

Note: If you have chosen to create an electronic collage, you will need to sign up for the computer lab.

TITLE OF THE LESSON

US History Unit 1 Lesson 8 – Grinding Hard Work
What makes hard work effective?

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

National Council for the Social Studies: Curriculum Standards for the Social Studies

VIII. Science, Technology & Society

- a. identify and describe both current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings.
 - b. Make judgments about how science and technology have transformed the physical world and human society and our understanding of time, space, place, and human-environment interactions.
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MATERIALS

Question Series Lesson 8—Teacher Page
Grindstone Sketch Guide (sketch #9)—Teacher Page
Computer lab and image processing program (for electronic collages)
assorted magazines (for poster collages)

PRINTED MATERIALS

Springboard 8—Student Page (Avery Label #8160)
Literary Resource: “The Grindstone” by Robert Frost (printed on overhead)
Grindstone Sketch Page (sketch #9)—Student Page

LESSON OBJECTIVES

- To learn how tools help to maximize hard work
 - To complete the creation of an Element Collage which represents a Compelling Element
 - To formalize the selection of a Contemporary American novel and begin reading of the work
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

SPRINGBOARD: “No Remote”—Design a map of a house without remote control items. Then insert dashed lines indicating the walking patterns teenagers would make during a day while trying to operate their manual control items.

1. Greet and Instruct—As students enter the classroom welcome them and hand each student a “No Remote” Springboard sticker (**Springboard 8**). Instruct them to place the sticker in any empty space available on the front of the **Grindstone Sketch Page** located at their desks. .
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 8.
3. Rotate Group Roles—Instruct quad groups to rotate the four quad roles (Quad Facilitator, Quad Record Keeper, Quad Presenter, and Quad Ambassador) in a clockwise pattern.
4. Garden Care— Check and water quads’ planted seeds, once gardening pairs have finished 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 have tools helped to maximize work effort?*



CONCRETE CONNECTIONS: Flintstones, levers, mechanical pencils, CDs

LEADING THE DISCUSSION

1. Question Series—Lead students through **Question Series Lesson 8**.
 2. Enduring Impression—As the Compelling Why draws to a close, emphasize how important tools have been to the progression of human development. Tools allow people to accomplish more work, enabling human understanding to reach further because people are allowed to dedicate time to advanced reflection and imagination rather than spending time performing routine tasks.
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ACTIVITIES – INDIVIDUAL AND GROUP

LEARNING ACTIVITY #1—GRINDSTONE

TIME FRAME—15 MINUTES

Multiple Intelligence (MI)—Linguistic

1. Present Poem – Show students overhead of the *Literary Resource: Grindstone*. Tell students this poem describes the passage of the grindstone as a tool to assist in hard work. Select rotating students to read stanzas of the poem.
2. Discuss Details—Distribute a copy of the poem to each quad. Tell Quad Facilitators to lead an analytical discussion of the poem, stanza-by-stanzas. As students’ present their interpretation ideas, the Quad Recorder should write out details in the borders surrounding the poem. When quads have completed their analysis, direct each to present the poem in conjunction with their interpretations. The Quad Presenter should perform the first reading and interpretation, then cue other group members to continue presenting sections of the poem.
3. Explain Sketch—Draw students’ attention to the **Grindstone Sketch Page** and explain the sketch as it is detailed in the **Grindstone Sketch Guide**. Instruct students to begin writing their sketch account.
4. Transition Topics—After allowing student 10 minutes to work on their sketch page, ask students to quickly name tools they consider to be obsolete. Ask students if there are things these items still do more effectively than new methods. Students are working on an element collage that is designed to depict the element’s impact across time. Encourage students to consider old tools and applications that may help to characterize the element in an “old school” way students haven’t yet considered. For example, a dial-tone phone could humorously represent “Patience”. Students may need to create drawings of these old tools if they are unable to locate pictures of the items.

LEARNING ACTIVITY #2—ELEMENT COLLAGE

TIME FRAME—25 MINUTES

Multiple Intelligence (MI)—Spatial

1. Preparation—Students will be completing element collage work during this LA. If students are designing the collage electronically, you will need computer lab access. Lead students to the appropriate working area to begin their collage work. Tell students to take out collage materials they have compiled from yesterday’s work.
2. Collage Work—Instruct students to continue locating and positioning materials onto their element collage. Remind students that today will be their final in-class working period, so they should locate and assemble materials quickly.
3. Clean Up—Notify students as collage working time draws to a close. Instruct students to clean up quad space or computer lab areas. Additional work on the collages should be done outside of class. The collages will be presented in Lesson 13, so set an appropriate deadline for the collages to be turned in for rubric assessment.

LEARNING ACTIVITY #3—NOVEL GATEWAY

TIME FRAME—20 MINUTES

Multiple Intelligence (MI)—Linguistic

1. Review List—Instruct students to take out the **Contemporary American Novel List** they were given in Lesson 3, as well as a copy of the novel they have selected. Quickly review the novels listed on the sheet and check any

student-selected novels. Ask students to complete the top of the list, including writing down the title of their novel. The lists should then be turned in as a record of students' selections.

2. Reading Time—Tell student that they will be given in-class reading time twice a week for 20 minutes. Advise students that they should commit additional reading time outside of class in order to complete the novel on time. The novels should be completed by Lesson 38. Remind students to bring their novels to class daily so they can continue reading during gateway reading time and after class work has been completed.

HOMEWORK

- 1) Complete Grindstone Sketch Page.
- 2) Finish Dreams Mobile, assigned in Lesson 6, should be ready for presentation for the next class period.
- 3) Complete Element Collage by Lesson 11.
- 4) Continue reading selected American novel.

GROUP ROLES

GROUP ROLES

Quad Facilitators—Direct literary analysis of *The Grindstone* by Robert Frost..

Quad Record Keeper—Maintain written notes on quad interpretation of the stanzas of *The Grindstone*..

Quad Presenter –Initiate quad’s oral reading and interpretation of *The Grindstone*..

DOCUMENTATION FOR PORTFOLIO

<p>Sketchbook: 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>Formal Portfolio: None</p>
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