

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

TITLE OF THE LESSON

US History Unit 1 Lesson 41 –Grey Areas and Black Boxes

*How do absolute truths and relative interpretations impact historical writing?*

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TIME ESTIMATE FOR THIS LESSON

One class period

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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.
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NETS for Students 1-6

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MATERIALS

2 posterboard sheets (one entitled “Grey Areas”, one entitled “Black Box of Truth”)  
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)

**Supernova Level 3 Peer Edit**—Student Page (2 per student)

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LESSON OBJECTIVES

- 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
  - To demonstrate interpretive skills through discussion of the concepts of “grey areas” and “black box of truth”
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

**SPRINGBOARD:** Post the posters entitled “Grey Areas” and “Black Box of Truth” in the front of the room.

1. Greet and Instruct—As students enter the classroom, instruct them to go to the front of the room and write their initial interpretation of what is meant by the terms “Grey Areas” and “Black Box of Truth” on the corresponding poster boards.
2. Novel Check—Students should have finished all Contemporary Novel Investigations by this class period. As students are taking turns writing their interpretations on the posters at the front of the room, check with any students currently missing grades for Investigations 1-4. Tell the class that you will be checking their Investigation 5 work during today’s computer lab work time. All the investigations will be set up for display, student viewing, and discussion during Lesson 44.
3. Garden Care—Instruct gardening pairs to check and water quads’ planted seeds.
4. Collect Updates—Instruct students to turn in *Project Update 3*.

5. Return Analyses—Return assessed Historical Analyses to students and instruct them to place the research papers into their formal portfolios.
  6. Collect Invitations—In the last class period 2-3 students should have been assigned to create invitations for people to view and evaluate their Breaking Fences Projects. Collect these invitations and be sure to deliver them to the appropriate personal as soon as possible. Return Project Update 1 to students and instruct them to place it in their sketch books behind Springboard 37.
  7. Review Springboard—Tell students to choose a piece of construction paper and entitle it “Springboard 41”. Students should record discussion notes on this sheet, then place it in their sketch book. Ask for two student volunteers to read the interpretations listed on the 2 Springboard posters. Instruct the first volunteer to read the “Grey Areas” poster aloud. Encourage students to discuss the interpretations as they are read. After all the interpretations on the poster have been read, initiate discussion by asking the following: *Why does human society endorse the presence of grey areas? What impact does the presence of grey areas have on a population’s beliefs and identity?* When discussion on grey areas has concluded, instruct the other student volunteer to read the “Black Box of Truth” poster insights aloud. Again, encourage students to discuss important insights as they are read. After the poster has been completely read, initiate class discussion by asking the following: *How does a black box of truth contradict grey areas? Can the two co-exist? Why or why not?* Conclude discussion by asking students to share suggestions on how these two concepts could be incorporated into students Breaking Fences Projects.
  8. Transition—Tell students they will be continuing work on their Breaking Fences Projects for the remainder of the class period. In addition to the concepts students are already integrating into their projects, students should now introduce, or identify, where “grey areas” and the “black box of truth” are present in their unit projects.
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ACTIVITIES – INDIVIDUAL AND GROUP

**LEARNING ACTIVITY #1—BREAKING FENCES WORK**

**TIME FRAME—45 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 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). Tell students that the final project work period (the next class period) will be dedicated to final placement of their historical analyses, preparation for publication, and site publication, so they will need to work diligently to accomplish the following:
  - Highly-attention getting index page (modeled after yin yang design) serving as the foundational page for the project should be finished by the end of the class period.
  - Students should now have final versions of their 2 historical analyses. These analyses should be showcased as primary components of the project. Students should review their analyses, selecting sections to showcase as project pages.
  - Additional pages or page sections incorporating each of the concepts identified through the Prism Table Tents should be completed by the end of the class period. In addition, new pages or sections should be created to present the new concepts introduced through today’s Springboard (grey areas and black box of truth).
  - 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. .
  - Students should have a Bill of Rights page correlating appropriate rights to the struggles of individuals connected to their two selected project events finished by the end of the class period.
2. Pack Materials—Select one quad to collect all Prism Table Tents and Springboard 41 posters (grey areas and black box of truth), 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 posters, distributing them around the lab so that students can easily consult the resources as needed. This quad will also be responsible for repacking the resources 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 40 minutes to work on their Breaking Fences Project. As students work, circulate through the room visiting each student about their Contemporary Novel Investigation 5 work. Record a progress assessment on the investigation and tell students the investigations will be shared with their peers in Lesson 44, following peer viewing of Breaking Fences Projects.
4. Save -- Remind students to 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 4*, and should be ready to turn in at the beginning of the next class period.

HOMEWORK

- 1) Remind students to continue to work on the Dreamweaver Breaking Fences Project outside of class, since in-class time is limited. Students only have one day remaining for in-class work.

GROUP ROLES

None

DOCUMENTATION FOR PORTFOLIO

<p><b>Sketchbook:</b>                  Project Update 4                  Project Update 3                  Our National Pride Sketch Page (#29)                  Project Update 2                  Project Update 1                  Springboard 37                  The Map Sketch Page (#28)                  Under the Magnifier Sketch Page (#27)                  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)</p>	<p>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 Abound</u> Odyssey Reflection                  Expressions Honeycomb Sketch Page (#3)                  Garden Plot Sketch Page (#2)                  Sketchbook Rules Sketch Page (#1)                  Springboard 1</p>	<p><b>Formal Portfolio:</b>                  Historical Analysis B                  Historical Analysis A                  Imprint Argument 2                  Imprint Argument 1</p>
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