

## **SPICE Lesson-Writing Guide**

### **Kaitlin Mogan**

#### **Organizing Questions**

What are the Mogao Caves? How does the artwork in the caves reflect their history? What are the literary elements of the caves paintings?

#### **Introduction**

Context: This lesson is intended to take 3-4 one hour sessions and is designed for an ESL Intermediate/Early Advanced sheltered course. The design includes targeted reading and writing supports to scaffold the learning process. These supports can be removed to utilize this same lesson in a traditional secondary English course.

Content: This lesson utilizes the wall paintings of the Mogao Caves as a source of literary short stories. Students will learn about this history of the caves in order to contextualize their reading experience and call into question the importance of story-telling, even if not within a literate society or told in written language. Students will be supported in connecting these caves to other historical sites or cultures who use painting, drawings, or even oral forms to retell stories in their own society. After analyzing the paintings, the text will be provided and students will analyze the stories and paintings making thematic connections. The output and assessment will be an analytical paragraph that examines theme.

#### **Objectives**

In this lesson...

1. Students will learn a brief history of the Mogao Caves.
2. Students will utilize history to aid in comprehension of narrative paintings found in the Mogao Caves.
3. Students will apply knowledge gained from story analysis to create analytical paragraphs in small groups.
4. Students will make judgements about the historical relevance of the caves and appreciate their historical value.

#### **Materials**

Power point with lesson overview

Print out of paintings (could be laminated so that students can annotate with dry erase markers and then reuse)

Web quest instructions

Student handout

#### **Equipment**

Projector or smart board

#### **Teacher Preparation**

Before the webquest on day one, the teacher should vet the internet sources to ensure all hyperlinks are still accessible. Teacher should be familiar with the general history of the Mogao Caves and their significance. Before reviewing with students, the teacher should be familiar with the cave paintings and stories associated with the paintings in order to support the students throughout the learning process. Depending on the ability levels of the students, the teacher may want to create groups for day two ahead of time so there are homogenous groupings.

#### **Time**

3-4 one hour classes/ 2 block periods

## Procedures

1. *Class brainstorm:* On a T Chart, create a class brainstorm about what students know / want to know about the Mogao Caves. If students struggle to come up with any prior knowledge, encourage them to brainstorm what they know about any types of caves/ art/ dwellers etc.
2. *Webquest:* Guide students through the webquest to provide information and context on the Mogao Caves.
3. *Class discussion:* Project the artwork from cave 257, “Nine Colored Deer” on the board. Lead the class in a discussion of the artwork. Annotate the classes observations of the artwork and infer what the story might be about.
4. *Whole class reading:* Pass out the handout on the text of the story of the “Nine Colored Deer”. As a class, read through the annotation expectations for the story and then read the story aloud as a class pausing to discuss and check for comprehension of the story. (Depending on your class structure and routines you may choose to popcorn read, or use this as an opportunity to model good reading.)
5. *Class discussion and reflection:* Allow students time to work in partners to answer the guided reading questions. Allot a small amount of time for each question so that students are working at a similar pace and receiving immediate feedback. Be sure to record the student’s responses on the board to provide a model of complete answers and appropriate sentence structure.
6. *Class paragraph:* Use the close note structure to create a class paragraph analyzing the theme of the story. Write this paragraph together as a class to ensure that students have input, and are following along. Encourage them to write their own versions first, then share out best practices with the class. Teacher should be circulating during work time, and writing on the board during class share out.
7. *Small group work:* Students will now move into small groups and repeat this process with a new piece of artwork and story. Groups could analyze the same paintings/ stories in their groups or different ones for each group.
  - a. Annotate the painting
  - b. Read and annotate the text
  - c. Answer reflection questions
  - d. Create a group paragraph based on the model provided. The group paragraph should be done on poster paper if a document camera or ability to project the paragraphs is not available
8. *Class paragraph debrief:* Have each group share out their analytical paragraph. The teacher should make at least one positive observation and one place that is in need of improvement. After each group shares, the students should take the same feedback and apply it to their own paragraphs (guided whole class revision).
9. *Jakta stories debrief:* Guide the students in a whole class debrief. Ask such questions as: What did the stories have in common? What did the artists want those visiting the caves to learn? Do you think these stories are worth preserving? How is looking at the artwork for the story different from reading the text? How is it similar?
10. *Exit Slip*

## Assessment

1. Formative: comprehension questions, class paragraph, discussion
2. Summative: small group paragraphs, whole class discussion, exit slip