

Yale 2016 PIER Summer Institute: Ancient Cities, Modern Inquiries

Title of Lesson

Author(s): Michael E. Lewis
School: The University of Texas at El Paso

Subject Area(s): History (First Year Seminar)
Grade Level(s): Higher Education (freshmen)
Time Allotment: 60 - 90 minutes

Lesson Description: *Include- why is this important for students to know?*

Title: Exploring the desecration of the antiquities in the Ancient Museum in Baghdad

Description: This lesson will help students move from unreflective thinkers to advanced thinkers. Through practical application and use of critical thinking, analytical, and investigative skills student will further their academic growth and development.

Learning Context: *How does this lesson/unit fit within the context of the larger unit or other units?*

This lesson provides some of the foundational knowledge for freshmen college students enrolled in a university seminar. Students develop strategies for lifelong learning and unlock their potential to be strong college students, as well as teach or refresh some of the skills that many students may not have or may have forgotten. Topics to be covered include but are not limited to critical thinking, time management, and a mini research.

Compelling Question(s): *What question(s) will guide student inquiry during the lesson/unit?*

What makes unreflective thinking so dangerous to not only our lives but our everyday activities?

What is Critical Thinking?

What are antiquities and what role do they play in our lives?

Is desecration something that can be prevented? How can it be prevented or how

could it have been prevented?
Should countries where antiquities are found be solely responsible for protecting those antiquities and why?

Content Standards: *What standards are addressed through the teaching of this lesson/unit?*

Students will learn about and practice essential academic skills in order to strengthen performance in the university setting.

Lesson Objectives/Learning Intentions:

- Objective 2.1 Students will work to improve critical thinking and problem-solving skills.
- Objective 2.2 Students will work to improve oral, written, and electronic communication skills.
- Objective 2.3 Students will work to improve library and electronic research skills.
- Objective 2.4 Students will work to improve discussion skills in both small and large groups.
- Objective 2.5 Students will work to improve appropriate skills and strategies for academic survival and success (e.g., active learning skills, note-taking, reading, test taking, time management, etc.).

Lesson Vocabulary:

Content Vocabulary	Skill/Process Vocabulary
Antiquities Destroy Ancestry Culture Critical Thinking Analyze	

Supporting Questions: *These questions are intended to contribute knowledge and insights to the inquiry behind the compelling question. These questions should provide students with the opportunity to explore content essential to advance the inquiry. Supporting questions should also serve to support development of formative assessment tasks (progress monitoring) and teacher or student selection of resources/teaching materials.*

Supporting Question 1	Supporting Question 2	Supporting Question 3
------------------------------	------------------------------	------------------------------

Who could have been responsible for the desecration of the museum?	Where do we draw the line between our responsibilities to protect antiquities vs. human life?	What active role does history play in our everyday lives?
Formative Assessment	Formative Assessment	Formative Assessment
3 Common Misunderstandings – List what you think might be three most common misunderstandings pertaining to this topic.	Big Picture – Diagram the context where does it fit in and how does it function in its natural bigger picture	Ask 3 Questions – Ask 3 questions about the topic, then rank them in terms of their importance
Materials/Resources	Materials/Resources	Materials/Resources
Pen or Pencil, Paper, electronic device	Pen or Pencil, Paper, electronic device	Pen or Pencil, Paper, electronic device

Summative Assessment/Performance Task:

Summative assessments can consist of participation in lessons, online discussion or by having students write a paper summarizing what they learned during this particular lesson.

Lesson Activities:

PART 1

Begin class lesson with 6 word short story by Ernest Hemingway

Teacher: Who knows who Ernest Hemingway is?

Narrator: Once students have had a chance to answer continue with the lesson.

Teacher: Years ago Ernest Hemingway was in a diner with some friends and they were talking about stories. One of the individuals at the table challenged Ernest Hemingway by saying they didn't think he would make a story with only 6 words. The others agreed and also got in on the bet, Ernest Hemingway thought about it took a pencil and a napkin, leaned over and wrote For Sale: Baby Shoes, Never Worn. Collected his money and walked off

Teacher: Ask student's what is the most basic meaning of this 6 word short story For Sale: Baby Shoes, Never Worn and have them answer without spending a lot of time thinking about the answer.

Narrator: Once someone has said it means someone is selling baby shoes tell them correct.

Teacher: Ask the students to take the next 5 minutes to think about what else it could mean and write 2 other meaning for, For Sale Baby Shoes Never Worn. Once this is completed have the students share their responses with the class and see if some of their classmates can figure out the meaning.

Once the opening activity is completed talk to the students about how when they initially heard For Sale Baby Shoes Never Worn and immediately thought it meant someone's selling shoes that was **Unreflective Thinking**.

Unreflective is surface level thinking that prevents us from seeing and truly understanding the role that thinking is playing in our lives and the many ways that problems in thinking are causing problems in our lives.

From there tell the students that when they were challenged to come up with 2 meanings it may have been difficult because they moved from Unreflective Thinking to **Challenged Thinking**. Where they are becoming aware, at some level, that high quality thinking requires deliberate reflective thinking about thinking (in order to improve thinking).

20 Minutes Total

PART 2

Have students break up into groups of 2 or 3 and answer the following questions. (5 -7 minutes)

- What are artifacts?
- What role do they play in our lives?
- What major military Conflict started in 2003 and what impact has it had on our lives?

Briefly touch on the reasons for the conflict in Iraq (9/11, alleged weapons of mass destruction) (3-5 minutes)

Talk to the students briefly about the museum in Baghdad and provide them with an overview of what happened to the museum. Engage students to find out if any of them have heard about this event or more recent events and find out what they have heard. (3-5 minutes)

For the next 10-20 minutes have students bring out their portable electronic devices and research the following topic. "U.S. did nothing to protect Baghdad Museum".

Put students back into groups and have them discuss what they read about online to include but not limited to the following (10 minutes)

- Information they found interesting
- Questions they have
- What their overall feeling was regarding what they read
- Whether or not the authors could have been biased in any way shape form or fashion

Once students have researched, read and discussed the topic speak to students about how their thinking is now starting to transform from challenged thinking to critical thinking. Engage the students with the following question. (5 minutes)

- What obligation do we have to protect iniquities not just in the museum in Baghdad and at what cost?

Open the question up for discussion as a class

Part 3

Give the students a paper or online discussion to further develop their critical thinking and analytical thinking skills.