

TITLE OF THE LESSON

US History Unit 1 Lesson 17 – Failing Beliefs

How do people survive when their beliefs fail to support them?

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

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

I. Culture

- b. predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference
- f. interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding.

III. People, Places & Environments

- g. describe and compare how people create places that reflect culture, human needs, government policy, and current values and ideals as they design and build specialized buildings, neighborhoods, shopping centers, urban centers, industrial parks, and the like.

IV. Individual Development & Identity

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

Question Series Lesson 17—Teacher Page

Supernova Writing Strategy—Teacher Page (create overhead of page 2)

Supernova Wish Sketch Guide (Sketch #16)—Teacher Page

10 paper plates per quad (5 pairs taped $\frac{3}{4}$ way together to create pod envelopes), decorate outside as penny

2 pieces of black or gray poster board (taped as cylinder wishing well)

PRINTED MATERIALS

Springboard 17—Student Page (Avery Label #8160)

Struggling Voices 1-5—Primary Resources (set for each quad, printed, folded and placed inside pod pennies)

Work with Wishes—Student Page

Supernova Wish Sketch Page (Sketch #16)—Student Page

Supernova Diagram—Student Page (copied to front, with Supernova Level 2 Instructions on back)

Supernova Level 2 Instructions—Student Page (copied to back, with Supernova Diagram on front)

LESSON OBJECTIVES

- To gain an understanding of the struggles various cultural groups faced while trying to survive as a frontier population
 - To hypothesize on the inspirational value of wishing well folklore
 - To reflect on the beliefs held by today's youth and their long-term validity
 - To become familiar with the Supernova Writing Model by observing a demonstrated explanation of the model, as well as producing a Supernova Diagram
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

SPRINGBOARD: “Hold It!”—Invent a speeding ticket for freshmen who rush to and from classes.

1. Greet and Instruct—As students enter the classroom welcome them and hand each student “Hold It!” Springboard sticker (**Springboard 17**). Instruct them to place the sticker along an outside edge of the **Supernova Wish Sketch Page** located at their desks.
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 Springboard 16.
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: *How do people survive when their beliefs fail to support them?*

CONCRETE CONNECTIONS: strike outs, fashions, study confusion, and dieting

LEADING THE DISCUSSION

1. Question Series—Lead students through **Question Series Lesson 17**.
 2. Enduring Impression—Remind students to always consider the impact that beliefs, especially failing beliefs, have on the hopes of a population. Significant historical events generally involve conflicts in beliefs, so considering their success and failure is critical in reaching historical understanding.
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ACTIVITIES – INDIVIDUAL AND GROUP

LEARNING ACTIVITY #1—STRUGGLING WISHES

TIME FRAME—35 MINUTES

Multiple Intelligence (MI)—Linguistic, Bodily-Kinesthetic

1. Preparation—In this activity students will be reading five accounts of cultural struggles faced by Americans. The dreams of these Americans are being presented as a folklore wishing well. So prior to class beginning, a wishing well must be created. Tape two sheets of black or grey poster board together to create a wide cylinder. You may also wish to decorate the outside of the well by drawing layers of blocks, representing brickwork. You will need to print a set of **Struggling Voices** readings for each quad. Each story should be placed inside a paper plate pod (created by taping two plates $\frac{3}{4}$ of the way together) Decorate the outside of the pods as pennies, with the production date matching the reading's number, for example the pennies enclosing **Struggling Voices 3** should read "3333". Place finished wishing pennies into the wishing well.
2. Create Definition—Ask students to explain the folklore of the wishing well, including how wishes are cast into the well. *How can the concept of a wishing well be defined?* As a definition is developed, draft it on the board. Once students are satisfied with their definition, instruct them to write it along the edge of their **Supernova Wish Sketch Page**.
3. Explain Reading—Draw students' attention to the poster wishing well you have created. Ask students how wishing wells can be representative of the American frontier experience. What different frontiers has America experienced, literally and figuratively? Students may suggest that people packing up and journeying into the unknown west is similar to starting a penny on an unknown journey down a well, Technological frontiers are also quite risky. Rocketing a man into unknown space is very similar to dropping a penny into unknown depths. Tell students they will be reading a collection of cultural frontier experiences. Three of the readings were written by people experiencing the frontier, the other two by historians analyzing the frontier experience for a specific cultural group. Hold up a wishing penny and explain that each penny contains a reading. Explain that each penny's date identifies its reading number (1111, 2222, 3333, 4444, and 5555). Each quad is responsible for retrieving and reading all five readings aloud. Once students have completed work with one penny, it should be returned to the wishing well before another penny is taken. Distribute copies of the **Work with Wishes** page. Ask a student volunteer to read through the page's instructions.
4. Complete Readings—Instruct quads to begin reading and discussing the wish readings. After discussion, students should take time to create their coin impressions before moving to the next reading. Allow students 25 minutes to work.
5. Explain Sketch—Tell students to refer to their **Supernova Wish Sketch Page**. Provide instruction on the page, as detailed in the **Supernova Wish Sketch Guide**. Allow students 5 minutes to complete their sketch writing.
6. Discuss Connections—Ask students to consider the lifespan of a belief. *How long do beliefs last? Is it healthy to have beliefs fail? Is it healthy to revert to survival when a belief does fail? How does your prediction on the beliefs of today's youth compare with the historical belief failures you've studied today?*

7. Set Impression—Ask students to comment on the overpowering influence of beliefs on the actions of any population.

LEARNING ACTIVITY #2—SUPERNOVA WRITING MODEL

TIME FRAME—25 MINUTES

Multiple Intelligence (MI)—Spatial

1. Present Model—Demonstrate the structure and explosive energy of the Supernova Writing Model by referring to the classroom demo provided in the **Supernova Writing Strategy**.
2. Select Imprint—Tell students to take out and review the three imprint drafts they have written (Tragedy Imprint draft, Skeleton Key Imprint draft, and Belief Imprint draft). Instruct students to select one of the drafts to prepare for their formal portfolio.
3. Explain Diagram—Show overhead of the second page of the **Supernova Writing Strategy**. Hand out corresponding **Supernova Diagram/ Supernova Level 2 Instructions** sheets to students. Explain each section of the diagram as detailed on the overhead. Emphasize the need for students to develop a captivating and explosive creation. Explain to students that the **Supernova Diagram** is the first reflective diagnostic students are being asked to perform on their writing. In writing, it is important for an author to synthesize ideas into a written structure, then to expand writing complexity through additional diagnostic and writing levels. For students to gain confidence in establishing their own unique writing style, they must learn how to systematically examine and appreciate each draft of their own writing. Additionally, the steps included in the **Supernova Strategy** ensure that students are presenting peer editors with a semi-finished writing selection. Peer editors will gain more enjoyment out of the editing process by working with a developed essay and students will begin to feel pride when showing their writing to others.
4. Compose Diagrams—Instruct students to begin outlining major components from their selected imprint draft into the **Supernova Diagram**. Allow students time to work on their diagram, assisting students as necessary. If time is available after diagrams have been completed, instruct students to exchange their diagram with other students to gather feedback on their writing ideas.
5. Write Draft—Students should construct a second draft of their imprint essay as homework. Instruct students to refer to the **Supernova Level 2 Instructions** provided on the reverse side of their diagram.

HOMEWORK

- 1) Complete the **Supernova Wish Sketch Page**.
- 2) Complete the **Supernova Diagram** and second draft of a selected imprint essay. Students should bring all essay materials to the next class period so peer editing can be performed.
- 3) Remind students that the class time they will be allowed to conduct project research is limited, so they should continue to research on their own time.

GROUP ROLES

None

DOCUMENTATION FOR PORTFOLIO

<p>Sketchbook: Supernova Diagram: Imprint 1 Supernova Wish Sketch Page (#16) 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</p>	<p>Formal Portfolio: None</p>
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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	
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