

TITLE OF THE LESSON

US History Unit 1 Lesson 45 –Invaluable Individuals

What is the role the individual in society and how has that role changed over time??

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.

V. Individuals, Groups, & Institutions

h. explain and apply ideas and modes of inquiry drawn from behavioral science and social theory in the examination of persistent issues and social problems.

VI. Power, Authority, & Governance

h. explain and apply ideas, theories, and modes of inquiry drawn from political science to the examination of persistent issues and social problems.

MATERIALS

Question Series 45—Teacher Page

blank index cards

posterboard (one sheet per quad)

assorted paints

PRINTED MATERIALS

Springboard 45—Student Page(print on regular paper and cut apart)

Comparative Essay—Teacher Page

LESSON OBJECTIVES

- To gain an understanding of the value of individuals through the course of American history
 - To demonstrate a clear understanding of the central unit question by comparing the role of the individual through two Breaking Fences Projects
 - To capture the understanding of individualism that has developed through the unit by creating a classroom mural
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

SPRINGBOARD: “Unique Americans”—Using the index card that has been placed on your desk, create a mural representing the most unique American you have had the privilege to know. The only text that should appear on your mural is the person’s name.

1. Greet and Instruct—As students enter the classroom, welcome them and hand each student a “Unique Americans” Springboard slip of paper. Instruct students to begin creating their mural. After all students have entered the class and begun springboard work, instruct them to fold 1/8-1/4 inch tabs back from each edge of the index card and staple the tabs together, so when finished students’ murals appear to be featured on the front of a shallow box.
2. Garden Care—Check and water quads’ planted seeds, once gardening pairs have finished the Springboard.
3. Return Sketchbooks—If you have completed **Sketchbook Assessment 3**, return sketchbooks to students. Tell them that they will continue to add to their sketchbooks in the next unit.

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: *What is the role of the individual in society and how has that role changed over time?*

CONCRETE CONNECTIONS: youth, teachers and learners, law enforcement, criminals, politicians, laborers.

LEADING THE DISCUSSION

1. Question Series—Lead students through **Question Series Lesson 45**.
 2. Enduring Impression—Tell students that today’s work will conclude their discussion of the role and value of the individual in American society. As they work through the day’s activities they should strive to capture their understanding of how American individuals have revolutionized American philosophy through action, reflection, and reaction.
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ACTIVITIES – INDIVIDUAL AND GROUP

LEARNING ACTIVITY #1—COMPARATIVE ESSAYS

TIME FRAME—30 MINUTES

Multiple Intelligence (MI)—Linguistic

1. Explain Essay—Tell students that in their final essay for the unit they will be examining how individuals played a part in the Breaking Fences projects. Quickly review comparative essay pair assignments. Tell students they should only address two projects in their essay: their own and that of their assigned partner. Display overhead of the **Comparative Essay**. Read through the overhead, answering any questions students may have.
2. Write Essays—Allow students 30 minutes in which to write their essays. Instruct students to place their essays in an appropriate area of the classroom.
3. Discuss—When all essays have been turned in, ask students to explain the connections between the unit question and the work students’ have performed on their Breaking Fences Projects. *How have their Breaking Fences Projects captured the changing role of the individual across American history?*

LEARNING ACTIVITY #2—INDIVIDUALITY MURAL

TIME FRAME—20 MINUTES

Multiple Intelligence (MI)—Spatial, Bodily-Kinesthetic

1. Preparation—In this activity, the class will be working cooperatively to form a class mural, which will remain in the classroom (or another available display area) as a representation of everything students have learned in this unit. The mural will continue to grow with the conclusion of each unit, so keep in mind that a large area will be taken up by the mural by the end of the year. If you do not have space available, you may wish to downscale the mural’s size by using sheets of construction paper rather than poster boards, or by creating a large mural notebook in which to bind the materials.
2. Establish Context—Instruct students to take out their Springboard murals. Provide each quad with a sheet of poster board and assorted paints. Ask student to explain why the unit question (*What is the role of the individual in society and how has that role changed over time?*) is a valuable question to ask in the study of American History.
3. Outline Build—Tell students that their final goal for the unit is to capture the depth of their learning through the creation of a class Individuality Mural. Instruct quads to begin by placing their poster board on their desks so that each member of the quad has access to one quarter of the poster board. Tell quads that each member of the group will be responsible for painting their quarter of the mural so that it is representative of what they believe they have learned about the changing role of the individual through the course of the unit. Quads can design their mural as a coordinated group effort, or quad members can each work individually on their assigned quarter. Each student’s work should capture: (1) color, (2) images and text relating to unit information, and (3) a reflection on how each information piece has contributed to the development of their own individuality. Remind

students to consult their past work that is displayed around the room (slivers bulletin board, *Becoming an American Wall*, map bulletin board, sketchbooks, etc.)

4. Quad Work—Allow quads 15 minutes to paint their murals.
5. Assemble Panels—Tell students to take out their Springboard box murals. Instruct students to attach their Springboard box murals to an area of the quad’s poster mural panel which seems to accent it. When finished, each quad should have a poster mural panel, with 3-D Springboard mural boxes scattered around it.
6. Present Murals—Rotate through the class, instructing each quad to present their completed mural. Each student should speak about their individual mural choices.
7. Assemble Mural—Explain to the class where you would like them to assemble the class Individuality Mural. Instruct the class to discuss the placement of each panel, then assemble the panels into an Individuality Mural. Arrange to have other classes and teachers view the mural, or write a school announcement inviting students and teachers to view the mural.

LEARNING ACTIVITY #3—INDIVIDUALITY CLOSURE

TIME FRAME 10 MINUTES

Multiple Intelligence (MI)—Interpersonal

1. Garden Connection—Draw students’ attention to their planted seeds. By this stage of the unit, the plants should be exhibiting a wide assortment of growth patterns. Ask students to suggest what each plant could be representing about individuality. *How has the individuality of each plant changed through its growth? How is this similar to the growth of human individuals?*
2. Return Student Work—Since the unit has drawn to a close, and new classroom materials will be introduced in the next unit, you will need to return all student work that is currently being displayed around the room. This may include slivers, inscriptions, novel investigations, museum exhibits, and Breaking Fences materials.

Note: You may also want to encourage students’ to include their outstanding work in Formal Portfolios or ask students’ permission to make copies of materials so that they can be placed in your own professional portfolio as student evidence of what you are teaching.
3. Lasting Impressions—Ask students for any final comments and reflections on the unit. *What impression has the unit left of the value of American history? What sorts of activities do students look forward to seeing in the next unit? Now that students understand the role of the individual, what broader historical components do they predict will appear in the next unit?*

HOMEWORK

Remind students to stop by the classroom to pick up their planted seeds and displayed classroom materials at the end of the day.

GROUP ROLES

None

DOCUMENTATION FOR PORTFOLIO

<p>Sketchbook: Breaking Fences Project Reflection Project Update 5 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)</p>	<p>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)</p>	<p>Formal Portfolio: Historical Analysis B Historical Analysis A 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)</p>	<p><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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