

Learning Target	
<p>Standards:</p> <p>5. Understand political institutions and theories that have developed and changed over time.</p>	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. Which system is better: Communism or Capitalism? 2. What is the future of Latin America? 3. How much are you willing to sacrifice for what you want? 4. What action should be taken?
<p>Learning Objective:</p> <p>Students will justify which economic philosophy is the best for a nation</p>	<p>Alignment to Planning/Pacing Guide:</p> <p>4.3 Students understand the historical development and know the characteristics of various economic systems.</p> <p>• Describing characteristics of specific economic systems and how these systems have existed in different ways at different times throughout history (e.g., manorialism, mercantilism, capitalism, socialism, and communism).</p>

Look Fors & Assessments (Monitoring)

Student Name	Notes
Bryan, Isamar, Esmeralda	ELL Students: Making sure to help prepare for debate and push them to speak up and voice their opinions. They are normally right, but too afraid to say them.
Darlene, Azalea, Steven	AP Students: Give them the Cuban People group to push them to a higher level and have a talk with them about using probing questions they may have learned in AP class to keep debate going.
AJ, Kayla, Esther, Daniel, Kylie, Kelsie	Great leaders: Group them purposefully with students who may need encouragement or help preparing for debate.

Look For: Note taking, speaking up in debate, being engaged.

Activity

10 Min: Final preparation for debate/summit. Finish up packet that will have their plan of attack on it. This is also the time to finish their groups sign for the debate/summit.

5 Min: Set Up Debate/Summit

30 Min: **Round 1:** Each group will have one person introduce themselves and give a basic explanation on who they are and what they believe (there are not rebuttals during this round **Round 2:** Each group will get a chance again to explain their side and thinking on some of the essential

questions. However, groups will not want to share everything at this time to ensure that they still have good ammo to use during the third round (still no rebuttal during this round) **Round 3:** Fair game for any group to talk where now it will be more going back and forth and getting more in depth on topics

10-15 Min: Answer final essential question (see below) and put room back to normal.

Closure/Summary

Students will have time to answer the final essential question of "What type of economic system is best for a country to implement?" During this time they will not have to stick with the role assigned to them. They will be able to form their own opinion and use what they learned in class to back up their reasoning.

Assessment Data To Guide Instruction: The data that I have collected to inform this lesson's focus was through IC and realizing how diverse of a class Latin America is. There are three ELL students in the class ranging from level 3-5 (however, all three have a strong fear of talking in front of class. There are 2 students with IEPs and 11 students who were in either honors or AP US History last year. Through looking at that data and the wide range of learners and through the encouragement of Robyn Bristol, it was decided that I should challenge myself and get out of my comfort zone with trying a debate/summit in the one class that really struggles with class discussions/debates.

Prior Learning: The learning that preceded this lesson was looking at various revolutions in Latin America and why/how they went about gaining Independence. This has been going on the last week and a half and has bumped up in difficulty as with time went on. We began comparing the American, Mexican, and Haitian revolution then spent a good amount of time on a DBQ on the Mexican American War. Lastly, on Friday the students looked at primary sources relating to Simon Bolivar where they had to argue what kind of leader he was. While last week was very high level with analyzing documents and justify reasoning, this lesson truly creates a student led high level assignment where the information and script is not handed to them by the teacher. It is truly on them and involves high level thinking to put them in the shoes of the group assigned and research enough to know what to say in the debate/summit, especially when the topic can change quickly.

Use a variety of Instructional Strategies: Throughout the four day lesson, I will implement many instructional strategies. The first day will involve more direct instruction where I will go over what Capitalism and Communism is in order to give the students the background knowledge they would need to understand the research they find the following two days. I will also use group work where each student will be placed in a purposeful group for the debate/summit where there will be specific roles assigned to each student. I will also work within the small groups those following two days to ensure that they know what they are doing, finding the right information online, and be prepared to answer the guiding questions on the final day of the lesson.

Differentiate Instruction Based on Need of Students: The main way I will differentiate the lesson is how I group the debate/summit and how it will be run the day of the observation. How the debate/summit will be laid out is that there will be three rounds. Round one will

be each group having a chance to introduce themselves and their basic belief overall (Other groups cannot speak back yet). This is the role that I will push my three ELL students to take on because with a script this will be the least intimidating. They are still allowed to talk throughout the rest of the debate/summit. However, this really gives them a chance to prepare and know what they are going to say and not have the fear of someone speaking back to them. In each group there will also be one of the top leaders in the class that I know will push my ELLs to be prepared and push them to talk. In preparation for the debate/summit I will be able to work one-on-one with the ELL students and will have my student teacher there the day of to be a support. For my high level AP type students, I will be putting some of them together in the Cuban People group. This is done on purpose because the Cuban People will be the hardest group to research and find information. This will be a good challenge for them and allow them to push each other as well.

Monitoring Instruction: I will be sitting in front of the group on with a form showing each group and the essential questions. I will be able to mark that each group has answered the essential questions and who said what. Every student in class has to speak at least once, so this will be able to show they are involved and whether they have met the learning goal. I will also be able to use this form to ask probing questions to push certain groups that may have not marked off all of their requirements yet.

Demonstration of Learning: Students will show they have met the learning goal by having their group answer all of the guiding questions, filling out the note taking guide for other groups during the debate/summit, and answering the final question.