

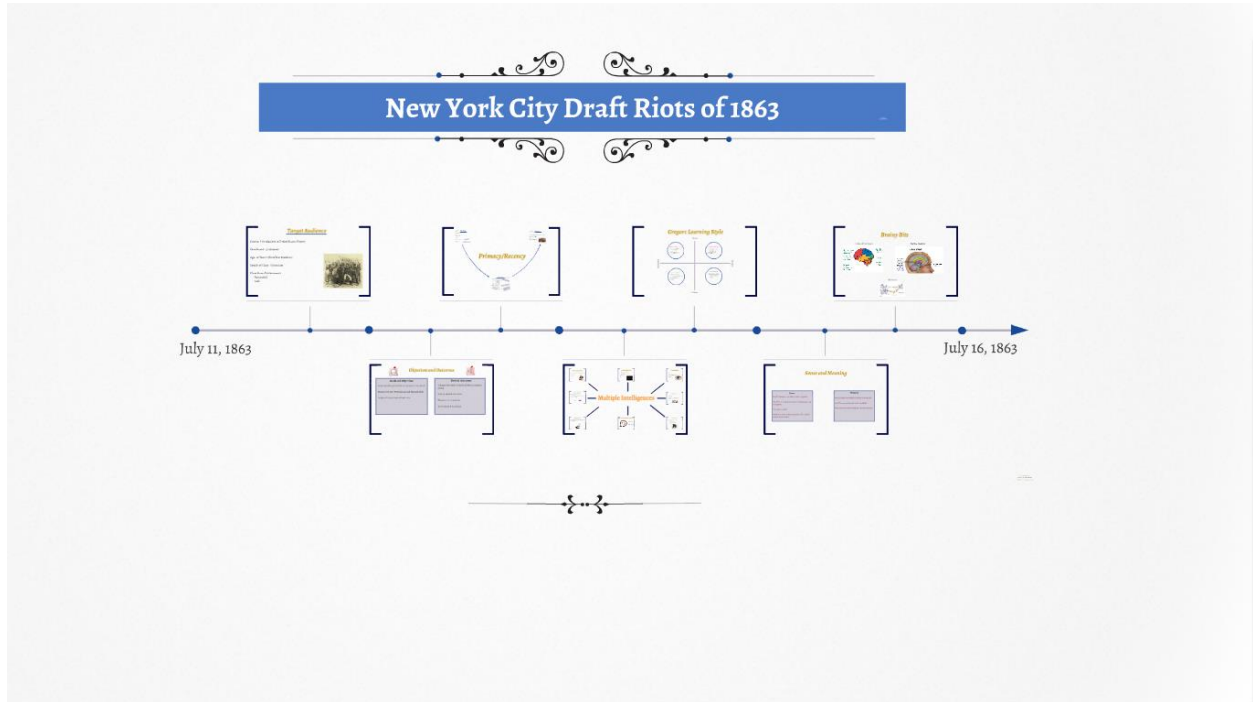
Brain Mind Teaching and Learning

EDTC: 631

Midterm: New York City Draft Riots of 1863

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This lesson is part of a larger unit on the American Civil War. This lesson will educate students on the impact of the Civil War on the civilian population.

Target Audience

Course: Introduction to United States History

Enrollment: 35 students

Age: 18 Years+ (First Year Students)

Length of Class: 75 minutes

Class Room Environment:

- Respectful
- Safe



Photo Credit: http://www.vny.cuny.edu/Search/search_res_image097d.html?id=275

Audience

- As an individual with a strong historical background, I have chosen a topic in the area of my expertise.
- This lesson is a work in progress. It will be taught to first year students taking the course Introduction to United States History. The estimated ages of the students will be 18 years and older.
- The length of time for the lesson is 75 minutes. This lesson can be expanded or contracted to meet the length of the time requirements established by the college. The enrollment for this course is 35 students.

Class Room Environment

- The classroom environment will be structured to be safe and respectful. According to Sousa, a safe environment is essential for the memory processing of new information (Sousa, 47).
- History is a subject filled with diverse issues (race, slavery, women's rights). At the start of the semester, I will establish a classroom philosophy that requires students, teachers, lecturers, to be respectful of all cultures and beliefs. As students of history, it is important not to judge the actions of the past by our own modern day standards and beliefs.

Slide 4 **Objective and Outcomes Slide (Introduction Slide)**

Slides 5

Goals and Objectives

Understand Racial and Ethnic Tensions in the North

Discover the War Extended Beyond the Battlefield

Analyze Primary Source Documents

Define Key Terms associated with the riots

Goals and Objectives

Upon completion of this lesson students will be able to:

- Define Key Term associated with the draft riots (Conscription, Commutation etc.).
- Understand that racial and ethnic tensions existed in the North.
- The war extended beyond the battlefield. Civilians are impacted by the decisions made on and off the battlefield.
- Students by the time of this lesson will be able to identify and interpret the differences between primary and secondary sources. This lesson will continue to reinforce this skill set as well give students “a real world account” of events.

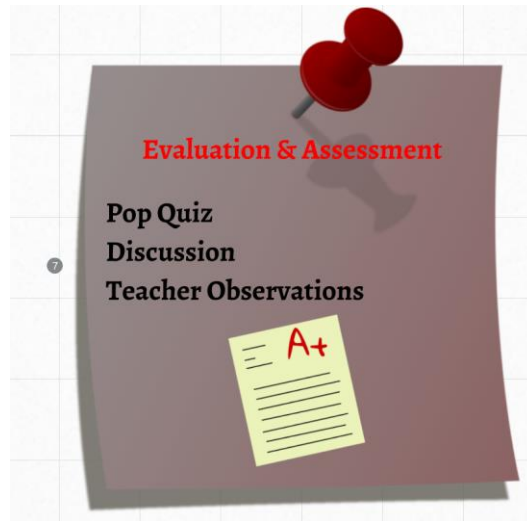
Performance Objectives

- Compare the events to the Draft Riots to current events
- History is all around you
- Local history is important

Performance Objectives

- Student will be able to compare the events of the draft riots to current events. (IE American vs Immigrant Issues).
- They will learn the importance of local history in national events.
 - History is more than dates and dry information in a book. It is made up of places, addresses, and items that are tangible and once existed.

Slide 7



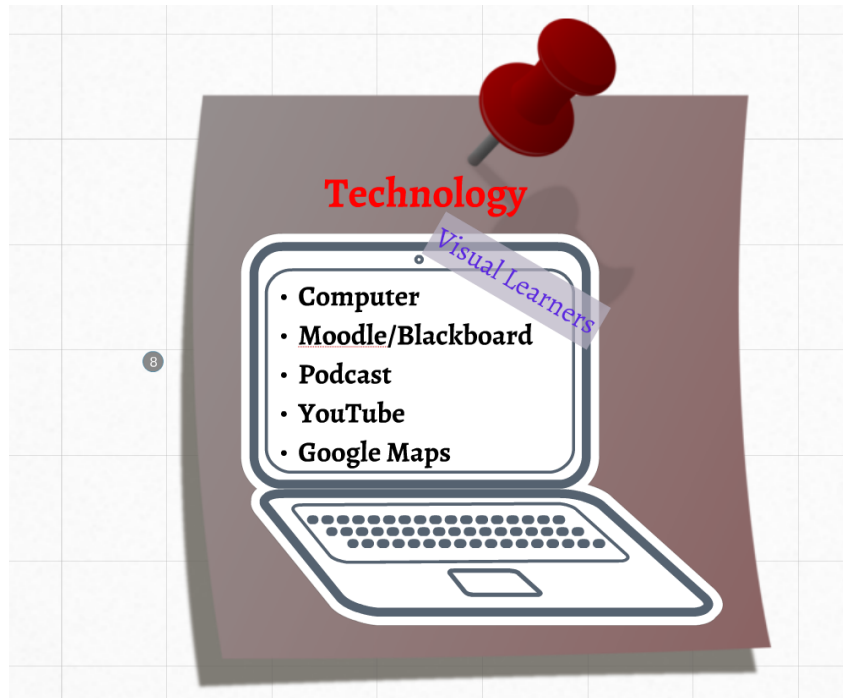
Assessment

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- Pop Quiz—Used to assess what is remembered.
 - This will not make me the most popular person on campus but according to Sousa it is a useful tool to be sure “...long term storage was the source of the test information...” (Sousa, 76)
- Questions asked by the students.
- Discussions.



Technology

Background Image Credit:

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Image: Prezi Stock Photo

The technologies used in this lesson

- Computer (PowerPoint)
- Moodle/Blackboard
- Podcast
- YouTube
- Google Maps

Sense and Meaning

Sense	Meaning
Conflict between Americans and Immigrants	Racial and Ethnic Conflict occurred in the North
Civil War is more than a series of battles and troop maneuvers	Civil War was not limited to the battlefield
History is tangible	Riots have occurred throughout American History
Draft Riots were an important part of Local and United States history	Rich Man's War...A Poor Man's Fight (Mnemonic Device)

Artificial Meaning

Sense and Meaning

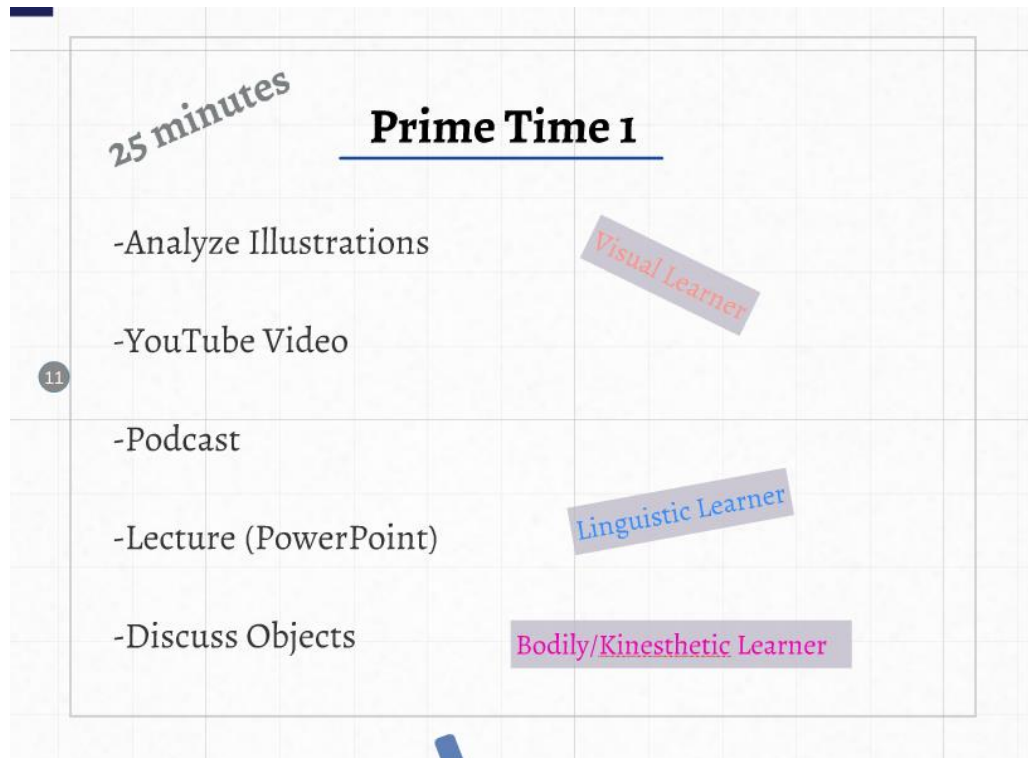
Now that we have discussed the structural elements of the lesson, we will discuss the Sense and Meaning it has for the students.

According to Sousa, information is “more likely to be stored if it has both Sense and Meaning.” (Sousa, 52). Meaning is more significant. Of the two criteria, meaning has the greater impact on the probability that information will be restored. (Sousa, 49)

- This lesson will make sense and have meaning to the students because it will build upon prior experience
 - Debunk the Victorian Vocabulary and replace it with words that are used in our vernacular.
 - About racial, ethnic and economic conflict in American History.
 - It will build upon their prior knowledge of the Civil War.
- It will help to create artificial meaning by using the Mnemonic phrase “Rich man’s war, poor man’s fight”

Slide 10 Primacy and Recency (Introductory Slide)

Slide 11



Prime-Time 1

- Prime Time 1 is a very important part of the lesson. It is during this part when students will most likely remember the information being presented. "The first items of new information are within the working memory's functional capacity, so they command our attention and are likely to be retained in the semantic memory" (Sousa, 95).
- This period of time will last approximately 25 minutes. During this time, I will try to appeal to many different learning types.

Down-Time 30 minutes

- Group Work
 - Analyze Primary Sources
 - Newspaper
 - Diaries
- Develop Timeline
 - Using Google Maps
- Reflective Essay
 - Diary/Witness Experience
- Group Presentation

Interpersonal Learner


Mathematical Learners

Intrapersonal Learner

Down-Time

- Down Time is a moment during the lesson. It is the time period when it is most difficult for retention to occur. (Sousa, 95) The portion of the lesson will take about 30 minutes.
- It is during this time, I will try to engage my students by having different types of learning assignments. The students will utilize the information presented in Prime Time 1 to learn more about the riots both independently and as a group. They will read primary source documents, develop a timeline and writing a reflective essay. This information will then be presented to the class at large.

Slide 13:

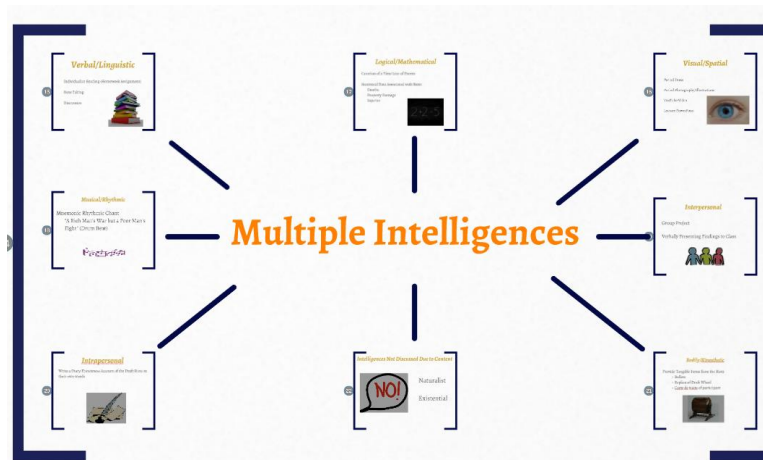
<i>20 minutes</i>	<u>Prime Time 2</u>
-Personal Reflection for 10 minutes to assemble thoughts	
-Class Discussion	

Prime-Time 2

Photo Credit: <http://www.history.com/news/four-days-of-fire-the-new-york-city-draft-riots>

- I will use this time as a second opportunity for the student to derive Sense and Meaning from the lesson. (Sousa, 96) This part of the lesson will be 20 minutes. (It will be shorter than the first prime-time.) Here, I will work on closure of the lesson. This will give the students time to collect their thoughts before one brief class discussion.
- If this was a longer lesson, it will have multiple Prime Time-1, Down-Time, and Prime Time-2 episodes. The class would be broken down into smaller increments to increase retention and meaning.

Slide 14-22 **Multiple Intelligences (Gardner, 1983)**



Howard Gardener came up with the Multiple Intelligence Theory. As an instructor, it is my responsibility to appeal and engage as many intelligences as possible during the lesson. The more intelligences used in a lesson the more it will enrich and engage the students.

Slide 15: **Verbal/Linguistic**

Photo Credit: <http://1.bp.blogspot.com/-qJA7dW3W-0/VH4I2LQUIE/AAAAAAAAACo/ZJqeqHgpmBs/s1600/books.png>

- Individual Reading
- Note Taking
- Discussion

Slide 16: **Visual/Spatial**

Photo Credit: <http://www.psychologycharts.com/images/eye.jpg>

- Period Dress
- Period Photographs
- Lecture-PowerPoint
- YouTube Video

Slide 17: **Logical/Mathematical**

Photo Credit: https://encrypted-tbn3.gstatic.com/images?q=tbn:ANd9GcSzO-XwFoGHcb0ClggDQQjBkw8jBcvsppQub1kt-uLnwHSgO_9h5w

- Creation of a Time Line
- Statistical Data Associated with Riots

Slide 18: **Musical/Rhythmic**

Photo Credit: <http://www.clipartbest.com/clipart-dTraMgnpc>

- Mnemonic Rhythmic Chant to Drum Beat
 - Rich Man's War..Poor Man's Fight

Slide 19: **Interpersonal**

Photo Credit: Prezi "Sticker"

- Group Project
- Verbally Presenting to the Class

Slide 20: **Intrapersonal**

Photo Credit: http://www.corrieblog.tv/quill_pen_and_ink_well.JPG

- Write a Diary/Eyewitness Account of the draft riots

Slide 21: **Bodily/Kinesthetic**

Photo Credit: <http://www.nyhistory.org/civil-war-draft-wheel>

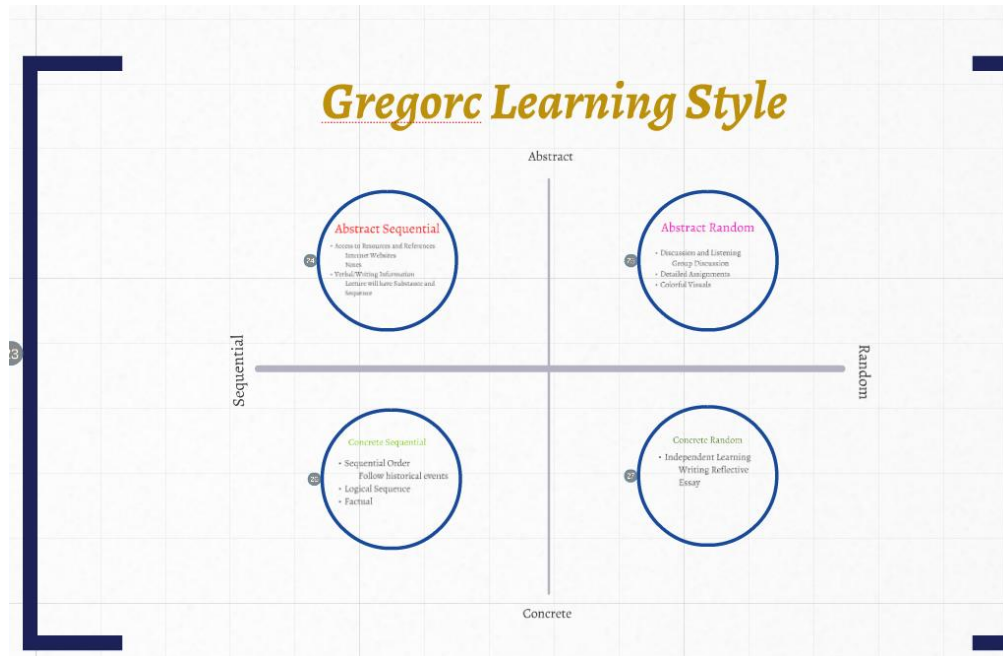
- Provide Tangible Items

Slide 22: **Intelligences Not Discussed**

Photo Credit: <http://101fundraising.org/wp-content/uploads/2014/09/no.png>

- Naturalist- Topic does not allow for the naturalistic perspective
- Existential-Meaning of Life

Slide 23-27 Gregorc Learning Styles (Gregorc, 1985)



It is important to teach to all different learning styles. This will ensure students will have a greater chance to learn the information taught in class.

Slide 24 **Abstract Sequential**

Abstract Sequential learners will benefit from the lecture and reading components of the lesson.

- This type of learner will benefit from the opportunity to work independently.
- They will struggle with the group activities this lesson has to offer.

Slide 25 **Abstract Random**

Abstract Random learners will benefit from the Group Work during the Down-Time.

- They will also benefit from the discussion held during the Prime-Time 2 section.
- This type of learner will struggle with the time constraints of the lesson and the need to be precise about information.

Slide 26 **Concrete Sequential**

This lesson will benefit **Concrete Sequential** learners the most.

- They will benefit from the order and precise details of the information presented.
- They will struggle with the open ended Interpersonal assignment of personal entry.

Slide 27 **Concrete Random**

The **Concrete Random** learners will benefit from the independent writing assignment.

- This will allow them to be creative.
- They will struggle with keeping detailed records of the information presented.

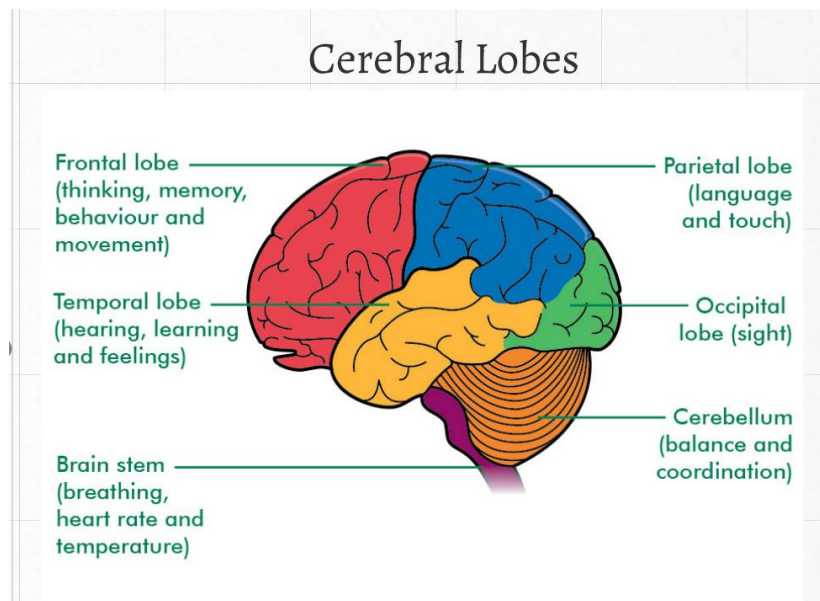


Photo Credit: <http://tinyurl.com/nfvj377>

Cerebral Lobes

The brain has four main cerebral lobes. They are Frontal, Occipital, Temporal and Parietal Lobes.

The **Frontal Lobe** is the executive control center of the brain. (Sousa 16) Students will use this part of their brain for the problem solving, emotional, and judgements aspects of this learning assignment. I will pose higher order thinking skills by asking them to “Explain their thinking on the burning of the orphan asylum.”

Students will use their **Parietal Lobe** to process the visual, touch, and auditory items. In this lesson they will touch and feel the items from the draft riots. They include the draft riot wheels, bullets, and carte de vise.

The **Temporal Lobe** is used for the processing of long term memory and retention of visual recognition of images, sound, and music. This part of the brain will be used when listening to the Podcast, the YouTube video, and for the Mnemonic listening.

Students will use their **Occipital Lobe** to visually process the images. They will visually process the images from the PowerPoint presentation, Period Dress, the YouTube Video, and seeing the different objects from the riots.

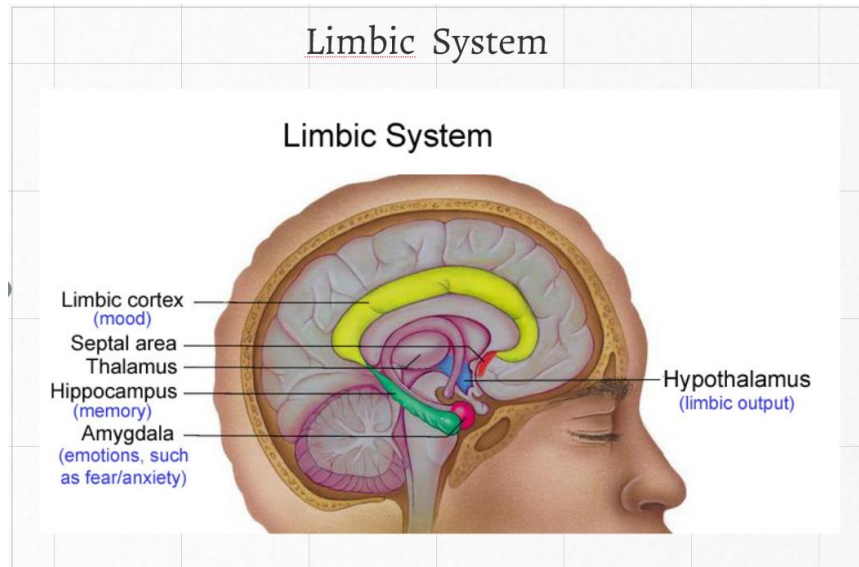


Photo Credit: <http://d4nations.com/webpubl/images/01%20limbic.jpg>

The **limbic system** carries out a number of different emotions and emotional memories. This system plays a major role in the integration of emotion and reason.

The four parts of the limbic system are important to learning and memory.

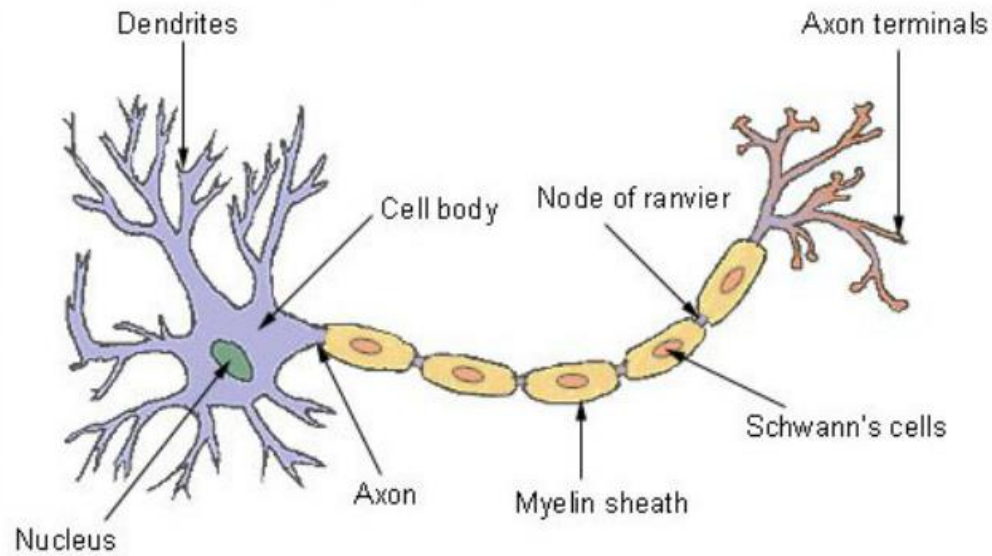
The **Thalamus** acts as the switchboard. It processes all incoming sensory information and distributes it to the other parts of the brain. The thalamus is responsible for thinking and movement. It will allow the students to formulate their own ideas as well as comprehend what the teacher is saying.

Just below the thalamus is the **Hypothalamus**. (Sousa 18) This part of the limbic system monitors the normal state of the body while the thalamus receives new information. It releases numerous hormones to moderate the body functions. These functions monitor sleep, body temperature, food and liquid intake. If the body slips out of balance, it will be difficult for the student to concentrate on cognitive processes and new information. (Sousa 18)

The **Hippocampus** is an important part of the brain and learning. This part of the brain processes information in the working memory and is stored in long term memory. The hippocampus takes new information and checks it against past experiences. This process is vital in converting working memory information to long term information. The hippocampus develops meaning which allows students to remember information for a longer period of time. During this lesson, the students need to understand the information and remember it for later. The lesson I am teaching is not limited to the past but can be related to the real world and current events.

The **Amygdala** plays an important role in emotions. Emotions impacts what a person remembers. This is the reason why my classroom will be a safe and respectful environment to maximize the learning experience. (Sousa 19)

Neurons



Neurons

Photo Credit: <http://www.web-books.com/eLibrary/Medicine/Physiology/Nervous/neuron.jpg>

Throughout my lesson, the student will experience learning using 4 of their 5 senses. The sense of smell is difficult to replicate in this lesson. History books do not give a description of the smells of New York City at this time.

“The neurons are the functioning core of the brain and the entire nervous system” (Sousa 21). Information travels along the neurons and makes its way to the brain. These functions all play a part of our life and how we learn.

Bibliography

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Gregorc, Anthony. *Learning/Teaching Styles: Their Nature and Effects*. Student Learning Styles. National Association of Secondary School Principals, 1979.

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