

Intro Slides (includes directions for jigsaw):  Animal Anthropomorphism Unit Intro- Ceramics 1 and 2

Jigsaw Graphic Organizer:  Anthropomorphism Intro Lesson Graphic Organizer

Jigsaw Role Ratings/Rubric:  Jigsaw Roles and Rubric

Jigsaw Table Share Slides-  Anthropomorphism Jigsaw Slides



Seattle University – MIT Internship Lesson Plan Template

Name:	Jada Vasconcelos	Lesson Title:	Intro to Anthropomorphic Unit
School	Everett High School	Subject:	Ceramics 1 (2nd level of ceramics) and Ceramics (3rd level of ceramics)
Grade Level:	9-12th Grade	Duration of Lesson (minutes):	2 class periods (50 min each, 100 min total)

Part 1. Instructional Objectives, Evidence of Learning and Assessment: What will my students learn?

- **UNIT**

The central focus for the unit that contains this lesson is ...

Because the students have now had experience with coil building, slab building, and wheel throwing in ceramics, they are now ready to be challenged with more sculptural focused activities and building more complicated forms. This unit is centered on anthropomorphism, a new concept for all the students. They will navigate their way through the unit by studying art forms that use anthropomorphism, generate their own ideas of how they want to apply the concept of anthropomorphism to their project, work on refining their hand building skills on a more complicated form, and conclude with a class critique of their anthropomorphic objects. This unit is a summation of the skills they have been working on since the start of the semester, as well as growing in their skills working together as artists in community with one another.

- **LESSON**

Focus:

The main idea of this lesson is ...

Danielson Domain 3- Instruction

The main idea of the anthropomorphic intro lesson is to challenge students to research historical and contemporary examples of anthropomorphism in art, research why artists use anthropomorphism, and to begin brainstorming how they want to apply the concept of anthropomorphism to their own piece. They will be introduced to the concept, review common examples, and then breakout into small “expert” groups to complete a jigsaw research activity where they will study a work of anthropomorphic art and then teach their peers about the piece.

Purpose:

This lesson is important for my students because ...

This lesson is important for my students because this is a brand new concept they have not been taught before. It’s also important because of the level of agency they will be given to the project as a whole. They will get to choose their animal, what type of message they want the piece to communicate, and also decide if they want to make a bust, wall mounted piece, or a piggy bank. This intro lesson is important because it helps give them exposure into different anthropomorphic forms in art to help them generate ideas on how they want to make their piece. They then will use their prior experience with experimental glaze techniques to determine how they want they want their piece to be finished with glazing.

● **STANDARDS, INSTRUCTIONAL OBJECTIVES, EVIDENCE OF LEARNING AND METHODS OF ASSESSMENT**

In the space below, please list 2-4 instructional objectives and the associated assessment information. (Delete unneeded rows.)

Standards	Instructional Objectives	Evidence of Learning	Assessment
Anchor Standard 7 <i>Perceive and analyze artistic work.</i> Performance Standard (VA:Re7.1.I) a. Hypothesize ways in which art influences perception and understanding of human experiences.	Students will be able to define what anthropomorphism is in art.	Notes in their sketchbooks.	Review of students sketchbooks.

Anchor Standard 8 <i>Interpret intent and meaning in artistic work.</i> Performance Standard (VA:Re8.1.1) a. Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.	Students will be able to help research and complete their role duties in the jigsaw activity.	Rubric rating of themselves and their research group members.	Teacher review and grade from the group rating rubrics.
Anchor Standard 6 <i>Convey meaning through the presentation of artistic work.</i> Performance Standard (VA:Pr6.1.1) a. Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.	Students will be able to teach their classmates about a specific work of anthropomorphic art.	Slide with responses to questions from their research. Teacher observation during table sharing.	Review of the class's slides from Jigsaw activity. Observation during table sharing.

● LEARNING TARGETS

Translate your Instructional Objectives into 1-2 student-friendly learning targets (*I can* + [active verb] + [topic] + [learning product]).

1. *I can... define the term "anthropomorphism" in my notes in my sketchbook.*
2. *I can...I can explain to my classmates how anthropomorphism is used in historical and/or contemporary art forms in my group's jigsaw research.*

Part 2. Context for Learning: What do I know about my students that will inform my instruction?

Data about groups of students	Description of Classroom Learning Environment:
List the number of students of each gender, with IEPs or 504 plans, emergent bilingual students, general descriptors, race/ethnic/cultural composition, etc. ● There are 22 students in this class. ● There is an equal mix of upper (junior/senior) and lower (freshmen/sophomore) classmates. ● 12 students are boys. 10 students are girls. ● 9 students are LatinX with Spanish home languages. ● 5 are BIPOC.	Describe the classroom culture, the structures, routines and norms used, the classroom arrangement, and other things going on in students' lives that may impact their ability to focus and learn. The classroom learning environment is within a ceramics student filled with ceramic specific materials. The students sit at 4 tables that seat 8 students each. There is a large smart board at the front of the room and 9 throwing wheels to the side. The students have a classroom routine of coming into the room, checking the smart board for their slide of the day, and waiting for further instructions. There are many students who are friends outside of class which creates distractions and lack of focus when they are able to sit together. Students also are eager to leave for lunch and often rush to complete their work for the day to stand at the door so they can leave as soon as the bell rings.

Students' prior academic knowledge/skills, cultural and linguistic assets and funds of knowledge

What do you know about your students' academic skills and knowledge that relates to this specific lesson? What do you already know or *need to know* about their interests, out of school experiences, and cultural & linguistic assets that has informed your design of this specific lesson? Do you anticipate any preconceptions that will need to be addressed? Identify considerations for students with diverse learning needs (IEPs/504s, ELLs, Gifted), including possible barriers to learning.

In Ceramics 1, the students have all completed a prior course of Intro to Ceramics. These students all have experience in hand building techniques and are now experimenting with various glazes. They are also beginning to work on the wheel. Their mugs will have all been constructed on the wheel and should be bisque fired by the time of this lesson, but not yet glazed.

In Ceramics 2, the students have all completed two prior courses in Ceramics. They all are very well experienced in wheel throwing, hand building, and have made fountains (requires very high studio skills) in a prior unit.

They are familiar with the foundations of elements of art and design. They have not yet been taught about animal imagery, anthropomorphism, and may have not built a bust yet. The project also allows flexibility for them to make a wall mounted animal or piggy bank, which is new to all students.

Because of the level of interdependence on the group jigsaw activity, the students will be operating in community with one another to research, capture info about their assigned art piece, and then share their learnings with their table groups (from their assigned seats). Because of the roles and structure of the jigsaw, the students only have 2 duties during the jigsaw which allows for multiple entry points for all levels of learners.

The slides have images and symbols, the graphic organizer with questions for the jigsaw is written for accessibility for level 2 language learners and is made available in translated copies in students' home language (Spanish). The rating and rubric for the jigsaw activity are written for level 2 and help reinforce interdependence during the group activity.

Language & Literacy Demands and Supports

Identify the language demands students that need to be addressed for students to meet the Instructional Objectives and describe instructional supports.

	Language Demands <i>What are you asking students to do when they speak, read, or write?</i>	Language Supports <i>What supports (instruction, practice, material scaffolds) do your specific students need to engage with the content & share their ideas?</i>
Oral Language	During the slide intro, there is no oral language demands. During the jigsaw, they will be tasked with sharing their research group's slide (written responses and image of art) with their table groups.	The slides have images and minimal text. The questions and answer expectations for the jigsaw activity are written for level 2 language learners and the students will have had the support of their peers in their research groups to write the answers.
Reading	During the slideshow, the only requirement for reading is to read the definition of anthropomorphism together. During the jigsaw, the students will work together to read and research about their assigned art piece.	The definition of anthropomorphism in the slides is written with no large words and in a single sentence The students will have had the support of their peers in their research groups to read about their assigned art piece. They will have a printed copy of the online article available for their group.
Writing	During the slideshow, the only requirement for writing is to write the definition of anthropomorphism in their individual sketchbooks.	The definition of anthropomorphism in the slides is written with no large words and in a single sentence

		During the jigsaw, only the scribe will have the expectation of writing their research group's answers into their graphic organizer.	The students will be guided to assign the role of scribe to the best writer in their research group reducing the writing requirements for lower level language learners.	
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Part 3. Materials and Resources: What do I need to effectively teach this lesson?

- Identify all materials and resources needed for this lesson.
- Attach or hyperlink all student materials, PowerPoints, readings, and assessment instruments to this lesson.

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Part 4. Implementation of the Lesson: What will students and I *do* during the lesson? How will I support students to meet the learning target(s)?

Describe below exactly how each part of your lesson will go. Remember that a lesson should have the following **Elements of General Lesson Design**: *Anticipatory Set, Sharing the Learning Targets & Purpose, Instruction, Checks for Understanding, and Closure*. You may add boxes to account for additional activities if needed.

Time Location Grouping	Activity/Task (e.g. Anticipatory Set, Modeling, Closure, etc.)	What the teacher does <i>Be sure to include information related to classroom community routines, procedures, and transitions.</i> SCRIPT ONLY: The purpose of the lesson, key questions & instructions	What the students do <i>Include anticipated responses</i>
5 min	Anticipatory Set	Play 2 min clip from Zootopia. Ask the students “what is it called when we show animals as humans?”	Watch the video together.
5 min	Intro	Teacher introduces the term “anthropomorphism”. Introduces unit as a whole.	Follow along with slides.
	Sharing Learning Targets	Share learning targets for the intro lesson.	

7 min	Overview	Go through slides showing commonly known examples of anthropomorphism in the USA and common reasons why we use anthropomorphism. Share the definition of anthropomorphism. Prompt students to write the definition in their sketchbooks. Ask students to share examples of where they have seen anthropomorphism in real life.	Follow along with slides. Write the definition of anthropomorphism in their sketchbooks.
5 min	Intro to Jigsaw- Instruction	Go through the slides to introduce students to the jigsaw activity.	Follow along with slides. Take notes in their sketchbooks as needed.
7 min	Jigsaw Lesson Kickoff- Instruction	Share with students the roles for each member of research groups. Walk students through the rating rubric they will use at the end of their research. They will also be expected to rate themselves. Guide students to where they can find the class's jigsaw slides on canvas where they will add a picture of their research group's answers next to the image of their art piece. Teacher hands out the graphic organizers to each research group and the rating rubrics to each student. Teacher then divides the class into smaller groups of 3-4 members. Assigns them a work of art for research.	Follow along with slides. Students move their seats to their assigned research group.

		Teacher prompts the research groups to work together to assign roles for each member.	Students write the names of each group member with their corresponding role on their rating rubric.
20 min	Jigsaw Activity	Walks the room to help research groups as needed, keep students on task.	Students work together to research and document their answers to their assigned work of art. Students will read the printed article together to write down their answers to the research questions.
DAY TWO			
15 min	Jigsaw Activity	Prompt students to meet back together with their research groups to finish documenting their answers on their group graphic organizer. Prompt the research groups to ensure their technician has added an image of their groups answers to their slide.	Students work together to research and document their answers to their assigned work of art. Research group adds their answers to their class slide.
5 min	Rubric Rating	Prompt all students to complete their group role ratings.	Students rate themselves and their group members on their rubric rating sheet. Turn in to teacher once completed.
30 min	Research Sharing	Prompt students to return to their assigned seats at their table groups. Guide students to take turns going around the table and sharing their researched work of art and their research groups findings to their tables.	Students take turns sharing their research group's slide with their answers to their whole table groups.
Part 5. Communication with Field Coach: How can this observation time be most effective?			
Reference specific domains and criteria from observation tool. <i>In this lesson observation, I'd like my Field Coach to pay attention to...</i>			

For this lesson, I focused on **Danielson Domain #3- Instruction**. Because jigsaw activities requires a great deal of organization, planning, and thoughtful instruction, I am seeking feedback on how I structured the unit, how I gave instruction, and any feedback on how I can improve guiding my students through these types of interdependent group activities.