

Format: Each lesson plan will have a table with information about the lesson itself, organized by day (see below). Under each table will be the ‘do now,’ the activity for the day, and an ‘exit ticket.’ The do now, activity, and exit tickets are all bolded and underlined. When this lesson plan is being implemented, each activity can be designed to be printed as their own page or posted as their own activity on google classroom. Each day is formatted exactly the same--the table with the overview and the accompanying activities below each.

Day 1

<p>Unit Topic</p>	<p>Visuals: How understanding images can contribute to our overall understanding. Focus: Middle Ages & Race</p>
<p>Unit Essential Question(s) (What drives the Inquiry of the Unit?)</p>	<p>How can we “read” visuals? What can we learn about race in the Middle Ages through reading visuals from the time period?</p>
<p>Do Now/First Five Activity (How will you support the transition to the lesson?)</p>	<p>Students will be sitting with their assigned unit groups. These groups will be assigned new for each unit, and since we started this unit last week, students will already have established norms for communicating effectively within these ‘home’ groups. Last week, students were given sentence frames for sustaining conversations, and reflected on their own speaking and listening skills, a framework for ELA class.</p>

	<p>Do Now: Last week, we learned about the power of visuals. You were given tools to 'read' visuals, and now we are going to use those to look at some artwork from our next time period of focus: The Middle Ages.</p> <p>First, brainstorm everything you know about the Middle Ages on the construction paper in front of you under the side that says "Middle Ages." These are going to be hung up, so try to write neatly and leave room for your peers in your group to write, too. Then, brainstorm everything you know about race on the other side that says "race". Only rule: do not stop writing until the timer goes off.</p> <p>Students will get about 2.5 minutes total for each topic. These are meant to be a simple 'chalk talk' in order to get all ideas out on the table. These will then be hung up around the room & discussed (see full plan below).</p>
<p>Daily Learning Target(s) Goals: (What will students know and be able to do by the end of this lesson?)</p>	<p>By the end of class today, students will be able to....</p> <ul style="list-style-type: none"> ● Collaborate with peers by using speaking and listening skills on various topics ● Gain background knowledge on visuals of the Middle Ages ● Write observations on artwork of people of color from the Middle Ages
<p>Agenda of Learning: (What experiences will the students engage in that promote achieving the daily learning target/goal(s)?)</p>	<ol style="list-style-type: none"> 1. Do Now: Brainstorm of middle ages and race & carousel activity 2. Activity #1--Google Search: Middle Ages artwork & race 3. Activity #2--Gallery Walk: People of color in Middle Ages artwork 4. Reflection/exit ticket
<p>Formative Assessment (How will I know that the learning targets have been met?)</p>	<p>-Use of tracking all of their activities on the worksheets: do nows, activity #1 and #2 (scaffolded activities)</p> <p>-Discussions within their group: using sentence frames, clearly listening, explaining ideas.</p> <p>-Exit tickets:use their wonders to guide their independent inquiry later in the week</p>
<p>Differentiation (How will the lesson meet the needs of diverse learners?)</p>	<p>-sentence frames provided</p> <p>-worksheets with structure provided</p> <p>-options to talk/discuss, then write</p>

Closure/Reflection of Learning (What are the student take-aways of the lesson?)	-Exit tickets: teacher will use their take-aways to guide the rest of the unit & hopefully inform their own independent instruction when we do the seminar later this week.
---	---

Do Now:

Do Now: Middle Ages & Race

Do Now: Last week, we learned about the power of visuals. You were given tools to ‘read’ visuals, and now we are going to use those to look at some artwork from our next time period of focus: The Middle Ages.

First, brainstorm everything you know about the Middle Ages on the construction paper in front of you under the side that says “Middle Ages.” These are going to be hung up, so try to write neatly and leave room for your peers in your group too. Then, brainstorm everything you know about race on the other side that says “race”.

Only rule: do not stop writing until the timer goes off.

Note: you do NOT write your do now on this paper. Please write it on the piece of construction paper in the middle of your table.

Carousel Activity (done after the do now)

Next, starting at your assigned spot, begin reading what others in this classroom said about the Middle Ages and race. Please do not just read one thing-spend about 90 seconds at each spot & read what was written. Then, reflect on your findings below.

What are a few ideas that were written down that are similar to your thoughts?

Middle Ages	Race
-------------	------

What are a few ideas that were written down that are different than your thoughts?

Middle Ages	Race
-------------	------

Overall, what conclusions can you come to about how people in this class understand these two topics?

Middle Ages	Race
-------------	------

What is something you would like to learn about these two topics after this initial brainstorm?

Middle Ages	Race
-------------	------

Activity #1: Google Image Search

Middle Ages & Race: Google Images

Since we have been focusing on the power of visuals, to dive into this topic we are going to look at how visuals “talk” about race.

First, go to google.com and type in “Middle Ages artwork”--then, click ‘images’
What do you see? Jot down at least 5 notices.

--

Please share with your group what you found. Show a picture or two as a reference point.

Then, go to google.com and type in “Middle Ages race”--then, click ‘images’
What do you see? Jot down at least 3 notices.

--

Please share with your group what you found. Show a picture or two as a reference point.

Next, based on these quick searches and discussions, what conclusions can you come to about the Middle Ages and race?

What are you wondering about the Middle Ages and race based on these google searches?

Activity #2: Gallery Walk

As you were working on your google activity, your teacher put up images from the Middle Ages that focus on people of color. Please identify 3 images that stick out to you for any reason and complete the questions below.

Image #1:

Artist:

What I see in this picture:

Why it stuck out to me:

Image #2:

Artist:

What I see in this picture:

Why it stuck out to me:

Image #3:

Artist:

What I see in this picture:

Why it stuck out to me:

After you have identified 3 images and wrote about them, please sit with your group and discuss what you noticed in the visuals. Use the sentence frames below for help as you have your discussion.

One image that stuck out to me was titled _____

It showed _____

This stuck out to me because _____

This made me think that visuals of people of color in the Middle Ages were _____
 because _____.

Reflection/Exit Ticket:

The visuals I found on google about the Middle Ages show me that _____

After looking at the visuals of people of color in the Middle Ages, I think _____

One question/wonder I still have about race in the Middle Ages is _____

One thing I hope to learn about race in the Middle Ages is _____

Day 2

Unit Topic	Visuals: How understanding images can contribute to our overall understanding. Focus: Middle Ages & Race
Unit Essential Question(s) <small>(What drives the Inquiry of the Unit?)</small>	How can we “read” visuals? What can we learn about race in the Middle Ages through reading visuals from the time period?
Do Now/First Five Activity <small>(How will you support the transition to the lesson?)</small>	Do Now: Imagine yourself as your favorite color & answer the questions that follow (please see below for full worksheet). **This activity forces students to think about themselves as being ‘different’ and how those differences can make an impact**
Daily Learning Target(s) Goals: <small>(What will students know and be able to do by the end of this lesson?)</small>	By the end of class today, students will be able to... <ul style="list-style-type: none"> ● Continue to build empathy for people of color who lived in the Middle Ages ● Read and summarize an article on race in the Middle Ages ● Collaborate with peers to share ideas about race in the Middle Ages ● Develop more conclusions about race in the Middle Ages and how that impacts the visuals of the time period

<p>Agenda of Learning: (What experiences will the students engage in that promote achieving the daily learning target/goal(s)?)</p>	<ol style="list-style-type: none"> 1. Do Now 2. Activity #3: Pick an article 3. Jigsaw: Discuss articles 4. Exit ticket
<p>Formative Assessment (How will I know that the learning targets have been met?)</p>	<ul style="list-style-type: none"> -Do nows/responses -Activity #3 guided questions will be passed in and graded -Discussions based on articles will be listened to by the teacher -Exit tickets will help inform instruction on what still needs to be covered.
<p>Differentiation (How will the lesson meet the needs of diverse learners?)</p>	<ul style="list-style-type: none"> -Use of google classroom to complete assignments -Discussion-based options -Guided questions/prompts
<p>Closure/Reflection of Learning (What are the student take-aways of the lesson?)</p>	<p>-Reflection/exit ticket based off of the articles read. Students will take-away ideas on race in the Middle Ages to help prepare them for tomorrow, where we will look at specific visuals that connect to these ideas.</p>

Do Now: Middle Ages & Race, Day 2

What is your favorite color? _____

Imagine you woke up and your entire body was this color.

<p>How would you react?</p>	<p>How do you think other people would react?</p>	<p>How would these reactions make you feel?</p>
<p>What would be easy about being a different color?</p>	<p>What would be challenging about being a different color?</p>	<p>How would it feel to see pictures of people who were their normal skin color?</p>

Grab a marker and draw yourself doing your favorite activity, but with this new skin color. Where are you? What are people doing around you? How are people reacting to you?

****Be ready to share out what you wrote/drew for our class discussion****

Activity #3: Articles on race & the middle ages

Please pick an article to read:

1. [Article 1](#)
2. [Article 2](#)
3. [Article 3](#)

Then, answer the questions that follow.

1. What is the gist of the article you read? What was it mainly about?

2. What does the article say about race, in particular?

3. Are these ideas about race new to you, or have you thought about them before? Explain.

4. Look at either one painting or the clip (depending on what article you chose). What does it say about race? Why do you think it was included? What 'tools' did you use to 'read' this image?

5. What are some big take-aways about the Middle Ages & Race that you can share with another peer that didn't read this article?

Next, you will be grouped with two people who read a different article than you. Please jot down some notes as you all share out what you learned. Use the questions above to guide your discussions.

Article #	What I learned/heard

As a group, come up with a 'group statement' that you will share out before we leave class today. Based on the articles you all read, what type of conclusions can you come to about any of our big ideas (Middle ages, race, visuals)?

Group Statement: _____

How we came up with this:

Reflection/Exit ticket:

Based on the article I read, I can assume that during the Middle Ages, race was _____ because _____.

Overall, one thing I learned about race in the Middle Ages today was _____.

Images that revolve around race and the Middle Ages show the viewer that _____.

Day 3

<p>Unit Topic</p>	<p>Visuals: How understanding images can contribute to our overall understanding. Focus: Middle Ages & Race</p>
<p>Unit Essential Question(s) (What drives the Inquiry of the Unit?)</p>	<p>How can we “read” visuals? What can we learn about race in the Middle Ages through reading visuals from the time period?</p>
<p>Do Now/First Five Activity (How will you support the transition to the lesson?)</p>	<p>Do Now: How to “read” a visual Last week, we talked about how to read a visual. What are some tools that you remember we should follow? (Hint:</p>

	Look at the anchor charts around the room or go to this article which we visited last week to help you remember)
<p>Daily Learning Target(s) Goals: (What will students know and be able to do by the end of this lesson?)</p>	<p>By the end of class today, students will be able to....</p> <ul style="list-style-type: none"> • Analyze a video on how they explore visuals from the Middle Ages that have to do with race • Write about a piece of visual art from the Middle Ages that has to do with race • Collaborate with peers on discussions related to the content • Reflect on how their work can help them understand the unit topics
<p>Agenda of Learning: (What experiences will the students engage in that promote achieving the daily learning target/goal(s)?)</p>	<ol style="list-style-type: none"> 1. Do Now 2. Activity #4: Video--Analysis on artwork 3. Activity #5: Group work--analysing a piece of art from the Middle Ages 4. Reflection/Exit ticket: What does this artwork tell us about life in the middle ages?
<p>Formative Assessment (How will I know that the learning targets have been met?)</p>	<p>-exit tickets: give the teacher a sense on what students gained from this lesson</p> <p>-discussions-teachers can listen and check in with students</p> <p>-video and article notes: using information to gain background knowledge</p>
<p>Differentiation (How will the lesson meet the needs of diverse learners?)</p>	<p>-sentence frames for discussion (given to students in the prior week)</p> <p>-use of 'jigsaw' like activity so students don't read the entire article</p> <p>-engaging background knowledge from week before with the do now</p>
<p>Closure/Reflection of Learning (What are the student take-aways of the lesson?)</p>	<p>-exit ticket: forces students to think about how everything they just looked at helps us understand race in the middle ages</p>

Do Now: How to “read” a visual

Last week, we talked about how to read a visual. What are some tools that you remember we should follow? (Hint: Look at the anchor charts around the room or go to [this article](#) which we visited last week to help you remember)

Tool to 'read' a painting	Why we use this

Be ready to share at least one tool with your group/the class.

One tool I want to use today & why: _____

Activity #4: Video Analysis

Using your headphones and chromebooks, please log onto google classroom and click on the link posted.

[Use this link to complete activity #4](#)

Although the video is longer, you are going to be watching shorter clips that connect with ways that professionals view art from the Middle Ages that has to do with race. Please answer the questions as you view the clips.

Before you start: Based on the title of the video, what do you predict this video will be about?



(this is the image they are referring to, if it is easier to see here)

4:30-8:00

What does he say about the people in the painting (in particular, people of distant lands?)

Choose one of the “different” people the speaker talks about. How are they depicted? What does this depiction “say” about them?

What is Ethiopia, in accordance with the ways the people are depicted?

14:00-16:45

The middle ages _____ have a name for race.

When did race “appear”? What did it refer to?

How is this usage different or similar to how it is used today?

Race can be viewed as a pointed _____ of hierarchy.

Do you agree or disagree with that sentence? Why?

What is one way they demonized the people of Ethiopia in the picture?

19:30-25:00



(this is the image they are referring to, if it is easier to see here)

On the far left, what does it depict?

How are the Moors shown/depicted? Why did they do this?

How are the white-skin wildman shown? Why did they do this?



What did the Psalter map depict?

What was the point of this?

What did St. Augustine think of the idea of race?

27:30-28:30

What marked humans “different” in paintings? List two.

Why did they believe your behavior or beliefs could transform someone from “normal” to “monstrous”?

38:30-39:30

What do they say about St. Maurice? Who was he?

St. Maurice was depicted as an African, even though he was white. Why do you think they would do this?

44:00-46:50

What are your thoughts on the badges that Jews were forced to wear?

How might that have impacted those that had to wear it?

What features did they include that were negative toward Jews?

56:00-57:20

What is a call for action the speaker expresses?

Do you agree or disagree with this remark?

What can “monsters” teach us?

Activity #5: St.Maurice Analysis

First, click on the “[Statue of St.Maurice](#)” picture posted on google classroom. Jot down some notices and wonders below.

Notices	Wonders

Guided Reading: [An African Saint in Medieval Europe by Geraldine Heng](#)

Next, we will read about how people analyze race in a formal scholarly article. Although lengthy, the answers to these questions will be found on their corresponding pages using the link.
Break up the work between your group & come together at the end to complete your notes.

Who was St. Maurice? (18)

How many times was St.Maurice depicted as an African? (18)

How is St. Maurice depicted (who is he?) (18)

Where is the Statue of the black St.Maurice? (19)

How did St.Maurice become a martyr?(19)

How is St.Maurice different than other African statues? (21)

What are some questions people have about the statue of St.Maurice? (21)

What are some scholarly observations about his appearance? (22)

What did Maurice become a symbol of? (23)

Who was the likely initiator of a black St. Maurice? (23)

Why would they make St. Maurice black? (24)

Were African figures always seen as negative? (24)

What are some possible reasons why people might include Africans in visual art? (26-27)

What could have been some possible messages in making St.Maurice African? (30)

Maurice was a _____ saint. How might this contribute toward why he was black?(31)

What does a Black African St. Maurice do? What message does it send? (31-32)

What is the impact of the statue being life-size? (33)

How does making Saint Maurice black change the message a saint represents? (36)

How is St.Maurice viewed differently than other statues of the time period? (39)

Why is the statue so memorable? (41)

Reflection/Exit ticket:

What sticks out to you the most about the statue of St. Maurice? Why?

What does the statue of St.Maurice tell us about life in the Middle Ages?

What does the statue of St.Maurice tell us about race in the Middle Ages?

Now that we have explored professional ways to look at art from the Middle Ages (through a video and an article), what are things you need to remember to look for when looking at images from this time period?

What is your biggest take-away from exploring this, and other, piece of visual art from the Middle Ages today?

Day 4

Unit Topic	Visuals: How understanding images can contribute to our overall understanding. Focus: Middle Ages & Race
Unit Essential Question(s) (What drives the Inquiry of the Unit?)	How can we “read” visuals? What can we learn about race in the Middle Ages through reading visuals from the time period?
Do Now/First Five Activity (How will you support the transition to the lesson?)	Do Now: Please go to this website and click on “archive” Pick ONE image that you have never seen before, that sticks out to you for any reason.
Daily Learning Target(s) Goals: (What will students know and be able to do by the end of this lesson?)	By the end of class today, students will be able to... <ul style="list-style-type: none">• Identify an image of interest from the Middle Ages of people of color• Analyze an image of interest from the Middle Ages• Collaborate with peers to share ideas and provide feedback
Agenda of Learning: (What experiences will the students engage in that promote achieving the daily learning target/goal(s)?)	<ol style="list-style-type: none">1. Do Now2. Activity #6:Socratic Seminar Prep: What can we learn about race from the visuals of the Middle Ages?

	Share out with group only & discuss using feedback sentence frames 3. Reflection/Exit ticket
Formative Assessment (How will I know that the learning targets have been met?)	-As students are prepping for the seminar tomorrow, the teacher can circulate throughout the room to ensure students are on the right track & assess what else needs to be covered -Exit tickets serves as a formative assessment to see what students learned that day -discussions can be a formative assessment as the teacher circulates
Differentiation (How will the lesson meet the needs of diverse learners?)	-graphic organizer for seminar prep -discussions using sentence frames -use of online options
Closure/Reflection of Learning (What are the student take-aways of the lesson?)	-Exit ticket to reflect on what was done that day (see full exit ticket below)

Do Now:

Please go to [this website](#) and click on “archive”

Pick ONE image (preferably of a person of color, but if you prefer another, ask your teacher) that you have never seen before, that sticks out to you for any reason. Read the blurb under the image, then answer the questions below.

Explain the image:

Why did you pick this one?

Be prepared to share out in our groups/with the class.

Activity #6: Seminar Prep & share-outs

Next, you will be using the image you chose as your ‘do now’ to prepare a small statement about race in visual arts of the Middle Ages. You just watched a video and read an article that showed how professionals explore artwork from this time period. Now, it is time to show what you learned.

First, try to find any background information on the image itself. You can do this by pasting the image into a google search, or if the image has an artist & title, try searching that. Don’t give up

after one search-spend about 20 minutes for this part. You can use some of the resources/data bases we looked at last week to help find more information.

Background information on my image (bullet points):

Next, try using the databases on Boston Public Library (remember, we set up our accounts last week). Try putting in any key words about the image if you don't have a title/artist. What are other people saying about your image?

What others have said about my image:

Finally, what do YOU notice about your image? It is important that you make observations that connect with the background/what others have said-DO NOT MAKE ASSUMPTIONS, but rather use your 'tools' for 'reading' art to try to come to any conclusions/observations about your image.

In my image, I noticed.....

Next you are going to come up with your statement. This is the big statement you will use to begin our discussion tomorrow.

In the image titled _____ and created by _____, shows _____ . Because it was created in the Middle Ages and depicts someone of color, the goal of the artist might have been to _____.

I think this because:

Reasoning	Evidence

When you are finished, please share out your statement and reasons with your group only. Use the sentence frames from last week to give one piece of feedback to each person in your group-this can either be a question or a statement. Did their claim make sense? Did you see something different? Give each other feedback in order to revise your claims, if needed.

Peer	Feedback I gave them

Exit ticket:

Based on my research today, I realized that visuals from the Middle Ages _____.

Based on my research today, I realized that race in the Middle Ages _____.

In our discussions tomorrow, I hope to learn more about _____.

Day 5

Unit Topic	Visuals: How understanding images can contribute to our overall understanding. Focus: Middle Ages & Race
Unit Essential Question(s) <small>(What drives the Inquiry of the Unit?)</small>	How can we “read” visuals? What can we learn about race in the Middle Ages through reading visuals from the time period?
Do Now/First Five Activity <small>(How will you support the transition to the lesson?)</small>	Do Now: Norms for discussion & sentence frames-choose 3 you would like to use today.
Daily Learning Target(s) Goals: <small>(What will students know and be able to do by the end of this lesson?)</small>	By the end of class today, students will be able to... <ul style="list-style-type: none"> ● Collaborate in a formal, academic discussion with peers ● Practice speaking and listening skills, formally ● Reflect on what they have learned/explored this week
Agenda of Learning:	<ol style="list-style-type: none"> 1. Do Now 2. Activity #7--Seminar: Middle Ages & People of Color Visuals

(What experiences will the students engage in that promote achieving the daily learning target/goal(s)?	3. Reflection/Exit ticket
Formative Assessment (How will I know that the learning targets have been met?)	-seminar discussion-the teacher can analyze if our learning targets have been met by taking notes/participating in the discussion -exit tickets-guides further instruction for next week, if students are interested
Differentiation (How will the lesson meet the needs of diverse learners?)	-speaking and listening opportunities/accountability -use of sentence frames
Closure/Reflection of Learning (What are the student take-aways of the lesson?)	-exit ticket: reflecting on the seminar and the week itself-how well students understood visuals/Race/Middle Ages

Do Now: Seminar Norms/sentence frames

What are some norms we should follow as we have our discussion today?

Norm	Purpose-why include this?

Here are some sentence frames to add to your list:

Rooting Ideas in the Text

- Your comment/visual reminds me of another visual/comment...
- A related idea/question/comment is...
- Where do you see that in the visual...

Transitioning to a New Topic

- So far we have discussed _____. I would like to transition us to a new question/topic.

Developing Ideas Further

- A related idea/question/comment is...
- I am unsatisfied with our discussion of (idea) because...
- I agree/disagree with the notion that... because...
- Building off of (person's) idea...
- I have a clarifying question for (person). Are you asking....
- I would like to return to our previous discussion of (idea) because...

Inviting someone into the conversation

- I'm interested in hearing your thoughts on this question, (person).

- Thank you! I'm still thinking. Can you come back to me?

Circle 3 you would like to use during our discussion today.

Activity #7: Seminar

Before we do the seminar, we are going to do a brief gallery walk so that everyone can see the images you picked BEFORE we talk about them.

Please hang your image up on your assigned spot. Slowly walk around the room and make observations about the images chosen. Jot down at least 3 images that stuck out to you so that you can refer back to them in your discussion.

Who chose this image?	Why does it stand out to you/what would you have to say about it?

As we all participate in the seminar today, please make sure to...

1. Put a tally in the box any time you contribute to the discussion.
2. Use the sentence frames on your do now
3. Jot down two interesting things you heard to reflect on later
4. Be fully present!

<p>My tallies (how many times I contributed to the discussion in a meaningful way):</p>

Who said it	What they said (paraphrased)	Why I thought this was interesting

Exit ticket:

What is a take-away from the seminar today?

How did discussing the visual art help you come to this take-away?

How can visuals help us understand a time period in general?

How can these visuals, that focus on people of color, help us understand the Middle Ages?

What are you still wondering about when it comes to race and the Middle Ages?

What are further topics you would like to explore connected to race and the Middle Ages?