

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

TITLE OF THE LESSON

US History Unit 1 Lesson 38 –Designing with Confidence and Interpretation

How can confident and interpretive writing capture the role of individuals in historical events?

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.

NETS for Students 1-6

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

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
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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 gather all Breaking Fences Project materials they have so that the class can move into the computer lab.
 2. Garden Care—Instruct gardening pairs to check and water quads' planted seeds.
 3. Collect Updates—Instruct students to turn in their Project Update 1 for assessment.
 4. Review Progress—Ask students any of the following questions on their project work (instruct students to take notes the a sheet of paper so that they have a record of the ideas discussed available for future reference): *What are some of the challenges you have already faced in building your projects? Did you come up with a solution? If not, does anyone else have an idea of how this challenge can be addressed? What are some of the methods you have chosen to use to incorporate the Prism Table Tent components? Have you been able to write out connections between the tent concepts and your project events? How clearly are you presenting your Compelling Element as the foundation of your project? Do you believe your interpretations will leave a memorable mark in your audience? If not, how can the lasting impression of a project be strengthened?*
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ACTIVITIES – INDIVIDUAL AND GROUP



LEARNING ACTIVITY #1—BREAKING FENCES WORK
Multiple Intelligence (MI)—Spatial, Intrapersonal

TIME FRAME—50 MINUTES

1. **Outline Workload**—Students have been working on their Breaking Fences Projects in the computer lab, so quickly review the work they should be doing while in the computer lab. 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) Reminders:
 - 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.
 - 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. .
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. **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.
5. **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 2*, 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) Finish all steps of the **Contemporary Novel Investigation** by Lesson 41.
- 3) Continue to Dreamweaver Breaking Fences Project outside of class, since in-class time is limited. Students have a total of 3 build days remaining (Lessons 40, 41,42), though they will have additional concepts to add to their projects during these days. Projects will be presented in Lessons 43 and 44. The final project essay and unit reflection will be conducted on the final day of the unit.

GROUP ROLES

None

DOCUMENTATION FOR PORTFOLIO

<p>Sketchbook: Project Update 2 Project Update 1 Springboard 37 The Map Sketch Page (#28) Under the Magnifier Sketch Page (#27)</p>	<p>Supernova Diagram: Imprint 1 Supernova Wish Sketch Page (#16) Springboard 16 Belief Imprint Essay (draft 1) Hero’s Quest Sketch Page (#15)</p>	<p>Formal Portfolio: Imprint Argument 2 Imprint Argument 1</p>
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<p>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 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</p>	<p>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>	
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