

PARTS OF THE LESSON [Number as rows in the matrix.*]	A. Key Initiatory Moves = structures and solicitations for learning activities presented by teacher/media	B. Anticipated Reflexive Student Moves: revealing how they think	C. Teacher's Reflexive Moves, reaction to student response. Things to remember or note	D. Methods of evaluating students' classroom performance: assessing what the students say	E. Amount of class time allocated to this section of the lesson
1. Students will understand the impact of their decision making on themselves and the world around them	Q&A Forum on Moodle "Should we have a prom?" Defend answer on Moodle	Results -Teacher assessment of class responses to students debate / pros & cons to guide in class discussion	Potential of decision... Each decision will cause a butterfly effect	Teacher will assess Moodle responses to look for justification of decisions.	Moodle Assignment Homework assignment – 5 to 10 minutes
2. Content – Jamestown (colonies) – students will discover what obstacles the early settlers encountered when arriving in Jamestown	Students will partake in the Jamestown interactive game. Students will be given supporting hand out to record answers.	Students will understand how each decision that they make affects the outcomes and potential problems.	Students are placed into 4 randomly chosen groups. Each group will discuss which decisions would lead to a successful settlement.	Group collaboration and analysis of decisions.  Teacher created Moodle response question, "Which decisions would lead to a successful settlement?"	30-45 minutes
3. Continuing analysis of Jamestown and the implications of decision making based on moodle responses.	Teacher discuss in class student responses from their Moodle HW.	Evaluating results based on student culminating response.  Students create a chart/visual outlining several aspects which impacted the settlement of Jamestown. Location of settlement, community relations, jobs of community, etc.	Teacher will circulate the classroom to observe the students' work. Based on their responses (wealth, morale, etc.) teacher will select students' work to put on the board. (Different representations, chart, graph, etc...)	Classroom observation from student's work on board.  Teacher will select student's work based on one of 5(?) possible choices to be placed on board to critique with class.	25 minutes
4. Content specific (areas to focus on) Elements of Jamestown lesson: food, health, wealth, morale to include relations, roles (jobs), locations of settlement.	Class will view YouTube video from CBS 60 Minutes "Dangers of Natural Gas Fracking" <a href="http://www.youtube.com/watch?v=iN16sx059bE">http://www.youtube.com/watch?v=iN16sx059bE</a>	Teacher / Student debate and discuss video. Reaction to responses. Students will post responses via Moodle site.	Based on their responses (wealth, morale, etc.) teacher will select students' work to discuss in class. Students will write a research based argument essay. They should be able to compare/contrast fracking decisions of today with those made by the Jamestown settlers and their decisions.	Final Paper (3-5 pages) will be uploaded to Moodle site with Teacher only viewing for final paper/ project grade.	40 minutes