

TAH Lesson Study Pre-Observation Form

Lesson Study Group: KW Middle Group

Date: 2/17/11

Teacher Question:	
What question about teaching and learning history (pedagogy) will you investigate through this lesson?	Evidence to watch for:
<i>How does the questioning style foster critical thinking</i>	<i>discussion in groups Index Card Responses Lesson work - paragraphs</i>
Historical Thinking Skills:	
What historical thinking skill(s) will you focus on through this lesson?	Evidence to watch for:
<i>Compare & Contrast Consider multiple perspectives</i>	<i>Venn Discussion whole group responses misconceptions</i>
Classroom Diagram:	
<i>see attached</i>	
MCS D TAH Keys to History, 2011	

Desk 1



Meyer, Gray

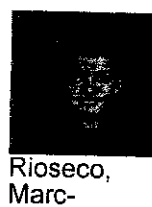


Kravitz, Arnold

Brandy



Bueme, Alyssa



Rioseco, Marc-

Desk 1



Cooper, Caya



Hilbert, Sarah



Barnett-Azhocar,



Guzman, Elena

USA



Lichtl, Alexandria



Cummins, Sean

Christina



Malone, Carli



Dunn, Jacelle



Castellano, Stephanie



Oldham, Shane



Butler, Kent



Castellanos, Michael



Deneville, Cadette



Fuller, Samuel



Gilleran, Daniel



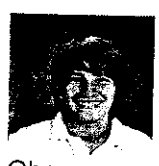
James, Cameron



Romero, Edgar



Stern, Michael



Ohayon, Anthony



Castellano, Christopher

Brandy

of Phony



X-11:30 leave to go to geometry 2/15/201

TAH Lesson Study Pre-Observation Form

3026

Lesson Study Group: Teachers acting Hysterically Date: 2/17/11

Teacher Question: To what extent does my questioning foster critical and creative thinking?

<p>What question about teaching and learning history (pedagogy) will you investigate through this lesson?</p>	<p>Evidence to watch for:</p>
<p>- How does questioning style foster critical thinking?</p>	<p>- student predictions on index card - discussion w/in group.</p>

Historical Thinking Skills:

<p>What historical thinking skill(s) will you focus on through this lesson?</p>	<p>Evidence to watch for:</p>
<p>• Historical Analysis and Interpretation A. compare + contrast differing sets of ideas B. Consider multiple perspectives</p>	<p>- Venn diagram - discussion - responses - misconceptions</p>

Classroom Diagram: Attached

Brandi O.

TAH Lesson Study Pre-Observation Form

Lesson Study Group: Teachers Acting Hysterically Date: 2-17-11

Teacher Question:	
What question about teaching and learning history (pedagogy) will you investigate through this lesson?	Evidence to watch for:
To what extent does my questioning foster critical and creative thinking?	Student predictions on index card. (Student Quotes)
Historical Thinking Skills:	
What historical thinking skill(s) will you focus on through this lesson?	Evidence to watch for:
A. Compare and Contrast differing sets of ideas B. Consider multiple perspectives.	- Venn Diagram - Discussion - Responses - Misconceptions
Classroom Diagram:	

TAH Lesson Study Pre-Observation Form

Lesson Study Group: Teachers Acting Hysterically

Date: 2/17/11

Teacher Question: <u>To what extent does my teaching foster critical & creative thinking</u>	
What question about teaching and learning history (pedagogy) will you investigate through this lesson?	Evidence to watch for:
<u>How does questioning foster critical & creative thinking</u>	<u>- student predictions on index card - discussion in small groups</u>

Historical Thinking Skills:	
What historical thinking skill(s) will you focus on through this lesson?	Evidence to watch for:
<u>Standard 3: Historical Analysis and Interpretation A. Compare and Contrast different sets of ideas B. Consider multiple perspectives.</u>	<u>- Venn diagrams - discussion w/ class, response to teacher</u>

Classroom Diagram: see attached

TAH Lesson Study Pre-Observation Form

Lesson Study Group: Teachers Acting Hysterically

Date: 2/17/11

Teacher Question: <u>To what extent does my teaching foster critical & creative thinking</u>	
What question about teaching and learning history (pedagogy) will you investigate through this lesson?	Evidence to watch for:
<u>How does questioning foster critical & creative thinking</u>	<u>- student predictions on index card - discussion in small groups</u>

Historical Thinking Skills:	
What historical thinking skill(s) will you focus on through this lesson?	Evidence to watch for:
<u>Standard 3: Historical Analysis and Interpretation A. Compare and Contrast different sets of ideas B. Consider multiple perspectives.</u>	<u>- Venn diagrams - discussion w/ class, response to teacher</u>

Classroom Diagram: see attached