

TITLE OF THE LESSON

US History Unit 1 Lesson 25 – Transcending Curiosity
When does curiosity transcend into wisdom?

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

c. apply an understand of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs, and values, and behavior patterns.

IV. Individual Development & Identity

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

b. identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual’s daily life.

f. analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity.

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

MATERIALS

Question Series Lesson 25—Teacher Page

Curiosity Pedestals Sketch Guide (Sketch #21)—Teacher Page

PRINTED MATERIALS

Springboard 25—Student Page(Avery Label #8160)

Youth Expertise—Primary Resource

Curiosity Pedestals Sketch Page (Sketch #21)—Student Page

Curiosity Imprint Essay –Student Page (print as overhead)

Sketch Assessment 2—Teacher Page (print for each student)

LESSON OBJECTIVES

- To hypothesize about how curiosity can inspire skill growth, eventually leading to the development of skilled expertise
 - To hypothesize on the lasting societal value of multiple areas of expertise
 - To demonstrate historical analysis skills and concepts taught in the unit so far through sketch page creations and reflections
 - To evaluate the importance of the Compelling Element of Curiosity through construction of an imprint essay
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

SPRINGBOARD: “My Advice”—Imagine that you have just been named the expert for a new advice column in the school newspaper. Ask a neighbor to provide you with a troubling question, then construct an advice column based on the question and your insightful advice.

1. Greet and Instruct—As students enter the classroom welcome them and hand each student “My Advice” Springboard sticker (**Springboard 25**). Instruct students to place the sticker along an outside edge of the **Curiosity Pedestals Sketch Page** located at their desks.
2. Garden Care—Check and water quads’ planted seeds, once gardening pairs have finished the Springboard.
3. Rotate Group Roles—Instruct quad groups to rotate the four quad roles (Quad Facilitator, Quad Record Keeper, Quad Presenter, and Quad Ambassador) in a clockwise pattern.

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 curiosity transcend into wisdom?*

CONCRETE CONNECTIONS: library time, hair styles, vegetables

LEADING THE DISCUSSION

1. Question Series—Lead students through **Question Series Lesson 25**.
 2. Enduring Impression—Remind students that the development of wisdom, or expertise, is fostered by curiosity. The chain writing activity students will be conducting today will ask them to hypothesize on the expertise different American occupations can offer to American identity. This exploration of assorted expertise will lead students to consider their personal curiosities and wisdoms as well consider the role of assorted expertise in their unit projects.
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ACTIVITIES – INDIVIDUAL AND GROUP

LEARNING ACTIVITY #1—EXPERTISE CHAIN WRITE
Multiple Intelligence (MI)—Linguistic

TIME FRAME—45 MINUTES

1. **Group Definition**—Write the term *Expert* on the board and ask students to explain what an expert is. As students offer ideas, draft a definition of the term on the board. When the definition gains students' approval, instruct them to write the definition along an outside edge of their **Curiosity Pedestals Sketch Page**.
2. **Propose Examples**—Ask student to close their eyes and visualize an expert in action. Instruct them to consider all possible environments where American experts may reside. You may wish to provide several examples of experts and their wisdom, for example teachers are experts in facilitating learning and doctors are experts in facilitating healing. Students will likely consider occupational expertise, so encourage them to also consider life experience, intellectual expertise, cultural expertise, and social expertise. Ask for volunteers to begin listing American experts. As suggestions are made, create an expert list on the board.
3. **Assign Topics**—Instruct students to take out a lined sheet of notebook paper and to select a unique colored pencil or pen. Each student will initiate a chain write on one of the experts proposed by the class. Ask students to volunteer for expert assignments. Once they have selected an expert, the expert identity should be written across the top of their paper.
4. **Write Summary**—Instruct students to write a profile of the character of their expert. For example, firemen must be athletic and be able to dress quickly. Allow students 5 minutes to freewrite their profiles. Next, instruct students to quickly create a cartoon panel of the expert in action. For example, a policeman profile may have a stick figure standing by a car with lights, writing out a ticket. Allow students 3-5 minutes to draw their cartoon. Instruct students to sign a legible signature in the margin bordering the work they have done.
5. **Rotate Papers**—Quickly outline a rotation procedure for students to follow. For example, quads members could rotate their papers clockwise for the first four rotations, switch all their papers with papers from another quad and work through another four rotations, and so on. Talk students through the first rotation so that each student is looking at a new expert profile. Tell students now that profiles have been created, the specific strengths of each expert must be detailed. Instruct students to read through the profile they have been given. In the space below the cartoon, they should write a "1" and then begin freewriting an explanation of one strength of the expert. Allow students 3-4 minutes to compose the strength explanation. Then instruct them to sign a legible signature in the margins of the writing they have just completed. Cue students to rotate their papers once again. On the next paper, they should read through everything that has been written, write a "2" below the first strength, and freewrite on a different strength of the expert. Continue the chain write rotation for 20 minutes.
6. **Present Profiles**—Instruct students to turn in the expert chain writes. Redistribute the writings to the original writer and allow them several minutes to read through the chain write. Ask for volunteers from different fields of expertise (occupational, life experience, intellectual, cultural, and social) to read their chain write aloud. After each chain write has been read, ask student to evaluate the expert's wisdom. *What types of wisdom have*

been captured in the chain write? Why is this expert's wisdom valuable to American culture and identity? How would American culture be different if this expertise had never been developed?

7. **Read Aloud**—Distribute **Youth Expertise** resource to each quad. Tell students that the assorted perspectives shared by youth of every generation provide insight to youth expertise. Teenagers generally think they have opinions, but may not realize these ideas develop because of their life expertise. Instruct Quad Facilitators to lead rotated oral reading of the resource. After reading each perspective, Quad Ambassadors should cue short reflective discussion of youth expertise tied to that perspective. When finished, each quad should compose a summary of why youth expertise is valuable. This should be written on the back of the **Curiosity Pedestals Sketch Page**.
8. **Explain Sketch**—Tell student to refer to their **Curiosity Pedestals Sketch Page** and explain the sketch as detailed in the **Curiosity Pedestals Sketch Guide**. Allow students 8-10 minutes to work on their sketch pages.
9. **Share Sketch**—Instruct Quad Facilitators to lead the quad in sharing their sketch page pedestals of youth. After each pedestal has been presented, the quad should discuss the validity and value of the pedestal.
10. **Select Strengths**—After all quad pedestals have been shared, tell students that their quad should compose a list of 4-5 pedestal ideas which highlight skills that will be useful in the creation of their unit projects. Ask them to consider the following question while selecting the pedestals: *What youthful expertise makes our interpretations of history uniquely valuable?* As pedestals are selected, the Quad Recorder should write out the list on a sheet of construction paper.
11. **Present Strengths**—Ask Quad Presenters to stand and present the expertise lists their quad created. Cue discussion of each expertise by asking the following: *How do youth demonstrate a mastery of this expertise? How does this expertise make your perspectives differ from other age groups? How can this expertise be integrated into unit projects?*

LEARNING ACTIVITY #2—SKETCHBOOK ASSESSMENT 2
Multiple Intelligence (MI)—Intrapersonal

TIME FRAME—10 MINUTES

1. **Review Rubric**— Provide students with a quick review of sketch page requirements (refer to the **Sketchbook Rubric** presented in Lesson 10 if necessary). Emphasizing the importance of creative expression and reflection in sketch work. Outline the materials that should be contained in the sketchbook (**Sketch Assessment 2**). You will use the **Sketch Assessment 2** to grade students in conjunction with the rubric.
2. **Sketchbook Reflection**—Instruct students to write a 2-3 paragraph reflection of their recent sketchbook work on a piece of paper (students' choice of notebook or construction paper). They should describe their sketchbook work strengths and weaknesses as well as ideas on how their sketchbook work can more vividly reflect their learning processes. This reflection should be positioned as the final page of the sketchbook.
3. **Collect Sketchbooks**—Direct student to turn sketchbook in at a designated area of the room. Students will continue with sketch page work in the next lesson, so assess the sketchbooks immediately.

LEARNING ACTIVITY #3—COMPELLING ELEMENT OF CURIOSITY
Multiple Intelligence (MI)—Intrapersonal, Linguistic

TIME FRAME—5 MINUTES

1. **Explain Essay**—Display the **Curiosity Imprint Essay** overhead. Present the imprint question and supporting ideas. Allow students the remainder of class to compose the first draft of their essays.

HOMEWORK

- 1) Complete the **Curiosity Imprint Essay**. It should be ready to turn in at the beginning of the next class period.
 - 2) Remind students that they should be continuing to read their Contemporary American Novel (finished by Lesson 34) and continue conducting project research outside of class time (finished by Lesson 30).
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GROUP ROLES

Quad Facilitators—Direct reading of **Youth Expertise** and lead quad sharing and discussion of **Pedestals of Curiosity Sketch Page**.

Quad Record Keepers—Create poster of their quads’ 4-5 ideas on youth expertise which will aid in the creation of unit projects.

Quad Presenters –Present quads’ expertise lists that were created through discussion of the sketch page.

Quad Ambassadors –Lead quad discussion of the youth expertise captured in the **Youth Expertise** resource.

DOCUMENTATION FOR PORTFOLIO

<p>Sketchbook: Curiosity Imprint Essay (draft 1) Sketchbook Reflection 2 Curiosity Pedestals Sketch Page (#21) Bridges of Curiosity Sketch Page (#20) Acceptance Imprint Essay (draft 1) Becoming an American Sketch Page (#19) Hope Imprint Essay (draft 1) Measuring Accomplishments Sketch Page (#18) Springboard 21 Ravine of Despair Sketch Page (#17) Imprint Argument 1 (handwritten) Springboard 18 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 Tic Tack Sketch Page (#12) Sketchbook Reflection 1 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) Skelton 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: Imprint Argument 1</p>
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