

## **TEACHING Activity PLAN for Synergy: Are our differences really our strengths?**

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**ELA/Math/Science/Social Studies (circle one) Objectives and Common Core/Next Generation Standard:**

### **Social Studies Standards**

7.4 HISTORICAL DEVELOPMENT OF THE CONSTITUTION: The newly independent states faced political and economic struggles under the Articles of Confederation. These challenges resulted in a Constitutional Convention, a debate over ratification, and the eventual adoption of the Bill of Rights. (Standards: 1, 5; Themes: GOV, CIV)

7.4a Throughout the American Revolution, the colonies struggled to address their differing social, political, and economic interests and to establish unity. The Articles of Confederation created a form of government that loosely united the states, but allowed states to maintain a large degree of sovereignty.

### **ELA Standards**

Ask and answer questions about key details in a text. Ask and answer questions (e.g. who, what, where, when), orally or in writing, requiring literal recall and understanding of the details, and/or facts of a fiction read-aloud.

Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a fiction read-aloud, including answering why questions that require recognizing cause/effect relationships.

**Lesson Objective:** After analyzing the compromises made in *Stranger Things* and their own lives, students will explain three of the compromises at the Constitutional Convention with a *Mess-To-A-Model* Google Drawing and writing a letter to incoming seventh graders on what character strengths are and the need for compromise.

<p><b>Motivation</b></p>	<ul style="list-style-type: none"> <li>• Students will watch the video clip from the television series, <i>Stranger Things</i>, that explains what compromise is in very simple terms. This will serve as a review of the concept of compromise as it would be in their lives before exploring more compromises in historical context.</li> <li>• <a href="#">Stranger Things</a> video clip</li> </ul>
<p><b>Pre-Assessment Aligned with Objective</b></p>	<ul style="list-style-type: none"> <li>• After watching the video from <i>Stranger Things</i>, students will be asked questions reflecting on their own experiences with compromise.</li> </ul>
<p><b>Overview of Instructional Activities</b></p> <p><i>*Remember to include differentiation for <b>struggling</b>, on <b>grade level</b>, and <b>advanced</b> students in this section.</i></p>	<ol style="list-style-type: none"> <li>1. Students will watch the video clip from the television series, <i>Stranger Things</i>, that explains what compromise is in very simple terms. This will serve as a review of the concept of compromise as it would be in their lives before exploring more compromises in historical context.</li> <li>2. After watching the video from <i>Stranger Things</i>, students will be asked questions reflecting on their own experiences with compromise.</li> <li>3. Students will explain three of the compromises from the Constitutional Convention with a <i>Mess-to-a-Model</i> using Google Drawing.</li> <li>4. <b>Summative Assessment:</b> As independent practice, students will write a letter (have Flipgrid option for ENL students) for next year's seventh graders and explain what character strengths are and how they will need to focus on developing their strengths and combining their strengths with others. Explain how the different strengths of your classmates have made for a stronger classroom experience for you this year, citing two or three different classmates and their strengths. They will Include information about this unit and how you learned that it was the different opinions of the Founding Fathers that contributed to the strength of our Constitution. Finally, relate the differences of opinions at the Constitutional Convention to the current differences in our nation on opening up after the pandemic and racial injustices.</li> </ol> <p><b>Learning Target:</b> I can sort and identify the different positions and compromises at the Constitutional Convention.</p>

<p><b>Instructional Strategies</b></p>	<ul style="list-style-type: none"> <li>● <b>Independent Work:</b> This will be evident when students write their letter to a student who will be in their place next year..</li> <li>● <b>Direct Instruction:</b> This will be evident when teachers provide instructions on how to complete the assignments.</li> <li>● <b>Scaffolding:</b> This will be evident when students build upon their prior knowledge of compromise using daily life context. They will then be introduced to more compromises with a historical context. To close up the lesson, students will apply their knowledge of compromise to the current events taking place in our society right now.</li> <li>● <b>Visual Reference:</b> <i>The Stranger Things</i> video, <i>Mess-to-a-Model</i> activity.</li> </ul> <p><b><u>UDL Guidelines:</u></b></p> <p>Checkpoint 1.2 - Offer alternatives for auditory information  Checkpoint 1.3 - Offer alternatives for visual information  Checkpoint 2.5 - Illustrate through multiple media  Checkpoint 3.2 - Highlight patterns, critical features, big ideas, and relationships  Checkpoint 3.3 - Guide information processing, visualization, and manipulation  Checkpoint 5.1 - Use multiple media for communication  Checkpoint 5.3 - Build fluencies with graduated levels of support for practice and performance  Checkpoint 6.2 - Support planning and strategy development  Checkpoint 7.2 - Optimize relevance, value, and authenticity  Checkpoint 8.2 - Vary demands and resources to optimize challenge  Checkpoint 9.3 - Develop self-assessment and reflection</p>
<p><b>Resources</b></p> <p>Websites, worksheets, handouts, presentations , assessments</p>	<ul style="list-style-type: none"> <li>● <a href="#">Stranger Things</a> video clip (Low Tech)</li> <li>● <i>Mess-To-A-Model:</i> <a href="#">Compromises of the Constitutional Convention</a> (High Tech)</li> <li>● <i>Mess-To-A-Model</i> ANSWER KEY: <a href="#">Compromises of the Constitutional Convention ANSWER KEY</a> (High Tech)</li> <li>● FlipGrid for Summative Assessment: <a href="#">Character Strengths Summative Assessment</a> (High Tech)</li> <li>● Summative Assessment worksheet (Low Tech)</li> </ul>

<b>Post-Assessment Aligned with objective</b>	<ul style="list-style-type: none"> <li>• Students will complete a <i>Mess-to-A-Model</i> discussing the different compromises of the Constitutional Convention using Google Draw document (link above).</li> </ul>
<b>Independent Practice</b>	<p><b>Summative Assessment:</b> Write a letter (have FlipGrid option for ENL students) for next year's seventh graders and explain what character strengths are and how they will need to focus on developing their strengths and combining their strengths with others. Explain how the different strengths of your classmates have made for a stronger classroom experience for you this year, citing two or three different classmates and their strengths. Include information about this unit and how you learned that it was the different opinions of the Founding Fathers that contributed to the strength of our Constitution. Finally, relate the differences of opinions at the Constitutional Convention to the current differences in our nation on opening up after the pandemic and racial injustices.</p>

*Incorporate suggestions to guide parents as they help their children to learn remotely to optimize the learning experience.*