

## Formal Observation Lesson Plan

Tuesday 11/28/2017

**Subject:** Medieval Japan

**Lesson Title:** The Influence of Neighboring Cultures on Japan (2 day lesson)

**Objective:** I will evaluate influence of China and India's cultures on Japan's developing culture by participating in a scavenger hunt.

### Previous Knowledge:

Monday is the first day students learned about Japan. As an opening to the new chapter about influence, students participated in a Nearpod about the cultures represented in Southern California and the influence they make on our daily lives. I then delivered some background notes about Japan to give the students historical context before they participate in an extended independent activity.

### Warm Up: 4-5 minutes

Students will enter the classroom and participate in daily routines. They will look at the board and complete the tasks it asks:

- Homework: Finish the ch.19 Scavenger Hunt
- Get out your ch.19.1 Notes from yesterday
- Use a map of Asia on Google to answer the following question: Looking at the map, how much do you think Japan was influenced by China, India, and Korea. Do you think one country might have been more influential than the others?

Students will have 4 minutes to respond and get out their materials. At the end of the 4 minutes we will review the day's agenda and celebrate the student of the week. We will then go over their responses to the question debate style. Using language frames to respond to critical thinking questions and in class discussion has been a continuing classroom skill.

### Reviewing Previous Information using Fan and Pick: 4 minutes

Students will follow class routines to create pairs for the Fan and Pick review activity.

The Fan and Pick asks the same questions that we covered in the class notes the day before. The questions required a detailed response and limited critical thinking from the previous day. There are no answers on the back, so students need to work with their partner to look up the answers. Reviewing the material the day after we learned it in a different way with partners helps to solidify the information learned in a traditional lecture.

### Main Activity: Ch.19 Scavenger Hunt: about 35-37 minutes

- I will deliver a quick introduction to the activity detailing how Japan's culture is a mixture of the cultures surrounding it and how that affected its society greatly. We will look at the maps on the wall to solidify geography and tie the material into the quick debate we had at the beginning of class.
- Students will then participate in the scavenger hunt. There will be 3 different categories on 6 papers throughout the room. The categories are:

1. Influences from China directly to Japan: language, poetry, music, government, and capital city design
  2. Influences from India by way of China and Korea to Japan: Religion and sculpture
  3. Influences from India by way of China alone: architecture
- Students know the routines and rules for the scavenger hunt: Students must stay with their partner the entire time and complete one question at a time before checking in with me. Top 3-5 pairs win prizes from the prize box.

**EL:** My EL students tend to excel when it comes to the scavenger hunts. Looking through the data for parent conferences, many of my EL students complete the scavenger hunts when they struggle to complete the other independent activities.

I think this is due to the EL supports embedded into the activity. About  $\frac{1}{3}$  to  $\frac{1}{2}$  of the questions are CLOZE read questions, in that students fill in the blank, rather than coming up with an entire answer themselves. In regards to the free response questions, I isolate the necessary information and phrase the questions so that part of the question is embedded into the paragraph, making the information easier to locate. This helps with our long-term skill pulling information from a secondary source.

**SPED:** For [REDACTED] I heavily scaffold the scavenger hunt as I know their IEP includes writing struggles. For these 3 I write in the answers to the free response questions for them, but expect them to fill in the one-word blanks on their own. They can partner with whoever they like, but have the option to work alone if they do not want a partner. I have made it clear that they need to attempt to write in the words, but if they can't keep up with their partner they can write the first letter and move on to fill it in later. For [REDACTED] and [REDACTED], they do not get these supports during the activity, but the same rules apply to them, meaning that if they cannot keep up with their partner they can use my key to fill into the information later. The key difference is that [REDACTED], [REDACTED], and [REDACTED] have full access to my key, while Kevin and Hailyn only have access to the free-response answers during tutoring.

### **Additional Learning Goals:**

**2a2: Student Interactions with One Another:** students interact with one another in a respectful, polite manner that promotes a positive learning environment for all students.

**2b3: Student Ownership of Their Work:** Students demonstrate ownership of their work and share their learning with others

**3a1: Communicating the Purpose of the Lesson:** the purpose of this lesson is communicated clearly to all students.

**3b2: Discussion Techniques**

**5a2:**

**1c1:**