The purpose of IMPACT II is to spread excellent teaching ideas throughout Ventura County.

IMPACT II does this by partnering with local businesses and organizations to provide $500 individual and $750 team grants to educators for unique, original and innovative curriculum that has been classroom tested.

IMPACT II enables excellent teaching ideas to reach all teachers in the county, and raises community awareness of exemplary classroom practices. IMPACT II boosts teacher morale by recognizing innovative teaching through both grants and an annual awards dinner where we celebrate the true heroes and heroines in our communities.

Over the years Ventura County IMPACT II has matured into the program that we envisioned at its inception in 1993. Business leaders, teachers, and administrators are becoming aware of the program and are participating in unprecedented numbers.

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**Universal Concepts**
Educator(s): Deborah Kolodney  
School: Westlake High School  
Grade Levels: 7, 8, 9, 10, 11, 12  
Curriculum Areas: Language Arts/Reading (SAGE Category)  

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**Renaissance Faire Eminent Person Project**
Educator(s): Monica Lukins  
School: De Anza Technology Academy  
Grade Levels: 6, 7, 8, 9, 10, 11  
Curriculum Areas: Language Arts/Reading (SAGE Category), History/Social Science  

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**Rock the Vote!**
Educator(s): Cherie Eulau  
School: Foothill Technology High School  
Grade Levels: 7, 8, 9, 10, 11, 12  
Curriculum Areas: History/Social Science  

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**Saving Winston!**
Educator(s): Melissa Wantz  
School: Foothill Technology High School  
Grade Levels: 8, 9, 10, 11  
Curriculum Areas: History/Social Science  

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**Manifest Destiny through Common Craft Film**
Educator(s): Danna Lomax  
School: Anacapa Middle School  
Grade Levels: 4, 5, 6, 7, 8, 9, 10, 11, 12  
Curriculum Areas: Language Arts/Reading (SAGE Category), Mathematics (Amgen Category), Dance, Foreign Language,  
History/Social Science, Health, Music, Theater, Science (AMGEN Category), Visual Arts  

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**From Pen Pals to Tech Pals**
Educator(s): Stacey Quiles, Christie Kyriacou  
School: La Mariposa  
Grade Levels: K, 1, 2, 3, 4, 5, 6, 7  
Curriculum Areas: Language Arts/Reading (SAGE Category)  

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**Rock My World**
Educator(s): Debbie Moore  
School: Los Primeros School of Sciences and Arts  
Grade Levels: 2, 3, 4, 5  
Curriculum Areas: Science (AMGEN Category)  

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**If You Can Dream It, You Can Build It!**
Educator(s): Allan Viscarra  
School: Ventura Charter School  
Grade Levels: 1, 2, 3, 4, 5, 6  
Curriculum Areas: Language Arts/Reading (SAGE Category), History/Social Science, Science (AMGEN Category)  

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**Art as a Learning Platform**
Educator(s): Tanya Narasaki, Kaytie Conley, Debbie Lawheed, Brynn Stotko  
School: Rancho Rosal Elementary  
Grade Levels: K, 1, 2, 3  
Curriculum Areas: Language Arts/Reading (SAGE Category), Visual Arts
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**The Many Stages of Life Cycles!!**

Educator(s): Tracie Fickenscher  
School: Saticoy  
Grade Levels: 2  
Curriculum Areas: Language Arts/Reading (SAGE Category), Science (AMGEN Category)

**Water and Aqueous Solutions**

Educator(s): Rhonda Frohn, Valerie Arkle  
School: Thousand Oaks High School  
Grade Levels: 9, 10, 11, 12  
Curriculum Areas: Science (AMGEN Category)

**Living the California Mission Life**

Educator(s): Jodi Atkinson, Tina Smith  
School: Camarillo Heights  
Grade Levels: 4  
Curriculum Areas: Language Arts/Reading (SAGE Category), Mathematics (Amgen Category), History/Social Science, Visual Arts

**Electricity is Shocking**

Educator(s): Jennifer Bettar  
School: Saint Paschal Baylon  
Grade Levels: 3, 4, 5, 6, 7  
Curriculum Areas: Language Arts/Reading (SAGE Category), Science (AMGEN Category)

**Physics in the Phunnies**

Educator(s): Robin Paul  
School: Ladero Canyon Middle School  
Grade Levels: 6, 7, 8, 9, 10, 11, 12  
Curriculum Areas: Language Arts/Reading (SAGE Category), Mathematics (Amgen Category), Science (AMGEN Category), Visual Arts

**Investigating Ancient India**

Educator(s): Maria Geib  
School: De Anza Technology Academy  
Grade Levels: 6, 7, 8  
Curriculum Areas: Language Arts/Reading (SAGE Category), Mathematics (Amgen Category), History/Social Science, Science (AMGEN Category), Visual Arts
The search for the perfect assignment that will meet the CA State Standards and grab our students’ interest and attention is finally over! This new and innovative Universal Concepts journey allows students to express how they feel about something that is close to their hearts, using four different methods, including a culminating PP presentation that focuses on speaking skills. This project is a huge success with my 10th grade students of every level and could be used for any grade level in Language Arts, including ELD classes, along with foreign language classes. The success of this unit is assessed according to the thorough rubrics and the fact that 98% of the students who have completed this unit have received an 80% or better.

The ultimate goal of this project is for all students to be able to express their own point of view on a universal concept through a personal narrative essay, a published poem, their own poem, and a presentation that shows how each of the written works supports their concept. In order to develop this unit, I completed each of the assignments, including the final PowerPoint presentation. This allowed me to show them an example of each of the steps, before they completed them. The different elements of this unit address multiple learning styles (kinesthetic, visual, and cognitive) through writing and oral speaking. Students end up doing such a great job on this assignment because they are given the freedom to choose a topic that is important to them; research shows that “…for learning to be addressed by the brain, it must be perceived as important to the individual” (Tileston). This project appeals to the students because it involves using technology to research and create an interesting presentation using PowerPoint. Though many students aren’t excited about the oral portion of this assignment, I emphasize the fact that public speaking is an important part of life and that often the people they meet will make a preliminary judgment of them based on their tone of voice, lack of “like” and “um,” and the fact that they are confident enough to have eye contact with whom they are having a conversation. By the time they get to the oral portion, they have participated in several impromptus that have given them the opportunity to practice their public speaking skills.

Very often the state standards that address analyzing and evaluating speeches does not get covered due to lack of time and ever-increasing class size, but this unit addresses those standards, along with others: Analysis and Evaluation, 1.11: Asses how language and delivery affect the mood and tone, 1.12: Evaluate the clarity, quality, effectiveness, and general coherence of a speaker’s important points, arguments, evidence, diction, and syntax, 1.14: Identify the aesthetic effects of a media presentation and evaluate the techniques used to create them. Reading, 2.4: Synthesize the content from several sources, dealing with a single issue, Lit Analysis 3.7: Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism and explain their appeal. Finally, the objectives of this unit also support the school’s ESLRs (Expected Schoolwide Learning Results).

The following lessons can be done in order, or be used it in conjunction with another unit, in which case the impromptus are based on the novel the students are reading (my preference). Students will need time to
complete each of the steps (essay, poem, published poem, PowerPoint) so the days of the unit plan would not be completed consecutively. I have attached the due dates I have used.

**Day 1:** (a) Public speaking overview PowerPoint (see attached). (b) Watch a speech (Youtube: famous speeches) and have students fill out the rubric that is based on the state standards (attached). Discuss.

**Day 2:** (a) Go over the rubric for their impromptus (attached). This rubric consists of detailed criteria to help them prepare for their ultimate presentation. Prepare for today by typing up a list of random topics (see attached) or topics that pertain to their unit of study (attached Beowulf prompts). (b) Let them know that they will have 7 minutes to prepare, one minute to present. I will hold up a green square (of paper) when they have gone a half a minute, and a yellow spare when they have gone one minute. They have 15 more seconds to wrap it up before losing points. (c) Each student will “evaluate” the two students after him/her according to the rubric. I do this both so they become familiar with the criteria and so they get feedback from both me and their classmates. I like to demonstrate by doing an impromptu first.

**Day 3:** (a) Finish first round of impromptus if necessary. (b) Talk about strengths and weaknesses in general terms. What can you do to improve your own speaking skills? (This can be a journal entry.) (c) At this point another round of impromptus can be conducted, to give them more practice. OR, if the first round was general topics, this round can be based on the current novel the class is reading.

**Day 4:** (a) Hand out the Universal Concept Instruction Sheet, along with the rubrics. (attached) (b) Go over this, then show them my first example (my personal essay about the safety of a family). (attached) (c) Next, show them my published poem, then my poem. (attached)

**Day 5:** (a) Show Bad PowerPoint youtube video. (http://www.youtube.com/watch?v=lpvgfmEU2C) This is a humorous demonstration on the mistakes many people make in their PowerPoints. (b) Next, do my presentation showing how their essay and poems are analyzed according to their chosen universal concept. (attached)

**Day 6 and beyond:** Student presentations. I have used this as a final exam and since I have collected the other pieces and graded them according to the rubrics along the way, their presentations are essential graded by the time they finish them since I have their rubric in front of me and I’m filling it out as they present.

Finally, the positive outcome that I did not predict when developing this unit is the raised self esteem that students experience after their successfully completing the unit, especially the public speaking portions, and the feeling of “community” that the students develop after sharing their universal concept with their peers.
PUBLIC SPEAKING

Listening and Speaking

Strategies

1.1 Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.
1.4 Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).
1.7 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
1.8 Produce concise notes for extemporaneous delivery.
1.9 Choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) for presentations.
1.12 Evaluate the clarity, quality, effectiveness, and general coherence of a speaker’s important points, arguments, evidence, organization of ideas, delivery, diction, and syntax.

Applications

2.4 Deliver oral responses to literature.

Nerves are Normal

“There are only two types of speakers in the world. 1. the nervous and 2. the liars.”
~ Mark Twain

“According to most studies, people’s number one fear is public speaking. Number two is death. Death is number two. Does that sound right? This means to the average person, if you go to a funeral, you’re better off in the casket than doing the eulogy.”
~ Jerry Seinfeld
AGENDA

1. Importance of public speaking
2. Tools for successful public speaking
3. Speech functions and delivery variations
4. Unit speaking assignments

“TALK IS CHEAP”

Not anymore.

_A well-organized, thoughtful talk can be extremely lucrative._

Donald Trump
$1-1.5 million per speech

Lance Armstrong
$100,000+ per speech

Sarah Palin
$100,000+ per speech

Bill Clinton
$150,000-$450,000 per speech
Importance of Public Speaking

Public speaking is inevitable.

Toasts
Leaving a voicemail
Facilitating a group discussion
Asking for a raise
Interviewing for a job
Initiating a difficult conversation
Giving an acceptance speech

Convincing customer service to refund your purchase
Presenting an idea to your manager
Speaking at graduation
Giving a eulogy
Speaking at a community meeting

Importance of Public Speaking (cont.)

Compete in the job market.

Make a difference.
Tools for Successful Speaking

KNOW YOUR AUDIENCE

- Size?
- Prior knowledge of topic?
- Interest level?
- Demographics?
- Age?
- Education/Level?
- Cultural background?

Tools for Successful Speaking

STRUCTURE

Grab my attention.

- Tell me what you’re going to tell me. (Introduction)
- Tell me. (Body)
- Tell me what you told me. (Conclusion)

Know your time-limit. Allot enough time for your conclusion. Practice.
Tools for Successful Speaking

VOLUME

• Be loud enough for the entire audience to hear.
• Practice use of volume enhancing technology ahead of time.

CLARITY

• Slow down.
• Practice pronunciation ahead of time
  (use dictionary.com if you are unsure of pronunciation)
  http://dictionary.reference.com/browse/caesura

Tools for Successful Speaking

CLARITY (cont.): SAY WHAT YOU MEAN

“Dean of Students promises to stop drinking on campus.”

“For Sale: Unique home in downtown Craigsville. Large lot. Many trees. One you would enjoy living in.”

Headline: “Lost sisters reunited after 18 years at grocery checkout counter.”
Tools for Successful Speaking

VISUAL AIDS

PURPOSE
- reinforce message
- clarify points
- create excitement

TYPES
- drawings or sketches
- flip charts/posters
- video clips
- graphs
- props/costumes
- photographs
- PowerPoint
- handouts

Tools for Successful Speaking

VISUAL AIDS: Powerpoint

Keep it simple:
Clear
Concise
Uncluttered
Organized

DO NOT READ OFF YOUR POWERPOINT.
What is wrong with these slides?
Lorem ipsum dolor sit

Vejkibgi cintatc ojoci, Aiihur aum mocor giu uin. Aliaqum ipsum massa ferentum eget tincidunt molestie, dictum id, purus.


Integer viverra quam sed metus. Aliaquam tincidunt sollicitudin orci. Quisque dignissim, dolor egestici mi tempor, ante enim gravida nisi, eget mattis ipsum orci, nec sed. Aliaquam tempus suscipit lorem. Suspenisse auctor, enim vitae ante hend

tempus, sapien urna cursus elit, et bibendum nih illius purus at liber.

Etiam leo. Integer ut scu


Aliaquam a ducim in elit condictum nibidn

Integer vel nibh. Phasellus sed odio, auctor et, accumsan ut, dolor. Morbi

Etiam tempore sed aliquam et. Maecenas vehicula lacus quam, in nec nibh nisl, odio. Nunc aene

tempor orci in nec nibh, odio. Nunc aene

Aliquam aliquam faucibus. Morbi at, egestici mi tempor, ante enim gravida

Lorem ipsum dolor sit amet, consectetuer adipiscing elit. Veniam vivi

Tools for Successful Speaking

VISUAL AIDS

PURPOSE

• reinforce message
• clarify points
• create excitement

TYPES

• drawings or sketches
• flip charts/posters
• video and/or audio clips
• graphs

• props/costumes
• photographs
• Powerpoint
• handouts
Popular Thanksgiving Dishes

- Turkey
- Stuffing
- Cranberries
- Mashed Potatoes
- Rolls
- Green Beans
- Pumpkin Pie

Using a picture as a background

- You probably don’t want to use a picture as a background unless you are sure that the writing can be read easily by your audience. It is usually better to put a solid background on your slide, then have the picture come in.
Tools for Successful Speaking

NOTES

Use sparingly
Review ahead of time

Must be…
Brief
Organized
Non-distracting to the audience

DO NOT READ OFF OF YOUR NOTES

Tools for Successful Speaking

POSTURE & EYE CONTACT

Confidence & Credibility
Tools for Successful Speaking

ENTHUSIASM
Interest is contagious!

"Fake it 'til you make it."

Ges(ture) for success.

Speech Functions
To inform
To instruct
To entertain
To persuade

Delivery Variations
- Read from manuscript
- Memorized
- Extemporaneous: carefully prepared and delivered from a brief set of notes
- Impromptu: little or no preparation

Speeches should always sound spontaneous, regardless of extensive preparation.
Impromptu Speaking

- Understand the topic
- Sketch an outline
  - attention grabber
  - 2-3 points
  - concluding sentence
- Slowwwww dowwwwn

Your Impromptu Speeches

1. select a prompt
2. 7 minutes to outline your response
3. 60 seconds to deliver
   YELLOW PAPER: 30 seconds
   PINK PAPER: 45 seconds *wrap up
4. Evaluate the 4 peers that follow your speech.

*Print forms for tomorrow (on teacherweb.com: 4 per page)*
Your Final Presentation

see assignment and rubric:

4-7 minutes to deliver
   Time yourself—Know how long your presentation is.

Practice pacing with your Powerpoint!

Final thoughts...

It is...
   • okay to be nervous.
   • necessary to develop publics speaking skills.
   • important to practice and apply the tools of public speaking.
There are always three speeches, for every one you actually gave. The one you practiced, the one you gave, and the one you wish you gave. ~Dale Carnegie
Success
Kameron Butler

What is Success?

- Some say the answer to success is:
  - Fame
  - Fortune
What is Success?

- To me, success is:
  - Setting reachable goals
    - Achieving those goals
  - Finding happiness in the small things

Published Poem

Success — by Robert William Service

You ask me what I call Success —
It is, I wonder, Happiness?

It is not wealth, it is not fame,
Nor rank, nor power nor honoured name,
It is not triumph in the Arts —
Best-selling books or leading parts.
It is not plaudits of the crowd,
The flame of flags, processions proud.
The panegyrics of the Press
are but the mirage of Success.
You may have all of them, my friend,
Yet be a failure in the end.

Media depicts success as social status and popularity

Success is not just the cheering of the crowd, rather my own self support
Published Poem

I've know proud Presidents of banks Pt. 2
Who've fought their way up from the ranks,
And party leaders of renown
Who played as boys in Shantytown.
Strong, self-made men, yet seek to trace
Benignity in any face;
Grim purpose, mastery maybe,
Yet never sweet serenity;
Never contentment, thoughts that bless –
That mellow joy I deem Success.

Published Poem

The hapy seek some humble hearth,
Quite poor in goods yet rich in mirth,
And see a man of common clay
Watching his little ones at play;
A laughing fellow full of cheer,
Health, strength and faith that mocks at fear;
Who for his happiness relies
On joys he lights in other eyes;
He loves his home and envies none . . .
Who happier beneath the sun?

Aye, though he walk in lowly ways,
Shining Success has crowned his days.

Why not seek happiness in the small joys of life? That is success.
My Poem

With eyes clinched shut, arms stretched out  
Reaching into the blue, they reach for something new  
- I see others reaching for the extreme goals in life, often venturing blindly forwards  
A dream out of reach, hidden among the clouds  
Bright and promising at first glance  
A hidden opportunity, never meant to be found  

Although to them it seems the only chance  
- When distracted by a single goal, one loses perspective on other important goals  
Reaching for the stars, until they lose sight  
Forgetting their purpose from which they began  
They are left, lost in the blackness of night  
Eyes set on one goal, but now trapped within

In the end, one’s high expectations lead to brutal disappointment

They strive for the impossible  
They expect to be crowned a king  
In the end they fall down, humble  
Left with less than they had in the beginning  

They don’t realize what lies before  
They don’t realize what they could have had  
They don’t realize the little things that waited at the door  
They don’t realize the success that was passed  

They don’t see the small things that allow them to live successfully  
They don’t see the small things, the things that I see
Make Your Own Success:

1st Place

THE END

Individually defined
Lesson Plan Title: Renaissance Faire Eminent Person Project
Lesson Plan Grade Levels: 6, 7, 8, 9, 10, 11
Lesson Plan Subject Areas: Language Arts/Reading (SAGE Category), History/Social Science

**Lesson Plan Narrative:**

**OVERVIEW**

The Renaissance Faire Eminent Person Project engaged students in a cross-curricular language arts and social studies research project that culminated with students displaying and proudly showing off their projects during a school-wide Renaissance Faire. Through research, writing, hands-on artistic activities, web-based activities, and oral presentations, students learned about eminent people during the Renaissance, Reformation, Scientific Revolution, and Exploration eras, put themselves in the “shoes” of these people to construct a poster, artifacts, online profile page, and costume, and ultimately “became” these people during class presentations, class discussions both in class and online, and on Renaissance Faire Day.

**PROJECT DESCRIPTION**

The Renaissance Faire Eminent Person Project is a cross-curricular, standards-based, month-long project designed to make history come alive for students. My seventh grade students have participated in and enjoyed this end-of-the-year project for the past seven years. Students began this project by researching and taking notes on a significant person during the Renaissance, Reformation, Scientific Revolution, or Exploration era. Next, students designed a poster for their eminent person, including a timeline of the person’s life, a biography (including a Prologue in third person of the life and importance of their person, a Monologue in first person written as if the eminent person is making a speech or writing a letter/journal, and an Epilogue summing up the end of the person’s life and questions/comments/praises the student would have for the eminent person), pictures related to the eminent person, and a primary source document (such as a newspaper article, brochure, or advertisement that might have been seen during that time period). Students then constructed artifacts—or objects the eminent person would have had or used—with explanation tags explaining the objects’ importance to the eminent person. Students also created a piece using technology trying to replicate a piece of art, ideas, a scientific theory, or journey using applications such as Paint, PowerPoint, and even an online profile-making page called Fakebook.com. Finally, students created a costume and props to “become” the eminent person and wrote an oral presentation to present in costume in front of the rest of the class. This oral presentation received a class grade, but was also the Quarter 4 Oral Presentation District Benchmark Assessment grade. Last year, for the first time, students also participated in a very successful Socratic Seminar discussion with their classmates immediately after their presentations. This AVID strategy encouraged students to discuss and debate—speaking as their eminent people in first person—their achievements and impacts on the world and answer each other’s questions thus expanding their learning on each eminent person’s accomplishments, just like the scholars shared their ideas during the Renaissance era. This discussion continued online on ThinkQuest.org (a web site which enables an “online classroom” forum) where students each created their own page on their eminent person including a portrait, description in first person, and interactive message boards, in which students could hold online discussions—in first person as their eminent people—with each other. This infused a social media aspect to the project, which encouraged technology skills as well. Then came the culmination to the project. After becoming experts on their eminent people, the students enjoyed the Renaissance Faire Day.
when they got into character, costume, props, and all—once again—and proudly displayed and shared their projects to other classes, teachers, administrators, classified staff, district staff, and parents who were all invited to attend the faire and learn about eminent people during this innovative time period in Europe during the 15th to 17th centuries. The project was completed throughout the month of May and early June and the Renaissance Faire Day was during the last week of school. Overall, approximately 100 seventh grade students participated and the California state standards they mastered through this project ranged from becoming an expert on the life, achievements, and impact of Renaissance eminent people on the world around them (World Geography 7.8-7.11), writing a research report in the form of a biography (Writing Strategies 1.3, 1.4, 1.6 and Writing Applications 2.3), and delivering an oral presentation (Speaking Applications 2.3).

RANGE OF BENEFITS
This standards-based project allowed students to integrate language arts and social studies and express themselves creatively through hands-on activities and technology. As an end-of-the-year project, students were able to perfect their skills in research, note-taking, writing in different points of view, creating technology pieces and profiles, and giving oral presentations, and at the same time examined history with “new eyes” as they personally understood the historical significance and impact of eminent people during important time periods in history. Also, this project enabled students without art as an elective to be artistically creative in another class. By imagining being a person in an historical era, students became excited about history and took ownership of their projects. They were also given the opportunity to extend the skills demonstrated in this project and the joy of learning into their next school year. Likewise, through their creative projects, these students were able to confidently teach and stimulate the excitement for learning of other students who visited the faire. Visitors of all ages and grade levels left the faire with anticipation about what they will learn and create next year or with memories about what they learned the previous year. Ultimately, all students were inspired to think about possible future career paths as they learned about the fruitful lives of authors, artists, architects, church reformers, leaders, scientists, physicians, scholars, mapmakers, and explorers. Most importantly, this project provided a time for students and adults together to celebrate learning and success!

Please enjoy photos of this project attached to the application.
Students give oral presentations as their Renaissance eminent people in first person, dressed in costume, highlighting their importance and artifacts:

Renaissance Faire Presentations, Socratic Seminar, & Faire Day

Socratic Seminar of Renaissance Eminent People:
(Using an AVID strategy, students participate in student-led discussion through Socratic Seminar thus expanding on ancient Greek ideas, just as the Renaissance humanists aspired to do!)

Enjoy photos from the Renaissance Faire on June 13, 2011:
Below are the specific activities for each group:

**RENAISSANCE ARTISTS:**

**Eminent Person:**

**Your Task:** Create a "modern" piece of art based on your eminent person's artwork.

**CHOOSE ONE:**

- **Use PAINT** to add your own "modern art" changes (using the paint tools) to a piece of art you have copied and pasted from the Internet.
- **Use PAINT** to color in a black and white painting that you have copied and pasted from the Internet.
- **Use PowerPoint** to create a collage of overlapping pictures (no white space) of several of the pieces of art your eminent person created. Get creative with "Picture Tools" such as "Artistic Effects"!

**RENAISSANCE WRITERS/PRINTERS:**

**Eminent Person:**

**Your Task:** Create an advertisement for your eminent person's written work (book, play, poetry, printing, etc.) using Illuminated Letters.

Use Microsoft Publisher to create your "printed" advertisement of your written work. "Choose "Flyer" for your format—NOT "Advertisement".

In your advertisement, please include:
- **Title & Author** of written work
- **Type of writing** (book, play, poetry, etc.)
- **Explain topic of written work**
- **Explain reason to purchase copy or see play—WHY?**
- "Quote" a line or two from the real written work (Google it!)!
- At least 2 pictures
- Add "Illuminated letters" in your ad (Google it!)

**REFORMATION SOCIAL LEADERS:**

**Eminent Person:**

**Your Task:** Create a "Fakebook" page highlighting yourself, your friends, and some comments by you & friends. Use this web site: http://classes tools.net/fb/home/page.

On your "Fakebook" page, please include:
- **Name**
- **Picture**
- **Profile with 5 categories:**
  - Birthday
  - Hometown
  - Job(s)
  - Talents
  - Accomplishments
- Add more if you'd like!
- At least 4 friends
- At least 2 posts by you or friends
- At least 2 comments to posts

**SCIENTIFIC REVOLUTION SCIENTISTS:**

**Eminent Person:**

**Your Task:** Create a scientific journal including a diagram and audio/video journal of your scientific findings using PowerPoint.

In your scientific journal on PowerPoint (you decide how many slides), please include:
- **Name of Eminent Person in Title**
- **Diagram** of your scientific theory designed by you with pictures and shapes...or Google Earth! (use Clip Art & Shapes—lines, arrows, etc.)
- **Textboxes** to explain theory
- **Audio recording** (voice only) OR Video recording (voice and demo theory)
  - Use Microsoft OneNote, then right-click and save a "Insert into PowerPoint as "audio"

**EXPLORATION CARTOGRAPHERS (MAPMAKERS):**

**Eminent Person:**

**Your Task:** Create a map of your journey including an audio journal of your travels.

In your travel journal on PowerPoint (you decide how many slides), please include:
- **Name of Eminent Person in Title**
- Use Google Earth to copy and paste a map of where you traveled (use "Snipping Tool")
- Use Clip Art & Shapes—lines, arrows, etc.—to show journey
- **Textboxes** or WordArt to label places traveled and details about travels
- Audio recording (voice) of travel journal
  - Use Microsoft OneNote, then right-click and save a "Insert into PowerPoint as "audio"

Click "Insert" and "Record Audio"
**RENAISSANCE WRITERS/PRINTERS:**

**Shakespeare**

"Romeo and Juliet"

"Romeo and Juliet is a tragedy. Written by myself. This is based on an Austin that brings us together. This is a young marriage. Two who are to be married, and two who can never be. We have married three together to find love.

Hello my name is William Shakespeare and I would like to invite all of you to come and enjoy my new play. I have written!

Love used to be like sunshine after rains.

-William Shakespeare

**FAKEBOOK**

**Queen Isabella**

[Profile Picture]

*Birthday: April 25th, 1451*  
*Hobbies: Castle and Gardens*  
*Accomplishments: Financial support for Christopher Columbus’s voyages*  
*Children: Isabella, John, Joan, Maria, and Catherine*

[Add Post]

**Friends [20]**

- Christopher Columbus
- Queen Elizabeth
- Catherine de Medici

**Queen Isabella**

Yes! We finally conquered Granada and I am about to have all of Spain! It was a difficult time trying to defeat the Moors, but I’m glad we won.

Christopher Columbus

**Queen Catherine of Aragon**

On congratulations Isabella! I’m going to take a long time to defeat the Moors.

**Queen Isabella**

How generous I am to finance Christopher’s voyages! And he brought me a great gift: the New World! [applauds]

**SCIENTIFIC REVOLUTION SCIENTISTS:**

**Sir Isaac Newton**

I discovered gravity when I saw an apple fall off a tree and I discovered a force that goes into the solar system and pulls from the moon.

**EXPLORATION CARTOGRAPHERS (MAPMAKERS):**

**Cortez’s Travel Route To Mexico**

- Started from Spain all the way to Mexico.
- Then defeated Aztecs in Mexico.

CLICK HERE: Sir_Isaac_Newton_PowerPoint_with_Audio_Journal.pptx

CLICK HERE: Hernan_Cortez_Travels_with_Audio_Journal.pptx
Renaissance Faire Project Process & Student Examples

After research, students write a biography, including a PROLOGUE (person's life and accomplishments in third person), MONOLOGUE (first person story/speech/journal of one event in person's life), and EPILOGUE (third person summary of accomplishments and what student would say to eminent person if he/she met the eminent person).

Student Timeline Examples:

Student Primary Source Document Examples:
- Andreas_Vesalius_Book_Advertisement.pdf
- Francesco_Petrarch_Flyer.pdf
- Galileo_Telescope_Advertisement.pdf

Student Picture Collage Examples:
- Vasco da Gama travels to Asia; leading four ships.
- Vasco da Gama arrives to India with an Arab attack.
- Vasco da Gama opened a route for explorers to India.
Students post their work on a ThinkQuest page devoted to their eminent person:

Greetings From... Queen Isabella!

I financed Christopher Columbus's voyages to the Indies, and what was brought back to me was land called the "New World," I was also considered generous since my husband, Ferdinand, disagreed to pay for his trips.

*Queen Isabella's Biography*
Channy H
Prologue- Introducing Queen Isabella
Epilogue- Summary of Accomplishments/Achievements
File Type: Adobe Acrobat File: 70 K
Download File

*Queen Isabella: Pictures and Captions*
Channy H
Pictures and Captions of parts in her life.
File Type: Adobe Acrobat File: 383 K
Download File

*Queen Isabella's Fakebook*
Channy H
Come and take a look at Queen Isabella's Fakebook and click on the link to actually visit it!
File Type: application/octet-stream: 203 K
Download File

*Do you Request an Answer?*
Channy H
Do you have a question? I would gladly answer it if you do! I hope you will ask me very good questions, because that would show me how smart you are!
Ask a Question

Question:
Why did you decide to finance Columbus's trip after he had been turned down by Portugal and your husband?
May 20, 2011

Queen H
Answer:
Well because Christopher convinced Isabella that it can open up more trading routes, and make her countries richer.
May 20, 2011

*Queen Isabella: Timeline*
Channy H
Timeline of Queen Isabella's life starting at birth to death.
File Type: Adobe Acrobat File: 120 K
Download File
Lesson Plan Title: Rock the Vote!
Lesson Plan Grade Levels: 7, 8, 9, 10, 11, 12
Lesson Plan Subject Areas: History/Social Science

Lesson Plan Narrative:

Party loyalty, interest groups, campaign financing, advertisements, endorsements, television broadcasts, newspaper coverage, social media, speeches, and nomination conventions are all part of Rock the Vote, a five week, twelfth grade unit targeted at standard 12.6 in which students evaluate issues regarding campaigns for elective offices.

Based on several political ideology surveys, the students divide themselves into Republicans and Democrats (occasionally a third party emerges) to nominate candidates who then make brief speeches explaining why they are the ideal candidate for their party and the most likely to win in the general election. These thirty minute nominating conventions result in one candidate from each party. The remaining students then select their role. The candidate is supported by a media specialist (who is responsible for the campaign website, any use of Facebook and buying classroom wall space or class time for advertisements), as well as several students who write the party platform and help with rhetorical phrases and statistics to be used during the debate. The candidates receive financial backing from interests groups, in this case six to ten students who each represent a different Political Action Committee of their choice, such as the Sierra Club PAC or the Every Republican Is Crucial PAC. These students give brief speeches about their PAC and also make advertisements reflecting the groups’ goals. I provide “dollars” to the PACs who may then donate to whichever campaign they feel would best support their aims. Closely following the election are the students who write a newspaper and those who create a television broadcast covering the candidates’ acceptance speeches, their debate, PAC support and any other personal interest perspective that arises during the campaign. The print media must also conduct at least one poll of the class and share the results with the television media students. Once the roles have been determined the class makes suggestions for issues the campaign will focus on. They then cast their votes to narrow them down to five issues, which this year included, education, the economy, immigration, the wars in Iraq and Afghanistan, gay rights and health care.

While each role has very detailed assignments, due dates and rubrics with thorough expectations, this unit also allows for expansive creativity. The candidates create biographies for themselves, the PACs select one of interest to them and create advertisements, the platform writers, while they may use excerpts from the actual platforms, must write their own largely original platform complete with a preamble. Clearly the media groups, since they are self selected, are remarkably innovative and I am always impressed with their use of technology. Because we are fortunate to have a Wiki the biographies, all the speeches, PAC advertisements, polling data and “posters” for each issue for each candidate are online for everyone to easily see and have access to for writing.
articles, creating television broadcasts, or to hold the candidates accountable for their policies during the debate. This technological platform makes the unit more relevant to the world of teenagers who spend hours on electronic devices each day. This year the candidates and their supporters also used our Facebook page to great effect and while they obviously had fun in doing so they ultimately took the postings and their content seriously. The Wiki also makes it easy for me to provide links to acceptance speeches, videos of debates and examples from prior years, which means that each year the campaigns improve. Candidates may also use their “dollars” to buy class time and wall space for their campaign posters; this often leads to ads being presented during my presentations about elections, campaign finance, voter turnout or the Electoral College. Advertisements at the beginning of class cost less than those in “prime time”.

The unit also requires quality writing from all students. The candidates must write and deliver a compelling, memorable speech which reflects their vision for America and an understanding of effective rhetoric. The debate is the highlight of the year as both candidates display their quick wit and catch phrases for the issues, their knowledge of the issues and how their policies will strengthen this country. They must also field questions from the media. The platform writers must be able to articulate their party’s views and policies and support them with data in an effective, persuasive writing style. The PACs also deliver speeches and the newspaper group must have well written informative, analytical articles in addition to editorials and an editorial cartoon. The television group(s) writes an entertaining but informative script for their final broadcast presented just prior to the election.

*Rock The Vote* is effective because while I teach about elections, campaign finance, the Electoral College and the like, the students provide vital content in a way that enhances their learning, their interest in the subject and their retention of the material. I do not have to lecture endlessly about PACs because the students have seen them in action. Every year our class polls reflect that the swing voters are the key to victory and the candidates must win them over to win the election. Again, the students witness this and remember this vital lesson which means I simply have to reinforce the idea rather than being the instigator of it. The unit incorporates many state standards and can also be used for the Advanced Placement Government and Politics course. The lessons and roles could also be adapted for state and local offices and issues; if sample speeches and fewer issues were involved, younger students would enjoy the opportunity to role play and create newspapers and television broadcasts, which they could present live. Due to the possibility of fewer teaching days for the school year, I surveyed my students last year to get feedback about which units they felt could be shortened. They overwhelmingly indicated that this unit was worthwhile, effective, innovative, fun and was worth every instructional minute.
<table>
<thead>
<tr>
<th>Due date</th>
<th>Assignment</th>
<th>Role</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov 21/22</td>
<td>Candidate acceptance speeches &amp; biography post to wiki also bring theme music</td>
<td>Candidate</td>
<td>20 + 5 = 25</td>
</tr>
<tr>
<td></td>
<td>Ground rules posted to wiki</td>
<td>Candidate</td>
<td></td>
</tr>
<tr>
<td>Dec 1/2</td>
<td>PAC speeches Campaign poster (must buy wall space) Initial broadcast and front page news article</td>
<td>PAC members-post speech to wiki for press</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Print and broadcast media</td>
<td>10</td>
</tr>
<tr>
<td>By December 5</td>
<td>5 issue posters on wiki</td>
<td>Media Specialist</td>
<td>30</td>
</tr>
<tr>
<td>Before class Dec 5</td>
<td>Platform on Wiki and hard copy to Eulau</td>
<td>Platform writers and researchers</td>
<td>40</td>
</tr>
<tr>
<td>Dec 8/9</td>
<td>PAC 527 ad on wiki</td>
<td>PAC</td>
<td>25</td>
</tr>
<tr>
<td>Dec 8/9</td>
<td>Debate &amp; press conference</td>
<td>Candidate</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Debate phrases</td>
<td>Platform and researchers-give teacher hard copy before debate</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Pencils conduct poll after debate</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Dec 12 (Monday)</td>
<td>Polling data due on wiki</td>
<td>Print media</td>
<td>10</td>
</tr>
<tr>
<td>Dec 13/14</td>
<td>Newspaper due</td>
<td>Print media</td>
<td>30</td>
</tr>
<tr>
<td>Dec 15/16</td>
<td>Election!</td>
<td>Everyone is registered to vote</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>TV broadcast</td>
<td>TV media</td>
<td></td>
</tr>
</tbody>
</table>
Issue Posters

Ty St. Germain

Let's make Health Care a basic right.
It's make Health Care a basic right.

Tough, practical, and humane immigration.
Fair and accessible naturalization.

Brightening the possibilities of education.
St. Germain

Wind power.
Helping the future.
St. Germain.

Affordable, renewable sources of energy.

Better education for the nation.

Tax cuts for jobs.

Legal immigration for aliens.

Environmental awareness without consumer costs.
Period 1 PACs

Immigration PAC
Presented by Cara Fuller

A PAC is a political action committee. PACs are organizations created to support or defeat elected officials or legislation. This is Immigration PAC, a neutral political committee dedicated to reforming the current immigration policies. We were founded by Jose Cruz, an activist whose main concern is that our children and grand children may not be able to experience the same American dream that our elders did. ImmigrationPAC was formed in 2007, directly due to the vicious anti-immigrant rhetoric that was present during the debates on immigration reform that summer (About Us).

ImmigrationPAC supports the idea that "The United States is a sovereign nation and we must secure our borders. However, "enforcement only" legislation is impractical in solving our country's broken immigration system. Real reform must be comprehensive and include an "earned pathway to citizenship" for the millions of undocumented that wish to become citizens, but have broken no other laws" (About Us).

ImmigrationPAC is absolutely necessary. Why? Because it is time to make a true change in the field of immigration. In fact, studies from Politico.com's research poll states that 61 percent of both republicans and democrats in Congress believe that there should be a reform as soon as possible. There has been no immigration reform since 1996. Times have changed, and it is imperative that America is able to keep up.

Immigration PAC will most likely choose to endorse Governor Matthew Williamson in the upcoming election. This is because he is pushing for this much needed reform. Thank you.

--Cara Fuller 21:59, 30 November 2011 (CST)

Immigration PAC Ad:

http://www.youtube.com/watch?v=JZc6Re860v4

--Cara Fuller 01:15, 7 December 2011 (CST)

National Right To Life PAC Presented by Kyle Young

Hello my name is Kyle Young and I am here from the National Right to Life PAC to tell you all know that we are an organization who works through legislation and education to work against abortion and to have a "passage of a constitutional amendment banning all abortion," along with other issues such as partial-birth abortion, euthanasia, stem cell research, in vitro fertilization, and cloning.

---Life starts at conception....
---Life starts at conception....

We have laws against murder; taking someone's life and there are punishments for taking life and yet we legalize abortions; murdering innocent and defenseless babies.

Each and every life has a purpose and a right to life. And in that, there is an option other than abortion, if the mother of the child for any reason doesn't feel as if she can adequately care or provide for the child, there is adoption; adoption leads to death of a child, but adoption gives life to the child.

On a personal level, there is a family member who could have been aborted due to being born with down syndrome and could have been a reason to be aborted by choice but wasn't, due to the child's right to life. And if she was aborted due to her condition, I, and many others wouldn't have experienced the life of someone so special, loving and caring, to me who has been part of my life since day one, who has also impacted my life, till this day in every single way possible. She has helped me view the world in a more simplistic way that many others cannot explain and the ability to show unconditional love to others.

"We know that under Roe, since 1973 more than fifty million defenseless babies have been aborted—more than 3,300 each day, 365 days a year.
We must not remain silent nor indifferent to their first right—their right to life.
We know that when we stay home on Election Day, babies die.
We must redouble our efforts and continue working until every unborn child is protected."

So in saying that, life is precious, and should be treated as such.

Thank you.

--K Young 23:39, 30 November 2011 (CST)

Raytheon Co PAC
Presented by Crystal Magalanes

Good morning ladies and gentlemen I hope you are doing well today. My name is Crystal Magalanes and I am here representing the Raytheon Co PAC.

I would like to start off by defining what PAC means for those of us who may not know what it stands for. PAC stands for Political Action Committee. The Raytheon Co PAC was first known as the American Appliance Company and was started in 1922 by Laurene K. Marshall Vannevar Bush and Charles Q. Smith. The Company did not do very well with its first invention it was a failure and never left the laboratory. Then it was a huge success when going back to an idea of being able to plug in a radio rather than change batteries. To this day this might not be seen as an astounding invention but back then I was very exciting because the company had beat out the army of researchers and engineers of RCA, Westinghouse and other corporate giants, and it produces a device that forced the entire radio industry into a new direction and made radios affordable and accessible to everyone.

Now 83 years later we are known for a little more than just advancing radio technology. Raytheon Co PACs now a technology and innovation leader specializing in defense, homeland security and other government markets throughout the world. We are also the worlds largest producer of guided missiles, we specialize in manufacturing defense systems and defense electronics. We are the primary manufacturer of Tomahawk cruise missiles.
The Race Has BEGUN!
History Begins NOW!

Matthew Williams, the Democratic presidential candidate, when questioned about what he was going through his campaign to deliver his message of hope and unity to the nation, said he was confident. He felt confident in his campaign's ability to deliver a message of hope to the nation.

As the nation spoke of the success of his campaign, Governor Webster spoke of the importance of unity and cooperation. He emphasized the need for everyone to work together for the common good.

"The race has begun," Governor Webster said. "And I believe we are able to deliver a message of unity and hope to the American people."
Roles

Candidate

Role description: You are the leader of your party and your campaign staff. Your goal is to win the election. Your responsibilities include supervising and selecting your campaign staff, giving speeches and interviews and debating your opponent. The effectiveness, tone and success of the campaign ultimately rest on your shoulders.

Role assignments:

1. Nomination acceptance speech- this will be a speech of about five minutes which outlines your campaign and platform. It will be our first introduction to you as a candidate and first impressions are important. You will need to work closely with your speech writer to develop themes and phrases for your campaign using effective and compelling rhetoric.

2. Debate- you will be participating in a formal debate with your opponent shortly before the election. You must be well prepared and familiar with your party’s platform as well as your opponent’s. While your goal is to gain the respect and support of the viewers, be aware that insults often backfire and result in a candidate losing support. There will be a press conference immediately following the debate.

3. Interview with the press- you and your consultant MUST schedule at least one interview with the print and television /radio media.

Media Specialist

Role description: You are the person responsible for the formatting and content on the wiki. Your primary responsibility is to create “posters” for each of the five issues and ensure they reflect the platform and the views of your candidate.

Role Assignments:

1. Create five virtual posters and post them to the wiki. They should reflect the platform ideas for the five issues

2. You will create a poster for your candidate to display in the classroom and you must buy the wall space to do so. Prime locations are $2,000 or more.

3. You may also buy class time for ads $5,000 for prime time

Platform writer and researchers (up to three people)

Role description: Your job is to make sure the candidate knows what she/he is talking about. The candidate will rely on you for facts and support for her/his views about the five issues.

1. You are going to conduct research and write your party’s platform for the five issues and also include a brief preamble.

2. You will also provide the candidate with phrases for the debate to be used with the five issues.

Print Media

Your role will involve time pressures as you create and publish a newspaper and conduct interviews with the candidates. Use your power judiciously in keeping with your role as “watch-dog”, “agenda setter”, “score-keeper” and “signaler”. Please remember your work should be of high quality and school appropriate and that when the election is over you will still want some friends.
Role assignments:

1. **Publish a newspaper** - this will be in two phases. A front page type article will be published at the beginning of the campaign and will be followed by a more complete newspaper complete with editorials, political cartoons and analysis.
2. You will create and conduct a poll. You must release the results to the television/radio media at least SEVEN DAYS before their scheduled television news broadcast.

---

**Television/radio Media:**

Role description: You are responsible for creating and presenting a television newscast and a radio broadcast. You must fulfill your role as an information disseminator in a non-partisan manner, but may have guests from each campaign or produce a “Crossfire” type show. Be warned that video taping is time consuming and you have the option of presenting live in the classroom. You will be incorporating poll data and reviews of the debate.

Role assignments:

1. **Radio spot** - This will be a 3-5 minute news broadcast updating the public about the beginning of the campaign. You may record it or present it live. Include “bumper” music. Advertisement is optional, but amusing.
2. **Televised news broadcast** - You may want to tape segments as the campaign progresses. You must include analysis of the debate, and the poll data received from the print media. They are required to release the results seven days prior to your broadcast.
   
   Suggestions:
   - Guests from each campaign
   - Correspondent at headquarters of each campaign
   - Expert analysis provided by pundits
   - Theme music and slogan for your station

---

**Political Action Committee member**

Role description: You are the wheelers and dealers of this campaign. Your goals are to find a real PAC that would take a stance on each of the five issues and to exert your influence by contributing money to the campaigns. Your PAC should connect with one of the five issues.

Role assignments:

1. You will be giving a 3-5 minute speech which covers your PAC’s focus and your interest and stance on one or more of the five issues. Post your speech to the wiki for the media.
2. You will create an SuperPAC type advertisement that supports your cause-or attacks an opponent. You will post it to the wiki and bring it to class
Name ______________________________ 

Scoring Guidelines

Candidate

Biography: (5 points)
YOU MUST POST IT TO THE WIKI

Get advice from your campaign manager in developing a background for yourself. This is due the day of your acceptance speech.

- Where and when were you born?
- Education—where did you go to college? Graduate degree?
- Work experience
- Elected positions held
- Family

Nomination acceptance speech: (20 points)
YOU MUST POST IT TO THE WIKI AND BRING ME A COPY, bring theme music to play before your speech, or select ahead on my itunes. Work with the media specialist when writing the speech

18-20

- Delivery is exemplary—confident, knowledgeable, personable, well rehearsed
- Platform issues-stance is clear, articulated in a memorable way that captures audience interest, data used for support
- Theme—represents sophisticated understanding of campaign strategy and phrasing, memorable
- Rhetoric is varied, effective
- Includes humor or moments of lightheartedness, likeability
- Closing remarks—leaves audience with clear understanding of what candidate stands for in a memorable, professional way

16-17

- Delivery is good—confident, knowledgeable about almost all issues, personable, candidate may make minor errors from text
- Platform issues-stance on each issue is fairly clear, delivered well, captures audience interest, some data used for support
- Theme—represents good understanding of campaign strategy and phrasing,
- Rhetoric is present, somewhat effective
- Includes humor or moments of lightheartedness, likeability
- Closing remarks—leaves audience with clear understanding of what candidate stands for

14-15

- Delivery is shaky—lacks confidence, knowledgeable about two or three issues, personable, candidate makes major errors from text
- Platform issues-stance on several issues is not clear, choppy delivery, does not capture audience interest, little data used for support
- Theme—represents some understanding of campaign strategy and phrasing
- Little rhetoric, not very effective
- Includes little humor or moments of lightheartedness, likeability
- Closing remarks—leaves audience with some or little understanding of what candidate stands for
Debate: (20 points)

18-20
- Demeanor is confident, but not condescending
- Candidate is extremely well prepared - uses many facts, quotes and statistics
- Candidate is very familiar with opponent’s position on each of the five issues
- Uses rhetoric in responses frequently
- Demonstrates quick thinking consistently
- Injects humor appropriately
- Closing remarks adapted to events of debate

16-17
- Demeanor is fairly confident, may be somewhat condescending
- Candidate is well prepared - uses some facts, quotes and statistics
- Candidate is familiar with opponent’s position on each of the five issues
- Uses some rhetoric
- Demonstrates quick thinking most of the time
- Injects humor may be inappropriate
- Closing remarks scripted

14-15
- Demeanor is confident
- Candidate is not well prepared - uses few facts, quotes and statistics
- Candidate is not familiar with opponent’s position on each of the five issues
- Uses little rhetoric
- Demonstrates quick thinking some of the time
- Injects humor which is inappropriate
- Unprepared for closing remarks

Interview with press: (5 points)

Time: __________
Place: __________
Length: __________
Journalist name: ______________
Journalist signature: ______________
**Scoring Guidelines**

**Media Specialist**

### 5 Issues posters: (30 points)
**POST IT TO THE WIKI**

<table>
<thead>
<tr>
<th>Points</th>
<th>Requirements</th>
</tr>
</thead>
</table>
| 27-30  | - Poster has candidate’s slogan for EACH of the five issues posted on the wiki at least two days before debate  
- Exceptionally professional, color scheme relates to campaign themes  
- Slogans are compelling, memorable, professional |
| 24-26  | - Poster has candidate’s slogan for EACH of the five issues posted on the wiki before debate  
- Professional, color scheme relates somewhat to campaign themes  
- Slogans are memorable, professional |
| 21-23  | - Poster has candidate’s slogan for EACH of the five issues posted on the wiki one day late  
- Not very professional, color scheme does not relate to campaign themes  
- Slogans are not memorable nor professional |

### Campaign poster: (10 Points)
**POST IT TO THE WIKI and buy wall space**

- 9- 10 Poster is professional quality; color scheme and slogan are very effective  
- 8- Poster is professional quality; color scheme and slogan are somewhat effective  
- 7- Poster is NOT professional quality; color scheme and slogan are NOT effective

### Wiki page and Social media maintenance (10 points)

It is your responsibility to ensure that your wiki page and any social media you use are informative, professional, colorful and school appropriate. All links are easy to access and each team member’s contribution is easily identifiable.
Scoring Guidelines
Platform Writer and researcher

Platform: (40)

POST IT TO THE WIKI

36-40
- Preamble is thorough, eloquent and mimics real preamble in terms of broad vision of the party and candidate
- Articulate, sophisticated rendering of the five issues into platform policy
- Each issue is thoroughly represented, facts, quotes statistics used effectively, not overwhelming
- Published in an accessible way, exceptionally professional no grammatical or spelling errors
- Effective, sophisticated rhetoric

32-35
- Preamble is sufficient, fairly well written and mimics real preamble in terms of broad vision of the party and candidate
- Solid rendering of the five issues into concise platform policy
- Each issue is represented although one or two aspects might be neglected, facts, quotes statistics used fairly effectively, may be overwhelming
- Published in an accessible way, professional, few grammatical or spelling errors
- Some rhetoric

28-31
- Preamble is adequate but does not mimic actual preamble and lacks broad vision of the party and candidate
- Rendering of five issues is poor, platform policy may be confusing
- One or more issues may be missing, facts, quotes statistics are not used effectively, may be overwhelming
- Not published in an accessible way, several grammatical or spelling errors
- Little rhetoric

Debate Phrases: (10)

Develop phrases for each of the issues that the candidate can use during the debate. These should be memorable, issue specific and reflect the ideology in the platform.
Scoring Guidelines
Print Media

Your scoring differs from the others in that you will divide the work among yourselves and receive a group grade. Cooperation is imperative and failure to complete your individual tasks will result in a failing grade. You may create an online newspaper instead, but please print out a copy for me to grade and make sure the link is on the wiki and easy to find.

First newspaper article: (10) The rationale for this article is that I want the print press to publish an article at the beginning of the campaign, but not have to complete a full newspaper. It should have the tone of a front page, informative article, not an editorial.

POST IT TO THE WIKI AND BRING ME A HARD COPY

9-10
- Headline is compelling, present tense
- By-line is in accurate format
- Article is well-written
- Lead paragraph has the who, what where, why and when concisely stated in one or two sentences
- Includes effective use of direct quotes from interviews with candidates
- Includes photograph with caption
- 3 copies- one for me and each campaign

8-8.5
- Headline is good, present tense
- By-line is in accurate format
- Article is fairly well-written
- Lead paragraph may lack one of the following: who, what where, why and when. May be more than one or two sentences
- Includes direct quotes from interviews with candidates
- Includes photograph
- 3 copies- one for me and each campaign

7-7.5
- Headline is adequate, present tense
- By-line is in accurate format
- Article is not well-written
- Lead paragraph may lack more than one of the following: who, what where, why and when. May be more than one or two sentences
- Includes only one or two direct quotes from interviews with candidates
- No photograph
Full newspaper: (30)
POST IT TO THE WIKI AND BRING four copies HARD COPY

27-30
- Masthead is professional, appropriate with title, date, price, circulation and logo. Headlines use rhetorical devices
- Front page includes informational and analysis articles
- Editorial is sophisticated and opinionated without being malicious
- Political cartoon is effective using sophisticated technique, witty, original, signed
- Photographs have captions, cited
- Poll data included-graphs clear, includes questions, professional
- Corresponding article to poll data is insightful, provides through analysis
- Articles are well-written, sources are identified, mimics tone of real newspapers, quotes are well-selected and used effectively
- Publication is professional, although may be on standard 8 ½ x 11 computer paper, but publication software utilized

24-26
- Masthead is attractive, appropriate with title, date, price, circulation and logo
- Poll data included-graphs clear, includes questions
- Corresponding article to poll data is present, provides some analysis
- Front page includes informational and analysis articles
- Editorial is well-written and opinionated without being malicious
- Political cartoon is effective, original, witty, signed
- Photographs have captions, cited
- Articles are fairly well-written, sources are identified, mimics tone of real newspapers, quotes are present and used somewhat effectively
- Publication is almost professional, although may be on standard 8 ½ x 11 computer paper, but publication software utilized

21-23
- Masthead is unattractive, lacks one of the following: title, date, price, circulation and logo
- Poll data not included
- Poll data article brief or missing, lacks analysis
- Front page includes either an informational or analysis article
- Editorial is not well-written, is opinionated, but may be malicious
- Political cartoon is not effective or original, signed
- Photographs do not have captions and are not cited
- Articles are poorly written, sources are not identified, does not mimic tone of real newspapers, lacks quotes
- Publication is not professional

Poll: (10)
POST IT TO THE WIKI
Polling questions (at least 5). Identify how many people were polled under what circumstances. You MUST post the results to the television media SEVEN days before their news broadcast.
Scoring Guidelines
Television/Radio Media

Initial News: (10)

POST IT TO THE WIKI

9-10

- News fulfills two of the following roles: watch-dog, agenda setter, signaler or score keeper
- Compelling lead
- Bumper music is effective and appropriate
- 2-3 minutes
- Includes sound bite from candidate
- Recorded

8-8.5

- News fulfills one of the following roles: watch-dog, agenda setter, signaler or score keeper
- Lead is clear
- Bumper music present
- More than three minutes
- Includes a quote by candidate, but read by broadcaster
- Performed in class

7-7.5

- News does not fulfill one of the following roles: watch-dog, agenda setter, signaler or score keeper
- Lead is not clear
- No bumper music
- More than four minutes
- Does not includes a quote by candidate
- Performed in class
Televised News:(40)

POST IT TO THE WIKI

36-40

- Poll data presented effectively using graphics
- Interview clips or sound bites used effectively
- Includes clips from debate-well selected
- Broadcasters are well-rehearsed, confident, dressed appropriately
- Props reflect effort
- Segments transition smoothly
- Tone, demeanor and wording mimics network or major cable news consistently
- Slogan and title of broadcast are appropriate
- Includes well-selected music
- Includes interviews with candidates or discussion between them
- Sound easy to hear and set is well lit
- Humor used effectively-did not detract from content
- If two broadcast groups-bias is present but not distracting

32-35

- Poll data presented but not professionally
- Interview clips or sound bites present
- Includes clips from debate-not particularly well selected
- Broadcasters are may be tentative, some attempt at being dressed appropriately
- Props present but do not reflect much effort
- Segments do not transition smoothly
- Tone, demeanor and wording attempts to mimic network or major cable news, but may not be consistent
- Slogan and title of broadcast may not be appropriate
- Includes music
- Does not include interview with candidates or discussion between them, but paraphrases earlier comments by them
- Sound may not be easy to hear and set may not be well lit
- Humor used effectively- detracted a bit from content
- If two broadcast groups-bias is present but slightly distracting

28-31

- Poll data missing
- Interview clips or sound bites present
- Broadcasters are tentative, some attempt at being dressed appropriately
- No props present, not much effort
- Segments do not transition smoothly
- Tone, demeanor and wording does not attempt to mimic network or major cable news
- Slogan and title of broadcast is not appropriate
- Does not includes music
- Simply paraphrases earlier comments by them
- Difficult to hear and set may not be well lit
- Humor used effectively- detracted from content
- If two broadcast groups-bias is present but too distracting
Scoring Guidelines
Political Action Committee Members

Speech: (25)

22.5-25
- Spoke in a well-rehearsed, professional manner and dress
- PAC is well chosen, corresponds to one of the five issues is a real PAC- information is in own words
- Excellent presentation of purpose of the organization or corporation and its interest in the election/PAC
- Rhetoric is sophisticated and effective
- Stance on issues is sophisticated, supported consistently by data
- MLA citation in the copy you give me complete with works cited page.
- Transitions are smooth

20-22
- May not all be well-rehearsed or professional manner and dress
- Stance on issues is good, supported by some data
- Good presentation of purpose of the organization or corporation and its interest in the election/PAC
- Rhetoric is effective
- MLA citation in the copy you give me complete with works cited page.
- Transitions are not smooth

17.5-19
- Not well-rehearsed or professional manner and dress
- Stance on issues is not clear or weak, supported by little data
- Adequate presentation of purpose of the organization or corporation and its interest in the election/PAC
- Little rhetoric
- MLA citation in the copy you give me complete with works cited page.
- Transitions are not smooth

SuperPac or PAC Advertisement (25)

SuperPACs are express advocacy-they endorse or oppose a candidate without any connection to campaign. PACs are issue ads.

22.5-25
- Ad is sophisticated, superb use of images and/or rhetoric
- Ad is very effective and professional, ppt is animated
- PAC is identified easily- in ad or as sponsor of ad
- Ad is very persuasive
- Music selection enhances presentation ad

20-22
- Ad is good, straightforward, good use of images and/or rhetoric
- Ad is effective and professional
- PAC is identified easily- in ad or as sponsor of ad
- Ad is persuasive
- Music is appropriate

17.5-19
- Ad is adequate, straightforward, adequate use of images and/or rhetoric
- Ad is somewhat effective, but not professional
- Noi music
- PAC is not identified easily- in ad or as sponsor of ad
- Ad is not persuasive
Name

Account Sheet for

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<thead>
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<th>DATE</th>
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AP Government Campaign and Election

VS

Candidates

Five Issues of the Campaign:

1. 

2. 

3. 

4. 

5. 
Parra 2011
amor et companion

Biography
Andres Budhia Parra was born in 1969 in Sacramento, California. After his mother died only seven days after giving birth to him, he was left under the care of his father, a President bus. His father was determined to prevent him from witnessing the hardships that swept across the streets. Therefore, he decided to construct an isolated mission to keep him from suffering pain, death, and injustice. While sitting under a tree watching his father tend to his business on his farm, he felt the power that allowed him to question the luxuries that surrounded him and realize that they were distracting him from finding the answers to the most profound questions. He left his home and traveled the United States, coming in contact with the most fortunate Americans struggling with hunger, debt, and immense poverty. This journey allowed him to grasp the value of love and compassion, and gave him the insight to see life as an opportunity to help others. He then took the new found knowledge to Yale and then Harvard University, where he achieved Bachelors in Political Science and Doctorate in Political Science successively. He concluded his studies with a dissertation in educational reform which he is now teaching and publishing in the election for Governor of California. He was named a significant success for his term of work towards poverty and lifting the American dream.

Acceptance Speech
Thank you. Thank you very much. Thank you, everybody.
To my campaign manager Eliea I'm not asking. To my family, Eliea.
To our first lady, Jessica Parra, and to our beautiful children Mariana, Tegan, and Mark.
I look out this room and I see a room filled with dreams. It is those dreams that have brought me here today. I have the honor to see a country where students no longer yearn for education, where the sick no longer plea for compassion, where our planet no longer suffers from negligence, and where we can finally set the foundation for a better world. It is in their naris that I, with great humility, accept the nomination for President of the United States.
Far and wide in this great nation, and throughout our entire globe, as one unified entity, we have asked the identical question. Why? Why are we here? What is our purpose, not only as Americans but as human beings? There is a profound answer to such a question. Transcending the narrow-minded obsessions with individualistic wealth. The response lies within the heart of our species. It is the urge that tells us to embrace the power of our giving, the reason which encourages us to open our hearts to those in need of the help we can provide. The compassion of this invincible people that we will always believe. We will hold the gift inside, and as President, I will make it blossom. I will channel the potential through an educational reform directed at our children, by complementing the traditional layout of school with reinforcing the values of respect, love, and compassion which I know builds us together.
As your President, I will set a foundation for our children to form a country beyond our wildest expectations, but meanwhile I will take you all one step closer to the elusive dream and allow us to imagine what will be a new age led by the United States of America.
I will address the injustice which our system of Healthcare is shameful and unbearable that the most poverty country in the world holds millions of uninsured Americans. Meanwhile, many of those that do have healthcare are left to argue with insurance companies as they lay in their deathbed. We are better than that. We are not better than our inequality. It is time for a government-funded health system, available to anyone who lacks health care or is willing to switch from their private provider.
If we impact on the environmentment a problem it would be an issue today, but as extensive the effects of Global Warming are a very tangible consequence to our tremendous emissions of Carbon. We are dramatically transfiguring our world, the price we pay for coal and oil is not worth the price we will pay in the future, with around 35 years 200 million people will be displaced due to famine. It's time to invest in clean, renewable, and accessible forms of energy that generates the least amount of environmental impact as well as 5 million new American jobs.
Approximately 600,000 immigrants have been entering this country illegally every year and as a consequence many of their children have been adopted of the opportunity to thrive for an education. We need realistic and humane answers to these problems. I will set as my goal to pass the Dream act within my first 6 months in office. We are all dreamers. Let's work together to share that dream. As for the 95% of immigrants than come from our neighboring country, I propose to aid Mexico directly in order to reduce their crime and poverty, thereby indirectly reducing migration. Regarding Education my reform will largely pertain to young students, however I will abandon the needs of my elder scholars. They require quality teachers, and those quality teachers require higher salaries. No longer will dedicated students be unable to surpass the financial barriers of a college education, the United States will invest in their success.
We must restructure our funds in order to finance our vision and remedy the economy. This means reducing taxes for small-businesses because if they can expand that translates to more jobs right here in America. His means cutting taxes for low-income families and asking the most from those that can give the most; because a country where 1 in 6 Americans live in poverty while the top 1% of earners in the US now hold half the wealth I think it's time for change; this means significantly cutting our military spending and fortifying the Peace of global democracies: because as weapons continue to become exponentially more destructive I think America want peace.
A great person once said that a nation had become a Conservative in order to protect the family. Likewise, that was the inspiration, however I decided to become a Democrat. The reason lies in our distinct definition of family, to me you are all my family, this country is my family, from the bigger to the prosperous entrepreneur. The Republican platform does not sustain humanistic views, they bring it to the numbers. Well, I am not a number, we are not a number, we are the United States of America, a country of Amor et Companion, Love and Compassion.
Thank You Very Much, and God Bless America
“Saving Winston!”
A 1984 Literature Simulation

Nearly three decades after the year 1984 came and went, how can literature and history teachers get today’s students excited about George Orwell’s classic dystopian novel 1984, where, instead of the Internet, smart phones and tablets computers, the main character Winston Smith struggles against totalitarianism while surrounded by relatively clunky, rudimentary pneumatic mail tubes and one-way telescreens?

Teachers of 1984 can introduce a game into the study of the classic novel by asking students to insert themselves into the plot to try to save Winston using today’s technology, social media and their own ingenuity.

By integrating literature, technology and 21st century job market skills such as teamwork, persuasion, innovation, entrepreneurship and social perceptiveness, students will learn valuable communication skills and have fun updating 1984 in order to “save Winston” from his fate.

The “Saving Winston!” project requires students who have already read and understood the novel’s plot to work in teams to analyze Winston’s main problem, create a secret product to save him, market the product through secret advertising and Twitter campaigns, write a government reaction in Newspeak, and personally pitch the product to a “Secret Brotherhood” panel comprised of older students, who choose the idea most likely to succeed.

The winning teams from each class competes head to head in a final presentation round called the “Saving Winston! Championship Pitch.”

Getting Started

Central Questions for Students to Access their Critical Thinking:

1. **How can Winston escape his fate and still get what he wants?** (Discuss in small teams: what does Winston really want? How could he get it? What would success look like for him? For Julia and others?)

2. **What single product can change everything, saving him and Julia and allowing them to live happily ever after?** (Brainstorm in teams: What product could allow the characters to escape the oppression, either in the short-run or the long-run? How many people could reasonably be saved? At what cost?)
Student Objective:
- Working collaboratively in a team, students create, market and defend an idea for a secret, black-market product that will save Winston and Julia from their fate in 1984. They prepare to explain the product in detail and how it changes the course of events in the novel. They must be able to anticipate and defend questions from the panel. The teacher serves as the intermediate questioner by engaging groups in “pre-mortem” discussions (talking about all the possible flaws of the idea so they are recognized and fixed before presentation).

Project Goal:
- To have the product chosen as most likely to succeed and “funded” (the way that today’s ideas are funded by venture capitalists). Projects will be ranked on a rubric by an independent review panel of older students. The top team will win a prize and/or recognition, in addition to a grade.

- What Student Groups Bring to Presentation Day:
  1. Oral Presentation: Explain the product to a Secret Brotherhood Review Panel, answer questions, defend criticisms, and convince the panel that this product is the best. Students may bring a prototype or visual aids to help them communicate their idea. They will have 20 minutes total in front of the panel. Other student groups will watch and will score their presentation, along with the panel.
  2. Secret Ad: Present a secret advertisement for the product (one-slide or 30-second video).
  3. Secret Twitter Campaign: Create 15 tweets (140 characters each) on Twitter that would convince Winston and Julia to risk their lives to get the product but that would be ambiguous enough to escape notice of the Thought Police or Big Brother. Show these to the panel and discuss their effectiveness.
  4. Official Government Response: Write a news article (200 words) in Newspeak, in which Big Brother denigrates and warns against the product. Turn this in prior to the presentation.

Grading and work process:
- Rubrics, along with tips from experts in the field of communication, for all four parts of the presentation are enclosed in the “Secret Handbook” given to students on the first day of the project.
- Students submit planning documents and two written updates for their team during the work process so that the teacher can anticipate problems or answer specific questions.
- Project timeline:
  - Approximately 2 weeks from introduction to pitches. This varies depending on how much direct instruction teacher wishes to give for various aspects of presentation (i.e. Twitter, Newspeak writing) and how much time in class groups are given to work versus doing work at home. The actual pitch time depends on the number of groups presenting.

Observed Outcomes:
- Students eagerly collaborated on this project and, due to its competitive, secretive nature, showed a high engagement throughout the two weeks. Their analysis skills were tested as they worked out possible solutions, reflected on the text and anticipated missteps. Presenting to older students and using live social media created an authentic environment that required them to strive for excellence in the public arena. Some students said this was the best, most challenging and most fun school project they had ever done.
Standards addressed:

**California English Language Arts Standards:**

Reading 1.3; Writing Applications 2.1; Written and Oral English Languages Conventions 1.1, 1.3, 1.5, 1.6; Listening and Speaking Strategies 1.1, 1.2; Speaking Applications 2.5

**California History Standards:**

10.7 Students analyze the rise of totalitarian governments after World War I.

**ISTE Standards (International Society for Technology in Education)**

1. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
2. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
3. Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
4. Critical Thinking, Problem Solving, and Decision Making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
WINSTON

The Project to save Winston Smith from his fate in George Orwell’s 1984
The Brotherhood invites you to
Saving Winston Day/September 15-16/Room I-107
___________________ School

Herein is a Secret Handbook for creative teams working on behalf of Winston, Julia, and a free society and better future for all of Oceana. Read it carefully, use it wisely, and destroy it when your job is done.
Table of Contents

1. “Saving Winston Day” Project Description, Goals and Objectives, Due Dates
2. Rubrics for Pitch, Ad, Twitter Campaign, Newspeak Article
3. Tips for Pitching
4. How to structure a pitch
5. Seven Rules for Advertising
6. Twitter for Entrepreneurs
7. Organize your Twitter Campaign Here
8. Basic Principles of Newspeak
9. Organize your Newspeak Article Here
10. Saving Winston Update #1
11. Saving Winston Update #2
“Saving Winston!” Day

How can Winston escape his fate and still get what he wants? What single product can change everything, saving him and Julia and allowing them to live happily ever after?

Objective: Working collaboratively in a team, you will help create, market and defend an idea for a black-market product that will save Winston and Julia from their fate in 1984.

Project Goal: To have your team’s product chosen as most likely to succeed. Projects will be ranked by an independent review panel. The top team will win a prize. Top teams from each class will compete during FIRE/Lunch for the championship.

On “Saving Winston” Day, your team will present:

1. Oral Presentation: Explain your product to a Secret Brotherhood Review Panel, answer questions, defend criticisms, and convince the panel that your product is the best. You will have 20 minutes total in front of the panel.
2. Secret Ad: Present a secret advertisement for your product (one-slide or 30-second video).
3. Secret Twitter Campaign: Create 15 tweets (140 characters each) that would convince Winston and Julia to risk their lives to get your product.
4. Official Government Response: Write a news article (200 words) in Newspeak, in which Big Brother denigrates and warns against your product.

Due: September 15/16.

Grading (100 points possible):

1. Oral presentation (50 points): Teams will be ranked by the 3-person panel according to how convinced they are of the likelihood of the success of your idea. The top-ranked team will receive the highest grade, which will be 50 points. The second place team will get 47 points, third place 44 points, etc...
2. Ad (15 points): Ads will be ranked independently by viewers. Top-ranked ad will receive 15 points; second place will receive 13, etc...
3. Twitter Campaign (15 points): Tweets must be no more than 140 characters each and must strike a balance between giving too much information (which would allow Big Brother to catch you) and not enough (which would prevent Winston from understanding and getting the product). Twitter campaigns will be independently ranked by the audience. Top-ranked campaign will receive 15 points, second place will receive 14, etc...
4. News Article (20 points): Article must be written following the rules of Newspeak, must be 200 words, typed. Articles will be ranked by Mrs. Wantz, with top-ranked article receiving 20 points; second place receiving 18 points, etc...
Rubric for “Saving Winston!” Product Pitch/Presentation

<table>
<thead>
<tr>
<th>Points Received</th>
<th>Points Possible</th>
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<tbody>
<tr>
<td>0-10</td>
<td>Logic behind product is clearly explained and/or shown and seems likely it would achieve the intended purpose (logos)</td>
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<tr>
<td>0-10</td>
<td>Product is presented persuasively and with passion (pathos)</td>
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<tr>
<td>0-10</td>
<td>The product would lead to the highest good for the most people (ethos)</td>
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<tr>
<td>0-10</td>
<td>Questions and criticisms of product are answered smoothly and thoroughly, as if they’d been anticipated.</td>
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<tr>
<td>0-10</td>
<td>Presentation is well-organized. Practice is evident.</td>
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<td><strong>50</strong></td>
<td><strong>Total Points</strong></td>
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Comments:

Rubric for “Saving Winston!” Secret Ad

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<th>Points Received</th>
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<td>0-3</td>
<td>Strategy is clear: the purpose of the ad is evident</td>
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<td>0-3</td>
<td>Words and pictures work together</td>
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<td>0-3</td>
<td>Ad would most likely “work” on intended audience (Winston, Julia)</td>
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<td>0-3</td>
<td>Originality of concept (ad is memorable)</td>
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<td>0-3</td>
<td>Overall look (ad is polished, mistake-free, etc...)</td>
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<td><strong>15</strong></td>
<td><strong>Total Points</strong></td>
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Comments:
## Rubric for “Saving Winston!” Twitter Campaign

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<th>Points Received</th>
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<td>140 characters or less</td>
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<td>1</td>
<td>15 tweets</td>
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<td>1</td>
<td>Originality and use of hashtag (i.e. #yourproducthere)</td>
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<td>1</td>
<td>Creative username (i.e. @yourname)</td>
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<td>1</td>
<td>Secrecy is evident</td>
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<td>1</td>
<td>Tweets are clever</td>
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<td>2</td>
<td>Tweets work to achieve a goal:</td>
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<td>• The eventual goal is to get Winston and Julia to “happily ever after”</td>
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<td>0-7</td>
<td><strong>Overall effectiveness:</strong></td>
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<td>How well does your Twitter campaign achieve its purpose?</td>
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<td><strong>15</strong></td>
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Comments:

## Rubric for “Saving Winston!” Newspeak Article:

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<td>2</td>
<td>Length: 200 words minimum</td>
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<td><strong>2</strong></td>
<td><strong>Rules of Newspeak are evident and precise</strong></td>
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<td>1. Root words serve as both nouns and verbs</td>
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<td>2. Short syllable words are used</td>
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<td>3. Much repetition of words</td>
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<td>4. Reliance on <em>un-</em> prefix</td>
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<td>5. Reliance on <em>–er</em> and <em>–est</em> suffix</td>
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<td>6. Reliance on <em>plus-</em> prefix or <em>doubleplus</em> or <em>doubleplusgood</em></td>
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<td>7. All adjectives are created by adding <em>–ful</em> to a root word</td>
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<td>8. There is a mix of Vocabulary A, B, C words.</td>
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<td><strong>Purpose of article is clear</strong></td>
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<td>• The audience of article is the outer and inner party members who may be tempted to revolt.</td>
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Comments:
Tips for Pitching Your Product

By Ben Yoskovitch, founding partner at Year One Labs

The pitch isn’t the only thing that will make your business successful; far from it. But it sure does matter when you have an opportunity to get on stage and present. Those opportunities may be few and far between, but you don’t want to blow them. And opportunities to pitch your business should happen all the time – because ultimately we’re always pitching, whether it’s investors, customers, business partners, candidates, spouses, or random people we catch on the street. Pitching and presenting are critical skills for startup owners.

After attending the YES Entrepreneurship Conference and watching a handful of young startups do their 5-minute pitches, and jotting down some notes, here are 15 quick pitch tips.

1. **Pitch Solo.** Most of the companies that pitched at the YES Conference did so with 2 (or 3) people. If I remember correctly, there was only 1 solo pitch. The problem with having two (or more) people pitch is that it’s distracting. The audience can’t follow as easily. It’s made worse when transitions between presenters are clunky, or seemingly at random. Or when presenters interrupt or talk over one another (say, during a Q&A session.) Having one presenter allows you to pick the strongest person for the job, and lets that person get into their own rhythm. You might have someone else controlling your PowerPoint slides (for example) but stick to one person who does the talking. This doesn’t mean you don’t reference your other team members and highlight their skills and the value they bring to the company. Just don’t have everyone presenting.

2. **Tell a Story.** Even in a short presentation you have time to tell the audience a story and improve your chances of creating meaningful context. Yes, we need to understand things like market opportunity, competitive advantages, business models, etc. but it’s the story and relevancy it creates in our lives (or the lives of other people we think about at that moment) that make the presentation worthwhile and memorable. Stories can be extremely varied, but your best chance of creating a story is near the beginning, as you’re describing the problem that you solve. Make that problem relevant to me and I’ll pay much more attention.

3. **No Wimpy Words Allowed.** Wimpy words diminish credibility and the power of a presentation. “I think…” is wimpy. We know you think it, because you’re saying it – so just get to the point. “We believe…” is wimpy too. It’s OK to state assumptions (and it’s even OK during a Q&A session, for example, to admit you don’t know the answers to certain questions), but cut the wimpy words. Another classic, “What we’re trying to do…” You’re not trying, you are. Simple as that. Even if you haven’t even started your business, you’re already doing it, not just trying to do it. Yoda was right about that one. Removing the wimpy words from your presentation is hard. They’re often ingrained in our speech.

4. **Practice.** Very few of us are natural presenters. I only know of a couple people who don’t get nervous on stage (which I still believe is unnatural and probably some kind of strange condition!) You can conquer fear (to a degree) and certainly power through your fear with practice. Practice in front of a mirror. Practice in front of your team members. Practice in front of other people. I’ve found the key is to practice so much that it’s almost robotic, and then you deconstruct it, loosen up and make sure it comes across naturally. If you come across too robotic, and your presentation appears too memorized it’s very difficult to bring out the necessary passion and excitement. It’s hard to capture the audience’s attention when every word is perfectly spoken, spaced out and said in a monotonous, even tone. So practice. Practice. And practice some more. Then forget everything you’ve memorized and just do it.
5. **Keep Track of Time.** If you’re given 5 minutes, make sure you say what you need to say in 5 minutes, not 5 minutes and 5 seconds. Just five. If you’re given 10 minutes, that’s fine, but stick to the time allotted. Oftentimes saying less is better than saying more; so don’t try and cram 10 minutes worth of words into 5 minutes of time. It won’t work.

6. **Humor is Hard.** Cracking jokes in a presentation is risky. If no one laughs you’re left on stage looking like a putz. Be very careful with humor. On top of that, humor doesn’t necessarily capture people’s attention. They might chuckle, but what you really want them doing is paying attention to your idea.

7. **Gimmicks are Worse.** Gimmicks are even riskier than the use of humor. Props, for example, can very quickly make you look silly. Props and gimmicks might not work on stage, and then you’re stuck. In some cases a prop might be great, especially if it’s core to your business, but don’t distract the audience with it too much; show it, use it, grab people’s attention and then get to the meat & potatoes of your presentation.

8. **Expect the Obvious Questions.** Let’s face it, you can’t know everything. But there are some obvious questions you can expect and you need to be ready for those. Incidentally, it’s those obvious questions that you need to address during your presentation (so you don’t leave it to people to ask you!)

9. **When Things Fail (And They Will) Power Through.** PowerPoint presentations are notorious for not working just when you need them. Live demonstrations of your product can fail as well. When something goes wrong, you have to power through it. There’s no other choice. It’s extremely hard to do, although lots of practice will help.

10. **Tell Us What You Do Upfront.** Within the first 30 seconds of your presentation I need to know exactly what you do and why I should care. If you can’t get that boiled down into 30 seconds, and you can’t start your presentation with that information, you’re going to lose me (and most people.)

11. **Don’t End Weakly.** No surprise, the ending still has to be strong. But the point of the ending isn’t to explain what you do, because if you’re using the ending for that you’ve lost. The end of your presentation is there to hammer home your key messages (of which I would recommend only having 1-3) — the things you absolutely want people to remember when they leave and talk about you (and your presentation) for days thereafter. The ending doesn’t have to be flashy, it has to be concise, convincing and concrete.

Pitching is hard, whether it’s on stage, in a boardroom, on a conference call or anywhere else for that matter. Most of us are not natural born salespeople. It takes work and practice. But without a doubt you can improve at it; even if you’re shy or introverted. Good luck!

How do I structure a pitch?

Author: Gail Geranimos on 6 April 2009

That’s a great question and I get it a lot. There are so many possibilities when it comes to putting your pitch together, and I’ve helped put together thousands of pitches over the years. Here's what I have found to be most successful.

POINT 1: INTRODUCTION AND ASK
In the “introduction and ask” segment of your pitch, you do what you would do in any polite social situation; you introduce your team. No need to go into depth, at this point. Spend no more than about 10 seconds/person on:

- Name.
- Position.
- 2-3 highlights about their career (be specific).
  For example:
  "Mary Smith is our marketing director. In the last four years, Mary has held senior positions with IBM and Technita. During that time she successfully launched three products on time and within budget. One product become a market leader in just 18 months."
- Once you've introduced your team, tell your potential investors what you want. Don't be afraid to lay it out there right up front. This provides your audience with a context in which to listen to your presentation. They will listen more carefully and digest the implications as you progress through the pitch.

POINT 2: COMPANY AND OBJECTIVES
Now that you’ve introduced your team and indicated what you want, it's time to build your credibility. This is where you highlight relevant successes in the recent past. You can include:

- Previous start up experience.
- The first big sale.
- A big order that you have just received.
- Distributors just signed up.
- A major strategic alliance just finalised.
- A write up about your company in a respected newspaper/journal.
- Awards given to the company, particularly technology awards.
  If you are early stage you have a couple of options:
  - The successes of individual management team members in previous companies.
  - Notable people as advisers/board members.
  - A testimonial from a very well-known industry expert.

POINT 3: THE PROBLEM/OPPORTUNITY
In this section you should begin to outline the major problem that your technology or service will solve. There are two key messages to convey here:

- To clearly articulate exactly what is the problem in the market.
- To demonstrate that this is a BIG problem.
  This should be conveyed in a simple statement. Generally, entrepreneurs have difficulty distilling the problem down to simplicity. That is not a reason to avoid developing a simple clear statement of the problem.
  If you can’t do that then engage the help of someone who is not too close to the technology. Often other people are better at this, they are not so close to the technology. It works, try it.
  In some cases you may have identified an opportunity to exploit in the market, rather than a problem to be addressed. This tends to happen with technology that causes a paradigm shift in the market. This is a
more difficult sell because the prospective customers need to be educated. That takes much more time. You will need to work very hard to convince investors of the worth of this technology.

POINT 4: YOUR SOLUTION
So we know the problem, what does your company have to solve the market problem? This is where you get to talk about your product or service for the first time in any depth. At this stage you take what you've just outlined as the problem in point three, and tell your potential investors how your technology or service will fix that problem, will take advantage of that opportunity. Relate the product directly back to the problem. Focus on the benefits the product provides.


Write your outline for your pitch here:

I. Introduction (Introduce the main presenter in your group)

II. Your Group and Its Objectives (Build your credibility)

III. The Problem/Opportunity (What is it and how BIG is it?)

IV. Your Solution (How does your product solve the problem. Details!)
Seven Rules for Advertising

Advertising is a form of communication used to persuade an audience (viewers, readers or listeners) to take some action with respect to products, ideas, or services.

These advertising rules were written by an American advertising agency 9 years ago. We kept them on file because we like them. The rules were drawn up to inspire advertising creatives (writers, art directors and designers), but they are useful for clients, as they focus the attention on what’s really important: getting your message through to your customer. Whether it’s a poster on the high street or a page on the web, the challenge of standing-out from the crowd and being clearly understood, remain the same.

Advertising Rule #1. Base your work on a strategy

This is your blueprint. It tells you who you’re talking to, what he cares about, how she thinks, what lifestage he is coming out of or going into. It also tells you what factor about the product – or how the promise of using/eating/wearing/driving the product – appeals to this audience.

Remember that all great work begins with a marketing solution, not a creative solution.

Advertising Rule #2. Have an idea

To work, all advertising and every individual execution needs a creative idea. Execution for execution’s sake doesn’t work.

- Typefaces that change size from the top of the ad to the bottom is not an idea.
- Scanning interesting visuals into the Mac and manipulating them with Photoshop is not having an idea.
- Cutting lots of visuals together and setting them to music to make a TV commercial is not having an idea.

Advertising Rule #3. Think in words and pictures

If you’re a writer, think of a visual to convey your message. If you’re an art director, think about what your message should say verbally.

Remember, the two work together. A picture that finishes the thought started in the headline, or vice versa, is always better than either one attempting to do the entire job alone. Why? Because it involves the reader.

Dozens of studies now show that interactive communications have higher retention than one-way communications.

Advertising can work the same way. If readers have to take one piece of the equation, add it to the second piece and figure it out, they’ve gotten emotionally involved with your communication. They also feel pretty good about themselves. Just don’t make your equation (picture plus headline = message) too difficult or complicated.

Advertising Rule #4. Be your own creative director. And be harsh about it.

We all tend to think that just because we thought it up, it must be good. Nonsense.

Eighty percent of what great creative directors come up with is garbage. The difference is that the good ones know it and keep working, generating idea after idea, challenging them, relentlessly working to make them better.
The creative process typically works something like this: First, we think up a lot of lame ideas. Cliches, plays on words. Ideas that have been done before. They're familiar to us and in our minds, so it's natural that they come out easy. Bad creatives stop here. That's why you see so many lousy, thoughtless ads.

Second, after we've admitted to ourselves that we've generated nothing but lame ideas, we hit a brick wall. The fact is that even though it's difficult to admit an idea is bad, it remains even more difficult to come up with a great one.

Third, however, if you push – if you come at the problem from different directions: from the competitors', perspective, from the pitiful non-users' perspective, from an emotional rather than logical perspective, etc. – you just might come up with some new way of saying what you have to say.

Have you seen the Honda ad showing a hand with five chewed fingernails, the result of driving an unreliable car? The Honda then becomes the guaranteed solution to nail biting. A pretty different way to talk about a car. Definitely not the first idea this creative team had.

Advertising Rule #5. Take risks

Great advertising shouldn't be comfortable. It should go against the grain, challenge convention, make us see things differently. For something to be truly memorable – and that's one of your first objectives – it should be unfamiliar. So surprise people. Not for the sake of surprise, but for the sake of making them pay attention.

Advertising Rule #6. Know who your ad is targeting

Remember, you're selling products, services, promises and hope to actual, individual men, women, teenagers. If you don't know who they are, how can you reach them?

Advertising Rule #7. Don't steal ideas

You've heard the expression that imitation is the sincerest form of flattery. Well, in advertising it just doesn't work. Any good creative director in this business knows the majority of great ads that have been done going back to the '60s. So while you should always look through the award show books to be inspired – to compare your ideas to what creative directors consider great work – avoid the tendency to make them your own. The fact is, if they're in the books, they've already been done anyway, and as rule number five suggests, "already been done" don't work.

source: http://www.northstar-website-design.com
Organize your advertisement here:

Print Ad: Draw three print ideas for your team to consider:

Or…. A 30-second video: Draw a storyboard for your team to consider. Shots are about 4-5 second segments:
Twitter seems to be the hottest new social media tool for business owners these days. Perhaps it's not fair to call it a "new" tool, as it was launched in 2006. It started gaining popularity among the "in" tech crowd in March 2007, when it won the 2007 South by Southwest Web Award in the blogging tools category.

But over the past year it's gained significant traction as a business tool with everybody from solopreneurs to larger companies like Dell and Comcast. It's gone mainstream. Recent surveys indicate that 11% of online Americans have used Twitter (or similar services, but Twitter has the lion's share of the market segment). Personally I think these numbers may be a little inflated, as many users have multiple accounts, but it's still pretty significant. Perhaps more importantly, though, a recent survey by Abrams Research (PDF - 299K) of over 200 social media leaders indicated that their consensus is that Twitter is the best social media tool for businesses. 40% of social media experts said that Twitter would be the one they would most recommend business pay for (if they had to - Twitter is currently 100% free). One response pretty much sums up the reason:
It's the quickest way I've seen to spread information virally to a wide scope of people attached in a lot of random ways.

So…what exactly IS Twitter?
"It's a microblogging service."
"No, it's a sort of a new generation of chat and instant messaging."
"No, it's a mobile blogging platform."
"No, it's a..."
Wait, kids - don't fight about it. It's all of those things, and more!

Technically speaking, it's a multi-platform microblogging service. It was designed as a way to post short messages (140 characters, the limit of SMS messaging that mobile phones use) to update your friends with your current "status", i.e., answer the question, "What are you doing right now?" This would help friends keep in touch, and even coordinate face-to-face meetings -- a handy tool for a night of clubbing.

But of course, people want to be able to respond to those messages, not just one-on-one, but among a group of friends. And then what started as just a simple tool to post status updates and reply to them evolved into more of a conversational tool.

Which brings us to today. At this point, Twitter is more like a giant chat room, with the essential difference that instead of seeing the posts of all Twitter users, you're only seeing your friends and other people you've chosen to listen to ("follow", in Twitter lingo). This allows you to keep the pace of the information flow (or "tweetstream") to a manageable volume.

Of course, you also see the one side of a conversation the people you know are having with people you don't know. When those conversations are interesting, you can join in, and it becomes an "organic" way of meeting new people with similar interests and mutual friends (more on this in a later post).

And it's multi-platform, so you can use it via your mobile phone, the Twitter web site or any of several other enhanced Twitter client applications. A variety of third-party tools are also available.
How do I use Twitter for business?

Twitter has become a sort of virtual water cooler, particularly for those of us who a do a lot of our work online, or who aren't working in offices with a lot of other people. Because it is "almost real-time" and based on short messages, it is more conversational than blogs or discussion forums. It has a more personal feel and seems (to me) to be more conducive to building and sustaining relationships.

Personally, I've used Twitter to:
- Gain new readers for this site and my two other blogs.
- Promote my books.
- Get a speaking engagement.
- Announce both free and paid events, such as webinars and teleclasses.
- Meet local people with similar interests (and later met in person).
- Coordinate meetings with key people I was trying to connect with at a large conference.
- Support the launch of two ventures I'm involved in.
- Save countless hours of research by having nearly instant access to thousands of people.
- Track social media buzz about topics and companies I'm interested in.

Social media expert Chris Brogan shares his ideas on the business benefits of Twitter:
- Twitter helps one organize great, instant meetups (tweetups).
- Twitter works swell as an opinion poll.
- Twitter can help direct people's attention to good things.
- Twitter at events helps people build an instant "backchannel."
- Twitter breaks news faster than other sources, often (especially if the news impacts online denizens).
- Twitter gives businesses a glimpse at what status messaging can do for an organization.
- Twitter brings great minds together, and gives you daily opportunities to learn (if you look for it, and/or if you follow the right folks).
- Twitter gives your critics a forum, but that means you can study them.
- Twitter helps with business development, if your prospects are online.
- Twitter can augment customer service. (but see above)

Of course, I've also used it to:
- Share recipes.
- Watch funny cat videos.
- Find out who else in Austin likes sushi.
- Debate politics.
- Learn about quantum physics.

Some of these may not seem like they have business value, but the fact of the matter is that discovering common interests and sharing personal details helps build stronger relationships, even with people you don't know very well. And while it does take time, it also saves time.

But can it actually affect your bottom line?

Absolutely. I've been lightly active on Twitter for about a year, heavily active since last September. Since last September, the real dollar value that I can attribute directly to my Twitter activity is around $10,000, and the intangible value well above that. I expect the future value of the deals I've already done as a result of Twitter to be well into six figures, and new opportunities are appearing all the time. So there's no question for me -- it's an essential part of my online marketing strategy.

Plus it's a lot of fun! Don't underestimate the value of having a little bit of that scattered through your day. If you're going to spend part of your day having fun online, why not do it in the company of possible business associates and use it as a way to build those relationships?
How do I get started on Twitter?

1. Pick a user name, maximum of 15 characters (no spaces). I recommend either your real name, your business name or as reasonably close as you can get within 15 characters.
2. Sign up at Twitter. If you get an error when you submit the form, don't sweat it - it's a common problem. Odds are your account was set up just fine. Go to the home page and it should show you as logged in.
3. Fill out your profile. For the “More Info URL” enter whatever web site you want to direct people to in order to learn more about you and your business. That may be your main business web site, your business blog, your personal blog, or your LinkedIn profile. Your choice.
4. Upload your photo. You’re already in the Settings area, so click on Picture (top center menu). Hard to build a personal relationship with...well, whatever that image is -- I still haven’t figured it out.
5. Find your friends on Twitter. If you use a web-based email like Gmail, Yahoo, AOL, etc., Twitter can search your email address book for friends of yours who are already on Twitter. Otherwise, you can search for them by name. When you find people you know, click on the Follow button to view their updates on an ongoing basis.
6. Start posting (“tweeting”)

What should I tweet about?

As you start out, you’re going to want your tweets to be a mix of different kinds of posts. As you expand your Twitter usage, your content mix will vary depending on whether you are primarily using Twitter to make new connections or as simply a new communication channel to your existing connections.

The basic content models you want to include in your mix are:

1. Status updates - What are you working on? What has your attention at the moment?
2. Sharing links - Whether it’s breaking news or valuable resources, share links that would be of interest to the people who have an interest in your business. What are your customers interested in?
3. Have an opinion - Add your own commentary to those links. Help people get to know you as you share information.
4. Ask and answer questions - Google doesn’t have the answer to everything. Sometimes there’s just no substitute for a human being.
5. Retweet - Did someone you follow share something interesting? You can repost it out to your own network. It’s simple and quick, and it acknowledges the person who sent it out in the first place by giving them a little extra exposure.
6. Business announcements - Yes, you can directly make announcements about your business - events, deals, new products, etc. Just don’t overdo it.

Organize your Twitter Campaign Here:

1. User name (15 characters max):

2. Hashtag for your product (starts with #):

3. Your profile information:
   - Name
   - Enter your real name, so people you know can recognize you.
   - Location
   - Where in the world are you?
   - Web
   - Have a homepage or a blog? Put the address here.
   - Bio (160 characters or less)

4. What photo will you use: (sketch it)

5. Tweets in 140 characters or less, including hashtag, spaces and punctuation. (Place in reverse order. Earliest is on bottom, latest on top)
Basic principles of Newspeak (from Wikipedia)

To remove synonyms and antonyms

The basic idea behind Newspeak is to remove all shades of meaning from language, leaving simple dichotomies (pleasure and pain, happiness and sadness, goodthink and crimethink) which reinforce the total dominance of the State.

Similarly, Newspeak root words served as both nouns and verbs, which allowed further reduction in the total number of words; for example, "think" served as both noun and verb, so the word thought was not required and could be abolished. A staccato rhythm of short syllables was also a goal, further reducing the need for deep thinking about language. Successful Newspeak meant that there would be fewer and fewer words – dictionaries would get thinner and thinner.

In addition, words with negative meanings were removed as redundant, so "bad" became "ungood." Words with comparative and superlative meanings were also simplified, so "better" became "gooder," and "best" likewise became "goodest." Intensifiers could be added, so "great" became "plusgood," and "excellent" and "splendid" likewise became "doubleplusgood."

Adjectives were formed by adding the suffix "-ful" to a root word (e.g., "goodthinkful", orthodox in thought), and adverbs by adding "-wise" ("goodthinkwise", in an orthodox manner). In this manner, as many words as possible were removed from the language.

The ultimate aim of Newspeak was to reduce even the dichotomies to a single word that was a "yes" of some sort: an obedient word with which everyone answered affirmatively to what was asked of them.

To control thought

Some examples of Newspeak from the novel include crimethink, doublethink, and Ingsoc. They mean, respectively, "thought-crime," "accepting as correct two mutually contradictory beliefs", and "English socialism" (the official political philosophy of the Party). The word Newspeak itself also comes from the language. All of these words would be obsolete and should be removed in the "final" version of Newspeak, except for doubleplusungood in certain contexts.

Generically, Newspeak has come to mean any attempt to restrict disapproved language by a government or other powerful entity.

Vocabulary

The "A" group of words deals with simple concepts needed in everyday life (such as eating, drinking, working, cooking, and the like). It is almost entirely made up of words that already exist in the English language.⁵

The "B" group of words is deliberately constructed to convey more complicated ideas. The words in this group are compound words with political implications, and aim to impose the mental attitude of the Party upon the speaker. For example, the Newspeak word "goodthink" roughly means "orthodoxy".

The "C" group of words deals with technical vocabulary and is supplementary to the other two groups. Since the Party does not want its people to be intelligent in multiple fields, there is no Newspeak word for "science". There are separate words for different fields.
Organize your Newspeak Article here:

1. Write your article in plain English first. Remember to cover the five W’s and H of good journalism (who, what, where, when, why, how). You should have a headline, opening sentence (lede) that captures attention, plenty of fear tactics/propaganda. Strike a balance between making the article seem threatening to the reader but Big Brother seem secure and unthreatened by the product. 200 words.
2. Now translate key words from your article to Newspeak:

<table>
<thead>
<tr>
<th>Nouns/verbs that are the same (ex. think is a verb and noun now):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negative words that are changed to positive word + un-</td>
</tr>
<tr>
<td>Superlatives that will use –er, -est, plus-, double-plus, etc...</td>
</tr>
</tbody>
</table>

Place article’s vocabulary words into categories
A: Simple
B: Political
C: Technical

3. Now rewrite your article in Newspeak:
“Saving Winston” Update #1

Directions: Fill this out completely and in as much detail as possible. Turn in at the beginning of next class.

1. Members on your Team (first and last names):

2. Team Name (Must be connected in some way to 1984. Remember, your name represents your team and will make an impression on the Brotherhood Panel. Silly names may not serve your purpose well.):

   ________________________________________________

3. Team Color:

   ________________________________________________

4. What is your product going to be? (This should be kept secret from other teams).

   ________________________________________________

5. Describe in detail how it will save Winston and Julia and let them live happily ever after:
6. Who on your team will be responsible for the pieces of your project (roles should be divided fairly so that everyone contributes as equally as possible to the overall project):
   a. Oral presentation/pitch to panel: _____________________________
   b. Advertisement: _____________________________
   c. Twitter: _____________________________
   d. Newspeak Article: _____________________________

7. Mark up the calendar above to show:
   1. Your presentation day
   2. When you will practice your presentation
   3. When you will have rough drafts to show your team
   4. Do you need to meet outside of class? If yes, make a plan and put it on the calendar. (You may also plan to come use the pod at lunch any day of the week, but get permission from me first).

8. Do you need props, materials, clothing for your presentation day? If so, list and show who will bring what:
Saving Winston Update #2 (Week of Presentation)

Team Name/color:

Members Names:

1. What concerns does your group have about your presentation this week? (Bullet points)

2. What needs to still be done? (list in order of importance)

3. Who will do it? (list and be specific)

4. What can your teacher do to help you succeed on this project? (be specific)
Lesson Plan Narrative:

Each year, after winter break, 8th graders all over California engage in this study of Manifest Destiny and the westward movement of the early 1800’s. One of the driving questions of this unit for the students is, “How did the United States acquire the land ‘from sea to shining sea’?” A driving question for the teacher is, “How can I engage my students in an interdisciplinary, project-based, student-centered course of study that goes beyond lecture/direct instruction? The creation of a film on Manifest Destiny both engages students with the topic of westward expansion and employs innovative teaching practices that go far beyond direct instruction. The goal of this 3-week unit is for students to research and master the key ideas of Westward Expansion, integrate their knowledge with literacy, art, and technology, and present their learning in a type of performance-based assessment called common craft film.

READY:
In order to set the stage for students to learn about Westward Expansion, students used visible thinking strategies in order to engage with John Gast’s famous painting of Manifest Destiny. They discussed what they actually saw in the painting and then moved toward interpretation of the piece. Then students read History Alive! in order to learn about the origin and meaning of Manifest Destiny. Next students used visible thinking strategies with a YouTube video of the Trail of Tears (http://www.youtube.com/watch?v=mCGt1YZ6rgU). Students remembered that before the Americans came to the Americas there were over 800 tribes of Native Americans living on the continents.

SET:
Students were told that they would be become experts on a topic of Manifest Destiny, collaborate in groups to investigate an area of American acquisition and create a common craft film on their topic. Students were then placed in heterogeneous groups of 3. Next, the groups chose their topic: Florida, Louisiana Territory, Oregon Country, Texas, or the Mexican-American War. Students then used various resources including History Alive! to research their topics. Once they understood how their region was acquired by the United States, the students created storyboards about their topics. It is interesting to note that all students became aware of the pattern of acquisition: Native Americans, European colonization, American acquisition (through diplomacy, purchase, or war). Finally, students were ready to create their films.

ACTION!:
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their narration, students began making/downloading the pictures for their films. Some students used images
from the internet, others drew their own pictures, and yet others used realia to tell their stories. Finally, they
practiced and filmed their creations. In order to have “quiet on the set,” students filmed on a chair right outside
the classroom. They then brought the flip cameras in and uploaded the films to the teacher station.

WESTWARD EXPANSION FILM FESTIVAL:
As a celebration of learning and in order to give students and authentic audience, I posted some of the films on
the class Facebook page (http://www.facebook.com/pages/Ms-Ls-Classroom/116249735129205). We also
watched all the films in class. As we watched, the students took notes on the other topics, and I scored the films
using the ChecBric. After each film, I asked students comprehension questions and questions about their
collaboration. Finally, after all of the films were shared, students and I reviewed the key concepts of Westward
Expansion in preparation for a final unit exam on Westward Expansion.

Performance-based projects like common craft films are “where the rubber meets the road” in teaching and
learning. Students not only have to identify key vocabulary and concepts, they also have to apply what they’ve
learned as they engage in the creation of an artistic product. What’s more, the projects are highly engaging and
motivating. Students loved working together, creating artwork, and filming. All groups finished and
experienced success (at various levels).

Common craft films are an innovative alternative to other presentation formats such as PowerPoint. It can be
applied to virtually any subject area or any topic. For example, in Science students could identify the various
stages of water cycle; in Math, they could show the various steps involved in solving equations; or in World
Languages, they could tell a story using targeted vocabulary. This student-centered format gives the students
many opportunities for voice and choice (grouping, topic, artwork, film style, etc.). Common craft is an
extremely user friendly and rewarding performance of student learning.

California State Standards Addressed:

8.5 **Students analyze U.S. foreign policy in the early Republic.**
1. Understand the political and economic causes and consequences of the War of 1812 and know the major
   battles, leaders, and events that led to a final peace.
2. Know the changing boundaries of the United States and describe the relationships the country had with
   its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine,
   and how those relationships influenced westward expansion and the Mexican-American War.
3. Outline the major treaties with American Indian nations during the administrations of the first four
   presidents and the varying outcomes of those treaties.
Mainfest Destiny through Common Craft Film

John Gast’s **Manifest Destiny**

**Trail of Tears**

**Collaboration and Research**

**Research and Technology**

**Creating the Artwork**

**Storyboarding and Sequencing**
Manifest Destiny and Incredibly Cool Common Craft Clips

Each year, after winter break, 8th graders all over California engage in this study of Manifest Destiny and the westward movement of the early 1800’s. One of the driving questions of this unit for the students is, “How did the United States acquire the land ‘from sea to shining sea’?” A driving question for the teacher is, “How can I engage my students in an interdisciplinary, project-based, student-centered course of study that goes beyond lecture/direct instruction? The creation of a film on Manifest Destiny both engages students with the topic of westward expansion and employs innovative teaching practices that go far beyond direct instruction. The goal of this 3-week unit is for students to research and master the key ideas of Westward Expansion, integrate their knowledge with literacy, art, and technology, and present their learning in a type of performance-based assessment called common craft film.

READY:

In order to set the stage for students to learn about Westward Expansion, students used visible thinking strategies in order to engage with John Gast’s famous painting of Manifest Destiny. They discussed what they actually saw in the painting and then moved toward interpretation of the piece. Then students read History Alive! in order to learn about the origin and meaning of Manifest Destiny. Next students used visible thinking strategies with a YouTube video of the Trail of Tears (http://www.youtube.com/watch?v=mCGt1YZ6rgU). Students remembered that before the Americans came to the Americas there were over 800 tribes of Native Americans living on the continents.

SET:

Students were told that they would become experts on a topic of Manifest Destiny, collaborate in groups to investigate an area of American acquisition and create a common craft film on their topic. Students were then placed in heterogeneous groups of 3. Next, the groups chose their topic: Florida, Louisiana Territory, Oregon Country, Texas, or the Mexican-American War. Students then used various resources including History Alive! to research their topics. Once they understood how their region was acquired by the United States, the students created storyboards about their topics. It is interesting to note that all students became aware of the pattern of acquisition: Native Americans, European colonization, American acquisition (through diplomacy, purchase, or war). Finally, students were ready to create their films.

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3. Outline the major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties.
Westward Expansion Storyboard

Title Slide

What happened next?

Map

How did the U.S. get the land?
* war?
* purchase?
* treaty/diplomacy?

Timeline
* 3 dates

End of the story… the U.S. acquires the land.

Beginning

Native Americans

Conclusion: So what?

Who came next? Europeans?

Credits
Names/Thanks/Shout Outs
Westward Expansion
Topic #1 – The Lousiana Purchase

1. What was the Louisiana Territory?

2. When and how was it acquired?

3. What is the Purchase Debate?

4. Who were Lewis and Clark and what were they asked to do?

5. Who was Sacagawea? Why was she important?

6. What did Lewis and Clark learn on their expedition?

Topic #2 – Florida
1. What was Florida like in the early 1800’s?

2. Why did the United States want to acquire Florida?

3. Describe Andrew Jackson’s invasion of Florida?

4. How did the United States acquire Florida from Spain?

5. What does the term Manifest Destiny mean? Why is it important in US history?


Topic #3 – Texas
1. How and when did Americans first come to Texas?

2. Why were there rising tensions between the Americans and Tejanos?

3. How did the Americans respond when Mexico closed Texas to immigration?

4. What happened at the Alamo?

5. How did Texas win its independence?

6. How did Texas become part of the United States?

Topic #4 – Oregon
1. What was the Oregon Country and who claimed it in 1819?

2. Discuss the routes found by Lewis and Clark and Jedediah Smith?

3. What was Oregon fever?

4. Describe life on the Oregon Trail. (text pg. 324-325)

5. Why did easterners decide to move west?

6. How was Oregon acquired? What were the terms?

Topic #5 – The Mexican-American War
1. Why did war with Mexico break out in Texas?

2. How did New Mexico come into American possession?

3. How did California come into American possession?

4. Discuss the American invasion of Mexico?

5. What is the Treaty of Guadalupe, and why is it important?

6. What is the Gadsden Purchase?

Topic #6 – Indian Removal (text pgs. 229-233 & History Alive! 349-350)
1. Describe the Native Americans of the Southeast.

2. Describe the forced movement of the Native Americans.

3. What support was there for Native Americans?

4. What was the Trail of Tears?

5. Describe the war on the plains.

6. What is the Battle of Little Big Horn?
Westward Expansion Performance Check List & Rubric

I. Comprehension: Understands how the United States acquired a specific territory

- Identifies the main ideas
- Identifies significant detail
- Has correct sequence of events
- Makes literal interpretations
- Gets overall meaning

II. Extends Understanding: Goes beyond the passage

- Draws connections
- See relationships between selection and other texts OR other events OR present day events/issues/experiences

III. Communicates Ideas Visually/Aurally: Effective clip/poster/Powerpoint

- Visuals/Audio help denote beginning, middle, and end
- Visuals/Audio aid in understanding historical content
- Map of acquired territory is presented
- Timeline of events is presented
- credits/references cited

6 – exceptional degree of content understanding goes beyond grade-level expectations:
*outstanding grasp of main idea; well sequenced historical events
*thorough and accurate grasp of main idea and important details, good sequencing of events
*indicates an understanding of main ideas and important details, logical sequencing of events
*correctly identifies some parts of the main idea; focuses on isolated details; shows some misunderstandings
- limited degree of content understanding falls below grade level
- missing degree of content understanding – completely misses the mark (incomplete or no attempt)

Lesson Plan Title: From Pen Pals to Tech Pals
Lesson Plan Grade Levels: K, 1, 2, 3, 4, 5, 6, 7
Lesson Plan Subject Areas: Language Arts/Reading (SAGE Category)

Lesson Plan Narrative:

The book is here to stay. What we're doing is symbolic of the peaceful coexistence of the book and the computer.

-Vartan Gregorian, Professor and President of the Carnegie Corporation of New York

This quote illustrates the intention of our most recent curriculum innovation, From Pen Pals to Tech Pals. We acknowledge great value in teaching our students the traditional friendly letter format, engaging our children in written communication, and authentically exposing them to the functions of the United States Post Office. We also recognize the changing landscape of communication. From family to friends to future college and job applications, relationships of all types often include a digital or social media component. From Pen Pals to Tech Pals allows students to gain experience with both paradigms.

A large component of the second grade writing curriculum focuses on writing a friendly letter. We chose to make this experience relevant to the students’ lives by writing hand-written letters to pen pals from a city very different from ours: Wichita, Kansas. We then started discussing how to give our pen pals program a boost into the year 2011. Why not? We each had pen pals in our own elementary schools – surely, we could expand on and improve this idea to make it fresh and relevant to our second grade “digital natives.” Although our second graders are not yet old enough to log on to Facebook, My Space, or Google Chat, we creatively invented our own series of social media interactions.

The result was a motivating and genuine unit that incorporated a multitude of learning styles to include auditory, visual, and tactile/kinesthetic. Our classroom embraces English Language Learners from six different cultures, students with 504 plans, and a diverse range of interests and strengths. Part of the success of this unit was evidenced by the commitment that each and every student made to the journey of pen-and-tech-paling!

Below you will find a sample of lessons paired with literature extensions and state standards.

1. Letter Writing
2. Paragraph Writing
3. Flip Recorder Introductions of Pen Pals
4. Flip Recorder Tour of the School
5. Dropbox Photo Exchange
6. Skype

These monthly exchanges allowed students the opportunity to master the standard of friendly letter writing and more. Students exchanged ideas and thoughts on all curricular areas. We even learned that our pen pals’ school teaches the same social development programs as our district (CHAMPS). The student-centered letter
exchanges provided a forum for students to discuss their likes, dislikes, after school activities, families, and other important aspects of their lives.
Lesson Plan Title: Rock My World
Lesson Plan Grade Levels: 2, 3, 4, 5
Lesson Plan Subject Areas: Science (AMGEN Category)

Lesson Plan Narrative:

Rock My World
or...
Infancy of Rocks: Intrusive or Extrusive Igneous?

Rock My World connects the structure of the lithosphere in relationship to natural resources of the earth, explains how rocks and minerals evolved and are mined, as well as how we may utilize them in the future. For elementary students, being introduced to the fascinating world of rocks and minerals can begin a lifelong journey. Students become familiar with the common minerals embedded in rocks as they create a personal collection of rock and mineral specimens. The culminating activities include a student generated Rock and Mineral Show attended by members of the local Gem and Mineral Society, teachers, students of other grade levels, and families. A creative writing piece journaling the life of a rock created by the student is used as a post knowledge based assessment.

Significant Instructional Value
The instructional value of this unit meets the California Common Core Standards; utilizing technical and scientific text to support science content standards for Earth Science (ES 4.a and b, IE 6) Language Arts (ELA R4.2.1 and W 4.1.3) Math (MA NS 4.1.6) Participating in a three month project were 68 fourth grade students. Rock My World engages students with hands on activities as they adopt a rock and attempt to identify its origins. By constructing a timeline for their rock, students study the methods of rock formation beginning with igneous, moving to sedimentary and finally, metamorphic. When this knowledge is in place, students are able to use their identification skills and connect it to their learning creating generalizations supported by research in identifying the origin of minerals contained in the specimen.

This unit fits into the regular classroom curriculum as a vehicle to keep students motivated and excited. Students use hand lenses and scientific observation skills to classify characteristics of their rock sample. As this element is in place, students are intrigued to delve into the rock cycle for clues to the identity of their rock. In each lesson, students use their observations, scientific vocabulary, compare and contrast techniques, to hone the key information relevant to the study of rocks.

Understanding that minerals are the building blocks of rocks, students participate in labs. They use streak plates to check for mineral content, cleavage to identify splitting patterns, and the Mohs Hardness Scale to test a mineral’s scratch resiliency. Investigations and experiments with chemical weathering of minerals such as copper, physical weathering properties of freezing and thawing, and demonstrations of erosion only add to the excitement of learning. Individual lab journals are used to record all data collected. Children practice charting, note taking on the scientific method, graphing, and outlining.
Opportunities to attend local gem and mineral shows and go rock collecting outside of school are enriching activities that involve not only the student, but their families. An added benefit was creating a bond between our school and a local Mineral Club who supports us with samples of local rocks and visits to our classroom to share their expertise with students.

Extended lessons in crystal formation united with previous science lessons, allow the student to expand their knowledge and experiment with hypotheses when creating new experiments (such as crystallizing different elements). Researching for best practices on the web affirms experiments and methods used. Each week brings students closer to the secrets of their sample.

The positive effect on student attitude and behavior was apparent from day one. Telling students we were going to begin a study on rocks was met with a unanimous groan. By engaging the students with their curiosity about a specific rock that belongs to them, the journey to discover its classification had become personal. Students of all learning levels were able to access the curriculum and make progress and achievement toward the standards. Using small group clusters and partner activities, children successfully identified and labeled rock specimens in their collections. Providing outside of school activities such as attending community Gem and Mineral Shows was more rewarding than even I had imagined. Parents made it a family event and spent hours at the show where students were able to interact with experts in the field. As a classroom tested unit, Rock My World was a success. On the final evaluation, every student passed a rigorous exam with flying colors.

Creative writing was yet another way to engage students. Scientific vocabulary in the writing piece was encouraged to add depth to each student generated story. Pupils named their rocks and created a story chronicling the stages of how it was formed, weathered, eroded, and transported to the area in which it was found. Personification, figurative language such as metaphors, similes, and exaggerations, technical and scientific terms were all included in the rubric used to assess the writing.

Rock My World is adaptable and usable by other teachers. It can be used in total or as individual lessons to support the science curriculum. All students can participate, and rocks are free and accessible! Children have a great time choosing a rock even if it’s a rock from the playground. Higher level students can delve deeper and work on their own to perform some of the experiments such as making rock candy crystals to support a hypothesis as to how mineral crystals are formed in intrusive and extrusive igneous rocks. Rock collecting and developing an interest in the Earth Sciences, may lead to a curiosity about weather and its relationship to the lithosphere. It can also spark an interest in engineering as it pertains to construction, roadways, mining, and conserving natural resources. Using stone as jewelry or sculpture and the manufacturing of minerals into everyday items such as drywall or toothpaste begin with an interest in rocks.

As one student enthusiastically claims, “I thought studying rocks would be boring, but this was really fun. I already have 22 rocks in my collection and I got an awesome book on rock collecting for Christmas!”
Lesson Plan Narrative:

If You Can Dream It, You Can Build It!: How da Vinci’s Simple Machines Inspired Young Inventors

After our 1st and 2nd grade students visited the middle school’s Renaissance Faire, they were inspired to investigate the life and works of Leonardo da Vinci. Spontaneous research and inquiry was conducted, with teacher guidance, which developed into an 8-week innovative and cross-curricular project. Teachers and students co-created the project, carefully integrating art, design, and academic standards. The culminating event of this investigation was “The Invention Convention” and showcased original, child-made inventions that were inspired by da Vinci’s own simple machine discoveries during the Italian Renaissance.

INQUIRY

Our initial study of Leonardo da Vinci revealed his contributions to math, science, the arts, and other disciplines. Through exposure to books and videos about da Vinci’s career, students became especially compelled by da Vinci the inventor, and this became our student-driven focus. Students began to wonder how da Vinci dreamt up some of his inventions and they speculated how the designs might have inspired inventions in the centuries that followed.

The students’ particularly strong interest in da Vinci’s inventions sculpted a perfect foundation for our inquiries. After learning general information about da Vinci’s designs and inventions, we asked ourselves how simple machines (pulley, screw, inclined plane, spring, etc.) work and how they have affected the world. Second, we asked ourselves how we could apply our understanding of simple machines to design and create our own inventions for today’s world. Deep investigation soon followed.

INVESTIGATION

First, we utilized science textbooks, online resources, and video clips to help us learn the functions of simple machines used by da Vinci in his inventions. In class, students had first-hand experience conducting investigations and experiments to develop their own understanding of simple machines. In small groups, students demonstrated each machine’s capacity to do work effectively and recorded their findings in notebooks. Students identified simple machines in the classroom, at home, in their toys, and out in the world. Simple machines were coming to life all around them!

Next, students applied their understanding of simple machines to design an original invention that could potentially improve our lives. Students dreamed and drew plans for inventions that could perform functions such as cleaning a bedroom, washing a dog, or taking out the trash. Each design had to utilize at least one simple machine to do work effectively. For example, a spring could help launch dirty laundry into the hamper. A pulley system might allow a person to lift a toilet seat without having to touch it. To the students, almost anything became possible by using simple machines! Students discussed and refined their designs, and
worked carefully to label simple machines and other important features. They drew final drafts of their designs on brown paper, which was then weathered to simulate the look of da Vinci’s designs. Finally, the time came to breathe life into the designs!

An at-home assignment followed. Students took home an assignment sheet and rubric, which described the criteria for constructing the simple machines they had designed. A timeline and checklist were given to help keep all students on-task and on schedule. Nearly 3 weeks were given for the inventions to be built and on the same day all students were instructed to bring their inventions into the classroom. Additionally, each student learned expository writing in class by creating a 3-panel brochure that described the form and function of their inventions. This prepared students for our culminating event, “The Invention Convention.”

CULMINATION
At “The Invention Convention,” students brought together their da Vinci-inspired inventions to share with parents, administrators, teachers, and fellow students. Each child was given table space for their designs and creations. Students had already described their inventions in detail to their classmates, but they could finally be showcased and demonstrated for others. The Invention Convention was clear evidence that higher-level thinking had been effectively applied in the pursuit of creativity and academic excellence.

ASSESSMENT
Throughout the investigation, teachers recorded observational notes about each student’s understanding of simple machines and the development of their invention designs. Evidence of learning was also recorded in their notebook entries. At The Invention Convention students were assessed on a) their presentation of their design and constructed invention, and b) showing a clear use of simple machines. As a summative assessment, in the days following The Invention Convention, each student was individually interviewed. Students were asked to identify simple machines and their functions. They were asked to describe the role of simple machines in their inventions. Finally, students reflected on any changes that they would to make to their design if given the opportunity.

IMPACT
An unintended impact of “The Invention Convention” was that students from other classes became inspired to design their own inventions. Some students took home functional inventions that could be used daily. Others refined their designs to improve their creations, or went on to design something new. In the end it was clear that da Vinci’s contributions to science and technology can be a useful platform for effectively teaching 1st-2nd graders about simple machines, expository writing, and the value of creativity.

CALIFORNIA CONTENT STANDARDS

1st Grade Writing
2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.

2nd Grade Science
1. The motion of objects can be observed and measured. As a basis for understanding this concept:
   a. Students know the position of an object can be described by locating it in relation to another object or to the background.
   b. Students know an object’s motion can be described by recording the change in position of the object over time.
   c. Students know the way to change how something is moving is by giving it a push or a pull. The size of the change is related to the strength, or the amount of force, of the push or pull.
   d. Students know tools and machines are used to apply pushes and pulls (forces) to make things move.
INVENTIONS & ITALY: Leonardo da Vinci, an Italian polymath, contributed to the world of science and technology by developing dozens of inventions. We studied da Vinci’s journal and inventions and how they have influenced our world. Like Leonardo, we studied simple machines and applied our understanding to design inventions of our own! Employing simple machines we designed inventions that could improve our lives.

SIMPLE MACHINES: The simple machines that we studied are: screws, gears, wheels & axles, wedges, pulleys, inclined planes, and springs. Students had hands-on experience with each of the machines to better understand how they function.

STUDENT INVENTIONS: Your child has developed an idea for an invention describing how it works, how it improves our lives, and the simple machines that allow it to function. Using your child’s diagram and ideas teachers and parents will help your child make their invention a reality.
IMPORTANT DATES:

- **Friday, March 18:** Take home Invention Convention Assignment Sheet & Rubric, take home Inventions with Simple Machines Rough Draft, discuss the project with your family.

- **Friday, March 18 through Tuesday, April 12:** complete steps 5-9

- **Wednesday, April 13:** Bring your completed invention and this assignment sheet to school.

- **Thursday, April 14:** Invention Convention from 2:00-3:00. Parents and family are welcome to attend. Save the date! Take your inventions home after school. 😊
INVENTION CONVENTION STEPS:

Check off each step as they are completed

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Learn about Leonardo da Vinci and his inventions.</td>
</tr>
<tr>
<td>2.</td>
<td>Learn about simple machines and how they work.</td>
</tr>
<tr>
<td>3.</td>
<td>Use at least one simple machine to design your own invention that improves our lives.</td>
</tr>
<tr>
<td>4.</td>
<td>Finalize your design in class and copy it onto brown paper to replicate da Vinci’s journal sketches.</td>
</tr>
<tr>
<td>5.</td>
<td>Take home your assignment sheet and design. Discuss the project with your family.</td>
</tr>
<tr>
<td>6.</td>
<td>At home, gather materials needed to build your invention (you may utilize recycled materials, craft store, hardware store...anything!). Your invention does not have to be full size, but your child must be able to carry it to and from school independently.</td>
</tr>
<tr>
<td>7.</td>
<td>Using your design as a guide, build your invention. It can be totally functional, or simply represent how your invention could be functional with the right materials.</td>
</tr>
<tr>
<td>8.</td>
<td>Double check your design and rebuild it if it does not meet your needs.</td>
</tr>
<tr>
<td>9.</td>
<td>Bring your invention and this assignment sheet to school on Wednesday, April 13. Our Invention Convention is on Thursday, April 14 from 2:00-3:00.</td>
</tr>
<tr>
<td>10.</td>
<td>Create a brochure for your invention at school.</td>
</tr>
<tr>
<td>11.</td>
<td>Present at the Invention Convention!</td>
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</table>
## INVENTION CONVENTION RUBRIC:

<table>
<thead>
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<th>Task</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
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<tbody>
<tr>
<td>Written Design</td>
<td>Incomplete, does not include at least one simple machine, drawing and writing does not show best effort</td>
<td>Partially complete, includes at least one simple machine, drawing and writing does not show best effort</td>
<td>Fully complete, includes at least one simple machine, parts are labeled clearly, drawing and writing shows best effort</td>
</tr>
<tr>
<td>Brochure</td>
<td>Clearly written title, it is unclear what the invention is and what it does</td>
<td>Clearly written title, missing 1 of the following: catchy phrase, detailed pictures, description</td>
<td>Clearly written title, includes a catchy phrase, detailed picture, short description of the invention, extras such as cost, contact info, etc.</td>
</tr>
<tr>
<td>Invention</td>
<td>Does not resemble your design, no simple machines, does not show effort</td>
<td>Resembles your design, the simple machines are hard to identify, shows some effort</td>
<td>Resembles your design, the simple machines can be identified, shows best effort</td>
</tr>
<tr>
<td>Presentation</td>
<td>Does not speak loudly, clearly, or slowly, unable to explain what your invention does or how it works. Unable to describe simple machines, wanders away or plays during the invention convention</td>
<td>Speak loudly, clearly, &amp; slowly, explain what your invention does but unable to explain how it works or the simple machines that make it work, stay with your invention during the convention</td>
<td>Speak loudly, clearly, &amp; slowly, explain what your invention does and how it works, point out the simple machines that are part of your invention, stay with your invention during the convention</td>
</tr>
<tr>
<td>Participation</td>
<td>Some steps of the project are incomplete, did not work through challenges, did not support buddy</td>
<td>Complete all steps of the project, stay positive through challenges, did not support buddy</td>
<td>Complete all steps of the project, stay positive through challenges, support your buddy</td>
</tr>
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</table>
SAMPLE RUBRIC SCORING SHEET & ASSESSMENT:

<table>
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<th>Teacher Score</th>
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<td></td>
</tr>
<tr>
<td>Presentation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Name the simple machines you know:

__________________________________________________________________

__________________________________________________________________

Describe a simple machine and what it does.

__________________________________________________________________

__________________________________________________________________

What do you think you could do to make your invention better?

__________________________________________________________________

__________________________________________________________________
A quote from a parent about this project:

“I really admire and appreciate how you […] work with the kids to discover and focus their interests then develop a surrounding curriculum. [My child is] having so much fun and learning so much […] I love that you are helping to spark that fire.”
-Nicole (a parent)

Invention Convention Photographs

A parent listens as 2nd grader demonstrates her wheel and pulley system to lift a hummingbird feeder.
A teacher is amazed when a 2nd grader reads details about the form and function of his invention from a brochure written in class.
A 2\textsuperscript{nd} grader describes to an older student how a pulley can be used to help find solutions to basic addition and subtraction problems.
A 1st grader shows how a lever can launch socks and other dirty laundry.
CALIFORNIA CONTENT STANDARDS THAT COULD BE ADDRESSED AT OTHER GRADE LEVELS

5th Grade Writing

1.2 Create multiple-paragraph expository compositions:

a. Establish a topic, important ideas, or events in sequence or chronological order.

b. Provide details and transitional expressions that link one paragraph to another in a clear line of thought.

c. Offer a concluding paragraph that summarizes important ideas and details.

6th Grade Writing

2.2 Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution):

a. State the thesis or purpose.

b. Explain the situation.

c. Follow an organizational pattern appropriate to the type of composition.

d. Offer persuasive evidence to validate arguments and conclusions as needed.
Lesson Plan Title: Art as a Learning Platform
Lesson Plan Grade Levels: K, 1, 2, 3
Lesson Plan Subject Areas: Language Arts/Reading (SAGE Category), Visual Arts

Lesson Plan Narrative:

Using art as a learning platform enables our students to think creatively, analyze critically, and build connections across the curriculum. The arts provide natural hands-on and highly motivating experiences that enable our students to learn to look with intention and build a thinking skill set that they can transfer into other subject areas.

Embedded in our K-3 Visual Arts program is the understanding of the Elements of Art (Line, Color, Texture, Shape, Form...) and The Principles of Design (balance in the composition, pattern, movement, unity, emphasis, variety...). This foundation gives our students a working understanding of specific vocabulary and artistic concepts. Through careful observations, our students learn to identify the "tools and tricks" artists use as they study the prints of many great Masters spanning various art styles and cultures. (*See chart of Grade Level Projects, Art Concepts, and Artists Studied)

Masterpieces are studied using thinking stems or questioning prompts. This technique of print analysis engages students' curiosity and creativity from the beginning; providing a look into their schema and opening a discussion that allows for multiple perspectives by also looking through the eyes of their peers. In each grade level, teachers have specific prompts to focus thinking, such as “I notice…,” “I think…,” and “This reminds me of…” (see Thinking Routines & Question prompts posted on Grade Level art concepts chart ) These thinking routines encourage students to share their observations and make interpretations and inferences.

Because art is a visual language, all students are able to participate, even struggling readers. Vocabulary is new to all students, not just Language Learners. Art-based terms are connected to visual examples and hands-on experiences. Prints are projected from several sources, including the Getty Center for Education. Artistic vocabulary and concepts are explained and enhanced through computer presentations and multiple opportunities for students to use these new terms are built into the lessons. During the print analysis discussions, students learn to back up their observations with evidence as they share their responses. Students begin to see the value in peer connections and discussions as they grow in their comfort and fluency with the Elements and Principles of Art and Design.

Throughout the program, our students create their own art pieces based on the concepts presented in the masterpieces studied. These art projects are rich and complex, allowing each child to utilize various materials and artistic media to create their own interpretation of the project. Creative choice helps our children to recognize that there can be multiple solutions to complete the task or solve the "problem."

Immediately following the completion of each piece of student work, classmates participate in a classroom “Gallery Walk” in which they analyze the work of their peers. The students provide feedback using a rubric that identifies specific vocabulary and key concepts required in each artwork. (See Peer Rubric Sample)
One goal of our program is to continue building connections with local artists both in the classroom and in the studio. For example, visiting the Studio Channel Islands Art Center has allowed our students to meet and work with real artists who are professionally involved in the field. This fieldtrip gave our students the opportunity to see artists who utilize many different styles of media, such as textiles, wire, clay, chalk pastels, and watercolor.

Personal reflection provides students an excellent platform to integrate their schema into their writing. Students keep journals through the duration of the art program keeping a record of their vocabulary development, artist information and history, and reflective writing.

Each spring, K-3 classes host grade-level art shows on site or at the public library. Our students take on the role of "art docents" as they walk their family members through their gallery sharing their knowledge about the artists’ biographies, style, concepts, and how they, the students, created their own interpretation of the art objective. They explain how their piece demonstrates understanding of the Elements of Art and Principles of Design. This opportunity becomes a summative assessment of student knowledge.

Cross-grade level collaboration has been strong in the formation and continuation of this program. Older students go back to coach younger students as they prepare for their upcoming art show. (see Peer-Coach attachment)

As a universal measure, each child completes a drawing of his or her shoe at the end of each school year. With only white paper and a drawing pencil, they apply the concepts presented in their lessons such as: creative use of line, pattern, visual texture, show form with tints or shades, adding highlights, emphasis, creating a focal point, or a creative element such as abstraction, or animation.

The main objective is for our students to realize that images are created with intention and design. Developing their visual literacy skills helps them to make careful observations in mathematics as they interpret graphs and look for relationships between data; to use artistic media to express their understanding of scientific processes visually through diagrams; to observe geographical information as their trained eye scans graphic representations of regions, climates and populations; and to observe illustrations in literature units to build greater comprehension. Understanding visual imagery is an essential component of a child's 21st century education. Creative thought is encouraged and practiced.

District Policy for the implementation of the Visual Arts is that it is a Standards-based Program. Attached are the integrated Standards for Visual Arts, Language Arts, Social Studies, Math, and Science, phrased as “I can statements.” These statements are posted for students and families to reflect upon at each Art Show.
Please help our Kinder Kids get ready for their upcoming art show. You will be a coach working with 1 or 2 Kinders. You can use the following questions to guide them in talking about their art and the artist. Help them use the vocabulary & concepts below.

Thank you!
Who is the artist?
(Help them pronounce the name & Print Title)
-Vincent Van Gogh, *Sunflowers*
-Byantine Mosaics, *Fish*
-Okajuma Toyohiro, *Four Accomplishments*

What do you see in this masterpiece?
- warm colors, cool colors
- primary or secondary colors
- texture, pattern / repetition,
- diagonal lines, vertical lines, swirls
- shapes: circles, rectangles, etc

What media did you use to make it?
(water colors, chalk pastels, oil pastels, crayon, tempera paint)
There were many things to do at Studio Channel Islands. First we made a bookmark. It was very fun because we got to use paint. Secondly we made people out of wires. It was cool because I always wanted to do that. Finally we drew lines out of chalk pastel. It was really messy and really fun too because I like drawing lines too. It was an exciting day.
2012 Ventura County Impact II Grant

District: Ventura Charter School
School: Ventura Charter School
Participant(s): Terri Hooson

Lesson Plan Title: Cotton...The Thread of the World
Lesson Plan Grade Levels: 3, 4, 5, 6, 7, 8
Lesson Plan Subject Areas: Language Arts/Reading (SAGE Category), History/Social Science, Science (AMGEN Category)

Lesson Plan Narrative:

“Farming in the Oxnard Plains is the finest blessing this farm family could ever hope for- the deepest topsoil and the best climate produces a utopian garden farm.”
- Farmer Phil of McGrath Farms of Oxnard, CA to students on a class field trip April 2011

Cotton is a part of our daily lives from the time we dry our faces on a towel in the morning until we slide between fresh sheets at night. No one knows exactly how old cotton is. Scientists have found bits of cotton cloth in Mexico 7,000 years old, and today it reaches all areas of our planet. U.S. Annual revenue stimulated by cotton exceeds $120 billion. Attempting to understand our global society, my third and fourth grade students and I built a curriculum around the question, “How has the invention of cotton affected the world?” We studied this question through three different lenses: environmental, economic, and social.

Students were divided into four person crews, creating a name and team agreements. I introduced the study by stimulating the students background knowledge in a “Silent Gallery Walk,” where I posted photographs related to cotton (IE: pictures of textile mills, cotton products, slavery, plants, etc…) around the classroom. The students read and discussed articles introducing the environmental, economic, and social aspects of cotton. Crews demonstrated their learning, cooperatively creating a “teaching poster” that summarized the articles. (Some articles were modified for different learning needs.)

To understand how “cotton is the thread of our world,” each morning we graphed and mapped where our t-shirts were made for a month. As artists, we designed our own t-shirts. We visited the library and researched global cotton production. Students toured the library, learning to navigate the Dewey Decimal system and to locate varied resources, such as encyclopedia’s and atlases. Children were explicitly taught strategies for reading expository text and how to use tables of contents, subtitles, glossaries, and indexes to locate information and to take notes with a graphic organizer. Using these notes, students wrote multiple paragraph reports on global cotton production. A writing template was provided for students who needed extra support.

Language Arts was seamlessly incorporated into the project. When reading different articles, I taught nonfiction reading strategies such as: monitoring, summarizing, and synthesizing. To make our thinking visible, my readers developed a “class coding system” in which we left “tracks” in our texts and recorded our reactions, growing more meta-cognitive. Studying cotton through a social lense created questions about immigration, child labor, and slavery; we studied these issues from multiple perspectives. I brought developmentally appropriate books into the classroom to help fulfill their curiosity, such as, From Cotton to T-shirt, The Biography of Cotton, and Unicef’s A Child’s Bill of Rights. As a class we read Esperanza Rising, a fictional story of a child migrant farm worker, and held a “town hall” meeting, sharing our thoughts about the book. I read aloud The Circuit, by Francisco Jimenez - a nonfiction narrative told from the perspective of a child farm
laborer (we even had emails from this author!) Students demonstrated their learning from reading in many ways. For example, they completed Venn Diagrams, participated in “grand discussions”, and presented “dramatic tableauxs” (frozen-narrated scenes.) Rubrics provided clear expectations for all assignments.

In science, we planted cotton, studied cotton bolls, carded cotton, and learned the life cycle of the cotton plant. Crews solved a science mystery that required using microscopes to examine fibers of cotton, wool, and polyester. Technology was incorporated through movies and slideshows in which the students visited a textile factory in India and a cotton farm in California.

Throughout this project I designed field trips and invited experts to our classroom. We toured a local farm, learning why cotton is not a local crop and the interconnectedness of the economic, environmental, and social perspectives. We interviewed specialists from Patagonia clothing to learn how economic choices effect the environment. We visited a fabric store, interviewing textiles merchant about economics. Local weavers, who visited our class, taught carding and spinning cotton. Prior to each field trip I prepared “fieldwork packets” to guide student learning. We wrote “friendly letters” of thanks for each expert.

As a culminating event, children participated in a “Cotton Industry Job Fair.” First, we put on a play, The Life Cycle of a T-Shirt to kinesthetically learn the life cycle of a T-shirt from farm to store. Next, I broke the process down into fourteen steps from harvesting to the store, which became different “jobs” in the cotton industry. Then, Each child applied for a job, filling out an application and interviewing. Five student managers were randomly chosen to conduct interviews. Job applicants prepared for their interviews by reviewing non-fiction articles they had highlighted, coded, and responded to. Interviewees were asked questions developed by the managers, such as; what were the impacts of the cotton gin; describe the harvesting process; explain the dye process. Children sited facts from expository readings, read alouds, slide shows, and field trips. They practiced shaking hands, strong eye contact, note taking, and public speaking skills. Managers interviewed applicants, while I video-taped and took notes as part of my summative assessment. Later, the children created a summative “cotton brochure.” Again, they were provided with a rubric to guide their writing in the three areas of the brochure: “How has the invention of cotton affected the world: environmentally, economically, and socially?” Lastly, students participated in a self-assessment, where they assessed their teamwork and work ethic.

This project could easily be modified for different grade levels. Nonfiction articles could be altered for different grades. Younger children could focus on the environmental aspects and the global impact of cotton. Older students could independently read suggested books, hosting Literature Circles. Elder students may choose to focus heavily on the economics of cotton, such as consumer choices, or the social/historical perspectives of slavery or child labor. Through our project, we discovered that “Cotton is the thread of the world.”
Cotton… The Thread of our World
Targeted CA State Content Standards

Grade 3 Targeted Standards
READING
2.1 Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.
Comprehension and Analysis of Grade-Level-Appropriate Text
2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.
2.3 Demonstrate comprehension by identifying answers in the text.
2.4 Recall major points in the text and make and modify predictions about forthcoming information.
2.5 Distinguish the main idea and supporting details in expository text.
2.6 Extract appropriate and significant information from the text, including problems and solutions.
3.0 Literary Response and Analysis
3.4 Determine the underlying theme or author’s message in fiction and nonfiction text.
WRITING
Organization and Focus
1.1 Create a single paragraph:
  1.1a Develop a topic sentence.
  1.1b Include simple supporting facts and details.
Research
1.3 Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).
2.0 Writing Applications (Genres and Their Characteristics)
2.3 Write personal and formal letters, thank-you notes, and invitations:
  2.3a Show awareness of the knowledge and interests of the audience and establish a purpose and context.
  2.3b Include the date, proper salutation, body, closing, and signature.
MATH
2.3 Use the inverse relationship of multiplication and division to compute and check results.
LISTENING AND SPEAKING STRATEGIES
Comprehension
1.1 Retell, paraphrase, and explain what has been said by a speaker.
1.2 Connect and relate prior experiences, insights, and ideas to those of a speaker.
1.3 Respond to questions with appropriate elaboration.
Organization and Delivery of Oral Communication
1.5 Organize ideas chronologically or around major points of information.
1.7 Use clear and specific vocabulary to communicate ideas and establish the tone.
1.8 Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts).
SCIENCES
Life Sciences
c. Students know living things cause changes in the environment in which they live: some of these changes are detrimental to the organism or other organisms, and some are beneficial.
d. Students know when the environment changes, some plants and animals survive and reproduce; others die or move to new locations.
HISTORY-SOCIAL SCIENCES
2. Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).
3.5 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.
1. Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present.
2. Understand that some goods are made locally, some elsewhere in the United States, and some abroad.
3. Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.
4. Discuss the relationship
**Grade 4 Targeted Standards**

**READING**

Structural Features of Informational Materials Comprehension and Analysis of Grade-Level-Appropriate Text

2.2 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).

2.5 Compare and contrast information on the same topic after reading several passages or articles.

**WRITING**

Organization and Focus

1.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.

1.2 Create multiple-paragraph compositions:
   - 1.2a Provide an introductory paragraph.
   - 1.2b Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph.
   - 1.2c Include supporting paragraphs with simple facts, details, and explanations.

Research and Technology

1.5 Quote or paraphrase information sources, citing them appropriately.

1.6 Locate information in reference texts by using organizational features (e.g., prefaces, appendixes).

1.7 Use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing.

2.3 Write information reports:
   - 2.3a Frame a central question about an issue or situation.
   - 2.3b Include facts and details for focus.
   - 2.3c Draw from more than one source of information (e.g., speakers, books, newspapers, other media sources).

2.4 Write summaries that contain the main ideas of the reading selection and the most significant details.

**LISTENING AND SPEAKING**

Comprehension

1.1 Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.

1.2 Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.

2.0 Speaking Applications (Genres and Their Characteristics)

2.2 Make informational presentations:
   - 2.2a Frame a key question.
   - 2.2b Include facts and details that help listeners to focus.

**SCIENCES**

Physical Sciences

3. Living organisms depend on one another and on their environment for survival. As a basis for understanding this concept:

b. Students know that in any particular environment, some kinds of plants and animals survive well, some survive less well, and some cannot survive at all.

**HISTORY-SOCIAL SCIENCE**

4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.

6. Describe the development and locations of new industries since the turn of the century, such as the aerospace industry, electronics industry, large-scale commercial agriculture and irrigation projects, the oil and automobile industries, communications and defense industries, and important trade links with the Pacific Basin.
PICTURES FROM COTTON... THE THREAD OF OUR WORLD!

A Students’ Teaching Poster

Mapping our T-shirts’ origins
Studying the cotton plant

Researching at the library
Interviewing a textile merchant

Learning about cotton farming
Learning to spin cotton

Learning to card cotton
A student’s “job application” for our “Cotton Job Fair”

Interviews being conducted at the “Cotton Job Fair”
<table>
<thead>
<tr>
<th>PROJECT COMPONENTS</th>
<th>Points</th>
<th>EMERGING</th>
<th>PROFICIENT</th>
<th>COMMENDED</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Communication</td>
<td>0 - 3</td>
<td>Event was hard to hear or understand.</td>
<td>Speaker was easy to hear and understand.</td>
<td>In addition to meeting the PROFICIENT criteria ...</td>
<td>Speaker was enjoyable to hear; used expression and emphasis. Speaker used voice to create an emotional response in audience. Posture was commanding and purposeful.</td>
</tr>
<tr>
<td>(Presentation and Defense)</td>
<td>0 - 3</td>
<td>Excessive use of verbal fillers.</td>
<td>Speaks clearly, correctly and without verbal fillers.</td>
<td>See above.</td>
<td>See above.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Little eye contact with audience.</td>
<td>Strong eye contact with entire audience.</td>
<td>See above.</td>
<td>See above.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Poor or slouchy posture.</td>
<td>Posture conveyed confidence.</td>
<td>See above.</td>
<td>See above.</td>
</tr>
<tr>
<td>Written Communication</td>
<td>0 - 3</td>
<td>Main ideas were not stated or explained.</td>
<td>Main ideas were stated and explained.</td>
<td>In addition to meeting the PROFICIENT criteria ...</td>
<td>Clever presentation of information. Further research beyond class articles is evident.</td>
</tr>
<tr>
<td>(Brochure)</td>
<td>0 - 3</td>
<td>Pictures not labeled.</td>
<td>Pictures were labeled.</td>
<td>See above.</td>
<td>See above.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Less than 3 subtopics.</td>
<td>At least 3 subtopics.</td>
<td>See above.</td>
<td>See above.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Not well organized or colored.</td>
<td>Organized clearly and color.</td>
<td>See above.</td>
<td>See above.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Information was not synthesized.</td>
<td>Information was synthesized.</td>
<td>See above.</td>
<td>See above.</td>
</tr>
<tr>
<td>Teamwork</td>
<td>0 - 3</td>
<td>Played a passive role in completion of the project.</td>
<td>Active role in completion of the project.</td>
<td>In addition to meeting the PROFICIENT criteria ...</td>
<td>Thoughtfully organized and divided the work. Checked on progress, or provided focus and direction for the project. Listened to others and checked in to understand how each member was progressing and how he or she may be of help. Made up for work left undone by other group members.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Made unconstructive criticisms toward the project or other group members; did not add value to the group.</td>
<td>Made constructive comments toward the project or other group members.</td>
<td>See above.</td>
<td>See above.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Was often off task, did not complete assignments or duties.</td>
<td>Consistent on-task behavior.</td>
<td>See above.</td>
<td>See above.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Attendance or inefficient use of time impeded progress on project.</td>
<td>Attendance and efficient use of time supported team’s progress on project.</td>
<td>See above.</td>
<td>See above.</td>
</tr>
<tr>
<td>Content Knowledge</td>
<td>0 - 3</td>
<td>Demonstrate limited understanding of cotton’s affect on the world.</td>
<td>Demonstrated understanding of cotton’s affect on the world economically, environmentally, and socially.</td>
<td>In addition to meeting the PROFICIENT criteria ...</td>
<td>Further research beyond class articles is evident in brochure.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Participated fully in fieldwork and with guest speakers.</td>
<td>See above.</td>
<td>See above.</td>
</tr>
<tr>
<td><strong>My Work Ethic Rubric</strong></td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
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<td></td>
</tr>
</tbody>
</table>
| **I used resources to find information I needed.**  
(Little teacher help) | | | |
| **I stayed on task.**  
(Began work right away and conversations were about the task/concept) | | | |
| **My behavior helped the group.**  
(Positive attitude, listen and respond, appropriate use of humor, stayed present) | | | |
| **I had a meaningful contribution.**  
(I gave and received support. There was shared responsibility) | | | |
| **I did my best work.**  
(Effort and ability) | | | |
# Teamwork and Process Rubric

## Crew Evaluation Form

<table>
<thead>
<tr>
<th></th>
<th>Exceptional</th>
<th>Admirable</th>
<th>Acceptable</th>
<th>Amateur</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group Participation</strong></td>
<td>All students enthusiastically participate</td>
<td>At least 3/4 of students actively participate</td>
<td>At least half the students confer or present ideas;</td>
<td>Only one or two persons actively participate</td>
</tr>
<tr>
<td><strong>Shared Responsibility</strong></td>
<td>Responsibility for task is shared evenly; students bring up topics and ideas</td>
<td>Responsibility is shared by most group members; most students bring up topics and ideas</td>
<td>Responsibility is shared by 1/2 the group members</td>
<td>One student is mostly responsible</td>
</tr>
<tr>
<td><strong>Quality of Interaction</strong></td>
<td>Excellent listening and leadership skills exhibited; students reflect awareness of others’ views in discussions</td>
<td>Students show adeptness in listening and responding to others; lively discussions; remain on the task</td>
<td>Some ability to interact; attentive listening; some evidence of discussion or alternatives</td>
<td>Little interactions; brief conversations; some students disinterested or distracted; students do not listen or respond to each other</td>
</tr>
<tr>
<td><strong>Roles within Group</strong></td>
<td>Each student completes a group agreed upon tasks; group members perform roles effectively</td>
<td>Most students complete a group agreed tasks</td>
<td>Group has a hard time agreeing on task</td>
<td>No effort made to assign task to group members</td>
</tr>
</tbody>
</table>
Scoring Guide for Dramatic Tableaux

3 = EXCELLENT!
- Includes information on from all 4 articles that your crew read.
- Includes AT LEAST 2 facts and 2 surprises from each piece of reading
- Actors take their job seriously and are still

2 = PROGRESSING
- Includes information from at least 3 articles that your crew read
- Includes 1 fact and 1 surprise from each piece of reading
- Actors take their job seriously and are still

1 = NOT YET
- Includes information from only 2 articles that your crew read
- Information is not accurate
- Actors are NOT serious and still
- Task needs to be repeated

Comments

________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________
2012 Ventura County Impact II Grant

District: Ventura Unified School District
School: De Anza Technology Academy
Participant(s): Monica Lukins, Jennifer Branstetter

Lesson Plan Title: The Trans-Saharan Trade Project
Lesson Plan Grade Levels: 6, 7, 8, 9
Lesson Plan Subject Areas: Language Arts/Reading (SAGE Category), History/Social Science

Lesson Plan Narrative:

OVERVIEW
The Trans-Saharan Trade Project engaged students in a cross-curricular language arts and social studies project that included a life-like simulation of the travel and trade across the Sahara Desert and culminated with students writing first person journal entries and designing a map of their travels and trade encounters. Through research, a hands-on simulation, writing, mapping, and reflection, students learned about the geography of the Sahara Desert, the trade encounters among Africans and Arabs along the trade network through the desert, and the impact that these encounters had on the ideas, religion, language, and economies of both Africa and Arabia. This was a collaborative project amongst two separate language arts and world geography core classrooms instructed by two teachers and impacting approximately 140 students.

PROJECT DESCRIPTION
The Trans-Saharan Trade Project is a cross-curricular, standards-based, mid-year two-week long project designed to make history come alive for students and enable them to put themselves “in the shoes…or sandals” of African trans-Saharan travelers and traders. Students began by researching and taking notes on the land, climate, and the history of trade in the Sahara Desert using the Medieval and Early Modern Times textbook by Glencoe Publishers and a variety of teacher-chosen web sites posted on our online classroom located at Thinkquest.org. Next, students from different classrooms participated in a hands-on trade simulation intended to help students experience a “taste” of the trans-Saharan trade network. First, each class was become one of the two ancient cultures—half of the students becoming “Africans” and the other half becoming “Arabs”—and all students chose a corresponding African or Arab name for themselves (attaching a name tag to their shirts). Then, students from each class randomly chose from a paper bag trade items (in the form of cards with pictures) that became theirs to trade—African trade items included gold, salt, yams, and ivory, and Arabian trade items included perfumes, spices, prayer rugs, and the Arabic language. Next, on ThinkQuest.org (our online classroom) students wrote and posted a reflection about their trade items and described their hopes for what they would receive on their travels. Finally, students took a “field trip” outside, traveling in caravans (that they have given a team name) of eight students each across the “savanna” (grassy area of school grounds), through the “Sahara Desert” (dirt area of school grounds), and to an “oasis” (a tree-filled area of campus) or center of trade. Once there, they met the other class, and “Arabs” traded with “Africans,” negotiating as they communicated and traded. In the end, students returned to their respective classrooms and wrote reflections of their trade encounters. The next week was devoted to writing detailed first person trade journals of their travels and trade in the Sahara Desert (using the simulation activity for ideas) from beginning (home), middle (in the Sahara Desert), to end (destination). Students also used Microsoft One Note to complete audio recordings of their journal entries. Lastly, students designed a map and drew out their route, labeling cities, trade encounters, accidents, etc. using pictures and a legend. Finally, students posted all of their work for this project on their Home page of ThinkQuest.org: series of journal entries, audio recordings, map, pictures of animals/places/etc. encountered on their journey, and an interactive question for other students’ to answer about their writing. On
ThinkQuest, students shared and read each other’s journals and enjoyed various adventures! Students were assessed on their writing and audio recording as language arts grades and were given an overall world geography grade for their content and creativity. Overall, this project included several standards taught: World Geography 7.4 (Medieval Africa – Niger River gold, salt, food; commerce; trans-Saharan trade; spread of Arabic language) and Language Arts Writing Strategies 1.3 (note-taking) and 1.4 (research), and Writing Applications 2.1 (narrative writing).

RANGE OF BENEFITS
This standards-based project allowed students to integrate language arts and social studies and experience history first-hand, specifically the joys and hardships of travel and trade. As a mid-year project, students were able to define their skills in research, note taking, point of view narrative writing, speaking, and mapmaking, and at the same time examine history with “new eyes” as they personally understood the historical significance and impact of the trans-Saharan trade network—specifically in distribution of goods, ideas, religion, and language. Also, this project enabled students without art as an elective to be artistically creative in another class as they designed their printed journals to look “ancient” and having “been through the desert” (crumply paper, scrolls, journal covers, etc.) and by drawing and designing their own maps of their journeys. By choosing their destined path through the desert and adventures along the way, students became excited about history and took ownership of their projects. For example, students created beautiful hand-sown journals or seven-foot long scrolls of journal entries! Ultimately, as they studied and recreated these ancient trade encounters, students were hopefully inspired to think about possible future jobs in areas such as marketing, economics, sales, writing, illustrating, and traveling! Most importantly, this project allowed students and adults together to enjoy learning and the power of the imagination!
Dear Journal,

Um... hi there journal. (This feels very awkward right now.) My name is Neema (which mean prosperous or successful) and I will be writing in you for a month as my two brothers, some voluntary members of my tribe, and I will travel across the horrific Sahara Desert to get to trade town of Sijilmassa right before the Atlas Mountains. So, my two twin brothers Rahidi (which means “wise counselor”) and Jabari (which means “fearless”) and I will go across the deadly Sahara Desert to get to the trade town of Sijilmassa to trade our precious items that will save my tribe lives’. By the way, I am the chief’s daughter and my brothers are next in line for the “throne”. If we three end up dead, my baby brother will take the place, so all ends well. Except for us. When my father announced the need to trade our tribe items, my brothers’ stepped up immediately because they said by doing this, it will show our parents that they are responsible and wise enough to take the chief’s place when my father retires or sadly passes away. I chose to come because I wanted to show my parents that I could do things just as well as my brothers just because I am a girl. I can go on dangerous adventures and do things that they can do. I think. Anyways, my mother gave me you to write in so I can write my feelings, what I did, and stuff like that, so I will do that right now.

When I first woke up, my heart was pounding as fast as a zebra’s when it is chased by a predator. I looked up at the roof of my light yellow grass hut. The sun seeped through the cracks of the roof like water trickling through gashes in the rock by a slow waterfall. It looked so beautiful with the bright light rays of the intense sun shining through. After that observation, I shook myself back to reality and started to get ready for the grueling trek ahead of me. I am starting to regret choosing to go on this dangerous mission that will save the rest of my tribe. Maybe not. After I changed my clothes, brushed my long brown hair, and got ready, I stiffly grabbed my animal skin travel pack and carefully left my grass hut that I would mostly likely never see again. When I stepped into the blinding light, the whole village population (which is not much) was standing out in front of my hut...
and they started to cheer. Really loudly. I felt proud choosing this mission because of all the cheering from my tribe members, but a very small voice nagged me in my head saying, “You are going to die. You will regret this choice and die a very painful death.” Thanks a lot conscious for making me feel better.

As that thought nagged in my head, my father stepped up to me as the crowd settled down. He touched my forehead as I lowered it, and spoke in Arabic,” I am very proud of you my beautiful and bright savanna flower. You have chosen a great, but dangerous path. We wish you the best of luck on your journey across the gods’ forsaken Sahara Desert.” He spoke in Arabic because I need to know this special language in order to trade in Sijilmassa and Ijil. He learned Arabic from a stray Arab merchant around 40 years old who stumbled into our camp half dead, and we nursed him back to health. (This happen before I was born, but my brothers were alive.) While he was here, he taught my father things about this strange new religion and culture called Islam. My father did not convert, but he still remembers parts of the religion, culture, language, and the written language. He asked the Arab to write down everything that he taught my father so it can be taught to the generations after. He taught me so I can teach my child if I have one. Now, since I am going to trade at an Arab populated city (I think), this would be extremely useful there. He taught me that Arabs pray 5 times a day (which is a little much for my taste) on a prayer rug facing towards there sacred shrine called the Ka’bah in there capital city called Mecca. They have these 5 “pillars” called the 5 Pillars of Islam, which are like rules or guide lines for the religion, and you have to follow these rules in order for Allah (or their ONE God) to judge you right. There writing consist of many weird characters that when put together, they form connected words. It is a very strange language. Even though I know most of the religion and how it is slowly spreading around the world (mostly by the main trade routes in Africa), I do not wish to convert to this new religion. I still respect the traditional gods that provide us with everything we need to survive here in the savanna. They keep us alive and since they still keep us alive and thriving, I will not betray them for another religion/god when that god has done nothing for us yet and our gods have kept our tribe alive for generations before me and generations to come. They help us, so we must respect and fear them back.
Anyways, my father started mumbling a traditional farewell good luck prayer to me in our language while he still touched my head. While he chanted the prayer, I opened my eyes and searched my surroundings for my brothers to see if they are ready. Sure enough, they are completely ready! I was shocked that they woke up earlier than me (which is a first), and they had everything ready from their clean animal leather backpacks to the black ash around their eyes to keep away the glare of the ferocious sun clearing away the cool ocean fog. Our 6 sand-colored camels are standing like statues right next to them strangely calm under the circumstances. Camels are very hard to understand. They can go for days without fresh water and still live! Incredible! Sorry, off task.

When my father finished the prayer, I hugged his frail, but strong body hard because I may never see him again. I did the same to my aged mother. I will miss her too.

After I said my goodbyes to everybody, I double-checked our items to trade, so we do not leave forgetting anything. I made a checklist that consists of:

- 6 bags of Salt
- 5 Pelts of Zebra
- 5 Lion Pelts
- 3 bags of Dried Fish
- 3 bags of Dried Shell Fish
- 2 bags of Yams

A lot of items for a 6 camel caravan, but they are what we need to trade to get our tribe going again. When I finished with that, I check our other supplies and the map leading to our destination. I made sure that we wouldn’t get lost and that we can find an oasis, so we do not dry up and die. I also double-checked our weapons so we are not left defenseless to the robbers and dangerous creatures out in the merciless desert. After even more checking (I really do not want to die), we finally said our last goodbyes and hopped on our camels to leave.

On top of my camel, I took one last look at the scenic landscape with the wavy, yellowish savanna plains dotted with different colored animals, the flat topped acacia trees blow slowly with the cool ocean breeze, bright light fluffy clouds scatter the sky, and the ocean rolls peacefully along the smooth sand. I will miss
this place with all of its features and people. Then, I turned around and beckoned the camel to go before I shed some tears.

Depressed and Regretful,

Neema

Dear Journal,

It has been 5 days since I last wrote in you and I am sorry that I have not had the time to write. Every night when I want to write I am absolutely exhausted because of the long, excruciating treks through this sandy jail. The desert gives no mercy, but your biggest enemy here is the sun. The air here rises to the fainting point, and “heat head” will come upon you in a shadow’s movement. This is nothing like my home where the ocean breeze cools you down when the sun reaches its highest point in the clear light blue sky. Here, the sun beats down on you like powerful drumbeats and it will take your life in a snap of a finger. The course wind cracks your skin and the sand blinds your eyes so you can only see the glare of the unforgiving sun on the cruel fine sand. The desert is a giant sand trap that never let you go.

Time seems like it stands still in this barren desert. The day feels incredibly long as you ride on top of your slow, trudging camel. It feels like the sun will never set, but when it sets, the temperature drops beyond your belief. When you wish for cool temperatures during the day, you wish for the opposite at night. You want the sun when it sets. At night, the temperature drops below handling point, and you can freeze to death if you do not have something warm. As long as you have a fire, than you can probably stay alive for another night. Other things that you should watch out for are the dangerous animals that creep out at night. We met another traveler named Chane (which means DEPENDABLE) on our 5th day out in the desert and he camped out with us just for that night. We found out in the morning that he was
trying to steal our supplies when we were asleep. When he quietly packed up to leave, he put on his leather boot, and screeched in agony. Chane dropped all of our precious goods and woke us up. There was a scorpion in his boot! We got out our weapons to attack him, but he was already limping away to the next sand dune. We decided to leave him limp away because one of our travelers (who is a very close friend to my family) told us that the poison of that specific scorpion would kill you in the time between high noon and sundown, so it is no use to run after him and kill him when the poison will. Another reason he said not to kill him is because the poison of the scorpion is excruciatingly painful so he will die a painful death.

**Frightened for My Life and Worried Out of My Mind,**

*Neema*

**Dear Journal,**

It has been 4 days after our first (and last) bad confrontation with a lone traveler. Now, we are relaxing under the brilliant bright stars in the freezing night sky with another trading caravan. We are very careful around them just in case they will try to backstab us like that dreaded Chane, but they are very nice people just like us. They are just a weary family caravan trying to get to the desert oasis Azugi to rest and make their way to the town of Shinqit to live there and become “stand merchants”. I pity them because they literally have nothing left with them other than some personal belongings and small portion trade items. I had it all back at my tribe, but I was very generous and kind to the people unlike the daughters of some unruly kings in the ancient folklores. I would do anything to help them, but nothing can be done right at this moment because I am also on the verge of death.

Anyways, it feels very nice and peaceful to be around the warm, crude fire with my “family” and the other family. It feels pleasant to relax and gaze up at the beautiful glittering stars in the pitch black sky with no sound around you except for the small crackle of the bright orange embers emitting from the dimming circular fire that float up to reach the stars up a head.
While I lay down between my two twin brothers, bad thoughts of terrible ways to die dance around my already tortured brain. When brother Jabari on my right notices the worried expression on my dark face, he questions, “Are you alright my brave younger sister?”

Brother Rahidi to my left continues with, “Yes, Neema. I agree with your brother Jabari. Are you all right? I see you have a worried expression placed on your gentle face. Is something wrong?”

Jabari playfully adds, “It is like you have the words “worry wart” written in Arabic across your forehead.”

I smile, but it quickly faded away. “Well,” I whispered while turning my head towards Jabari, “There are a lot of things that worry me this very second. I think about the horrors of the desert, the sly thieves after dark, and the way heat head strikes you hard without a simple warning! All these ways to die circle my head and strike me multiple times with fear just like a desert cobra or the cobras that threaten us back at home.” I take a deep breath before I continue, but it does not help the on coming trickle of tears. I choke with my last breath, “It is horrifying how many painful ways you can get mortally maimed or straight up killed out in this giant ferocious sand trap. I am not afraid to go to the afterlife, but I am terrified on how I get there.”

“Little sister, you worry too much right now,” Rahidi replies softly to me like I am a little girl (which I completely feel like this very moment). He knows me very well. I think you can see how that right now.

“Just relax and enjoy this moment of peace and tranquility while it slowly last,” Jabari encourages. He continues, “We might not get a time like this again.” He turns towards me and wipes a tear trailing down the side of my head. “Everything will be fine because-” he abruptly stands up and beckons Rahidi to stand up with him. “- You have your trusty twin brothers, Jabari-“

Rahidi jumps in, “-and Rahidi!”
“To protect you!” he announced very loudly which woke up everybody at our campsite. They both proudly stood up side by side while the light of the dimming fire creates dancing shadows across their bodies. When they stop staring heroically at the horizon, they got back down to their sleeping spots and look at me with snake long wide grins. You think that those smiles were priceless, wait till you saw their second expression when they saw mine.

I giggled,” Look all around you super heroes.” When Jabari and Rahidi turned around to face the others, they saw everybody at the campsite giving them strange and “they are crazy” looks. It was hilarious!

Jabari apologized,” Sorry everybody! We didn’t mean to wake you. Please go back to your sleeping and pretend this never happened. Really, forget this ever happened.” When everybody settled down, Jabari and Rahidi turned back to me and Jabari shyly added,” That was extremely embarrassing.”

“You got that right!” I choked in between the giant tsunami of laughter that quickly over flooded the thoughts of death and despair in my brain. My uncontrollable laughter caused my brothers to crazily laugh too. When we all quietly settled down, we gazed up at millions of glittering stars in the still pitch-black sky. All together, we searched the sky for interesting star patterns that proudly present themselves to us. We found many star patterns and luckily some shooting stars. My brothers and I have not had this quality sister, brothers’ time since we were little kids. I am glad I get to experience this time again when I am young and alive. I will always remember this time together with my brothers.

Feeling Relaxed and Careless,

Neema

Dear Journal,

It is the next day and we just left our campsite. The time I spent last night with my brothers was so fun and relaxing. It even made me forget about all the negative things that could happen to us here. I glad those thoughts floated out of my head and into the sky.
When everybody was up in the morning, we all packed up our sleeping bags and other goodies to leave. According to one of my travelers, we are only 1 day away for our first stop, which is Azugi! I can not wait to bathe in the cool, refreshing water surrounded with living palm trees that have bitter sweet dates waiting to be eaten and...(slap)! Wake up Neema! Slap yourself together! Okay, sorry for those little “daydreaming” thoughts.

Now, we are traveling as one big caravan to reach Azugi and rest. From there, we will go our separate ways to reach our destinies. We are all painfully trudging through the burning hot sand that even seers though our antelope skin shoes. I keep thinking about the oasis and everything this “terrain” will give us hoping that these thoughts will keep me going. A while back Rahidi saw the longing expression on my face and literally read my mind.

“Do not think about the water or the dates. It will only make you want it more than ever and you will stress out your body because your body lacks water or nutrients and your body needs those vital things to function. By thinking about water or dates, you are pushing yourself to get those needs, but you are actually wasting the reserves you need to function. All in all, it is better to not think about the oasis and just focus on your walking and breathing. Also keep track of your body, so you do not faint,” Rahidi addressed to me.

“Are you sure?” I worriedly questioned. I shouldn’t have asked him because I knew he would be right. Rahidi is ALWAYS right, so there was really no point in saying that, but it would make me feel better if he did.

“I am sure that is the case and have I ever been wrong?” he pressured.

“No, you are never wrong,” I replied with a sarcastic tone. Then I murmured behind his back,” At least to our knowledge.”

Rahidi sarcastically asked, “What did you say?”

“Nothing…” I sarcastically replied back. I smiled for the first time that day.
Dear Journal,

It is later on in the day and we have just reached Azugi, or the small desert oasis town. This little town only had a few houses that stood a little to the side of the oasis. It was pretty pitiful, but it will have to do. When our caravan just got over a small sand dune and in the site of the oasis, I just wanted to run down the sand and leap into the cool, refreshing water, but that behavior would get us kicked out of the oasis for good. I would also bring shame to whole caravan and myself if I did that, so I just bit my lip and stayed with the group until we got there.

After we settled down our stuff and took off the supplies on the camels, traders welcomed us to their small oasis Azugi and beckoned us to the “watering hole”. We were all delighted to accept their welcome and respectfully rushed to the water. It felt so good to drink water again and eat a ripe fruit. We just ran out of food and water rations today, so we are all starving and water. While people were eating and drinking, we all took turns rinsing ourselves in the water. It felt (once again) so good to take a shower because I have not done that in over 10 days! After everybody got their share of “refreshments” (literally), the big group decided to stay here for the night. We traded 1 bag of yams and 1 pelt of a zebra for 2 bags of dried meat. It was perfect. We all sat around the campfire singing songs, eating dates and dried meat, and drinking water and wine. (No wine for me!) For once I get to be completely relaxed and have fun without having to worry about robbers and deadly animals! We all protect each other and ourselves. I feel sad that we have to leave the other caravan because they have been with us for so long. (When you are in the desert, time stretches till it almost does not move at all. It does feel like and eternity.) Tomorrow we part and go our separate ways to try to make a living.

Full, Quenched, and Lazy,

Neema

Dear Journal,
It is now morning and my caravan is heading out. The other caravan decides they will stay here one more day. We pack up all our stuff and load the camels. I made sure we had full containers of water and just enough meat to sort of satisfy us when we rest under the stars. We finally say our farewells and head our different ways.

Sad to Leave the Other Caravan,
Neema

Dear Journal,

It has been 3 days since Azugi and we are now at the salt mine city of Ijil. We are finally here! I am so excited to be here because we can trade and replenish our supplies, but most importantly, this is our half-way mark to our destination! Yes! We are almost there! Okay, back to reality. So, let me describe the town. This place is nothing like Azugi or the small village, which is my home. This place is packed with people and merchants wanting to make a living. We wad into the crowd of people and enter the city. My ears feel like they are going explode from the noise after being in the deadly and silent desert. Stand merchants beckon you to buy their “one of a kind” items. People behind you push you forward with the crowd and it is almost impossible to escape. (By the way, I am writing this entry while I slowly shuffle though the crowd.) Wait, I think I just lost my caravan. NO! STOP! WAIT…! (Knock and slam.)

...Sorry for that pause. Someone knocked the book out of my hands and on to the ground. I had to search the hard packed dirt for my hard working journal that was getting stepped on and kicked around. Don’t be surprised to see a foot print on the cover. I got dirt kicked on me and in my eyes and mouth. My throat feels like it is coated in dirt. Not the best day of my life, but I finally retrieved my book. It is nighttime right now and I am writing down what happened earlier. I will make sure that will never happen to me again. I shall keep my journal closer to me than ever before. It will never be out of my site.

Anyways, once I found my journal, I tried to get out of the way of the oncoming “waves” of people in the middle of the street. Then, I tried to stake out the
rest of my caravan, so we can all be together again. After a while of searching, we got the whole caravan back together with nothing missing. We are very lucky nothing was stolen and we got all back together. Most people are unfortunate and...well, I think you know can what happen to them.

We searched the market place supplies and other things to trade. By the end of the day (which was not very long because we got here at high noon), we got 1 perfume bottle, and 2 bags of spices in exchange for 1 bag of yams and two handfuls of salt. It was a good ½ day of trading.

Finally, we get out of the city and make our camp outside of the city walls. We will especially keep a look out for robbers and animals here just in case they have “bad ideas”. (Yawn) Well, I am going to bed to rest up for tomorrow. Good night.

Exhausted and Very Protective of My Journal,
Neema

Dear Journal,

It has been 2 weeks since Ijil and my last journal entry. I know I have not been writing, but I had save my lingering energy for the treks. A lot of things have been happening since then. One of my travelers got bitten by a deadly snake and moved on to the after life. One of our camels stepped in quick sand and sunk beneath the surface. Another camel got stung by a scorpion in the middle of the night and it never saw daylight in the morning. These are very pitiful deaths and we mourn them, but we must move on. We were walking on a sand dune when the wind started to pick up. Then it blew harder and harder until it became very suspicious. Deadly suspicious. We started to look around and then Jabari screamed, “Sandstorm!” We all are prepared for a sandstorm because they can strike at any moment in the desert. We quickly huddled together and made a circle. Then, we circled the camels around us to make a barrier and once they were in position, we made them kneel. As the swift sandstorm was approaching, everybody kneeled on their hands and feet (just like Muslims do on a prayer rug when they pray), faced
toward the center of the circle, and covered our heads with our hands. Then, the sandstorm struck.

We did not stay in that position for long because the sandstorm blew by quick. Nobody was badly hurt; the only things that happen to us were only rubbed down skin, sand in the eyes, sand in the mouth, and technically sand everywhere. After we dusted ourselves off, and helped the camels, we were off again.

It took from daybreak to high noon to get to Sijilmassa, but we finally made it! I was so excited that I finally got here! Here I stand on a sand dune over looking the whole city that stretches very long. The busy streets, the crowded homes, and the noise! It is just like Ijil, but much bigger! I can’t believe we are actually here. Finally, this long trip will be over…for now. I whisper,” We are here.” Then I whisper louder,” We are here.” Then I shout,” WE ARE HERE!” Then, everybody shouts and cheers. I hug my brothers and our close family friend. Then I jump up and down on the sand dune with excitement and shriek with joy.

After we had our fun, we gathered up our stuff, pulled the camels, and excitedly walked down the sand dune into the city that was our destiny.

Bidding You and the Journal a Farewell,

Neema
Billy G

Hello, my name is Mosi from the African city of Fez. I am my family’s first born child and that is where I got my name. I am nervous about traveling to trade with other people, and I feel a lack of something in my life, and hoping I might find it. Like, religion, or something. I am leaving my 4 brothers, 2 sisters, my father, my mother, and my grandfather who has stayed with us ever since my grandmother was killed by an angry tribe of uncivilized wild men. I am bringing with me 9 yams and 1 salt. I hope to find religion and a new language, and I also hope to get gold, spices, and perfume for my mother, it will be her birthday in 8 months by the time I come back. I plan to travel to Mecca, stay for 2 months, and come back. It takes about three months to travel back and three to travel back, so I think I have it well planned out.

Summer K

These are the items I got or still have from the big trade:
1) 3 Arabic Language
   - 2 Spices
   - 1 Gold
   - 1 Perfume
   - 1 Prayer Rug
   - 1 Salt
   - 1 Ivory

2) The Arabic language will come in handy when I meet another Arab merchant, I will use the spices to give flavor to my food, I will use the gold for more trade or to buy things, the perfume will be used to make my house smell nice and fresh, the prayer rug will be useful to me when I pray five times a day to Allah, the salt will be used to help flavor and dry meat (as an example), and finally the ivory will be fashioned for weapons or other items.

3) The trading went pretty well. It was difficult to find an open person out of all those bunches of people, but it was still fine. A lot of people, I mean a lot of people wanted gold for anything they had. The lesson I learned this day is to try to get more than you bargain for. I should have asked for two items when I traded my “pieces” of gold. I guess that is just business.
Dear Journal,

I live in the sahara with my family. It is so hot that it feels like I am sweating all the time. I want to leave but my parents say that it is too hot. I think it is unfair because I want to go to the beach and play in the water, but I can't because of the heat.

Sincerely,
Nasir

Key:
- Home = grass hut
- cesso = escaped a scorpion
- nomad = met nomads
- perfume = saw rattlesnake
-路线 = used North Star as guide

My Journey through the Sahara Desert

Ghat
KAIrouan
Niger River
Gao

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Lesson Plan Narrative:

I teach a special education class with a majority of students diagnosed with autism. Individuals diagnosed with autism often have difficulty creating and maintaining friendships, participating in socially appropriate conversations, and behaving in socially appropriate manner in the classroom. The lessons I have created using research based best practices and technology address the social skills deficits of my students. Learning appropriate social skills helps students with autism to connect with their peers and also helps them learn the skills necessary to participate in classroom lessons and activities.

The lessons being taught in my classroom are unique in that they use a combination of the latest research based practices. Many social skills lessons are taught solely using one technique; however the lessons being taught in my classroom use a variety of approaches so students have more exposure and better access to the curriculum. I use a variety of technology to teach these lessons including an iTouch, eBeam software, and video modeling. The use of this technology captures and maintains student interest in the lessons.

The students in my classroom follow the California Alternative Performance Assessment state standards. Some of the state standards addressed by the social skills lessons I teach are: student will turn to the direction of sound source, student will respond when own name is spoken with change in facial affect, student will identify the activities of the class schedule, student will make eye contact with the speaker in 1:1, small group and large group settings, student will attend to speaker for duration of an appropriate activity, student will maintain appropriate eye orientation with speaker for the duration of a verbal exchange.

Social skills lessons are taught a minimum of three times per week. They begin by reviewing the expectations for student behavior during the lesson. We review a process called “whole body listening” which was developed by a local speech therapist. “Whole body listening” shows the students the various body parts that are involved in active listening; it is presented in a social narrative format. Some of the focus points of the presentation are: we use our brain to think about what the person is saying, we keep our mouth closed when we listen, we keep our hands still so they don’t distract the speaker or the listener, etc.

After reviewing “whole body listening” we review some of the student’s targeted social skills deficits. I use the document reader and interactive whiteboard to show the students a chart of unexpected behavior, how those behaviors make friends feel, consequences for the behavior, and how the student feels when they engage in the behavior. Then I show them what a replacement behavior looks like using the same format. The students fill out a chart for their own target and replacement behavior.
The next part of the lesson is comprised of reviewing social narratives that teach appropriate social skills in various settings. This part of the lesson is a modified CHAMPS lesson. CHAMPS is a general education curriculum that teaches students how to behave appropriately and respectfully in a school setting. I have modified the curriculum for my student’s social skills lessons. Students learn the CHAMPS acronym: conversation, help, activity, movement, participation, and success. This acronym is used to teach students how all of the components of CHAMPS change across a variety of settings, and how to participate in school routines in an appropriate manner. For example, during math group a conversation is different than a conversation during recess.

During the last part of the social skills lesson, students watch video modeling of socially appropriate behavior. I videotaped students engaged in targeted behavior and then the same student engaged in a socially appropriate replacement behavior. The students watch themselves doing an inappropriate behavior and then we discuss how this makes their friends and teachers feel, how they feel, and what they can do differently. Then the students watch themselves behaving appropriately and we discuss again how it makes their friends and teachers feel, how they feel, and positive consequences for that behavior. This component of the social skills curriculum is particularly powerful because the students enjoy seeing themselves engaged in appropriate behavior and are motivated to behave appropriately in the future.

Data was collected prior to the introduction of social skills to establish a baseline for the frequency of socially inappropriate behavior in the cafeteria setting. We collected data for three target students. After implementing the targeted social skills lessons for six weeks, there was a marked improvement in socially appropriate behavior. The data showed that the introduction of social skills lessons that incorporated many different presentations of the material decreased the levels of student's inappropriate behaviors. Each student for whom data was collected, showed a significant decrease in socially inappropriate behavior across a variety of settings. Student’s focus and comprehension also improved during academic instruction.

The results of my inquiry show that student success increases, as measured by a decrease in inappropriate behavior and an increase replacement behavior. Students engaged in fewer, less disruptive behaviors after participating in targeted social skills lessons. Students are beginning to generalize replacement behaviors to other settings. When students are not distracting themselves or others, they are able to attend to lessons and learn what is being taught.

Students in my classroom participate in a modified academic instruction in: English language arts, mathematics, science, physical education, as well as function skills. When students learn how to behave appropriately in a classroom setting, they participate and learn more during academic instruction. By learning appropriate social skills student’s academic abilities improve as do their abilities to make and maintain friendships.
I sit quietly at my desk. I have a quiet mouth.

If I need help, I raise my hand.

I am sitting at my desk when the teacher reads the schedule. I am looking at the schedule on the white board.

I am sitting in my chair, or I am bouncing on my ball at my desk.

My eyes are looking at the schedule.

I read the schedule so I know what to do today. I know my schedule and I feel happy!
Expected

- nice voice
- quiet voice
- listen
- nice hands

Unexpected

- loud
- beatbox
- movies
- hurt
**Lesson Plan Narrative:**

Have you ever been to a Renaissance Faire and felt that you had been transported to a different time and place? You watched as people strolled around in character with their Elizabthan English accents and periodically engaged in small skits that gave their spectators a sense of what it was like to live more than 700 years ago. You may have admired their enthusiasm and wondered how they could have learned something to the extent that they could create this living museum. It was this type of thinking that inspired the Renaissance Faire project. I wanted my students to not only learn Renaissance history; I wanted them to learn so deeply that they could live it.

How does a teacher go from teaching basic history book knowledge of material to imagining, planning, and implementing such a big undertaking? They begin by inviting other teachers and parents to join. Because the content covers subject matter in the areas of art, drama, and science, it will be difficult for one teacher to go it alone. Secondly, elective teachers will need to be arranged to help students create individual and group projects in their specialized areas. Finally, parents will need to be employed to help coordinate non-content features of the Faire such as: coordinating student costumes, gathering equipment for the tent museums, sewing tapestries, planning and building games, organizing crafts, setting up and breaking down the Renaissance set on Faire day.

Students are first surveyed for their areas of interest and are assigned to one of three guilds in art, drama, or science. The project is launched by placing students in their groups and giving them key vocabulary terms to research such as: Elizabethan era, humanism, empiricism, etc. Using the Internet and teacher guidance, students look up vocabulary in regards to their Renaissance discipline and form a cursory answer to the central research question: What major advancements occurred in your area of expertise as a result of the paradigm shift during the Renaissance Period? Finally, they rewrite the lyrics of a famous Beatles’ song to include the newfound information and perform their songs for the class.

Once working in guilds, students learn about the day-to-day life of tradesman and the inner workings of the guild system. They choose two important historical figures, as well as 2 students who will research and impersonate them on Faire day. They gather resources and begin researching the central research question. Once guilds have chosen 4 advancements, they divide into small groups, select, and thoroughly research one innovation.

Next, students are given direct instruction on how to construct exhibits that show in-depth understanding of subject matter, and a logical and orderly layout. After exhibits are finished, guild members begin designing the blueprints for their tent and utilize parents to help gather needed equipment. Finally, guild members select 2 students who will act as docents and lead younger students through the museum.
Meanwhile guild members also participate in craftsmanship classes in which they work with a master craftsman, an elective specialist, to complete individual works in their chosen discipline. Artists prepare fine art pieces. Scientists create models of inventions or invent a device of their own, and actors study Shakespeare Theater. The drama guild’s performance might include an enactment of 1 or more scenes from a Shakespeare play, a stage combat exhibit, AND an Elizabethan dance. All work created in craftsmanship classes will be displayed in the guild’s tent museum and/or performed on Faire day.

Finally, students participate in a series of lessons that introduce them to the practice of heraldry. They learn how heraldry got its name, view a video that outlines the history and development of heraldry and complete a worksheet reviewing the film’s primary content. Finally, they apply this information as they design and create a coat of arms that will be displayed with their tent on Faire day.

Students and parents arrive at school bright and early on Faire day to erect tents and set up guild museums. Students change into costumes. The Faire opens with a parade through the school campus. Everyone takes their places. The first scheduled group arrives and are led through each museum by the student docent. They view the content exhibits, individual projects, and stop to interact with the important historical figures. When the visiting groups have seen all 3 guilds, they convene at the stage to watch the performance. After the performance, groups enjoy Renaissance games and crafts at their designated booths.

The project is created around 7th grade history standards (7.6.2, 7.6.8, 7.8.1, 7.8.4, 7.8.5, 7.10.1-10.3), but also contains elements of reading, writing, research, and public speaking standards in 7th and 8th grade English Language Arts.

A variety of educational resources were used to teach relevant background information: Allentown Art Museums online curriculum, The Renaissance Connection; The Metropolitan Museum of Art’s online Renaissance Art curriculum; Montana PBS’ online lesson plan Who is that Knight Anyway? (A lesson in Heraldry). Exhibiting History- It’s More Than A Display Board Powerpoint: Chicago Metro History Education Center

Best practices are embedded throughout in the provision of multiple intelligences, student choice, collaborative, as well as independent learning environments. Teaching methods vary between direct instruction, facilitation, discussion, inquiry, research, hands-on, and audio-visual. Examples are provided for best work. The exhibits can easily be scaffolded for GATE or struggling students.

Success of the curriculum can be measured by the attention to detail and the depth of the exhibits, but more importantly by the students’ ability to explain their learning to younger students. On Faire day, I consistently witnessed students fully in character explaining the shift in thinking that led to advancements in all three areas. Docents and impersonators were enthusiastic, engaging, and easily shared their depth of understanding. Actors performed the full production of A Comedy of Errors without a hitch. They delivered their lines perfectly and even had the young audience rolling on the floor at times.
Figure 1: Da Vinci shares his story

Figure 2: Docent explains advancements in materials and technology

Figure 3: Exhibit: Introduction of perspective to art

Figure 4: Student poses in Art Guild’s group project.

Figure 5: Michelangelo demonstrates a new material, oil paints

Figure 6: Art Guild Museum
When I find myself in Middle Ages, the Greeks and Romans come to me,
Speaking words of wisdom, let it be.
And in our hour of darkness they are written right in front of me
Speaking words of wisdom, let it be.

Let it be, let it be, let it be, let it be.
Whisper words of wisdom, let it be.

And when the new humanist people living in the world agree,
There will be an answer, let us learn.
For since they practice empiricism there is still a chance that they will see,
There is a scientific method, let us learn.

Let it be, let it be, ..

And though we were geocentric, there is now a light, that has shined on us,
Shine until tomorrow, let us learn.
I wake up and I see we are now heliocentric, speaking words of wisdom, let us learn.
Let us build, let us build....
Imagine- Artist Guild
Imagine there’s no patronage
Then artists are on the street
With nothing to eat
But their toes and their feet

Imagine there’s no natural world
Then every things supernatural
That would be good
Then everything could fly
Imagine all the artists
Living so deprived

You may say I’m an artist
But I’m not the only one
I hope someday you’ll join us
And all the art will be as one

Imagine there’s no linear perspective
Everything would be dull
Everything would be flat
Like a flapjack on a mat
Imagine all the art
Very dull and bad

Imagine no technical expertise
Nothing would look realistic
We would suck at drawing
But we could draw circles
Imagine you drew like a kindergartener
Crayon all over the page

You may say that I’m an artist
But I’m not the only one
I hope someday you’ll join us
And the world will draw as one
Here Ye, Here Ye,

The Queen has declared that she will host a Renaissance Faire, in which her majesty wishes to invite all her subjects in the (Your school name here) Kingdom to learn about the groundbreaking ideas in art, science, and drama currently sweeping through the land.

Her Highness has summoned her 3 Royal Guilds to dispense this important information.

Each Royal Guild shall design and construct a tent for the Faire that meets the following requirements.

1. Coat of Arms Flag

Each guild must create a Coat of Arms, which represents the members of the guild that will be placed on fabric, sewn to a flag with a pole, and flown from the roof peak of your guild's tent.

Your Coat of arms must be 3 feet wide and 4 feet in height and should include: Please refer to the diagram and instructions below for clarification.

- Shield: Any shape can be used, the outside perimeter of the shield should fill a sizeable portion of the banner.

- Helm (Any Shape)

- Mantle: This represents a falling cloth that protected the armor and the helmet from the heat of the direct sun.

- Parting of the Field (Lines that divide the shield section. Use as many as you
like depending on the charges of the shield)

Charges (symbols decorating shield which should depict the qualities for which your guild is known).

Motto: Single word or phrase which represents your group.

Group Name

Year banner designed: ‘2010’ must be included on your banner

2. **Artifacts, Visuals, written explanations portraying the major shifts in ideas during the Renaissance**
   - Research: What major advancements occurred in your area of expertise as a result of the paradigm shift during the Renaissance Period?
     - Locate books, documentaries, Internet sources to learn about and document evidence that answers the research question.
   - After completing your research, choose 3 or 4 major advancements, shifts in ideas, technologies, etc. that you feel best embody the most important changes in your area of expertise during this era. These will be the focal points/theme of your tents.
   - Next prepare artifacts, visual aids, written explanations, etc. that will teach the Queen’s subjects of these important advancements.
   - Your work should be neat, large enough to see and read from 4 or 5 feet away, colorful, creative, and most importantly informative.

3. **Docents**
   - Choose 4 people who will serve as tour guides during the Faire.
   - Using the information learned through research, create a script that conveys the important themes, ideas, advancements in your area of expertise.
   - Use the script as a guide as you lead groups through your tent during the Faire.
4. **Impersonators:**

- Choose 2 people in your guild who will act as impersonators of 2 important figures in your area of expertise.
- With a protégé each, they will thoroughly research this character, learning his/her background, ideas, major works, and accomplishments.
- Prepare a speech that relays all the important information the world needs to know about their many accomplishments.
- They will study their appearance, demeanor, and mannerisms and practice acting, talking like them.
- Create a costume for the figure
- During the Faire, impersonators will stay in character throughout the day, mingle through the Faire visiting with the guests, and will give their speech to each group as they file through their particular guild’s tent.

5. **Craftsmanship Classes**

- Each Royal Guild will complete a craftsmanship class in their area of expertise in which they will learn from a master craftsman.
- Upon its conclusion, Royal Guild members will complete various individual and/or group projects that shall be guided by the master craftsman.

6. **Design and Construct a Tent**

- With all the pieces complete, each Royal Guild will design a magnificent group of tents to house their contents.
- All Guilds will produce a detailed, neat, and colorful draft on paper of their tent, which shall be approved by their Master Teacher.
- Upon approval, they will gather the design materials, and begin construction.
- On the day of the Faire they shall erect their tent on the designated place on the field.
Guidelines for Artifact Exhibits

Content
Parts of an exhibit
- A Title
- Introduction
- Segments
- Subtitles
- Label: Student Interpretation/Explanation

1. Title: The title sends your message
- Make the title snappy and informative, and hint at the argument viewers will find in the exhibit.
- Why do some titles communicate more effectively than others?
  
  *The Memorial Day Massacre* Vs. *“They Shot Us in Our Backs”: How the Memorial Day Massacre Galvanized the Labor Movement*

2. Introduction: The Introduction is the road map to the exhibit

The largest label on the exhibit will consist of approx. 100 words

1. Establishes
   - Context
   - Change
   - Significance or Impact
2. Contains Thesis Statement

Example:
The race riot of 1919 was a cataclysmic event in Chicago. After five days of rioting, 38 white and black citizens were killed and 537 were injured. The riot itself was the product of nearly two decades of conflict between whites and blacks over housing, jobs, and political representation. Before the riot, the black community was pressed into separate areas of the city by informal and extralegal means. After the riot the means of enforcing segregation became more accepted, more formal, often more violent, and completely legal. In this way the 1919 riot was a turning point for the city Martin Luther King, Jr. called the “most segregated in the nation.”
A Strong Thesis
- Makes a specific argument or interpretation
- Has a narrow focus
- Based on and can be proven with evidence
- Can be communicated in one or two sentences.

Example: After the 1919 riot means of enforcing segregation became more accepted, more formal, often more violent, and completely legal.

3. **Segments of the exhibit: Segments are like sections in a museum or paragraphs of a paper.**
   The subtitle, interpretive label(s) and a variety of sources all connect to tell the story.

Parts of a Segment
- Subtitles
- Labels
- Sources – Photos, Quotes, Charts, Maps, Graphs, drawings, paintings, 3-D models, etc

a) Subtitles are guideposts that guide the viewer through the exhibit and establish the main points of the argument.
b) Labels tell the story
   - Labels consist of 50-75 words that develop the interpretation in organized clusters of claims and evidence. Each label communicates one main idea.
c) Sources: In each segment of the exhibit, the sources directly relate to the label text.

A successful exhibit is the product of:
- in-depth research,
- a clear interpretation,
- interesting and relevant sources,
- a compelling story,
- a visual design and layout that reinforces the message.

---*Its More Than A Display Board:*
Chicago Metro History Education Center
Lesson Plan Title: True Colors
Lesson Plan Grade Levels: K, 1, 2, 3, 4, 5, 6
Lesson Plan Subject Areas: Language Arts/Reading (SAGE Category), Mathematics (Amgen Category), Visual Arts

Lesson Plan Narrative:

Knowing others is intelligence; knowing yourself is true wisdom. Mastering others is strength, mastering yourself is true power. ~ Lao-Tzu

Our goal for students is more than knowing facts and figures. It’s knowing and being secure in who they are in the world. It’s finding success in individualism instead of a desire to blend in or be like someone else. But how do people find out who they truly are? At the start of the year, our class took a step on the never-ending road to self-discovery. Hopefully, with what they learned in our project, they’ll always seek to journey further.

At the start of this school year, our school chose the year-long theme “True Colors”. True colors are not someone’s hobbies or activities, but are their true characteristics that make them unique. After learning about our theme, I needed to figure out how 8 to 10-year olds could define true colors and authentically learn about their true colors. To guide them through this journey, I decided on the driving question, “How can we create a mural for the music room that best represents the true colors of our school?” Our new music room was bare so decorating it with a mural seemed the perfect way to bring life to the room and ensure each student would feel a connection to the mural.

To answer our driving question, students first defined “true colors” both literally and metaphorically. To understand the meaning literally we studies color through art. To understand the meaning metaphorically, we made a gridded portrait, autobiography, fundraiser art piece, “I Am” poem, and interviews.

Gridded Portrait (See attachment for picture)
For my students to learn about themselves through art, they gridded a photograph of their face into 24 squares. Then they gridded their canvas and began drawing square by square through a view finder. They learned about the proportion of facial features, how to shade with a pencil, and became very familiar with every freckle on their face!

Autobiography (See attachment for picture)
To document the true colors of their lives, students created an autobiography book that included an open-minded portrait, table of contents with the most important “chapters” of their lives, and a narrative account of one of those chapters. For the table of contents, students examined other biographies and then learned how to timeline their lives and write captivating titles like, “First Breath” for their birth. Students shared their art and writing with the class as they continued to learn more about themselves and each other, building community.

Fundraiser: Characteristic Art (See attachment for picture)
Our school had an art fundraiser where students created an art piece to be printed on personal items like a journal, mug, pillowcase, etc. Our students decided they wanted an art piece to show their “true colors.” After much thought, we created a concept that included words and color. We generated a list of 40-50 characteristics that included: inventive, open-minded, active, and patient. During the creation of this list, there was a lot of discussion about the parameters of each vocabulary word. What exactly did flexible mean? How does someone show they’re flexible? Do you have to be a great painter to be artistic? After much discussion, students picked five CHARACTERISTICS that best described themselves. A parent volunteer used a computer program and students true colors were added around a picture of themselves. Students finally picked a color they thought matched their personality and painted over the image with a watercolor wash.

“I Am” Poem (See attachment for picture)
Students listened to poetry by poet, Glenis Redmond, and read her poem, “I Am.” Each child wrote their own “I Am” poem using compacted language that described themselves, their family, culture, personality, and physical qualities. In their final drafts, students wrote lines such as, “I am a strong as the Twin Towers before they were knocked down” and “I am Shannon’s daughter, but with Eric’s shy personality.” These poems were compiled into a class book and read proudly during buddy reading time.

Interviews And Gathering Data (See attachment)
After weeks of learning about our true colors, we gathered in the barren music room and I posed the driving question again. “How do we create a mural in the music room that best represents the true colors of our school?” Hands shot up with ideas of how best to create a mural. A student had the idea of having a tree with each branch representing a true color characteristic. After much refining through collaboration, we decided to have two trees with 10 branches for the characteristics: adventurous, active, caring, creative, curious, responsible, easy going, helpful, outgoing, and sensitive. Students decided it would be best to interview everyone in school and put their name and photograph on a colored paper leaf on the corresponding true color branch.

To interview 300 students and staff members, we split into small crews of students to interview certain students in each class and support staff. We used the school attendance sheets to ensure no student was left out. Luckily, since True Colors was a school-wide theme, all students were familiar with the concept and quickly understood what we were asking. Our students collected the interview data using a tally chart. Then, back in class, students worked together to make a bar graph to analyze which true color most and least represented our school.

Mural (See attachment for picture)
After we finished their interviews, photographs, and bar graph, we were ready to make the mural. We collaboratively worked to make trees, leaves, and surrounding art. When we finished our mural we toasted to a job well-done with lemonade. The following day we had a Grand Opening in which crews acted as tour guides to the classes they interviewed. Many excited faces from 5 to 75 years-old “oohed and aahed” and searched excitedly to find their picture.

Rubric (See attachment)
Once the mural was finished and students saw the impressed faces of their friends and adults in our community, students completed a rubric assessing themselves on the project, the contribution to their crew, and their bar graph. We reviewed the rubric earlier in the project so they were familiar with the expectations and worked on the mural with the rubric in mind. They also used a work ethic rubric throughout the project showing the expectations of group work and collaboration. Lastly, bar graphs and tally charts were discussed first in our math program and reiterated during our True Colors Project.

Impact
This project had lasting impacts for our school community. First, it beautified our music room with a gorgeous and meaningful art piece everyone enjoys. Second, it represents everyone in our school as being a part of one
community while recognizing we have a diversity of true colors. Some kids were instantly connected to others and knew if they were both athletic they could play a game together at lunch. After this project, some students wanted to learn more about their true colors and took a couple of online tests similar to what teenagers take for career choices. As we make our journey through life we discover more about our true colors and these students will have awareness and way to connect with this foundation. “Knowing your true colors is true wisdom.”
I Am Poem

By Jazzah

1. I am a girl who loves to drink chai in Russia.

2. I am a sunflower that gives seeds to ants and help other sunflowers grow.

3. I am a sweet creamy caramel that has brown hot chocolate eyes.

4. I am an athletic cheetah that loves to run and has a short temper when angry and of course knows how to win fights.

5. I am a leaf blowing in the wind in the hot sun.
Chapters of My Life

1. First look of Florida
2. Hi Uncle and Aunt
3. Living with you
4. Don't like her
5. First day
6. He says
7. Then I saw you
8. Bye Bye
9. Found out
10. Good

The Fall

By Michael Almaraz

I flew through the air, my hands outstretched. I could see my illusory
landing before my eyes.

Eight minutes before I could hear my cousin, Tommy and Nick from
the kitchen of my Grandma's house. They were crashing the black toy
truck and the two other cars in the driveway.

I stood up from the table. I had just finished my beef stew. My
Grandma was in the living room watching an old black and white comedy.
Now I can go out and play! I thought as I opened the garage door.

Wow, the garage was a mess. I almost tripped over a cushion from
the spare couch. I grabbed an old scooter. The foam on the handle bars
was torn. The garage door was open. I raced down the driveway.

Tommy was in front of me pushing the truck. That gave me an idea.

"Tommy, I'm coming after you!"

"What?" he said as he turned around. "Ahhhhhh!" he screamed as he
started running faster.
MY SPECIAL KIDNEY

When my family traveled to Russia, my dad was in the hospital with a stomach problem. We came to visit him at the hospital. I saw nurses and doctors wearing all white, they seemed like ghosts. All of a sudden my mom turned the wrong way.

"Mom that’s the wrong way," I said while I was pulling her arm back. But just kept following her down the hall way. "Mom?"

A nurse in white with papers came toward us and said.

"Are you really?" the nurse said to my mom nicely in Russian.

"Yes," my mom said back. I was shivering with fear because I’m afraid of needles that take your blood.

We went in the vaccination room. There, the nurse told me to sit on the bed so I sat on the hard cushioned bed. Then the doctor came in the room. She checked my eyes, she put the mini flash light right in my eye and she made me look at her nose because the light was too bright. Then I felt cold hands touch my stomach. She pushed everywhere then she came to a spot.

"Ahh!" I suffered. I told where it hurt to my mom in English.

"What? I can speak in English?" the doctor said while big eyes looking straight at me weirdly. I was very surprised that she could speak English. "Where does it hurt left or right?" She asked me.

"Um, um" I was confused were my left was because I was lying down. "Left!" I finally answered I hope that was the right side.

"Let’s see if she has something right here" the doctor explained to my mom while she was pointing near my belly button. "I need to send her to the ultrasound" the doctor told my mom. Then the doctor told me where I was going and she told me it was not painful. We went out of the vaccination room and we went in the ultrasound room. I opened the door and the light came in the room and when it closed all of the computer lights were bright.

I lay down on the bed next to all the wires of the computer he was looking at. The doctor couldn’t understand English and he could only speak Russian.

"What’s your name?" the man doctor asked me.

"Sasha" I answered.

"I like it. Its pretty" he said to me and I smiled back. He put some gel on my stomach not the kind you put on your hair. He was looking at the computer that I couldn’t see interested. It was a little cold. Then he picked up the small machine and gracefully moved it around my stomach. I giggled.
True Colors Mural and Bar Graph
# TRUE COLORS PROJECT RUBRIC

**Name __________________**

<table>
<thead>
<tr>
<th>Contribution of Ideas</th>
<th>Emerging</th>
<th>Progression</th>
<th>Mastery</th>
<th>Breakthrough</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did not present any ideas</td>
<td>Had ideas that did not move the project forward</td>
<td>Contributed useful and thoughtful ideas</td>
<td>Had ideas that changed the direction of the discussion in a positive and thought-provoking manner</td>
<td></td>
</tr>
</tbody>
</table>

| Contribution for mural | Created little or nothing for mural. What was created was done with little effort | Created one or two leaves for mural with some effort | Created numerous leaves for mural as well as other details to create a full mural | Created leaves for branches as well as larger pieces alone or with partners that became another focal point of the mural |

| Data Collection | Interviewed, collected, and recorded data but needed support from others to do so. Student needed support to start bar graph but completed the remainder independently. | Interviewed, collected, and recorded data accurately. Bar graph was completed independently and accurately. | Interviewed, collected, and recorded data and helped group members do the same. Bar graph was accurate and extremely precise as well as neatly displayed so it can be read easily. |

| Work Ethic | Project time was misused and student distracted self as well as others | Sometimes was on task, other times was distracted | Was on task during project time and therefore completed all tasks | Was on task during project as well as seeking ways to push themselves and the group further |

**Overall Impression (place an x in the appropriate column)**

**COMMENTS**
Standards for True Colors

3rd Grade Standards Addressed
Mathematics
1.3 Summarize and display the results of probability experiments in a clear and organized way (e.g., use a bar graph or a line plot)
2.3 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning

Writing
Evaluation and Revision
1.4 Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.

Organization and Focus
1.1 Create a single paragraph:
   a. Develop a topic sentence.
   b. Include simple supporting facts and details.

2.1 Write narratives:
   a. Provide a context within which an action takes place.
   b. Include well-chosen details to develop the plot.
   c. Provide insight into why the selected incident is memorable.

2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.

Spelling
1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., [qu], consonant doubling, changing the ending of a word from [-y] to [-ies] when forming the plural), and common homophones [e.g., hair-hare].

Listening and Speaking
2.1 Make brief narrative presentations:
   a. Provide a context for an incident that is the subject of the presentation.
   b. Provide insight into why the selected incident is memorable.

Visual Arts
1.3 Identify and describe how foreground, middle ground, and background are used to create the illusion of space.

4th Grade Standards Addressed
Mathematics
1.1 Formulate survey questions; systematically collect and represent data on a number line; and coordinate graphs, tables, and charts
2.3 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning

Reading
2.4 Recite brief poems (i.e., two or three stanzas), soliloquies, or dramatic dialogues, using clear diction, tempo, volume, and phrasing
Writing
1.0 Writing Strategies

Students write clear, coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

1.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.
1.2 Create multiple-paragraph compositions:

Evaluation and Revision
1.10 Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.

2.1 Write narratives:

   a. Relate ideas, observations, or recollections of an event or experience.
   b. Provide a context to enable the reader to imagine the world of the event or experience.
   c. Use concrete sensory details.
   d. Provide insight into why the selected event or experience is memorable.

Listening and Speaking
1.8 Use details, examples, anecdotes, or experiences to explain or clarify information.
1.9 Use volume, pitch, phrasing, pace, modulation, and gestures appropriately to enhance meaning.

Visual Arts
1.4 Describe the concept of proportion (in face, figure) as used in works of art.
2.2 Use the conventions of facial and figure proportions in a figure study.
"True Colors" Survey Data

Check the box the child says is their “true color.”

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<th>Name of Person (First and Last)</th>
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**True Colors Survey**

A true color is not what you like to do, but what makes you like what you like to do.

We will read you a list of possible true colors and we’d like you to pick the one you think fits you. If there is not one that fits you exactly choose one that is close.

Adventurous
Active
Caring
Creative
Curious
Responsible
Easy Going
Helpful
Outgoing
Sensitive

What is your true color? (Record it on data sheet)
To analyze the data we collected about true colors, we will create a bar graph. To make the bar graph you need a total number of people who chose the characteristic as their true color. Write the number or tally mark each leaf on the trees for each characteristic.

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Tally Marks or Number</th>
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<tbody>
<tr>
<td>Adventurous</td>
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<td>Active</td>
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<td>Caring</td>
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<td>Outgoing</td>
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<td>Sensitive</td>
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</table>
True Colors Bar Graph

Directions: Create a bar graph using the data you collected. Choose a scale of numbers for the left side (1, 2, 3…5, 10, 15…10, 20, 30…) and list the characteristics sideways on the bottom. Include the labels for each side of the graph (Number of _____ and Characteristics).
True Colors Data Analysis

Directions: Answer the following questions about the bar graph.

1. Which characteristic best represents our Ventura Charter School Community? _________________

2. Which characteristic does not best represent our Ventura Charter School Community? _________________

3. Do the results surprise you? Why or why not? _________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________

4. How could this data help you connect with our community? _________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
Lesson Plan Title: Peasants to Parachutes
Lesson Plan Grade Levels: 6, 7, 8
Lesson Plan Subject Areas: Language Arts/Reading (SAGE Category), History/Social Science, Science (AMGEN Category), Visual Arts

Lesson Plan Narrative:

Middle School Centers for Collaborative Exploration of Feudalism to the Scientific Revolution

What does it mean to be a “Renaissance Person?” This highly engaging, project-based unit helps students experience major events that led from the historic period of Feudalism to the time period of the Renaissance and beyond. The major goals of the unit include understanding the events that made the Renaissance possible, exploring the key figures of the Renaissance, and investigating the Scientific Revolution and its impact. This student-centered, interactive unit employs multiple intelligences, multiple disciplines, and multiple opportunities for learning and demonstrating deep understandings of this intriguing time in History.

Reviving History
This 6-week unit was truly interactive. Students simulated many historical events during its implementation. During the end of Feudalism portion of the unit, they played Crusades capture the flag, spread the plague (with germ gel and a black light) and created plague masks. During the Renaissance section, the students made models of the Da Vinci Parachute, broke Da Vinci’s code, painted upside-down under their desks like Michelangelo, analyzed medieval and Renaissance art in a gallery walk, and created comics using Dante’s seven deadly sins as inspiration. In the section following the Renaissance, students participated in groups and created songs for their Scientific Revolution Rock Band. The recreations helped students access the curriculum at deep levels.

Students also engaged multiple intelligences. Whereas the kinesthetic learners found great success in the hands-on projects, the visual learners acquired knowledge through PowerPoints and film. The students watched movies including Robin Hood and The Agony and the Ecstasy. Mathematical/logical thinkers thrived in the decoding and engineering centers. Interpersonal learners enjoyed a great deal of collaboration and intrapersonal learners explored their personal experiences in the poetry and writing lessons. Whether a student was an athlete, a writer, or an inventor, there really was something for everyone in the unit!

Going Viral – An Interdisciplinary Approach
This unit was interdisciplinary! Students learned about Science as they explored the differences between bacterial and viral diseases. (The plague was bacterial, but antibiotics were centuries away.) They learned about Anatomy in Da Vinci’s journal sketches of the human body, and they explored the scientific discoveries of Galileo, Copernicus, and Newton. The students also learned about Art as they identified the key differences between Medieval and Renaissance painting. In addition, the middle schoolers explored Literature as they enjoyed the writings of Shakespeare, Cervantes and Dante. Many subjects were integrated into this 7th grade Social Studies unit.
Renaissance People of Today
As one of the culminating projects, students applied what they had learned as they discussed the creative, interdisciplinary thinkers of today. Students were helped to see how the Renaissance people made a shift in thinking from that of their predecessors. Students mentioned people like Bill Gates, Steve Jobs, Kobe Bryant, Oprah Winfrey, and Bono as candidates of people today who are thinking outside the box and crossing over into many disciplines of thinking/creating. In addition to the discussion, students were assessed using both performance based assessments (portfolios) and more traditional tests/quizzes on the major topics of Feudalism, the Renaissance, and the Scientific Revolution.

The outcomes were impressive! All 120 students turned in their portfolios, and a vast majority of students passed the weekly and final culminating tests. Student engagement resulted not only in increased motivation and interest, but in deeper understandings and higher classroom test scores!

   Students loved the experiences provided by this unit:
   • “I was excited to come in everyday, and see what we were going to be doing.” Connie
   • “I still remember that stuff because of all the fun stations, games, and videos. It was cool! I wouldn’t change a thing.” Isaac
   • “My favorite was making the parachutes. Mine really worked.” Ranferi
   • “I can tell the difference between kinds of art. I am more interested in art now then I was before.” Natalee
   • “Can we do that unit again?” Kyle

To be Renaissance teachers, we have to continually think of innovative methods and implementing traditional methods in innovative ways. We have to continually reinvent our curriculum. This unit is particularly adaptable to other areas and time periods in History. For example, interactive centers can be used to explore key figures, inventions, or contributions of a group of people. Capture the flag (or tug of war) can be used to reenact any historical struggle, and art analysis can be used with the products of any society. Finally, thinking “outside the book” while making content accessible can be applied in any discipline.

This unit is aligned with the following California state standards:
Social Studies Standards: 7.6.5 – 7.6.7, 7.8.1-7.8.5, 7.10.1 – 7.10.3
Visual Arts Standards: 3.1, 3.2, 4.4
English Language Arts Standards: Writing Strategies 1.1, Reading 1.2
# 1

“The Last Supper”
By: Leonardo da Vinci
“L'Estoire d'Eracles”
By: William of Tyre
# 3

“The Birth of Venus”

By: Sandro Botticelli
“Mary Magdalen Announcing the Resurrection to the Apostles”

By: Unknown
# 5

“Pieta”

By: Michelangelo
“An Illuminated Manuscript”
By: Fondazione Giorgio
“Mona Lisa”
Leonardo da Vinci
“Maestà”
By: Duccio Di Buoninsegna
# 9  “The Creation of Adam”
By: Michelangelo
"St. Francis"
By: Stefano di Giovanni
Imagine that you are in a band! Each band will be assigned a particular style of music. IN
THAT STYLE, you will perform a song of your own composition summarizing a Person or
Invention from the Scientific Revolution. YOU have 12 minutes to work with your group. In
that time you need to complete the following:

1. Write a song of at least 3 verses that summarizes your person or invention from the
Scientific Revolution. There are Sample songs provided that you may use for melody.
You should split your group evenly so that some work on Verse 1, some work on Verse
2, and some work on verse 3. There are spaces to write you verses on the back of this
sheet.

Verse 1 should introduce your Person/Invention (maybe include when they lived or who
invented them)

Verse 2 should include important information about your person or invention (like what they
did or how they work)

Verse 3 should tell us why this person or invention is so important (include more random facts
or your personal opinion)

2. Put all three verses together and practice performing them in your group’s style. You will
be performing this for the class! Focus on making your lyrics clear. Everyone in the
group needs to perform; if not everyone is singing. You all still need to be in the
performance in some way.
OUR SONG TITLE: _______________________________________________________

Verse 1 (Minimum 3 lines) *A line is at least 5 words

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Verse 2 (Minimum 4 lines)

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Verse 3 (Minimum 3 lines)

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Lesson Plan Title: If We Had Facebook “Way Back When” - Unfriending Benedict Arnold
Lesson Plan Grade Levels: 4, 5, 6, 7, 8, 9, 10, 11, 12
Lesson Plan Subject Areas: Language Arts/Reading (SAGE Category), History/Social Science, Visual Arts

Lesson Plan Narrative:

Grab your student’s attention with this relevant and relatable unit that involves social media, technology, art, and….wait for it….standards! Today’s adolescents are entrenched in the world of status updates, video clips, and music. Teachers in the upper grades are often scrambling to compete with the stimulus overload that their students’ brains seem to be used to. This innovative unit uses the attention-grabbing and familiar platform of a social media site (Edmodo.com) to present 8th grade history standards. Using the format and activity ideas presented, however, this unit can be adapted to cover the learning objectives of other grade levels and subjects. We may be familiar with the lesson format of using a social media template, like Facebook, for educational purposes. Perhaps we’ve seen a simulated Facebook page about a historical character, a character in a novel, or even an element on the periodic table (i.e. Freon posts the status update, “I’m just chillin’”). This unit takes that idea to a new level. Students create an online historical persona from the Revolutionary War period, and after gaining enough background knowledge about that person, participate in an online newsfeed containing video clips, powerpoints, and links to online resources (especially primary sources). Students then comment on the posts, creating an online interactive historical timeline in the form of a newsfeed. Assignments involving higher order thinking skills are throughout, as well as open-ended group work that emphasizes 21st Century Learning Skills like innovation and collaboration.

Unit Elements

Launch: Students view a relevant and well-done music video wherein the musicians are dressed like the founding fathers, and are singing a spoof on “It’s Too Late to Apologize.” (See attachment for this link, as well as many others.) After the laughter, a discussion ensues about how the artists made the history content relevant by putting it in a familiar format (music video). The question is then asked, “What if we had Facebook back then? What would the status updates look like? Event pages, messages, and advertisements? What ideas, causal relationships and parameters are expressed in a social media site like Facebook, and how would that look if history were played out within those parameters? For example would we have unfriending, like when Benedict Arnold shifts loyalties? Would the Sons of Liberty have an Event Page for the Boston Tea Party? What would the messages between Benjamin Franklin and the French look like? This Brainstorming session is recorded for future use.

Assigning historical characters: Students randomly choose a historical character. Care is needed to ensure that there is adequate representation of loyalists, patriots, neutralists, and even foreigners (British and French). Students then do independent research on that character, paying close attention to their role in the Revolution and their potential views on individual events. This is a key juncture to scaffold as needed, assigning more obvious, well-known characters to students needing support and more difficult characters to advanced students.

The newsfeed: Using the Edmodo site, students create a profile with that character’s name and post responses to video clips, informative websites, images, and primary sources, as if it were happening in real time. Much
modeling and direct instruction is needed to ensure that students understand they are role playing as that character, i.e. “Yo, dude, Valley Forge is soooooooooo cold lol.” Is not what we are looking for. (However, I did explain that we would be doing a comical one later just to stave off the temptation.)

**Assignments:** Assignments are posted throughout the newsfeed, in the appropriate chronological order, which lead the students to either a teacher created or outside source for further investigation. These activities include looking at a primary source and drawing conclusions, comparing accounts of a single event using different primary sources (and thus discussing possible bias, rhetoric, etc.), and interactive maps. A nice addition is that the Edmodo site has the capacity for teachers to annotate, grade, and/or send comments to their students about their assignments.

**Group Project:** In addition to the newsfeed, students are put into groups and given the following challenge: “How can we use the Friendship Wheel Application as an inspiration to create a visual that represents the relationships of the newly emerging United States?

**Individual Projects:** After having discussed the parallels between the elements of a social media site and history, students set to work creating a historical event page, messages, advertisements (with oral presentation) or status updates and newsfeed.

**Culminating Event:** Students display their work (Individual Projects and Comical Status Update) in an Internet Café format. All student work is displayed on computers museum-style, and students wander around (or online) and view/celebrate each other’s work. Hot chocolate and cookies are optional.

**Embedded best practices** already mentioned throughout are scaffolding, making the material relevant, the emphasis on higher order thinking skills, open-ended projects that allow for creativity, and 21st Century Learning Skills like innovation, technology, and collaboration.

This unit is easily transferable to any and all history standards, simply by changing the characters and content. With its integration of technology and art, it is perfect for the elementary classroom. Many ELA standards are addressed as well, which lends itself to team teaching between secondary history and ELA classrooms.

**Assessment:** The following are assessed for quality and content: replies on the newsfeed (easily trackable on Edmodo), the completion of assignments, the quality of the individual and group projects, and the self-reflection evaluation at the end. Rubrics are used to guide the student toward success as well as to assess. The evidence of learning is not just a rote recitation of the events, though this is necessary as well. Nor is it a simplistic observation like “I am a patriot and so therefore I would press the like button on the Boston Tea Party and post a negative comment on the Quartering Act. “ Rather, it is the very discovery that the issues were complicated and went beyond a black and white interpretation.
Facebook/Edmodo History Project

A. You have drawn/been assigned a historical character from the American Revolutionary War Era. Your first order of business is to get to know your character so that you can accurately portray them on our newsfeed and in our Facebook activities. Consider the following questions as you research your character:

1. Where they lived
2. Their job/profession
3. Their allegiance to England and the King
4. How they would react to different happenings: taxation, the Boston Massacre, etc.
5. Their involvement in the War
6. Their involvement in important documents like the Declaration of Independence and the Constitution.

B. As you answer the questions, fill in the corresponding information on Character Notes.

C. Watch the newsfeed video clips on Edmodo and/or read all postings about the different events. You should do them as they appear on the feed, with the bottom being the beginning of the timeline and new posts being later. So, when we are done, the Constitution will be the top posting (last entered) and the French and Indian War (first entered) will be on the bottom. It would be easier for you to respond to the postings in chronological order.

D. Carefully watch each clip and/or read each posting, taking notes in the appropriate spot on Event Notes. Refer to American History Timeline for more information.

E. Comment on the posting as your character would respond. Feel free to show emotion, but do not swear, etc. Also, I know slang would be fun (Yo, dude, that was awesome!) but not exactly historically accurate, which is what we are going for. You will have an opportunity for slang postings later. Your postings can be brief (sentence or two) but should be meaningful and demonstrate that you understand the significance of the event and how your character would react. Your reactions should also make it clear to others what your position is on certain events. For example, if you are a loyalist then that should be clear and the Patriots should defriend you. If they don’t, then you are not making it clear enough.

F. Considering the list of members and who they are (their posts should help you), begin filling out the Friends and Enemies sheet. Everyone begins as a friend, and then change friendship standings as needed. When you defriend them, send them a message telling them so and explaining why.

G. Towards the end of the project, we will all brainstorm how we are going to construct a Friends’ Wheel together. This will be a group project and will be completed in class. As a group, you will study the prototype, make notes on Prototype Notes, design your wheel and make notes on Wheel Design Sheet, discuss the mode of presentation, collect materials, and construct the wheel. Before you begin, you will also decide on a grading rubric.
H. Lastly, you will choose from the following individual projects.
1. Create a list of Sponsored Advertisements (5) with captions and pictures
2. Create a Page
3. Messages (10 total)
4. Create an Event

I. Once your choice has been approved, it will be your job to study the prototype and again record your notes on **Prototype Notes**. A rubric will be provided you, and you will set to work on constructing your Facebook-inspired Individual Project.

J. So, here is the slang that I promised you! Using the Facebook template, think up the funniest scenario and posting that you can and enter it in the “Oh, no you didn’t!” Contest. Come on! Make us laugh!
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## Event Notes

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<td>Who Involved:</td>
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<td>Why Significant:</td>
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<td>Who Involved:</td>
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<td>Why Significant:</td>
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### Friends

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### Enemies

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Prototype Notes

Facebook Element

Prototypical Elements

Design Plan
Wheel Design Sheet

Prototypical Elements

Design Plan
**Friends’ Wheel Rubric**

Directions: Discuss with the group what would constitute excellent work. Describe the criteria (left-most column) and identifying features for excellent work. Fill this column in first. Then fill out the rubric in the other categories. Keep the ‘Break Out’ column blank. This column is for amazing, above-and-beyond work that is yet to be determined!

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Poor</th>
<th>Fair</th>
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<th>Excellent</th>
<th>Break Out</th>
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Comments

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212
Facebook Template

Directions: Using the template found at [http://www.teachone2one.com/teaching-with-technology/facebook-templatefor-education/](http://www.teachone2one.com/teaching-with-technology/facebook-templatefor-education/) complete a newsfeed that expresses the following elements:

1. Discuss a certain event, document, etc.
2. Choose the characters involved. (Could be all new characters from those in our newsfeed.) Include their photos.
3. Have them speak in modern slang.
4. Keep it clean, but make it funny, ironic, etc.
5. Print out.

Brainstorm

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Internet Links Used for Edmodo Project

Videos~

French and Indian War

http://www.youtube.com/watch?feature=player_embedded&v=IVEmOVnS9BE

The Sugar Act of 1764

http://www.youtube.com/watch?feature=player_embedded&v=FkJ0eRAYRCU

The Quartering Act of 1765

http://www.youtube.com/watch?feature=player_embedded&v=jKnN8Jg36kA

The Stamp Act

http://www.youtube.com/watch?feature=player_embedded&v=sCez0nHsDWo

The Townshend Acts

http://www.youtube.com/watch?feature=player_embedded&v=zNArfsy_fM

Boston Massacre

http://www.youtube.com/watch?feature=player_embedded&v=iloGkp5f_Hk

Committees of Correspondence in 1772

http://www.youtube.com/watch?feature=player_embedded&v=IKdS7QoZYBw

The Boston Tea Party
The Intolerable Acts of 1774

The First Continental Congress in 1774

Patrick Henry’s Speech

The Midnight Ride

The Battle of Lexington And Concord

Thomas Paine’s Common Sense

The French Enter The War At Trenton

Treaty of Paris in 1783
The Writing of The Constitution in 1786

http://www.history.org/media/videoplayer/?cat=vodcast&file=ConstitutionDay

Assignments~

Read the following account of the Battle of Lexington from a colonist’s point of view.


Read the following account of the Battle of Lexington from a loyalist’s point of view.


Analyze the picture of a tar and feathering and answer the Primary Source questions. Is it Patriotism or Treason?

http://docsteach.org/activities/19

Compare the draft and ratified version of the Preamble. Answer the questions provided.

http://docsteach.org/activities/68
Independent  Facebook-inspired Projects

1. Choose the type of activity you would like to do:

A.  Facebook template page  Using the link at http://www.teachone2one.com/teaching-with-technology/facebook-templatefor-education/ create a Facebook page for a character, document, or event. Fill in every element of the template. Be creative and thorough!

B.  Ten messages/postings  
Using Edmodo, create a message page or posts back and forth between two of the following: people, events, and documents. Feel free to be creative! It does not have to be between two people. You can have an event or document “talk,” such as, you can have a slave interacting with the Declaration of Independence (expecting freedom and then being disappointed), the king arguing with Common Sense (how dare you!), or the Boston Massacre talking with Paul Revere (questioning his propagandized interpretation of the event). 8th graders must use personification if they choose this option.

C.  Create an Event Page  
Using Edmodo , create a new account about an event, i.e. the signing of the Declaration, Washington Crossing the Delaware, or the Midnight Ride. Invite people to your event (show their small pictures) and post at least ten postings about the event. Use other people’s accounts to get their posting and name on the account. Or, you could recreate what looks like an Event Page using Powerpoint.

D.  Create five advertisements with captions  
Study the advertisements to the right of a Facebook wall. What do they look like? Notice shape, size, and captions. Using Powerpoint, create at least five advertisements and accompanying captions. Make it look as close to a Facebook page as possible. This assignment includes a strong presentation piece, in that you should be able to communicate whose page these advertisements are on, why they would show up on his/her page, and the historical significance of the advertisement. Make sure there is a historical significance!
2. Choose the topic (these are just ideas)

A. Battles
B. Taxation Acts
C. Important Documents
   1. Declaration of Independence
   2. Magna Carta
   3. Common Sense
   4. Articles of Confederation
   5. Constitution
D. Important Events
   1. Boston Tea Party
   2. Boston Massacre
   3. French entering the war

3. Have both activity and topic approved by ______. Write below and get her initials.

__________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________

4. If you are not using the template: look at the prototype (the real Facebook page). What are the elements that you can reproduce? Some elements can be copied and pasted. Do an image search on Google. Use the Insert tab on Word to draw rectangles, etc.

__________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________

5. **Study the topic.** Type notes on a word document. You will be turning these notes in. This is an important piece of your assignment. **Do not** skip this step. You will probably have at least a full page of notes. Bullet points are allowed.
## Independent Facebook-inspired Project Rubric

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Directions:</strong></td>
<td>Weren't the specific directions of the assignment followed?</td>
<td>Student does not appear to have checked the assignment sheet.</td>
<td>Some of the directions followed.</td>
<td>Almost all directions followed.</td>
<td>Followed completely.</td>
</tr>
<tr>
<td><strong>Creativity:</strong></td>
<td>Is the project creative visually? Is the language rich and attention grabbing? Did you 'make it your own'?</td>
<td>No evidence of putting your own thought into the assignment.</td>
<td>A few evidences of creativity and ownership.</td>
<td>Several evidences of creativity and ownership.</td>
<td>Clear evidence of ownership. Creative and visually appealing. Engaging language.</td>
</tr>
<tr>
<td><strong>Content:</strong> (Does not apply to advertisements) Is the information deep and detailed?</td>
<td>Information shared showed little to no evidence of research.</td>
<td>Some evidence of research. Just covered the basics of the ideas.</td>
<td>Somewhat informative. Additional research beyond the textbook evident.</td>
<td>Very informative and deep. Much research beyond the textbook evident.</td>
<td></td>
</tr>
<tr>
<td><strong>Presentation:</strong> (Advertisements only) Did the presenter know the material and present it clearly and in an interesting way?</td>
<td>Presenter seemed unprepared and was just going through the motions.</td>
<td>A few good points were made in an engaging way.</td>
<td>Many good points were made in an engaging way.</td>
<td>Very clear, engaging, and informative throughout.</td>
<td></td>
</tr>
<tr>
<td><strong>Mechanics:</strong> Is the project free from spelling, grammar, and punctuation errors?</td>
<td>Work has so many errors it appears to be a rough draft instead of a finished product</td>
<td>Many noticeable errors</td>
<td>Few errors, but they are not distracting</td>
<td>No errors</td>
<td></td>
</tr>
</tbody>
</table>
## Friends’ Wheel Project Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
<th>Break Out</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation</td>
<td>Sloppy cutting, messy writing, difficult to understand etc.</td>
<td>Meaning of wheel is vague, design was not completely thought through, somewhat sloppy.</td>
<td>Easy to understand neat writing and cutting, overall neat and average.</td>
<td>Superb, all information is clearly displayed. Neat writing/typed. Everything in place.</td>
<td></td>
</tr>
<tr>
<td>Mechanics</td>
<td>Spelling and grammar interferes with being able to understand the meaning of this project so that you can't understand its.</td>
<td>Less grammar and spelling mistakes still hard to understand</td>
<td>Few mistakes, easy to understand and read.</td>
<td>One or two mistakes and piece flows well.</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>One or two people involved in making wheel. Everyone else sitting and talking.</td>
<td>A few more people working, still most of group is off task</td>
<td>Most people contributing to the wheel but some are still not working.</td>
<td>Everyone is involved with helping even if not very much.</td>
<td></td>
</tr>
<tr>
<td>Creativity</td>
<td>Very bland art work or none at all. Looks like a third grader could have pulled it off.</td>
<td>Some artistic elements</td>
<td>Good art, creative ideas implemented.</td>
<td>Excellent artwork, fits in and adds to wheel, many creative elements.</td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td>Nothing is organized, work was not delegated well or evenly</td>
<td>Some organization is shown, some evidence of delegation</td>
<td>A good amount of organization Complete delegation</td>
<td>Lots of planning is shown, wheel is easy to understand and people are working hard all the way through</td>
<td></td>
</tr>
<tr>
<td>Challenging</td>
<td>Bare minimum of work done, very little enthusiasm.</td>
<td>Went a little farther, but still rudimentary.</td>
<td>Team pushes themselves in their work</td>
<td>Team is very enthusiastic and does lots of work on their wheel, project shows everybody involved.</td>
<td></td>
</tr>
</tbody>
</table>
Me to Colonies to Constitution

French and Indian War

French and Indian War Video Part 1.wmv
youtube.com

Jan 22, 2012 | Reply | Share | Tag ▼

Samuel A. - quite intriguing...
Jan 24, 2012

Marie Joseph Paul Yves Roche G. - I was very unhappy about this. My Indian allies and fellow French soldiers died in this war. It made me very unhappy to fight and witness death.
Jan 24, 2012

Crispus A. - I dont appreciate people fighting like this. It makes me feel very unhappy that people are being violent.
Jan 24, 2012

George W. - The death of Braddock was a great loss to the British army. I myself barely made it out alive. We need to get different colour uniforms.
Jan 24, 2012

Thomas J. - I do not care very much. They did not mess with Virginia at the time. The wars that come though, not very happy about those.
Jan 24, 2012

Benedict A. - Im disgusted with actions the indians did on my people. Although I was enrolled in the army I did not engage in battle, the French would be sorry if I was in the battle.
Jan 24, 2012

Lord N. - This war was a terrible loss to the British Military! Although I did not witness this war myself, if I was there, they would be sorry! Deploy more troops! Destroy them all!
Jan 24, 2012
Group Project- Friends’ Wheel Artistic Piece

Students designed the bulletin board as well. Their captions explain the symbolism of their art piece.
Work in progress...

Making the sword with mask-making material

Painting
Discussing the project and comparing it to the rubric
An Example of an Individual Project

Conversation between a slave, Thomas Day, and the Declaration of Independence

Claire G.

2/16/12

Slave- Mr. Declaration, this is unacceptable; you state that "all men are created equal" and yet there are still slaves!

Declaration- Well...what I meant by that was simply that "all WHITE men are created equal, not black."

Slave- That is not fair!

Thomas Day- Indeed... oh and as I recall, in one of the first drafts of Mr. declaration, you stated--as a use of making the British look bad--that they had slave trades when you yourself had the same! "If there be an object truly ridiculous in nature, it is an American patriot, signing resolutions of independency with the one hand, and with the other brandishing a whip over his affrighted slaves."

Mr. Declaration- Fine, fine, I will take part in the abolitionist movement.
*clap clap clap*
Lesson Plan Title: Pharaoh book and the Embalming Pavilion
Lesson Plan Grade Levels: 5, 6, 7, 8, 9, 10, 11, 12
Lesson Plan Subject Areas: Language Arts/Reading (SAGE Category), History/Social Science

Lesson Plan Narrative:

As a sixth grade history teacher I have the privilege of covering ancient civilizations, including the most exciting of them all, ancient Egypt. I have noticed over the years that the interest, even in this exciting topic (think: dead guys covered in rags), was waning as other “things” became much more exciting. I was also aware of the changing demands in education towards more critical thinking activities and synthesizing information to produce more employable citizens with the ability to be innovative, as well as creative, in their jobs. Recognizing the interest my students had in social networking and hands on activities, I decided it was time to take this unit up a notch, and thus Pharaohbook and “The Embalming Pavilion” were born.

For the next few weeks we explored, discussed and created everything Egypt. We learned how to draw art with the specific techniques that Egyptian religion dictated, we studied the mind boggling construction of pyramids using math and science to construct models, we explored the types of festivals and parties the Egyptians threw (and definitely found some similarities between Egyptian noblewomen and the Kardashians!), we learned about how the Nile was the absolute center of Egyptian life, we found out that most Egyptians were vegetarians simply because meat was too expensive for the average Egyptian, and every topic in between. In simple terms, we became experts, (but preferred to be called Egyptologists). A great thing about how we did all of this exploration was by reading “Readers Theatre” style non-fiction accounts of life in ancient Egypt. We also explored books, film clips, museum websites, archeological dig websites and National Geographic magazines. All of this work went toward the completion of four separate missions that focused on different aspects of Egyptian life: Mission #1: Daily Life, Mission #2: Religion, Mission #3: Arts and Education, Mission #4: Mummification. Students completed these missions as a team of 4-5 students.

At the completion of each mission, all team members were required to successfully pass a quiz with a score of 80% or higher. This made the teams very cohesive and students that struggled to work with one another (or pay attention), quickly learned (peer pressure!) that it was much more fun to work with others. Each person on the team brought strengths to their successful completion of the tasks and quizzes, which translated into understanding and excellent grades!

At the end of the four missions students had two culminating tasks to complete, mummification and the Pharaohbook Project. The students were definitely experts in mummification; they had written, created books and discussed extensively the finer aspects of mummification, including comparing and contrasting mummification and ancient Egyptian beliefs about the afterlife with their own beliefs.

Students arrived on mummification day to find their classroom had been turned into the “Embalming Pavilion.” At their desks students found a doll (a hollow Barbie-style doll cut open with organs inside), and all the supplies necessary to perform mummification. They first read the “toe-tag” which told them the name of the person, their job and how they died. Students were then able to determine how mummification would proceed...
according to their social status. Students followed each step, including the removal of the “gray-matter” through the nose. Careful attention was paid to all details and soon we had a classroom full of mummies! (Please see PowerPoint presentation.)

The culminating event was now ready to begin... Pharaohbook! Since we have no access to computers in our classroom, students were given templates representing three pages of Pharaohbook, the wall page, info page, and photo page. This activity was the “final exam” of the unit and students were challenged to prove they had extensive knowledge and understanding of ancient Egypt by what they put on their Pharaohbook pages. (Please see samples.) Through their comments on the wall page, photos on the photo page and information on the Info page, students showed me that they understood daily life, social class, religion, geography and government of ancient Egypt. Students were also encouraged to “friend” others in class and “write on each other’s walls,” quite a treat for all students.

In the end, the students did an amazing job! I was absolutely astounded at their understanding of ancient Egyptians and their ability to synthesize modern technology with ancient times. Even my students that have limited or no access to technology outside of school (or a traditional Facebook page), were able to access the process of social networking in a controlled environment. Many of my students told me how their parents got involved and they finally let them have their own traditional Facebook pages, searched online with them at home or the local public library for more resources on ancient Egypt, and how they spent some family time planning their Pharaohbook pages. I couldn’t have been more pleased with these results.

As our world continues to become increasingly technologically advanced and technologically dependent, it is our responsibility as educators to be familiar with, and utilize, that technology in order to assist our students in being productive, critical thinking innovative members of society. By giving our students the opportunity to demonstrate their knowledge in nontraditional ways, as in this unit on ancient Egypt, we give them the skills necessary to achieve these goals.

This lesson encompassed many facets of social science, language arts, ELD, art, science and math. Since this is a social science course, for our purposes, this broad standard was explicitly addressed: Social Science 6.2- Students analyze the geographic, political, economic, religious and social structures of Egypt. Specific assessment tools, as well as supporting documentation and sample work, can be found in the attached materials.
Lesson Plan Title: We're Taking a Road Trip!
Lesson Plan Grade Levels: 4, 5, 6
Lesson Plan Subject Areas: Language Arts/Reading (SAGE Category), Mathematics (Amgen Category), History/Social Science

Lesson Plan Narrative:

The traditional fifth grade “state report” takes on a new twist with our Road Trip project! Our students began the year by learning the location of the fifty states and capitals. Following mastery, they chose a state they were interested in researching for the remainder of the year. They participated in several activities that involved gathering information and learning the geography and general facts associated with their chosen state.

Once they began to “own” their state we had a random drawing. Each student chose the name of a classmate and prepared to make a virtual trip to the capital of his/her state. During our weekly computer lab period, students accessed Mapquest and developed the route from the capital of their state to the capital of their destination state. The chosen route gives the total mileage and number of hours the journey will take. Students were allowed to “drive” no more than six hours a day, so they used their division skills to calculate the numbers of days the trip will take. This led to many good conversations about interpreting remainders. Once the trip route and length had been developed, each student interviewed the student to whose capital they were travelling to find out places of interest they would like to visit.

Academic areas addressed:

Social Studies: Students use their previously mastered skills in identifying the location of states to follow the route. In addition, they became the expert on interesting sites in the capital area of their state in order to make recommendations to the student whose road trip took them to that capital.

Writing: Students use gathered data to prepare and write a paragraph about their road trip. They used creative writing skills to imagine a reason for their trip, followed by the distance and time needed to make the journey. Finally, they used recommendations from the student whose state they are visiting to describe a visit they might make to an interesting site in the capital. The writing was evaluated using the Six Traits method adopted by our school district.

Math: Students calculated the time needed to make their journey by finding the total driving hours and dividing by six, since that is the number of driving hours allowed per day. They decided how to reasonably interpret the remainder, if any.

Once all routes had been developed, we evaluated the miles traveled using fifth grade mathematics standards. We found the range by putting the distances in order from least to greatest. We then found the mean, median and mode. Students reported a greater understanding of the vastness of our country. Individual calculations were evaluated for accuracy, while whole class interpretation of the data was evaluated for participation.
Technology: Students used written directions to access mapquest.com and input their starting point and destination. Once they successfully developed a route, they correctly prepared to print deleting advertisements so as to not waste paper. Evaluation was based on a correctly printed map with the necessary information included.

We found students highly motivated by this project. They felt an increased pride in their own state when sharing interesting sites with another student. They gained a more concrete understanding of both the vastness of our country and comparative density and size of east coast states to middle-and west coast states.

Variations: Many students chose to tackle the optional side trip project. Independently, they found two points of interest along the way from their capital to their destination. They described these sites and calculated the mileage between stops. One family is even using this project to plan an actual summer trip!

This project could be easily adapted to a fourth grade activity by confining the trips to cities within California, or extended to sixth grade to compare distances between countries.

Attachments include optional templates to be used depending on the writing and organizational skills of the student.
Optional Sidetrip Project

Over Winter Break you have the opportunity to choose and describe an interesting stop along the way from your state capital to the capital to which you are traveling. It may not be inside the city limits of either capital, but may be anywhere along the way.

Follow the directions carefully, and be ready to share your virtual adventure on Tuesday, January 3rd, 2012.

Directions:

Go to mapquest.com and find the directions for getting from your state capital to your destination capital. To add a stop you can click on the Activities icon (two masks) above the map. Alternatively, you may get an actual map at a bookstore, library or auto club and find a stop along the way.
Name _________________________

Print out driving directions:

Go to mapquest.com

Click on “get directions”

In Box A type in your capital and state

In Box B type in the capital and state that is your destination

Click on “get directions”

Look for the Suggested Routes and fill in the following:

• ___________Hours/Minutes
• ___________Miles

Then, click on Print near the top right corner of the map

Under Print Options, uncheck all boxes except

• Map
• Without Advertisement

Click Print!
Paragraph about your trip—fill in the blanks and add your own information.

I’m so ___________________________! I just found out I will be traveling from _________________, _______________ to _________________, _______________.

The trip is _________________ miles, so it will take us about _________________ days. When we get there, my classmate, _________________, said I should be sure to visit

________________________________________________________________________________________________________________
________________________________________________________________________________________________________________
________________________________________________________________________________________________________________
Lesson Plan Title: The Many Stages of Life Cycles!!!
Lesson Plan Grade Levels: 2
Lesson Plan Subject Areas: Language Arts/Reading (SAGE Category), Science (AMGEN Category)

Lesson Plan Narrative:

The Unit and its value
This is a second grade science unit focusing on the life cycles of animals. This is a technology infused unit that explores the similarities and differences of the life cycles of frogs, butterflies and mice. After a teacher created introduction video and species specific Power Points, students use programs such as “Animation-ish,” “Kid-Pix” and “Voicethread” to show their understanding of each species’ specific stages. All learning styles and multiple intelligences are addressed through technology projects as well as the enactment of a life cycle play performance. Students create “Animation-ish” projects showing understanding of the frog and butterfly life cycle. “Kid-Pix” is used to explore the life cycle of a mouse. “Voicethread” as well as “Word” show understanding of the similarities and differences of the various life cycles. A classroom Wiki or Ning is used to both showcase work and keep a photo and writing journal about changes occurring in the classroom tadpoles and butterfly larva. Parents have access to the Wiki or Ning where they can see classroom project results and accomplishments. A culminating play performance as well as “classroom animal release party” also shows parents what is learned. Rubrics are used to assess student understanding after each technology project is finished, typically, one a week. The culminating activities include applying knowledge of life cycles to new species through a post to the class wiki, a prediction blog, as well as a unit test. This is a fun, interactive and technologically rich unit that assists students with internalization of information about animal life cycles.

This project is beneficial in that it uses language arts and technology to inspire student interest in life cycles and science. As student interest increases, learning and higher level thinking will develop helping to make our students more competitive in both national and global societies. Although this unit is a humble beginning, it is hoped that the skills learned will transfer far beyond elementary school into high school, perhaps college and possibly life. Who knows where a spark in interest and confidence in the scientific fields could ultimately lead?

Supporting Information

State Standards:
- This project completes the California State Standards 2a, 2b and 2.c for grade 2 Science, Life Sciences.
- This project completes the California State Standards 4a, 4b, 4c and 4d for grade 2 Science, Investigation and Experimentation.
- This project completes the California State Standards 1.1, 1.2 and 1.4 for grade 2 English, Writing Strategies.
- This project completes the California State Standards 1.1-1.8 for grade 2 English, Written and Oral Language Conventions
- This project completes the ISTE standards for students in Creativity and Innovation, Communication and Collaboration, Research and Information, Critical Thinking and Problem Solving, and Technology Operations and Concepts.
• This project is inclusive of all levels of students including GATE and special needs, through the use of collaborative, heterogeneous groups.

**Facilities/materials:**
• Computers for research, wikis, running programs
• Animation-ish software
• Kid Pix software
• Garage Band
• iMovie
• I will provide handouts, sentence frames, power points, introduction videos as well as examples of projects.
**Week 1, Daily Plan**

**Day 1**
- Activate prior knowledge with computer lab matching game. Show “Life Cycle” video.

**Day 2**
- Frontload scientific vocabulary by looking up words and creating a student dictionary in MSWord.

**Day 3**
- Review of life cycle. Make predictions on voicethread about what will happen to classroom pets.

**Day 4**
- Take pictures of classroom pets and upload to wiki. Explain how to make journal entry in wiki and practice.

**Day 5**
**Week 2, Daily Plan**

**Day 6**
- Frontload information about the frog’s life cycle using the musical video “Tadpole Blues.” Show PowerPoint based on text and have students complete story frames. Have students begin organizing information for their “Animation-ish” project. Remind student groups to continue documenting the changes in the classroom pets by uploading pictures and updates to the class wiki.

**Day 7**
- Use tutorial video to show students how to use the “Animation-ish” program. Have students begin to work together to create animations to show the stages of the life cycle of the frog.

**Day 8**
- Continue work on the “Animation-ish” projects. Allow students to review the tutorial as needed. Show students how to import their projects into iMovie and record narrative. Employ parent help if possible.

**Day 9**
- Have student groups show their “Animation-ish” projects. Record groups scores on rubric. Allow students to give positive comments and suggestions to fellow students. Have students reflect on what they have learned on the class blog.

**Day 10**
- Continue practicing for the play “Life Cycles, How Animals Change.”
Week 3, Daily Plan

Day 11
- Introduce the life cycle of the butterfly using a PowerPoint based on California Science, by Scott Foresman. Students will complete story frames to help with understanding. The teacher will read The Very Hungry Caterpillar, by Eric Carle and show the correlation between the story and the life cycle stages. Students will work individually to begin their own version of the Eric Carle book showing and writing about all the stages of the butterfly’s life cycle. Remind student groups to continue documenting the changes in the classroom pets by uploading pictures and updates to the class wiki.

Day 12
- Students will complete their version of The Very Hungry Caterpillar and begin illustrating their stories in “Animation-ish.”

Day 13
- Continue work on the “Animation-ish” projects. Allow students to review the tutorial as needed. Encourage students to begin importing their stories into iMovie and record narrative. Employ parent help as needed.

Day 14
- Have students show their “Animation-ish” stories. Record individual scores on rubric. Allow students to give positive comments and suggestions to fellow students. Have students reflect on what they have learned on the class blog.

Day 15
- Continue practicing for the play “Life Cycles, How Animals Change.”
Week 4, Daily Plan

Day 16
- Students will work in collaborative groups to complete a voicethread assignment comparing and contrasting various stages of the frog and butterfly life cycles.

Day 17
- Students will complete their voicethread assignment and share their results with the class.

Day 18
- Students will use a search engine on the Internet to research any possible migrations of the frogs and butterflies. Students will use classroom map to chart where the animals currently can be found.

Day 19
- Students will continue plotting animal migration. Students will then use MS Word to write a paragraph comparing and contrasting the differences between the species’ migrations.

Day 20
- Continue practicing for the play “Life Cycles, How Animals Change.”
Week 5, Daily Plan

Day 21

- Students will learn about the life cycle of a mouse by seeing a PowerPoint based on the text California Science, by Scott Foresman. Students will begin working in collaborative groups to depict the life cycle of a mouse using the software program “Kid Pix.”

Day 22

- Students will continue working on group Kid Pix presentations. These presentations will include comparing and contrasting the life cycles of either a frog or a butterfly.

Day 23

- Students will upload and then present their Kid Pix presentations. The class will discuss and comment. The teacher will grade with the appropriate rubric.

Day 24

- Students will blog, using classroom blog, on which animal we have studied that they would most like to be (the frog, the butterfly or the mouse) and explain why. Students will then comment on classmates’ posts.

Day 25

Week 6, Daily Plan

Day 26
- Students will complete a cumulative webquest which will explore the life cycles of new animal species. Students will need to apply the knowledge they have learned throughout the unit to a new assigned species.

Day 27
- Students will complete webquest and present comic board depiction of new species’ life cycle. Students will use the digital camera to upload pictures of their “comic board” to the wiki.

Day 28
- Students will take the unit test from the text California Science, by Scott Foresman.

Day 29
- Students will have a butterfly/frog release party. Students will record in their science journals what they think will happen to one of our species, frog, butterfly, or mouse, after they are released. Students will use Garage Band to record their paragraphs. Students will upload recordings to the wiki.

Day 30
The Many Stages of Life Cycles

Since I was unable to submit a movie as a sample of student work, I am submitting screen shots of the movie one of my students created. This project involved writing a movie based on the book The Very Hungry Caterpillar, by Eric Carle. Students took the story frame of that book and created a movie that needed to include scientific language and go through the stages of a butterfly. They used the program “Animation-lish” to create the movie.
The Many Stages of Life Cycles

These are screen shots of a group assignment. Students were to create a “movie” using “Kid Pix” and Garage Band (to narrate) that compare and contrasted the life cycle of a mouse and a butterfly.
The baby mouse is born with no hair and its eyes closed. Except for the hair and eyes, it looks very similar to its parents. This is different than a butterfly. The butterfly life cycle starts as an egg outside its mother. A butterfly is not "born" until it emerges from the egg.

The young mouse looks much more like its parents. It has grown fur and its eyes are now open.

This is very different from the second stage of the caterpillar's life cycle. The caterpillar is in the larva stage and looks nothing like it will as an adult.
The adult mouse has completed the growing stages. He is now ready to have babies and start the life cycle again.

The caterpillar still needs to finish his metamorphosis. He needs to form a chrysalis and then emerge as a butterfly.

The butterfly and mouse have completely different life cycles. But both start over again.
Lesson Plan Title: Water and Aqueous Solutions
Lesson Plan Grade Levels: 9, 10, 11, 12
Lesson Plan Subject Areas: Science (AMGEN Category)

Lesson Plan Narrative:

Curriculum
This unit is a study of the properties of water and aqueous solutions, a 2 week unit presented to CP Chemistry students, currently taught by all three CP Chemistry teacher at our school.

This unit expands students’ prior knowledge of water and its properties. It engages students by first allowing them to do several hands-on water activities, then continually keeps them engaged by asking students to draw what they know, then show what they know in lab. Finally, students get to eat in lab by making their own ice cream. Students will develop an understanding of Chemistry State Standards Chemical Bonds (2a, b, c, d, f, g, h) and Solutions (6a-e). The activities presented here are used in addition to the Water and Solutions textbook chapters.

The Unit
Activity 1
The unit on water begins with an activity called Water Demos that was inspired by a research article found in the Journal of Chemical Education (Bruck, 2010). Students cycle through 10 stations where they investigate properties of water and aqueous solutions. Additionally, two stations are demonstrated by the teacher. We adapted two of the three stations discussed in the article and created the other ten stations to align with the student’s textbook.

Water Demos is meant as an opportunity to engage students and get them to connect their prior knowledge of everyday water properties to what they have learned in our chemistry class. The demos are split into two days, allowing the students approximately six minutes per station. During the class period, the teacher acts as facilitator to help the students explore the activities at each station. However, no explanations or answers are provided during their investigations. When all stations are completed, the teacher shows applicable video clips and animations to reinforce the chemistry behind the activities.

Activity 2
After Water Demos, students are grouped heterogeneously into groups of four. Within their group, each student is asked to make a drawing depicting one of the main ideas from Chapter 15: solvation, conductivity, surface tension, and phases of water. This is an original activity that was designed because students were consistently having trouble on prior written assessments that included graphics of water’s orientation in the solvation process. To make the activity more meaningful to the students, we included a real-world scenario depicting each of the above main ideas.

Activity 3
Before introducing Activity 3, the students study properties of solutions and can express concentrations in
molarity, molality, percent and parts per million units. We have noticed there is a disconnect between what the students can do on paper and what they can accomplish in the lab. This activity is an authentic assessment of what they have learned about making solutions and provides a meaningful way to apply this knowledge. It was inspired by an article by Robert Becker in Journal of Chemical Education (1995). We have expanded upon the idea presented in the article, and have our students prepare solutions not only from a solid, but also from a stock solution.

The students are challenged with the problem of creating a 1.20 M NaCl solution from solid sodium chloride, and also a second 1.20 M NaCl solution from a concentrated NaCl stock solution. They are told that their grade is based on how close their solutions are to the assigned molarity. We have noticed a nervous excitement in the students as they complete the lab, and bring their solutions to the teacher for assessment. There are a lot of high-fives as they earn 9 or 10 points out of 10 on their solution. And if they don’t, there is often serious reflection on what might have gone wrong, and if there is time, we are often asked if they can make the solution again. Finally, the students are given a real-world application of what they have just done in lab. Students are asked to describe the preparation of an IV drip bag with the proper concentration of electrolytes.

Activity 4
Another group of important properties of solutions which we study is colligative properties. The final activity in the Water and Aqueous Solution Unit gives the students an opportunity to study colligative properties in a very delicious way.

At this point, the students have studied three colligative properties including freezing point lowering. They have practiced calculating the freezing point depression for aqueous solutions. The Ice Cream Lab shows them a very practical and memorable application of this colligative property. In the prelab, the students are asked to calculate the freezing point of an ice-water-salt mixture, which will be used to freeze an ice cream mixture. The students measure the temperature of the ice-water-salt-mixture after the lab is complete and compare to their calculated value. The lab concludes with the students consuming the ice cream. We have found many of our students have never made ice cream and are amazed at how easy it is to make. More importantly, they understand colligative properties and can explain how they are used in real-world scenarios, such as spreading salt on icy roads.

Assessment
During the unit, students are given standard benchmark quizzes on our online testing site. We use results from these quizzes to compare learning from previous years and check for understanding of basic fundamental concepts within the unit.

In addition to the authentic lab assessment discussed above, students are also assessed on their water drawings. If the introductory unit meets its goals, student groups should be able to accurately depict water processes through the use of pictures and diagrams. In addition, each group should be able to correctly answer analysis questions on each topic.

The final cumulative assessment is a traditional written test. Results are analyzed by teachers and we look for inconsistencies and misconceptions that students are still having at the end of the unit. If a large number of students consistently miss a question or standard, we look at the unit and find a way to address the problem for next year, as well as reteach in the next unit.
Activity 3: Lab: Preparing Standard Solutions

Teacher Notes

This is the culminating activity in the solutions part of the Water and Aqueous Solutions unit. The students have already studied solutions and know how to express the concentration of a solution in several units. They have completed assignments where they calculated molarity, molality, mole fraction and percent composition by mass and volume. In this activity they are assigned two solutions to prepare. They are assessed on the accuracy with which they prepare the solutions.

Prelab
On the first day of this activity, students watch a video that describes making a standard solution. They are also shown a volumetric flask and the proper use of a serological pipet. Students are assigned to groups of three and given the remainder of the period to collaborate on writing the procedure they will follow to prepare the solutions. The prelabs are turned in, graded and returned to the students with comments, if corrections need to be made.

Video: http://www.youtube.com/watch?v=XMtm4hVCGWg&feature=related

Lab
During the second day of the lab, the students work in their assigned groups, following the procedures they wrote to make the two solutions. Both solutions are 1.20 M NaCl. The first solution is prepared using solid sodium chloride and requires the students to calculate the mass of NaCl needed to make 100.00 mL of a 1.20 M solution. The second solution is prepared by diluting a stock solution of 5.30 M NaCl, and requires the students to solve a dilution problem and use a serological pipet to measure the calculated amount of the stock solution.

Assessment
The students take their prepared solutions to the teacher and pour it into a 100 mL graduated cylinder. The teacher places a homemade hydrometer into the solution to assess how close the concentration of the solution is to 1.20 M. The students earn a maximum of 10 points for each solution. If the top of the solution hits the calibrated mark on the hydrometer, the solution earns 10 points. If the solution is just above or below the mark, the solution earns 9 points. Solutions landing ¼ of an inch above or below the calibrated mark earn 8 points and outside of the ¼ inch mark earn 7 points.

Directions for making hydrometer
A disposable pipet is used. The bulb is filled about 2/3 full of sand. The end of the pipet is heated to seal it. The hydrometer is calibrated against a standard 1.20 M NaCl solution and a black permanent mark is drawn where the top of the solution hits the hydrometer stem. See the attached photos.

Follow up activity
Students are given one class period to work in their lab groups to complete the follow up activity. They will use the data they obtained on the first solution to calculate percent by mass, mole fraction, molality and density for the 1.20 M NaCl solution.
Lab: Preparing Standard Solutions

Prelab

Watch the following video to review the correct technique for preparing standard solutions. http://www.youtube.com/watch?v=XMtM4hVCGWg&feature=related

Your group will make 2 solutions in lab. Both solutions will be tested by the teacher. Your grade will depend on how close the concentration of the solution is to the assigned molarity. The following materials will be available to you.

NaCl  5.30 M NaCl solution (green dye has been added to the solution)
beaker  25 mL serological pipet and pipet bulb
stirring rod  100 mL volumetric flask
funnel  electronic balance

Write step by step directions for preparing the following solutions. Calculate the amount of solute you will need for the solution. Show all calculations.

Solution 1: Prepare 100. mL of a 1.20 M NaCl solution using solid NaCl.

Mass of solute __________________________________________

Solution 2: Prepare 100 mL of a 1.20M solution using the 5.30 M NaCl stock solution.

Volume of stock solution ______________________________

Prelab grade _________ (10 points)
Procedure:
Use the directions you wrote to make the 2 solutions. After each solution is made, they will be tested and your grade will depend on how close the solutions concentrations are to the assigned molarity.
You will also measure and record the mass of the volumetric flask and solution 1 for a follow up activity.

Data and Analysis:

Solution 1

Prepare 100. mL of a 1.20 M NaCl solution using the 100 mL volumetric flask and solid NaCl.

<table>
<thead>
<tr>
<th>Mass of NaCl</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mass of empty 100 mL volumetric flask with stopper</td>
<td></td>
</tr>
<tr>
<td>Mass of the flask and solution</td>
<td></td>
</tr>
</tbody>
</table>

Take your solution to your teacher and pour it into the 100 mL graduated cylinder for testing.
Grade _________ (10 points)

Solution 2

Prepare 100. mL of a 1.20 M NaCl solution using the 100 mL volumetric flask and the green stock solution of 5.30 M NaCl.

Volume of the green stock solution of NaCl : ________________

Take your solution to your teacher and pour it into the 100 mL graduated cylinder for testing.
Grade _________ (10 points)

Lab grade __________ (20 points)
**Lab: Preparing Standard Solutions Follow UP Activity**

**Data from preparing a standard solution**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>mass of empty flask</td>
<td></td>
</tr>
<tr>
<td>mass of flask + solution</td>
<td></td>
</tr>
<tr>
<td>mass of solution</td>
<td></td>
</tr>
<tr>
<td>mass of solute (NaCl)</td>
<td></td>
</tr>
<tr>
<td>molar mass of solute</td>
<td></td>
</tr>
<tr>
<td>moles of solute</td>
<td></td>
</tr>
<tr>
<td>mass of solvent(water)</td>
<td></td>
</tr>
<tr>
<td>molar mass of solvent(water)</td>
<td></td>
</tr>
<tr>
<td>moles of solvent</td>
<td></td>
</tr>
<tr>
<td>volume of solution</td>
<td></td>
</tr>
</tbody>
</table>

**Analysis**

1. Percent by mass: write the general formula for \( \%(m/m) = \) ______________

   Using the masses from the molarity lab calculate the percent by mass of the solute

   Answer ______________

2. Mole fraction: write the general formula for: \( \text{mole fraction}_{\text{solute}} = \) ______________

   Using the data from the molarity lab calculate the mole fraction of the solute

   Answer ______________

3. Density: write the general formula for density: \( \text{density} = \) ______________

   Using the data from the molarity lab calculate the density of the solution

   Answer ______________

4. Molality: write the general formula for molality: \( \text{molality (m)} = \) ______________

   Using the data from the molarity lab calculate the molality of the solution

   Answer ______________
Question

IV drip therapy is used to correct electrolyte imbalance, administer drugs, fluid replacement or chemotherapy. Administering a too-dilute or too-concentrated solution can disrupt a patient’s balance of electrolytes.

You are a medical technician and must prepare an IV bag for a patient. The doctor has prescribed a drip bag that includes the following:

- 0.0445 M NaCl
- 0.0749 M C₆H₁₂O₆
- 0.0201 M KCl

Describe how you would prepare the IV bag. Calculate the amount of each substance required for a 1 liter drip bag. Express the amount in grams/liter.
Activity 4: Lab: Phase Changes in Matter Due to Heat Transfer (Ice Cream Lab)

Teacher Notes

This is the last activity in our Water and Aqueous Solutions unit. At this point, the students have studied many properties of solutions, including colligative properties. They also know how to express the concentration of a solution in molarity, molality, percent by mass and parts per million. They are enthusiastic to put all they have learned to practice, especially when they learn they will be eating the product of their lab.

Prelab

The students are given the prelab the day before the ice cream activity and given time in class to calculate the expected freezing point of the ice/salt mixture with their lab partner.

Lab

Materials per lab group:

- 2 cups
- 2 paper towels
- 1 cup milk
- 4-6 cups of ice
- 2 spoons
- scissors
- 2 teaspoons vanilla
- ½ cup rock salt
- 1 quart size Ziploc bag
- 1 gallon size Ziploc bag
- 4 heaping tablespoons sugar
- Extra large plastic trash bag to cover table

Before the activity, student tables are cleaned and covered with large plastic trash bags, which are taped in place. Four large coolers are used to hold ice and milk.

It usually takes 10-15 minutes for the ice cream mixture to freeze. Crushed cookies, sprinkles, and other toppings can be provided, though we have found that liquid toppings, such as chocolate syrup, melt the ice cream.
Phase Changes in Matter Due to Heat Transfer
(Ice Cream Lab)

Prelab

This lab will involve the use salt and ice solution to produce a phase change in an emulsion containing milk, sugar and vanilla.
Review colligative properties of solutions, textbook pages 487-496.

Questions
1. What is a colligative property?
2. The freezing point of pure water is 0°C. What will happen to the freezing point of water when NaCl is added to it? Explain.
3. In this lab you will use approximately 800g of ice and 250 g of NaCl. What will be the approximate freezing point of the ice/salt mixture? Show your work.
Lab: Phase Changes in Matter Due to Heat Transfer  
(Ice Cream Lab)

In order to have a phase change in matter, heat must be gained or lost. Phase changes occur all around us in everyday life. For instance, ice melt when a drink is left in a room at normal temperature, conversely, water freezes when we place it in a really cold temperature like the freezer.

In this experiment, heat is lost in order to change an emulsion from the liquid state to the solid state (heat transfer). We will observe how adding a solute (salt) to a solvent (ice) changes the physical properties of that solvent. In this case the freezing point of the ice is lowered sufficiently to allow the emulsion to turn into a solid.

When the salt dissolves, its ions interfere with the freezing process, that is, the formation of ice from water. The salt particles become surrounded by water molecules (hydration). Even though the temperature is below 0°C, the ice can melt more easily than the water can freeze because the water molecules are now associated strongly with the salt ions.

Energy is needed to melt the ice, and this energy comes out of the water. As a result, the water becomes colder. Thus, the salt dissolves in the water, energy goes into melting the ice, and the water-ice-salt mixture gets colder. As heat is removed from the emulsion in the water-ice-salt mixture, it will get very cold and a phase change will occur.

**Materials**

2 cups  
2 spoons  
1 quart size Ziploc bag  
2 paper towels  
scissors  
1 gallon size Ziploc bag  
1 cup milk  
2 teaspoons vanilla  
4 heaping tablespoons sugar  
4-6 cups of ice  
½ cup rock salt  
Extra large plastic trash bag to cover table

**Procedure**

1. Place 2 paper towels on top of the plastic trash bag on your table. You will keep all of your lab operations on top of the towels. The paper towels will absorb any condensation that will occur.
2. Open your smaller Ziploc bag and add:
   4 heaping spoonfuls of dodecacarbo-hydrate granules (sugar)
   2 mL of brown bean ester solution (vanilla)
   1 cup of lacto lipid colloid emulsion (milk)
3. Carefully seal the bag and swish the ingredients around until everything is completely mixed. Note the appearance of the emulsion on your data table.
4. Place the sealed small bag inside the large bag.
5. Into the large bag add 4 cups of ice. Sprinkle ½ cup of sodium chloride crystals over the top of the ice and then seal the large bag.
6. Lay the bag on the paper towels. Every 5-10 seconds flip the bag over on the towels. Hold the bag by it corners as you flip it over because it will become very cold. DO NOT LIFT THE
BAG COMPLETELY OFF THE TABLE OR TOSS IT IN THE AIR, BURST BAGS MAKE A GIANT MESS.
7. Watch the emulsion inside the bags as you flip it over and over. Note any changes you observe.
8. When the emulsion has completely frozen into a semi-rigid solid, note how long it took to freeze on your data table. Open the large bag and remove the small bag. Measure the temperature of the ice-water-salt mixture and record in the data table. Take the large bag to one of the sinks and pour the ice-water-salt mixture down the drain. Throw the empty bag into the trashcan.
9. Quickly rinse the small bag in cold tap water to remove the salt from the outside of the bag. Pay particular attention to the zipper flap and remove the salt.
10. Cut the corner off of the small bag and squeeze the frozen emulsion into the two cups.
11. Use the two spoons to eat the results of your experiment.
12. When you have finished, clean up by throwing away all of the materials that you used into the trash can. DO NOT REMOVE THE LARGE PLASTIC TRASH BAGS; THE NEXT CLASS WILL USE THEM. Wipe up any spills and throw away the paper towels.
13. Answer the questions.
Lab: Phase Changes in Matter Due to Heat Transfer
(Ice Cream Lab)

Data Table

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Start Time</td>
<td></td>
</tr>
<tr>
<td>End Time</td>
<td></td>
</tr>
<tr>
<td>Total Time</td>
<td></td>
</tr>
<tr>
<td>Appearance of original emulsion</td>
<td></td>
</tr>
<tr>
<td>Appearance of emulsion after phase change is complete</td>
<td></td>
</tr>
<tr>
<td>Appearance of ice-salt mixture when the phase change is complete</td>
<td></td>
</tr>
<tr>
<td>Temperature of Ice/Salt mixture after the emulsion is removed</td>
<td></td>
</tr>
</tbody>
</table>

Questions
1. If ice alone is used to try and make the emulsion freeze it will not freeze. What does the addition of salt do that makes freezing possible?

2. Based on your answer to the above question, why do they spread salt on roads in cold areas in the winter?

3. Would icebergs made of sea water be warmer or colder than icebergs made of fresh water in the Great Lakes? Why?

4. a. Compare the volume of the emulsion at the beginning to the volume of the frozen emulsion at the end.
   
   b. Where did the additional volume come from?

   c. If you melted a gallon of frozen ice cream that you bought from the store, what volume of melted liquid would you expect to collect? Why?

   d. With the above information in mind, why did we need to flip the bag every 5-10 seconds?

5. Compare the value you calculated in the Prelab to the temperature you measured at the end of the lab.
Activity 1: Water Demos

Teacher Information

By the time students enter the chemistry classroom, they have already studied water and have been introduced to several of its properties. In our chemistry class, we want students to expand on their knowledge and to be able to explain the properties of water and solutions based on their understanding of chemical bonding.

The unit on water begins with an activity called Water Demos that was inspired by a research article found in the Journal of Chemical Education (Bruck, 2010). Students cycle through 10 stations where they investigate properties of water and aqueous solutions. Additionally, two stations are demonstrated by the teacher. I adapted two of the three stations discussed in the article and created the other ten stations to align with the student’s textbook. In some cases, activities were added that students generally have difficulty with on the final written assessment for the unit.

Water Demos is meant as an opportunity to engage students and get them to connect their prior knowledge of everyday water properties to what they have learned in our chemistry class. Students investigate polarity of water, surface tension, properties of solvents, types of mixtures, and electrolytes. Some stations have students completing an inquiry mini-lab. For example, in station 1, students are given four compounds: water (liquid), hexane (liquid), iodine (solid), and copper (II) sulfate (solid). They are then asked to determine which combination of materials would produce the solutions found in test tube 1 (water and copper (II) sulfate) and test tube 2 (iodine and hexane). Some stations have students practicing essential skills, like calculating electronegativity difference and predicting bond type. Other stations have students perform a demonstration. For example, in station 7 students charge a balloon with static electricity and bring it close to a stream of water and watch the water “bend” towards the balloon.

The demos are split into two days, allowing the students approximately six minutes per station. During the class period, the teacher acts as facilitator to help the students explore the activities at each station. However, no explanations or answers are provided during their investigations. When all stations are completed, the teacher shows applicable video clips and animations to reinforce the chemistry behind the activities. As shown in the student handout for the Water Demos, each station has appropriate homework questions from the textbook so that students can reinforce concepts at home.

After the mini-lesson on water, the basic fundamental properties of water and solutions are quickly reviewed by using various animations and videos found online. At this time, we try to incorporate what they performed in the stations with what they have learned throughout the year regarding chemical properties of elements and compounds. Explanations to the properties of water are given in an informal, whole class discussion. Some of the animations and videos are listed below:

- Surface tension of water (Lizard walking on water) [http://web.jjay.cuny.edu/~acarpi/NSC-2/Jesus%20Lizard.avi](http://web.jjay.cuny.edu/~acarpi/NSC-2/Jesus%20Lizard.avi)
- The solution process [http://group.chem.iastate.edu/Greenbowe/sections/projectfolder/flashfiles/thermochem/solutionSalt.html](http://group.chem.iastate.edu/Greenbowe/sections/projectfolder/flashfiles/thermochem/solutionSalt.html)
- Orientation of water as a solid and a liquid [http://www.nyu.edu/pages/mathmol/txtbk2/3D_wat_ice.htm](http://www.nyu.edu/pages/mathmol/txtbk2/3D_wat_ice.htm)
• Conductivity of solutions  
http://group.chem.iastate.edu/Greenbowe/sections/projectfolder/flashfiles/electroChem/conductivity-2.html

• Electrolytes  
http://cwx.prenhall.com/petrucci/medialib/media_portfolio/text_images/015_ELECTANDNON.MOV
Water Demo Station Directions

Station 1: Solvent Effects

1. Look at the two test tubes (A and B) at the station. You are trying to discover what dissolves in what. Can you replicate what you see? Use the chemicals and the glass well plate to try to duplicate the larger demo.
   
   Tips:
   a. Use only one or two crystals of the iodine and a small scoop of the copper (II) sulfate.
   b. Mix with a clean toothpick.
   c. Try looking at your results on the lab table (black background) and a white background.
   d. The compounds and their formulas are all listed below:

<table>
<thead>
<tr>
<th>Compound</th>
<th>Formula</th>
</tr>
</thead>
<tbody>
<tr>
<td>Copper (II) Sulfate</td>
<td>Cu(SO\textsubscript{4})\textsubscript{2}</td>
</tr>
<tr>
<td>Hexane</td>
<td>C\textsubscript{6}H\textsubscript{14}</td>
</tr>
<tr>
<td>Water</td>
<td>H\textsubscript{2}O</td>
</tr>
<tr>
<td>Iodine</td>
<td>I\textsubscript{2}</td>
</tr>
</tbody>
</table>

2. Clean up your station before you leave! Pour all waste into the waste container. Rinse and dry the glass well plate and the plastic toothpick.

Station 2: Liquid in a Solid

Water does not always have to be the solvent. Try this demo to see a liquid dissolved in a solid:

1. Add 10 mL of water to the diaper. Do not add more than 10mL – other groups need to use the same diaper (YES!)
2. Record your volume on the data table at the station. At the end of the activity, the total amount of water added will be given to you.
3. Try to complete the chart with examples of different solutes and solvents. Finish as homework by looking online for different examples. Some answers are given in your book on page 45.

<table>
<thead>
<tr>
<th>Example</th>
<th>Solute state</th>
<th>Solute Name</th>
<th>Solvent state</th>
<th>Solvent Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demo: Wet Diaper</td>
<td>liquid</td>
<td>water</td>
<td>Solid</td>
<td>sodium polyacrylate</td>
</tr>
<tr>
<td></td>
<td>gas</td>
<td>liquid</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>liquid</td>
<td>liquid</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>gas</td>
<td>gas</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>solid</td>
<td>solid</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Station 3: Determining Polarity

1. A covalent bond is a sharing of electrons between two nonmetals. If the sharing is equal, the bond is called nonpolar covalent. If the sharing is unequal, it is called polar covalent. Nonpolar bonding is found in molecules like I₂, H₂, and N₂. Give an example of 4 more nonpolar covalent bonds.

2. Electronegativity determines which element “hogs” the electrons during sharing for polar bonds. If an element has a high electronegativity, it “wants” the electrons more. Look at the periodic table at your station. The values on the periodic table are electronegativity values. These values are also on page 177 of your textbook.

3. Find the MOST electronegative element on the periodic table. Find the LEAST electronegative element on the periodic table. Where are they located?

4. Bonds are classified by electronegativity difference (subtracting the two electronegativity values). They are described below:

<table>
<thead>
<tr>
<th>Type of Bond:</th>
<th>Electronegativity Difference:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ionic bonds</td>
<td>&gt;1.8</td>
</tr>
<tr>
<td>Very polar covalent bonds</td>
<td>1.0-1.8</td>
</tr>
<tr>
<td>Moderately polar covalent bonds</td>
<td>0.4-1.0</td>
</tr>
<tr>
<td>Slightly polar covalent bond</td>
<td>&lt;0.4</td>
</tr>
<tr>
<td>Nonpolar covalent</td>
<td>0</td>
</tr>
</tbody>
</table>

5. Use the electronegativity values from the periodic table to predict what type of bond the following would have:
   a. H-F bond in HF
   b. H-O bond in H₂O
   c. Mg-Cl bond in MgCl₂
   d. C-H bond in CH₄
   e. C-H bond in C₈H₁₈
   f. Na-Cl bond in NaCl
   g. O-H bond in CH₃OH
   h. H-Cl bond in H-Cl
   i. C-Cl bond in CCl₄
Station 4: Solvation

1. At your station, you have molecular models of water, a cation, an anion, and a nonpolar (ethane) molecule.
2. There are magnets in different locations of the molecules. Unfortunately, they all attract each other slightly. Observe which pieces are strongly attracted to each other and which ones are not. Draw the different combination of products on your notes sheet.

Station 5: Observing Surface Tension

1. Drop 10 drops of water from a height of ~20cm onto a piece of waxed paper. Try to place all the drops together in one spot on the waxed paper. Observe the shape that water forms on the non-polar surface (waxed paper).
2. Soap has been added to the second dropper bottle. Repeat step 1 above with the soap (detergent) solution.
3. What does the soap do to the water molecules to make this change?

Station 6: Conductivity

When using the conductivity meter, please rinse with DI Water between samples so you do not contaminate the samples!

1. At your station, you have 5 known samples: distilled water (H\textsubscript{2}O only), tap water (H\textsubscript{2}O and dissolved minerals, ions, etc), copper sulfate solution, salt water, and sugar water.
2. Use your conductivity tester to determine which samples conduct electricity. Record your results.
3. Rank (in order from least to greatest) the conductivity of the samples by comparing the brightness of the lightbulb.
4. Test your unknown sample and determine its identity.
5. Using prior knowledge: Determine whether each sample is an ionic or covalent (molecular) compound. If it is a covalent compound, determine whether it is polar or nonpolar. (Station 9)
6. Using the conductivity tester, test the unknown and see if it is ionic, molecular, polar, or nonpolar. It is NOT one of your known samples.
Station 7: Charged water

1. At your station, you have a balloon next to a sink. Turn the faucet on so it is a small, constant stream.
2. Get static electricity on your balloon and bring it close (not touching) to the water.
3. Write down your observations
4. Turn off the sink!

Station 8: Cohesive and Adhesive Forces of water

1. Add a drop of water to a glass slide. Place another slide on top of the first, with the water drop sandwiched between the two slides.
2. Attempt to pull the slides apart by pulling perpendicularly to the surfaces of the slides. Can you do it?
3. According to Wikipedia:
   The \textit{meniscus} is the curve in the upper surface of a standing body of liquid, produced in response to the surface of the container or another object. It can be either convex or concave. A convex meniscus occurs when the molecules have a stronger attraction to each other (cohesion) than to the container (adhesion). Conversely, a concave meniscus occurs when the molecules of the liquid attract those of the container.
4. Look at the colored water in the graduated cylinder. Does water have a stronger attraction to other water molecules or to glass? Does it have a stronger cohesive or adhesive force?
5. Mercury has a meniscus that is opposite water. Does mercury have a stronger attraction to other mercury atoms or to glass? Does it have a stronger cohesive or adhesive force?
Station 9: Solubility Charts

Solubility is the amount of a solute that will dissolve in a solvent, like water. At this station, you will practice reading solubility charts. The solubility chart at your station describes how soluble different compounds are in water at room temperature and standard pressure.

- **s** = soluble (dissolves in water)
- **ss** = slightly soluble
- **i** = insoluble (doesn’t dissolve and will form a precipitate)
- **d** = decomposes in water
- **g** = gas
- **X** = no such compound

Complete the chart on your handout using the chart at your station. If you do not finish, it can also be found at Appendix B of your textbook, Reference page 54.

<table>
<thead>
<tr>
<th>Compound</th>
<th>Ionic or Covalent Compound?</th>
<th>Solubility in Water:</th>
</tr>
</thead>
<tbody>
<tr>
<td>PbI₂</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KNO₃</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NaC₂H₃O₂</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ZnCO₃</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Al₂S₃</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NH₄Cl</td>
<td></td>
<td></td>
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<tr>
<td>FeCO₃</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AgCl</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Station 10: Separating a solution

If the station is does not have clean, new filter paper in the funnels, please notify the teacher and the previous group will lose points.

1. Pour ~10mL “Salt water” through the funnel lined with filter paper into the small beaker. Notice what is left behind (if anything) on the filter paper. Salt water is an example of a solution. A solution cannot be separated by filtration.
2. Shake sample A. Pour ~10mL “A” through the funnel lined with filter paper into the small beaker. Notice the color of the filter paper and any solids particles left behind. Write down your observations.
3. Shake sample B. Pour ~10mL “B” through the funnel lined with the same piece of filter paper. Notice the color of the filter paper and any solids particles left behind. Write down your observations.
4. Which sample is an example of a homogeneous mixture (solution)? Which sample was a heterogeneous mixture (suspension)?
5. Empty the waste into the appropriate labeled waste containers (Waste A and Waste B). Throw both filter papers into the trash.
6. Set up your station for the next group by following the directions on the filter paper.

**Station 11: Liquid/Liquid Solution (Teacher Demo)**

1. Fill one graduated cylinder with 100.0 mL of water. Fill a different graduated cylinder with another 100.0 mL of ethanol.
2. Pour both solutions into the larger graduated cylinder.

**Station 12: Colloid (Teacher Demo)**

1. Place a small beaker of ~20 mL of water on the overhead projector. Turn on the projector.
2. Slowly add the milk to the water with the eye dropper.
3. Empty the water/milk solution into the sink. Rinse and return to the station.
Water Demos Student Worksheet

Station 1: Solvent Effects
1. Observations of A:
2. Observations of B:
3. Identify the solvent and solute in test tube A.
4. Identify the solvent and solute in test tube B.
5. What do you know about each combination of compounds (are they: metals, nonmetals, ionic, molecular, etc)?
HW: Read p451 and complete #12 p457

Station 2: Liquid in a Solid
1. How much water do you think the solid could hold?
2. Follow-up: How much water did the diaper actually hold?

<table>
<thead>
<tr>
<th>Example</th>
<th>Solute state</th>
<th>Solute Name</th>
<th>Solvent state</th>
<th>Solvent Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demo: Wet Diaper</td>
<td>liquid</td>
<td>water</td>
<td>solid</td>
<td>sodium polyacrylate</td>
</tr>
<tr>
<td></td>
<td>gas</td>
<td>liquid</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>liquid</td>
<td>liquid</td>
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<tr>
<td></td>
<td>gas</td>
<td>gas</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>solid</td>
<td>solid</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

HW: Read p44-45; #13 p47

Station 3: Determining Polarity (Electronegativity values on your periodic table and p177)
1. List 7 nonpolar covalent bonds (3 are given to you):
2. Find the MOST electronegative element on the periodic table. _______ Find the LEAST electronegative element on the periodic table. _______ Where are they located?
3. Calculate and record the difference in electronegativity for each bond and predict what type of bond they are:
   a. H-F bond in HF
   b. H-O bond in H₂O
   c. Mg-Cl bond in MgCl₂
   d. C-H bond in CH₄
   e. C-H bond in C₈H₁₈
   f. Na-Cl bond in NaCl
   g. O-H bond in CH₃OH
   h. H-Cl bond in H-Cl
   i. C-Cl bond in CCl₄

HW: Ionic bonds have an electronegativity difference greater than 1.8. If you did not have electronegativity values, how else can you determine if a bond will be ionic?
HW: Read p 237-238. Complete #30, #31 p239

Station 11: Liquid/Liquid Solution (Teacher Demo)
1. What do you observe?
2. Suppose you added ping pong balls to a large graduated cylinder to the 900mL mark. You then add 50mL of bb’s. What do you think your final volume be? Closer to 950mL or 900mL?
HW: Why do you think the two volumes (#1 and #2 above) were not additive?
**Station 4: Solvation**

1. Write down (or draw pictures) of your results.

2. Ethane does not dissolve in water, but NaCl does. Why?

HW: Read p451 and complete #37 p465

**Station 5: Observing Surface Tension**

1. Draw the shape that the water forms on the nonpolar (waxed paper).

2. Draw the shape that the soap (detergent) solution forms on the nonpolar (waxed paper).

3. What do you think the soap does to the water molecules to make this change?


HW: Read p447. Complete #3 p449, #22 p465

**Station 6: Conductivity**

1. Which samples conduct electricity?

2. Rank (in order from least to greatest) the conductivity of the samples. In parenthesis, list whether the compound is ionic, polar, or nonpolar:

3. What is your unknown?

HW: Read p452-3; #38-40 p465

**Station 7: Charged water**

1. Observations:

2. Draw a sketch of what happened:

3. Why do you think the water acted this way?

HW: Read p446. Draw and label Figure 15.2 p446
Station 8: Cohesive and Adhesive Forces of water

1. What happens when you try to pull apart the two slides by pulling perpendicularly to the surfaces of the slides?

2. What do you have to do in order to separate the two slides?

3. Draw a sketch of the meniscus of the colored water in the graduated cylinder.

4. Draw a sketch of the meniscus of the mercury in the picture.

5. Define cohesive and adhesive forces.

6. Circle the right answers: Does the water have a stronger attraction to other water molecules or to glass? Does water have stronger adhesive or cohesive forces? Does the mercury have a stronger attraction to other mercury atoms or to glass? Does mercury have stronger adhesive or cohesive forces?

HW: Read p241 and take notes on the back of this paper.

Station 9: Solubility Charts (Also found @ Appendix B of the text, Reference page 54)

<table>
<thead>
<tr>
<th>Name of compound</th>
<th>Ionic or Covalent Compound?</th>
<th>Solubility in Water:</th>
</tr>
</thead>
<tbody>
<tr>
<td>PbI₂</td>
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<td></td>
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<tr>
<td>ZnCO₃</td>
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<td></td>
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<tr>
<td>Al₂S₃</td>
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<tr>
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<td>FeCO₃</td>
<td></td>
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</tr>
<tr>
<td>AgCl</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

HW: Please finish the table above using Appendix B of your textbook, Reference page 54

Station 10: Separating a solution

1. Which unknown (A or B) was a solution? Which was a suspension?

2. Use the words solute and solvent to explain why a solution cannot be separated with filter paper.

HW: Read p450 and p459. Complete #31, 32, 34 p465

Station 12: Colloid Teacher Demo

1. Write down what you observe.

2. Define a colloid.

HW: Read p460-461. Complete p465 #50-54
Activity 2: Water Drawing

Teacher Notes

Next, the water drawing project is introduced to the students and student samples are passed around. This water project is a chance for each student to explore in depth their understanding of one particular water property or process by drawing what they know. Students are heterogeneously grouped, typically in groups of four. Within their group, each student is asked to make a drawing depicting one of the main ideas from Chapter 15: solvation, conductivity, surface tension, and phases of water. To make the activity more meaningful to the students, we included a real-world scenario depicting each of the above main ideas.

Because students have been “investigating” water since they were kids, it is not uncommon for many of them to have misconceptions about why water behaves the way it does. Coincidentally, many of these misconceptions appear when students try to sketch the scenarios listed in the water project. This is an original activity that was designed because students were consistently having trouble on prior written assessments that included graphics of water’s orientation in the solvation process. Assessment data shows that the water project has improved student learning. Each scenario from the activity has a similar drawing in our chemistry textbook. However, if students merely copy the textbook drawing, they will not be able to depict accurately what is happening in the given scenario. By asking students to alter the drawing so it matches the scenario, the teacher can discover misconceptions or gaps in the student’s understanding of the material.

Groups are given one full day in class to work together on the assignment. This day mostly consists of brainstorming sessions by the students and rough drafts on their scenario. It should be noted that each scenario has been discussed and viewed during the teacher led discussion after Water Demos. These animated clips are posted on the class website. Most students find these helpful when creating their drawings, so this class period is typically held in the computer lab. This activity is introduced early in the unit so that students can first write what they know and then adjust it as the unit and learning progresses. Finalized water projects are not collected for several days. It is important to allow students the opportunity to meet 5 -10 minutes of the next several class periods to meet with their groups or to get feedback from the teacher.

Students are given individual as well as group grades and need to be able to work together to make a cohesive four picture showcase. The activity includes challenges to help students collaborate with each other. For example, each group is given a list of key terms from the chapter that they need to include in their drawings. It is up to the members of the group to divide up the words to the most appropriate situation. Students become very creative in their team effort. Some group examples include a comic book theme, a child’s storybook, and even the “Blue Man” group (they used blue paper and blue text). The attached pictures are student samples from different groups.
**Purpose:** Your group will draw diagrams and answer questions about the properties of water.

Your group will submit four drawings from Chapter 15: *Water and Aqueous Systems*. You will have an individual grade, as well as a group grade. Your individual grade will be recorded as a quiz grade and your group grade will be recorded as classwork. Each person in your group needs to complete a drawing for one of the following scenarios. In addition, each diagram must include the answers to the relevant book questions: Page 466: #59, #60, #62, #63, #66, #78 and page 469: #4, #5, #6

1. Calcium chloride is added to a beaker of water. Draw the solution process.
2. Ice cubes are added to a beaker of water. Show the difference between liquid and solid water molecules.
3. Water forms nearly spherical drops at the end of an eyedropper. Use a diagram to explain why water has a high surface tension and unusually low vapor pressure.
4. In a conductivity test, three unknown solutions react as follows: the bulb glows brightly when electrodes attached to it are immersed in unknown B, glows dimly when immersed in unknown C, and does not glow when immersed in unknown A. Use a diagram to identify and explain each unknown (aqueous solution of ammonia, aqueous solution of copper (II) sulfate, or pure ammonia) and why the results were so different.

Diagrams need to be labeled with the following terms:

- Air
- Anion
- Cation
- Colloid
- Conduct
- Electrolyte
- H bonding in liquid
- H bonding in solid
- Hydroxide ion
- Inward pull
- Ionic compound
- Ions
- Less dense
- More dense
- Nonelectrolyte
- Polar
- Soluable
- Solute
- Solution
- Solvation
- Solvent
- Spherical
- Strong Electrolyte
- Surface tension
- Suspension
- Water
- Weak Electrolyte
- δ⁻
- δ⁺

**Individual Grade** (40 point Test Grade)
- Diagram has scenario written on top of paper
- Diagram clearly shows chemistry content
- Diagram has appropriate terms labeled
- Diagram is colorful and well drawn
- Answers to questions are included on diagram (can be written or typed and attached to back of diagram)

**Group Grade** (20 point Classwork)
- Terms are assigned to correct diagrams and evenly distributed among the group
- Group works collaboratively throughout class time
- Unifying theme for all diagrams (Diagrams look like they belong together)
Ice Cubes Are Added To A Beaker Of Water
Water forms nearly spherical drops at the end of the eye dropper.

Vapor pressure of a liquid is the result of molecules escaping form the surface of liquid and more escaping from the interior molecule.

<Diagram of water molecules and pressure>

Water has a high surface tension because the water molecules are the surface of the water drop.
Materials/Resources:


Textbook: Prentice Hall Chemistry

**California Chemistry State Standards Addressed**

**Chemical Bonds**

2. Biological, chemical, and physical properties of matter result from the ability of atoms to form bonds from electrostatic forces between electrons and protons and between atoms and molecules. As a basis for understanding this concept:

a. *Students know* atoms combine to form molecules by sharing electrons to form covalent or metallic bonds or by exchanging electrons to form ionic bonds.

b. *Students know* chemical bonds between atoms in molecules such as \( \text{H}_2, \text{CH}_4, \text{NH}_3, \text{H}_2\text{CCH}_2, \text{N}_2, \text{Cl}_2 \), and many large biological molecules are covalent.

c. *Students know* salt crystals, such as \( \text{NaCl} \), are repeating patterns of positive and negative ions held together by electrostatic attraction.

d. *Students know* the atoms and molecules in liquids move in a random pattern relative to one another because the intermolecular forces are too weak to hold the atoms or molecules in a solid form.

f. *Students know* how to predict the shape of simple molecules and their polarity from Lewis dot structures.

g. *Students know* how electronegativity and ionization energy relate to bond formation.

h. *Students know* how to identify solids and liquids held together by Van der Waals forces or hydrogen bonding and relate these forces to volatility and boiling/melting point temperatures.

**Solutions**

6. Solutions are homogenous mixtures of two or more substances. As a basis for understanding this concept:

a. *Students know* the definitions of *solute* and *solvent*.

b. *Students know* how to describe the dissolving process at the molecular level by using the concept of random molecular motion.

c. *Students know* temperature, pressure, and surface area affect the dissolving process.

d. *Students know* how to calculate the concentration of a solute in terms of grams per liter, molarity, parts per million, and percent composition.

e. *Students know* the relationship between the molality of a solute in a solution and the solution's depressed freezing point or elevated boiling point.
Lesson Plan Title: Living the California Mission Life
Lesson Plan Grade Levels: 4
Lesson Plan Subject Areas: Language Arts/Reading (SAGE Category), Mathematics (Amgen Category), History/Social Science, Visual Arts

Lesson Plan Narrative:
Living the California Mission LifeCalifornia, A Changing State; This is the standard for 4th grade social studies, a standard that would not be complete without a different, inspiring look at the California Missions. Students of Ventura County have the benefit of being able to see these missions first hand which gives us the perfect opportunity to inspire and reach all students. This unit deals with this very important aspect of California history. Letting students create their own mission through many different learning opportunities allows the students to reach their highest levels, from the special education students to the GATE students. Making the students active and able to choose a project that works best for their learning styles ensures success for all. Although the missions are defiantly a social studies area, there is also some science (plants, seeds), language arts, writing, art, and music. The unit begins with the most basic and important concepts, research. Through research we find out the answer to the essential question, â€œ How did the early people of California influence its development? â€œ This leads to students being given a choice of which mission they will be responsible for and becoming an expert on, giving them ownership of their learning from the start.

Mission Report Time Line1. Written report is due Wednesday, March 14th.2. The project is due Wednesday, March 20th. Written Report The written report will include: 1. Name of mission 2. History-when founded, by whom, why 3. Location, climate, geography 4. Mission Life/Resources/People a. Crops/animals b. Duties/tools/jobsc. Daily schedules 5. Historical events 6. Architecture and Artwork 7. Life today 8. Interesting facts/favorite fact/least favorite fact/ Pictures Include a hand drawn picture of your mission. You may also include a hand drawn picture of California and where the missions are located. Venn Diagram Create a Venn diagram comparing and contrasting your mission and its attributes to at least one other mission. What does your mission have that the others donâ€™t and what does you mission have in common with the other mission/s? Students have their choice of projects; these are meant to encourage divergent/creative thinking.

Mission Project 1. Make a model of your mission using recyclable and/or edible materials only. No kits or Styrofoam allowed! 2. Create a board game based on the history of your mission. Your game should include at least 10 Forward moves, and several backward moves because of the problems at your mission. Details, pictures, and replicas should be authentic. 3. Write a journal or diary about a person you might have found at your mission. It should contain authentic details of life at a mission, such as what work they did, where they lived, what they ate, etc. The entries should cover at least one month of entries. 4. Make a PowerPoint presentation of your mission. Each slide should contain detailed information and pictures. Each slide is to be a different component of the report. There should be a minimum of 12 slides. After all the groundwork and building prior knowledge is complete, it is time to make the mission come to life! Students are put into â€œexpertiseâ€ areas, where different learning styles can be addressed.
The mission gives students a different point of view by taking what they believe to be the most important items and ideas from each of the missions they have researched and putting these things together to form one cohesive mission right on our campus. Orchard (citrus and olive trees), Vineyard.

Assessment: Teacher created test / multiple choice, short answer, vocabulary, Research paper (rubric graded) Oral report (rubric graded) Group Work Displays Open House Presentation This unit can be used in other grade levels by using the social studies content, for example: Community Helpers, (grade 1), Ancestors (grade 2), Chumash (grade 3), Colonial Days (grade 5).

Standards Addressed: Comprehension and Analysis of Grade-Level-Appropriate Text Research and Technology 1.5 Quote or paraphrase information sources, citing them appropriately.
1.6 Locate information in reference texts by using organizational features (e.g., prefaces, appendixes).
1.7 Use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing.
2.3 Write information reports: 1.0 Listening and Speaking Strategies Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.
1.1 Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.
Organization and Delivery of Oral Communication
1.5 Present effective introductions and conclusions that guide and inform the listenerâ€™s understanding of important ideas and evidence.
1.7 Emphasize points in ways that help the listener or viewer to follow important ideas and concepts.
1.8 Use details, examples, anecdotes, or experiences to explain or clarify information.
1.9 Use volume, pitch, phrasing, pace, modulation, and gestures appropriately to enhance meaning.
2.0 Speaking Applications (Genres and Their Characteristics)
Lesson Plan Title: Electricity is Shocking
Lesson Plan Grade Levels: 3, 4, 5, 6, 7
Lesson Plan Subject Areas: Language Arts/Reading (SAGE Category), Science (AMGEN Category)

Lesson Plan Narrative:

Electricity is Shocking is an innovative, California State Standards based unit, which incorporates technology and hands-on investigation into electricity and its related effects, which have many useful applications in everyday life. In an effort to incorporate and align with increased Science, Technology, Engineering, and Math (STEM) framework, this unit has involved science, technology and engineering. Short, frequent, and varied assessments including quizzes, discussions, and observations of hand-on experimentation and participation were used throughout this unit.

Electricity is Shocking began with an electrifying photo presentation (see attached, printed version), which familiarized students with basic concepts and vocabulary of electrically charged objects which attract and repel each other (State Standard: Physical Science 1e). This presentation reviewed and expanded on previously learned subject matter with students, such as the Periodic Table of Elements, atoms, particles, charges, protons, neutrons, electrons, and the relationship these things have with one another. Students read text whilst discussing (State Standard LS1.1, 1.2) the presentation of how negative electric charges build up and travel through their bodies, and as a result, static electricity is created. The unit then drives further investigation on the Electric Slide. After a basic understanding was achieved (through reading and discussing), students put their new knowledge to practice by sliding down our school slide and investigating results as to why their hair stands up on end. Throughout the unit other experiments included sliding across carpet and creating a discharge, testing longevity of charges by sticking a balloon to the wall, and Charm a Snake (see attached photos).

The next lesson’s objectives were to define electrical discharge and know the difference between a conductor and an insulator. In this lesson students focused on how lightening is formed, how it travels, and general lightening safety. Students revisited the Electric Slide and were able to discuss observations and results based on new vocabulary learned. In addition, students obtained a deeper understanding through a brief study of the history of Ben Franklin in the literature curriculum (State Standard RLA R2.1, 2.4, Historical and Social Sciences Analysis Skills for Grades K-5; Chronological and Spatial Thinking 1, 3 and Historical Interpretation 1, 3).

The unit continues with teaching students how to design and build simple series and parallel circuits using components such as wires, batteries, and bulbs (State Standard Science 1a), and how electrical energy can be converted to heat, light, and motion (State Standard Science 1g). First students were presented with more power point type presentations which introduced concepts and vocabulary such as current electricity, open and closed circuits, resisters, and short circuits. The students were then guided through a series of activities demonstrating these concepts on snap circuit boards as well as using wires, bulbs and batteries. All students were trained in basic safety equipment and procedures before their hands-on activities.
The unit on electricity culminated with an Electricity Fair where students traveled along circuits through the room to different electric centers and were able to revisit and experience hands-on activities reviewing all facets of the unit which had been previously taught. At each station students were required to observe, discuss, and record their findings in journal format (State Standard W1.1, W1.3, W1.4 LS1.1, 1.2).

In order to continue reinforcing electricity, 4th grade students will be able to impart their knowledge to 3rd grade students when they begin their unit on motion. This will allow a new perspective on motion and how it can be converted from electricity, as well as 4th graders gaining a deeper understanding of the unit. In the words of Joseph Joubert, “To teach is to learn twice.” (State Standards LS 1.4, 1.5, 1.6 and Science PS 1g).

This unit was exciting and enriching for the students (and me). Throughout this unit there was much hands-on, kinesthetic learning. Using observations, investigations and experimentation, the students were able to gain a basic understanding as well as be able to pose questions to spark their interest and enthusiasm and to further their study of shocking electricity.
2012 Ventura County Impact II Grant

District: Las Virgenes Unified School District
School: Lindero Canyon Middle School
Participant(s): Robin Paul

Lesson Plan Title: Physics in the Phunnies
Lesson Plan Grade Levels: 6, 7, 8, 9, 10, 11, 12
Lesson Plan Subject Areas: Language Arts/Reading (SAGE Category), Mathematics (Amgen Category), Science (AMGEN Category), Visual Arts

Lesson Plan Narrative:

Physics Phunnies is a very open-ended project that gives the students a great deal of leeway to use their imagination and demonstrate their creativity while utilizing their knowledge of physics. Each student develops a comic strip that explains a significant physics concept in a way that is humorous. Students can use photographs, drawings, computer generated art, or mixed media in their comic. Sometimes, students use this project to make statements about political figures or current news events. The point is to show, not tell, as students try to get their point across. The results are always very unique and students eagerly wait for the comics to be put on display so they can enjoy showing off their comic and seeing the comics developed by their peers.

This project encourages divergent thinking in the students as they develop unique ways to present their ideas. In addition, the project encourages writing across the curriculum, an art component, and sometimes (when a formula for density or speed is involved) math so it is multidisciplinary in nature. It takes the learning out of the textbook and puts it into the hands of the students. In addition, the learning process engages visual, auditory, and kinesthetic learners because the assignment addresses multiple modalities as students read, discuss, and create.

This project allows the teacher to differentiate and meet the needs of each individual student because the activity is open ended to allow each child to show what he or she has learned in their own unique way. This project provides the students with different types of challenges than a typical quiz or exam and involves more of the higher level thinking skills than traditional assignments because students are asked to apply their knowledge to real life situations. For example, a student is not simply describing what inertia is, they must show a concrete real world example in their comic that demonstrates a true understanding of inertia on the part of the student. Students not only develop a greater understanding of the material, but also have a great deal of pride in all that they have accomplished on this project.

The California Science Content Standard that is addressed by this assignment depends on which physics topic a student chooses for their comic. The possible standards that could be addressed are eighth grade standards 1a, 1b, 1c, 1d, 1e, 1f, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 8a, 8b, 8c, or 8d. Thus, a student selects an area relating to force, motion, density, or buoyancy that is of interest to them and expands their understanding of that concept enough to present a comic strip on that topic.

This lesson can be adapted to be used multiple times throughout the study of physics. For example, the teacher can narrow the topic choices to cover just a single standard and then have students create another comic for a different standard several weeks later. The lesson can also be adapted for use with chemistry topics, astronomy
topics, earth science topics, and so on. In addition, the project can be used with a variety of grade levels and subject areas just by changing the topic of the comic.

Assessment for this project is based on a rubric that looks not only at the information presented, but also at the effort expended by the student. Since most students are excited by the idea of creating a comic strip, they far exceed the requirements put forth in the rubric. Student learning is positively impacted by this assignment because students who are excited and engaged are generally more successful. In addition, since students have so much freedom to select their topic, they select something that is meaningful for them and the ideas that they present are remembered better than topics they have simply learned out of a textbook.

The excitement on the due date for the project is a testament to how much fun the students have creating their “phunnies.” Students are reluctant to turn the projects in until they share them with each other and with me. If, as William Butler Yeats has said, “education is not the filling of a bucket, but the lighting of a fire,” then I am confident that this project has met my goals as an educator.
1 Hour Later

Mom, Bill Nye said an object not moving tends to stay that way... When acted on by an unbalanced force it's same with objects they are moving.

Calvin!! Time for Bed!!
Physics in the Phunnies

Purpose: To create a comic strip (or a series of single panel comics) that illustrates and explains a significant physics concept. (Examples of significant physics concepts: acceleration, inertia, action/reaction, momentum, acceleration due to gravity, free fall, etc.)

Materials: • comic frames (3 to 5 frames required) • colored pencils

Procedure:
1. Select a physics concept and reread your text and your notes on this topic. Be sure to select a topic that you have a firm grasp and understanding of so you can explain it clearly in your comic.
2. Make a rough draft/storyboard. Proof read to make sure it makes sense.
3. Make your final draft in the large sized comic frames provided.

Observations:
Your comic must meet the following requirements:
1. All ideas must be your own. It is NOT ok to “borrow” a physics comic from the internet.
2. All information must be explained in your own everyday language. (If you can’t explain it, it doesn’t belong in your comic.)
3. In one frame of your comic you must include a physics definition. Define a key term that relates to your significant physics concept. (For example: tell what inertia means.)
4. Your goal is to help the reader understand a significant physics concept as a result of reading your comic.
5. Your comic should seek to entertain as well as to inform.
6. Illustrations may include any of the following formats:
   • Student made drawings
   • Pictures cut out of magazines
   • Pictures made on the computer
   • Graphics from computer web sites
   • Photos of yourself as one of the comic characters
7. Careful not to be too wordy … this is NOT a written report. Explain key ideas, but don’t write a dissertation.

Conclusion: Be creative and have phun!
Grading Rubric:

_____ Uses a significant physics concept (2 points)
_____ Topic is well explained (4 points)
_____ Ideas explained in the student’s own everyday language (2 points)
_____ Physics definition is included (2 points)
_____ Physics definition is clearly explained (4 points)
_____ Illustrations show significant effort (2 points)
_____ Comic provides entertainment value (2 points)
_____ Neat, proof read, follows appropriate grammar conventions (2 points)

_____ Total Score
Lesson Plan Title: Investigating Ancient India
Lesson Plan Grade Levels: 6, 7, 8
Lesson Plan Subject Areas: Language Arts/Reading (SAGE Category), Mathematics (Amgen Category), History/Social Science, Science (AMGEN Category), Visual Arts

Lesson Plan Narrative:

How can ancient India affect our students today? This curriculum unit incorporates innovative, multisensory methodologies to provide instruction that is hands on, highly engaging, and easily adaptable. Through multiple lessons, students have a depth of understanding of ancient India, and how their political, sociocultural, and belief systems compare and contrast with today’s society. Moreover, students integrate technological methods to display and synthesize their information. This student centered unit inspires students to not only have the ability to individually express their knowledge, but also provides a construct that inspires students to reflect on themselves and their world.

One concept for ancient India is to learn about river systems and the physical setting that supports the rise of this civilization. Students will use Google Earth to study the Indus and Ganges Rivers, and write down their observations and data. They will then study specific photographs which show the weather patterns, change in atmospheric pressure, high and low pressure wind systems, and learn how differences in pressure, heat, and air movement directly affect the weather and human lifestyle patterns. Students will then connect their knowledge of river systems and meteorology to agricultural techniques and products. They will also write and create a compare and contrast analysis of grains planted around the world, and how certain weather patterns are more conducive to specific grain stimulation.

These lessons are easily adaptable for many other areas of study. Students will apply this knowledge of how physical settings, geology, and weather affect civilization patterns in Egypt, Rome, China, Japan, Mesopotamia, and even antebellum United States, making this first series of lessons possible for all middle school teachers in social studies and science.

In terms of applying the information, students will then create in collaborative teams their own river system simulation, in which students construct a water system flowing from mountain to basin, create a flooding system which is an integral part of Egyptian, Indian and Chinese river systems, and consequently simulate trade routes and patterns. Students will sketch and design these routes, write

Another concept for ancient India is to outline the social structure of the caste system and its hierarchical and fixed nature. Students will research and outline the basic tenets of the caste system, its origins stemming from Ayran invasions, and then write a persuasive essay in favor of or against the caste system. Moreover, students will compare the caste system of ancient India to the informal hierarchy of the United States and their own community, providing evidence for their reasoning. The notion of the hierarchical model is prevalent in many other social science grade levels and can again be applied in 7th grade middle ages studying the 7th Edo period of Japan, the feudal system in Europe, the Shang and Zhou dynasties of ancient China, and even the 8th grade study of hierarchy of legal authority within the court systems.
Students will then participate in a mock caste system to further their depth of understanding. Their names will be drawn at random, and they will work as member of a specified class: the Brahmins, the Kshatryias, the Viasas, the Sudras, or the Dalits. Each caste has tasks germane to their fixed societal role. As a priest and teacher, the Brahmin will write a poem/blessing for the class and translate it using Google into Hindi. The Brahmin will also research the Hindu-Arabic numeral system. There will be guest gurus, or experts, to participate in the other castes, as a martial arts instructor will demonstrate and show the Kshatryias warrior techniques, the Viasas will determine the per cost analysis and sales methods to sell the work of the Sudras, and the Sudras will be further divided into farmers, weavers, metallurgists, and using scraps of cloth to make jewelry, headbands, and other accessories. The Dalits, or untouchables will clap two sticks together to acknowledge their presence, simulate finding a dead body in the class and having to construct a funeral pyre using sticks and baby powder for ashes, and will also as for donations from their upperclassmen.

This mock caste system and placing students into simulated hierarchical groups is also flexible in other areas of study, and can include the application of physics, math, and architecture, and city planning, as students study the landscape, the natural resources available, and how to design and construct 3D models of edifices and bridges using Google Sketchup, and then performing virtual testing on their model-based design. This relevance to the real world inspires the budding engineers, architects, and computer scientists to use various material properties and change them based on durability and pressure analyses.

Assessments for the various lessons are ongoing. Students are graded on their individualized and collective efforts, their writing assignments, their designs, their innovativeness, and their synthesis of their studies with real world applications. They write reflective essays on which designs worked, why or why not. They will write the pros and cons of a fixed society. They write about the advent of agricultural techniques and how this modifies and expands food production. They explain meteorological patterns and weather patterns and how this affects societies. In order to address multiple learning styles, students present this information in a variety of media, including video presentations, audio files, art, virtual and tangible 3D models, photographs, posters, and essays. This ensures the success of all students and enables the children to use the products which showcase their talents as well as opportunity to develop and learn using other media. Finally, all student work is available for fellow students and staff, parents, and the community by posting finished products on the Internet.
As of 2/22/2011, the Indian government has modified wages for unskilled manual workers (Sudras) to 100 Rupees per day. [http://www.igovernment.in/site/india-revises-nrega-wages-unskilled-workers-39328](http://www.igovernment.in/site/india-revises-nrega-wages-unskilled-workers-39328)

Using a currency converter, [http://coinmill.com/INR_USD.html#INR=100](http://coinmill.com/INR_USD.html#INR=100), that approximates to **$2 per day**.

Considering that you work about 20 days, how much money would you earn monthly? __________

How many widgets (items) did you create in an hour? ________________

What do you think would happen to you physically if you continued to work 40-50 hours per week creating the same widget?

What may happen to you if your work started to deteriorate and/or you become older?

How are you feeling now about the work of the Sudras?

Did you enjoy being part of this caste? Why or why not?


Since you are not performing a skill that pays wages, how would you be able to afford housing and food?

Did you enjoy being part of this caste? Why or why not?
Your Name: _________________________________
Name of Guru: _________________________________
Your Caste: Kshatriyas

What are the advantages and disadvantages of being in a warrior caste? What would happen to you if you got sick or injured?

Since you are not performing a skill that pays wages, how would you be able to afford housing and food?

Did you enjoy being part of this caste? Why or why not?

Your Name: _________________________________
Name of Guru: _________________________________
Your Caste: Vaisyas

Did you enjoy being part of this caste? Why or why not?

If you job is to provide food for the people of your country, what would you do if there was a drought? What would you do if there was a surfeit (surplus) or food?
Your Name: _________________________________
Your Caste: Pariah (Dalit) Untouchables

How did you feel seeing all of the others work?

Did you enjoy being part of this caste? Why or why not?

What caste would you have liked to be in?