

Part B: Lesson Plan

Class:	Second Years
Subject:	History
Topic of the lesson:	Introduction to Classroom Based Assessment 1
The Big Picture	
Where does this lesson fit in the topic/unit being taught? How does it link with other units or subjects?	
<p>Classroom Based Assessment 1 as outlined by JCT, is a structured, evidence-based enquiry into a historical aspect or theme relating to the locality, place or personal/family history of the student. CBA 1 is completed over a three-week period, by Second Year students, during the Easter to Summer period, under the supervision of the class teacher. This CBA is only worth a comment and does not carry any weight towards the students Junior Cert History mark. CBA is titled <i>Past in my Place</i>, which asks to reflect on the local/family history. This can be a contribution of a local person to an aspect of life in the locality, or a specific episode or event or movement. It could be a local manifestation of a national or international movement or phenomenon, a local historical incident that was an important cause of change, a study of an aspect of life in the locality at a given time in the past, a survey of how life changed over time in a locality, a study of a local place of historical interest, such as a church, school, factory, workhouse, place of work, stately home, round tower, monastery, abbey, etc., a study of a monument, statue, memorial or other such site of historical interest, a study of the historical origins of local place names, a study inspired by an historically significant local artefact or archaeological discovery or site of interest, the impact of a national or international event or issue on the locality and investigation of a family member who is historically significant at local, national or international level. An important note to consider on this is that if a student has grown-up in another country for a period of their life they can do their CBA on that locality. For example a student that grew up in rural Poland and moved to Ireland recently can do their CBA on any of the above mentioned topics on the rural area in Poland.</p> <p>This CBA links to all three strands of the Junior Cycle History Syllabus and students will link with at least two depending on whether there topic is Irish or not. The three Strands</p>	

are *The Nature of History* *The History of Ireland* and *The History of Europe and the Wider World*.

The students have completed or will be completing CBA's in other classes which is an advantage to both History and the other subjects as the students have some understanding of the process.

Students' prior knowledge/interests

What prior knowledge do student have about this topic (from class or their everyday lives)?

Students have prior knowledge of the process and purpose of CBA's as the majority of students have been in the school environment for coming on two years, and CBA's are common subject of conversation in the classroom from Year 1. Students will be in the process of completing CBA's in other subjects. Also, students with older siblings will most likely be aware of CBA's.

Literacy and Numeracy

Note key words/terminology and/or numerical concepts

Literacy:

Some students may not have heard of a classroom-based assessment. However, this will be un-likely, and it will be explained throughout the lesson. There is very little new literacy in this lesson as students are familiar with the subject and the vocabulary surrounding the task.

Students in the process of completing this task will be investigating, discovering, displaying and reflecting. When students are finding information on their topic using sources and getting pictures for their CBA, they will be completing the investigating aspect of the CBA. Through compiling the information from these sources and images they will be achieving the discovering aspect of the CBA. Through using the template, they will be given by the teacher, and putting the components of the CBA in the designated parts of the template they will be displaying their CBA. Finally, through writing in their reflective journal after each class, concluding their CBA and completing the Reflection piece after the CBA, students will have achieved the reflection component of the CBA. Explaining each of these processes in the lesson with the aid of the PowerPoint will ensure the students are sufficiently literate in the task they have to complete.

There is an explanation given by the JCT which outlines the Five R's of historical significance, teachers should be considering when students tell them their CBA topic. Is

their choice; remarkable, remembered, resonant, resulting in change and revealing. The teacher needs to highlight these factors when discussing the task and ensure students understand these expectations in their own words.

The 5 R's

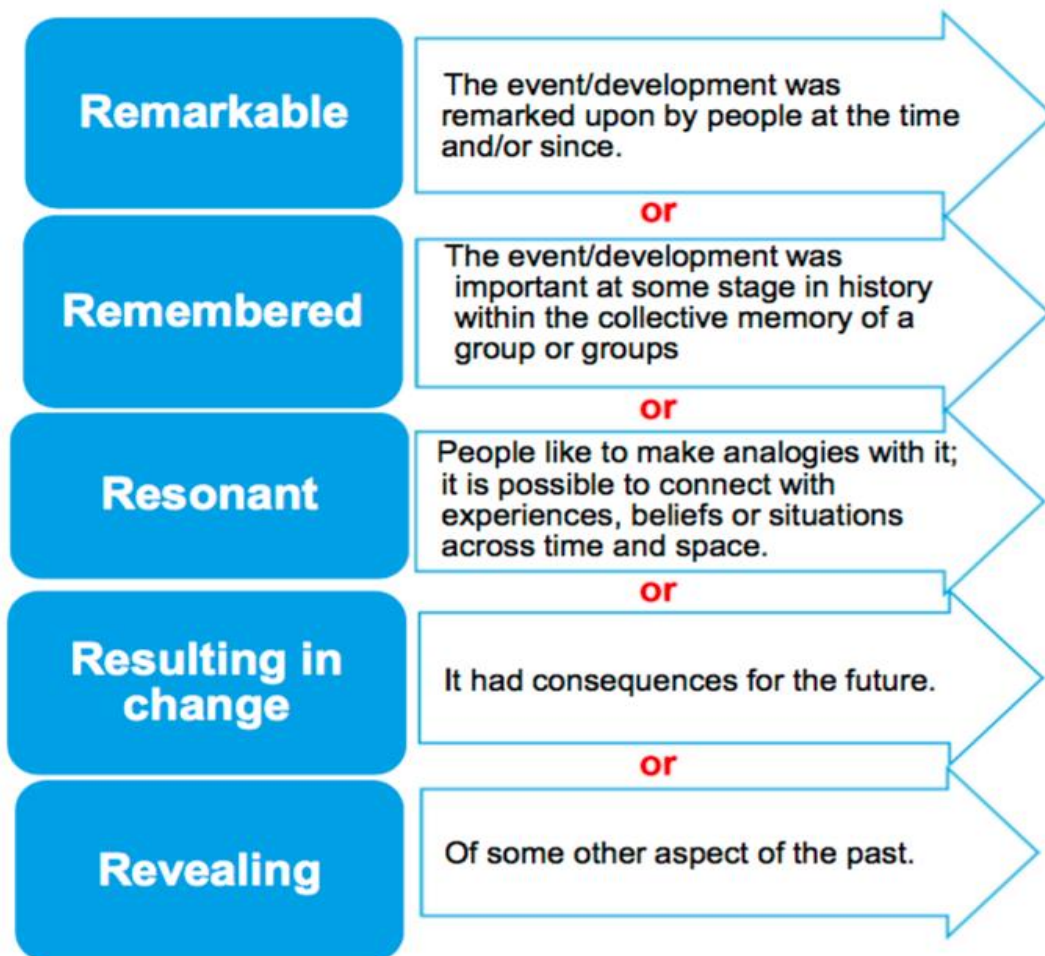


Figure 1.1 (JCT Cluster Delivery Day 2018-2019)

Numeracy:

In regards numeracy, the role of numbers in this lesson revolves around the dates, timeline and the number of components of the task. Students will be given a timeline for the CBA which they will keep in their CBA folder. They will also make copies of the important

dates into their homework journals. This will keep the important dates surrounding the CBA in the forefront of the student’s minds. Also, one of the templates the students will be given will numerate the different components of the task and when they should have certain aspects completed. Students will be given clear understanding of the process and also the word count will be given some attention by the teacher. The importance of numeracy in this lesson is in regards the expectations for the volume and time period for completing their work.

Materials used during lesson:

By teacher:	By students:
<ul style="list-style-type: none"> ○ Computer ○ Projector ○ Copy of the PowerPoint ○ Handouts: Daily diary Scheme of work Handout for Parents Worksheet for students ○ PowerPoint 	<ul style="list-style-type: none"> ○ Pen ○ Copy ○ Handouts: Daily diary Scheme of work Handout for Parents Worksheet for students ○ Homework Journal ○ CBA folder

1. Aims In this lesson I will ...

- Outline the purpose of completing Classroom Based Assessment 1(CBA 1)
- Discuss the timeline and expectations for CBA 1
- Outline the components and process of completing CBA 1
- Show the design expectation for CBA 1

2. Learning Intentions/Outcomes

At the end of this lesson, students will ...

- Recall the purpose of doing CBA 1
- Conceptualize the timeline and expectations the teacher has regarding CBA 1
- Understand and explain the components and process of CBA 1
- Communicate the expected design of CBA 1

3. Assessment How will students’ learning progress be assessed? What are success criteria?

- **Questioning and Answering** – the teacher will ask at different intervals throughout the lesson if students have any questions. Giving students an opportunity to ask questions is important and gives the teacher an idea what they are and aren’t understanding.

- **Brainstorming**- getting students to be active in the lesson. The students will have an opportunity to think about some possible topics for their CBA after they have had an explanation of the expectation for the CBA. Gets the students thinking and lets them figure out if they understand the task fully.
- **Think, pair, share**- after the students brainstorm they will share their ideas with their partner and then share with class when called upon by the teacher. Teacher will get an understanding from this activity if students understand the task and are on the right track.
- **Exit slips (Daily Diary)**- will have to complete this daily diary at the end of each lesson. It will be a reflection on their learning experience. It will help them complete their final reflection which they have to do outside the CBA

4. Opening		
How will lesson be introduced? What's the 'hook'? / Link to prior knowledge		
Teacher Activities	Student Activities	Timing:
<ul style="list-style-type: none"> ○ Set up the lesson ○ Call the roll ○ Ask students to take out their copies and homework journals ○ Briefly outline the Learning Outcomes for this lesson 	<ul style="list-style-type: none"> ○ Enter the classroom ○ Answer the roll ○ Take out their copies and homework journals ○ Listen to the Learning Outcomes of the lesson 	4 mins
5. Body of lesson (include teaching approaches, when materials are used etc...)		
Teacher Activities	Student Activities (link to Learning Intentions)	Timing:
<ul style="list-style-type: none"> ○ Start by telling the students the 4 parts of engaging with the CBA as outlined in the literacy section of this lesson plan 1) investigating 2) discovering 3) displaying and 4) reflecting 	<ul style="list-style-type: none"> ○ Students will listen as the teacher explains these 4 parts and follow with their copy of the PowerPoint 	5 mins 5 mins

<ul style="list-style-type: none"> ○ Teacher will then explain that they will be correcting the CBA according to the 4 specified marks and that the parents and students will be informed in due course ○ The teacher will explain that there is a reflection to be wrote after finishing the CBA, however more explanation will be given about that after the CBA's have been done ○ Next teacher will talk through the timeline for the CBA. Discussing what the next 3 weeks of class will comprise of and what must be completed for each class. 		3 mins
<ul style="list-style-type: none"> ○ Teacher will ask students to copy the important dates into their homework journal, and walk around as they do so 	<ul style="list-style-type: none"> ○ Students will follow along with their copy of the timeline. Student's will copy the important dates into their homework journal 	2 mins
<ul style="list-style-type: none"> ○ Teacher will ask if students have any questions 	<ul style="list-style-type: none"> ○ Students will ask questions if they have any 	2 mins
<ul style="list-style-type: none"> ○ The teacher will talk through the task of <i>Past in my Place</i>, 	<ul style="list-style-type: none"> ○ Students will listen to the explanation given by the teacher 	3 mins

<p>outlining the expectation of what topic they should pick.</p>		
<ul style="list-style-type: none"> ○ The teacher will then get the students thinking by asking them to complete a think, pair share activity in an 8 minute, where they must brainstorm possible ideas for topics they could complete their CBA on and then share them with their partner 	<ul style="list-style-type: none"> ○ Students will listen to the instruction given by the teacher and complete the activity in the allotted time period 	<p>8 mins</p>
<ul style="list-style-type: none"> ○ The teacher will then ask a number of students to give the class some of the ideas they came up with, the teacher should give feedback as to whether these are feasible ideas 	<ul style="list-style-type: none"> ○ If called upon students will verbalize their idea to the class 	<p>5 mins</p>
<ul style="list-style-type: none"> ○ Teacher will then show the students the templates of the different ways they can complete CBA 1 and discuss each section separately, going through the expectations for each section; the word count and the sources etc. 	<ul style="list-style-type: none"> ○ Students will watch as the teacher shows the examples of possible templates that can be used to complete the CBA 	<p>3 mins</p>
<ul style="list-style-type: none"> ○ Students will be told that they have to pick what topic and 	<ul style="list-style-type: none"> ○ Students will take down the homework task into 	<p>2 mins</p>

<p>template they are using to complete the CBA by the end of Class 3 History class, tell the students to write this in their homework journal. and then be told that they will be given a physical copy of their chosen template in</p> <ul style="list-style-type: none"> ○ Ask students if they have any questions regarding the possible templates they can use for the CBA and answer any questions they might have ○ To complete this homework task students will fill out a handout which the teacher will hand out as completing this instruction ○ Tell students to put their handouts (CBA timetable, homework task, daily diary and brainstorming) into their CBA folder ○ Moving on, the teacher will show students how the website can be accessed which contains all the information and templates for CBA 1 	<p>their homework journal when the teacher instructs them to do so</p> <ul style="list-style-type: none"> ○ Students will ask questions if they have any ○ Students will receive their homework task handout ○ Students will put their handouts into their CBA folder ○ Students will watch the video 	<p>3 mins</p> <p>2mins</p> <p>5 mins</p> <p>2 mins</p>
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<ul style="list-style-type: none"> ○ Teacher will explain (if applicable) to students that they have access to video in their One Drive which can be used to understand the website and the components and process of completing CBA 1 (Link to the video). 	<ul style="list-style-type: none"> ○ Students will listen as the teacher explains the video 	
6. Closing How will lesson be closed?		
Teacher Activities	Student Activities	Timing:
<ul style="list-style-type: none"> ○ Remind students of the important dates regarding the CBA ○ Go around and check each student's journal that they have taken down all and correct dates ○ Also ensure students have wrote in their homework task and have the homework task sheet ○ Teacher will get students to complete an exit slip; which is a daily diary 	<ul style="list-style-type: none"> ○ Each student will show the teacher their journal with the correct dates wrote in ○ Students will put the permission slip in their homework journal and write a note to get it signed ○ Students will complete their exit slips and hand them up to the teacher as they leave 	<p>2 mins</p> <p>2 mins</p> <p>3 mins</p>

Links

- *Here is a link a video tutorial on completing this first lesson on introducing CBA 1 to the students*

- *Also a link to access all other materials needed for completing CBA 1 with the students.*

<https://historywithmsflannery.weebly.com/classroom-based-assessment-1>