

Note: You will need to sign up for the computer lab for this lesson

TITLE OF THE LESSON

US History Unit 1 Lesson 32 –Capturing Historical Understanding
How can historical understandings explain the role of the individual in society?

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

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

NETS for Students 1-6

MATERIALS

None

PRINTED MATERIALS

Rules of Formal Writing—Student Page (print as overhead)

LESSON OBJECTIVES

- To gain an understanding of the complexity of writing insightful historical analyses based on well-researched historical events
 - To demonstrate mastery of the writing process through drafting historical essays on unit project events
 - To review rules of formal writing, including the use of resources and MLA citation formats
 - To demonstrate research skills through correct MLA integration of supporting historical facts and viewpoints
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

1. Greet and Instruct—As students enter the classroom welcome them and instruct them to place their **Picket Outlines, Fence Assemblies, and Unit Project Supernova Diagrams** on their desks so that you can record a completion grade on these project materials. If students have completed electronic **Picket Outlines and Fence Assemblies** you will need to record completion grades while students are working in the computer lab.
 2. Garden Care—Instruct gardening pairs to check and water quads' planted seeds. As plants are being watered, ask the remainder of the class to comment on the growth of the seeds. How has the growth patterns of the seeds changed? How can these changes be representative of the historical experiences of individuals?
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ACTIVITIES – INDIVIDUAL AND GROUP

LEARNING ACTIVITY #1—FORMAL WRITING
Multiple Intelligence (MI)—Linguistic

TIME FRAME 15 MINUTES

1. **Brainstorm**—Tell students that in today's class they will begin drafting their historical analyses. First, instruct quads to brainstorm on formal writing rules they are familiar with. These rules may include grammar rules or writing format rules. Quads should record their ideas on a sheet of construction paper. Allow quads 5 minutes to work.

2. Share Brainstorms—Rotate through quads having each present the ideas they have collected. As ideas are presented, discuss students’ familiarity with the rules as well as how you would like students to address these rules in the context of their historical analyses.
3. Present Rules—Display overhead of the **Rules of Formal Writing**. Read through the rules orally, addressing any questions students may have as needed.

LEARNING ACTIVITY #2—DRAFTING HISTORICAL ANALYSES
Multiple Intelligence (MI)—Linguistic

TIME FRAME—45 MINUTES

1. Outline Workload—Students should now be familiar with the formal writing procedures they must use in writing their historical analyses. Tell students that they will be going to the computer lab to begin drafting their analyses. They should refer to their **Picket Outlines, Fence Assemblies, and Unit Project Supernova Diagrams** as they work. Remind students that an historical analysis should be developed on each of their unit project events.
2. Lab Work—Instruct students to go to the computer lab and open an appropriate word processing program. Students may also need to coordinate access to their Endorsement Card collections and other electronic materials they may have. As students work, circulate through the room offering assistance as necessary. Be sure to remind students of the correct MLA citation rules they are expected to follow.
3. Save – You may need to briefly review how to save (to disk, to network folders, to hard drive, to floppy disk). Remind students to save frequently, as you cannot be responsible for any lost or deleted work because they forgot to save.
4. Clean Up –As the class period draws to a close, instruct students to clean up workstations, shut down the computer lab resources according to your technology department’s guidelines, and push in their chairs.
5. Review Progress—Ask students to share any questions they may have on their historical analyses. Tell students they will also have tomorrow’s class period to continue drafting the analyses, so throughout the day they should continue to think of questions related to their unit project.

HOMEWORK

- 1) Tell students to continue thinking about the structure of their historical analyses and **Breaking Fences Project**. Their drafting work on the historical analyses will continue in the next class period.
- 2) Remind students that they should continue to read their Contemporary American Novel (finished by Lesson 34).

GROUP ROLES
None

DOCUMENTATION FOR PORTFOLIO

<p>Sketchbook: Unit Project Supernova Diagrams Unit Project Fence Assemblies (if printed) Unit Project Picket Outlines (if printed) Springboard 31 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</p>	<p>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) Collision Grounds 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) Eyes of the Designer Odyssey Reflection</p>	<p>Formal Portfolio: Imprint Argument 2 Imprint Argument 1</p>
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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	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	
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