

TITLE OF THE LESSON

US History Unit 1 Lesson 9 – Effects of Hard Work
How lasting are the effects of hard work?

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

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

IV. Individual Development & Identity

- c. describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self.
- g. compare and evaluate the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups.
- h. work independently and cooperatively within groups and institutions to accomplish goals.

V. Individuals, Groups, & Institutions

- a. apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society.
- d. identify and analyze examples of tensions between expressions of individuality and efforts used to promote social conformity by groups and 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

- c. analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulated territory, manage conflict, establish order and security, and balance competing conception of a just society.
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MATERIALS

Question Series Lesson 9—Teacher Page
Vendor Decision Sketch Guide (Sketch #10)—Teacher Page
Vending Decision Guide—Teacher Page
Seeds of History Guide—Teacher Page
Mobile Rubric Assessment—Student Page (on overhead or printed for students and teacher)
file folders (1 per quad)
2 poster boards (one entitled “Our Street Legislation”, one entitled “Seeds of America”)

PRINTED MATERIALS

Springboard 9—Student Page (Avery Label #8160)
Legislative File Quotations 1 & 2 (randomly attach to outside of Legislative Files—Avery Label #8162)
Legislative Files A, B, C, and D—Readings
Vendor Decision Sketch Page (Sketch #10)—Student Page
Running Decision Form—Student Page

LESSON OBJECTIVES

- To hypothesize about reasons people continue to work hard even when their efforts disappear with the passage of time, never building into a grand dream
 - To become familiar with the political debate surrounding the rights of street vendors and performers and to reach a class determination about how street vendor rights should be regulated
 - To understand how individuals composing history exist with differing recognition, as modeled by growing seeds
 - To present students’ dreams as represented in their Dreams Mobiles
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY



SPRINGBOARD : “Cleaning Time”—Outline a cleaning procedure you would use to clean your room if the Health and Safety Commission appeared at your doorstep and demanded that your room be cleaned.

1. Greet and Instruct—As students enter the classroom welcome them and hand each student “Cleaning Time” Springboard sticker (**Springboard 9**). Instruct them to place the sticker in any empty space available on the front of the **Vendor Decision 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 9.
3. Garden Care—Remind the gardening pair from each quad to check and water their quads’ planted seeds once they have finished writing on the Springboard.
4. 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.

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: *Is hard work worth the effort if its effects fade away?*

CONCRETE CONNECTIONS: mowing the lawn, washing dishes, restaurant evaluations, water slides

LEADING THE DISCUSSION

1. Question Series—Lead students through **Question Series Lesson 9**.
 2. Enduring Impression—As the Compelling Why draws to a close, ask students to continue thinking about what drives people to continue working hard if they are aware their efforts will disappear without seeming to build into anything greater.
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ACTIVITIES – INDIVIDUAL AND GROUP

LEARNING ACTIVITY #1—VENDING DECISION

TIME FRAME—30 MINUTES

Multiple Intelligence (MI)—Interpersonal, Linguistic

1. Preparation—During this LA students are asked to develop legislation on street vending and performance on an imaginary school campus. Four different *Legislative Files (A, B, C, and D)* are provided for the quads to review (if your classroom contains more than 4 quads, you will need to create duplicate *Legislative Files*). Before class begins, the “Legislative Files” should be printed and placed into file folders, then labeled according to the title of the legislative materials. Also provided are several **Legislative File Quotations** sticker sheets. These stickers should be printed and randomly placed on the outside of the *Legislative Files*.
2. Distribute Materials – Instruct students to refer to their **Vendor Decision Sketch Page**. Outline instructions for the page, as detailed in the **Vendor Decision Sketch Guide**. Next, provide each quad with a *Legislative File*. Instruct the Quad Facilitator to split the file’s materials among quad members. Distribute a **Running Decision Form** to each Quad Record Keeper.
3. Examine Materials—Direct students through the creation of a legislative decision on street vendors and performers as outlined in the **Vending Decision Guide**. Continue with the discussion found at the end of the guide.

LEARNING ACTIVITY #2—SPROUTING SEEDS

TIME FRAME—10 MINUTES

Multiple Intelligence (MI)—Bodily-Kinesthetic; Logical-Mathematical

1. Scout Seeds—Dismiss students from their seats for several minutes so they can scout the growth progress of their seeds. As students are observing seeds, post the “Seeds of America” poster board in an area of the classroom. Draw a line down the poster, dividing in into two sections.

2. Collect Observations—Ask students to share details they notice about how seed growth is progressing. As students make suggestions, record them on one side of the “Seeds of America” poster.
3. Establish Connection—Ask students to hypothesize on how growing seeds can be representative of the segmentation of the American population. What could the plants themselves represent? What sort of plant growth can be seen? What is likely to be seen in the future? How is the growth representative of current American culture? What about historical America? Suggest that students consider the list on the board, and create hypotheses on what each observation is comparable to. As hypotheses are suggested, record them across from their recorded observations. If students are having difficulty, refer to the **Seeds of History Guide** for interpretation ideas.

LEARNING ACTIVITY #3—MOBILE DREAMS PRESENTATIONS
Multiple Intelligence (MI)—Interpersonal

TIME FRAME—20 MINUTES

1. Review Rubrics—Show students an overhead of the **Mobile Rubric Assessment**. Quickly review rubric categories. Tell students half of their mobile grade will come from your assessment. The other half will be the average score they receive from peer assessments. Instruct students to take out a sheet of paper. Students should write an assignment heading at the top of the page. The paper should be divided into nine columns (Presenter—Theme—Materials—Frame—Color—Bubbles—Presentation—Total Points—Average Score). Students should write the name of each presenter under the “Presenter” column. As presentations are made, scores should be recorded in each category. To determine the average score, the total points should be divided by six.
2. Present Mobiles—Ask for student volunteers to share their mobiles, sharing several dreams as well as addressing the approach taken on mobile structure, theme, color scheme, and creative accents. Remind students to make peer assessments on the mobiles as they are presented.
3. Exhibit Mobiles—After all mobiles have been presented, hang the mobiles in some area of the classroom or hallway for display.

HOMEWORK

- 1) Complete Vendor Decision Sketch Page.
- 2) Remind students that their Element Collages should be ready for presentation on Lesson 11.

GROUP ROLES

- Quad Facilitator—Leads quad through their examination of their assigned *Legislative File*.
- Quad Record Keeper—Records quad’s ideas and decisions concerning vendor legislation on the **Running Decision Form**.
- Quad Presenter—Formally presents the quad’s decisions as they are recorded on the **Running Decision Form**.
- Quad Ambassador—Travels to other quads sharing the decisions reached on the **Running Decision Form**.

DOCUMENTATION FOR PORTFOLIO

Sketchbook:

Vendor Decision Sketch Page (#10)
Grindstone Sketch Page (#9)
Workin’ Sketch Page (#8)
Eyes of the Designer Odyssey Reflection
Dreams Sketch Page (#7)
Historian Rail Trail 1
Skeleton Key Imprint Essay (draft 1)
Skeleton Key Sketch Page (#6)
Byte 1 Driving License
Tragedy Imprint Essay (draft 1)
Haunted House Sketch Page (#5)
Elements Continuum Sketch Page (#4)
Emotions Abound Odyssey Reflection

Formal Portfolio:

None



Expressions Honeycomb Sketch Page (#3)
Garden Plot Sketch Page (#2)
Sketchbook Rules Sketch Page (#1)
Springboard 1