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Professor Purvin

Education Field Experience EDUC 230-02

Spring 2012

Rationale Statement

**Statement of Standard Number One: Subject Matter Knowledge:** “Teachers shall understand the central concepts, tools of injury, structures of the discipline, especially as they relate to the New Jersey Curriculum Content Standards (CCCS), and design developmentally appropriate learning experiences making the subject matter accessible and meaningful to all students.” (NJPTSB, 2004, pg 9)

**Name of Artifact:** 10 Minute Demo Lesson Presentation

**Date of Artifact:** Spring 2012

**Course:** Education Field Experience EDUC 230-02

**Rationale Statement:**

 The artifact this rationale corresponds to is a bit different from the others. While I have written two theoretical lesson plans, this artifact is the first lesson I will actually perform. It is essentially a ten minute demonstration lesson. While we were not limited to academic topics I chose to present one in the form of a poem and group discussion. The standard for this artifact is number one titled Subject Matter Knowledge. This not only involves knowing what is you are teaching but also that a teacher knows how to teach these things. By giving a short lesson on a topic we are familiar with we fulfill both aspect of this standard. The background knowledge we posses is essential for the creation of lessons just as much as our knowledge of teaching standards is essential for presenting it.

 At first the hardest part of this assignment was choosing a lesson to present. It is one thing to create an academic lesson plan based off curriculum standards, but a completely different task to create a lesson from nothing. I started by simply thinking about the things that interest me. While doing so I had a playlist running and head the performance I choose to play for the class. Just hearing the poem a Ballad of Skeletons reminded me of how much I enjoyed my high school history classes and the eye-opening effect this poem had for my classmates and I.

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I had originally intended to have the class read the poem aloud and discuss it as we did so, however, I did remember the ten minute limit for the lesson. So I found the shortest video I could of the poem and planned a group discussion for after it. Learning how to charge plans on the run will defiantly come in handy in the future. I know there will be times when either time constraints or technology issues will cause a lesson to be altered so this practice is invaluable for these theoretical situations. Yet by the time I finished outlining my lesson, I was happy with how it turned out. I realize not everything may go according to plan, but that is part of being a teacher. Everyday has some new challenge and it is our duty to ensure we met it and help our students to do the same. I definitely plan to keep my notes for this lesson. I think no matter what history class I wind up teaching the students could benefit from this poem. If only to realize that art comes in many forms and there are many great works from the past recent or not so recent that still has tremendous connection to our present and future.