**Reciprocal Teaching In Action**

Cognitive Learning Process: “Reciprocal Teaching In Action”

Phase Implemented:Phase 3

Concept/Topic to Teach:The Expedition of Lewis and Clark

Outcomes:

1. Students will determine the influence Lewis and Clark’s expedition had on westward expansion.
2. Students will engage in cooperative reciprocal teaching strategies.

Materials:Reciprocal Teaching Poster, history text book and other standard classroom materials (notebooks, textbooks, writing utensils, etc.).

Implementation:The purpose of this lesson is to get students to learn more about the influence Lewis and Clark had on American history. At the beginning of the class the teacher will review with the students what they had learned previously regarding the motivation the English settlers had to explore this new land, and their interactions with the Native Americans. Although many of them experienced controversy, there were two individuals whose story significantly influenced the expansion of our country. At this time the teacher will ask the students to break up into their reciprocal teaching groups and tell them that they will need to work together in reading and analyzing the story of Lewis and Clark provided in their history textbooks. It is recommended that the students take notes about what is discussed within their small groups because on the following day they will reunite as a whole class and discuss what it must have been like to be Lewis and Clark. In addition, a quiz will be given the following week that will include this topic. Within the groups, the students will begin to determine the role each individual will take in the reciprocal teaching process as they’ve done many times before.

Educational Decisions:At this point, students are in phase three of reciprocal teaching and are able to fulfill each role with little guidance from the teacher. Within each group of four, the students will be carrying out their roles, while enhancing the understanding, comprehension, and knowledge each individual has regarding the adventures of Lewis and Clark. The teacher should walk around the classroom monitoring behavior, ensuring students are on task, listening in on group discussions, and challenging students to think critically.

**Activity 3**

At this point, students are in phase three of reciprocal teaching and are able to fulfill each role with little guidance from the teacher. Within each group of four, the students will be carrying out their roles, while enhancing the understanding, comprehension, and knowledge each individual has regarding the adventures of Lewis and Clark.

**Outcome 1: Students will engage in cooperative reciprocal teaching strategies.**

To assess this outcome, the teacher will do so informally by walking around the classroom and observing the students. While walking around the classroom the teacher will monitor behavior and ensure that students are remaining on task. He/she will make sure each student in the group is taking on a different role (Questioner, Clarifier, Predictor, and Summarizer) and will ensure that students are correctly acting out each role of the reciprocal teaching strategy. The teacher will to listen for key words, pay attention to what the students are saying, correct students when needed, and be sure students are taking notes on the information they are reading.

**Outcome 2: Students will determine the influence Lewis and Clark’s expedition had on westward expansion.**

To assess this outcome, the teacher will do so both formally and informally. To do so informally, the teacher will do exactly the same as what they did to assess outcome 1 (walk around the room and monitor the students). He/she will also be getting involved in conversations and challenging the students to think critically. To assess formally, the students will be having a quiz on Lewis and Clark the following week. The quiz will include low and high-level thinking questions about the expeditions of Lewis and Clark as well as other topics from this chapter.