

# Big Ideas

essential understandings

## Essential question

What are the choices we take for granted? How does time and place affect our choices?

# Learning Outcomes

Important skills or processes

## Students will be able to...

finding relevant information related to an essential question/big idea, make notes showing levels of information

**Resources:** posters with ideas generated as a class about class, economy, gender, transportation, technology and government. Online resources the students find, previous note-making approaches they have learned

## Connecting

- Moving into the students into groups around the categories.
- Numbered heads together
- Students choose a category to start.
- Ask student to talk about an example related to their category already
- Debrief, focus, truncate, extend this as matches what students share

## Processing

You've been thinking about how time and place affect choices. Here's the time – 1789. Here's the place. Paris. See what you can find out.

- Record key ideas and details using pictures, words, images...
  - Possible supports: What's Important, Why and Questions; Ideagram
- Discuss and share – 2-3 times during lesson. Information is mapped out or board or using Prezi or ?

## Transforming & Personalizing

3-2-1:  
3 important ideas you found  
2 questions you have  
1 next step

Return to big idea?