



## Research Lesson Memorialization Document

Our group norms:

- Norm 1: Step Up, Step Back
- Norm 2: Respectfully Circling Back
- Norm 3: Clear Expectations, Transparency, and Team Roles

### Team Members

Micah, McKenna, Armando, and Will

**Lesson Date:**

May 16th

**Instructor:**

Armando

**Grade Level:**

7th

### Lesson Study Pre-Work (Students at the Center)

#### Hopes and Fears as a Team

We hope that students will feel confident enough to speak out and share their learning. We fear that we will not have enough time to craft a really impactful lesson.

### Hopes/Dreams for Our Students

Insert Hopes/Dreams Document Link Here:

[Team 2: Lesson Study: Hopes and Dreams for Students](#)

### Focal- Students - Asset Based Descriptions

Empathy Interview Protocol and Document (Insert Link Here)

[Team 2: Lesson Study Meeting Agenda - Empathy Interviews](#)

Looking at Student Work Protocol and Document (Insert Link Here)



Resource adapted from:

**The Lesson Study Group**  
at Mills College



Asset-Based Descriptions of Students (Insert Link Here)

[Team Action: Asset-Based Descriptions of Focal Students - EDU 580](#)

### Summary Box # 1: Title of the Research Lesson

## Building Mind Maps to Promote Activism in Middle Schoolers

### Summary Box # 2: The Equity Theme and Rationale

The problem of practice our team explored

First Draft Equity Theme:

- students with differing language confidence levels
- Encompassing all students
- Encouraging confidence and participation
- Knowledge is there, confidence is not (based off private Zoom chat)
- Academic language?
- What tools can be used for students to enter into conversation about activism? (interventions = word walls, frontloading vocabulary, Word Cloud, or mentimeter)
- Amplifying things students are passionate about
- Make activism actionable
- **Every student will make their activist plan public as they explore, amplify, and display their passion project through the development of academic language and confidence in sharing.**

How will we honor students' activist plans and encourage them to explore and display their passion project through the development of academic language and increase their confidence in sharing?

\*\*\*How will we increase students' development of academic language and confidence to share out?

### Summary Box # 3: Your Team's Theory of Action



Resource adapted from:

**The Lesson Study Group**

at Mills College

The long-term goals for our students and how we will get there

If we employ ( teaching practice ) while students are making sense of ( content goal ), then students will improve their development of their ( agency ) as evidenced by (evidence to be shown by focal students ).

If we employ (repetitive, low stakes, and multiple modalities of share-outs) while students are making sense of (activist-centered language), then students will improve their development of their (academic language and communication skills) as evidenced by (their action plans).

If we employ (repetitive, low stakes, and multiple modalities of share-outs), then students will improve their development of their (academic language and communication skills) as evidenced by (their action plans).

#### Summary Box #4: The Research Lesson Topic

Activism/Rhetoric/Passion Projects/Mind Maps

#### Summary Box #5: Background and Research on the Content Topic

Link here to each team member's annotated bibliography with 6-8 sources and 1-2 paragraphs per source, along with a 1-2 page synthesis of key themes and ideas.

[Social Justice Standards | Unpacking Action](#)

[Bringing the Community Into the Classroom](#)

[Student Activism In School Getting Your Voice Heard](#)

Create a combined 2-4 paragraph synthesis of the research findings from the whole team that are particularly salient for understanding the team's research question, theory of action and instructional design and paste it here.

- What themes and connections emerged across multiple sources?



- Where did you see disagreement or divergence in the article findings?
- What implications do these findings have for your research lesson?

(Please use APA citation style for these documents)

<https://www.writingmindset.org/blog/2019/1/19/activism-research-plan-pacing-strategies-and-mentor-texts>

<https://www.edutopia.org/article/using-social-justice-promote-student-voice>

From Armando Perez to Everyone: 05:10 PM

Make getting to know students a key component of any social justice teaching. If you and your students don't spend time examining your own backgrounds, biases, and beliefs, you will be missing an essential component of any social justice curriculum. We all view every social justice issue through the lens of our own experience, and these different lenses can block our growth and learning if we aren't aware of them.

This connects to our equity goal because if we want to build confidence in academic language, we need to know their strengths and needs to develop them in our lesson.

From McKenna Vandewalle to Everyone: 05:11 PM

"There is power in student voice, and it isn't a voice any teacher can give. We don't give voices. We make space for them in our curricula and classrooms, or we don't. Especially in times like these when our nation is burning, we should listen to the young people. We should center their voices through choice of their tasks, choice of what they want to study, and overall handing them some leadership opportunities. How else will they practice taking over the world?"

This connects to what Armando was saying because the more we know our students, the more we can design choices that cater most to their chosen modality of expressing themselves.

HTHCV Micah Wullschleger(he/him/his) to Everyone (5:13 PM)

Centering student voice was crucial. Students chose what they researched and how they presented their information—some began with a question or hook to get the listeners' attention, others began with startling statistics, and still others started with a clear thesis



Resource adapted from:

**The Lesson Study Group**  
at Mills College



to clarify for listeners what they wanted us to take away. There wasn't a one-size all approach—they made choices best suited to their purpose.

This connects to McKenna, centering student voices to drive the projects, connects to Armando's and Equity Theme!

William Ferrel to Everyone (5:17 PM)

Regardless of the topic they chose, they had to address ways that race, gender, or other social identities were related to their issue and impacted the experience of the people involved in the issue. It's critical in a course like this to keep people at the center. We talk about issues, government, and problems, but we never forget that the statistics and the issues are all people. Racism is dehumanizing, so to be antiracist means to remember and value all humans.

Will shared how important it is to keep people at the center! Remember and value all humans, connect to Micah's to give students voice and choice to make a plan. Goal is to be actively anti-racist and focus on human and human experience!

Overall reflection: We need to change the wording in our TOA! What is the skill we want students to walk away with? (Sentence starters, questions, hooks?) Skills: clarify thoughts, activism = persuasive speech (logos, ethos, pathos)

What is the main product? Speech, paper, image/visual (persuasive elements into an image)

Blending of the two makes it inclusive! Open ended gives more student choice. Provide challenge option for students who need a little extra push (something Armando wants to do a bit more)

[Literature Matrix Document](#)

## Summary Box #6: Relationship of Unit Standards



Resource adapted from:

**The Lesson Study Group**  
at Mills College



Prior learning standards that unit builds on	Learning standards for this unit	Later standards for which this unit is a foundation

### Summary Box #7: Goal of the Unit

What area of activism are students most comfortable in? Closing up chapters in Africa, climate change, what changes can we make in the US and our communities

- Civil Rights Movement (in the past)
- PETA
- GLSEN
- MECHA
- Black Student Union

### Summary Box #8: Flow of the Unit/Rationale for the Design of Instruction

Armando is teaching about a different activist/activism group per week/2 per week

### Summary Box #9: Unit Plan

The lesson sequence of the unit, with the task and learning goal of each lesson. The asterisk (\*) shows the research lesson

Lesson	Learning goal(s) and tasks



Resource adapted from:

**The Lesson Study Group**  
at Mills College



1	<i>Lesson Goal: Introduction to Rhetoric</i> <i>Task: survey and scenarios</i>
2	<i>Lesson Goal: History of Rhetoric</i> <i>Task:</i>
3	<i>Lesson Study!!!</i> <i>Lesson Goal: Actually Teaching Rhetoric</i> <i>Task: Building a Mind Map/Brain Dump</i>
4	<i>Lesson Goal: How We Utilize Rhetoric in Our Action Plans</i> <i>Task: Planning the Action Plan/Billboard</i>
5	<i>Lesson Goal:</i> <i>Task:</i>
6	<i>Lesson Goal:</i> <i>Task:</i>
7	<i>Lesson Goal:</i> <i>Task:</i>
8	<i>Lesson Goal:</i> <i>Task:</i>



Resource adapted from:

**The Lesson Study Group**  
at Mills College



9	<p><i>Lesson Goal:</i></p> <p><i>Task:</i></p>
10	<p><i>Lesson Goal:</i></p> <p><i>Task:</i></p>

### Summary Box #10: Content Understanding Goal

Students will use their knowledge of persuasive arguing to understand the three elements of effective rhetoric to become a more effective writer and passionate community member. (Ethos, Logos, Pathos)

Being able to name when you are appealing to logic, emotion,  
Once something is taught, you can't unteach it...  
If you can name it, you can control it

(And identify why they picked that particular one)

### Summary Box #11: The Classroom Equity Goal (what conditions will be in place to meet your equity theme?)

Rhetoric examples will be accessible through Google classroom, various modalities of rhetoric will be in place in the opening, middle, and end of the lesson to solidify the understanding and implementation. Access to this language allows students to describe a concept that is intuitive to them already, allowing for accommodation of these concepts in the world around them.



Resource adapted from:

**The Lesson Study Group**  
at Mills College





### Summary Box #12: Scripting the Lesson

Learning task and activities, key questions or comparisons that will build insights	Anticipated student responses	Assessment (Points to Notice)
Modeling of Armando's mind map.	<ul style="list-style-type: none"> <li>-Students unsure about the purpose of building the mind map.</li> <li>-Students not making connections to examples &amp; rhetoric learned.</li> </ul>	<ul style="list-style-type: none"> <li>-Reinforcement of the purpose: "to capture our ideas surrounding an issue we are passionate about, because we are going to make action plans to educate people about our passions."</li> </ul>
Students building their individual mind maps.	<ul style="list-style-type: none"> <li>-unclear directions</li> <li>-stagnant mind map ideas ("idk, I can't find anything")</li> </ul>	<ul style="list-style-type: none"> <li>- Reinforcement of the flexibility of rhetoric to the issues they are passionate about.</li> <li>-Examples that tie back to the modeling of the mind map</li> <li>-the example mind map itself on Google Classroom</li> </ul>
Students identifying rhetoric within their own mind maps.	<ul style="list-style-type: none"> <li>-Students not confident in speaking up to collaborate</li> <li>-Students confusing the rhetoric techniques</li> </ul>	<ul style="list-style-type: none"> <li>-Using the identified goal of the lesson "using your voice today+clarifying any doubts students might have.</li> <li>-Inquire about why they aligned that rhetoric technique to their example.</li> </ul>



Resource adapted from:

**The Lesson Study Group**  
at Mills College

### Summary Box #13: Boardwork Plan

### Summary Box #14: Data Collection Plan

We will be collecting the students' Mind Maps, as well as their Exit Tickets (Google Form)

### Summary Box #15: End of Cycle Reflection

*What did the team learn about:*

- *The content concept*
  - *rhetoric = keep repeating it! Put it in the opening, middle, and end of the lesson to really solidify learning.*
  - *Students really appreciated having the language to describe a concept that was already very intuitive (equity goal!) Giving students the words to explain the world around them.*
- *Student thinking:*
  - *student learning happens behind the camera, via the chat, accept all communication as evidence of learning and understanding (reactions/chat). Student learning doesn't always happen with cameras on and verbal talking.*
- *Teaching & pedagogy*
  - *Part of the role of teaching academic language is to help make invisible concepts visible in the world.*
  - *Research had a strong through line which really helped in the development*



*of our equity goal.*

- *Our research question*
  - *Super important for your research to have a common theme/throughline*
- *Our theory of action*
  - *Multiple modalities. Was really beneficial for one of our students, for instance, who shared a strong example of ethos about french fries, but didn't contribute to discussion about social issues.*

*What do individual team members want to implement in their own practice?*

*Micah: I was really impressed with the Learning for Justice standards and how Armando implemented them into this lesson. I feel that those could provide a strong guide for me moving forward as a teacher.*

*McKenna: I want to implement more opportunities for reflection in my practice. As an Ed Specialist, I think having students reflect on their IEP goals and whether they have met/not met their goals would be super valuable information to have for both me as well as the student.*

*Will: I want to implement more intentional scaffolding and direction before releasing students into breakout rooms. Also having strong exemplars to help guide student thinking and provide concrete instruction of students' next steps.*

*Armando: In my future practice I want to implement methods that will extend access to most if not all of my students, such as providing sentence starters and other methods that will incite student participation. I want to continue modeling vulnerability and finding ways to invite students to be vulnerable themselves.*

*What is going to happen tomorrow?*

- *Giving students the exit ticket to aid in reflection and help our team collect more data*
- *More follow up lessons on rhetoric?*

*Notes from the Expert Commentary - Course Instructor*

- *Sarah and Curtis said...*



Resource adapted from:

**The Lesson Study Group**  
at Mills College



- *Scaffolding*
- *Sentence starters*
- *Setting aside intentional time to reflect on learning and growth (exit tickets)*
- *More clarification for breakout rooms (instructions and directions)*

Notes from the Expert Commentary - Equity: [Comments for Armando- Action Lesson Study\\_Equity Audit - Classroom Level](#)



Resource adapted from:

**The Lesson Study Group**  
at Mills College