

Note: You will need to sign up for the computer lab if you are planning to run the lesson's odyssey as a cyber search.

TITLE OF THE LESSON

US History Unit 1 Lesson 11 – Colliding Freedoms  
*What happens when freedoms collide?*

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TIME ESTIMATE FOR THIS LESSON

One class period

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ALIGNMENT WITH STANDARDS

National Council for the Social Studies: Curriculum Standards for the Social Studies

I. Culture

g. construct reasoned judgments about specific cultural responses to persistent human issues.

II. Time, Continuity, & Change

e. investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment.

IV. Individual Development & Identity

e. examine the interactions of ethnic, national, or cultural influences in specific situations or events.

g. compare and evaluate the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups.

h. work independently and cooperatively within groups and institutions to accomplish goals.

V. Individuals, Groups, & Institutions

e. describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements.

VIII. Science, Technology, & Society

b. make judgments about how science and technology have transformed the physical world and human society and our understanding of time, space, place, and human-environment interactions.

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MATERIALS

**Question Series Lesson 11**—Teacher Page

**Tic Tack Grounds Sketch Guide** (Sketch #12)—Teacher Page

**Collision Grounds Odyssey Guide**—Teacher Page

#10 envelopes (12 are needed)

PRINTED MATERIALS

**Springboard 11**—Student Page(Avery Label #8160)

**Tic Tack Grounds Sketch Page** (Sketch #12)—Student Page

**Collision Cards 1 & 2**

**Collision Grounds** stories (**Accident(7-23)**, **Blackout(10-13)**, **Citizenship(3-22)**, **Election(14-20)**,

**Explosive(2-16)**, **Isolation(5-11)**, **Knowledge(8-15)**, **Leadership(9-17)**, **School(4-21)**, **Secret(12-24)**,

**Spy(1-19)**, and **Success(6-18)**—Student Pages

**Odyssey Reflection**—Student Page

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LESSON OBJECTIVES

- To establish how resolutions can be reached when conflicting freedoms are involved
  - To learn about numerous American freedom conflicts from the past
  - To continue reading selected contemporary American novel
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

**SPRINGBOARD:** “Wipe Out”—Sketch out a representation of the most dramatic ‘wipe out’ you’ve ever experienced or witnessed someone else slide through.

1. Greet and Instruct—As students enter the classroom welcome them and hand each student “Wipe Out” Springboard sticker (**Springboard 11**). Instruct them to place the sticker along an outside edge of **Collision Grounds Sketch Page** located at their desks.
2. Return Sketchbooks—Return assessed sketchbooks to students.
3. Garden Care—Instruct each quad to rotate gardening responsibilities to new quad members. Instruct the new pairs to check and water their quads’ planted seeds once they have finished writing on the Springboard.

### COMPELLING WHY

SUBJECT REASON: Discovering What it Means to Be Human

UNIT STRAND: The Value of Individuality

*What is the role of the individual in society and how has that role changed over time?*

COMPELLING WHY THREAD: *What happens when freedoms collide?*

CONCRETE CONNECTIONS: screaming at the store, homecoming games, moving furniture, playground equipment.

### LEADING THE DISCUSSION

1. Question Series—Lead students through **Question Series Lesson 11**.
  2. Enduring Impression—As the Compelling Why draws to a close, ask students to consider how freedoms must surrender, fight, or give way during the day’s activities.
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### ACTIVITIES – INDIVIDUAL AND GROUP

#### LEARNING ACTIVITY #1—COLLISION GROUNDS ODYSSEY

TIME FRAME—40 MINUTES

**Multiple Intelligence (MI)—Bodily-Kinesthetic, Linguistic**

**End Product—At the conclusion of the odyssey, each student will have designed and played a tic tack toe game on a student-selected game board, with each square containing a human rights situation.**

1. Preparation—In this odyssey, students will be asked to locate hidden news stories. Prior to the beginning of class, each of the **Collision Grounds** stories (**Accident, Blackout, Citizenship, Election, Explosive, Isolation, Knowledge, Leadership, School, Secret, Spy, and Success**) should be placed in a #10 envelope and hidden in the classroom grounds or the school grounds. You may also wish to create a clue sheet to assist students in locating the envelopes. Refer to the **Collision Grounds Odyssey Guide** for further explanation. As an alternative teaching method, you may wish to have students perform a cyber search on the Digital History website to identify the corresponding news stories. Prior to moving into the computer lab, write the following search address on the board: [www.digitalhistory.uh.edu/news/newspapers.cfm](http://www.digitalhistory.uh.edu/news/newspapers.cfm)
2. Odyssey Laws –Remind students of the behaviors expected of them, according to the **Law of the Odyssey** card found in their sketch books.
3. Materials – Instruct students to refer to their **Tic Tack Grounds Sketch Page**. Orient students on the purpose of the sketch page as detailed in the **Tic Tack Grounds Sketch Guide**. Distribute **Collision Card 1** and **Collision Card 2** to each student. Also distribute **Odyssey Reflection** sheets for students to complete as homework.
4. Collision Grounds Odyssey – Lead students through the odyssey following the steps shown on the **Collision Grounds Odyssey Guide**. This sheet will explain the activity’s progression and the reflective discussion which should be held after the Odyssey’s completion.

#### LEARNING ACTIVITY #2—NOVEL GATEWAY

TIME FRAME—20 MINUTES

**Multiple Intelligence (MI)—Linguistic**

1. Reading Time—Instruct students to being reading their selected contemporary American novel. Remind them to continue reading outside of class in order to ensure their books are completed by the end of the unit.
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### HOMEWORK



- 1) Complete **Tic Tack Grounds Sketch Page**.
  - 2) Complete Collision Grounds Odyssey Reflection.
  - 3) 2) Remind students that their Element Collages should be ready for presentation on Lesson 13.
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GROUP ROLES

None

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DOCUMENTATION FOR PORTFOLIO

<p><b>Sketchbook:</b>  <u>Collision Grounds</u> Odyssey Reflection                  Tic Tack Sketch Page (#12)                  Preamble Sketch Page (#11)                  Vendor Decision Sketch Page (#10)                  Grindstone Sketch Page (#9)                  Workin' Sketch Page (#8)  <u>Eyes of the Designer</u> Odyssey Reflection                  Dreams Sketch Page (#7)                  Historian Rail Trail 1                  Skeleton Key Imprint Essay (draft 1)                  Skeleton Key Sketch Page (#6)                  Byte 1 Driving License                  Tragedy Imprint Essay (draft 1)                  Haunted House Sketch Page (#5)                  Elements Continuum Sketch Page (#4)  <u>Emotions Abound</u> Odyssey Reflection                  Expressions Honeycomb Sketch Page (#3)                  Garden Plot Sketch Page (#2)                  Sketchbook Rules Sketch Page (#1)                  Springboard 1</p>	<p><b>Formal Portfolio:</b>                  None</p>
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