

Orange is the New Black

EverLab Session One

OVERVIEW & PURPOSE

Through a modified affinity mapping exercise, students recall the content of their semester one World Civ and Tanach courses. This fast paced brainstorming of topics, ideas, vocabulary terms, facts, themes, formats and structures stimulates students' prior knowledge and prepares them for a closer examination of the courses content. Following the affinity mapping exercise students work to identify concepts where they see a connection between the two courses/disciplines.

Session Objectives

1. Students recall course material from semester one World Civ and Tanach courses
2. Students are introduced to a concept map and begin to create their own
3. Students are introduced to and practice the norms for EverLab group work
4. Students are oriented to the EverLab goal of integrated thinking

MATERIALS NEEDED

1. 10 pads each of [red](#), yellow, blue and orange Post-it notes
2. print -out name labels for palettes
3. palette blueprint: how to set up your palette
4. 40 black markers for palette saddle bag
5. Sheets of butcher paper and masking tape
6. orange jelly beans
7. a bell
8. camera
9. plain white paper and pencils
10. Strips describing animals and actions
11. Poster paper and colored markers
12. 4 laptops loaded with Screencast on Concept Maps
13. slips of paper with concept map instructions

ACTIVITY

1. As they enter, direct students leave backpacks outside in the hall (3 minutes)
2. Students gather and sit in chairs arranged in a circle
3. Begin with warm-up (7 minutes) Bring up four student (do not ask for volunteers) Hand them animal action strips. Have four students (more if time permits) act out the [following combinations](#) animals and actions while others guess what they are doing. After one student take a turn, stop group to announce norms for group work:

◆ How do we give each other some love?! Big ups, snaps and sign language C for making a connection. Continue with warm-up.

4. Handout red, yellow and orange sticky pads and black markers.
5. Working on their own, students will recall and write as many ideas, concepts, themes, keywords from WC and T on post-it notes as they can in **5 minutes**.

Each students must write a minimum **ten red notes for Tanach** content and **ten yellow for World Civ** content.

→ Students should use orange notes for ideas that don't fit in either course. Things that connect. Concepts that are in both. The goal as many red, yellow and orange post-its as possible. (6 minutes)

6. Refine the sticky note pile in chevruta: Working in chevruta (and one group of three) for **5 minutes**, students will compare their post-it notes, add more and eliminate redundant post-its.

7. In teams, post clumps: Forming two teams (2 chevruta pairs on each team of 4) students will compare post-its, add more if desired, and arrange/cluster them on a butcher paper covered wall in any organization that makes sense to them. For example: related, similar, pairs, etc. Teams look for connecting points, drawing/annotating arrows to connect clusters or notes that are not near each other. (10 minutes)

8. Orient to Orange: "Look over the butcher paper. You will see arrows connecting notes and also clusters of notes. Red and red. Yellow and yellow. Once in awhile, an arrow connects a red to a yellow - or a cluster contains a red and a yellow. This could be for 2 reasons: THE SAME idea or concept appeared in your World Civ and J Study class. Or the same idea appeared but the two classes/disciplines talked about it differently. They talked about the same thing but the classes did

not agree. That is a connection. Demonstrate with WATER. **(10 minutes)** Ring bell to stop

9. BUFFET: Now we are going to introduce you to your palettes. **Two things you are going to do for the next 10 minutes.**

- ◆ 1 get your palette,
 - See white board for instructions on what to do with your palette
 - label it with name label, add your own name if you want-style it up.
 - Add materials to saddle bag
 - ◆ pens, eraser, little dots, pencil, post-it pads
 - ◆ walk around and write down 6 things that interest you from the buffet of notes. These are ideas that surprise you, interest you, or that they want to explore more. You need a variety not just dessert, or veggies, but protein and carbs. They can be red, yellow or orange.
 - ◆ Students who are finished early can watch water concept map video.
- Have students cluster around a new piece of poster paper. Model taking a concept from the wall and making it the center of a concept map that will serve as a way to focus thinking. Use the example of water to demonstrate drawing connections about a concept by going back to WC and Tanach. Examine the topic from as many angles as possible and draw as many connections without critique for the quality of what is getting put down on the paper. Build the concept map with content from WC and T and draw the relationships with lines. (8 minutes)
- Returning to their palettes, students place each of the three ideas or concepts in the middle of a white sheet of paper and draw a circle around it. **(7 minutes)**

10. Students create a concept map for one of the ideas they pulled from the wall. (5 minutes)

12. Students clip concept map to palette and hang palette in its wall location.

Assessment

1. Each student writes twenty Post-its, ten from each course.
2. Each student identifies five Post-its from the wall that surprise them, interest them, or that they want to explore more.
3. Each student creates a concept map that has a concept of interest to them
4. Each student writes one question and one reflection about the EverLab Sessi