

Kingdom Vacation - Day 4 (50-minute class period)

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Grade Level(s)

7th grade Science

Lesson Overview

Students will explore vacation possibilities, and then define needs statements that address the unique needs of their kingdom.

Learning Objectives

Students will be able to write a unique, generative, point-of-view needs statement.

Standards

Standards (Utah Science Grade 7):

- Objective 3 - Classify organisms using an orderly pattern based upon structure.
 - o Identify types of organisms that are not classified as either plant or animal.
 - o Arrange organisms according to kingdom (i.e., plant, animal, monera, fungi, protist).

Learning Goals:

- Academic: Students will be able to . . .
 - o Define research/interview questions
 - o Organize information according to organism need
- Socio-affective:
 - o Build empathy for non-human organisms
 - o Interact productively in groups towards shared generation of a novel product

Preparation

- Collect as many crafting and building materials as possible for prototype building (in Lesson 6).
- Consider the role and consequence of anthropomorphizing non-human organisms. The goal of the challenge is to increase empathy and identification with each kingdom by deeply considering the needs of each. At points, it is important to remind students that these are non-human organisms, and because of this we can never be certain about what they feel or want (but that this uncertainty should only motivate more concern and stewardship on the part of humans).
- Prepare whatever additional resources your students need to understand the range of possibility and the possible goals of vacation.

Materials and Resources

Students need:

- vacation type/purpose graphic organizer
- personal notebooks
- writing utensils

Teacher needs:

- vacation type slide presentation
- document camera or interactive whiteboard

Activity 1: *What is Vacation? (15 minutes)*

Depending upon class culture, spend this time with students carefully. In an affluent setting, a class brainstorm may be appropriate. In a heterogeneous setting, or in a low-income setting, consider preparing a slide presentation of vacation possibilities, including adventure, learning, relaxation, family roots, and as many explanations of motivations and types of vacation there are.

Activity 2: *Needs Statement (35 minutes)*

Ask students to individually fill in the needs statement for their kingdom (“[Kingdom name] needs a [type of] vacation because [unique to kingdom reasoning]”).

Once individuals have written their needs statements for their organisms, ask them to write them on chart paper, and then, as a team, define a unifying needs statement for their kingdom. All students should be able to explain where in their research they learned the information that lead to each part of their needs statement.

Troubleshooting

Activity 1 - Vacation is a culturally informed phenomenon rife with issues of privilege and access. Be careful to conduct this piece carefully, as badly facilitating this conversation can call unnecessary attention to class differences within a classroom. For example, rely on the slide presentation and language like, “some people prefer this, some people prefer that,” rather than relying heavily on students to volunteer their own experiences.

Activity 2 - The more you push students to be specific about what is unique to their kingdom, and to be clear about the “because” portion, the more specific and unique their final design will be.

Assessment

Each group will produce a needs statement. Individually, each student should fill out a ‘Needs Statement Analysis’ form as evidence of connecting the needs statement to interview data.