

Teacher: Chris Johnson

Observation Type: Abbreviated Observation 1

Date: 11/18/19

Time: 11:30

Content area: 7th SS

Time	Lesson Activity	Takeaways
11:33	<p>Students flip cards over that they were given:</p> <ul style="list-style-type: none">- Bacon- Meatloaf- Caesar salad <p>“Bring it back together. There will be more than one round. Everyone has at least two items. For our first round, remember this is the old world and this is the new world. You must stay within your world. When you are trading, you are not allowed to run around and sell items. You walk over and trade. You have to trade at least one of your cards. You can make multiple trades, see something someone else has and make another trade. There is no stealing food from each other.”</p> <p>Students are eager to begin.</p> <p>3 mins for first round. Teacher uses timer.</p>	Clear directions, asks for questions.
11:36	<p>Students begin walking around room to trade with other students in their world.</p> <p>Teacher monitors the activity, checks in with students.</p>	
11:38	<p>Exchange simulation: Google slides</p> <p>“How many of you are happier after trading? Why?”</p> <ul style="list-style-type: none">- S: I got better stuff.- S: Alden: Milkshake and hamburger- T: you can create your own Happy Meal. <p>“I think most of you will agree that trade helped you. What were some limiting factors?”</p> <ul style="list-style-type: none">- S: We could only trade within our own worlds.	Teacher used current days foods to engage students.
11:40	<p>Round 2: Open trade with people on both sides. Same rules apply. You must walk over to people to trade and trade at least one item.</p> <p>Students get up to move.</p>	
11:45	<p>2nd round:</p> <p>“Talking post-Columbus. How many feel better the second time</p>	

	<p>than the first? Most of you seem happier. What's better about this?"</p> <ul style="list-style-type: none"> - S: I actually eat these things. I don't really eat meat often, so these are better for me. - S: In the new world, there is ... - S: This group had chocolate which we didn't have before. - S: I got breakfast, lunch, and dinner. <ul style="list-style-type: none"> - T: You got more variety. - S: I got to keep my food. <p>T: "Some of you are being rude. When someone else is talking, you are not. "</p> <p>T: "I'm waiting. Still waiting on you to be quiet. Alden, that means you. If you have one of these letters on the back, that means you have been exposed to one of these illnesses. People exposed to one of these illnesses, what about your background made it likely you would not survive it? Remember back to our learning from last week about..."</p> <ul style="list-style-type: none"> - S: People did not have animals that had the illness so they had not been exposed before. 	<p>Implementing a call and response here could be helpful.</p> <p>Connecting learning for students.</p>
<p>11:50</p>	<p>Spiral notebook:</p> <ul style="list-style-type: none"> - Students take notes in notebook or piece of paper. - Relates trading activity to Columbian Exchange (notes on slides) 	
<p>11:52</p>	<p>Making Two T-charts</p> <ul style="list-style-type: none"> - You need 6 lines for one and 4-5 lines for the second one - Students are all note-taking - Positive from New to Old World and from Old to New World - Vice versa with negatives - Students are given article on their tables about positives and negatives <ul style="list-style-type: none"> - Positives on front and negatives on back - With group, read article and pick out a few examples - Work together - Questions - 9 minutes - Teacher checks in with students to be sure notebooks are set up correctly - "Jake- that way. Stay in your world." - Some groups are communicating and working together and some are working independently. - "Remember we are supposed to be working with the group. Let's discuss positives first. Maddie, what positives did you come up with for positives." <ul style="list-style-type: none"> - "Good. Make sure to get Sam caught up on negatives. Don't leave him behind." 	<p>Wait time for students to get notes set up.</p> <p>Tell me about the students you checked in with at this point.</p> <p>Do some students/groups need guidance on how to complete this in group given they need to read article first?</p>

12:00	"About 3 minutes."	