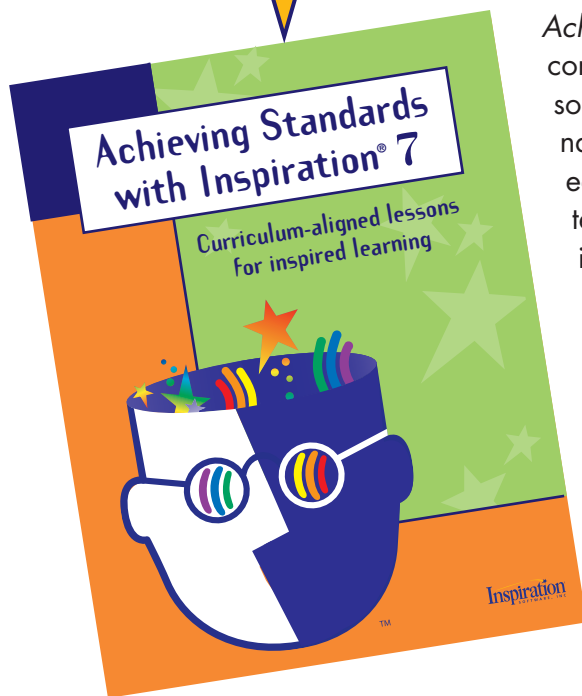


Excerpts from Achieving Standards with Inspiration® 7



Achieving Standards with Inspiration 7 offers practical, content-rich lesson plans for grades 6-12 in language arts, social studies, and science. Designed to address state and national standards, this set of 35 lesson plans makes it easy to integrate Inspiration and visual learning into your teaching plans with confidence. Each easy-to-use lesson includes an overview, standards match, preparation, step-by-step lesson plan, and enhancements for advanced students.

This preview of *Achieving Standards with Inspiration 7* contains:

- Introduction to lesson plan book
- Actual table of contents
- Three complete standards-based lesson plans
- Ordering information

Introduction

► **Achieving Standards with Inspiration® 7**

The twenty-first century, and beyond, will demand new ways of doing things, looking at the world differently, thinking systematically, and constantly assimilating new information. Lifelong learning will be fundamental to success.

To meet these expanding needs, curriculum standards and benchmarks are changing to include more “learning to learn” skills. One such change is the integration of visual learning and thinking skills into the standards. Research demonstrates that visual learning methodologies help students think out-of-the-box, understand concepts, connect information, and remember facts. In short, visual learning helps students create and learn.

The curriculum standards that frame the lessons in this book derive from those set by professional associations and individual states. They demand far more of learners than the mere memorization of facts. Instead, they require students and teachers to explore systems of thought, understand world views, and implement processes, both creative and investigative—endeavors that lend themselves admirably to visual learning strategies.

This book is just a start. We hope the ideas it contains stimulate your own thinking as you adapt them to the needs, contexts, and styles of your students. More importantly, we hope the learning strategies presented here serve students well, as they embark on a future filled with thoughtful choices and understanding. Building a foundation for lifelong learning is the ultimate standard.

Mona L. Westhaver

Mona L. Westhaver
Co-founder and President
Inspiration Software®, Inc.

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Persuade Me

Students always have opinions, but often they don't know how to persuade someone else to accept their point of view. This lesson introduces students to persuasive writing and rhetorical techniques.

► Standards

Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

Students recognize and practice using emotional and logical arguments in written, oral, and visual communication.

► Skills

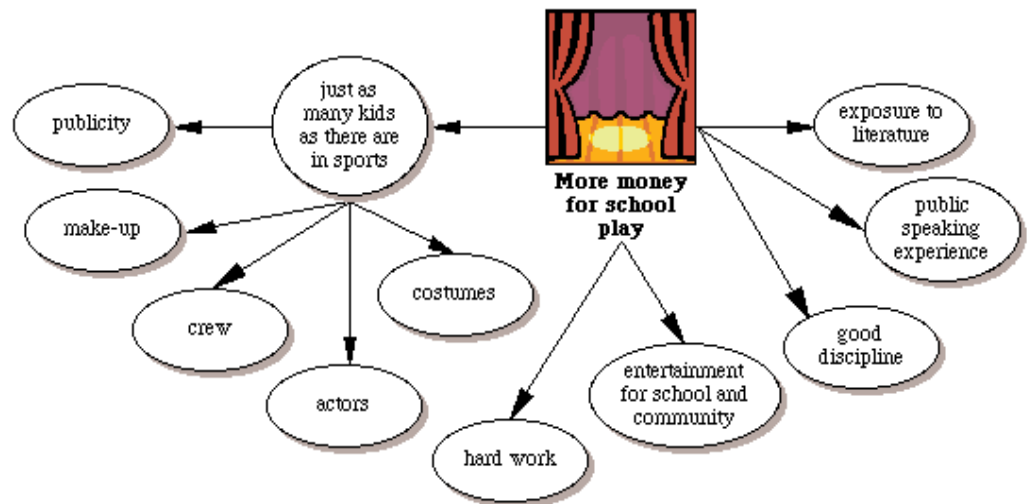
- ★ Writing process strategies
- ★ Persuasive writing
- ★ Idea organization and using detail to support ideas

► Preparation

1. One week prior to the lesson, have students read editorials from newspapers and magazines.
2. Encourage them to take notes about their reading, especially where the writing makes them reconsider an issue or change their minds.

► Lesson

1. In groups, have students brainstorm issues they feel strongly about and record their information using the Inspiration® RapidFire™ tool.
2. Each group should choose a specific issue, research the facts, and then begin to list ideas that support their point of view.



3. Ask students to share their lists and ask others to come up with counterarguments. As students confer, you may wish to move among them and interject arguments they have not considered.

4. Help students determine who their audience is and decide what their specific purpose is in writing.
5. Open the Language Arts—Persuasive Essay template and have students switch to Outline View to enter their information. Items left blank in the template show students where they need to do further research or thinking.
6. The completed template will form the rough draft of the persuasive essay.

Persuasive Essay	
↕	<p>I. Introduction</p> <p>Clarifying each of the following areas prepares your audience to be receptive and attentive:</p> <ul style="list-style-type: none"> subject purpose your credibility <p>Every year, students at Grant High audition for the spring play, learn lines, build sets, and entertain their peers. With the help of their advisor, they accomplish this feat with almost no monetary support from the School District. While sports-minded friends get new uniforms and equipment each year, drama students make do with donations and make-shift solutions. I've been in the play for the last three years and I think this situation needs to change.</p>
▼ ↕	<p>II. State the facts</p> <p>Be unbiased. Order the facts from the least to the most dramatic.</p> <p>A. Proceeds from tickets fund the plays. Last year this was \$276.11.</p> <p>B. Our advisor works on the play eight weeks every year and gets paid only one tenth of what junior coaches make.</p> <p>C. Last year we performed for the school, for parents for three evenings, and took the show to the local retirement center.</p>
↕	<p>III. Give brief outline of argument to follow</p> <p>For example, "Given these facts, I will demonstrate how/why . . ."</p>
↕	
↕	

► Follow-up activities

1. Assign topics to pairs of students and have them take opposing sides. They should write an essay and then trade points of view.
2. Direct students to debate alternate resolutions to dilemmas in literature. For example, how else might Hamlet or Romeo have addressed their problems?

► For younger students

Choose a topic of interest to students and discuss pros and cons with them. Have students work in pairs to write a conversation between two people who represent the different sides of the argument.

Conflict Resolution

Addressing conflict in an orderly way helps students pinpoint the actual problem and ways of resolving it. This lesson is used to examine actual conflicts in which students are involved or conflicts they encounter in history and current events.

► Standard

Students understand the role of conflict resolution and compromise both in politics and daily life.

► Skills

- ★ Critical thinking
- ★ Compromise
- ★ Conflict analysis

► Preparation

1. One week prior to the lesson, review the definition of “conflict” with students.
2. Help students brainstorm various kinds of conflict. Use the Inspiration® RapidFire™ tool to capture their ideas.
3. Print the diagram and post it on a bulletin board.
4. Encourage students to add to the diagram as they observe or read about conflict during the week.

► Lesson

1. In small groups, have students brainstorm conflict situations that interest them. These may spring from issues in student life or from community situations.
2. Open the Social Studies—Conflict Resolution template and go over the directions with students. Point out that they can use the Note tool to add details to any symbol.

Conflict Resolution

How to use this template

1. Enter a description of the conflict into the topic labeled "Conflict Resolution."
2. Identify the parties involved in the appropriate topics. Add new topics as necessary using the Topic tool.
3. Use the notes text associated with "Background Information" to enter any details a person not involved in the conflict would need to understand the situation.
4. Enter a statement of each party's point of view and their desired outcome into the appropriate topics.
5. After discussion, enter statements of mutual agreement and areas of possible compromise. For further analysis, click on the hyperlink to the [Pro and Con](#) template.

Benefits of using the Conflict Resolution template

Studying conflict resolution encourages students to understand point of view, shared values, and the history of a conflict. Addressing conflict in an orderly way helps students pinpoint a specific problem and ways of resolving it. This template can be used to examine actual conflicts in which students are involved or conflicts they encounter in literature, history, and current events.

I. Background Information
Enter background details here . . .

II. Party A

- A. Statement of conflict
- B. Statement of desired outcome

III. Party B

- A. Statement of conflict
- B. Statement of desired outcome

IV. Areas of Mutual Interest

- A.
- B.
- C.

V. Areas of Possible Compromise

- A.
- B.
- C.

- Ask each group to decide on two members to role-play conflicting parties. The remaining group members work to help resolve the conflict as they fill in the rest of the template.

Conflict Resolution	
▼	<p>I. Background Information</p> <p>For the past three years, pedestrians have been allowed to cut across the lot a the corner of Morrison and Third Street. The new owners of the property have restricted the area, forcing people to walk on an unpaved, dirty street.</p>
▼	<p>II. Pedestrians</p> <p>A. Statement of conflict</p> <p>We want to continue to cut across this property because using the street is dirty and dangerous.</p> <p>B. Statement of desired outcome</p>
▼	<p>III. Lot owners</p> <p>A. Statement of conflict</p> <p>We want to develop the lot into a commercial site and don't want prospective buyers to worry about the lot becoming a public thoroughfare.</p> <p>B. Statement of desired outcome</p>
▼	<p>IV. Areas of Mutual Interest</p> <p>A.</p> <p>B.</p> <p>C.</p>
▼	<p>V. Areas of Possible Compromise</p> <p>A.</p> <p>B.</p> <p>C.</p>

- Encourage students to present their conflict and resolution to the class.

► Follow-up activities

- Return to this activity several times during the year as appropriate topics and situations arise.
- Have students practice their role-play resolution and present it to the class as a skit.

► Challenge activity

As students follow current events in the news, have them apply what they know of conflict resolution to global conflicts and compare them to actual outcomes.

Gaining Momentum

The laws of motion, as formulated by Sir Isaac Newton, are essential to the study of physics. By creating a concept map about momentum, students make connections between ideas and reinforce understanding.

► Standards

Students develop an understanding of properties of objects and materials.

Students develop an understanding of position and motion of objects.

► Skills

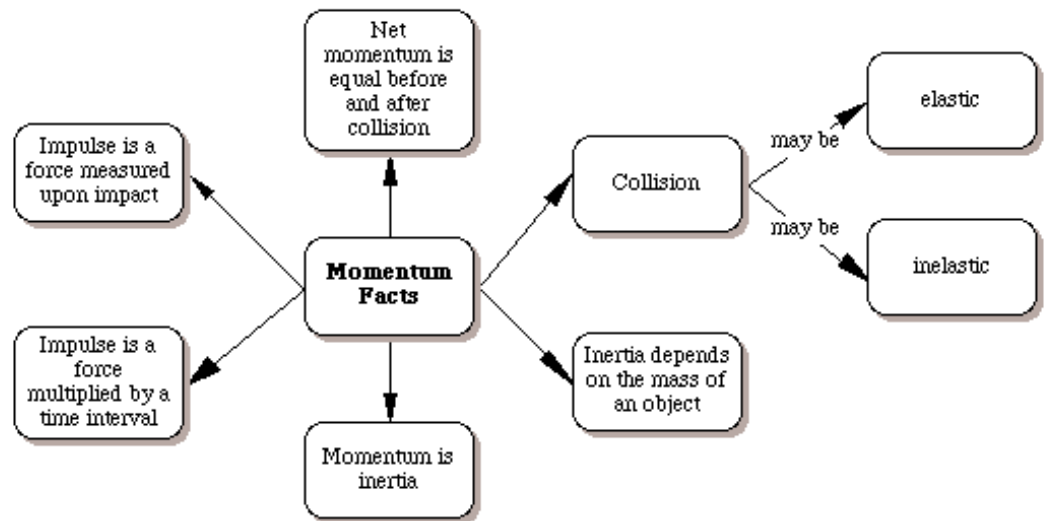
- ★ Collaboration
- ★ Concept mapping

► Materials needed

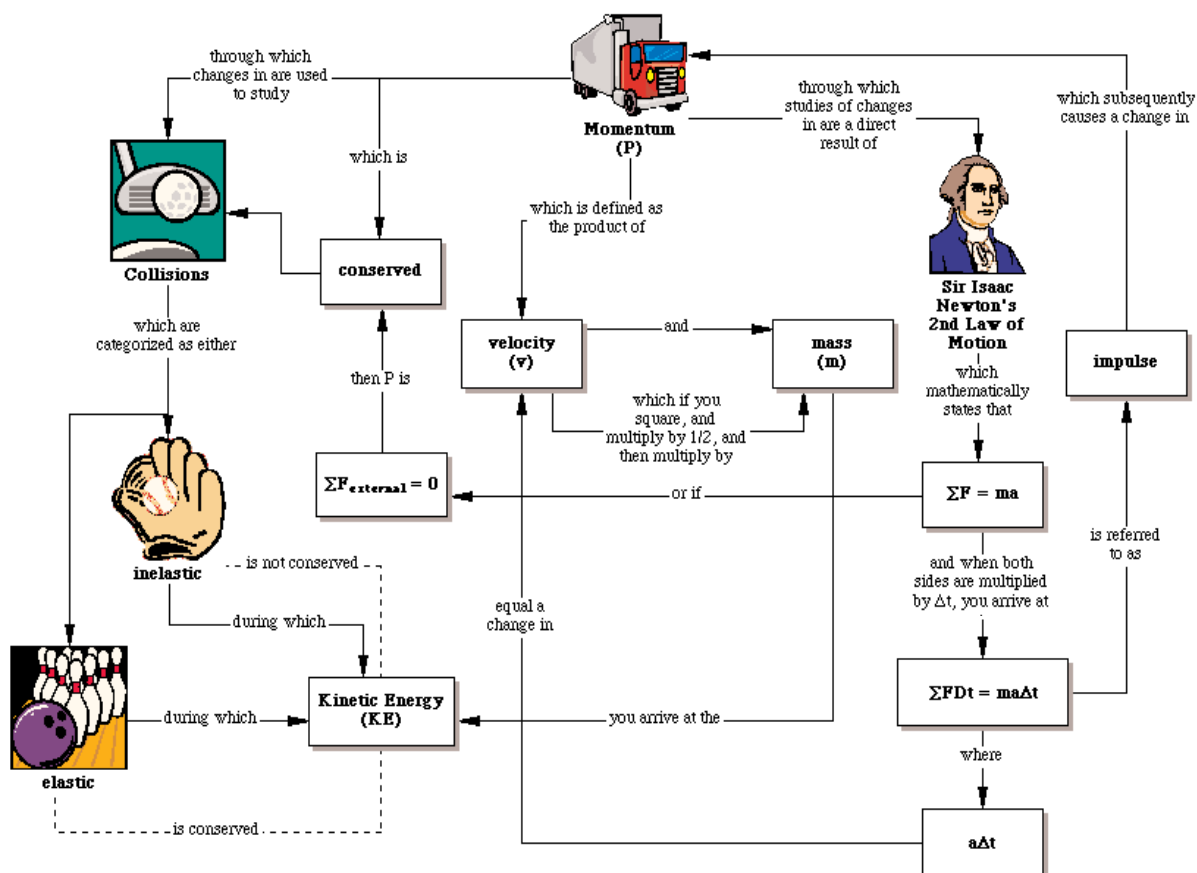
Gather a variety of balls (baseball, tennis, ping pong, etc.). These will be used to demonstrate momentum, and just as important, changes in momentum.

► Lesson

1. Divide students into pairs and instruct them to bounce each ball on two different surfaces. They should record the drop height and subsequent rebound height using a meter stick.
2. Tell students about momentum and connect information to the phenomena they observed during their activity.
3. Encourage groups of students to share notes and record information in an Inspiration® diagram. Circulate among the students to check for understanding.



4. Instruct groups to create a concept map that reflects their understanding of momentum.



► Follow-up activity

Have students solve problems that involve elastic and inelastic collisions by using the principles of conservation of momentum and energy.

► For younger students

After demonstrating momentum with the assembled props, discuss the implications of momentum in safety. For example, you could study driving, running, or throwing.

Lesson inspired by:
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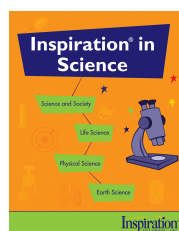
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