

TITLE OF THE LESSON

US History Unit 1 Lesson 2 – Expressions Abound Odyssey  
*Is variation among individuals valuable?*

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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

e. demonstrate the value of cultural diversity , as well as cohesion, within and across groups.

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

a. articulate personal connections to time, place, and social/cultural systems.

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

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MATERIALS

Sketchbooks (or at least the outside covers ready for printed sketch pages to be added)

Assorted State Related Food Products or Wrappers (See **Expressions Abound Odyssey Guide** for Possible Products) and Containers (Bags, Boxes, Butcher Wrap, or Envelopes) to Place the Products Into.

Construction Paper

Craft Materials: Pipe Cleaners, Felt, Toothpicks, and Buttons

Springboard 1 (from Lesson 1)

**Question Series 2** – Teacher Page

**Odyssey Strategy** – Teacher Page

**Expressions Abound Odyssey** – Teacher Page

**Sketchbook Strategy** – Teacher Page

**Garden Plot Sketch Guide** (Sketch #2) – Teacher Page

**Expressions Honeycomb Sketch Guide** (Sketch #3) – Teacher Page

PRINTED MATERIALS

**Springboard 2** – Student Page (Avery Label #8160)

**Sketchbook Rules** (Sketch #1) – Student Page

**Garden Plot Sketch Page** (Sketch #2) – Student Page

**Laws of the Odyssey Cards** – Student Page

**Expressions Cue Wrappers** – Student Page

**Expressions Honeycomb Sketch Page** (Sketch #3) – Student Page

**Odyssey Reflection** – Student Page

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LESSON OBJECTIVES

- To be aware of the differing approaches students take to create self-expression
  - To determine quad seating arrangements for members of the class
  - To introduce student Sketchbooks, the student performance tool included with the unit design
  - To understand that individuals bring powerful, unique qualities to historical events
  - To recognize when studying a series of similar actions found in history it is important to consider personal expressions, or attitudes, at the point of the event because these personal variables can have an enormous effect on the success or failure of the action
  - To consider whether or not human variation is valuable and why it might be valuable in an historical context
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

**SPRINGBOARD :** “Plate Theme” – You have been placed in charge of designing a new state license plate. Choose a state you have lived in and design a new plate, through words or images, which represents the things citizens from that state find valuable.

1. Greet and Explain – Greet students as they enter the classroom. Hand each student a “Plate Theme” Springboard 2 and tell them to stick the Springboard in any empty space available on the front of the **Garden Plot Sketch Page** they will find at their desks. The answer to the Springboard can be written in any of the unused space available on the page. If you are still unsure of students’ names, you may also want their name cards set out so that students can place the cards on the corner of their desk once again.
2. Garden Care—Students will most likely want to stop by the windowsill to check out their vegetable seeds from Lesson 1. Allow them a few moments to view the seeds, then spur them on to sit at the appropriate quads. Once all students have taken their seats instruct quads to select two members of the quad to serve as quad gardeners for the week. These students will be responsible for watering and caring for the planted seeds. In the following week, the other two quad members will rotate into the position of gardeners. Continue by taking roll and assisting any students who have questions on their Springboard writing.
3. Homework Check – Have students take their sketchbooks and signed syllabi out and put them on their desks. While students are working, collect syllabi and keep in your grade book. Give points in your grade book for students who brought their sketchbook on time. You may want to assist any students who have questions on what they are doing. Try to take note of any “fad” apparel students are wearing or carrying with them that could be used as a topic of discussion during the Compelling Why.

### 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?*

LESSON THREAD: *Is variation among individuals valuable?*

CONCRETE CONNECTIONS: school gear (new clothes, bags, shoes, etc.), lunch choices, sport jerseys/uniforms, and car personalities

### LEADING THE DISCUSSION

1. Question Series – Get students’ attention by initiating any of the four question series found on **the Lesson 2 Question Series** (Teacher Page). Choose any combination of questioning in order to assist students in reaching a Compelling Why conclusion.
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### ACTIVITIES – INDIVIDUAL AND GROUP

#### LEARNING ACTIVITY #1: GARDEN PLOTS

TIME FRAME: 20 MINUTES

**Multiple Intelligence (MI): Interpersonal**

**GOAL: Determine an Integrated Seating Arrangement. Establish a Cooperative Environment in Quad Groups.**

1. Choose Valuable Characteristics – As students conclude their Springboard 2 list, redistribute the Springboard 1 choice cards students completed in Lesson 1. Tell students to take a minute to refresh their memory on the choices they have made. Ask students to flip over Springboard 1 and create a grid composed of three columns (**Name/ # same/ # different**). Direct students to consider the choices on the front of the Springboard once again. Each student should underline 5 choices which stand out to them as valuable personality characteristics. Instruct students to randomly place these 5 choices in the garden plot squares found on the sketch page. The entire choice should be included, not just the side the student chose.
2. Student Interviews – Allow students 10 minutes to question one another about their choices, accomplishing the following: (1) They need to visit a minimum of half the students in the room. (2) For each student they visit, the student’s name should be recorded on the grid under the ‘Name’ column. (3) Under the # same/ # different columns they should record the corresponding count of choices they made the same and choices they made differently. (4) Remind students that they are running on a limited time period, so they should visit quickly.



When they visit other students they should only discuss those choices they have underlined as valuable (so, in every 2-person conversation a maximum of 10 choices could be discussed). At the end of 10 minutes, call time and have students return to their seats.

3. Ask students to review their lists, circling the two names which have the highest number of differing answers.
4. Quad Assignments: Pair One – Randomly choose one student to begin quad selection. Ask the student who they have listed with the highest differing answers. Those two students become the first pair in Quad A. Move on to another randomly selected student. Ask the second student who they have listed with the highest number. These two students become the first pair in Quad B. Continue to select the first pair of students for the remaining Quads through the same process. If students name a student already selected to another quad, ask them to name the second highest student with differing answers.
5. Quad Assignments: Pair Two – The remaining two positions in each quad can be chosen any number of ways. Be aware that you may need to alter the system if you discover the students being named have already been selected for a quad. Use one of the following systems. (a) Continue with the same random selection and opposing match for the second quad pair. (b) Randomly select students already chosen for a quad and ask them to name another student—either one with a high number of the same responses or a high number of opposing responses. (c) Ask remaining students to share one of their choices. Ask a member of each quad to share their response for the same category. Place the new student into a quad which either shares or opposes the choice. (d) Ask remaining students to begin sharing their choices beginning with the first choice on the Springboard paper. Choose to place them into a quad based on the first full choice match or full choice miss with a quad. After all students have been placed into a quad, tell the groups that this arrangement will serve as the quad seating arrangement for the class.
6. Quad Activity Wrap Up – Remind students that personal choices have a great deal of effect on the spectrum of learning a person is able to accomplish. By positioning students with group members that compliment or contrast against their own personal interests, they will be better equipped to expand their learning spectrum. Stress the need for students to always actively share and respect one another's views in order to ensure learning intensity within their quads. Each quad should emerge through the semester with a distinct learning perspective because of the unique student chemistry found in the quad. In life, students will need to accomplish tasks with people they may or may not like. This is an opportunity for them to learn the valuable social skill of working towards a common goal or set of assigned tasks regardless of their personality differences!
7. Garden Plot sketch page—Instruct quads to look at the Garden Plot sketch page. During the course of lesson 1 and 2 students have come into contact with a number of their classmates. At the top of the garden students should see a large shaded title area. This area is serving as the garden marquee of the classroom. Each quad should create an introductory summary of what the composition of the class (leave the interpretation of this up to students. Some may detail the class members, some may detail the subject area). Next tell students to consider the other students in the room. Individually students should assign a garden plot to any student that they have learned something new about in the past two days. The student's name should be written at the top of the plot and a plant depiction (through words or images) of the person should fill the remainder of the plot. Allow students about ten minutes to fill in plots. Plots not completed will need to be finished outside of class. This page is the first sketch book page students have been asked to complete. The next activity will familiarize students with the sketchbook itself.

## LEARNING ACTIVITY #2: THE SKETCHBOOK

TIME FRAME 10 MINUTES

**MI: Intrapersonal, Spatial**

**GOAL: Establish student interest in creating a student Sketchbook for the class.**

1. Sketchbooks – During Lesson 1 you should have determined how you hope to create student Sketchbooks. At this point either distribute Sketchbooks or ask students to take out the 'shell' they have brought to contain the Sketchbook.
2. Explain: Sketchbook Purpose – Explain to students that Sketchbooks are a tool used within the class to map how they are learning and understanding the things that will be occurring in the class. This design of learning is



meant to deviate from other daily materials, so there is a completely different set of rules for Sketchbook creation than the daily work rules students are used to. By this point students should have an impression of the active learning style your classroom is promoting. Let students know that the Sketchbook is intended to build with the same intensity and uniqueness that is integrated into the class.

3. Sketchbook Rules – Distribute the **Sketchbook Rules** Sketch Page to quads. Review the rules with students, encouraging students to ask any questions they may have.
4. Quad Toolbox – Direct students' attention once again to the **Quad Toolboxes** found in the quads. All the materials necessary to create lively sketch pages can be found in the toolboxes.
5. Toolbox Responsibilities – Instruct the quads to establish the following toolbox responsibilities:
  - a) Requisitioner: Student responsible for notifying the teacher of any shortages in supply and obtaining new materials from the teacher.
  - b) Sharpener: Student responsible for maintaining the sharpened condition of crayons, colored pencils, etc.
  - c) Toolkeeper: Student responsible for maintaining the neat and orderly appearance of the toolbox.
  - d) Special Ops: Student responsible for picking up and returning any specialty materials not included in the toolboxes which may be needed for activities.
6. Garden Plot sketch page—Instruct students to place the Garden Plot sketch page they have been working on after the Sketchbook Rules.
7. Name It – Tell students to write their name on the outside of their Sketchbook. There will be time granted for the decoration of the outside of the Sketchbook later in the unit design.
8. Expressions Honeycomb sketch page--Distribute the **Expressions Honeycomb** sketch page as the third page in the sketchbook. This sketch page will be used in their first Odyssey activity, Expressions Abound.

**LEARNING ACTIVITY #3: EXPRESSIONS ABOUND ODYSSEY**

**TIME FRAME: 25-30 MINUTES**

**MI: Bodily-Kinesthetic, Logical-Mathematical**

**GOAL: Provide students with a visual representation of a variety of human expressions. Students should begin to identify how mood and expression impact a produced product.**

**End Product: At the conclusion of the odyssey, student should have designed and constructed a construction paper railroad car capable of shipping small models of various state food products.**

1. Odyssey Laws – Begin by distributing the **Laws of the Odyssey** sheets. Review the laws found on the sheet, answering student questions as they arise. Instruct students to staple or tape the Odyssey sheet to the back of the Garden Plot sketch page so that it is readily available for consultation.
2. Materials – In order to transition into the Odyssey, simply ask students to look at their **Garden Plot Sketch Page** and locate Springboard 2. Students will find a number on the bottom left hand side of the text which will determine which product they will be asked to work with throughout the odyssey. Students should now gather their materials (as explained in the Expressions Abound Odyssey Guide).
3. Expressions Abound Odyssey – Lead students through the Odyssey following the steps shown on the **Expressions Abound Odyssey Guide**. This sheet will explain the activity's progression and the reflective discussion which should be held after the Odyssey's completion.
4. Odyssey Discussion –The concluding discussion of the odyssey is contained within the **Expressions Abound Odyssey Guide**.
5. Odyssey Reflection Explanation – After students have completed the Odyssey, distribute an **Odyssey Reflection** sheet to each student. Read through the directions for the Odyssey and emphasize any structural components you wish the student reflection to include.

6. Odyssey Reflection Writing – Instruct students to begin writing their reflective response. This response should be ready to turn in at the beginning of the next class period.
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#### CLASS CLOSURE

1. Instruct student to check the condition of their Quad Toolboxes to ensure that they are ready for the next class.
  2. Thank students for their hard work and willing participation in the day's activities.
  3. Remind students to complete their **Odyssey Reflection** of the **Emotions Abound Odyssey** for the next class period.
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#### HOMEWORK

- 1) **Odyssey Reflection** of the **Emotions Abound Odyssey**.
  - 2) Finish your Garden Plot sketch page.
  - 3) Finish your Expression Honeycomb sketch page.
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#### GROUP ROLES

Quad Gardeners—Each week two members of the quad should rotate into gardeners responsible for watering and general care of the planted vegetable seeds. While caring for the plants, the two should be sharing observations about the seed growth.

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#### DOCUMENTATION FOR PORTFOLIO

##### **Sketchbook:**

Sketchbook Rules Page (#1)  
Garden Plot Sketch Page (#2)  
Expression Honeycomb Sketch Page (#3)  
Emotions Abound Odyssey Reflection

##### **Formal Portfolio:**

None