

TITLE OF THE LESSON

US History Unit 1 Lesson 30 –Building Understanding
How can insight be utilized to build understanding?

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.

IV. Individual Development & Identity

- c. describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self.
- h. work independently and cooperatively within groups and institutions to accomplish goals.

V. Individuals, Groups, & Institutions

- g. analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings.
-

MATERIALS

Question Series 30—Teacher Page

Checkin’ the Fenceline Sketch Guide (Sketch #26)—Teacher Page

Picket Outline Guide—Teacher Page

math compass

posterboard

PRINTED MATERIALS

Springboard 30—Student Page(Avery Label #8160)

Voices from the Union—Primary Resource

Gear Pattern—Teacher Page

Vocalizing Her Insight (1-4)—Primary Resources

Checkin’ the Fenceline Sketch Page (Sketch #26)—Student Page

Picket Outline –Student Page (overhead as well as 4-5 printed per student or provide electronic access)

LESSON OBJECTIVES

- To gain an understanding of the unique struggles of women in the auto industry
 - To reflect upon the insights women have historically reached concerning equality, human services, education, and workers rights
 - To demonstrate logical processing through the effective categorizing and sequencing of Endorsement Cards
 - To prepare Imprint Argument 2 for submission to Formal Portfolio
-

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

SPRINGBOARD: “The Mathematical Compass”—Devise a creative explanation to give a six-year old to demonstrate how to use a mathematical compass (and how not to!).

1. Greet and Instruct—As students enter the classroom welcome them and hand each student “The Mathematical Compass” Springboard sticker (**Springboard 30**). Instruct students to place the sticker along an outside edge of the **Checkin’ the Fenceline Sketch Page** located at their desks. As students begin working on their

Springboard, walk around the room showing the mathematical compass to refresh students' memory of what the device looks like.

2. 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 can insight be utilized to build understanding?*

CONCRETE CONNECTIONS: chopsticks, The Little Mermaid, bunny ears.

LEADING THE DISCUSSION

1. Question Series—Lead students through **Question Series Lesson 30**.
 2. Enduring Impression—Remind students that building understanding is a continual and complex process, where collections of insights work to form cohesive knowledge. But, like receiving multiple instructions on how to use a tool like a math compass, trying to connect multiple insights is not always easy because of the contradictions and gaps that become apparent as the insights are processed and reflected upon.
-

ACTIVITIES – INDIVIDUAL AND GROUP

LEARNING ACTIVITY #1—HER INSIGHT

TIME FRAME—20 MINUTES

Multiple Intelligence (MI)—Linguistic, Intrapersonal

1. Preparation—In this activity, the class will be reading aloud sections from **Voices from the Union**, a record from a 1955 United Auto Workers Union meeting. Prior to class, cut the resource apart into its assorted delegate speakers (excluding those speeches made by President Reuther), numbering the back of each so that the readings can be orally re-assembled in class. Randomly tape the speaker readings under student desks or on the back of student chairs. When oral reading begins, students with speaker readings attached to their desk will be cued to read their speeches in numerical order to project the feel of an actual union meeting. Students' reflection on the reading will be recorded inside a large poster gear, so use the **Gear Pattern** provided as a model. Draw out a large gear on a piece of posterboard, cut it out, and post it in an area of the room prior to class.
2. Establish Context—Ask students to identify assorted American populations they have witnessed with a unique style of building understanding. Propose any of the following questions to cue their memories: *How do we traditionally believe understanding is gained? What is the relationship between understanding and learning? How does insight foster the creation of both? How does learning from the outside world differ from learning within a school classroom? What are some groups with clear trial-and-error learning experiences? Are these groups able to successfully build understanding? Why or why not? Why do populations believe it is important not only to build, but to share understanding?* Tell students the historical population group they will be examining in today's class has struggled to build a collective understanding of their place in American society.
3. **Read Aloud**—Begin by reading aloud page one of the **Voices from the Union** resource. Instruct students to check under their desks or on the back of their chairs for speaker readings. Ask students who have found readings to randomly volunteer to read their speaker reading aloud to the class. After all speaker readings have been read, finish the resource by reading aloud the final statement by President Reuther.
4. Discuss—Ask students to comment on the insights and understandings presented by the delegates of the reading. Ask any of the following questions to spur discussion: *What were the insights female auto workers reached about their career opportunities? How did these insights impact their attitudes towards work and fellow male co-workers? After reading this union record, have you gained an understanding of the feminist struggle? Why or why not? Are any of the same struggles still occurring today? Why hasn't understanding of these struggles led to their resolution?* As students make comments, record their ideas on the posted discussion gear

5. Outline Workload—Provide each quad with the four **Vocalizing Her Insight** resources. Each quad member should be given one of the resources to read silently. Tell students to cut out an original-looking gear from a sheet of construction paper in which to record their reflections on their reading. The reflections should explain how their reading captures the insights/understandings of the feminist movement. Allow students 6-8 minutes to work.
6. Share Ideas—Instruct each quad to take several minutes to share their gear reflections. As the gears are discussed, quad members should arrange and tape the gears so that they appear to be turning in unison.
7. Post Reflections—Rotate through the quads asking each group to explain the major insights they reached about the feminist movement. The group should then post their gear set so that it connects to the original **Gear Pattern** already posted with notes from oral reading of **Voices from the Union**. When all quads have posted their gears, ask them to explain how a series of interconnected gears is representative of how understanding develops. Ask any of the following while discussing: *How do different perspectives add to the development of understanding? How complex is understanding? How do you know when you've reached understanding?*
8. Explain Sketch—Tell students that a primary goal of their unit projects is to explain and interpret their two events clearly enough that their audience (fellow classmates) can gain an understanding of their American value. Instruct students to refer to their sketch page. Read and explain each of the sketch's gear questions as detailed in the **Checkin' the Fenceline Sketch Guide**. Allow students 10 minutes to work on their sketch page.
9. Share Ideas—Instruct quads to take several minutes to share their gear responses with one another. Tell students to make suggestions on how each quad member can expand the insights and understandings they are trying to integrate into their project.

LEARNING ACTIVITY #2—PICKET OUTLINES & IMPRINTS
Multiple Intelligence (MI)—Logical-Mathematical

TIME FRAME 40 MINUTES

1. Check Research—Students should have finished all research for their unit project by today's class. If students have printed their Endorsement Cards, instruct them to place these on their desks so that you can take a research completion grade. If students have electronic Endorsement Cards, you will need to remind students to access their Endorsement file once in the computer lab or provide you with an electronic copy through network folders or e-mail so that you can record grades.
2. Explain Outline—Display an overhead of the **Picket Outline** and explain how students should begin categorizing and sequencing their Endorsement Cards, as detailed in the **Picket Outline Guide**. Tell students that they will have the opportunity to try using the outline format in today's lesson, though extensive outline work will not be done until the next class period.
3. Distribute Materials—If you are requiring students to manually complete **Picket Outlines**, provide each student with several outlines. Also, place a stack of outlines in an area of the room and tell students to take additional outlines as necessary.
4. Outline Workload—Tell students that today's computer lab time can be spent typing final versions of Imprint Argument 2 or building **Picket Outlines**. Emphasize that the final typed draft of Imprint Argument 2 will be due at the beginning of the next class period. It should be printed, stapled, and turned in complete with a title page (you will need to remind students of your title page content requirements). Or if you prefer, instruct students to save their essay to a disk, network folder, or e-mail you a copy. If students would prefer to use this class time to continue researching their events, they may also do so. Remind students they are responsible for typing final drafts of Imprint Argument 2 and having the argument ready to turn in for assessment at the beginning of the next class period, whether they use in-class or out-of[-class time to prepare the document.. Once a rubric assessment grade is taken on the essay, students will place it in their Formal Portfolios (or electronic portfolios if your school has them).

5. Computer Lab—Instruct students to gather their materials and go to the computer lab. Remind students of appropriate computer lab etiquette and the consequences for any misbehavior. Once in the lab, instruct students to begin work. Move through the room offering assistance as needed.

HOMEWORK

- 1) Complete **Checkin' the Fenceline Sketch Page**.
- 2) Complete final version of Imprint Argument 2 for assessment, if not finished in class. The argument will then be submitted to students' Formal Portfolios.
- 3) Encourage students to continue building **Picket Outlines** of Endorsement Card keyword groups on their own outside of class. The additional experience will help students identify any concerns they may have with the ease .
- 4) Remind students that they should continue to read their Contemporary American Novel (finished by Lesson 34).

GROUP ROLES

None

DOCUMENTATION FOR PORTFOLIO

Sketchbook:	Formal Portfolio:
Checkin' the Fenceline Sketch Page (#26) Imprint Argument 2 (handwritten) Sensory Cinders Sketch Page (#25) 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) 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 Around</u> Odyssey Reflection Expressions Honeycomb Sketch Page (#3) Garden Plot Sketch Page (#2) Sketchbook Rules Sketch Page (#1) Springboard 1
	Imprint Argument 2 Imprint Argument 1