

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

TITLE OF THE LESSON

US History Unit 1 Lesson 16 – Capturing Commitments
How do you capture the commitments of historical figures?

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 3 Driving License—Student Page (provide electronic access)

PRINTED MATERIALS

Springboard 16—Student Page (Avery Label #8160)
Search Engines—Student Page (on overhead)

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 Cheer”— Invent a creative cheer to help rally our school mascot. Include movement and rhythm cues alongside the cheer.

1. Greet and Instruct—As students enter the classroom, welcome them and hand each student “The Cheer” Springboard sticker (**Springboard 16**). Instruct them to place the sticker on a brightly colored piece of construction paper. Students’ Springboard cheer and supporting decorations 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 15.
3. Garden Care—Instruct each quad to rotate gardening responsibilities to new quad members. New pairs should check and water their quads’ planted seeds once they have finished the Springboard.
4. Share Springboard—Instruct students to share Springboard cheers with their quad. Tell quads they are each auditioning for the role of the classroom cheer squad. Their audition will consist of a rendition of each quad member’s cheer (complete with movements), in addition to a sung or hummed version of the school song. Allow quads 5 minutes to prepare for the audition. Remind students that the keys to being a successful cheerleader are enthusiasm and confident movements. Ask quads to volunteer for auditioning spots, then begin with presentations. You may wish to have a quad present all of their cheers at once, or create a round robin where quads continue rotating, sharing a cheer at a time.

5. Discuss Presentation—Ask students to nominate cheers for the “Cheer of the Week” award. Students should explain what makes the cheer memorable. Instruct nominees to again present the cheers for evaluation, then take a quick class vote of the nominees. Ask the winning cheer’s quad to teach the cheer to the remainder of the class. The award granted to the winning quad is watching the rest of the class perform their cheer three times.
 6. Determine Theme—Ask students to consider connections between the action of cheerleading and the actions of history. *What can cheerleading teach about conducting historical analysis?* Students’ responses may be quite diverse, but many will likely illustrate the need for commitment in order to be successful. Reinforce this message in each comparison students suggest. Students may recognize that cheerleading requires a great deal of strength in the face of peer pressure. Likewise, figures who have risen to the forefront of conflicting situations had strong conviction. There are times when cheerleading may seem to have exaggerated energy. Individuals in historical situations are often performing with exaggerated behavior, even though they may not be aware of it. Surviving the experience of cheerleading, as well as surviving historical conflict, requires a great deal of internal commitment.
 7. Transition—Tell students they will be continuing event research for the remainder of the class period. While finding information they should remember that the individuals involved in the events they are researching had a level of commitment hard to replicate, even for a dedicated cheerleader. Finding details on the thoughts, beliefs, and commitments of the involved historical figures will help them create an impressionable unit project.
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ACTIVITIES – INDIVIDUAL AND GROUP

LEARNING ACTIVITY #1—COMMITTED RESEARCH
Multiple Intelligence (MI)—Intrapersonal

TIME FRAME—45 MINUTES

1. Outline Workload—Tell student they will be performing Internet research on their project events for the remainder of the class period. Remind students that they will have this class period and one other for research. Then they will begin building their Dreamweaver projects. Tell students they will be searching for materials through the use of search engines. Rather than receiving a list of web sites to view, the **Byte 3 Driving License** is a blank sheet ready for student completion. As students view sites, they should record their searches on the license.
 2. Explain Search—Show overhead of the **Search Engines** resource page. Students should have experience in using search engines, so take this opportunity to instead teach them techniques for refining their search; including performing searches for specific phrases, enclosing phrases in quotation marks, and using the + sign to compound searches. Tell students they must begin by using one or more of the search engines explained on the **Search Engines** overhead. As sites are visited, students should copy site names, addresses, and a short description of the site in the **Byte 3 Driving License**. Tell students where to access this license electronically. You may wish to establish a minimum number of sites students should view during their research time. As students collect usable information, they should continue to complete electronic **Endorsement Cards**. Again, you may wish to establish a minimum number of cards due for completion by the end of the class period.
 3. 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 16 page. As the period draws to a close, you should ask students to print their **Byte 3 Driving License** or record progress assessments on their research by viewing their electronic license. 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.
 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.
 5. Review Progress—Ask students to share their researching experience to date. Are they locating usable information? Are they checking the validity of their sources? Have they found any impressive websites that could be shared with the class? How much research information have they been able to collect?
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HOMEWORK

- 1) Complete a written reflection on research work.



- 2) Continue with outside research on project topics.
- 3) Remember that you will begin editing imprint essays in the next class period, so be sure to bring first drafts of the Tragedy Imprint Essay, Skeleton Key Imprint Essay, and Belief Imprint Essay.

GROUP ROLES

None

DOCUMENTATION FOR PORTFOLIO

<p>Sketchbook: Springboard 16 Belief Imprint Essay (draft 1) Hero's Quest Sketch Page (#15) Sides of the Fence Sketch Page (#14) Springboard 13 The Firelines Sketch Page (#13) <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>Formal Portfolio: None</p>
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