



The Wondrous Wonders of the World

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4th – 5th Grade
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Introduction:

Topic: The Wondrous Wonders of the World

Concept: Perspective

Grade Levels: 4th and 5th

In this unit, students will study and explore the various wonders of the world. The Seven Wonders of the Ancient World and the New 7 Wonders of the World will be the primary focus of the initial lessons. Students will also be tasked with establishing criteria for world wonders, nominating a new wonder of the world, and voting on the next set of world wonders. Throughout the unit, the concept of perspective and how it impacts significance will be emphasized and used as the lens of study. It is anchored around the North Carolina Essential Standards for Social Studies. The unit will be taught in four three-hour blocks. Included here are an analysis of the unit, the four lessons, and the associated performance task.

Rationale:

The underlying purpose of this unit is exemplified by the unit's essential understanding of perspective impacts significance. The importance of an object, structure, place, idea, concept, etc. is often determined and impacted by the perspective in which it is being viewed. This notion is difficult for anyone to grasp as we so often get caught up in our own personal views of the world based on prior knowledge and experience. For younger learners who have limited exposure to the world and its views, it becomes increasingly difficult to comprehend why various things are held to a higher regard than others.

It is here that this unit allows for students to grow their understanding of this concept. Students will be presented with world-renowned structures and be asked to observe, analyze, rationalize, and discuss why these structures have been honored with the classification of a world wonder. Through this, it is hoped that their understanding of perspective and significance will be solidified. After students have gained a strong foundation of the essential understanding, students will be provided the opportunity to put their newfound knowledge to the test by applying what they have learned in the nomination, justification, and selection of new world wonders.

Throughout the duration of this unit, students will be striving to grow their ability to make relevant observations, pose and respond to pertinent questions, summarize and analyze information, make connections, formulate opinions, reflect, present logical points of view, and collaborate with peers. These skills are invaluable as students progress through the educational system. It is because of this that this unit provides unique and valuable learning experiences. This particular area of learning is often times not studied in school as other topics pertaining to the broader standards are frequently emphasized. Notwithstanding, this particular topic opens a sea of knowledge that allows students to become more worldly and globally connected citizens.

Differentiation for Gifted Learners:

This unit was designed for gifted learners, though all students can benefit from its content. It contains complex concepts and is high in rigor thus providing valuable and effectual learning experiences.

Content: This social studies unit is unique in the sense that there is not necessarily one correct answer. The ways in which student interpret how perspective impacts significance may vary each time this unit is used. This is not due to students lack of understanding, but rather because each group of students may have a different perspective of a topic.

Process: All students, especially those classified as gifted, need to access information in a multitude of ways so to ensure effectual and meaningful learning. This unit provides such opportunities as information is presented through multiple means including text, pictures, videos, and activities. Students will participate in whole group instruction, small group collaboration, and independent discovery. There will be discussions, debates, and questioning. They will be asked to partake in note taking, summarizing, and illustration, to name a few.

Product: The performance task for this unit requires students to collectively establish criteria for a structure to be a world wonder. Then, based on these criteria, students must individually nominate a structure to become a new world wonder. Following everyone's presentation on the nominated structures, students must select seven structures to become the new wonders of the world. The open-ended nature of this task affords students the opportunity to work within their means. They are able to analyze, categorize, rationalize, and customize their characteristics and nominations to best suit their personal abilities. There are a variety of activities throughout the lesson that allow students to provide work that is representative of their ability levels. This includes lists, observations, notes, etc.

Learning Environment: This facet of education, though sometimes overlooked, is crucial to effective learning. The learning environment will already be slightly enhanced due to student placement in the class being largely based off of individual interest and ability. Outside of this, the collaborative grouping of students will allow for the processing of information at the preferred pace with additional resources available to explore while waiting for the rest of the group. The environment of learning is also differentiated as instruction is provided in whole group, small group, individually, and seminars. There will be times when the teacher will be facilitating but there are also times when the lesson is student led.

Complexity: This unit is complex in nature as it is based off of the multifaceted essential understanding perspective impacts significance. To fully grasp the unit, students need to understand the aforementioned terms individually as well as how they play into each other.

Challenge: Due to the complex nature of the unit, students are challenged for its duration. The materials utilized are appropriate for the academic abilities of the students. Additionally, students will be asked to synthesize information and utilize higher order thinking skills to successfully complete the tasks associated with the unit.

Depth: This unit dives deep into the concept at hand. Students are not asked to simply memorize basic factoids about the wonders but rather they must analyze and interpret the information presentation. This allows student to delve into the content past its surface. The questions asked will primarily be those that require and evoke higher order thinking, again, encouraging students to truly examine and explore the topic.

Creativity: This element of differentiation is addressed through the students' opportunity to nominate a world wonder of their own. Providing they are cognizant of the criteria of a wonder as established by the class, individuals are afforded great freedom. Additionally, students are encouraged to present their nomination through whatever means they feel will be most effective.

Acceleration: The suggested pace of this course is quite rapid. This is in part due to the limited class time, in part due to the amount of information needing to be covered, and in part due to the fact that these students are gifted and often times thrive off of a fast paced learning environment. It should be noted that the pace of the class will be supplemented as student understanding of the content is assessed.

Goals and Outcomes:

Goal 1 - Content: Develop an understanding and appreciation of the various wonders of the world and other significant structures.

Students will be able to:

- Compare and contrast the various wonders of the world.
- Evaluate the validity of the Seven Wonders of the Ancient World and the New 7 Wonders of the World.
- Examine and make notable observations regarding the significance of the monuments.
- Describe factors that may influence significance.

Goal 2 - Process: Develop research, evaluation, and opinion making skills.

Students will be able to:

- Utilize reasons and sufficient evidence to support an opinion on a specific topic.

- Present and discuss information verbally, logically sequencing ideas, and using substantiated facts.
- Pose and respond to relevant questions by making comments that positively contribute to the discussion and effectively elaborate on the remarks of others.
- Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- Effectively research a new structure that can be considered wondrous based off of previously established criteria.

Goal 3 - Concept: To understand that perspective and significance are interdependent.

Students will be able to:

- Explain how perspective impacts significance.
- Analyze the characteristics of previously named world wonders.
- Establish a list of defining criteria to be used when determining a structures wondrous qualities.
- Transfer their knowledge regarding previously established world wonders to nominate a new wondrous structure.

Assessment Plan:

Assessment is a key part of ensuring students are fully understanding the essential concept and actively learning the essential questions. Without assessment, there are limited methods to determine the effectiveness of a lesson or unit. Assessment also provides the teacher with the data necessary to establish if topics need to be readdressed or if students are ready to move on. Keeping this in mind, this unit utilized formative, i.e. informal, and summative, i.e. formal, types of assessment as outlined below.

Formative Assessment:

- Discussions: Throughout the duration of the unit, students will participate in a variety of discussions. These discussion will occur in a variety of formats from whole group to small group, from teacher led to student led, and from question based to item based. These discussions will bring to light their current understanding of the topic being discussed as well as how well they are able to adjust their views in light of new information presented.
 - Lesson 1:

- Students will participate in a discussion surrounding the monument “To the Struggle Against World Terrorism” and the structures significance. During this discussion, the teacher will be assessing to see if students are identifying characteristics that are significant or of minor detail. Additionally, the teacher should be assessing the progression of the conversation as initial points may be broader.
 - Students will discuss how various structures (the White House, NASA Space Center, New York City Skyline, and a complex highway system) are significant. The teacher should observe if students are relating the pictures to the ideas of labor, size, and purpose and their overall significance.
- Lesson 2:
 - Students will discuss things of beauty and significance in their own community. From this discussion, students will need to justify why the items they chose are significant. As this is the second day, the students understanding of significance should be evident in their justifications.
 - Students will participate in a Socratic Seminar discussing how the significance of the Seven Wonders of the Ancient World impact people past and present. The teacher should pay mind to the progression of the discussion and assess if students are able to apply the previous days learning’s about significance and relate them to this set of wonders. Student understanding that different people may view something as more important should also be evident
- Lesson 3:
 - After completing a Bruner lesson, students will discuss their findings regarding the New 7 Wonders of the World. The teacher should pay mind to if students have established a strong foundation regarding these structures. This understanding should include basic facts as well as how the structures fit into culture, the roles the structures plays, and the significance of each structure.
- Lesson 4:
 - Students will again partake in a Socratic Seminar establishing the criteria to be used to select the new wonders of the world. Though this ties into the performance task and as such the summative assessment, it is important for the teacher to pay

mind to what is being said so to address any last minute misconceptions.

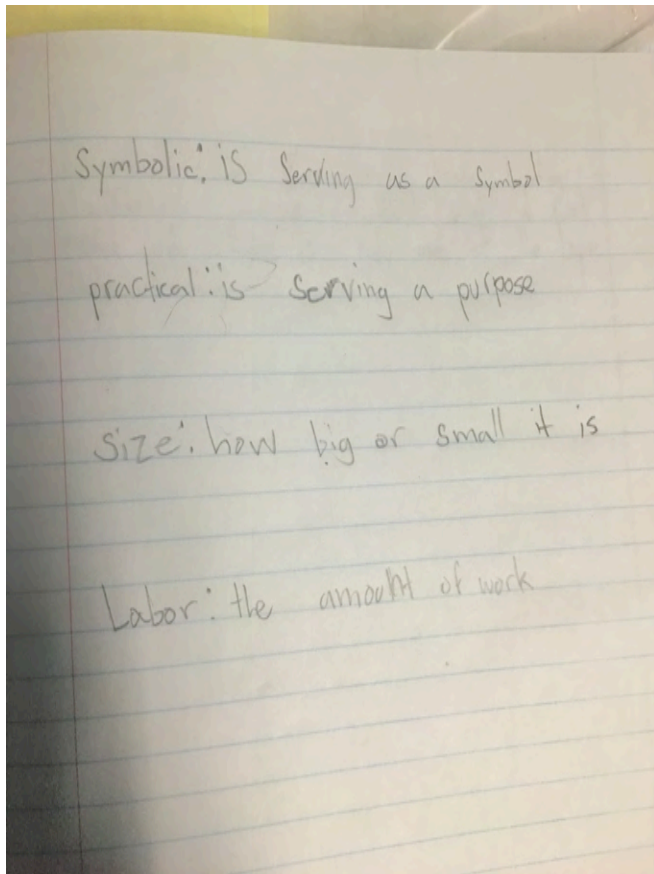
- Turn and Talk: This is a quick strategy and a great tool to gage student understanding. Allowing students a moment to discuss with a partner can help alleviate the stress of whole group participation and still allow the teacher to assess the progression of the lesson and/or unit.
- Journal Response: Having students respond to a journal prompt is an excellent formative assessment. It allows the teacher to assess individual learning and progress without the influence of other students. It also allows for the teacher to assess everyone versus a selected few.
 - Lesson 1: At the conclusion of the lesson, students are asked to respond to the question “what makes something significant.” As this is the first day, it is imperative that the teacher checks in with the students to ensure they are on the right track of understanding perspective and significance. Their understanding of the relationship of these two terms is crucial for the student’s success in the unit.
- List: Evaluating student generated lists provides great insight into students quick thinking. Seeing how the lists develops and their immediate thinking can assist the teacher in deciding if students are grasping the overarching concept as well as the task at hand.
 - Lesson 1: One of the first activities students are tasked with completing is generating a list of words and phrases showing what emotions/ideas are conveyed through the image and text that highlight and speak to the significance of the monument “To the Struggle Against World Terrorism.” This activity will allow the teacher to establish a baseline of what the students perceive as significant thus allowing for the shaping of future discussions.
 - Lesson 2: At the start of the second lesson, students are asked to form a list of structures in their own community that have significance. As this is the second day, the teacher can assess what students have retained from the previous day. Additionally, though students are dealing with the same concepts of significance and perspective, they are being asked to apply their understanding. This then allows for the teacher to see how students are progressing through the unit and if any of the concepts need to be readdressed.

- **Venn Diagram:** This style of formative assessment allows for the teacher to evaluate how students are able to discern between similarities and differences as well as establish connections. This is beneficial as it shows the teacher if students have obtained a higher level of understanding. For this unit, as students are comparing a wonder from the Ancient World and a wonder listed as one of the New 7 Wonders, it also postulates if students are able to apply the essential understanding across multiple examples.
- **Questions:** Questioning is a powerful tool when it comes to formative assessment. It provides instant feedback on student understanding on a topic. It is important for the questions to evoke higher order thinking though there is some benefit to asking foundational questions as well. Questioning is utilized throughout the unit and directs much of activities and discussions. Through the quick analysis of student answers, the teacher can direct the lesson so to best meet the needs of the students, reviewing, re-teaching, and moving forward as necessary.

Summative Assessment:

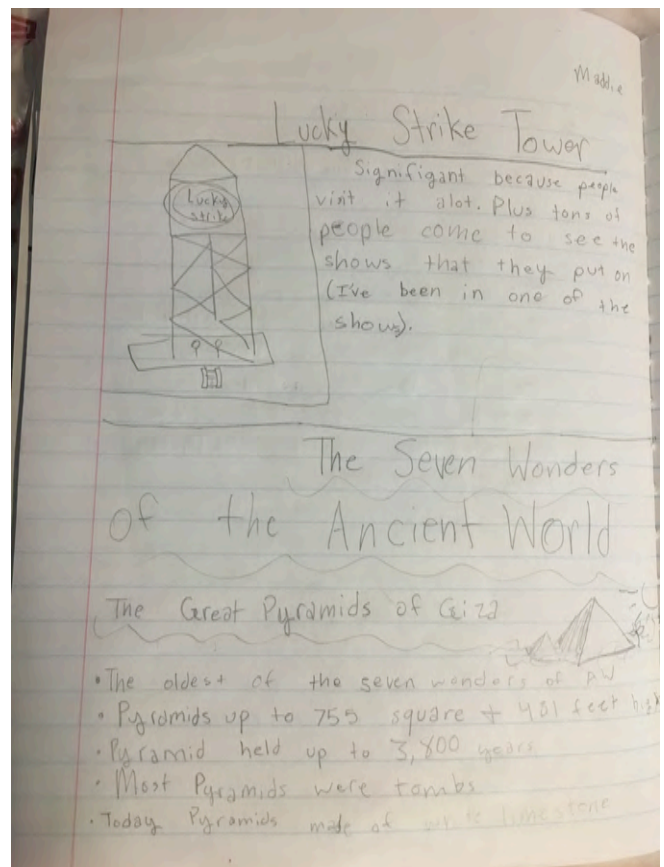
- **Performance Task:** The performance task is the culminating assignment of the unit. The student's copy of the summative assessment for this unit can be found below. Essentially, students are tasked with collaboratively establishing a list of criteria that can be used in determining the Seven Wonders of the Post Modern World. After this criterion has been agreed upon and established, students are then challenged with nominating a wonder to be included in this new list. Students must generate a presentation exhibiting, explaining, and justifying their nomination. At the conclusion of everyone's nomination presentation, the students will discuss which structures should be included in the final list. Through the evaluation of this task, the teacher will be able to determine how well the student understood the concepts of perspective and significance. Furthermore, the student's ability to apply what they have learned can be effectively assessed. This all can be accomplished through assessing which structure was selected and how well the student justified their nomination. With the proper justifications, structures that "fit in" with previously listed world wonders would more than likely show that a student has a strong command of the unit.

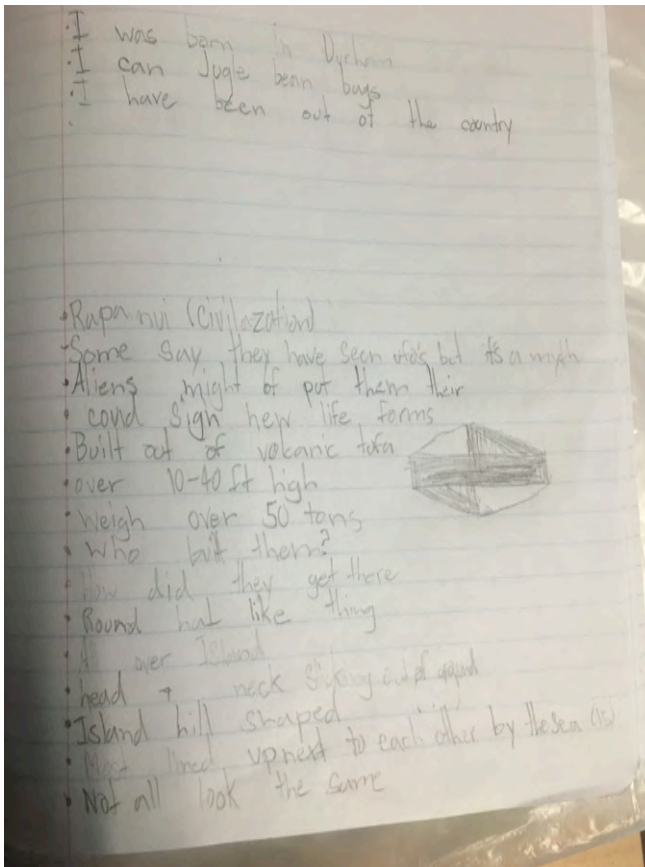
Student Work:



To the left is a sample of a student's notes. During this time, we were discussing what characteristics a structure might possess to be considered significant.

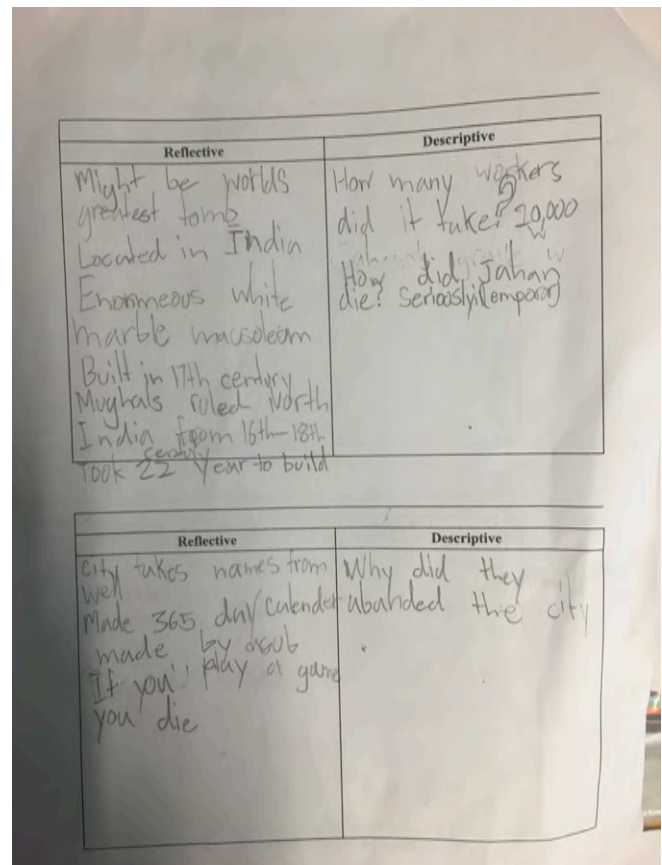
To the right is a sample of a student's list of structures in the community they regarded as significant.





To the left is a sample of a student's notes. During this time, the Seven Wonders of the Ancient World were being explored. Listed are characteristics they initially deemed significant.

To the right is a sample of a student's notes. During this time, the New 7 Wonders of the World were being researched. Students were to identify characteristics they deemed significant about the structure.



Pages 12-16 are sample performance tasks. These were either presented in PowerPoint form or as a handout. It should be noted that our discussions regarding the structures encompassed a great deal of our time and as such students became slightly limited in their time to perfect their presentations.

The Dancing House

The House That Always Appears To Be Dancing

Where to Find It

You Can Find This Incredible House In Prague, Czech Republic.



Frank Gehry

The Architect Of This Amazing House Is Frank O Gehry. It Took Four Years To Complete It. It Has Remained Standing Since 1996, When It Was Completed.



Awards

The general shape of the building is now featured on a gold 2,000 [Czech koruna](#) coin issued by the [Czech National Bank](#). The coin completes a series called "Ten Centuries of Architecture".^[6]



Construction

Construction Started Around 1992 And Went Four Years Up To 1996 Until It Was Completed. It Was Originally Named The Fred Astaire And Ginger Rogers, Until It Was Nicknamed To "The Dancing House"



Purpose

The Creator Of The Building Was Hoping That The Building Would Become A Center Of Cultural Activity. This Is Why He Built Such An Unusual Building!



Windows

The Front Of The Dancing House Had Many Windows. It's Not A Very Significant Fact, But I Found It Very Interesting. I Found A Picture Of All The Windows.



Fun Facts.

*The House Is On A Formerly Vacant Lot!

*The building's unusual style, which the designers sometimes called neo-baroque, consisted of 99 differently-shaped panels of concrete, topped by Medusa, a twisted metal sculpture

*The location of the Dancing House, in a heavily built-up part of the Czech capital, has caused some controversy

World War 2 Memorial

The World War Memorial is a memorial of national significance dedicated to americans fighting in World War 2

How much labor did they put into the world war 2 memorial?

Its took half a centurie to to discuss and build the World War 2 memorial and it took lots of people to build and plan it too

Potential of world war 2 memorial

The world war 2 memorial is made out of granite and the whole memorial is made out of 17,000 individual stone

Why should this be a new 7

This should be a 7 wonder because World War 2 was a big thing because 6 million jews were killed and it shows every state that fought in the war



The purpose of the memorial

The purpose of the world war 2 memorial was to honor americans who fought in world war 2 to stop the nazi

Why is this memorial significant

This memorial is significant because it represents the people who helped out during world war 2 to fight off the nazi

THE EIFFEL TOWER

Presented by Olivia Revill
Please make the Eiffel Tower one of the 7 wonders!



The Eiffel Tower is a wrought iron lattice tower on the Champ de Mars in Paris, France. It is named after the engineer, Gustave Eiffel, whose company designed and built the tower.



Yes, I did build the Eiffel Tower. I'm quite famous for it.

This is Gustave Eiffel, the man who built the Eiffel Tower.

Address: Champ de Mars, 5 Avenue Anatole, Paris, France

When Gustave Eiffel's company built Paris' most recognizable monument for the 1889 World's Fair, many regarded the massive iron structure with skepticism. Today, the Eiffel Tower, which continues to serve an important role in television and radio broadcasts, is considered an architectural wonder and attracts more visitors than any other paid tourist.

THE EIFFEL TOWER'S PURPOSE

The Eiffel Tower was built for the International Exhibition of Paris of 1889 commemorating the centenary of the French Revolution. Of the 700 proposals submitted in a design competition, Gustave's was unanimously chosen

More facts about the Eiffel Tower: 4. The Eiffel Tower has been standing for 129 years
5. The place where the Eiffel Tower stands once homed a guillotine.

Facts about the Eiffel tower:

1. It was also made by a man named Stephen Sauves
2. It's 984 feet tall
3. You need to climb 1,665 steps to get to the top.

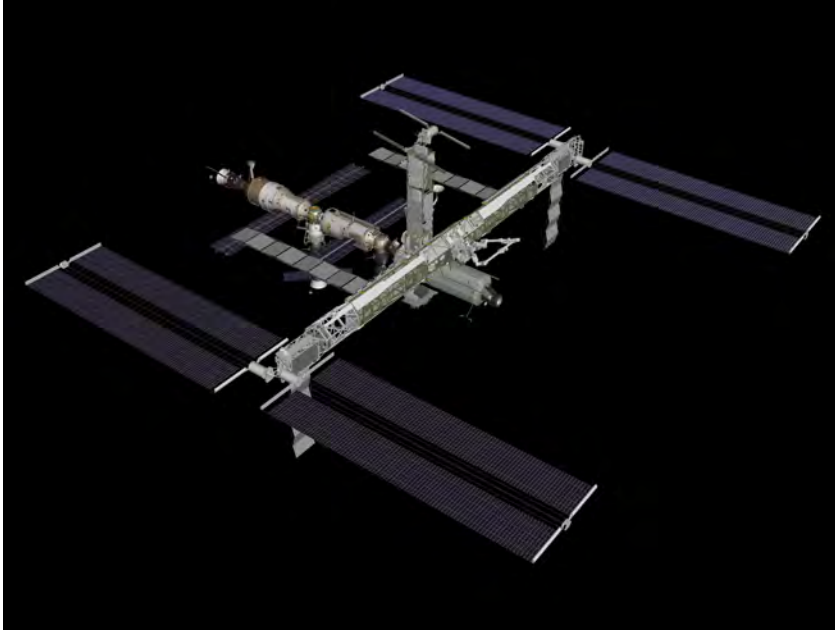
Thank you for watching my presentation, and please make the Eiffel Tower a World Wonder.





I think we should choose Iss also known as the international space station as a wonder of the postmodern world

,because it has been in space for 10 years exploring space. It took tons of labor from usa,russia,,japan,canada, france,brazil,malaysia,south korea and italy.It took 5 years to build and in 2013 alone there were 38 missions.imagine how busy they were! Also it is powered by the sun and it was built in space in orbit.the iss was launched in 1998.the reason we have the iss is for study in biology,human biology,,physics ,astronomy and meteorology.



- Iss weighs nearly 925,000 pounds
- Iss has 2 bathrooms ,1gym and 6 bedrooms
- It travels at 17,227 miles per hour
- Iss completes 15.5 orbits around earth each day 5,657.5 orbits per year.

- The iss is the most expensive single item built.
- Parts had to be sent up in space to the iss to be constructed in space
- It is 4 times larger than usas skylab and 5 times larger than russia's mir
- Over 8 miles of wire connects the electrical power system on the iss
- There have been a total of 352 flights to the iss

- It is 375 ft
- The iss is a satellite

TEACHER NAME		Lesson #
Morocco		1
MODEL	CONTENT AREA	GRADE LEVEL
Taba	Social Studies	4th/5th
CONCEPTUAL LENS		LESSON TOPIC
Perspective		Wonders of the World
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
<ul style="list-style-type: none"> 6.C.1 Explain how the behaviors and practices of individuals and groups influenced societies, civilizations and regions. 3.H.1 Understand how events, individuals and ideas have influenced the history of local and regional communities. 3.H.2 Use historical thinking skills to understand the context of events, people and places. SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. 		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to "uncover" the Essential Understanding)</i>
Significance impacts perspective		How does significance impact perspective?
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>
<ul style="list-style-type: none"> Significance: the quality of being worthy of attention; importance Perspective: a particular attitude toward or way of regarding something; a point of view Labor: work, especially hard physical work. Size: the relative extent of something; a thing's overall dimensions or magnitude; how big something is Purpose: the reason for which something is done or created or for which something exists Practicality: the quality or state of being practical Symbolic: serving as a symbol The monument "To Struggle Against World Terrorism" was a gift from Russia to the USA on the 5th anniversary of September 11th 		<ul style="list-style-type: none"> Compare and Contrast the structures presented Make notable observations regarding the significance of the monument "To Struggle Against World Terrorism" through the text and provided picture. Explain how significance impacts perspective Utilize reasons and sufficient evidence to support an opinion on a specific topic. Pose and respond to relevant questions by making comments that positively contribute to the discussion and effectively elaborate on the remarks of others. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions Present and discuss information verbally, logically sequencing ideas, and using appropriate and substantiated facts. Speak clearly and at an understandable pace.
GUIDING QUESTIONS <i>What questions will be asked to support instruction?</i> <i>Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding</i>		
Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<ul style="list-style-type: none"> What is going on in this picture? What from the picture supports that idea? Where do you think this is? When do you think this picture was taken? What do you see feel? What can you add to that? Can someone else support that statement? What other observations can be made? What is the mood of this picture? What do you think the artist wanted you to feel? 	<ul style="list-style-type: none"> What is significant about what you see/read? What do you see? How does this brochure make you feel? How do you imagine the artist intended to make you feel? How do you imagine others view this monument? What impact does this structure have? What is this picture showing? What is happening in this picture? What is significance? What could make something significant and why? Tell me what you see Tell me what you know Do any of these items belong together? Why might people view these structures with different levels of significance? 	<ul style="list-style-type: none"> What makes something significant? How could you argue somethings level of significance? How are things more significant than others? How does significance impact perspective? How would you defend the order of signifiance between two structures discussed today? Is something always significant? Why or why not? After participating in this learning experience, what will you do differently next time? Through your participation in this learning experience, what conceptual ideas did you explore? How did this experience impact your understanding of perspective?

	<ul style="list-style-type: none"> • How and why may they view them differently? • What would you call these groups you have formed? • Why would you group them together? • Could some of these belong in more than one group? • Can we put these same items in different groups? • Why would you group them that way? • Can somebody say in one sentence something about all these groups? 	<ul style="list-style-type: none"> • What were the major points discussed during the learning experience?
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DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.)

Content	Process	Product	Learning Environment
	<p>Students will experience essential understanding and concept through participation.</p> <p>Students will create, group, and label a list regarding observations of significance</p>		<p>The collaborative grouping of students will allow for the processing of information at the preferred pace with additional resources available to explore while waiting for the rest of the group.</p>

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.

Display a picture of the monument "To Struggle Against World Terrorism". Students will be provided a copy of the picture to take notes on if needed.

<http://www.911monument.com/gallery.cfm?gallery=monument>

Students will be instructed to silently look at the picture and think about what you see and observe.

After students have been given a chance to take in the picture and formulate their thoughts, ask students:

- What is going on in this picture?
- Why do you think that?
- What else can you find?
- Where do you think this is?
- When do you think this picture was taken?
- What do you see feel?
- Can you add to that?
- Does everyone agree with that?
- Does anyone see something different?
- What is the mood of this picture?
- What do you think the artist wanted you to feel?
- How could perspective impact this?

Explore - In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.

Students will be provided with a brochure on the monument "To Struggle Against World Terrorism".

http://www.911monument.com/download.cfm?docName=Memorial_Brochure.pdf

After reading through the brochure, students will be tasked with **listing** at least 20 words, phrases showing emotions/ideas conveyed through imagery that highlight and speak to the significance of the monument. Guiding questions include: What do you see?

- How does this brochure make you feel?
- How do you imagine the artist intended to make you feel?
- How do you imagine others view this monument?
- What impact does this structure have?

Students will then work with small groups to compile a word list based on similarities as they relate to significance. After being provided to complete this, the class will come back together to discuss the words they have found to be significant.

Students will collaborate with each other to determine which descriptive words have similar qualities. Students will be informed that items can only be used one time, they should formulate at least 3 groups, and they must be able to support their decisions

The teacher will move throughout the learning environment facilitating the discussion and activity. Guidance will be provided as necessary but mainly through a questioning strategy that leads students to draw their own conclusions. The teacher will ask the students to describe the qualitative characteristics of each group as well as determine the similarities and differences between them as they relate to significance.

After students have formulated their groups, they will then be instructed to determine an appropriate label (title) for each group.

Once students have been given the opportunity to label their initial groups, the class will come back together to discuss how they grouped and labeled everything. After this discussion, students will be asked to go back and regroup and subsume where appropriate. The teacher will ask:

- Could some of these belong in more than one group?
- Can we put these same items in different groups?
- Why would you group them that way?

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

After the taba lesson has been completed, students will be asked to see if they can find a generalization about significance. They will complete a think-pair-share for this. They need to address what they have come to learn and/or understand about significance as a part of the listing/grouping/labeling/regrouping process.

After the picture and brochure have been discussed, the teacher will move the discussion into defining significance. For the purposes of this class, significance will be defined as “the quality of being worthy of attention; importance”. This definition will be provided for students. Students will then be asked to Think Pair and Share of how the monument “To Struggle Against World Terrorism” is significant. Students will be able to utilize their lists/groups/labels from earlier.

The discussion will be directed into coming up with categories that may be used to define significance. For the purposes of this unit those categories are going to be as follows:

- Labor: work, especially hard physical work.
- Size: the relative extent of something; a thing's overall dimensions or magnitude; how big something is
- Purpose: the reason for which something is done or created or for which something exists
 - Practicality: the quality or state of being practical
 - Symbolic: serving as a symbol

The above categories will be utilized throughout the unit to help students understand why the various wonders of the world may have been classified as wonders.

The first part of the lesson discussing the monument “To Struggle Against World Terrorism” will be brought up again and students will be asked how is this structure significant. The various parts of labor, size, purpose (symbolic) will be discussed.

Elaborate —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

To continue this lesson, students will then be shown four new pictures (one at a time) These pictures include the White House, NASA Space Center, New York City skyline, and a complex highway system:

- http://www.nsf.gov/news/mmg/media/images/pecase1_h.jpg
- <http://www.newsmax.com/Newsmax/files/c6/c6930cba-2129-4c39-ab7a-8ee9efe59f2a.jpg>
- <https://i.ytimg.com/vi/fWu9x79HKbs/maxresdefault.jpg>
- https://i.kinja-img.com/gawker-media/image/upload/s--UzeIAM8X--/c_fit,fl_progressive,q_80,w_636/18riq9gq1y0g8jpg.jpg

For each image, students will be asked to discuss if the item displayed is significant and why. It may be discussed:

- White House:
 - Purpose → symbolic (for the US)
 - Size → large for a house
- NASA Space
 - Purpose → practical (serves as the center for space exploration for the US)
 - Labor → home to many jobs and innovation
- Highway
 - Labor → many many man hours were put into designing and constructing
 - Size → mass transportation
 - Purpose → effective transportation
- NYC
 - Size → one of the largest cities in the world

- Labor → design, construction, jobs
- Purpose → practical (port city, location on the east coast, etc)
- Purpose → symbolic (mega city, industrial age, world center, etc)

Will everyone view this structures the same way (from the same place, culture, age, country, etc) → How will they view them differently?

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

To complete the lesson and to evaluate their understanding of significance students will be asked to write a written response to the following question: What makes something significant?

Students also will be evaluated on their participation in whole group discussions and how well they collaborate.

TEACHER NAME		Lesson #
Kristin Morocco		2
MODEL	CONTENT AREA	GRADE LEVEL
Socratic Seminar	Social Studies	4 th /5 th
CONCEPTUAL LENS		LESSON TOPIC
Perspective		Seven Wonders of the Ancient World
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
<ul style="list-style-type: none"> 6.C.1 Explain how the behaviors and practices of individuals and groups influenced societies, civilizations and regions. 3.H.1 Understand how events, individuals and ideas have influenced the history of local and regional communities. 3.H.2 Use historical thinking skills to understand the context of events, people and places. SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. 		
ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to "uncover" the Essential Understanding)</i>
Significance impacts perspective.		How does significance impact perspective?
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>
Students will know that: <ul style="list-style-type: none"> The Seven Wonders of the Ancient World include The Great Pyramid of Giza, The Hanging Gardens of Babylon, The Temple of Artemis at Ephesus, The Statue of Zeus at Olympia, The Mausoleum at Halicarnassus, The Colossus Rhodes, and The Pharos of Alexandria. The Seven Wonders of the Ancient World were built prior to 200 B.C.. The Seven Wonders of the Ancient World are located around the Eastern Mediterranean Rim. Philo of Byzantium defined the original list of the Seven Wonders of the Ancient World. There were others including Herodotus, Callimachus of Cyrene, and Antipater of Sidon who also created a list of wonders and these lists sometimes differed. The major characteristics of each wonder. 		Students will be able to... <ul style="list-style-type: none"> Summarize the text. Evaluate the validity of Seven Wonders of the Ancient World. Compare and contrast the Seven Wonders of the Ancient World. Compose a list of the classifying characteristics of a wonder. Utilize reasons and sufficient evidence to support an opinion on a specific topic. Pose and respond to relevant questions by making comments that positively contribute to the discussion and effectively elaborate on the remarks of others. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions Present and discuss information verbally, logically sequencing ideas, and using appropriate and substantiated facts. Speak clearly and at an understandable pace.
GUIDING QUESTIONS <i>What questions will be asked to support instruction?</i> <i>Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding</i>		
Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<ul style="list-style-type: none"> What does "monumentality" mean? What makes something significant? What is perspective? What influences perspective? How do perspectives change over time? In what ways does significance change over time? 	<ul style="list-style-type: none"> Where were the Wonders of the Ancient World located? When were the Wonders of the Ancient World built? What are the physical characteristics of each wonder? Who defined these wonders as THE wonders? Determine how the wonders defined? How does the significance of these structures impact people past and present? If you were to rename one of the wonders, which one would you rename and why? With the lack of evidence of their existence, how would you justify their classification as a wonder? 	<ul style="list-style-type: none"> How does significance impact perspective? How does the significance of these structures impact people past and present? What were the major points discussed during the seminar? Through your participation in this seminar, what conceptual ideas did you explore? What generalizations can you make about the characteristics of the Seven Wonders of the Ancient World? How did this experience impact your understanding of perspective? What challenges or obstacles did you experience during the seminar? How did your role in the seminar (i.e.

		<p>whether you were on the inner or outer circle) impact your feelings about the seminar?</p> <ul style="list-style-type: none"> • After participating in this seminar, what will you do differently next time?
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DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
	<ul style="list-style-type: none"> • Students will facilitate the seminar and be held responsible for creating questions that maintain the veracity of the seminar 	<ul style="list-style-type: none"> • Students will be tasked with composing a list of the qualities and characteristics of a world wonder (i.e. what must an object have in order to be considered a world wonder)? Their list should help them understand "how does monumentality impact perspective?" varying length 	<ul style="list-style-type: none"> • Students will work in a variety of environments within the classroom including individual, small groups, and the seminar

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.

We will begin by defining beauty, monumentality, significance, and perspective.

The discussion will be directed to considering the beauty around us. Students will be asked to identify/talk about the most beautiful places they have seen in their own community. Where is each of those beautiful things? Are they natural or manmade?

Can student agree on a ranking of their list of the most beautiful places in their community?

Students will then be asked to think outside their own community and identify places in their state/country/world that might be among the most beautiful/remarkable. Is there an agreed ranking of those places as to which is most beautiful?

After students have had a chance to categorize the pictures, we will share and cast a vote if it should be counted as art or not. From here, the teacher will ask the students:

- What makes something significant?
- What influences perspective?
- Do perspectives change over time → How?
- Does significance change over time → How?

Students will record the above definitions for future reference.

Explore - In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.

Students will be provided with a copy of text that describes each of the Seven Wonders of the Ancient World. A picture of the wonder will accompany each description. Students will be tasked with reading the text. Once all students have read the text independently, the teacher will facilitate a closed reading of the first wonder and demonstrate coming up with higher order questions.

Students will then be tasked with rereading the text and implement the closed reading strategies. They will create three unique questions. Questions should require higher order thinking (question stems will be provided for guidance).

- <http://www.sevenwondersbooks.com/extras/seven-wonders-interactive-map>
<http://www.unmuseum.org/wonders.htm>

Explain - Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.

When students have finished crafting their questions, the teachers will ask the following questions:

- Where were the Wonders of the Ancient World located?
- When were the Wonders of the Ancient World built?
- What are the physical characteristics of each wonder?
- Who defined these wonders as THE wonders?
- How were the wonders defined?

Students will respond to the questions orally, taking notes as necessary about each wonder.

Elaborate —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

The teacher explains the **Pre-Seminar Process** and helps the student set-up by:

- Define and state the purpose for Socratic Seminar
- Describe the responsibilities of the facilitator and participator
- Have students set a Personal Goal
- Have students agree on a Group Goal

Students will be divided into two equal groups. Group one group will begin as the inner circle for the seminar and group two will begin as the outer circle of the seminar. The inner circle will begin the discussion while the outer circle members take notes on the dialogue, record any questions they have, and observe one participant of the inner circle. The leader will begin the seminar with a thought-provoking question. The inner circle will respond in a discussion format. Students will follow the expectations for the seminar.

Opening Question: How does the significance of these structures impact people past and present?

Students will discuss and dialogue for ten minutes. The teacher will not interrupt or offer instruction during this time; they are to observe and monitor. After the allotted time has passed, the inner and outer circle will change places and roles.

After students have been a part of both the inner and outer circle, the teacher will pose the following questions:

- What were the major points discussed during the seminar?
- Through your participation in this seminar, what conceptual ideas did you explore?
- What generalizations can you make about the characteristics of the Seven Wonders of the Ancient World?
- What qualities and characteristics constitute a world wonder?
- How did this experience impact your understanding of perspective?
- What challenges or obstacles did you experience during the seminar?
- How did your role in the seminar (i.e. whether you were on the inner or outer circle) impact your feelings about the seminar?
- After participating in this seminar, what will you do differently next time?

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

Students will work in small groups of 3-4 to collaborate and create a list of the qualities and characteristics of a world wonder (i.e. what must an object have in order to be considered a world wonder)? Their list should help them understand “how does significance impact perspective?”

To conclude, the class will come together to finalize the list, as this list will be utilized in subsequent lessons.

TEACHER NAME		Lesson #
Kristin Morocco		3
MODEL	CONTENT AREA	GRADE LEVEL
Bruner's Structure of Intellect	Social Studies	4 th /5 th
CONCEPTUAL LENS		LESSON TOPIC
Perspective		Wonders of the World
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
<ul style="list-style-type: none"> 6.C.1 Explain how the behaviors and practices of individuals and groups influenced societies, civilizations and regions. 3.H.1 Understand how events, individuals and ideas have influenced the history of local and regional communities. 3.H.2 Use historical thinking skills to understand the context of events, people and places. SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. 		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to "uncover" the Essential Understanding)</i>
Significance impacts perspective		How does significance impact perspective?
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>
<ul style="list-style-type: none"> The New 7 Wonders of the World include The Great Wall of China, Petra, The Colosseum, Chichen Itza, Machu Picchu, Taj Mahal, and Christ the Redeemer. The New 7 Wonders organization was established in 2000 and aimed to inspire and make people more aware of what was being left behind for future generations. These wonders represent 7 symbols of unity that respect, honor and celebrate a Global Memory. These wonders were elected by a worldwide vote consisting of over 100 million participants. The major characteristic of each new wonder. Social science is the study of how groups of people behave, often in an effort to predict how they will behave in the future. The social sciences include economics, anthropology, sociology, political science, and aspects of psychology and history. 		<ul style="list-style-type: none"> Summarize the text. Evaluate the validity of New 7 Wonders of the World. Compare and contrast the New 7 Wonders of the World Compose a list of the classifying characteristics of a wonder. Utilize reasons and sufficient evidence to support an opinion on a specific topic. Pose and respond to relevant questions by making comments that positively contribute to the discussion and effectively elaborate on the remarks of others. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions Present and discuss information verbally, logically sequencing ideas, and using appropriate and substantiated facts. Speak clearly and at an understandable pace.
GUIDING QUESTIONS <i>What questions will be asked to support instruction?</i> <i>Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding</i>		
Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:

<p>Review Questions:</p> <ul style="list-style-type: none"> • What does “monumentality” mean? • What makes something significant? • What is perspective? • What influences perspective? • How do perspectives change over time? • In what ways does significance change over time? • How does significance influence perspective? <p>Bruner:</p> <ul style="list-style-type: none"> • Why do people see and interpret things differently? • How do different points of view impact one’s understanding of a situation? • How might a person’s job influence how they view or interpret a situation? • What can be learned from different perspectives? • What is an archaeologist? • What is a sociologist? • What is an architect? • What do each of the above professions do? 	<ul style="list-style-type: none"> • Where are the New 7 Wonders of the World located? • What are the physical characteristics of each wonder? • How were these wonders defined? • How does the significance of these structures impact people past and present? • With the method used to implement these structures as wonders, how would you justify their classification as a wonder? • How were these wonders apart of the culture of the area? • How do these structures exhibit the culture of the area? • What role did these structures play in the organization of their respective society? • What role might these structures have had in the development of their respective society? • What do you notice about the design of each structure? • What makes each structure unique (significant)? 	<ul style="list-style-type: none"> • How does significance impact perspective? • How does the significance of these structures impact people past and present? • Explain the reasoning behind the classification of these structures as world wonders. • What generalizations can you make about the characteristics of the New 7 Wonders of the World? • Compare and Contrast the New 7 Wonders of the World with the Seven Wonders of the Ancient World. • What were the major points discussed during the learning experience? • Through your participation in this learning experience, what conceptual ideas did you explore? • How did this experience impact your understanding of perspective? • What challenges or obstacles did you experience during the learning experience? • How did your role in the learning experience (i.e. whether you were an archaeologist, sociologist, architect) impact your feelings about the learning experience? • After participating in this learning experience, what will you do differently next time?
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DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
	<p>Students will experience essential understanding and concept through participation.</p> <p>Students who need a leadership role will be assigned to be the journalist.</p> <p>Students will question, observe, and reflect based on their level of</p>	<p>Students will question, observe, and reflect based on their level of development.</p> <p>Students will make connections appropriate to their ability levels.</p>	<p>Students will work in a variety of environments within the classroom including individual, small groups, and whole group</p>

development.

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

The teacher will ask students if they are up for the Lemon Challenge to test their skills of observation. The teacher shows the class a bowl of lemons and explains that these lemons are not ordinary lemons, they are lemons designed to help us learn about the importance of observation and evidence. The bowl is passed around and students are to select a lemon.

The teacher then passes out the activity sheet and explains that they are to make as many detailed observations about their lemon as they can, including a sketch of their lemon. They are not to write on, mark, or change their lemon in any way. Students will have available string, a ruler, and colored pencils to use.

When students have made all the observations of their lemon they can think to make, they return their lemons to the bowl in the front of the room.

At this point, spread the lemons (include a few extra lemons to make the search more challenging) to different areas of the room on desks or tables and have students circulate the room, trying to find their lemon using the observations they recorded on their worksheet. Inevitably, a few students will claim to have found the lemon they have been searching for, but unfortunately it is the same lemon. Capitalize on this situation by assuming a mediator's role. Call the class's attention to the dilemma, so that everyone can participate in the discussion and learn from it. Point out that as a mediator of the dispute, you must examine the evidence in the case—in this example, the evidence is both students' lemon observations—and make an evidence-based decision. Here the teacher can look for variations in the quantity and quality of the students' observations. Did either student include measurements? Are these measurements of multiple dimensions? Are they accurate? Does the student have a drawing? Does the drawing include distinguishing features? Discuss how this process of weighing evidence and then making decisions based on what is observed is what scientists do as they interpret their observations, and what students must learn to do if they are to be scientifically literate citizens.

Before continuing review the following questions:

- What does "significance" mean?
- What makes something significant?
- What is perspective?
- What influences perspective?
- How do perspectives change over time?
- In what ways does significance change over time?
- What is the relationship between significance and perspective?

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

The teacher will ask the class the pre lesson questions:

- Why do people see and interpret things differently?
- How do different points of view impact one's understanding of a situation?
- How might a person's job influence how they view or interpret a situation?
- What can be learned from different perspectives?

Here, the teacher will explain that we will be doing an exercise that involves examining things from the view point of a social scientist. We will begin by watching the following video:

<http://www.esrc.ac.uk/about-us/what-is-social-science/videos-what-is-social-science/>

After watching the video the class will discuss

- What tools do they use?
- What rules do they follow in their work?
- Why is the study of social science important?
- How does this profession impact society?

The teacher will explain to the students that they have all been employed by Time Magazine who is doing a special issue on sites around the world. They are each part of a team that will travel together so to gather the most comprehensive understanding of each location.

Students will then be placed into groups of four.

Students will be instructed that they are going to be adopting the persona of a social scientist. They will travel with their group making observations of each sight. The teacher will explain that they will initially take reflective and descriptive notes silently. After 2 minutes, students will be asked to discuss their observations with their group. It is essential to emphasize the importance of maintaining the perspective of their job.

Students will travel to all seven sites taking notes and discussing at each location around the room.

The time at each location will be monitored by the teachers to ensure that they are given enough time to discuss all things important. Students will take notes on a handout for each wonder. The handout will have a reflective and a descriptive notes. The descriptive notes will include the generic including:

- What is it made out of?
- What is its size?
- Where is it located?

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

After students have visited all locations, the class will come back together to discuss their findings. The journalist will be in charge of reporting for the group. The teacher will record the observations on the board.

Questions to lead the discussion include:

- Where are the New 7 Wonders of the World located?
- What are the physical characteristics of each wonder?
- How were these wonders defined?
- How does the significance of these structures impact people past and present?
- With the method used to implement these structures as wonders, how would you justify their classification as a wonder?
- How were these wonders apart of the culture of the area?
- How do these structures exhibit the culture of the area?
- What role did these structures play in the organization of their respective society?
- What role might these structures had in the development of their respective society?
- What do you notice about the design of each structure?
- What makes each structure significant?

Elaborate —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

After each site is discussed, the teacher will explain the World of New 7 Wonders. It will be discussed that the places that they travelled were named the New 7 Wonders of the World in 2007. The idea, mission, and process will

presented.

After students have formulated an understanding that these structures are considered the New 7 Wonders of the World, students will work with a partner to compare and contrast one wonder from each the Seven Wonders of the Ancient World with the New 7 Wonders of the World. Students will record their thoughts in a Venn Diagram.

Finally, students will be asked to independently respond to the following questions:

- How does significance impact perspective?
- How does the significance of these structures impact people past and present?
- Explain the reasoning behind the classification of these structures as world wonders.
- How did your role in the learning experience impact your feelings about the learning experience?
- What did you learn about being a social scientist?
- What rules did you follow?
- Which tools were most important?
- After participating in this learning experience, what will you do differently next time?

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

Students will be evaluated on their participation in whole group discussions as well as during the learning experience, how well they adopt and maintain the perspective of their job, and how well they collaborate. The final piece of evaluation will be their Venn Diagram comparing the Ancient Wonders with the New 7 Wonders and their response on their reflection from the questions listed above.

Student note sheet for Bruner

Reflective	Descriptive

TEACHER NAME		Lesson #
Morocco		4
MODEL	CONTENT AREA	GRADE LEVEL
Creative Problem Solving	Social Studies	4th/5th
CONCEPTUAL LENS		LESSON TOPIC
Perspective		Wonders of the World
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
<ul style="list-style-type: none"> 6.C.1 Explain how the behaviors and practices of individuals and groups influenced societies, civilizations and regions. 3.H.1 Understand how events, individuals and ideas have influenced the history of local and regional communities. 3.H.2 Use historical thinking skills to understand the context of events, people and places. SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. 		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to "uncover" the Essential Understanding)</i>
Significance impacts perspective		How does significance impact perspective?
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>
<ul style="list-style-type: none"> Significance: the quality of being worthy of attention; importance Perspective: a particular attitude toward or way of regarding something; a point of view Labor: work, especially hard physical work. Size: the relative extent of something; a thing's overall dimensions or magnitude; how big something is Purpose: the reason for which something is done or created or for which something exists Practicality: the quality or state of being practical Symbolic: serving as a symbol The major characteristic of each proposed wonder. Major structures in the world worth being nominated to become a new wonder. 		<ul style="list-style-type: none"> Nominate and assess based off of the selected criteria Compare and Contrast the structures presented Make notable observations regarding the significance of the monument Nominate a new wonder based off of the selected criteria. Explain how significance impacts perspective Utilize reasons and sufficient evidence to support an opinion on a specific topic. Pose and respond to relevant questions by making comments that positively contribute to the discussion and effectively elaborate on the remarks of others. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions Present and discuss information verbally, logically sequencing ideas, and using appropriate and substantiated facts. Speak clearly and at an understandable pace.
GUIDING QUESTIONS <i>What questions will be asked to support instruction?</i> <i>Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding</i>		
Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
Review Questions: <ul style="list-style-type: none"> What is significance? What makes something significant? What is perspective? What influences perspective? How do perspectives change over time? In what ways does significance change over time? How does significance influence perspective? What generalizations can you make about the characteristics of the Seven Wonders of the Ancient World? Creative Problem Solving: <ul style="list-style-type: none"> How did you decide how you would rank each animal? Why might people have different 	<ul style="list-style-type: none"> What is a way of determining if something is significant? Why is important to have a set list of criteria when deciding/ranking? What makes a list of criteria valid? What criteria should be used to select the next wonders of the world? What makes something worth consideration during a selection process? What final characteristics should be utilized to determine the next wonders of the wonders? How did you select the criteria that will be used to choose the next wonders? What structure could be nominated to become a wonder of the world and how would you defend its nomination? 	<ul style="list-style-type: none"> What makes something significant? How could you argue something's level of significance? What makes something more significant than something else? How does significance impact perspective? How would you defend the order of significance between the structures presented today? What makes the new wonders a valid list? After participating in this learning experience, what will you do differently next time? Through your participation in this learning experience, what conceptual ideas did you explore?

rankings?	<ul style="list-style-type: none"> What characteristics did the Seven Wonders of the Ancient World and the New 7 Wonders of the World share? 	<ul style="list-style-type: none"> How did this experience impact your understanding of perspective? What were the major points discussed during the learning experience?
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DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.)

Content	Process	Product	Learning Environment
	Students will be using creative problem solving as an instructional model thus encouraging both divergent and convergent thinking. This model also supports leadership, teamwork, creativity, and persistence.	The open-ended nature of the product makes it well-suited for gifted learners	<p>Students will work in collaborative groups and the lesson will be student led</p> <p>Students will work in a variety of environments within the classroom including individual, small groups, and the seminar</p>

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.

As students enter the room, they will be given a paper with a picture of each of the following animals: goldfish, cat, dog, and monkey. They will also be given a decision matrix with the following categories: size, strength, intelligence, appearance, and use to humans. They will be tasked with ranking each animal in each category from best (1) to worst (4) based off of the question of which animal is the most significant.

After each student has been given the opportunity to rank their animals, the class will come together to discuss their findings, compare rankings, and if answers vary, if there is a correct answer.

Sample:

	Goldfish	Cat	Dog	Monkey
Size				
Strength				
Intelligence				
Appearance				
Use to Humans				
Total Score				

Explore - In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.

Students will be introduced to the performance task of selecting seven new wonders of the world. It will be explained to them that they will have two roles. They will be a part of the selection committee as well as nominating a structure. As with the engage, students will be told that this selection needs to have a set of criteria used to judge each nominated wonder. However, the committee has not yet selected said criteria. As committee members, it is now their task to determine what specific criteria will be used to determine which nominated wonders are significant enough to become apart of the next grouping of the wonders of the world. They will need to take into account what has been discussed with the Seven Wonders of the Ancient World and the New 7 Wonders of the World.

Students will initially work in groups of four to create a list they deem acceptable to use to judge the nominated wonders. After students have worked in their collaborative groups, the class will come back together to discuss each group's criteria. Each group will have the opportunity to share and explain their criteria.

After each group has presented their information the class will enter into a Socratic Seminar to discuss and determine the final criteria to be used. This will entail the class to rearrange into one circle. The question of what final characteristics should be utilized to determine the next wonders of the wonders will be posed. Students will need to look at the suggested criteria and discuss and formulate a final list. They will also need to determine what number of criteria is sufficient.

Explain - Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.

The seminar will be brought to an end when students have established the list of criteria. With that, we will discuss how they arrived at this list and what makes their list valid. The importance of having a set list of criteria will also be touched on.

Elaborate —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

With the set of criteria determined and placed into decision matrix, students will be tasked with the rest of their performance task – selecting structure and generating a presentation support its nomination and hopeful induction into the next wonders of the world. They will need to consider the criteria set forth earlier in the lesson.

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

After students have finalized their presentations, the class will come back together. It is now that the students will re-embody the selection committee. Students will present their structure. During the presentation, the rest of the class will take notes on the structure and contemplate how the structure ranks. The students will judge each others presentation based off of the list they previously generated. The final rankings will be used to determine the next set of wonders.

The decision matrix will have the addition of each category having a ranking of 1-5 (1 being low, minimally meeting the criteria and 5 being high, strongly meeting the criteria. After each presentation, students will add up the points they gave to the structure. The structures with the highest total scores will become the next set of wonders.

Sample:

Structure	Criteria 1					Criteria 2					Criteria 3					Total Score
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	

Performance Task:

The Global Committee of the Nomination
405 East 42nd Street,
New York City, New York 10017

June 22, 3211
Spark Camp
400 N Duke Street
Durham, NC 27701

Dear Spark Camp Student:

We hope this letter finds you in good health and enjoying your summer. I am writing to you from the Global Committee of the Nomination and would like to present you with a unique and exciting opportunity.

As you may be aware, it has been a multitude of centuries since there has been a new compilation of world wonders. It has been brought to my attention that you are extremely knowledgeable on the Seven Wonders of the Ancient World and the New 7 Wonders of the World. Because of your in-depth understanding of these world marvels, we would like you to nominate a new wonder to become apart of the Seven Wonders of the Post Modern World. This wonder should be manmade, still be standing today, not included on any previously constructed lists, and monumental in nature.

After the entire committee, which you are apart of, has done their research and put together a presentation exhibiting, explaining, and justifying their nomination, the committee will decide on the seven finalists which are to become the Seven Wonders of the Post Modern World.

We thank you for the gift of your knowledge and look forward to your nomination.

Cordially,

The Global Committee of the Nomination

Below is the rubric students utilized to assist them in determining the new list of world wonders. This is a sample list as the structures and the criteria listed would vary each time the unit was utilized.

Structure	Unique	Labor	Historical Significance	Purpose - Past	Purpose - Present	Potential it has to Remain Standing	Total Score
Eifel Tower	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
International Space Station	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
World War II Monument	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
Gateway Arch	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
White House	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
Statue of Liberty	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
Leaning Tower of Pisa	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
Parthenon	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
Rapa Nui	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
The Great Sphinx	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
The Great Sphinx	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
Dancing House	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
Lincoln Memorial	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
Mount Rushmore	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
Empire State Building	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	

Unit Resources:

History Topics. (n.d.). Retrieved June 05, 2016, from <http://www.history.com/topics>

This resource was utilized to provide supplemental reading for the New 7 Wonders of the World. It was also utilized for its video resources for when students were initially exploring this set of world wonders.

The Memorial at harbor View Park [Brochure]. (n.d.). Retrieved from http://www.911monument.com/download.cfm?docName=Memorial_Brochure.pdf

The above resource contains the brochure that was distributed to the students on the first day. It provided them information regarding the monument “To the Struggle Against World Terrorism.”

New 7 Wonders of the World. (n.d.). Retrieved May 05, 2016, from <http://edtech2.boisestate.edu/alexisseidl/502/christ.html>

This resource also provided supplemental videos for the students’ initial exploration of the New 7 Wonders of the World.

[Photograph found in National Science Foundation, Washington D.C.]. (n.d.). Retrieved from http://www.nsf.gov/news/mmg/media/images/pecase1_h.jpg

The above picture is of the White House and was utilized on the first day. Its purpose was to help students see significance and perspective.

[Photograph found in New York City]. (n.d.). Retrieved from <https://i.ytimg.com/vi/fWu9x79HKbs/maxresdefault.jpg>

The above picture is of New York City and was utilized on the first day. Its purpose was to help students see significance and perspective.

[Photograph found in West Palm Beach]. (n.d.). In *Newsmax*. Retrieved from <http://www.newsmax.com/Newsmax/files/c6/c6930cba-2129-4c39-ab7a-8ee9efe59f2a.jpg>

The above picture is of the NASA Space Center and was utilized on the first day. Its purpose was to help students see significance and perspective.

(n.d.). Retrieved from https://i.kinja-img.com/gawker-media/image/upload/s--UzeIAM8X--/c_fit,fl_progressive,q_80,w_636/18riq9gq1y0g8jpg.jpg

The above picture is of highway overpasses and exits and was utilized on the first day. Its purpose was to help students see significance and perspective.

The Seven Wonders of the Ancient World. (n.d.). Retrieved June 05, 2016, from http://www.powershow.com/view/1560b1-YzQyN/The_Seven_Wonders_of_the_Ancient_World_powerpoint_ppt_presentation

The above resource was an excellent review of the Seven Wonders of the Ancient World. It is a game styled after the game show “Who Wants to be a Millionaire”.

Seven Wonders - Get Clued In. (n.d.). Retrieved June 05, 2016, from <http://www.pbs.org/wgbh/nova/sunken/wonders/>

This is a great resource to use to deepen ones understanding of the Seven Wonders of the Ancient World.

To the Struggle Against World Terrorism: Photos of the Monument - To the Struggle Against World Terrorism, A Monument Created by Zurab Tsereteli. (n.d.). Retrieved June 05, 2016, from <http://www.911monument.com/gallery.cfm?gallery=monument>

This resource contains the pictures associated with the monument “To the Struggle Against World Terrorism”. These images were displayed on the first day to initiate thinking about why something may be significant.

Video -- Video Home -- National Geographic. (n.d.). Retrieved May 05, 2016, from <http://video.nationalgeographic.com/>

This resource provided videos on The Great Wall of China, Petra, and Machu Picchu. These videos were watched by students as they explored the New 7 Wonders of the World.

Videos: What is social science? (n.d.). Retrieved May 05, 2016, from <http://www.esrc.ac.uk/about-us/what-is-social-science/videos-what-is-social-science/>

The link above takes you to a video that was utilized to help students gain a better understanding of social science. This was helpful when preparing students for the Bruner Lesson.

Welcome to the World of New7Wonders. (n.d.). Retrieved August 05, 2016, from <http://world.new7wonders.com/>

Here is the official website of the New 7 Wonders of the World. It was an extremely valuable resource as it provided information on each wonder and explained the process of selecting these wonders.

What are the seven wonders of the ancient world? (n.d.). Retrieved June 05, 2016, from <http://www.sevenwondersbooks.com/extras/seven-wonders-interactive-map>

This resource was utilized while discovering the Seven Wonders of the Ancient World. It provided students a visual and interactive resource that explained each wonder, provided a picture, and contained a short video clip.