Rachael Heidorn

EDUC 340

RADS

4 May 2016

**Introduction**

I was at Cleveland K-12 School in Cleveland, MN teaching history to 5th and 6th graders. My subject area was the Revolutionary War. I covered the topic from start to finish. The students had just finished going over the break from England. I got the opportunity to teach each lesson twice to two different classes. The standards addressed throughout the unit were:

* 5.4.4.17.3 3 Identify the major events of the American Revolution culminating in the creation of a new and independent nation. (Revolution and a New Nation: 1754-1800)
* 5.4.4.17.4 4 Compare and contrast the impact of the American Revolution on different groups within the 13 colonies that made up the new United States. (Revolution and a New Nation: 1754-1800)

**Assessment**

Before the unit began, I gave the students a pre-test. The pre-test was the same test that will be given to them at the completion of the unit. The students were also required to take notes. Those notes will be handed in at the end of the unit. By having them take notes, I knew that they were meeting to objectives of each lesson. If they were not taking notes then I would ask them to either recall what I had been explaining or trust that they knew the information and did not need to write it down. They were allowed to use their notes on the test. So if they took adequate notes, then they will do well when test time comes around.

**Data**

I was very surprised as to how well some students did on the pre-test. I do not know if they are excellent guessers or if they actually knew the information. I know one student knew the information. He told me his dad is a history teacher. I am guessing that is why he did so well. The rest of the students did as well as I had expected. The posttest results were not as high as I had hoped. They should have all gotten 8/9 or 9/9 on the test. I made sure that everything that was going to be on the test was gone over in the lectures. While they were taking it, the questions asked were not black and white to what they had in their notes so they had to understand the concepts. More comprehension strategies are needed in order for the students to do better on the test. Overall, they did very well on the posttest.

|  |  |  |
| --- | --- | --- |
| Student | Pre-Test | Post Test |
| 1 | 3/9 | 8/9 |
| 2 | 3/9 | 8/9 |
| 3 | 3/9 | 8/9 |
| 4 | 7/9 | 8/9 |
| 5 | 4/9 | 8/9 |
| 6 | 5/9 | 8/9 |
| 7 | 1/9 | 4/9 |
| 8 | 4/9 | 7/9 |
| 9 | 5/9 | 9/9 |
| 10 | 3/9 | 8/9 |
| 11 | 4/9 | 5/9 |
| 12 | 5/9 | 5/9 |
| 13 | 5/9 | 9/9 |
| 14 | 1/9 | 6/9 |
| 15 | 1/9 | 3/9 |
| 16 | 6/9 | 8/9 |
| 17 | 2/9 | 9/9 |
| 18 | 3/9 | 8/9 |
| 19 | 2/9 | 9/9 |
| 20 | 3/9 | 9/9 |
| 21 | 1/9 | 7/9 |
| 22 | 4/9 | 7/9 |
| 23 | 5/9 | 7/9 |
| 24 | 2/9 | 9/9 |
| 25 | 3/9 | 5/9 |
| 26 | 2/9 | 6/9 |
| 27 | 6/9 | 7/9 |
| 28 | 4/9 | 9/9 |
| 29 | 4/9 | 9/9 |
| 30 | 4/9 | 7/9 |
| 31 | 4/9 | 9/9 |
| 32 | 0/9 | 1/9 |
| 33 | 3/9 | 9/9 |
| 34 | 4/9 | 9/9 |
| 35 | 2/9 | 9/9 |
| 36 | 4/9 | 8/9 |
| 37 | 0/9 | 7/9 |
| 38 | 8/9 | 9/9 |
| 39 | 2/9 | 8/9 |
| 40 | 2/9 | 8/9 |

**Processing**

If I were to do this again, I would try to focus on different comprehension strategies. I did a lecture that was structured the same way every day. I did not cater to different multiple intelligences. Yes, I talked about everything they needed to know but that does not mean that they understood it. I noticed that the percentage of the students that did well on certain questions had the answers in their notes and the ones that were not as clear. I need to do more hands on activities when talking about certain battles. There was one lesson that I drew on the board and encouraged them to draw it in their notes. I think this mix-up in the daily routine helped them better understand. They had the opportunity to discover a new way of taking notes and visualizing a battle scene.

Like stated before, the students were encouraged to take notes to every lesson. If they were not taking notes, I tried to let them see the importance in taking them. I never told them they had to but I definitely told them that they most likely wouldn’t do very well on the test if they do not. Some students don’t need to take notes and will do fine on a test and did do well but as a whole, the class would need some sort of notes to do well.