

TITLE OF THE LESSON

US History Unit 1 Lesson 5 – Historical Ripples

*What human elements are powerful enough to cause ripples in the flow of history?*

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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

I. Culture

c. apply an understand of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, believes, and values, and behavior patterns.

NETS for Students 1-3, 5

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MATERIALS

**Question Series Lesson 5**—Teacher Page

**Skelton Key Sketch Guide** (Sketch #6)—Teacher Page

**Byte Driving Guide** –Teacher Page

PRINTED MATERIALS

**Springboard 5**—Student Page (Avery Label #8160)

**Skelton Key Sketch Page** (Sketch #6)—Student Page

**Byte 1 Driving License**– Student Page

**Skeleton Key Imprint Essay**—Student Page

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LESSON OBJECTIVES

- To realize the complexity of historical and current events due to the contributing and resulting ripples surrounding them
  - To become reacquainted with computer lab procedures and rules
  - To select a compelling element capable of affecting history as the focus of the Unit 1 project
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

**SPRINGBOARD:** “Hide-N-Seek”—Create a cave drawing which depicts the rules of Hide and Seek.

1. Greet and Instruct—As students enter the classroom welcome them and hand each student a “Hide-N-Seek” **Springboard 5** sticker. Instruct them to place the sticker on any free space on the outside borders of the **Skelton Key Sketch Page** located at their desks. Explain that a cave drawing is a type of representative pictograph often used in ancient cultures in order to preserve a story of how an important event occurred. The area of the cave drawing should depict the entire scheme of how the game of Hide and Seek progresses. Cave drawings are usually brilliantly colored and not detailed, for example stick figures without faces are commonly included.
2. Homework Check—Have students take their sketchbooks out and place them on their desks. While students are writing, walk around the room recording a completion grade for sketch #5.
3. Garden Care—Remind the gardening pair from each quad to check and water their quads’ planted seeds once they have completed writing on the Springboard.

**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: *How can ripples in events be identified?*

CONCRETE CONNECTIONS: hide and seek, Easter eggs, professional sports, honor roll, and movie twists

LEADING THE DISCUSSION



1. Springboard Connections—As quad members complete Springboard 5, instruct students to begin quietly sharing their cave depictions with their quad. Through this discussion each quad should determine a list of what they agree to be the rules of hide and seek.
  2. Question Series—Lead students through **Question Series Lesson 5**.
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ACTIVITIES – INDIVIDUAL AND GROUP

**LEARNING ACTIVITY #1—BYTE NAVIGATION**

**TIME FRAME—25 MINUTES**

**Multiple Intelligence (MI)—Logical-Mathematical**

**GOAL—Become oriented with computer lab resources and begin computer work.**

1. Prepare Lab—Please note students will be accessing the **Byte 1 Driving License** electronically, so it should be loaded into a network file where students can access it.
2. Discuss Rules—Tell students that before they are ready to move into the computer lab, the rules for the lab need to be reviewed. Be sure to obtain a list of computer lab rules from your school’s technology department. If a seating chart for students is necessary, review this with students.
3. Outline Workload—Lead students into the lab and direct them to download the **Byte 1 Driving License** from its network location. Students should open the license, insert the class information needed at the top of the page, and save the document as “byte 1 *name*” in a specified location (on disk or in a student/ class network file). Provide students with an overview of the byte page layout, as detailed in the **Byte Driving Guide**. Remind students that the **Byte 1 Driving License** is considered a license because these are the only sites students are “licensed” to be viewing during the class period. To ensure variety in students’ experiences, assign each quad to begin with a different website. The websites listed contain a variety of personality quizzes and profiles. Tell students their goal is to review the pages, identifying *powerful compelling elements* found within the profiles. Students can, but are not required, to personally take the profile quizzes. All compelling elements students identify should be recorded in the third column of the license, that is they may cut and paste the text they think is relevant into the third column of their **Byte 1 Driving License**.
4. Lab Work—Instruct students to begin working and assist students with any questions they may have. Allow students about 20 minutes to work in the lab, then instruct students to print a copy of their **Byte 1 Driving License**. Before returning to the classroom, be sure the computer lab is properly shut down according to your school’s policies.

**LEARNING ACTIVITY #2—SKELETON KEY**

**TIME FRAME—15 MINUTES**

**Multiple Intelligence (MI)—Intrapersonal**

**GOAL—Experience a literary Shakespearian Moment.**

1. Select Topics—Distribute the **Skeleton Key Sketch Page** to quads and instruct students to refer to their printed **Byte 1 Driving License**. Tell students to review the license page, circling the three compelling elements they believe are the most powerful, interesting, and important to American identity. Once selected, the three elements should be written into the prism spaces found at the top of the **Skeleton Key Sketch Page**. Collect **Byte 1 Driving Licenses** for a student progress assessment. Orient students on the sketch page, as directed in the **Skeleton Key Sketch Guide**. Allow students 10 minutes to work through the prism strainer. If students finish early, they should begin writing out a reflection on the day’s activities.
2. Share Ideas—Since students are choosing the elements for their unit project, a discussion may be necessary to ensure variety in topics. In this project students will be examining two events; one current situation and one historical event, both of which demonstrate the compelling element they have chosen. It is possible for students to choose the same element, different events, and reach completely different conclusions. It is up to the instructor’s discretion on the amount of variety in project topics. Ask volunteers to share their preferred element choice. Be sure to consider and give topic approval for each student. Once element selection is completed, instruct students to write their element into the shank of the skeleton key found at the bottom of the page.

3. Homework Review —Distribute the **Skeleton Key Imprint Essay** to quads (or post on an overhead or have students open on their computers). Explain the purpose and requirements of the essay. Answer any questions.

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HOMEWORK

- 1) Draft 1 – Complete the **Skeleton Key Sketch Page**.
- 2) Compose **Skeleton Key Imprint Essay**.
- 3) Purchase or borrow novel. Due Lesson 8.

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GROUP ROLES

None

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DOCUMENTATION FOR PORTFOLIO

**Sketchbook:**

Skeleton Key Sketch Page (#6)  
Byte 1 Driving License  
Haunted House Sketch Page (#5)  
Elements Continuum Sketch Page (#4)  
Emotions Abound Odyssey Reflection  
Expressions Honeycomb Sketch Page (#3)  
Garden Plot Sketch Page (#2)  
Sketchbook Rules Sketch Page (#1)  
Springboard 1

**Formal Portfolio:**

None