



Second Reflection on Teaching a Lesson

Lesson Plan

For my lesson I taught a second part about the Viking Age and talked about how Scandinavian people transitioned from raiding to settlement. I taught using Nearpod so that the students could interact during the lecture and gave them a chance to give their opinions. For the first class this worked very well. The first class was much smaller than the second class and were much more willing to give their honest opinions. When I asked questions they were more willing to put themselves out there and even if they did not know the answer they were willing to guess. The second class, on the other hand, still put answers but I could tell that some of the answers were put in just to make their friends laugh. If I were to teach this kind of lesson again I would be more careful to clarify what kind of answer I wanted. I would say that it was alright to not know an answer, but to at least guess at the answer instead of putting "I don't know" or making up a funny answer.

As for the flow of the lesson I felt that it flowed quite well. There were no major hold ups during the lesson. I felt as though each section of the lesson flowed into the next smoothly with good connections between the topics. If I had to change something about this portion of the lesson I would add more to different parts of the lesson to build them out. The section that I think needed the most work was the section about women during the Viking Age. I did not cover this as well as I would have liked. There is lots that I could have said about this topic, but I did not have time in the class to go into everything as I could have taught the whole lesson only on that topic. So, I only did a quick overview during this lesson.



Teacher

After I was finished teaching the lesson there were a couple of things that I thought about the lesson. First, when I taught the lesson I found that I had a bit of time left in class at the end of the lesson. This happened both time that I taught the lesson. For the first period I did not have anything planned for the end of the lesson, but the students had other assignments to work on for their regular teacher. For the second class I thought that, because they were a larger class, the lesson would fill up the full time. However, I still ran into the same problem of not having enough time because, even though they were a bigger class, they did not have as much to say about what I was teaching in the lesson. If I were teach this lesson again I would add more information and go more in depth into the topics I am teaching. Or I would add more time for students to give their opinions about what is being taught. This could be in the form of me giving them more discussion questions or offering more chances for the students to give their opinions and facilitating discussion in that way.

I think another thing that I could work on as a teacher in this lesson and in any other lesson that I teach, is to slow down my teaching a little bit. At times when I am teaching I feel as though I am speaking quickly and I need to slow down. This is something that comes with feeling nervous to be at the front of the class. I think I will slow down as I teach more and get more comfortable at the front of the classroom. At times when I begin talking quickly I forget exactly where I am going with my teaching and may skip over an important part of the lesson. I then have to go back and clarify what I meant and this can cause confusion for the students. So learning to slow down my speaking and making sure that I cover important information clearly is something that I need to work on.



Something that I thought I did well during the lesson was answering student's questions. At the end of the lesson I gave students a chance to ask questions about anything pertaining to the Viking Age. Many students did not have questions but there were a few that did have some really good questions. I have fairly good knowledge about the Viking age, as it is one of my favourite topics to study, and I felt as though I was able to answer the questions that they had. There were some questions that tested my knowledge, but I am okay admitting that there are some things that I do not know. So I tried to give those students as much as I knew about the topic and resources that they could look up if they had more questions.

Lastly, I felt as though I could have done a better job moving around the classroom. For the most part I stayed at the front of the class and did not move back and forth. This was because there was some stuff in the way and the way that the classroom is set up makes it difficult to move around efficiently. There were times that I move around a little bit and this was done in order to show students what I was talking about on a map at the back of the class. In my own classroom I would set up the room in order to better facilitate movement around the class. Hopefully this would make it easier to move around and interact with students.

Students and Objectives

The objectives that I had for this lesson were: 1) Explain why Scandinavian people started settlements, 2) Identify major settlements of the Scandinavians, 3) Explain what life was like in Scandinavian settlements. The way that I assessed these objectives was to give students a multiple choice quiz with 5 questions. The questions that I asked are below with the breakdown of how each class preformed on each question.



Quiz Breakdown

First Period	Pre-Test Number of Correct Answers	Post-Test Number of Correct Answers (I misplaced one student's post-test)
Question 1: What major settlement did Scandinavian people set up in Ireland?	4/9 44%	2/8 25%
Question 2: What is a major city that Scandinavian people took over in England?	3/9 33%	7/8 88%
Question 3: What is the money given to Scandinavian raiders in order to keep them from pillaging called?	1/9 11%	8/8 100%
Question 4: What item, made by women, was used as currency by Scandinavian people?	6/9 67%	8/8 100%
Question 5: What is NOT a reason for settlement outside of Scandinavia	5/9 56%	7/8 88%

Second Period	Pre-Test Number of Correct Answers	Post-Test Number of Correct Answers
Question 1: What major settlement did Scandinavian people set up in Ireland?	3/17 18%	1/17 6%
Question 2: What is a major city that Scandinavian people took over in England?	3/17 18%	12/17 71%
Question 3: What is the money given to Scandinavian raiders in order to keep them from pillaging called?	5/17 29%	17/17 100%
Question 4: What item, made by women, was used as currency by Scandinavian people?	8/17 47%	17/17 100%
Question 5: What is NOT a reason for settlement outside of Scandinavia	6/17 35%	10/17 59%



My first objective was covered by question five, my second objective was covered by questions one and two, and my third objective was covered by questions three and four. Students improved dramatically from the pre-test to the post-test so I was happy with the results for the most part. The questions that students seemed to have trouble with in both classes was the first question and the last question. The way that I set up the first question was: "What major settlement did Scandinavian people set up in Ireland?" then had the options: a) Dublin, b) Ulster, c) Lindisfarne, and d) Iona. For both classes in the pre-test students got that question correct more than they did in the post-test. This was confusing for me as in the pre-test I think most students were guessing and Dublin was the only Irish town that they recognized. But the fact that most students did not get the answer on the post-test, and the fact that most students, in both classes, picked Lindisfarne as the answer, shows that there was a disconnect between what I taught and what they learned. I think that this disconnect came about because I really emphasized Lindisfarne as an important place, but did not talk about Dublin quite as much. When I was teaching the lesson I felt as though I emphasized that Dublin was a settlement that Vikings set up, but that did not pass onto the students as well as I thought it would.

The way that I set up the last question was: "What is NOT a reason for settlement outside of Scandinavia" then had the options: a) Harsh climate in Scandinavia, b) Better farmland outside of Scandinavia, c) Other nations accepted the Scandinavians, and d) Greater wealth could be found outside of Scandinavia. The correct answer was that other nations accepted the Scandinavians. Most students got this answer in the first class, but students in the second class had some trouble with it as just over 50% got the correct answer. I think some of this has to do with the way that the question was worded. It is not completely clear which was the correct answer and I can see how students would have some difficulty understanding the question. In the

future I would word the question differently in order to make it clear as to what I was looking for in the answer.

Two of the test that I found most interesting were one from the first period by Shalyn and another in the second period by Sydney. I found these interesting because the test scores stayed the same from the pre-test to the post-test and they were both scores that were under 80%. Shalyn got a 3/5 on both her pre- and post-test and got both the last two questions correct on each. She got the first and third questions right on her pre-test and got the first two wrong on her post-test. So she ended up switching her answers for the second and third questions from the pre- to the post-test. In order to help her I would clarify the answers for her and have her retake the test. I would also encourage her to take notes on what we were going through so information would be easier to recall on the post-test. On her pre-test it seems as though she was guessing at the right answers, but on the post-test the information was given to the class through the lesson. That is why I think that taking notes or going over the information again would help.

Much of the same can be said for Sydney when it comes to her pre- and post-tests. However, she got fewer answers correct as she received a 2/5 on both her pre- and post-tests. In order to help her I would give much the same suggestion as I did for Shalyn; that she should take notes during the lesson and that I would explain the information to her one-on-one to make sure it made sense. If problems persisted I would spend more time working with her in order to help her get the information. However, if problems did persist there may be a larger problem than just missing a couple multiple-choice questions; such as that she may not have an interest in the information being taught. In that case I may need to change the method of my instruction in order to make the lessons more interesting. But, it is hard to tell if that is the case from only one lesson.



Vikings Lesson Plan

Subject Area: World History

Specific Content: Vikings

Grade Level: 7th Grade

Length of Lesson: 1 Class

State Content Standard: 7.2.1 Identify major historical events and issues (e.g., conflicts and resolutions, natural resources) within regions of the world and their impact

Objectives:

- Explain why Scandinavian people started settlements
- Identify major settlements of the Scandinavians
- Explain what life was like in Scandinavian settlements

Procedure:

Pre-test: 5 question pre-test structured around the lesson objectives

Lecture:

- Using nearpod I will teach about the transition between raiding and settlement for the Scandinavian people.
 - o Wintering over in places they previously raided
 - o Instead of pillaging the Viking raiders received a Danegeld
 - o Started their own settlements in England, Ireland, and France
 - o Some of these places hold this heritage till today
- In this I will go over why people began settling and what life was like for Scandinavian people
 - o Harsh weather and landscape in Scandinavia
 - o Women did work that was just as important as men's but they did not get the same recognition
 - o Wove homespun which was used heavily in Scandinavian commerce
 - o Christianity began to influence the people of Scandinavia
- Throughout the lesson there will be chances for students to ask questions, answer questions, discuss themes, and give their opinions.

Post-test: Same test as the pre-test

7/5



Vikings Quiz

What is a major settlement that Scandinavian people set up in Ireland?

- a. Dublin
- b. Ulster
- c. Lindisfarne
- d. Iona

What is a major city that Scandinavians took over in England?

- a. London
- b. Manchester
- c. York
- d. Hedeby

What is the money given to Scandinavian raiders in order to keep them from pillaging called?

- a. Herfang
- b. Danegeld
- c. Hyldest
- d. Norse price

What item, made by women, was used as currency by Scandinavian people?

- a. Goat's butter
- b. Clay pottery
- c. Homespun cloth
- d. Wood carvings

What is NOT a reason for settlement outside of Scandinavia?

- a. Harsh climate in Scandinavia
- b. Better farmland outside of Scandinavia
- c. Other nations accepted the Scandinavians
- d. Greater wealth could be found outside of Scandinavia

7/5
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
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5/5

post-test

11-0-11

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Pre-test

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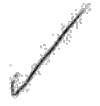
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