

Teacher Work Sample – Electronic Submission Document

Introduction

Student Teacher	Stephen Kuske
Cooperating Teacher	Mrs. Peggy Dynek
School	Park Middle School

Context of Teaching

At Park Middle School in Lincoln, NE I have taught five sections of 7th grade social studies, with the average class size having 20 students. The unit I taught for the Teach Work Sample was about the History/Geography of Southwest and Central Asia.

Park Middle School is a high-poverty, inner-city school with about 59 percent of the students belonging to a minority group. Within the classes that I taught, there are ELL students in the range of level 2 to 5. About 40 percent of the current students are reading at least two years below grade level. A major challenge of Park Middle School is that the mobility rate is 19 percent, so many students come and go and the students are not as settled as in most schools.

In all of my classes there a few students with mild learning disabilities. In two of my classes there are a couple of students with some behavior issues. A couple of the students were not able to be in the physical classroom for the duration of the unit due to disruptive behaviors.

I was given a great amount of leeway in the creation of my unit. My co-op discussed with me certain teaching methods that were essential based on the students I was working with. I used the very first unit that I taught for Student Teaching I for the Teacher Work Sample.

Understanding by Design Stage One

Stage 1 – Identify Desired Results

Established Goals:

Lincoln, NE Public Schools 7.2.11- Students will understand how the History and Culture of Southwest and Central Asia has affected today's world

What understandings are desired?

Students will understand that.

Overarching-

- Government and a system of laws play a role with all groups of people
- Religion has a great influence in societies by uniting and dividing people
- Trading between groups of people is the key to connecting the world's goods and ideas

Topical-

- The Code of Hammurabi united all of Babylon under one system of laws
- The Palestinian-Israeli conflict has deep religious, cultural and political roots
- The Silk Road connected China and Europe through the exchange of goods and ideas

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What essential questions will be considered?

Overarching-

- What effect did early civilizations and governments have on the world?
- How has religion had an impact on the history of the region?
- How has the diversity of cultures shaped the region?

Topical-

- What impact did the Code of Hammurabi have on ancient Babylonia?
- What are the Israelis and Palestinians fighting after in their conflict?
- What areas did the Silk Road connect and what was its impact?

What key knowledge and skills will students acquire as a result of this unit?

Students will know. . .

- **Key Vocabulary:** Code of Hammurabi, Muezzin, Monotheism, Middle East, Soviet Union, Silk Road, Jerusalem, Mesopotamia, Arabs, Israel
- The background of the religions Christianity, Judaism and Islam and their impact on the Middle East
- The role/ impact of the Silk Road

Students will be able to. . .

- Locate the Middle East, Jerusalem, Mesopotamia, Israel and the area of the former Soviet Union on maps
- Explain the impact of religion on the people of the Middle East
- Explain the overall importance of the Silk Road in the development of Central Asia

Pre-Assessment

Name: _____ Period: _____

Vocabulary for SW and Central Asia, Obj 2.11

Please write the correct letter for the answer on the line.

1. _____ A written set of laws created by the ancient Mesopotamian civilization.

- A. constitution B. 10 Commandments C. Code of Hammurabi D. legislation

2. _____ The belief that there is only one god.

- A. polytheism B. monotheism C. Confucianism D. Hinduism

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3. _____ A person whose job is to summon Muslims to prayer.

- A. muezzin B. pastor C. messenger D. rabbi

4. _____ An area of southwestern Asia and northern Africa that stretches from the Mediterranean Sea to Pakistan and includes the Arabian peninsula.

- A. Soviet Union B. Mississippi River Region C. Holy Land D. Middle East

5. _____ The Silk Road was an ancient trade route linking

- A. South Asia to Africa B. China to Europe C. Europe to North America D. Africa to Europe

6. _____ A Middle Eastern city that is Holy to Jews, Christians and Muslims.

- A. Cairo B. Baghdad C. Jerusalem D. Mecca

7. _____ A former group of communist states that occupied Northern Asia and Eastern Europe

- A. Soviet Union B. terrorists C. capitalists D. European Union

8. _____ An ancient region of southwestern Asia in present-day Iraq.

- A. Babylon B. Mesopotamia C. Rome D. Hammurabi

9. _____ A Jewish state formed in the Middle East after World War 2.

- A. Afghanistan B. Palestine C. Israel D. Egypt

10. _____ A member of a people originating from the Arabian peninsula in the Middle East who speaks Arabic.

- A. Jew B. muezzin C. Palestinian D. Arab

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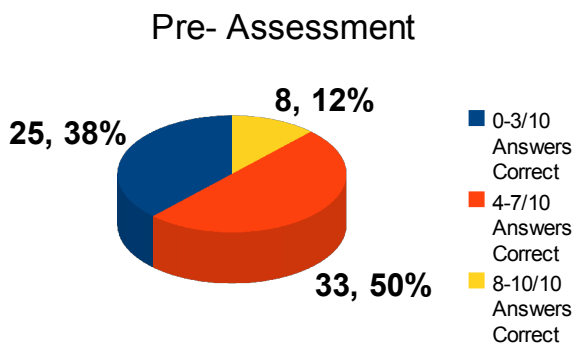
Pre-assessment Analysis

A major problem with the administering of my pre-assessment is that the students knew that it did not count for an actual grade, so many of the students did not care and blew it off. Before the unit I was teaching began, the students took a test for their previous unit with Mrs. Dynek. After the students completed their test, they took my pre-assessment. The pre-assessment consisted of 10 questions, which were for vocabulary terms. I was only able to use the data for about $\frac{3}{4}$ of my total students because Mrs. Dynek had some issues with accessing her electronic grade-book. The total number of my students whose score I was given is 66.

I think the results of the pre-assessment give a good reflection of what the students knew before the beginning of the unit. 25 students or 38 percent had 0-3 answers correct on the pre-assessment. 33 students or 50 percent had 4-7 answers correct on the pre-assessment. 8 students or 12 percent had 8-10 answers correct on the pre-assessment.

Obviously, I as the teacher would not want the students to know all of the “new” vocabulary. All of the students got at least a couple of the answers correct, unless they blew off the pre-assessment. That is something that I would hope for as a teacher. I want my students to make some connections coming into the unit. Only 8 students or 12 percent of them knew the majority of the vocabulary on the pre-assessment. I do not see that as a bad thing.

Going into this unit, I looked at what words students knew well based on the pre-assessment and decided not to spend as much time on defining these words, but rather applying the terms and making connections. As I planned the unit, I identified certain terms such as “muezzin” that students would not be very familiar with. I also looked at the pre-assessment to identify terms that students did not know. Throughout the planning of my unit I focused on how to apply the key terms and make connections for the students. I was sure to remember from Content Area Literacy the fact that 80 percent of comprehension comes from vocabulary.



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Understanding by Design Stage Two

Stage 2 – Determine Acceptable Evidence

What evidence will show that students understand?

Goal: To help students understand that government and a system of laws (rules) play a role with all groups of people. It is valuable to unite all people in a society under one system of laws.

Role: The students are students of Park Middle School

Audience: Students' peers/staff at Park Middle School

Situation: Students are creating their own system of laws on a make-shift stele

Product Performance and Purpose: The students are to create a stele that has their own system of laws recorded on the stele. The students will use their Park Middle School behavior expectations framework, but may add things. Students will show understanding of the value of government/ a system of laws with all groups of people.

Standards and Criteria for Success: Students will not receive a grade for this performance task. They are supposed to include all of the rules included in Park Middle School behavior expectations handbook. The students will be asked to use creativity.

Other Evidence (quizzes, tests, prompts, observations, dialogues, work samples):

- The teacher will assess student knowledge through oral vocabulary review at the beginning of each class period
- Students will complete worksheets to show understanding of reading
- Students will participate in Jeopardy review game to check for understanding

<https://jeopardylabs.com/play/southwest-asia-history-and-culture>

Student Self-Assessment and Reflection:

Students will be given a blank sheet of paper. They will fold the paper in half or draw a line down the middle. The left side will be labeled “What I Do Not Know/ What I Would Like To Learn.” The right side will be labeled “What I Learned.” Students will write things that they do not know and/or want to learn about before the unit begins. After the unit is completed, the students will write things they learned during the unit.

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Post-Assessment

Objective 2.11 Quiz

Name: _____ Period: _____

Key Terms

Please write the correct letter for the answer on the line.

1. _____ A Jewish state formed in the Middle East after World War 2.

A. Afghanistan B. Palestine C. Israel D. Egypt

2. _____ The belief that there is only one god.

A. polytheism B. monotheism C. Confucianism D. Hinduism

3. _____ The Silk Road was an ancient trade route linking

A. South Asia to Africa B. China to Europe C. Europe to North America D. Africa to Europe

4. _____ A person whose job is to summon Muslims to prayer.

A. muezzin B. pastor C. messenger D. rabbi

5. _____ A member of a people originating from the Arabian peninsula in the Middle East who speaks Arabic.

A. Jew B. muezzin C. Palestinian D. Arab

6. _____ An area of southwestern Asia and northern Africa that stretches from the Mediterranean Sea to Pakistan and includes the Arabian peninsula.

A. Soviet Union B. Mississippi River C. Holy Land D. Middle East Region

7. _____ A Middle Eastern city that is Holy to Jews, Christians and Muslims.

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A. Cairo

B. Baghdad

C. Jerusalem

D. Mecca

8. _____ A former group of communist states that occupied Northern Asia and Eastern Europe

A. Soviet Union

B. terrorists

C. capitalists

D. European Union

9. _____ A written set of laws created by the ancient Mesopotamian civilization.

A. constitution

B. 10 Commandments

C. Code of
Hammurabi

D. legislation

10. _____ An ancient region of southwestern Asia in present-day Iraq.

A. Babylon

B. Mesopotamia

C. Rome

D. Hammurabi

Key Concepts

Please write the correct letter for the answer on the line.

11. _____ Tensions between Arabs and Jews started because of

A. Jewish settlement in Palestine following World War 2.

C. Arab settlement in Palestine after World War 1.

B. the unification of Palestine.

D. the migration of Jews from Palestine to Europe

12. _____ What country controlled portions of Central Asia until 1991?

A. Great Britain

C. China

B. India

D. Soviet Union

13. _____ Which statement best describes the ethnic groups living in Central Asia?

A. The Kazaks are the only ethnic group.

C. There are no Russians living there.

B. There are many ethnic groups.

D. Only Uzbeks and Turkmen live there.

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14. _____ Why did sea trade aid in the decline of the Silk Road?

A. The Silk Road was in disrepair.

C. Distances were shorter over sea.

B. Sea routes were faster.

D. More goods could be carried in caravans

15. _____ The Code of Hammurabi followed the idea of

A. “Innocent until proven guilty.”

C. “an eye for an eye.”

B. “Love your neighbor as yourself.”

D. “all men are created equal.”

16. _____ Judaism, Christianity, and Islam are all similar in that they are

A. monotheistic

C. polytheistic

B. modern

D. not well-known

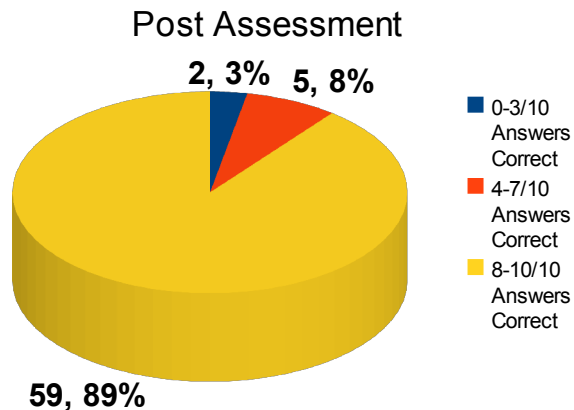
(Only For Differentiated/Gifted Class)

Short Answers- Please Write In Complete Sentences

Think back to our class activity on the Silk Road. Write at least 2 good things about the Silk Road and at least 2 challenges (bad things) about the Silk Road.

Think back to our discussion and simulation of the Israeli- Palestinian conflict. What are these two groups fighting after?

Post-Assessment Data



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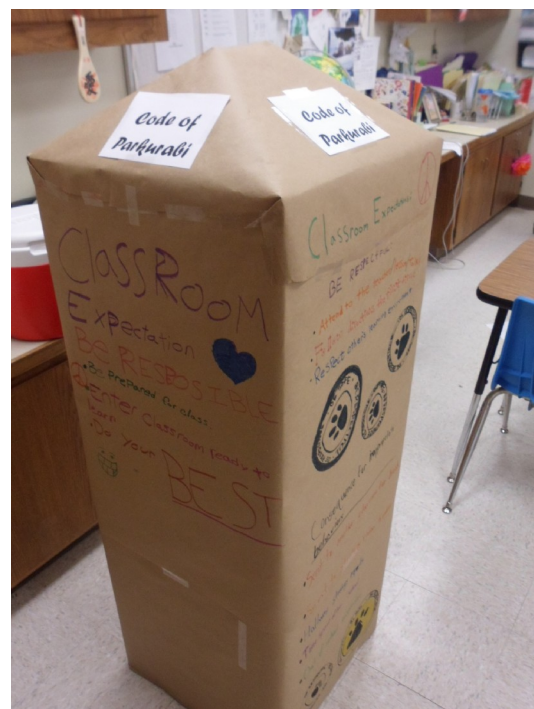
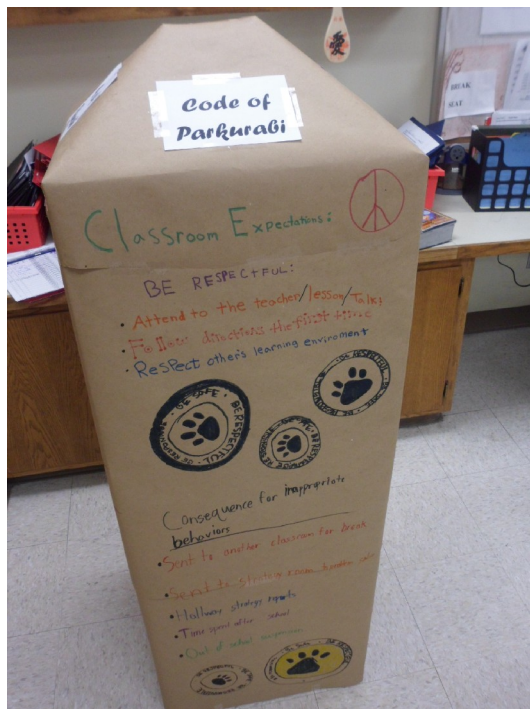
Lesson Plans

Student Teacher: Stephen Kuske **Grade Level:** 7th **Date:** 2/6/2013
State Standard: Lincoln Public School 7.2.11 **Subject:** Social Studies
Name of Lesson: Code of Hammurabi, SW Asia Culture and History **Period / Time:**
 3,4,5,6,7 (52 minutes)

I. Goal: Students will understand how the history and culture of Southwest Asia and Central Asia has affected today's world.	Required Adaptations/Modifications:
II. Objectives: - Students will be able to explain the effect early civilization and governments have on the world. - Students will be able to explain how religion has had an impact on the history of the region. - Students will be able to relate the diversity of cultures to the shaping of the region.	Required Adaptations/Modifications:
III: Faith / Values Integration: Importance of rules and laws in societies	Required Adaptations/Modifications:
IV. Integrated Technology: PowerPoint to introduce SW Asia/Code of Hammurabi	Required Adaptations/Modifications:
V. Materials: laptop, 2 cardboard boxes, tape, markers, school rules, worksheets	Required Adaptations/Modifications:
VI: Procedure: A. Set / Hook: Bellringer- Why is it important for societies to have laws (rules)? Do we have fair laws here in the United States? (5 mins) B. Transition: “Today we will learn about an ancient set of laws called the Code of Hammurabi, but first we need to know who made the laws and where they lived.” C. Main Lesson: 1. PowerPoint to show students location of Mesopotamia and to introduce the Code of Hammurabi (take notes) (20 mins) 2. Class activity- Creating our own Code of Hammurabi (Code of Parkurabi) using school's rules (20 mins) D. Transition: “Now that we've created our own code of laws, hopefully you can remember the importance of rules and laws in all societies” E. Conclusion: The Code of Hammurabi is the earliest set of written (recorded) laws we have today. People of Mesopotamia believed that all citizens must	Required Adaptations/Modifications: ELL and LD students receive individual assistance from teacher for note-taking and during activity. During PowerPoint, key words for taking notes are highlighted. Extra time will be taken to explain concepts and give students time to takes notes.

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obey the same set of laws. (5 mins)	
VII. Assessment:	Required Adaptations/Modifications:
VIII. Assignment: In-class worksheet over chapter 5 section 2	Required Adaptations/Modifications: ELL and LD students receive individual assistance from teacher
IX. Self-Evaluation: S- creating the Code of Parkurabi activity W- The students listened to me talk too much O- Find a way to engage the students more and not do the Code of Parkurabi activity the same way. (It would work better with high school students creating the stele) T- The students constantly talked while I would talk to the whole class	X. Coop's Comments: "Great alternate word usage- restating in a different way. Try walking the rows more while talking. Good job using names of students. Good specific prompt: raise your hand if you want to share. The Code of Parkurabi activity was really fun for the students."



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Student Teacher: Stephen Kuske **Grade Level:** 7th **Date:** 2/7/13
State Standard: Lincoln Public School 7.2.11 **Subject:** Social Studies
Name of Lesson: SW Asia Culture and History **Period / Time:** 3,4,5,6,7 (52 minutes)

I. Goal: Students will understand how the history and culture of Southwest Asia and Central Asia has affected today's world.	Required Adaptations/Modifications:
II. Objectives: - Students will be able to explain the effect early civilization and governments have on the world. - Students will be able to explain how religion has had an impact on the history of the region. - Students will be able to relate the diversity of cultures to the shaping of the region.	Required Adaptations/Modifications:
III: Faith / Values Integration: Comparison of Islam, Judaism and Christianity	Required Adaptations/Modifications:
IV. Integrated Technology: PowerPoint of Jerusalem, 3 religions and Israel	Required Adaptations/Modifications:
V. Materials: laptop, worksheets	Required Adaptations/Modifications:
VI: Procedure: A. Set / Hook: Bellringer- Think about a time when you and another person were fighting over the same thing. How did it make you feel? (5 mins) B. Transition: “Today we will be talking about how 3 different religious groups identify Jerusalem as 'their' holy place and how both the Israelis and Palestinians claim the territory of Israel.” C. Main Lesson: <ul style="list-style-type: none"> • PowerPoint showing 3 religions, formation of Israel, conflict (35 mins) (Students take notes on worksheet) <ul style="list-style-type: none"> • Simulations of formation of Israel and Israeli-Palestinian conflict (some students Israelis, some Palestinians using desks and classroom space (5 mins)) D. Transition: “ Now you can hopefully understand that the Israeli-Palestinian conflict is complex and that the 3 monotheistic religions have roots in Jerusalem, Israel.” E. Conclusion: Review Israeli-Palestinian conflict and ask about similarities and differences between 3 religions (5 mins)	Required Adaptations/Modifications:
VII. Assessment:	Required Adaptations/Modifications:

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VIII. Assignment: In-class worksheet over chapter 5 section 2	Required Adaptations/Modifications: ELL and LD student receive individual assistance if necessary
IX. Self-Evaluation: S- Doing a simulation of Israeli-Palestinian conflict W- Same kind of instruction as previous day, need to find a way to change things up more O- I could show a short video clip of Israeli-Palestinian conflict and discuss it or have a current news article for them to read T- Disruptive students ruining my momentum and I need to find a better way to keep students quiet	X. Coop's Comments: "Let proximity work for you as you walk the rows. Ideas instead of 'be quiet!'-'no sound,' 'eyes on me,' 'raise your hand if you have something to say.' In middle school have students repeat your directions. Nice graphic maps! Review the PowerPoint to see if students missed anything."

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Student Teacher: Stephen Kuske **Grade Level:** 7th **Date:** 2/8/13
State Standard: Lincoln Public School 7.2.11 **Subject:** Social Studies
Name of Lesson: Silk Road, Central Asia Culture and History **Period / Time:**
 3,4,5,6,7 (52 minutes)

I. Goal: Students will understand how the history and culture of Southwest Asia and Central Asia has affected today's world.	Required Adaptations/Modifications:
II. Objectives: - Students will be able to explain the effect early civilization and governments have on the world. - Students will be able to explain how religion has had an impact on the history of the region. - Students will be able to relate the diversity of cultures to the shaping of the region.	Required Adaptations/Modifications:
III: Faith / Values Integration:	Required Adaptations/Modifications:
IV. Integrated Technology: PowerPoint about Silk Road and Soviet Union	Required Adaptations/Modifications:
V. Materials: laptop, worksheets	Required Adaptations/Modifications:
VI: Procedure: A. Set / Hook: Bellringer- Pick 2 of these items (goods traded on the Silk Road). What would your life be like without them? (5 mins) B. Transition: “Today we will be talking about the importance of the Silk Road for trading in Asia, its impact on culture today and the Soviet Union.” C. Main Lesson: <ul style="list-style-type: none"> • PowerPoint/Guided Notes (20 mins) • Simulation Activity- Traveling the Silk Road (Students walk around the room and stop at 4 different stations that describe challenges of traveling the Silk Road) (20 mins) • Discuss the former Soviet Union and present day countries D. Transition: “Today you have experienced some challenges and the overall impact of the Silk Road. You also have become familiar with the former Soviet Union.” E. Conclusion: Silk Road connected Eastern Asia with Middle East and Europe. Former Soviet States “stans” are made up of different ethnic groups, working to develop as their own countries (5 mins)	Required Adaptations/Modifications:
VII. Assessment:	Required

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	Adaptations/Modifications:
VIII. Assignment: In-class worksheet over chapter 5 section 3	Required Adaptations/Modifications: ELL and LD student receive individual assistance if necessary
IX. Self-Evaluation: S- The students had a ton of fun playing the Silk Road game and it was meaningful W- I think today was okay, but I could continue to vary how I present information to the students O- I might show the students a short video clip to get them interested in hearing about the Silk Road at the beginning of class. T- Some students did not take the Silk Road game seriously, so it was meaningless to them.	X. Coop’s Comments: “Way to maintain a positive attitude! The students really liked the Silk Road game. Great job engaging students individually. Check to make sure all of the students have their worksheets, because not all seemed to have them. Great job screening questions to make sure they are relevant.”



Welcome To The Taklamakan Desert

If you roll a

- 1: You die after being stung by a scorpion (**You must start over**)
- 2: After running out of water, you barely make it through the desert (**continue to next stop**)
- 3: You die from dehydration (**You must start over**)
- 4: You lose your trading items, but somehow make it through the desert (**give me your slip and continue to next stop**)
- 5: You make it safely through the desert without any problems (**continue to next stop**)
- 6: You make it safely through the desert without any problems (**continue to next stop**)

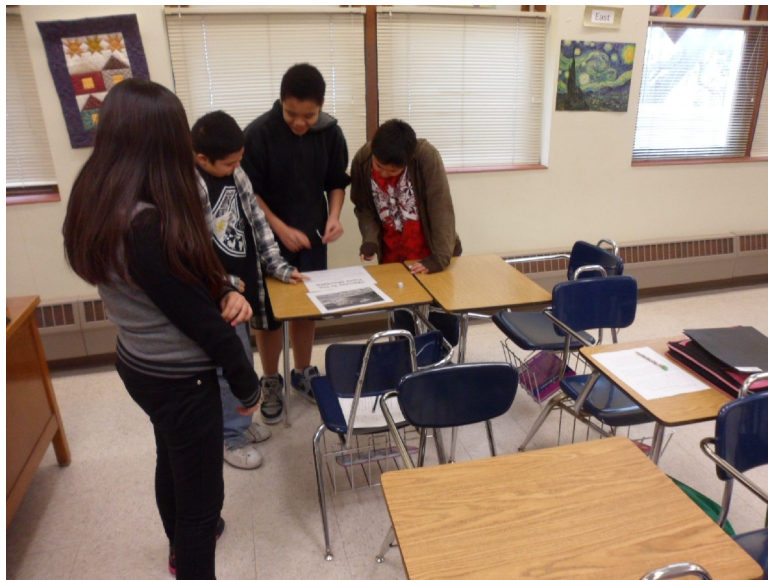


Welcome To The Pamir Mountains

If you roll a

- 1: You make it safely through the mountains without any problems (**continue to next stop**)
- 2: You lose your trading items, but somehow make it through the mountains (**give me your slip and continue to next stop**)
- 3: You make it safely through the mountains without any problems (**continue to next stop**)
- 4: While getting frostbite you make it through the mountains (**continue to next stop**)
- 5: You freeze to death (**You must start over**)
- 6: You die after falling down the mountain (**You must start over**)

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Reflection

Student Learning Progress

After administering both the pre-assessment and post-assessment for this unit I can definitely see progress in the learning of my students. All of my students showed improvement from their pre-assessment. My post-assessment included more questions than just those about the vocabulary terms, but to make an equal comparison between the pre-assessment and the post-assessment, I only used the 10 vocabulary questions on the post-assessment in my data. 58 out of 66 (88 percent) students answered 7 or less questions correct on the pre-assessment, with 28 students (38 percent) answering 3 or less answers correctly. In my post-assessment, 59 out of 66 (89 percent) students answered 8-10 out of 10 questions correctly. 5 students (8 percent) answered 4-7 questions correctly and 2 students (3 percent) answered 0-3 questions correctly. None of the students answered less than 3 of the questions correctly. In my pre-assessment only 8 students (12 percent) answered 8-10 questions correctly versus in my post-assessment 58 students (89 percent) answered 8-10 questions correctly. That is a giant shift upward! Overall my students were much more familiar with the key vocabulary terms in this unit at the completion of the unit, when compared to before the unit began.

As I reflect on how well the objectives were met for this unit I have a mixed analysis. The objectives for this unit were: Students will be able to explain the effect early civilization and governments have on the world, Students will be able to explain how religion has had an impact on the history of the region, and Students will be able to relate the diversity of cultures to the shaping of the region. In hindsight, I now realize that my assessment did not match up to my objectives in an easily measured way. For my objectives that state students will “explain,” I should have made sure students would have to write short answers or essays in their assessment. I would argue that for many of my students (at least at this school, not developmentally) short answers and essays are not a realistic form of assessment. I did have the students do reflection questions on the Code of Hammurabi to help them apply government and laws to their own lives. Our performance task for the lesson on the Code of Hammurabi was creating our own “Code of Parkurabi.” We went into lengthy discussion about how Christianity, Judaism and Islam have origins in the Middle East and how that has impacted the development of that region. We did a simulation game of the Silk Road that helped the students to understand the importance and challenges of the Silk Road. The gifted/differentiated class had a short answer question about this on their test. I would justify that the objectives of this unit were met overall, but that it would be difficult to measure this through a written assessment.

Overall, the students made huge strides in understanding the vocabulary and key concepts in this unit, as seen by 89 percent of the students answering 8-10 questions correctly in the post-assessment, versus only 12 percent of the students answering 8-10 questions correctly in the pre-assessment. There were 2 individual students that answered 0-3 questions correctly on the post-assessment. After conferencing with my co-op and from my judgment, these 2 individuals did not care about the post-assessment and blew it off. We later re-assessed these students and they passed. My co-op and I attribute the students' performance to attitude problems. After this unit I have found that some students need more individualized

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review, each day and before the assessment. After discussion with my co-op we decided it would be helpful to have the two students to test separately from the rest of the students and give them more attention during the test, such as reading the questions to them.

If I were to teach this unit again, I would focus less on material coverage and more on engaging the students in the concepts/vocabulary through meaningful activities and discussion. I think I tried to emphasize meaningful activities through having the students create their own “Code of Parkurabi,” a simulation on the Israeli-Palestinian conflict and a simulation game of the Silk Road. I would review/conclude more at the beginning of each lesson and at the end. I would also “slow down” a little more and give the students some small reading enrichment assignments to help them apply the concepts more.

Personal Professional Growth

I learned a lot about effective instruction from this experience. One of the main things that I have taken out of student teaching in general (and this unit) is the importance of consistent expectations of students, but also the varying of instructional methods. When one changes their techniques as a teacher, it keeps the students on the edge of their seat and interested in what is going on. In effective instruction, students are allowed to work with others when possible, they are given choices and the class does things together as a whole. A huge thing that I learned (especially for middle school students) is to give clear directions and to repeat them. I have found that students need to see examples whenever possible and to see information in many different ways, such as in pictures and writing. Probably one of the most crucial things I learned about effective instruction is that while it is necessary to address the class as a whole, it is absolutely important to work with students as individuals to check their understanding and practice. During my student teaching experience, I have noticed my students understand more and achieve higher scores on assessments when they receive individual review and help.

This teaching experience has helped to shape my perception of myself as a teacher in many positive ways. First of all, I know I want to be a teacher for the long-term because I deeply enjoy helping students to learn and getting to interact with youth on a daily basis. I enjoy learning new things as I prepare to instruct my students and share information with them. This experience has given me a lot of confidence as a teacher, where I know I can try new things and if something does not work, it is a learning experience and not the end of the world. I have learned to not find my worth as a teacher in my student's grades. I find my worth as a teacher when I know I have made an impact on my students' lives and have been a positive role model for them. I have learned the importance of having a back-up plan as a teacher and utilizing class-time efficiently. During this experience I learned how to be proactive about managing my classroom and developing good teaching habits. I know that I am a life-long learner as a teacher, I will never know everything and that I can continue to improve and build upon what I already know.