

**OUSD Teaching American History Grant 2004-2005
Lesson Study – Analyzing Student Work
May, 2005**

Questions to consider as you read through the student work produced in your lesson study, and as you prepare to share what you learned from this work with colleagues.

1. Taking the lesson study and the final piece of writing as a whole...
 - What issues and questions were the focus of your lesson study?
 - In terms of the lesson's historical content, what did the students learn and what did they not learn?
2. In terms of the reading, writing, and historical thinking, what can the students do well and in what areas are they struggling? Be as specific as possible.
3. What can you say about the possibilities and challenges of using biography as a focus in your teaching of history?
4. What intrigues you about the work students produced? What is worth further investigation?
5. What issues and questions emerged that you did not anticipate?

OUSD Teaching American History Grant 2004-2005

Lesson Study – Analyzing Student Work

May, 2005

After reading samples of student papers produced in response to our initial prompt we listed qualities we would want to see in a student paper on an historical figure in American history.

Keep these qualities in mind as you read through your student papers. Also examine the attached rubric to decide how successful the students were in their writing about an historical figure. A blank rubric is also attached for you to add specific qualities that connect more directly to the content and topic of your assignment. After you have added specific qualities to the blank rubric we will integrate them into the more general one to develop a rubric specifically designed for your assignment.

Initial Prompt

Select one of the [five] people you named in Part I and explain

- who that person was
 - why he or she was very important
- and
- what we might learn about American history by studying his or her life.

5th grade

- Follow the prompt
- Ability to identify historical significance
- Needs a “why”
- Has a topic sentence
- Moves from specific to general
- Contextualized in the time
- Impact of connection to today
- Information should be accurate
- Recognize character traits connected to moral issues.
- Provide a time frame
- Student is committed / personal
- Consider ambiguity – move beyond hero worship
- Move beyond list of accomplishments

8th and 11th grades

- Identify accomplishments – how they connect to time
- Why the facts are important
- Have specific pieces of evidence
- Show connection between that person and the broader historical context
- Explicit argument
- Correct information
- Establish criteria
- Show a whole person