

## The Centering Class

The Centering Class is a unique opportunity for NGE students to delve into the interdisciplinary work of critical inquiry. This year, the students will use Centering class to examine, investigate, and research, topics of their own choosing. They will work with NGE teacher-mentors as they pursue their inquiry in the development of a mini-documentary, which will be shared with the NGE team in early June. For this work they will develop the following skills:

- *Developing ideas*
- *Discerning between the subjective & the objective*
- *Research (library skills)*
- *Questioning*
- *Organization of ideas*
- *Use of technology*
- *Performance/publication*

In addition, the Centering class will be a place for students to address the NGE themes as they pertain to all subject areas. For example, subject-area NGE teachers will visit frequently to address the issues of Perspective, Relationships, or Ethics, as they relate to their academic discipline. In this way, our team hopes to illuminate interdisciplinary connections as they occur throughout the school year.

### What you will need:

- A 3-ring binder with loose leaf (can be a section of a larger binder)
- A hole punch
- A pen or pencil at all times!
- iPad

### Class Website:

<http://mrsdavison.typepad.com/centering>

- This website will be used frequently in our class. It is extremely important that you make yourself familiar with it and keep it as a "favorite" on your computer.

### Grades:

80%	10%	10%
Content	Intrapersonal Skills	Interpersonal Skills

**NOTE:** This grading system is part of what makes NGE unique. You will find that all of your NGE teachers grade in the same way. Here is a quick explanation:

<b>Intrapersonal Skills</b>	<b>Interpersonal Skills</b>
<ul style="list-style-type: none"> <li>• Is self-motivated</li> <li>• Completes work on time</li> <li>• Records homework and important dates in a daily planner (on the iPad)</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates clearly and efficiently</li> <li>• Works well with others</li> <li>• Shows respect to classmates and teachers</li> <li>• Is a responsible member of the classroom community</li> </ul>

More detailed rubrics will be provided in class. This assessment will require student reflection and teacher input.

# "This I Believe": An Introspective Analysis of Perspective



## Stage 1 – Desired Results

### Established Goals:

Students will create a "This I Believe" audio-essay in which they analyze their own perspective, as well as the perspective of others.

Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>Individual beliefs are based on many factors, including life experiences, values, religion, culture, economics, environment, etc.</li> <li>Personal beliefs inform your perspective on the world.</li> <li>In order to live together, people must respect and strive to understand the perspectives of others.</li> </ul>	<ul style="list-style-type: none"> <li>What is a belief? Where do beliefs come from?</li> <li>Do we have control over what we believe? What is the difference between determinism and free-will?</li> <li>What do you believe? How can your beliefs influence your life?</li> </ul>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>Various techniques for writing personal essays.</li> <li>Recording and internet technology.</li> </ul>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>How to determine and write about something they believe in.</li> </ul>

## Stage 2 – Assessment Evidence

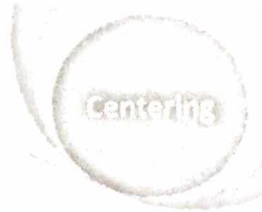
Performance Tasks	Other Evidence
<p><b>"This I Believe" essay:</b> Students will write and record (using iPad) a statement of your personal beliefs, of the values which rule your thought and action. Essays should be about two minutes in length when read aloud, written in a style as you yourself speak, and total no more than 300 words.</p>	<p><b>Quotes:</b> Students reflect upon the belief statements of others, and write their own.</p> <p><b>Posters:</b> Students work in groups to create posters that visualize a common belief.</p> <p><b>Listen:</b> Students will analyze and compare TIB essays published online.</p> <p><b>Community:</b> Students will share essays with the class and respond to each other.</p> <p><b>Learning Journals:</b> Students will reflect upon and track their experiences in the class.</p>

## Stage 3 – Learning Plan

### Learning Activities:

- Introduce the concepts of Beliefs, Perspective, Free-will, Determinism.
- Analyze, reflect upon, and discuss, various presented beliefs.
- Create visual representations of beliefs.
- Analyze the role of the audience, and the ways in which writers can capture the attention of their audience.

## Perspectives: A Cubist Theory of YOU



### Stage 1 – Desired Results

#### Established Goals:

Students will apply the “cubist theory of the truth,” to an explanation of the various ways in which they think they are seen by others.

Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"><li>• There are multiple ways to look at something and that we need to understand these multiple perspectives in order to understand the truth.</li><li>• People have more than one side to their personality.</li></ul>	<ul style="list-style-type: none"><li>• What is perspective?</li><li>• How can an understanding of multiple perspectives enhance learning?</li><li>• How does perspective affect the ways in which others think of you?</li></ul>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"><li>• The Cubist Theory of the Truth.</li><li>• How Pablo Picasso used multiple perspectives to create meaning in his artwork.</li></ul>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"><li>• Describe how they are “seen” by people with differing perspectives.</li></ul>

### Stage 2 – Assessment Evidence

Performance Tasks	Other Evidence
<p>Students will create a chart that shows multiple perspectives on themselves.</p>	<p><b><u>Visual:</u></b> Students will analyze a work of art for use of perspective.</p> <p><b><u>Presentation:</u></b> Students will explain their work to the class.</p> <p><b><u>Writing:</u></b> Students will write about who they really are – whose perspective from the chart is most accurate.</p>

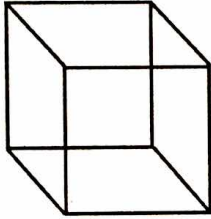
### Stage 3 – Learning Plan

#### Learning Activities:

- Do Now: If you looked up your name in the dictionary, what would the definition be?
- Introduce Cubist Theory of the Truth (power point), example of work of Pablo Picasso.
- Write your name in the middle of a sheet of paper, then fold it so that you have four sections. In each box, write how you are seen from someone else’s perspective. For example, your mother, your father, your teacher, your neighbor, your friend, etc. (to be shared)
- In groups of three, share your work and explain who you think has the most accurate perspective on who you *really* are.
- CLOSURE: Write about someone who you would like another perspective on. For example, I would like to know what Derek Jeter is like as a team mate.

## Cubist Theory of the Truth

- The idea that there are multiple ways to look at something and that we need to understand these multiple perspectives in order to understand the truth.



## For example...

- What is Henry really like?
  - Mother's perspective
  - Brother's perspective
  - Teacher's perspective
  - Friend's perspective

Each one of these perspectives captures some aspects of Henry, but give us only a part of the truth. In order to really understand Henry we need to understand multiple perspectives.

- Can you think of an example of someone who has more than one side to his/her personality?

## Real world example

- This theory is nothing new. Ever hear of Pablo Picasso?



- He made famous paintings, such as this one...



- And this one...



- Pablo Picasso was considered a Cubist painter because he believed that an artist needs to consider a subject from multiple perspectives in order to truly understand it – to discover the truth about it.
- That is why, in his paintings, it looks as though you can see a face from the front and the side at the same time.

## Different Perspectives on YOU

- Think about the different ways people think of you. Your parents have one perspective, your friends another.

Perspective #1	Perspective #2
Your name	
Perspective #3	Perspective #4

## In groups of three...

- Share what you wrote and explain who you think has the most accurate perspective on who you *really* are, and why.

## Closure

- Can you ever really know someone well?
- How many sides are there to your own personality?

## Introduction to Perspective: Introspection Leads to Inquiry

### Stage 1 – Desired Results

#### Established Goals:

Students will create a poster with a partner that conveys a shared belief.

Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Perspective is partially determined by one's beliefs.</li> <li>• A community can be made up of people who have different beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>• What is perspective?</li> <li>• What is a belief?</li> <li>• How do you know what you believe in?</li> <li>• What determines your beliefs?</li> <li>• How do your beliefs compare to those of your classmates?</li> </ul>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• The various beliefs of their classmates.</li> <li>• How to articulate their own beliefs.</li> </ul>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Use visual and oral skills to convey a belief.</li> </ul>

### Stage 2 – Assessment Evidence

Performance Tasks	Other Evidence
<p>Students will be asked to agree/disagree with a set of belief statements, compare their responses with a partner, create a poster that “advertises” their beliefs.</p>	<p><b><u>Visual:</u></b> Students will create a visual representation of something they believe in.</p> <p><b><u>Presentation:</u></b> Students will explain their work to the class.</p> <p><b><u>Writing:</u></b> Students will reflect upon their beliefs by freewriting an explanation as to why they hold their belief. They will also respond to another “posterized” belief in the class.</p>

### Stage 3 – Learning Plan

#### Learning Activities:

- Do Now: What is perspective? What is a belief? Where do your beliefs come from?
- Handout: Agree or disagree with the following statements.
- Share with a partner: Where do you agree? Share with the class.
- Make a poster to advertise your shared belief. Write 2-3 sentences together to explain why you hold this belief.
- Choose another poster in the room to respond to in writing for a few minutes.

# **“This I Believe” Unit**

**Centering**

**NGE**

**November 2010**



# Perspectives and Shared Beliefs

Centering  
Ninth Grade Experience  
Mrs. Davison

## Do now:

- ▶ What is perspective?

## Beliefs

- ▶ What is a belief?
- ▶ Where do your beliefs come from?

## What do you think?

- ▶ Life is fair. Agree/Disagree

## What do you think?

- ▶ Words can hurt.      Agree/Disagree

## Handout

- ▶ Take a look at the belief statements on the handout and write...
  - A, if you agree
  - D, if you disagree

## Partners

- ▶ Meet with a partner to share your answers.
- ▶ Find one belief that you both share.
- ▶ Create a poster to advertise your belief.
- ▶ When you are done, we will be able to decorate our room with the things you believe in.

## Share with class

- ▶ Choose a poster in the room to respond to. Write 2-3 sentences explaining your reaction to it.

## Seeing is Believing

The stories behind our beliefs

### Before we begin...

- ▶ Take a few minutes to finish up your Belief Poster.
  - ▶ Make sure your names are on the back.
  - ▶ Write your response to the following question on the back of your paper:
    - ▶ **How do your beliefs relate to perspective?**

Do now!... *pretty please with a cherry on top*  
:)

- ▶ Tell the story of a time when you discovered that someone else held a belief that was different from your own.
  - ▶ Think about how you found out about this difference in belief.
  - ▶ Did you argue with this person? Was it a heated argument, or a casual conversation?
  - ▶ How did you feel about this disagreement? Were you hurt or offended?

### Gallery Walk



- Walk around the room and look at what your classmates posters reveal about their beliefs.

- Write as much as you can (for approx. 10 minutes) about your beliefs and the stories that illustrate them. You can use the belief you "posterized" – adding, extending, embellishing – OR another from the list.

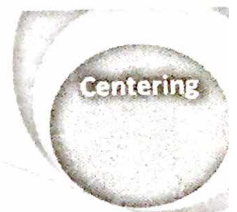
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▶ Write one or two sentences in answer to the following question:

▶ **What can a person's beliefs teach you about who they really are?**





**Stage 1 – Desired Results**

**Established Goals:**

Students will create a poster with a partner that conveys a shared belief and discuss whether or not they think a person’s beliefs reveals who they really are.

Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Perspective is partially determined by one’s beliefs.</li> <li>• A community can be made up of people who have different beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>• What is perspective?</li> <li>• What is a belief?</li> <li>• How do you know what you believe in?</li> <li>• What determines your beliefs?</li> <li>• How do your beliefs compare to those of your classmates?</li> </ul>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• The various beliefs of their classmates.</li> <li>• How to articulate their own beliefs.</li> </ul>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Use visual and oral skills to convey a belief.</li> </ul>

**Stage 2 – Assessment Evidence**

Performance Tasks	Other Evidence
<p>Students will be asked to create a poster that “advertises” their beliefs.</p>	<p><b>Visual:</b> Students will create a visual representation of something they believe in.</p> <p><b>Presentation:</b> Students will explain their work to the class.</p> <p><b>Writing:</b> Students will reflect upon their beliefs by freewriting an explanation as to why they hold their belief – they will “tell the story” that illustrates their belief.</p>

**Stage 3 – Learning Plan**

**Learning Activities:**

- Do Now: Complete your poster. Write 2-3 sentences on the back that answer this question: How do your beliefs relate to your perspective?
- Gallery walk: Go around and look at the posters.
  - Think about why you agree or disagree with one poster in the room.
- ▶ Write as much as you can (for approx. 10 minutes) about your beliefs and the stories that illustrate them. You can use the belief you “posterized” – adding, extending, embellishing – OR another from the list.
- ▶ Tell the story of a time when you discovered that someone else held a belief that was different from your own.
  - ▶ Think about how you found out about this difference in belief.
  - ▶ Did you argue with this person? Was it a heated argument, or a casual conversation?
  - ▶ How did you feel about this disagreement? Were you hurt or offended?
- ▶ Write one or two sentences in answer to the following question:
  - ▶ What can a person’s beliefs teach you about who they really are?

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Centering  
Mrs. Davison

## Do Now...

- Reflect on the process of writing your *This I Believe* essay.
  - How is it going?
  - What has made this a difficult or easy essay for you to write?

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**Follow these directions to create a podcast recording of your *This I Believe* essay.**

- Click on "Register"
  - Enter your name (***first name and first initial of your last name only***)
  - Phone number for the phone you plan to use to create your recording (can be your cell phone number, or your home number, or the school number – 526-277-7000).
  - Email address
  - Create a password. Write down your password and save it so that you don't forget it!
    - Type in the security password and click on "Register."

- The next page will tell you that your registration is complete.
- You will get a "call-in" number: \_\_\_\_\_
- You will be given a pin number:  
\_\_\_\_\_

- Turn in an index card to Mrs. Davison with the following information on it:
  - Name
  - Email
  - Password
  - Pin Number
- When you are done writing your essay, you can make your recording. Once you have made your recording, either by phone or by creating an mp3 to upload, send Mrs. Davison an email with a link to your recording (type the short url address that appears on your site once you have completed your recording).
- [davisond@northshoreschools.org](mailto:davisond@northshoreschools.org)

## Today...

- If your essay is ready, begin recording!
- If your essay is not done, continue working on it.
  
- **DUE**: All essays are do to me, as recordings, on **Wednesday**.

# iPadio.com

## Step-by-step Instructions:

Follow these directions to create a podcast recording of your *This I Believe* essay.

1. Click on "Register"
  - a. Enter your name (first name and first initial of your last name only)
  - b. Phone number for the phone you plan to use to create your recording (can be your cell phone number, or your home number, or the school number – 526-277-7000).
  - c. Email address
  - d. Create a password. Write down your password and save it so that you don't forget it!
    - i. Type in the security password and click on "Register."
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[davisond@northshoreschools.org](mailto:davisond@northshoreschools.org)



When I first heard of this project, I wasn't happy because we had to write an essay. When I found out it was 300 words, it made me more excited because we get to record it like the essays on the TIB website. I was a little confused at first about the details because when we started we were only given a general task. After we talked about it more, I ~~got~~ knew the requirements for my essay which helped me write it because I knew what I needed to include. I got my idea for my essay pretty easily because it is something that I already knew I believed in. I am mostly happy with my draft because I feel I got my belief and my story across in a way that readers can understand and follow. I think most of my editing will have to do with grammar and structure. I'm excited to read my classmates' essays because it will be interesting to hear their beliefs and what they experienced to believe what they do. I think that the recording process will take several tries to get right because when I'm speaking, it is easy to make a mistake. I liked the process of writing my essay because once I had my belief and my story, the whole essay just flowed because I knew what I was writing about. The process wasn't difficult because I found it easy to write 300 words about my belief and story, but still get all my points across clearly. I think it will be fun to record my own essay and also to listen to everyone else's essay.