Assignments and Activities
Topic 8: Explicit Instruction

Activity 8.1: Identifying Explicit Instruction

Learning Outcomes
Learning Outcome 1: Explain the similarities, differences, and benefits of explicit instruction models for both teachers and a variety of students.

Standards:
INTASC Standard 3: Diverse Learners: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
   3.1 designs instruction appropriate to students’ stages of development, learning styles, strengths and needs.
   3.2 designs approaches that provide opportunities for different performance modes.

INTASC Standard 4: Multiple Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.
   4.3 assumes different roles in the instructional process (instructor, facilitator, coach, audience) to accommodate content, purpose, and learner needs.

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Assignment Introduction Text: The purpose of this activity is to give you the opportunity to show your understanding of explicit instruction, specifically, direct instruction. In the video shown here, a high school chemistry teacher is demonstrating and explaining Charles’s Law.

Video Asset: Direct Instruction in High School Chemistry

Question 1 Text: This teacher is using aspects of direct instruction—an explicit instruction model. What aspects of explicit instruction are evident in the video?

Question 1 Hint: Explicit instruction is focused on skills and knowledge with discrete steps that are clearly linked to prior knowledge and provide the opportunity for feedback.
**Question 1 Feedback:** The teacher has clearly demonstrated and explained Charles’s Law, and broken down its parts before asking students to solve problems that use the principles stated in the law and providing them with the formula for use in the problems. She clearly reviews the steps in solving a specific problem by listing the individual steps needed to solve the problem, offering feedback on the solution, and linking prior knowledge (how to convert to Kelvin temperature).

**Question 2 Text:** Describe two ways that the teacher in this video is helping her students learn how to use Charles’s Law in solving problems.

**Question 2 Hint:** Think about how we learn to solve specific problems.

**Question 2 Feedback:** The teacher (1) demonstrates and explains the principle necessary to identify the relationships in the problem; (2) sets up the equation that represents a specific word problem; and (3) models the solution of the problem with students.

**Question 3 Text:** What roles does the teacher play in the video?

**Question 3 Hint:** Teachers can act as a coach to individual students, instructors for a class of students, and a guide or leader who points students in the right direction to meet a specific objective.

**Question 3 Feedback:** For most of the video, the teacher acts as an instructor. She is presenting and modeling content, asking questions, and providing feedback.

**Question 4 Text:** Does the lesson offer different performance modes for students to demonstrate understandings? Why or why not?

**Question 4 Hint:** Think about what the teacher is asking the student to do to show her that they have mastered the content.

**Question 4 Feedback:** No, the lesson does not offer students different performance modes to demonstrate understanding. The lesson only asks students to demonstrate understanding through the solutions of problems on a written handout. This particular assessment or performance mode is used because it is aligned with the instruction that was provided to the students.

**Question 5 Text:** Assuming that this is a brief segment of a direct instruction lesson, what might the teacher do next?

**Question 5 Hint:** The steps of the direct instruction model are (1) review previously learned material; (2) state lesson objectives; (3) present new material; (4) guide practice, assess performance, and provide corrective feedback; and (5) assign independent practice, assess performance, and provide corrective feedback.

**Question 5 Feedback:** The teacher might assign another problem from the worksheet for students to solve together as she writes the solution on the board, providing corrective feedback.
when necessary. If the students’ solution demonstrates understanding of the correct solution to the problem, she might assign independent work.

**Question 6 Text:** There are several different instructional models that can be characterized as explicit instruction because of their common attributes. What are the essential attributes of explicit instruction?

**Question 6 Hint:** All explicit instruction models use similar procedures.

**Question 6 Feedback:** All explicit instruction models have clear targets with a series of discrete steps that offer the opportunity for ongoing instructional feedback. There is a clear link between prior and new knowledge, and students are working toward skill automaticity.

**Activity 8.2:** Using Explicit Instruction Elements

**Learning Outcomes**

**Learning Outcome 2:** Identify knowledge and performances in the content curriculum that are aligned with the basis, steps, and benefits of explicit instruction models.

**Standards:**

**INTASC Standard 1: Content Pedagogy:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

1.1 demonstrates an understanding of the central concepts of his or her discipline.

1.2 uses explanations and representations that link curriculum to prior learning.

**INTASC Standard 2: Student Development:** The teacher understands how children learn and develop, and can provide learning opportunities that support a child’s intellectual, social, and personal development.

2.2 creates relevance for students by linking with their prior experiences.

2.3 provides opportunities for students to assume responsibility for and be actively engaged in their learning.

2.4 encourages student reflection on prior knowledge and its connection to new information.

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**Assignment Introduction Text:** The purpose of this activity is to recognize the roles that explanations and representations, links to prior knowledge, and student engagement play in a tenth-grade geometry class in which the teacher is using elements of explicit instruction.

**Video Asset:** Questioning: Tenth-Grade Geometry

**Change title to:** Building on Prior Knowledge: Tenth-Grade Geometry


**Question 1 Text:** In what ways does the video show that the teacher’s content knowledge helps him to create a meaningful learning experience?

**Question 1 Hint:** What did the teacher do that helped keep students engaged, and how did his content knowledge help him to do this?

**Question 1 Feedback:** Because his content knowledge was strong, the teacher was able to keep the pace of the lesson moving. He also made clear connections between content that was covered in previous classes and what the students were doing in his class. A worksheet was also provided to each student. This helps students stay focused and interested while being able to make connections between prior and new knowledge.

**Question 2 Text:** Why is it a good idea to use elements of explicit instruction to teach the Pythagorean Theorem?

**Question 2 Hint:** All explicit instruction models have clear targets with a series of discrete steps that offer the opportunity for ongoing instructional feedback. There is a clear link between prior and new knowledge, and students are working toward skill automaticity. Think about how using the Pythagorean Theorem might be related to automaticity.

**Question 2 Feedback:** Students need to be able to apply the Pythagorean Theorem efficiently so that they can solve problems. Being able to apply this knowledge quickly is critical. With repetition and practice, students will gain automaticity in this skill. In this short clip, the teacher models the skills and provides a worksheet for practice—the first steps in explicit instruction.

**Question 3 Text:** Keeping in mind the elements of explicit instruction, what might the teacher do next in this class?

**Question 3 Hint:** Think about the steps of direct instruction.

**Question 3 Feedback:** The teacher might assign several problems for students to solve that would require application of the Pythagorean Theorem. He might circulate around the room and provide feedback to students as they completed the guided practice.

**Question 4 Text:** How did the teacher represent and explain the Pythagorean Theory to students? Why did the teacher explain and represent the information as he did?
**Question 4 Hint:** Content can be represented and explained visually, kinesthetically, and orally.

**Question 4 Feedback:** Students may have a preferred mode of learning or may need several ways of seeing and processing new information so that links can be made to prior knowledge. The teacher stated the formula, asked students to state it, drew right triangles on the board, and assumed that students were drawing the triangles in their notes—providing a number of ways for students to access the information.

**Question 5 Text:** Is there any evidence that students in this class are taking responsibility for their learning?

**Question 5 Hint:** Consider the demands and opportunities that are provided to students during the lesson.

**Question 5 Feedback:** Students are encouraged to yell out answers to the teacher’s questions and several students do. In addition, one student was directly asked a question but responded slowly, and the teacher (and class) provided a cue and stayed with him until the correct answer was given. Students are engaged in the lesson, indicating that they are taking responsibility for their learning.

**Activity 8.3:** Explicit Instruction Directions

**Learning Outcomes**

**Learning Outcome 3:** Develop clear directions for an explicit instruction task that takes into consideration a variety of students’ developmental needs, learning approaches, and content strengths and weaknesses.

**Standards:**

**INTASC Standard 2: Student Development:** The teacher understands how children learn and develop, and can provide learning opportunities that support a child’s intellectual, social, and personal development.

2.3 provides opportunities for students to assume responsibility for and be actively engaged in their learning.

**INTASC Standard 3: Diverse Learners:** The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

3.1 designs instruction appropriate to students’ stages of development, learning styles, strengths and needs.

3.3 adjusts instruction to accommodate the learning differences or needs of students (time and circumstance of work, tasks assigned, communication and response modes).
INTASC Standard 5: Motivation and Management: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

5.1 encourages clear procedures and expectations that ensure students assume responsibility for themselves and others, work collaboratively and independently, and engage in purposeful learning activities.

5.3 organizes, allocates, and manages time, space and activities in a way that is conductive to learning.

5.4 organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals.

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Assignment Introduction Text: The purpose of this activity is to explore the role of clear directions and unambiguous tasks in explicit instruction.

Video Asset: Vocabulary, Part 2: Word Study Snapshots, Synonyms and Antonyms

Question 1 Text: Clear directions and expectations are essential characteristics of explicit instruction. What teacher behaviors do you notice indicating that the teacher is providing clear directions and expectations that will result in successful independent learning for her students?

Question 1 Hint: Clear instructions include a description of the task, what the learner will need to do, and how they will need to do it. Clarity allows students to work on tasks independently and take responsibility for learning.

Question 1 Feedback: The teacher sets the specific task within an activity in which students had already participated and what they will be doing in the future. She not only tells the students what needs to be done, she also provides a graphic organizer for them and models the process—both behaviors that support independent work. The teacher is very clear about what must be accomplished and demonstrates her high expectations by asking the students to stretch their thinking by finding synonyms and antonyms.

Question 2 Text: The teacher in the video asks students if they have any questions about what they are supposed to do. Are there other ways that she checked or might have checked to see if the students knew what to do?
Question 2 Hint: Students may not know what questions they have about a task until they process the information and/or actively work through the task.

Question 2 Feedback: The teacher asks students to begin the task while she is working with them, allowing her to see if they know how to begin. She also might have asked students to repeat the directions by asking: “What are you going to do first?” “And then what will you do?” “What did I say that you did not understand?”—all of which reveal information about student comprehension.

Question 3 Text: In what ways does the task of filling in the vocabulary graphic organizer help the teacher manage the activity so that students are motivated to take on responsibility for their own learning independently?

Question 3 Hint: Graphic organizers allow students to focus on big ideas and their relationships. Vocabulary word boxes (the graphic organizer used in this video) provides a structure for learning specific words, while also allowing students to make choices about which pictures to draw and sentences to write.

Question 3 Feedback: The teacher has provided clear and specific guidance for completing the graphic organizer independently, while providing students with choices as they complete the task. Choice is a motivator for many students. In addition, the graphic organizer limits the task and manages the time that it should take for the task to be accomplished.

Question 4 Text: In what ways does the instruction on this video accommodate varying learning styles?

Question 4 Hint: What does the graphic organizer ask students to do?

Question 4 Feedback: Students are asked to write sentences, draw pictures, and make connections—all of which require different learning approaches and may help students to focus on either their strengths (drawing) or weaknesses (showing relationships between words). Making connections between a new word and other known vocabulary asks students to be analytic. Drawing a picture of the word and/or the sentence in which the word was placed is a creative task.

Question 5 Text: Is this video a good example of how a teacher can meet the developmental needs of students? Be specific as to why this is true or not.

Question 5 Hint: Students at this age level are beginning to develop better decision-making skills, independent work habits, responsibility for competing tasks, and confidence in their academic skills. They are still anchored, in general, in concrete thought but are better able to understand abstract concepts.

Question 5 Feedback: The teacher in this video is meeting the developmental needs of the students by allowing them the opportunity to make some decisions as they complete the task, by
asking them to complete the task independently and responsibly, and by showing the relationship of their chosen words to other words.

**Activity 8.4: Planning for Explicit Instruction**

**Learning Outcomes**

**Learning Outcome 4:** Design a lesson plan for one of the explicit instruction models that clearly shows the connection between students’ prior and students’ new knowledge.

**Standards:**

**INTASC Standard 1: Content Pedagogy:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

1.2 uses explanations and representations that link curriculum to prior learning.

**INTASC Standard 2: Student Development:** The teacher understands how children learn and develop, and can provide learning opportunities that support a child’s intellectual, social, and personal development.

2.2 creates relevance for students by linking with their prior experiences.

2.4 encourages student reflection on prior knowledge and its connection to new information.

**INTASC Standard 7: Planning:** The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

7.2 develops plans that are appropriate for curriculum goals and are based on effective instruction.

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**Assignment Introduction Text:** There are two excerpts on this video. The first is a lesson on concrete poetry and the second is a lesson about kinds of symmetry. In both segments, the teachers provide clear definitions of the concept that is being studied. In both segments, it is obvious that the teachers have planned for the learning event. The purpose of this activity is to identify and evaluate the elements of planning for explicit instruction that were considered by the teachers.

**Video Asset:**
**Question 1 Text:** What examples and/or representations do the teachers in the video use to describe their concepts for the students? Were these examples planned?

**Question 1 Hint:** Explicit instruction requires clear examples and directions and smooth transitions.

**Question 1 Feedback:** The English teacher was prepared with two examples: the apple poem and the seal poem. She also had a prepared overhead with the definition of concrete poetry. The example in the symmetry lesson focused on a student in the class. The student was the basis of the teacher’s definitions of the different kinds of symmetry—something that needed to be planned so that the transitions and comparisons would be clear.

**Question 2 Text:** Did you notice any specific instances of the teachers connecting prior knowledge with the representation or examples that were used in the lesson? Remember to base your answer only on the parts of the lessons shown in the video, not what might have happened before or after the excerpt.

**Question 2 Hint:** Teachers can connect prior knowledge and/or experiences to new information by relating the lesson to something that students know or are familiar with or to an experience that they have had. Activating a student’s prior knowledge puts the lesson into context and allows students to enhance and clarify what is already known.

**Question 2 Feedback:** The use of Brittany’s concrete poetry example is an example of using a prior experience that the class had. And the use of the student’s body in the symmetry lesson also activates prior knowledge because middle school students are familiar with and frequently see human bodies.

**Question 3 Text:** Effective instruction helps students learn. Teaching for understanding rather than for discrete facts, allowing for formative assessment opportunities, teaching a relevant and rigorous curriculum, and adjusting instruction to meet learner differences within a positive learning community are all qualities of good instruction. What do you notice about these two lessons that would indicate the middle school teachers have planned for quality instruction?

**Question 3 Hint:** Think about what the students might be feeling during these lessons. Are they engaged? Do they have the opportunity to process information? Do the classrooms appear to be motivating and safe for student learners?

**Question 3 Feedback:** There are several indications that quality instruction occurred. In both classrooms, the teachers appear to be respectful of students as they ask questions and provide feedback indicating a safe and engaged learning community. There are also indications that the students are motivated because they respond to questions readily. The questions require student thinking, showing the teacher’s respect for student abilities. It is also possible that some adjustments were made in which students the teacher called on or how the lesson proceeded.
**Question 4 Text:** If you were to teach concrete poetry or different kinds of symmetry to a group of middle school students, how might you plan for linking new knowledge to learners’ prior knowledge or experiences?

**Question 4 Hint:** As previously mentioned, teachers can connect prior knowledge and/or experiences to new information by relating the lesson to something that students know or are familiar with or to an experience that they have had. Sometimes the connection is explicit and sometimes it is implied, so students can try to make their own connections from their long-term memory.

**Question 4 Feedback:** Some possibilities are to use a KWL chart to ask students what they know about the concepts, review previous learning related to the concept, ask students what experiences they have had with the concept, putting the lesson in the context of other lessons or units, and using analogies or metaphors relating known to unknown characteristics of the concept or idea under study.

**Question 5 Text:** What are the things a teacher will need to think about when planning an explicit instruction lesson?

**Question 5 Hint:** There are many ways to write a lesson plan. An explicit lesson plan should, however, include the following elements: (1) objectives for the lesson; (2) a way to begin the lesson (a review, anticipatory set, or advance organizer); (3) a presentation; (4) guided practice; and (5) independent practice. The lesson must be couched in the curriculum standards and expectations of the school and state.

**Question 5 Feedback:** Teachers need to be familiar with the standards that apply to their grade level and/or disciplinary area, so a concept may be chosen that is congruent with explicit instruction—something that can be broken down into small steps and modeled readily. Teachers then connect this new information to students’ prior knowledge and experiences, and think about how the information will be presented in an engaging way and what types of guided and independent practice will be offered. This requires some detailed knowledge about the students with whom they are working.

**Activity 8.5:** Assessment in Explicit Instruction

**Learning Outcomes**

**Learning Outcome 5:** Identify the role of diagnostic and formative assessments in explicit instruction models.

**Standards:**
INTASC Standard 8: Assessment: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

8.1 selects, constructs, and uses assessment strategies appropriate to the learning outcomes.

8.2 uses a variety of informal and formal strategies to inform choices about student progress and to adjust instruction.

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Assignment Introduction Text: The fifth-grade teacher in this video uses a variety of assessment forms, some of which are integrated into her instruction. The purpose of this activity is to identify the forms and uses of the assessments modeled in this unit on fractions.

Video Asset: Using Assessment in Decision Making
http://abavtooldev.pearsoncmg.com/myeducationlab/singleplay.php?projectId=eggen&clipID=using_assessment_decision_making.flv

Question 1 Text: Ms. Lamkin, the teacher in the video, uses a diagnostic assessment to inform her instructional decisions. Exactly what did Ms. Lamkin learn from the diagnostic assessment?

Question 1 Hint: Ms. Lamkin was beginning a unit on fractions and was interested in whether or not students understood the concept of fractions and how to add fractions.

Question 1 Feedback: Ms. Lamkin learned that most students understand the concept of fractions and can add fractions with the same denominator, but have difficulty adding fractions with different denominators.

Question 2 Text: How did Ms. Lamkin use the information from the diagnostic assessment?

Question 2 Hint: Ms. Lamkin understood that her students were having difficulty manipulating some fractions.

Question 2 Feedback: Ms. Lamkin used the information on student weaknesses to design instruction. Rather than begin a unit assuming that her students comprehended and could execute specific procedures, she assessed their understanding and used that information to begin her instruction with the knowledge that students did have, so she could support them in developing the new skills that they need.

Question 3 Text: Ms. Lamkin used several assessment methods (besides the diagnostic assessment) in this video. What were they?
Question 3 Hint: Assessments can be both formal and informal, and can occur during or after instruction. Formative assessments inform the teacher and student of progress toward unit goals during the instructional period.

Question 3 Feedback: Ms. Lamkin used the diagnostic test, homework, monitoring of individual students, frequent questioning, and a summative assessment at the end of the unit.

Question 4 Text: In what ways is Ms. Lamkin meeting the social and intellectual needs of her students by using diagnostic and formative assessments?

Question 4 Hint: Good instruction attends to the social and intellectual needs of students.

Question 4 Feedback: Ms. Lamkin is meeting the social and intellectual needs of her students by providing a learning environment in which they are actively engaged in activities that scaffold the construction of new knowledge in a safe and purposeful environment. The key is linking new knowledge and skills to what students bring to the class.

Activity 8.6: Automaticity in Explicit Instruction

Learning Outcomes
Learning Outcome 6: Explain the benefits of automaticity for student learning and how explicit instruction models increase the chance for students to develop automaticity.

Standards:

INTASC Standard 9: Reflective Practice: Professional Development: The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally.

9.2 uses professional literature, colleagues, and other resources to support self-development as a learner and as a teacher.

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Assignment Introduction Text: Automaticity is the ability to do things automatically as a result of repetition and practice. This video demonstrates how automaticity in addition and multiplication helps fifth-grade students become successful learners.
**Question 1 Text:** Driving, breathing, and grocery shopping are all examples of how we develop automaticity in everyday events. Automaticity is also critical in intellectual skills such as complex mathematical procedures. What are the intellectual demands on students in this class that might require automaticity?

**Question 1 Hint:** The addition of both like and unlike fractions requires that students quickly find the common factor.

**Question 1 Feedback:** Students are being asked to understand equivalent fractions and to add fractions with the same and different denominators. Both of these assignments require automaticity in finding common factors.

**Question 2 Text:** How might a diagnostic pre-test evaluate the level of automaticity that students have in adding fractions?

**Question 2 Hint:** Automaticity is the ability to do things correctly and efficiently without conscious thought.

**Question 2 Feedback:** A diagnostic pre-test can be timed so that students are not able to use counting or representations in figuring out solutions. Automaticity requires comprehension, but an understanding of the concept is not enough. Students also have to be able to quickly add or multiply, subtract or divide without using aids. If students take a long time to figure out a simple addition or multiplication fact, it slows down the process of adding fractions. The automaticity required in this situation is knowing how to use basic math facts in finding the solution to a more complex problem.

**Question 3 Text:** Provide an example of how Ms. Lamkin is building automaticity in her students’ mathematical knowledge.

**Question 3 Hint:** Any question that asks students to find equivalent fractions or the addition of fractions requires automaticity in figuring out basic mathematical facts.

**Question 3 Feedback:** Each time Ms. Lamkin asks students to manipulate the pieces of chocolate to find equivalent fractions, she is building automaticity in her student’s ability to “see” the fraction. This is also true of her city street activity. Automaticity requires repetition and practice.

**Question 4 Text:** How might you provide students with practice and repetition in identifying equivalent fractions, finding common factors, and adding like and unlike fractions?

**Question 4 Hint:** Practice and feedback in all content areas should include a variety of engaging problems using a variety of activities, props, and roles for students.
**Question 4 Feedback:** A unit on fractions might include manipulatives (not just those that can be eaten!), a variety of problems, timed tests, graphs on the efficiency of solving problems, and a variety of ways for students to demonstrate the solution of a problem. Repetitive practice does not have to include the same set of problems presented in the same way. To encourage engagement in the practice, students can be provided choice and novelty.
Activity 8.7: The Direct Instruction Model

Learning Outcomes [Note to production: link to content below in a pop-up window]

Learning Outcome 2: Identify knowledge and performances in the content curriculum that are aligned with the basis, steps, and benefits of explicit instruction models.

Standards: [Note to production: link to content below in a pop-up window]

INTASC Standard 4: Multiple Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

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Introduction Text: In this clip you will see a high school history teacher using the direct instruction model to introduce his students to the rationale and sentiments behind the U.S. involvement in the Vietnam War. Students are encouraged to label their maps, complete an outline, and take notes. As you watch the episode think about what the teacher’s instructional objectives are and why he uses this instructional strategy for this lesson.

Video Asset: The Direct Instruction Model

Question 1 Text: What is the objective of the lesson being taught?

Question 1 Hint: What does the teacher want the students to learn in this lesson?

Question 1 Feedback: The teacher is explaining the concept of the domino effect as it pertains to war and world conflict.

Question 2 Text: Identify the instructional strategies/tools/resources used by the teacher.

Question 2 Hint: Think about what each teacher is doing. What tools does the teacher use to help the students understand the concept(s) being taught? What tools do the students use to help them learn the concept(s)?

Question 2 Feedback: The teacher mainly uses the lecture strategy to impart knowledge to his students. He activates prior learning from a previous lesson and uses
maps/drawings to help the students understand the concepts being taught. The students listen and take notes if they choose.

**Question 3 Text:** Does the teacher’s approach seem to be effective?

**Question 3 Hint:** What is the effectiveness of direct instruction?

**Question 3 Feedback:** Direct instruction seems to be effective. Students show by their body language, note taking, map labeling, and answers that they are learning. The teacher shows by his questioning that he is aware of student understanding. He uses prompts, diagrams/drawings to reinforce his lecture.

**Question 4 Text:** Since active participation enhances student learning, what can the teacher do to increase student participation in his lecture? How might he modify his teaching style to make his lecture more student-centered; in other words, more personal, interesting, meaningful and lasting?

**Question 4 Hint:** What can a teacher do to arouse and maintain interest in a lecture?

**Question 4 Feedback:** A teacher can pull students into the discussion or lesson by incorporating interesting supplemental or introductory information with the facts of a lesson, by providing illustrative examples of difficult concepts, and/or by linking the lesson with contemporary situations or future lessons that directly affect the students. Young people connect with concepts when they can see a direct correlation to their own lives or events in their own lives.