investors alike, who scramble to sell shares before they become worthless; the crash has many causes, but overall reflects weakness across all sectors of the U.S. economy;

- following the crash, the Great Depression sets in: 1-in-4 Americans are unemployed, as industrial production come to a near standstill; farmers are hit particularly hard by the Dust Bowl and the collapse of farm prices; Republican President Herbert Hoover struggles to grasp the extent of the crisis – however, his policies amount to “too little too late”

Ch. 23  The New Deal

- President-elect Franklin Delano announces a New Deal, promising rapid and immediate Federal response to the crisis during his first – “100 days” in office; Congress responds with sweeping, and in some cases, radical legislative initiatives

- New Deal programs focus on all levels of society, following three basic goals of: Relief, Recovery and Reform

- a Second New Deal builds on success of the first, unemployment drops and the economy slowly recovers
- Roosevelt’s unprecedented expansion of Federal government runs into sharp criticism from all sides; FDR counters with a “new deal coalition” – he is easily re-elected in 1936

**Vocabulary Terms**

**Ch. 20**

Communism  A. Mitchell Palmer  anarchist
Calvin Coolidge  John L. Lewis  Warren G. Harding
Sacco-Vanzetti  isolationist  Fordney-McCumber
Quota system  Albert B. Fall  Teapot Dome scandal

**Ch. 21**

Installment plan  bootlegger  fundamentalism
Scopes “monkey” trial  flapper  double-standard
Charles Lindbergh  George Gershwin  Sinclair Lewis
F. Scott Fitzgerald  Edna St. Vincent Millay  Ernest Hemingway
James Weldon  UNIA  Harlem Renaissance
Langston Hughes  Zora Neale Hurston  Paul Robeson
Louis Armstrong  Duke Ellington  Bessie Smith
Josephine Baker  Cab Calloway

**Ch. 22**

speculation  Dow Jones Industrial  buying on margin
Hawley-Smoot Tariff  Dust Bowl  Hoovervilles
Reconstruction Finance Corporation  Bonus Army
Boulder Dam  Black Tuesday
### Citizenship Day/Constitution Week Project:

#### Production Guidelines

**Purpose:** September 17th has been declared “Citizenship Day”, and the week of September 17-23 as “Constitution Week” by proclamation of Congress and the President of the United States (see attached press release) Our clips are intended to commemorate ratification of the U.S. Constitution.

**Groups:** there is no limit to participants however each member should signed up
Duration of Clip: 30 seconds

Content: each clip should begin by introducing the Constitution and its Bill of Rights, the first 10 amendments to the U.S. Constitution (i.e. “hey, did you know that the Bill of Rights guarantees the civil liberties of all Americans…”)

- **Clip should include:**
  - Text caption of the Amendment (with a still picture of the U.S. Constitution in the background)
  - Introduction/explanation of what liberties/rights are guaranteed (in own words) and why the framers felt this was important (i.e. historical background)

- **Clip may include:**
  - Reenactment of historical event which led to amendment
  - Interpretive skit outlining the purpose or intent of the amendment
  - Musical theme
  - Other school appropriate content*

*All content must be pre-approved through the producers of GMR and must abide and adhere to Robinson Secondary/FCPS codes of conduct and ethics, including SRR rules and regulations.

No overt violence, obscenity or otherwise school-inappropriate material may be featured in the clip.

Production must begin today (09.13) – and be concluded by Tuesday (09.18). See GMR staff after school, or during periods (4/5). I will write you a pass.

United States and Virginia History

Unit: The Second World War (WWII)

Lesson: Tracing Key Events of WWII

Objective:

To generate an overview of key events of the Second World War including: leaders, countries, battles, events; to focus on key social, political and economic events/changes taking place in the U.S. during WWII; to provide insight into the experiences of the Americans who participated in the war both at home and on the battlefield
Preparation:

- Materials: Worksheet (6 pages) The Second World War
- Technology: DVD series: The War by Ken Burns
- Textbook: The Americans (chapter 24-25)

- Timeframe: 3 Periods of 90 minutes

Assessment:

Students will complete guided notes WS as supplement to their chapter reading and take a brief quiz

(alternative assessment: students may write a journal entry as one of the following: an American soldier; a woman working in a factory; an African American dealing with racism in hiring in wartime industries; a parent of a soldier fighting overseas; a general trying to maintain morale either on the home front or on the fighting front; A Japanese-American held in internment

Lesson Steps:

1. Issue worksheet: The Second World War

2. Students complete portions of worksheet as homework and/or class work, working with a partner if desired

3. Students watch relevant portions of DVD series, take notes

4. Whole class discusses events and issues of the war, summarizes relevance

5. Quiz or alternate assessment

U.S. History

Brown

THE SECOND WORLD WAR (1939-1945)

1. Politics of Militarism, Fascism, Extreme Nationalism: Describe (outline) significant changes with respect to: Germany, Italy, Japan (focus on political, social and economic aspects) and consequences for world peace and security
<table>
<thead>
<tr>
<th>Fascism in Italy</th>
<th>Nazi Seizure of Power</th>
<th>Militarism in Japan</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Image" /></td>
<td><img src="image2" alt="Image" /></td>
<td><img src="image3" alt="Image" /></td>
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</table>

**II. Failure to Prevent War**: Discuss the triumph and failures of the 1938 Munich Conference.

**III. America’s response to aggression in Europe/Asia** - (pre-Pearl Harbor)

- Destroyers for Bases:
- **Cash-and-Carry:**

- **Lend-lease:**

- **Selective Service Act**

- **Atlantic Charter** (outline main objectives)

- **U.S. Embargo on Japan**

### IV. The Allies under Attack (the war begins)

<table>
<thead>
<tr>
<th>Under Attack (overview)</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Poland</strong> (1939) “Blitzkrieg I” – the war begins.</td>
<td><img src="image1.jpg" alt="Image" /></td>
</tr>
<tr>
<td><strong>France</strong> (1940) “Blitzkrieg II”</td>
<td><img src="image2.jpg" alt="Image" /></td>
</tr>
<tr>
<td><strong>Britain</strong> (1940-) “Battle of Britain – Blitzkrieg III”</td>
<td><img src="image3.jpg" alt="Image" /></td>
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</table>
V. The U.S. “strikes” Back

N. Africa (1942)

Italy (1943)

Germany (1945)

D-Day - June 6, 1944

Overview:

VI. The War in the Pacific – “Island Hoping”

1942-44

Philippines

Guadalcanal
VII. Japan and the Decision to Drop the Atomic Bombs (August 6, 9, 1945)

Define Terms: Manhattan Project Robert Oppenheimer Hiroshima Nagasaki Little Boy

1. Why did Truman decide to drop the A-Bomb, and what were his options?
2. Did Truman make the right decision based upon your understanding of the circumstances leading to the event?

VIII. Internment of Japanese-Americans:

1. Why did FDR sign an executive order relocating Japanese Americans to internment camps?

2. Approximately how many were forced to leave their homes and communities?

3. What did the Supreme Court decide in *Korematsu v. United States*?

IX. Federal government takes control of the U.S. economy (id)

*Office of Price Administration*

*War Production Board*
Rosie the Riveter

How many women worked in defense related industries during WWII?

X. African Americans fight for Freedom and the American Way
1. Who were the Tuskegee Airmen?

2. In all, how many African Americans fought in the war?

3. Describe the state of race relations during the war (pg. 759):
4. What other minorities served in large numbers in the U.S. military in WWII?

CULTURAL EXPERIENCES

Pictures with my students at mentor’s school & different TEA participants and collection of cultural events, etc.

STUDENT’S WORK
SCOTCH
1920s

Jae Lee, Benan Kim.
STUDENTS' PROJECT WORK
WONDERFUL STUDENTS OF THE ROBINSON SECONDARY SCHOOL
WONDERFUL STUDENTS OF ROBINSON SECONDARY SCHOOL
HISTORY INTEGRATED WITH GEOGRAPHY
WHILE I WAS PRESENTING AT THE SCHOOL

VERY ATTENTIVE CLASSROOM WHILE STUDENTS WERE REFLECTING AFTER MY PRESENTATION. I AM WITH MY MENTOR & STUDENTS
WE ALL ARE TOO BUSY IN OUR COMPUTER SESSION IN LEARNING

WITH OUR COMPUTER INSTRUCTOR & TEA PARTICIPANTS
THANK YOU IREX FOR GIVING ME THIS GREAT OPPORTUNITY TO LEARN.