

MJ Trible

# TAH Lesson Study Observation Form

Lesson Study Group: Teachers Acting Hysterically

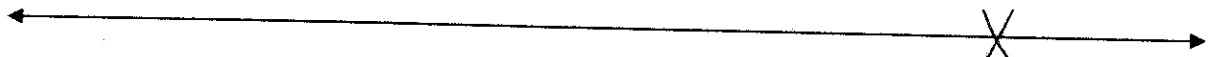
Date: 2/17/11

- Focus on capturing what students say (quote rather than paraphrase), capturing student behaviors, and evidence of student learning. You will use this data in the debriefing discussion.
- Collect data as discussed in advance by the lesson planning team.
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Students struggle with the historical thinking skill(s).  
(compare/contrast)

Students actively use the historical thinking skill(s).



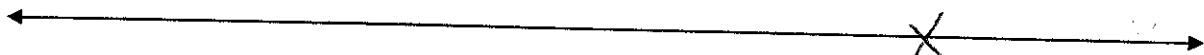
Students do not engage with the source materials.

Students are effectively engaged with the source materials.



Students do not complete assigned work.

Students seek information to complete the assigned work.



Students engage in off-task behavior

Students are consistently on-task.



Student responses do not reveal student thinking.

Students explain their reasoning or provide evidence that supports their answer.



① Does the arrowhead count in the 7 items in the bag?

② "checking off items from list"

\* prob. used them for food + fur - rabbits clothing, legers

\* coal - I thought it was burnt wood

\* Feather - didn't they use this to write? They got the ink and the quill

\* prob traded with mose (beads) with Indians I think mose - the

\* gun - English used it to hunt + fight only thing they used

\* coal to heat the fire - fireplace, fire pits

\* arrowhead - hunt + fight "to start the fire / keep it going" for Indians

\* jersey - made it grey to keep it from spoiling

\* My group finished trying to discern what the items were for about 5 min before time was up - didn't really make predictions

\* Is this about the time of Lewis & Clark adventures

- <sup>in room</sup> guess "what the pic" - "Is that a bison skin?"

Indians - to trade w/ Indians

Ann: "How do they get gold back then? (uz I saw it on that TV show Goldrush)"

Eric: "Shooting buffalo off from

Chrs "jumping off the train"

Chrs

The buffalo are fighting

- Eric leading questions - maybe what are the passengers going to do with the buffalo?

Chrs "It's all a competition."

- between the buffaloes.

Ann - Eric (could be) they're in the same generation

Chrs - they're hunting buffalo

Ann: "Indians have spears and arrows, theirs have guns."

One is hunting for sum, the other is hunting for fun

Chrs - end of class - drawing on paper

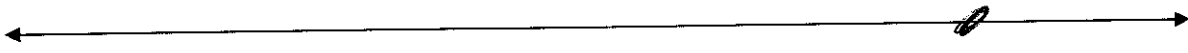
Ann: "have been exchanging" - "Dad's said with some more questions"

# TAH Lesson Study Observation Form

Lesson Study Group: Middle School KW

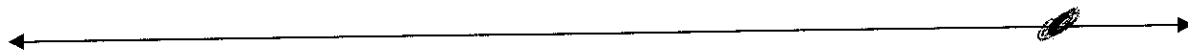
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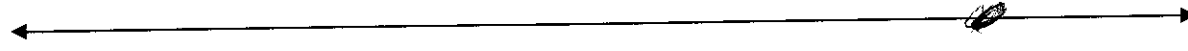
Students struggle with the historical thinking skill(s).

Students actively use the historical thinking skill(s).



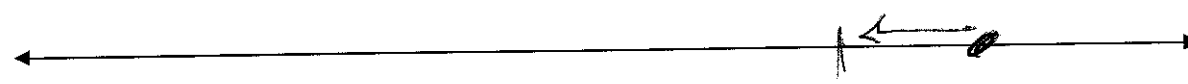
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Students are effectively engaged with the source materials.



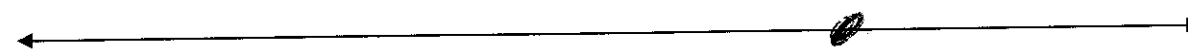
Students do not complete assigned work.

Students seek information to complete the assigned work.



Students engage in off-task behavior

Students are consistently on-task.



Student responses do not reveal student thinking.

Students explain their reasoning or provide evidence that supports their answer.



The Nature of the Hunt Seating Chart and Groups

TAH Lesson Study 2-17-2011, Room 2213 HOB Middle School

Group 1

Gray Meyer  
Caya Cooper  
Arnold Kravitz  
Sarah Hilbert

Both Killing  
similar location  
alot of buffalo  
weapons

Group 2

Alyssa Bueme  
Marc-Anthony Rioseco  
Phillip Barnett-Azhocar  
Nena Guzman

Group 3

Alex Lichtl  
Sean Cummins  
Stephanie Castellano  
Shane Oldham

discussed different  
different weapon  
survival vs sport  
modes of transportation

Group 4

Carli Malone  
Jacelle Dunn  
Kent Butler  
James Cameron

Group 5

Cadette Deneville  
Sammy Fuller  
Edgar Romero  
Michael Stren

Group 6

Daniel Gilleran  
Michael Castellanos  
Anthony Ohayon  
Christopher Castelliano

Buffalo - why acting this way -  
never really got the point.

2nd picture (11:13) - all students writing.

"they are in nature."

"its the circle of life - they are killing on what  
they need"

"killing with more passion"

"Not using guns"

"what kind of horses are there?"

"Riding horses"

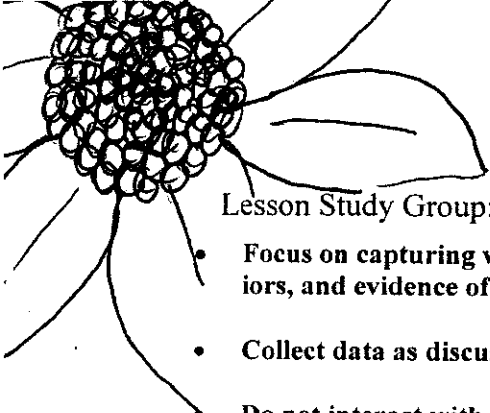
"the buffalo don't have any  
facial features."

"much less people"

"Competition  
between tribes"

Shawna 11:28 - Students start finishing papers  
Ken Phillip - Chris - Americans have teams  
11:34

11:18 - Magic Paper  
write down similarities & differences - every one writing  
11:24 - write paragraph summer



TAH Lesson Study Observation Form

*Boo*

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*Made connections after given details from another student or teacher*

←—————●—————→

Students struggle with the historical thinking skill(s).      Students actively use the historical thinking skill(s).

*Kinesthetically liked bagged items but grew a little*

←—————●—————→

Students do not engage with the source materials.      Students are effectively engaged with the source materials.

*Most started to work and did not need any extra information*

←—————●—————→

Students do not complete assigned work.      Students seek information to complete the assigned work.

*Some students off task*

←—————●—————→

Students engage in off-task behavior      Students are consistently on-task.

*Some elaboration*

←—————●—————→

Student responses do not reveal student thinking.      Students explain their reasoning or provide evidence that supports their answer.

During  
bag

Is the black stuff playdoh  
put that in your weave (feather)

I feel like it was for a  
blanket if it was bigger. (fur)

Coal to make fire I guess

Beads to trade w/ the ideans

Is this for water (gun)

The feather was used for  
writing notes

gun to kill animals?, protection?,  
for food?

what could an arrowhead do if  
you had no gloves (Indians  
trade)

- Students very into touching aspect  
- maybe a little too much time  
"sooo what do we do now?"

Train

- more elaboration of picture  
don't understand that the whole pile  
is skins
- Sean does not talk
- circa as a vocabulary word
- writing down details before discussing

• "survival of the fittest"  
"finish"

• Notice poles  
"what are those poles for"  
"what if they broke"

• "What's hysteria?"

Indians

• "Circle of life"

"More passion than  
white people"

"Not using guns"

Interested in horses

"Buffalos don't have facial features"

magic paper

(No time for <sup>discuss.</sup> vocab.)

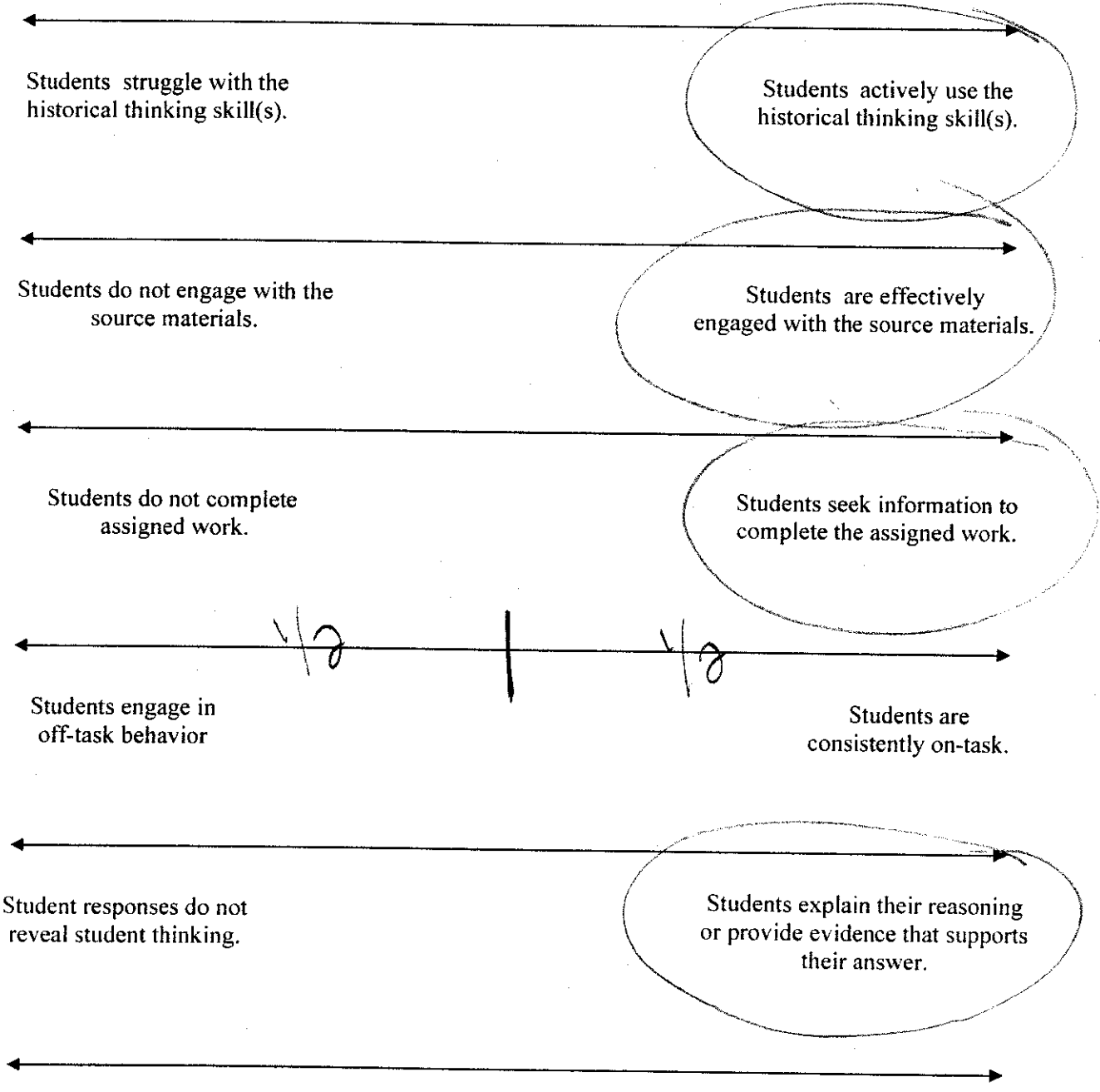
More  
Students  
Talking

~~westward ex~~  
~~buffalo~~  
~~note~~

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Use coal for writing burning food  
make the

fur for blankets warmth

feather symbolize the leader/ranking

Ate the jerky

Beads - currency or ring for wedding

↳ no because

"They had currency or something"  
"response from the government"

"no bead for arts and crafts."

gun for killing things/hunting  
same for the arrow head.

"How could the arrow head kill  
something of native American something"  
"head"  
"EAT A DIRT" HAHA

(I have group 1) Bag Sarah Arnold

"Is that a dead whale" - Buffalo  
Indepicture

"Feathers represent the Indians"

Students are actually taking notes on the  
1st picture"

"What are those poles for" (train  
picture)

"Circle of life only killing what they need"  
(Indian picture)

make sure  
to tell them  
to clear  
their desks

Have the  
movie seen  
to grab  
attention

left them  
in their  
groups  
to discuss  
concepts  
about pic

Everyone is actually  
taking notes on the movie

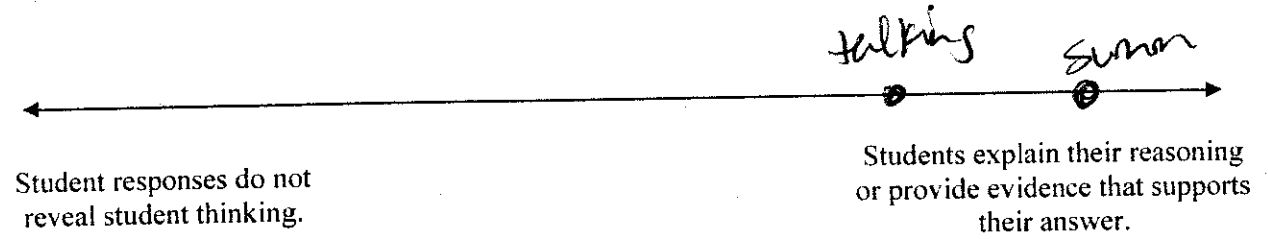
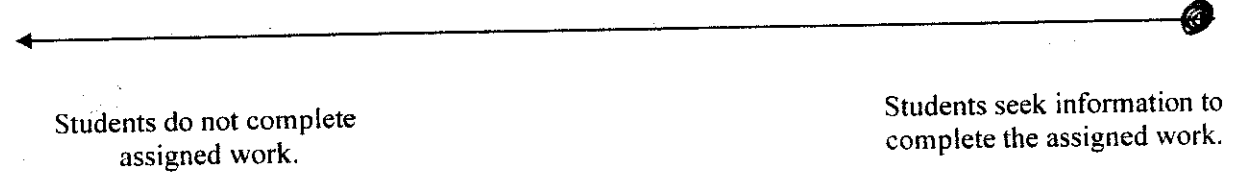
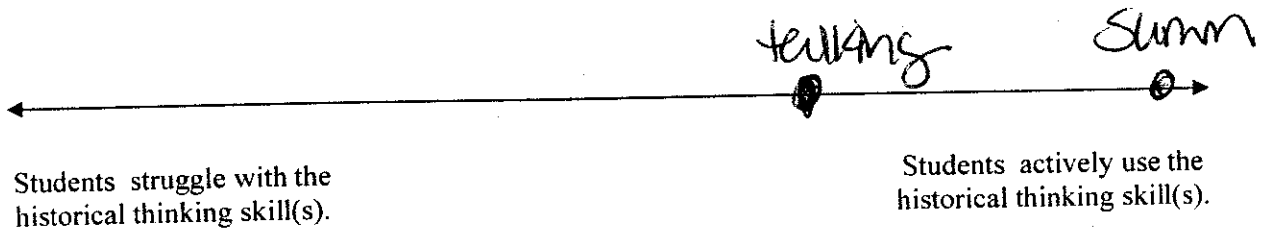
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Date: \_\_\_\_\_

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15 MINS!  
DD



PABT  
#5

STRINDY

20  
students

Sammy not helping sentences much  
eager → playing w/ items

Sammy

Can it read from word?

Overview of BATS

Ques? of items      can = tracks  
forshadaw...  
Sammy → wear neck  
trade

gold really interested

feather - quilt (creative)

Handout

Sammy "what does  
circle mean?"  
→ dances with wives <sup>surral</sup> hands up T  
Sammy - "Any meat in pipe?"

Pike? Telegraph  
Commencement

Sixx Indians

- student in task

what kind of houses? Phillip <sup>there</sup> small

no clothes

Sammy "The buffas do not have any facial features."

Michael - lots of hats

Reson for hunting  
mens of hunting - trans.  
naked

weapns

"white guys"

cont. see  
Jocelyn