

Note: If you have chosen to create an electronic collage, you will need to sign up for the computer lab

TITLE OF THE LESSON

US History Unit 1 Lesson 14 – Refining Beliefs
Where do blind commitments to a belief end?

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.

IV. Individual Development & Identity

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

NETS for Students 1-6

MATERIALS

Question Series Lesson 14—Teacher Page
Sides of the Fence Sketch Guide (Sketch #14)—Teacher Page
Picket Shred Site Guide—Teacher Page
cardboard box (wrapped in dark paper, with ballot slot cut into top)
digital camera (if poster element collages)

PRINTED MATERIALS

Springboard 14—Student Page(Avery Label #8160)
Sides of the Fence Sketch Page (Sketch #14)—Student Page
Shredding the Picket Line—Student Page
Picket Shred Site Welcome Sign—Teacher Page (printed and mounted to side of wrapped box)
Breaking Fences Project Instructions—Student Page (print on overhead or print copies for students)
Breaking Fences Project Rubric—Student Page (print on overhead or print copies for students)

LESSON OBJECTIVES

- To understand how strong beliefs can create problems when people are unwilling to consider unexpected effects of following beliefs
 - To understand that historical analysis requires that contextual boundaries be removed from an event so its human action and reaction can be more thoroughly examined
 - To learn the structure of the unit project, Breaking Fences
 - To present Element Collages, which will inspire the layout of the Breaking Fences project
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

SPRINGBOARD: “Logic Time”—Create an *If—Then* logic statement about something you’ve witnessed at school.

1. Greet and Instruct—As students enter the classroom, welcome them and hand each student “Logic Time” Springboard sticker (**Springboard 14**). Instruct them to place the sticker along an outside edged of **The Sides of the Fence Sketch Page** located at their desks. An example of an if-then logic statement is: *If my locker jams, then I will be late for math class.*

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.

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: *When does a belief become too extreme to uphold?*

CONCRETE CONNECTIONS: truth or dare, practical jokes, I'm late.

LEADING THE DISCUSSION

1. Question Series—Lead students through **Question Series Lesson 13**.
2. Enduring Impression—As the Compelling Why concludes ask students to contemplate how they determine which lines are crossable and which aren't.

ACTIVITIES – INDIVIDUAL AND GROUP

LEARNING ACTIVITY #1—SHREDDING THE PICKET LINE

TIME FRAME—30 MINUTES

Multiple Intelligence (MI)—Interpersonal, Logical-Mathematical

1. Choose Partners—This activity requires partner work. Assign or allow students to choose partners.
2. Distribute Materials—Give each partner set a copy of the **Shredding the Picket Line** puzzle sheet.
3. Explain Puzzle—Tell students to write both their names in the center of the puzzle sheet. Provide instructions on the completion process and goal of the puzzle sheet as outlined in the **Picket Shred Site Guide**. During the explanation, a section of the room should be designated as the shred site. As this area is identified, place the wrapped cardboard box, with the **Picket Shred Site Welcome Sign** taped to the side, in the selected area.
4. Activity Work –Instruct pairs to begin working on their puzzle sheets. Guide students as they complete and turn puzzles in to the Shred Site. Once all pairs have completed the puzzles, and read the hidden message on the welcome sign, initiate the reflective discussion included in the **Picket Shred Site Guide**.
5. Explain Sketch—Tell students their unit projects should mimic the shredding picket line idea. As young historians, their job is not only to research two topics, but shred each topic so that common threads can be identified between the two. They should establish a set of questions about human action and reaction that can be studied in both situations. Direct students to look at their **Sides of the Fence Sketch Page**. Instruct students on how to complete the sketch by referring to the **Sides of the Fence Sketch Guide**. Allow students several minutes to interact and gather ideas for their sketch page.
6. Transition—Remind students that their project should include a distinctive historical analysis, built as a conglomeration of the unique ideas they have just collected.

LEARNING ACTIVITY #2—BREAKING FENCES PROJECT OVERVIEW

TIME FRAME—10 MINUTES

Multiple Intelligence (MI)—Linguistic

1. Distribute Rubric—Provide each student with **Breaking Fences Project Instructions** and **Breaking Fences Project Rubric**. Select rotating student readers to read the project instructions and rubric aloud. Tell students that for the unit project they are acting as a panel of young historians, each exploring the American experience through two uniquely valuable events. Their project should orient their peer historians on their selected events and lasting significance because their peers will be evaluating them. Explain that the unit project should consist of an index page featuring the two selected events. This index page should model the dichotomy of a yin yang. The supporting pages students create should address each of the boxed concepts found on the instruction page, though the integration of these concepts is up to students' creative imagination and could be as many

accompanying pages as the students think necessary. Encourage students to ask any questions they may have about the project. Refer to the **Breaking Fences Guide** for detailed explanations of project components.

2. Establish Timeframe—Direct students to the timeline found at the bottom of the **Breaking Fences Project Instructions**. Outline the deadlines you are setting on their project work. You may need to view the unit overview to set appropriate dates.
3. Transition—Tell students that before beginning on the construction of their project, they should have a clear impression of the colors and mood they hope to use as a base for the project. The Element Collages are the first interpretive composition students have created, so the presentation of the collages should help reinforce and develop their understanding of Compelling Elements.

LEARNING ACTIVITY #3—ELEMENT COLLAGE PRESENTATIONS
Multiple Intelligence (MI)—Interpersonal

TIME FRAME—20 MINUTES

1. Computer Lab—Lead students to the computer lab if they have created electronic Element Collages.
2. Review Rubrics—Quickly review the required components of the Element Collage as they are described in the **Element Collage Instructions** and **Element Collage Rubric** that were provided in Lesson 7. Tell students half of their mobile grade will come from your assessment. The other half will be the average score they receive from peer assessments. Instruct students to take out a sheet of paper. Students should write an assignment heading at the top of the page. The paper should be divided into nine columns (Author—Compelling Element Theme—Text and Quotations—Images—Layout Design—Reflection—Presentation--Total Points—Average Score). Students should write the name of each author under the “Author” column. As students view a collage, scores should be recorded in each category. To determine the average score, the total points should be divided by six. Since time is limited, students may not be able to assess all collages. You may need to dictate a rotating view schedule to ensure that each collage is assessed by a number of peer assessors.
3. Present Collages—Instruct students to access their electronic collage or locate open wall space for their poster collage. Using tape from their quad toolboxes, students should post their collages. Instruct students to rotate to the neighboring collage on their left or right. Students should view and assess the collage, then wait for your signal before rotating to the next collage. You may wish to allow students to freely view all collages in the last few minutes of class.
4. Exhibit Collages—If students have created poster Element Collages, assemble the collages into a specific area of the classroom. You will also need to take digital pictures of each collage so that the collage image can be integrated into students’ unit project.
5. **Portfolios** – If students have created an electronic collage and have access to an electronic portfolio, have students add their collage to their electronic portfolio. If students are using hard copy portfolios, have them save their electronic collages to cd or disk or have them print them out and place them in their portfolios.

HOMEWORK

Complete **Sides of the Fence Sketch Page**.

GROUP ROLES

None

DOCUMENTATION FOR PORTFOLIO

<p>Sketchbook: Sides of the Fence Sketch Page (#14) Springboard 13 The Firelines Sketch Page (#13)</p>	<p>Formal Portfolio: Element Collage</p>
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<p><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>	
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