

This activity takes a closer look at how authentic instruction engages students in active learning, using teaching examples from three classroom video segments. Review the elements of authentic instruction, then read the description of each classroom segment and identify up to three elements of authentic instruction best represented in the segment. Explain each answer by giving an example, then compare your answers to what other teachers said.

Elements of Authentic Instruction	
Higher-Order Thinking	stimulates critical thinking
Depth of Knowledge	encourages comprehensive learning
Real-World Connection	teaches applications of concepts
Substantive Conversation	uses meaningful discussion
Social Support	provides encouragement and inclusion



Segment 1

Description:

Ms. Mesmer uses probing questions to guide students in a discussion about the winter solstice, winter holidays in different cultures, and what they have in common.

Select up to three elements displayed in the example above and write in your explanation of why you chose these elements.

Higher-Order Thinking	<input type="checkbox"/>	
Depth of Knowledge	<input type="checkbox"/>	
Real-World Connection	<input type="checkbox"/>	
Substantive Conversation	<input type="checkbox"/>	
Social Support	<input type="checkbox"/>	



Segment 2

Description:

Mr. Cuddi uses essential questions to connect the early explorers to other themes and disciplines, such as geography, economics, and politics.

Select up to three elements displayed in the example above and write in your explanation of why you chose these elements.

Higher-Order Thinking	<input type="checkbox"/>	
Depth of Knowledge	<input type="checkbox"/>	
Real-World Connection	<input type="checkbox"/>	
Substantive Conversation	<input type="checkbox"/>	
Social Support	<input type="checkbox"/>	



Segment 3

Description:

Mr. Kitts uses stories about past and present farming practices to teach students in an agriculture-based community about change over time.

Select up to three elements displayed in the example above and write in your explanation of why you chose these elements.

Higher-Order Thinking	<input type="checkbox"/>	
Depth of Knowledge	<input type="checkbox"/>	
Real-World Connection	<input type="checkbox"/>	
Substantive Conversation	<input type="checkbox"/>	
Social Support	<input type="checkbox"/>	

Sample Answers

Segment 1

Higher-Order Thinking	<input type="checkbox"/>	
Depth of Knowledge	<input checked="" type="checkbox"/>	Ms. Mesmer challenges students to master abstract science concepts about light.
Real-World Connection	<input type="checkbox"/>	
Substantive Conversation	<input checked="" type="checkbox"/>	Students reveal what they learn in a question-and-answer discussion.
Social Support	<input checked="" type="checkbox"/>	Ms. Mesmer encourages students to participate and praises them for their effort and answers.

Segment 2

Higher-Order Thinking	<input checked="" type="checkbox"/>	Students are asked to explain the economic impact of the explorers, and synthesize new knowledge with content from previous units.
Depth of Knowledge	<input checked="" type="checkbox"/>	Mr. Cuddi asks probing questions to gauge students' mastery of the material.
Real-World Connection	<input type="checkbox"/>	
Substantive Conversation	<input checked="" type="checkbox"/>	Content is taught and reviewed in an active question-and-answer format.
Social Support	<input type="checkbox"/>	

Segment 3

Higher-Order Thinking	<input checked="" type="checkbox"/>	Students make comparisons and distinctions between the past and present.
Depth of Knowledge	<input checked="" type="checkbox"/>	Mr. Kitts asks students to show what they know by completing a time wheel.
Real-World Connection	<input checked="" type="checkbox"/>	Mr. Kitts uses farming as a topic that his students can relate to.
Substantive Conversation	<input type="checkbox"/>	
Social Support	<input type="checkbox"/>	