

Lesson Study Lesson Plan

CONTEXT

The learners for this lesson are members of a 7th Grade Humanities class. The length of the lesson will be 50 minutes. We are reading *Gods of Jade and Shadow* by Silvia Moreno-Garcia which is a fictional story that centers around Mayan folklore and is an example of the Hero's Journey template. While we are reading this book we are studying Mayan history, art, and architecture. Our three focus students are EA, JF, and RK.

RESEARCH QUESTION & THEORY OF ACTION

Research Question:

How might we effectively encourage students to collaborate and analyze how public art demonstrates the connectedness of communities across time while in distance learning?

Theory of Action:

If we create opportunities for students to share their ideas and build on each other's ideas in small group and whole group settings

Then we give students the chance to discuss and debate in a variety of ways

Resulting in greater feelings of security in sharing ideas and building upon each other's ideas so that we can make connections in what we are learning about different communities and highlight that all students have funds of knowledge.

GOALS

Equity goals:

- Students will listen to, value, and build off of each other's ideas
- Students will have opportunities to share about representation in their communities
- Breakout rooms and small group discussions as well as whole class discussions will be used to share knowledge

Content Goal:

- Students will use critical thinking to investigate the history of the Maya and make connections to other communities in the past and the present

STANDARDS

CCSS.ELA-LITERACY.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-LITERACY.RH.6-8.6

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

CCSS.ELA-LITERACY.RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

ANTICIPATORY PLANNING

Some areas in which we feel the students might struggle and how we will support them	
Students feeling comfortable sharing their ideas in Breakout Rooms or with the whole class	Multiple modes of sharing knowledge and ideas will be provided including speaking, typing in the chat, adding images or words on the NearPod page, sharing in the whole class setting, sharing in the small group setting (Breakout Rooms)
Students engaging in conversation in Zoom	Wait time will be provided for answering questions and offering information, Breakout Rooms will be designed to offer collaboration and think-pair-share type activities, support will be given through a video notecatcher so students can share their ideas or the ideas of a classmate
Boredom or disengagement with direct instruction	Lesson will include multiple ways in which information is shared and new information is presented including "What we think we know" NearPod page, watching a scholarly video, completing a notecatcher in small group and whole class settings, trivia game to guess which artifacts are Mayan, introducing the book we will be reading through making connections between this book and other books students love

PROCEDURE

Framing or Launching the lesson:

1. Why are we reading *Gods of Jade and Shadow*? (2 minutes)
 - a. Hero's Journey, to pair with learning about Mayan history, to make connections with ourselves and our community

2. Interactive survey on Nearpod to access and showcase prior knowledge about Mayan myths and history (7 minutes)
 - a. What do you think you know about Mayan civilization? (Answers can include text or images of geographic location, architecture, religion, art, food, music, clothing, time period, government, etc.)
3. Watch a video about general Mayan history and current information (5 minutes)

During the lesson:

1. Breakout Rooms in which students work together to complete their notecatchers from the Mayan general information video (10 minutes)
2. Whole class discussion in order to complete notecatchers together and make sure as many students as possible have accurate general information about the Maya (6 minutes)
3. Trivia Game - Which one is Mayan? (15 minutes)
 - a. Checking for understanding and making connections across time periods and different cultures from around the world, requires higher order thinking and cognitive skills

Closing the lesson:

1. Introducing the research lessons (4 minutes)
 - a. Sharing the pre-built slides that will guide the students' group research projects
 - b. Review Mayan Research Survey where every student will have a chance to note their preference of what they want to study
2. Start reading *Gods of Jade and Shadows* (1 minute)
 - a. Share and review Reading Responses document each student will need to complete after reading the designated chapters for the day

DIFFERENTIATION/ACCOMMODATION

EA frequently shares in the chat and almost always comes to office hours. She thinks critically about her assignments and is a very empathetic person. Her needs include developing

independence and confidence in herself so she is not constantly searching for approval and direction from instructors. She is of Mexican heritage and is excited to be reading about a character and mythology that is similar to her own.

JF speaks and writes in English and Spanish. He surpasses grade-level standards in reading and writing. He is a perceived leader and can always be counted on to help drive conversations. His needs include recognizing how to contribute appropriately, making connections between himself and the content of the lesson, and being pushed intellectually challenging content.

RK talks a lot in class and is very comfortable sharing his opinion. He has a lot of energy, a strong drive to learn, and he brings joy to the classroom. His needs include being empathetic and understanding of others, recognizing when it is appropriate and what is appropriate to share, and focusing on work completion.

In order to support the assets and needs of these three and all other students, the following Universal Design for Learning and English Language Learning strategies and systems will be used:

- Multiple ways in which the student can share their knowledge (whole class sharing, small group sharing, NearPod text or images, the chat feature in Zoom, Mayan Research Survey questions, etc.)
- The video we watch in class will have English subtitles and students will have the link to watch it more than once to ensure they understand the content
- Notecatcher for the video in order to make sure key ideas from the video are recorded
- Challenging critical thinking in an entertaining way through the *Which One is Mayan* Trivia game
- Allowing choice of research topics through the Mayan Research Survey
- Reviewing norms for using the chat and speaking in class at the beginning of the lesson and as needed for reminders during the lesson

CULTURALLY RELEVANT PEDAGOGY

Academic Achievement: The lesson attends to this dimension by asking students to think critically about what they might already know about Mayan civilization and what they are curious about learning about Mayan civilization. In future lessons, students will be required to present the knowledge they learn about specific features and archeological sites related to Mayan civilization through a group research project, putting the cognitive load on the students.

Cultural Competency: The lesson attends to this dimension by investigating content that is related to a culture that many of our students share. The culture is a non-White, non-Eurocentric culture. The lesson celebrates this culture and is designed to spark students' interest in this culture.

Sociopolitical Consciousness: The lesson attends to this dimension by centering the contributions Mayans have made to art, architecture, government, writing, mathematics, and

astronomy. It compares artifacts from Mayan and other civilizations around the world in order to help students identify similarities, differences, and the connectedness of art as communication of values throughout the centuries.

FORMATIVE ASSESSMENT

Throughout the lesson, the instructors will be taking notes on the way in which students participate. These will be tracked in a document showing the following statistics:

- Is the student's video on?
- Does the student offer an answer to a question (through audio, in the chat or other methods)?
- Does the student ask a question (through audio, in the chat or other methods)?
- Does the student contribute text or an image to the Nearpod?
- Does the student make an appropriate Zoom reaction to answer a question?

SUMMATIVE ASSESSMENT

The following criteria need to be met by each student after the lesson:

- Complete and turn in their Maya Video Notecatcher?
- Complete the Mayan Research Preference Survey?
- Complete today's entry in the Gods of Jade and Shadow Reading Response document in Google Classroom?

MATERIALS & PREP

- [Maya Video Notecatcher](#) (link is to the answer key for this document)
- [Mayan Research Preference Survey](#)
- [Gods of Jade and Shadow Reading Response document in Google Classroom](#)
- Copy of the book *Gods of Jade and Shadow* by Silvia Moreno-Garcia
- Zoom room
- Google Slideshow
- Nearpod page
- Video with general information covering Mayan myths and history