Note: You will need to sign up for the computer lab for this lesson.

TITLE OF THE LESSON

US History Unit 1 Lesson 13 – Capturing the Fire
How do you capture fiery events?

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

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

II. Time, Continuity, & Change

d. systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality.

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.

NETS for Students 1-5

MATERIALS

Byte 2 Driving License—Student Page

PRINTED MATERIALS

Springboard 13—Student Page(Avery Label #8160)

LESSON OBJECTIVES

- To continue Internet investigation of selected historical events
- To choose and evaluate historical facts related to selected events
- To demonstrate technological and historical analysis skills through the creation of Endorsement Cards

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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

SPRINGBOARD: "The Show"—Compose a picture of the most amazing and shocking fireworks show you can imagine. Use at least two different color medians in your picture.

1. Greet and Instruct—As students enter the classroom welcome them and hand each student "The Show" Springboard sticker (**Springboard 13**). Instruct them to place the sticker on a piece of construction paper. Students' Springboard picture should occupy the entire front side of the paper.
2. Homework Check—Have students take their sketchbooks out and place them on their desks. While students are writing, walk around the room recording a completion grade for sketch 13.
3. Garden Care—Check and water quads' planted seeds, once gardening pairs have finished the Springboard.
4. Share Springboard—Instruct students to share Springboard pictures with their quad. Tell quads they will each be making a firework show presentation. They must discuss the pictures and place them in a show order. Quads should be divided into two News Announcers, responsible for narrating the show, and two Sound Specialists, responsible for creating appropriate sound effects for the show. Randomly select a quad to begin presenting. Move swiftly from one quad to another, until all quads have given their firework shows.
5. Discuss Presentation—Ask students to describe specific details of the fireworks shows which were impressive. As details are suggested, ask students to identify which of the senses helps them experience the detail. The fireworks show should have a wealth of visual and auditory details.
6. Determine Theme—Students should each have two fiery events selected for their unit project. Ask students to share some of the fiery events they are exploring. How can observing a fireworks show assist them in researching their fiery projects? Students may recognize that explosive action, detailed sensory components, or compiling a series of small events helps to create a fireworks show, as well as a convincing presentation of an event.

7. Transition—Tell students they will be continuing event research for the remainder of the class period. While finding information they should remember that they are trying to capture the event in an explosive light, much like a fireworks show.

ACTIVITIES – INDIVIDUAL AND GROUP

LEARNING ACTIVITY #1—FIERY RESEARCH **TIME FRAME—50 MINUTES**
Multiple Intelligence (MI)—Intrapersonal

1. Outline Workload—In the last class period, students began searching websites featured on the **Byte 2 Driving License**. They should continue with this research line in today's lab time. Remind students they should be creating endorsement cards, as viable source material is found. You may also wish to establish a minimum number of endorsement cards required for the project.

2. Lab Work—Lead students into the lab and allow them to begin working. Supervise student work, offering assistance as necessary. If students complete research before the class ends, they should write a reflection on research work in some area of their Springboard 13 page. Remind students that in-class research time will be limited, so they should continue research in the library or on the Internet in their own time.

3. Save – Remind students to save their work frequently today in the location you and your technology person have decided is the most prudent for your class.

4. Clean Up – Be sure to have students clean up workstations, shut down the computer lab resources according to your technology department's guidelines, and push in their chairs.

HOMEWORK

1) Complete a written reflection on research work.
2) Continue with outside research on project topics.
3) Remind students that Element Collages will be presented in the next class period.

GROUP ROLES

News Announcers—Two students from each quad are responsible for announcing their quad fireworks show.
Sound Specialists—The other two quad members are charged with creating explosive sound affects for the fireworks show.

DOCUMENTATION FOR PORTFOLIO

Sketchbook:	**Formal Portfolio:**
Springboard 13 The Firelines Sketch Page (#13) Collision Grounds Odyssey Reflection Tic Tack Sketch Page (#12) Preamble Sketch Page (#11) Vendor Decision Sketch Page (#10) Grindstone Sketch Page (#9) Workin' Sketch Page (#8) Eyes of the Designer 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) Emotions Abound Odyssey Reflection	None

Expressions Honeycomb Sketch Page (#3) Garden Plot Sketch Page (#2) Sketchbook Rules Sketch Page (#1) Springboard 1	