



### STEP 1: Build your Knowledge

#### Build Baseline Knowledge

- **Read the materials:** lesson plan, texts, student handouts, any content-specific resources
  - Complete the student handout
- **Close your knowledge gaps:** Conduct any research you need to fully understand the content
  - Use reputable online resources to look up all unfamiliar vocab/concepts/processes
  - Contact a Tribal member to better understand Indigenous history and culture. Contact Rebecca Gomez at [rgomez@mptn-nsn.gov](mailto:rgomez@mptn-nsn.gov) to arrange for a discussion.

### STEP 2: Prepare for Discourse (or extended writing)

#### Prepare for the Productive Struggle in Discourse

- **Prep for Highest Rigor/Most Productive Struggle:**
  - What is the most challenging part of the lesson?
  - What content will students struggle with?
  - What historical thinking may be hard for them to engage in?
- **ID the exemplar student response for that text/task:** (*could be multiple possible exemplars*)
  - What is the ideal answer you want them to give during the class discussion?
  - How will this translate into success on the Exit Ticket?
- **Activate Knowledge—Word Wall or Resource:** ID the prerequisite knowledge and/or skills
  - What do they have to know before reading to be able to access the text(s)?
  - What context will be most important for them to understand the meaning (author’s point of view, historical context, audience, purpose)?
  - How will you preview this challenging vocabulary?
- **Imperfect student responses:**
  - Think through a variety of different responses your students could give you:
    - Further off: What is the common misconception students may have?
    - Partially there: What will students who get the answer partially say?
    - Almost there: What would a student who has most of the answer say?
- **Stretch It questions:** plan prompts to move the “almost there” response to an exemplar response
  - Problematize: *“I’m going to play devil’s advocate with you [state close alternative argument]. How could you prove me wrong?”*
  - Sophisticate: *“What would [insert name of historical figure] say about this text’s argument?”*

### STEP 3: Revise the Plan

#### Revise the Plan to Get to the Rigor Faster

- **Focus the Do Now/Oral Drill on Activating Knowledge:** adjust the opening to target the knowledge students need to activate to do the rigorous problem
  - Look Back: Analyze recent student data tied to the objective to ID gaps in understandings or skills that need to be closed in Do Now, Oral Drill, or elsewhere.
- **Cut/Adjust the lesson:** Identify what you can cut or edit in order to spend the most time in the area of most productive struggle
- **Plan the discourse cycle:**
  - Everybody Writes, Turn & Talk, Cold Call, Strategically Call, Stamp in Student Voice
  - Plan the habits of discussion, including a habit rollout/model if needed

### STEP 4: Prepare to Monitor

#### Create an Annotated Answer Key

- **Jot exemplars:** Prepare/revise an answer key for all questions on the handout.
  - For the section that includes the most productive struggle, also jot the student work (ie. Annotations) you want to see in order to arrive at the exemplar
- **Add a data-gathering tool** (I-chart) for 3-5 most important questions/annotations you’ll monitor
- **Add time stamps** from the lesson plan to guide pacing