

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

TITLE OF THE LESSON

US History Unit 1 Lesson 37 – Presenting Interpretations
What makes the presentation of interpretations memorable?

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California History- Social Science Content Standards: Grades 9-12 Historical and Social Sciences Analysis
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.

NETS for Students 1-4

MATERIALS

cardboard box (for transporting Prism Table Tents)
Dreamweaver (or your site's web publishing program)
Photoshop (or your site's image processing program)

Note: You may wish to have your site technology person present to help out with technology questions and issues that may arise during the period.

PRINTED MATERIALS

Springboard 37—Student Page(Avery Label #8160)
Breaking Fences Project Instructions—Student Page (available for reference or electronic access)
Breaking Fences Project Rubric—Student Pages (available for reference or electronic access)

LESSON OBJECTIVES

- To demonstrate Dreamweaver fluency through building of Dreamweaver Breaking Fences Project
 - To demonstrate critical processing and classification skills through the development of supporting links and pages for the Breaking Fences Project
 - To gain an understanding of historical interpretive confidence through writing text commentary in support of Prism Table Tent concepts and incorporating these interpretations into the Breaking Fences Project
-

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

SPRINGBOARD: “Art”—Structure an innovative response with moveable parts to the following question: What makes art “artistic”?

1. Greet and Instruct—As students enter the classroom welcome them and hand each student an “Art” Springboard sticker (**Springboard 37**). Instruct them to place the sticker on a piece of colored construction paper. Students should use the entire paper to showcase their Springboard response.
2. Garden Care—Check and water quads’ planted seeds, once gardening pairs have finished the Springboard.
3. Share Springboard—Pair up quads together to form groups of 8 students. If you have an odd number of quads, you will need to send its members to different groups. Instruct students to present their artistic responses to the students in their group. You may need to select one student in each group to serve as the art director, responsible for directing students to share their work. Allow groups 5 minutes to view the responses.
4. Discuss—When quads appear to have finished sharing their responses, instruct them to discuss the following questions in their groups, using their own Springboard work as artistic evidence for the arguments they are

making. Select a student to serve as the Group Recorder, writing down discussion notes on the questions. *What characteristics do “artistic” works show? What details help make an artistic impression last in the memory of viewers? What is artistic in science (think DuPont)? What is artistic in history? Does art have to be planned in advance? Why is art memorable?*

5. Create Definition—Write the word *artistic* on the board and ask students to explain what it means. As suggestions are given, draft a definition on the board. When students agree that the definition is complete, instruct them to write it along an edge of their Springboard.
6. Make Connections—Ask students if the Springboard they just created is artistic. Instruct them to consider the definition they just developed, as well as the discussion notes they have available in their groups. If students argue that their work is artistic, ask them to support their claim. If students argue their work is not artistic, ask them to explain what components are missing that are necessary in an artistic work. Next, ask student to consider the artistic potential of their unit projects. Art forms (printed and performing) are often remembered by audiences for an extended period of time. For example, Van Gough’s *Starry Night* has been revered for centuries. Elvis Presley’s performances sparked an entire genre of American musical expression. *What art forms could be incorporated into Breaking Fences Projects to make them memorable?* As students make suggestions, make a list on the board. Instruct students to write the list on a separate sheet of paper and attach it to their Springboard so that it is readily available to students when they are working on their projects. Ask students how technology might be used to support the art forms they have listed (audio files, morphed images, video files, music files, etc.) Some students with more advanced web publishing skills may wish to use audio files and/or video files. It is up to them to figure out how to use them effectively. In addition, some students may wish to allow the user more choice and interaction through the creation of questionnaires that display results, blogs, bulletin board, etc.
7. Transition—Tell students that today will be their first full working class period to develop their Breaking Fences Unit Project. Remind them to continually think about how their interpretations could be artistically presented so that they create a memorable experience for their peer audience.

ACTIVITIES – INDIVIDUAL AND GROUP

LEARNING ACTIVITY #1—BREAKING FENCES WORK

TIME FRAME—50 MINUTES

Multiple Intelligence (MI)—Spatial, Intrapersonal

1. Outline Workload—Students are already aware that they are going to the computer lab to continue work on their Dreamweaver Breaking Fences Project. Remind students that they will be assessed by peers and yourself according to the **Breaking Fences Project Instructions** and **Breaking Fences Project Rubric** (provide reference copies or electronic access to these documents) Before leaving for the lab, review the different project tasks students should be working on:
 - Students should feature two historical analyses in their project. Hopefully students have completed first drafts of the analyses, but if not these take working priority. Instruct all students to reread their historical analyses, making any corrections necessary. Editing review of the drafts will be done in Lesson 40, so students should print and hand in their two historical analyses by the end of the class period.
 - Students have already begun building the index page for their Breaking Fences project. Instruct students to continue developing this page, being sure to incorporate a links bar into this page and all other pages they design for their project.
 - Pages or page areas should be designated for the placement of the two historical analyses students have written. The analyses text should not be placed into the project pages yet because editing must still be done to the documents. But students should save space on the pages they wish for the text to appear.
 - Additional pages or page sections should be created to incorporate each of the concepts identified through yesterday’s discussion (now presented with brainstorming ideas on Prism Table Tents)
 - Images and backgrounds should be incorporated into the project pages. Students should be creating images with an appropriate graphics program, or locating appropriate images from research materials (books, articles, or Internet sources). Remind students that they *must* credit the image source just as they credit text sources and/or ask permission if they are linking to someone’s web site or using materials from someone’s site.
 - Instruct students to write down the following web address: www.landmark-project.com/index.php. Tell students that this site, David Warlick’s Landmarks for Schools, provides a pre-made electronic permission slip that

students can use to send e-mail requests to Internet sources, asking permission to use images and text from their site. This form is located on the right side of the page as the third, red *Web Tool* button, entitled *Permission Request*.

2. **Pack Materials**—Select one quad to collect all Prism Table Tents, pack them into a cardboard box, and carry the box to the computer lab. Once in the lab, the quad should take out the tents and distribute them around the lab so that students can easily consult the tents as needed. This quad will also be responsible for repacking the table tents and carrying them back to the room at the end of the class period.
3. **Lab Work**—Remind students of the appropriate behaviors they should exhibit when in the computer lab. Instruct the class to walk to the lab, bringing any research materials they may need for their unit projects. Allow students 45 minutes to work on their Breaking Fences Project. As students work, circulate through the room offering assistance as necessary.
4. **Save --** Students should save frequently, as you cannot be responsible for any lost or deleted work because they forgot to save. You may want to have posted how you have decided to save work so that you don't have to repeat yourself during the period.
5. **Clean Up**—Instruct students to clean up workstations, shut down the computer lab resources according to your technology department's guidelines, and push in their chairs.
6. **Assign Update**—Instruct students to write an update summary of all the project work they completed in today's class period as homework. The update should be entitled *Project Update 1*, and should be ready to turn in at the beginning of the next class period..

HOMEWORK

- 1) Remind students that they should have turned in historical analyses on their two chosen events.
- 2) Write Project Update 1, explaining the project work students' were able to do during the class period.
- 3) Finish all steps of the **Contemporary Novel Investigation** by Lesson 41.
- 4) Continue to work on Dreamweaver Breaking Fences Project outside of class, since in-class time is limited. Remember, the next class period will also be spent in the computer lab, so continue to develop interpretation ideas that will help strengthen your project.

GROUP ROLES

- Art Directors—Lead combined quad groups in sharing their artistic Springboard Responses.
Group Recorders—Write out notes on the artistic discussion held by combined quad groups.

DOCUMENTATION FOR PORTFOLIO

Sketchbook:	Formal Portfolio:
Project Update 1	Supernova Wish Sketch Page (#16)
Springboard 37	Springboard 16
The Map Sketch Page (#28)	Belief Imprint Essay (draft 1)
Under the Magnifier Sketch Page (#27)	Hero's Quest Sketch Page (#15)
Unit Project Supernova Diagrams	Sides of the Fence Sketch Page (#14)
Unit Project Fence Assemblies (if printed)	Springboard 13
Unit Project Picket Outlines (if printed)	The Firelines Sketch Page (#13)
Springboard 31	<u>Collision Grounds</u> Odyssey Reflection
Checkin' the Fenceline Sketch Page (#26)	Tic Tack Sketch Page (#12)
Imprint Argument 2 (handwritten)	Sketchbook Reflection 1
Sensory Cinders Sketch Page (#25)	Preamble Sketch Page (#11)
Supernova Diagram: Imprint 2	Vendor Decision Sketch Page (#10)
Frozen Insights Sketch Page (#24)	Grindstone Sketch Page (#9)
Butter Insights Sketch Page (#23)	Workin' Sketch Page (#8)
Wisdom's Growth Sketch Page (#22)	<u>Eyes of the Designer</u> Odyssey Reflection
Curiosity Imprint Essay (draft 1)	Dreams Sketch Page (#7)
Sketchbook Reflection 2	Historian Rail Trail 1

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	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	
---	---	--