

STEPS IN THE LESSON	TEACHER REFLECTION
<p><b><u>End of Unit: I Believe Statement</u></b>  <i>(1 hour class and presentations)</i></p> <p><b>Parallel Targeted:</b>  The Parallel of Identity  The Parallel of Connections</p> <p><b>Description:</b>  In this end of the unit activity, students will write their own declaration on a topic of their choice and present orally to the class. Thomas Jefferson was passionate about his beliefs and core values. His ideas and worldview may have been influenced by other thinkers of his time, his educational background, culture, religious beliefs, but when his words were penned in their final form, they were Thomas Jefferson's expression. Students will chose a topic or core value that they are passionate about and using the format of a <i>This I Believe</i> statement, they will prepare and deliver their statement in their own words, carefully considering vocabulary and sentence structure. In this exercise students will gain an understanding of how world view and experience impact their beliefs and how to best communicate its expression.</p> <p><b>Content (Including Standards &amp; Objectives)</b>  The student will develop and deliver oral presentations in groups and individually.</p> <ul style="list-style-type: none"> <li>a) Choose topic and purpose appropriate to the audience.</li> <li>b) Choose vocabulary and tone appropriate to the audience, topic, and purpose.</li> <li>c) Use appropriate verbal and nonverbal presentation skills.</li> <li>d) Respond to audience questions and comments.</li> <li>e) Differentiate between standard English and informal language.</li> <li>f) Critique oral presentations.</li> </ul> <p>8.4 The student will apply knowledge of word origins, analogies, and</p>	

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<p>figurative language to extend vocabulary development within authentic texts.</p> <ul style="list-style-type: none"> <li>a) Identify and analyze an author’s use of figurative language.</li> <li>b) Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases.</li> <li>f) Extend general and specialized vocabulary through speaking, listening, reading and writing.</li> </ul> <ul style="list-style-type: none"> <li>• Through Their Eyes <ul style="list-style-type: none"> <li>a) How did people in the past view their world? <ul style="list-style-type: none"> <li>○ How did their worldview affect their choices and actions?</li> <li>○ What values, skills and forms of knowledge did people need to succeed?</li> </ul> </li> </ul> </li> </ul> <p><b>Assessments</b>  Summative Assessment-Presentation assessed according to rubric  Post Assessment-How Do I Think Like a Historian?  Formative Assessment-Exit Ticket</p> <p><b>Learning Activities</b>  Explain to students that they will write their own personal declaration about an experience which taught them a core value. Students will choose their topic and the core value they which to emphasize. This exercise will help students connect what they have learned in this unit with how they form their own worldview and values.</p> <p>This lesson is adapted from <i>This I Believe</i>. Share with them the following format to guide</p>	<p>Familiar yourself with the <i>I Believe Statement</i> Format. You may want to watch samples on-line. Find one you think will resonate with your students to show as an example. You may also suggest to students that they visit the website to see additional examples.</p> <p>If possible and access is available, have students video tape themselves as they practice so they can view their delivery and make adjustments.</p>

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<p>(available from <i>This I Believe</i> website- <a href="http://thisibelieve.org">http://thisibelieve.org</a> and at the end of the lesson) their statement:</p> <p><b>Tell a story:</b> Be specific. Take your belief out of the ether and ground it in the events of your life. Your story need not be heart-warming or gut-wrenching—it can even be funny—but it should be <i>real</i>. Consider moments when your belief was formed, tested, or changed. Make sure your story ties to the essence of your daily life philosophy and to the shaping of your beliefs.</p> <p><b>Be brief:</b> Your statement should be between 350 and 500 words. The shorter length forces you to focus on the belief that is central to your life.</p> <p><b>Name your belief:</b> If you can't name it in a sentence or two, your essay might not be about belief. Rather than writing a list, consider focusing on one core belief.</p> <p><b>Be positive:</b> Say what you <i>do</i> believe, not what you <i>don't</i> believe. Avoid statements of religious dogma, preaching, or editorializing.</p> <p><b>Be personal:</b> Make your essay about you; speak in the first person. Try reading your essay aloud to yourself several times, and each time edit it and simplify it until you find the words, tone, and story that truly echo your belief and the way you speak.</p> <p>As you show students a video example of a statement, emphasize the selection of vocabulary and formation of sentence structure. Answer any questions students may have after viewing clip. Allow students to begin working in class but they will need to finish and practice at home and deliver in the next class. They will be evaluated according to a rubric. If possible, video tape students when they deliver their statement so they can view later.</p> <p><b>Grouping Strategies</b> Independent work</p>	<p>Arrange to video tape students as they deliver their statements so they can view them later. Their product evaluation will be based on their delivery as well content structure and word choice.</p>

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<p><b>Resources</b>  IPAD to record  Rubric for Presentation  This I Believe format sheet  This I Believe video example  Journal</p> <p><b>Products</b>  Oral Presentation of <i>This I Believe</i></p> <p><b>Differentiation Based on Learner Need (Including AID)</b>  AID reflected in rubric located in appendix</p> <p>This lesson enhances student learning by allowing students to express their understanding of core values through a personal experience. Since AID is a continuum and a student's placement along the continuum may vary according to content area, for instance a student may be a novice in their study of the topic but may be an expert in their oral presentation skills. The accompanying rubric is broken down into content areas.</p> <p><b>Novice-</b>  This presentation is based on a personal experience and the novice may need some guided help connecting a personal experience to a core value. Watching some of the on-line testimonies may be helpful to them in developing their own. Encourage students to use the step by step guide in the appendix to help them fashion their statement. A student who may feel uncomfortable or less proficient at oral delivery may benefit from videotaping and having teacher or peer critique of their delivery before their presentation.</p> <p><b>Apprentice-</b> This presentation is based on a personal experience and the apprentice may need some help refining their personal experience with a core value. Watching some</p>	

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<p>of the on-line testimonies may be helpful. A student who is developing their oral delivery skills may benefit from videotaping and peer or self critique of their delivery before their presentation.</p> <p><b>Practitioner-</b>The practitioner will need less help with connecting a personal experience with a core value and will want to concentrate more on their wording, tone, and style. Likely they will want to try something riskier. Encourage them to practice their delivery so their carriage and expression enhances their message.</p> <p><b>Expert-</b> The expert will need less help with connecting a personal experience with a core value and will want to concentrate more on their wording, tone, and style. Encourage them in a selection or creation of a product that will indicate their advanced level of understanding. Encourage them to practice their delivery so their carriage and expression enhances their message. Also suggest the expert to consider submitting their statement in essay form to the <i>This I Believe</i> contest. They can find the guidelines and process for submission on the website <a href="http://www.thisibelieve.org">www.thisibelieve.org</a> .</p> <p><b>Unit Closure</b> Have students refill out the sheet “How Do I Think Like a Historian?” and have them compare where they placed themselves on the continuum earlier in the unit with where they feel they are now.</p> <p><b>Exit Ticket:</b> Give students exit ticket with following questions and have them complete~</p> <ol style="list-style-type: none"> <li>1. How can a person’s ideas change the world long after the person is gone?</li> </ol>	<p>As you conclude the unit, the unit closure activity and final journal response are repeats of ones they have complete previously. Compare answers and thoughts at this time with prior responses to determine growth and concept development.</p> <p>Teacher will compare earlier survey from Lesson 2 to end-of-course survey.</p>

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<p data-bbox="284 245 800 317">2. How has this study changed the way you look at history?</p> <p data-bbox="235 352 521 384"><b>Extension Activities:</b></p> <p data-bbox="235 392 841 707">Students and teachers who have enjoyed this unit and wish continue their study on these concepts may enjoy other studies by Michael Clay Thompson such as <i>Lincoln's Ten Sentences</i> and <i>Free at Last</i>. Students who have specifically enjoyed the This I Believe project may want to submit their statement as an essay according to the project guidelines listed on the website <a href="http://www.thisibelieve.org">www.thisibelieve.org</a>.</p>	<p data-bbox="870 392 1471 707">Teachers wishing to extend this conceptual unit can refer to the next two books in Michael Clay Thompson's Self-Evident Truth series on Abraham Lincoln and Martin Luther King. If time and pacing does not allow but you have students interested in continuing the series, perhaps you can continue the study as an independent lesson or you can integrate the series with Language Arts.</p>

Lesson 6: This I Believe  
End of Unit Assessment

*This I Believe Presentation Rubric*

Name: \_\_\_\_\_

Topic: \_\_\_\_\_

Criteria	Expert	Practitioner	Apprentice	Novice
Statement Content	Your statement clearly focuses on a core value and demonstrates moments when your belief was formed, tested, or changed. Your story clearly ties to the essence of your daily life philosophy and to the shaping of your beliefs.  40 pts	Your statement adequately focuses on a core value and demonstrates moments when your belief was formed, tested, or changed. Your story adequately ties to the essence of your daily life philosophy and to the shaping of your beliefs.  34 pts	Your statement somewhat focuses on a core value and demonstrates moments when your belief was formed, tested, or changed. Your story somewhat ties to the essence of your daily life philosophy and to the shaping of your beliefs.  29 pts	Your statement lacks a focus on a core value and does not clearly demonstrate moments when your belief was formed, tested, or changed. Your story poorly demonstrates ties to the essence of your daily life philosophy and to the shaping of your beliefs.  22 pts
Statement Format	Your statement meets the specified word limit of between 350 and 500 words. The statement is written in the first person. Your statement reflects thoughtful selection of words, tone, and story that truly echo your belief.  35 pts.	Your statement meets the specified word limit of between 350 and 500 words. The statement is written in the first person. Your statement reflects sufficient selection of words, tone, and story that truly echo your belief.  28 pts	Your statement closely meets the specified word limit of between 350 and 500 words and is written in the first person. Your statement reflects developing selection of words, tone, and story that truly echo your belief.  23 pts	Your statement does not meet the specified word limit of between 350 and 500 words and/or is not written in the first person. Your statement does not reflect careful selection of words, tone, and story that truly echo your belief.  19 pts

Statement Presentation	Delivery masterfully communicates the content to audience. Demonstrates excellent presentation skills and masterfully responds to audience. 35 pts	Delivery communicates articulately the content to audience. Demonstrates good presentation skills and articulately responds to audience 28 pts	Delivery communicates adequately the content to audience. Demonstrates adequate presentation skills and responds to audience. 23 pts	Delivery communicates inadequately the content to audience. Demonstrates poor presentation skills and lacks surety in response to audience. 19 pts



Lesson 8 End of Unit  
Post Assessment

Name \_\_\_\_\_

Date \_\_\_\_\_

**How Do I Think Like a Historian?**  
Inventory

1. How does the past help us make sense of the future?
2. What kinds of things influence a person's worldview?
3. What is a primary source?
4. Why should historians consider evidence from multi-points of view?
5. Historians are researchers and must know how to develop good research questions. Name at least three elements of good research questions.
6. How are you more like a historian?

## ***This I Believe - Guidelines***

**Tell a story:** Be specific. Take your belief out of the ether and ground it in the events of your life. Consider moments when belief was formed or tested or changed. Think of your own experience, work, and family, and tell of the things you know that no one else does. Your story need not be heart-warming or gut-wrenching—it can even be funny—but it should be *real*. Make sure your story ties to the essence of your daily life philosophy and the shaping of your beliefs.

**Be brief:** Your statement should be between 350 and 500 words. That’s about three minutes when read aloud at your natural pace.

**Name your belief:** If you can’t name it in a sentence or two, your essay might not be about belief. Also, rather than writing a list, consider focusing on one core belief, because three minutes is a very short time.

**Be positive:** Please avoid preaching or editorializing. Tell us what you do believe, not what you don’t believe. Avoid speaking in the editorial “we.” Make your essay about you; speak in the first person.

**Be personal:** Write in words and phrases that are comfortable for you to speak. We recommend you read your essay aloud to yourself several times, and each time edit it and simplify it until you find the words, tone, and story that truly echo your belief and the way you speak.