

TITLE OF THE LESSON

US History Unit 1 Lesson 28 –Following Insight
What are the dangers in following insight?

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

f. apply ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues.

IV. Individual Development & Identity

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

VI. Power, Authority, & Governance

d. compare and analyze the ways nations and organizations respond to conflicts between forces of unity and forces of diversity.

f. analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.

IX. Global Connections

b. explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations.

f. analyze or formulate policy statements demonstrating an understanding of concerns, standards, issues, and conflicts related to universal human rights..

MATERIALS

Question Series Lesson 28—Teacher Page

Frozen Insights Sketch Guide (Sketch #24)—Teacher Page

kid’s meal paper bag or box (filled with assortment of very sour candy in unmarked wrappers or no wrappers)

PRINTED MATERIALS

Springboard 28—Student Page(Avery Label #8160)

A People’s War —Reading

Historical Rail Trail 2 (Sketch #24 Back)—Student Page

The Truman Doctrine—Primary Resource

The Marshall Plan—Primary Resource

The North Atlantic Treaty Organization—Primary Resource

Frozen Insights Sketch Page (Sketch #24 Front)—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 learn about the onset and escalation of the Cold War, including the impact of the policies endorsed by Senator McCarthy, President Truman, and Secretary of State Marshall
 - To hypothesize on the impact of following targeted military insights
 - To demonstrate levels of the writing process by creating a Supernova Diagram and level 2 draft of a selected imprint essay
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

SPRINGBOARD: “What’s in the Bag”—Create new lyrics to a nursery rhyme explaining what you think could be in the bag.

1. Preparation—Before class begins you will need to prepare the kid’s meal bag for the Springboard. First, get a kid’s meal bag from a popular fast food restaurant. Crumple the bag so that it’s outside shows random texture patterns. Fill the bag with an assortment of super sour candy (in unmarked wrappers or no wrappers) and roll the top of the bag closed. Place the bag in an area of the room where all students will be able to see it clearly.
2. Greet and Instruct—As students enter the classroom welcome them and hand each student “What’s in the Bag” Springboard sticker (**Springboard 28**). Instruct students to place the sticker along an outside edge of the **Frozen Insights Sketch Page** located at their desks.
3. Garden Care—Check and water quads’ planted seeds, once gardening pairs have finished the Springboard.
4. 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: *What are the dangers in following insight?*

CONCRETE CONNECTIONS: reading novels, carnival rides, football, test review games.

LEADING THE DISCUSSION

1. Question Series—Lead students through **Question Series Lesson 28**.
 2. Enduring Impression—Ask students to remember how targeted insights can lead people into danger. The activities of today’s class will demonstrate how following insight can be politically and militarily dangerous to the world.
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ACTIVITIES – INDIVIDUAL AND GROUP

LEARNING ACTIVITY #1—HISTORIAN RAIL READ 2 Multiple Intelligence (MI)—Linguistic

TIME FRAME—20 MINUTES

1. Review Seuss—Ask students’ to quickly explain what the story from the last class period was all about. Tell students that in today’s class they will be continuing to learn about the conflict that was the inspiration for The Butter Battle Book.
2. Introduce Text—Tell students that today’s reading from Howard Zinn explains how the Arms Race began following World War II. Distribute **Historical Rail Trail 2** to students. Review the trail’s structure with students (refer to Lesson 6’s **Historical Rail Guide** if necessary). Provide each quad with *A People’s War*.
3. **Group Read Aloud**—Instruct Quad Facilitators to lead rotated reading of *A People’s War*. At every reading rotation, the Quad Record Keeper should cue discussion so the **Historical Rail Trail 2** can be completed in conjunction with reading. Walk around to assist groups in completing their work.
4. Share Ideas—As quads finish reading and analysis work, instruct students to present the two Arms Race resources they were required to locate as the previous lesson’s homework to fellow quad members Quad should discuss how these resources relate to Zinn’s description of the Arms Race. As connections are made, students should write these connections in open areas of the **Historical Rail Trail 2**.
5. Discuss—Draw the class into a discussion of the major points groups identified on their **Historical Rail Trail 2** sheets. Instruct Quad Ambassadors to take turns suggesting and leading debate on consent and dissent ideas. As ideas are discussed, write them on the board and instruct students to record these notes on a sheet of notebook paper (stapled to the sketch page after notes are finished).
6. Determine Theme—Ask students to explain how insight is related to the Arm’s Race. Lead students to realize that both the United States and the Soviet Union took protective steps because they believed they had insight into the military plans held by the other. Ask students to discuss the following: *How was following insight*

dangerous during the Arm's Race? Tell students the next activity will continue to demonstrate how limited insights are dangerous in military and political policy.

LEARNING ACTIVITY #2—INSIGHT DIE

TIME FRAME—20 MINUTES

Multiple Intelligence (MI)—Spatial, Bodily-Kinesthetic

1. Overview Notes—In this activity, the class will be creating dice of dangerous Arm's Race insights. Each quad should be assigned to construct an area of a die. This assignment may vary depending on the number of quads you have. If you have 6 quads, you can simply assign each quad to construct a square face. If you have fewer, you may want to incorporate blank faces into the die or have quads address multiple questions (the discussion comments on each question should be recorded on a different face of the die). If you have more than 6 quads, you may need to construct multiple dice.
2. Prepare Materials—Explain to students that political and military actions are always limited by the insights available to those people making decisions. Tell students that you will be providing each quad with an insight to discuss and compile responses for. The Quad Recorder will be responsible for recording the responses on a perfectly square piece of construction paper, so first this sheet must be prepared. Tell quads to select a piece of lightly colored construction paper. Instruct Quad Recorders to measure and cut the paper so that it is perfectly square. After this, the Quad Recorder should fold back a 1/8 inch edge on each of the four sides (these tabs will be used to tape or staple the die together). Tell Quad Recorders they should record their quad's comments on the front side of the squares (the ledges are folded to the back side of the square).
3. Assign Questions—Provide each quad with a unique question on Arm's Race insights. Tell Quad Recorders to write out their question in the center of their squares. Use the questions given below, or develop your own insight questions:
 - *What did the United States believe to be true about the Soviet Union?*
 - *What did the Soviet Union believe to be true about the United States?*
 - *What did the United States believe would be the future of weapons development?*
 - *What did the United States believe to be true about Communism?*
 - *What did the United States believe its world role to be following World War II?*
 - *What did the world believe to be true about the balance of international power?*
 - *What did the United States believe to be true about the value of technology?*
4. Discuss—Instruct quads to take 8-10 minutes to discuss the insight question they have been given? As answers are given, the Quad Recorder should write the answers randomly around the square they have prepared. Remind quads to refer to the Zinn reading from the previous activity to help remind them of the specifics of the Arm's Race situation.
5. Build Time—After discussion has ended, instruct Quad Presenters to bring their quad's square to a designated area of the room. Tell Quad Presenters to work cooperatively to assemble the squares into a die. This should be done by taping or stapling tab edges together on the inside of the die. Quad Presenters should also build blank squares to complete the die if necessary (if fewer than 6 squares were created through discussion). As the die is being assembled, instruct class to write their sketch page reflection.
6. Roll Die—Instruct students to form a circle around an open area of the room, with their **Frozen Insights Sketch Page** in hand. Hold up the assembled die and tell students that each face of the die contains their comments on an insight question. Remind students that one of the greatest dangers in following insight is that people focus on the insight and fail to consider other contemporary events. Dramatically roll the die across the classroom floor and read the question found in the center of the facing die. This roll should spark students' curiosity, but before beginning a discussion on the rolled question, you will need to explain the sketch page to students so they can record class discussion and conclusions on their sketch page as discussion progresses.
7. Explain Sketch—Tell students to refer to their **Frozen Insights Sketch Page**. Explain how they should record their ideas on the sketch page as detailed in the **Frozen Insights Sketch Guide**.

8. Discuss—Initiate a discussion of the rolled question by asking students to theorize how the Arm’s Race would have progressed if the American or Soviet military acted in accordance with that insight alone by asking the following: *If the country or world had acted solely in accordance to the insight you have been given, what sorts of decisions would they have made spanning the 1940s to today? How would the world be different because of their quest to adhere to the insight?* As discussion progresses, remind students that they should be recording their reaction to the questions , answers proposed on the face of the die, and new ideas proposed through discussion on their sketch page. Continue to roll the die and lead discussion through additional insight questions as time allows (sketch pages have space for 6 different insight questions and reflections).
9. Determine Significance—Students have now discussed an assortment of limiting insights. Conclude insight discussion by asking the following: *What are the benefits of following insight? What are the dangers? How can individuals and entire societies maintain a balance between the two? Why is it acceptable to act according to insightful ideas?* Remind students that they should continue to consider the role of insight in their selected unit project events.

LEARNING ACTIVITY #3—SUPERNOVA WRITING 2
Multiple Intelligence (MI)—Spatial

TIME FRAME—20 MINUTES

1. Select Essay—Instruct students to take out their **Hope, Acceptance, and Curiosity Imprint Essays**. Tell them to review their essays, selecting one of the drafts to prepare for their final portfolio.
2. Compose Diagrams—Provide each student with a **Supernova Diagram/ Supernova Level 2** sheet. 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.
3. Write Draft—Students should construct a level 2 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 **Frozen Insights Sketch Page**.
- 2) Complete the **Supernova Diagram** and level 2 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 they should continue to read their Contemporary American Novel (finished by Lesson 34) and continue to conduct project research outside of class time (finished by Lesson 30).

GROUP ROLES

- Quad Facilitator—Direct reading responsibilities for Zinn text.
 Quad Record Keeper—Create square discussion sheet for quad’s discussion of Arm’s Race insight discussion and cue discussion and work on **Historian Rail Trail 2** during reading of Zinn text.
 Quad Ambassador—Spark debate of **Historian Rail Trail 2**, consent and dissent analyses.
 Quad Presenter—Assemble insight dice.

DOCUMENTATION FOR PORTFOLIO

<p>Sketchbook: Supernova Diagram: Imprint 2 Frozen Insights Sketch Page (#24) Butter Insights Sketch Page (#23) Wisdom’s Growth Sketch Page (#22) 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)</p>	<p>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)</p>	<p>Formal Portfolio: Imprint Argument 1</p>
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Hope Imprint Essay (draft 1)	Workin' Sketch Page (#8)	
Measuring Accomplishments Sketch Page (#18)	<u>Eyes of the Designer</u> Odyssey Reflection	
Springboard 21	Dreams Sketch Page (#7)	
Ravine of Despair Sketch Page (#17)	Historian Rail Trail 1	
Imprint Argument 1 (handwritten)	Skeleton Key Imprint Essay (draft 1)	
Springboard 18	Skelton Key Sketch Page (#6)	
Supernova Diagram: Imprint 1	Byte 1 Driving License	
Supernova Wish Sketch Page (#16)	Tragedy Imprint Essay (draft 1)	
Springboard 16	Haunted House Sketch Page (#5)	
Belief Imprint Essay (draft 1)	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	