

STEPS IN THE LESSON	TEACHER REFLECTION
<p><b><u>Lesson 4: Compare and Contrast</u></b> ( 1-1½ hours)</p> <p><b>Parallel Targeted:</b> The Core Curriculum Parallel</p> <p><b>Description:</b> Now that students have researched and become knowledgeable about a particular thinker, they will pair with a student who researched a different thinker to compare and contrast their thinker’s worldviews. They will use their research to complete a thinking map template on the computer. Students will also compose a hand-written or type-written summary in response to questions derived from information on their thinking maps. Thinking Maps and Summary Paragraphs will be scored according to a rubric.</p> <p><b>Content (Including Standards &amp; Objectives)</b> Perspective, Analysis, Synthesis</p> <ul style="list-style-type: none"> <li>• A person’s worldview is influenced by cultural, social, economic, political and religious factors.</li> <li>• Questions, problems, and/or discrepant events and values are uncovered through research; differing viewpoints can lead to conflict and at times, different viewpoints can also co-exist.</li> <li>• Formulating and supporting arguments are based on primary sources, understanding of historical interpretations related in secondary sources, careful consideration and questioning that leads to new knowledge and deeper understanding.</li> </ul> <p><b>Assessments</b> Summative Assessment-Thinking Map and Summary Paragraph assessed according to rubric (see end of lesson)</p>	

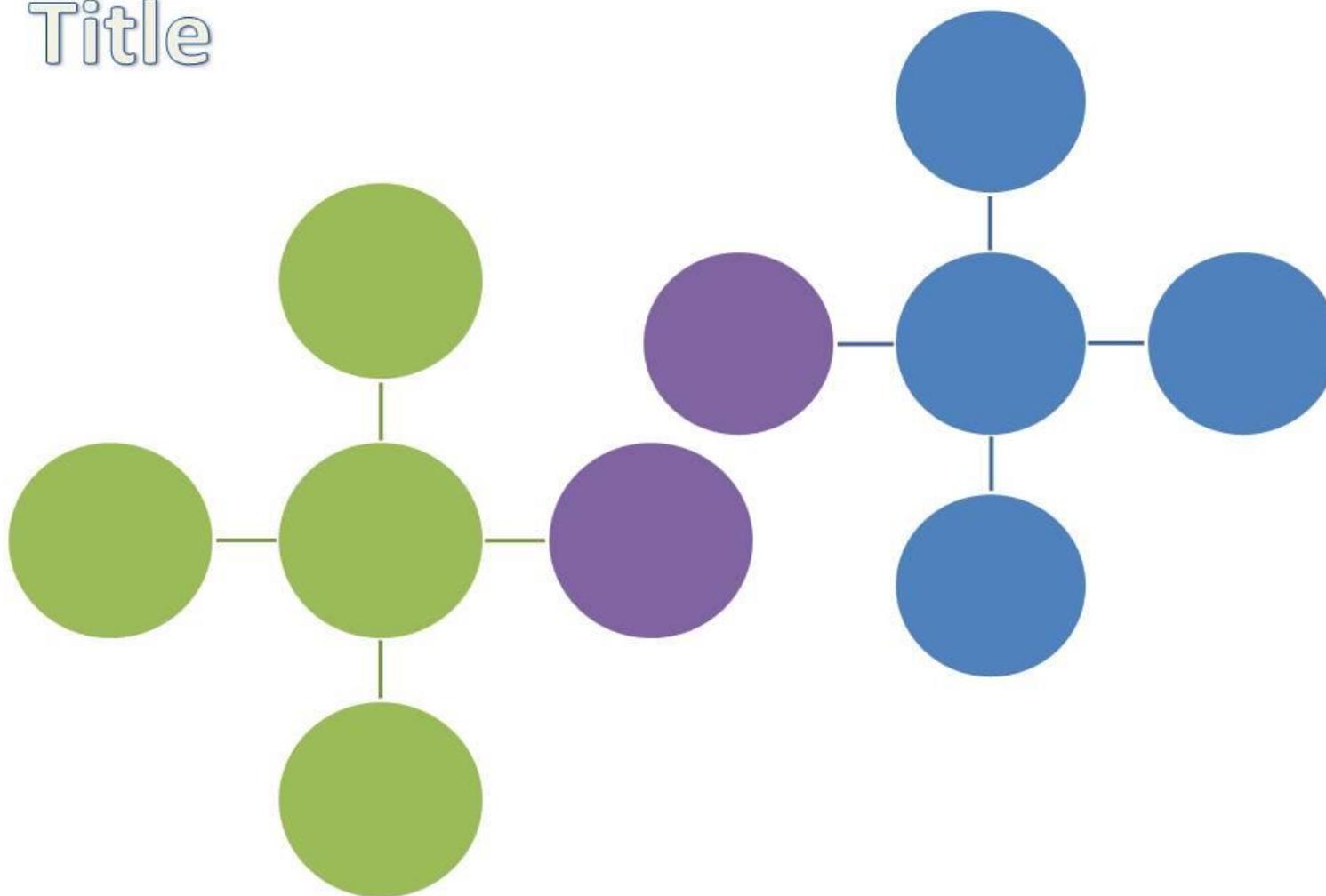
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<p><b>Teaching Strategies</b> Compare and Contrast</p> <p><b>Learning Activities (see appendix for template)</b> Students will work in pairs. Now that they have completed and presented their research on their thinker, students should be able to complete their thinking map with the information and statements on ideals and beliefs on the individual they researched. The Thinking Map works much like a Venn Diagram but allows for more flexibility. Students choose a color and begin entering their respective information into their portion of the template. The color in the middle represents shared beliefs or experiences and thus lines from both names extend to the common color. Remind students to focus displayed information on ideals and relevant to the question~ “How is a person’s worldview is influenced by cultural, social, economic, political and religious factors?” Suggest students refer to the rubric to make sure they have included important points.</p> <p><b>Lesson Closure</b> Have students share their Thinking Maps on screen or in print and Summary Paragraphs. As students share their concept maps, have them identify commonalities among these different individuals and their belief systems and experiences. They will probably notice that many of these thinkers were scientists or had a great interest in science and its natural laws. Ask how their interest shaped their worldview. Though respected today, several of these thinkers were considered radicals of their time and were even imprisoned for their beliefs. Ask students why they think they were treated like criminals or shunned? Why do they think it’s important to look at a situation, thought or event from many different perspectives? How</p>	<p>The Thinking Map sampled displayed is created in a power point file using SMART art so as students enter information and add more bubbles, the template will automatically resize appropriately. Students may not be familiar with these features so, if necessary, go over with students how to add a shape, recolor a shape, replace title text with their own, etc. *Tip-It will be easier to add the lines to the newly created common bubbles as the last step. If this technology is not available, then students may use a poster sheet and make circles with a compass and then use markers to color accordingly.</p> <p>Students can use Word to type summary printout. Decide ahead of time how they will save and print their work. It is better if maps can be printed on a color printer or displayed on a color screen. The color is important for setting off the different points.</p>

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<p>does time change perspective?</p> <p>Which of these views do they think were most influential to Jefferson and to the foundation of our governing principles?</p> <p>At this time, you may also pull out your question chart from Lesson 2. After researching Enlightenment thinkers can they answer and unanswered questions they had on the charts? Are there any new questions to add?</p> <p>How do they think these thinkers influenced Thomas Jefferson?</p> <p>Display projects in classroom or hallway if possible.</p> <p><b>Grouping Strategies</b> Students will work in pairs and may add a third person to increase the complexity of the project.</p> <p><b>Resources:</b> Thinking Map sample</p> <p><b>Products</b> Thinking Map Summary Paragraph</p> <p><b>Differentiation Based on Learner Need (including AID)</b> <b>Novice</b>-Pair with a stronger student who can help the Novice focus on more conceptual connections and information to include on the MAP. The Novice will want to concentrate more on facts. Help them to see common patterns and infer the implications or connections to larger patterns and trends.</p> <p><b>Apprentice</b>-Encourage the Apprentice to look at events and patterns from multiple points of</p>	<p>Teacher can assign pairs and students can self-select. Each grouping will be uniquely interesting.</p>

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<p>views. Encourage them to concentrate on trends.</p> <p><b>Practitioner</b>-Practitioner will see concepts and patterns. Have them increase the complexity by adding Jefferson and a third thinker on their map. From common knowledge they should be able to see and display the contributing core values to Jeffersonian Ideals. Where else do they see these ideals in our American government? What further and deeper connections can they make?</p> <p><b>Expert</b>-The expert should be able to categorize schools of thought and philosophy from the multiple points of view shared? Challenge them to a way to display and represent the different influences and branches of thought.</p> <p><b>Extension Activities</b> Students may pair off with another student and create another Thinking Map or may add a third thinker to an existing thinking map thereby increasing the complexity.</p>	

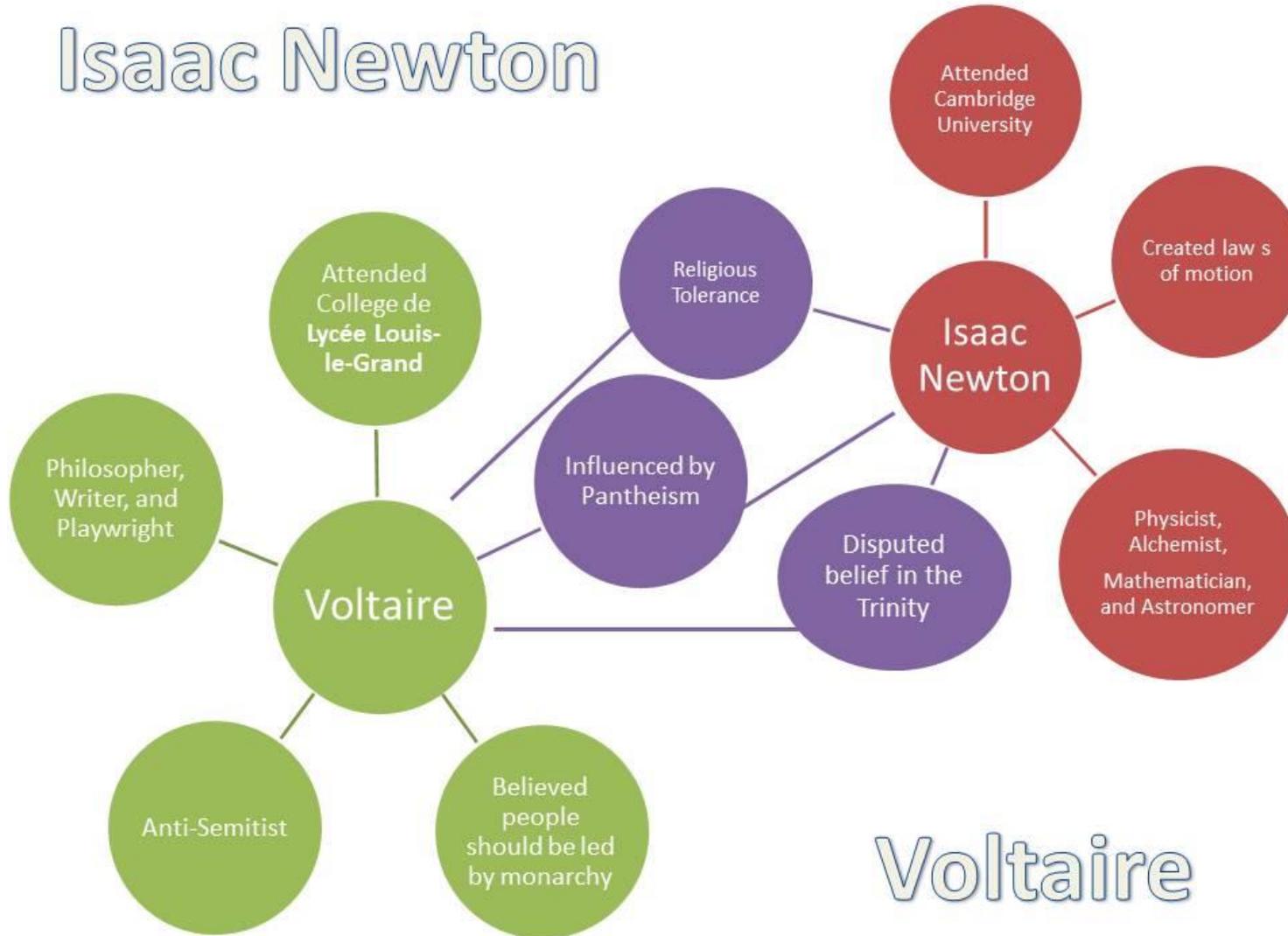
Lesson 4- Compare and Contrast  
Example of Thinking Map Template in Power

Title



point  
Lesson 4-Thinking Map Sample

# Isaac Newton



# Voltaire

## Lesson 4 Thinking Map and Paragraph Summary Rubric

### Thinking Map and Paragraph Summary Rubric

Name \_\_\_\_\_

Score \_\_\_\_\_

<b>Component</b>	<b>Novice</b>	<b>Developing</b>	<b>Mastery</b>
Thinking Map Content	Contains fewer than 4 points for each thinker and 3 or more common points. Points reflect little conceptual thinking and selection demonstrates little understanding of patterns, themes, and perspectives. 11 pts	Contains 5 or more points for each thinker and 4 or more common points. Points reflect some conceptual thinking and selection demonstrates an understanding of patterns, themes, and perspectives. 15 pts	Contains 7 or more points for each thinker and 5 or more common points. Points reflect conceptual thinking and selection demonstrates an understanding of patterns, themes, and perspectives. 20 pts
Thinking Map Techniques	Several of these features are incorrectly represented: Maps are colored appropriately according to thinkers and common points. Lines are clear and distinguishable. Text is correctly written with few spelling errors. Title and names are included. 11 pts	Maps are colored appropriately according to thinkers and common points. Lines are clear and distinguishable. Text is correctly written with few spelling errors. Title and names are included. 15 pts	Maps are colored appropriately according to thinkers and common points. Lines are clear and distinguishable. Text is correctly written with no spelling errors. Title and names are included. 20 pts
Summary Paragraph Content	The summary paragraph includes little or no rationale for points selected and demonstrates an inadequate connection between points. Differences and commonalities and their significance are poorly stated. There is no stated connection to thinkers' impact on Jeffersonian ideals. 11 pts	The summary paragraph somewhat displays a rationale for points selected and demonstrates a fluid connection between points. Differences and commonalities and their significance are included but not developed. There is little stated connection to thinkers' impact on Jeffersonian ideals. 15 pts	The summary paragraph includes rationale for points selected and demonstrates a fluid connection between points. Differences and commonalities and their significance are well stated. There is a stated connection to thinkers' impact on Jeffersonian ideals. 20 pts
Summary Paragraph Mechanics	The summary is not correctly formatted and contained several spelling or grammar errors. 11 pts	The summary is correctly formatted but contained some spelling and/or grammar errors. 15 pts	The summary is correctly formatted with no spelling or grammar errors. 20 pts
Presentation	Presented spoke inadequately to points and answered questions poorly. 11 pts	Presented spoke adequately to points and answered questions adequately. 15 pts	Presented spoke articulately to points and expertly answered questions. 20 pts

