

Lesson- Think Like A Disciplinarian

The Learning Center Approach

Standard:

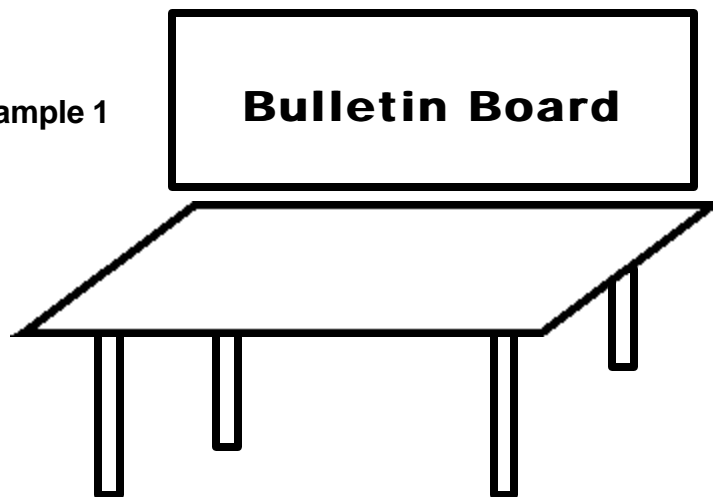
Objective: Students will describe, apply and compare the major roles and concepts of different disciplinarians in relationship to a single literary work, historical event, numerical concept on a graph, and a work of art. They will identify the role of a disciplinarian and complete a chart with their responses.

Model of Teaching: Advance Organizer

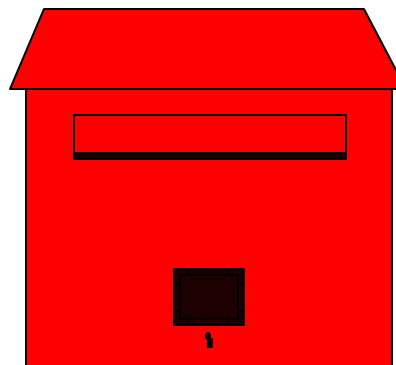
Preparation of the Learning Center

Define an area in the classroom to house the learning center. Consider an area that is adjacent to a bulletin board or some area where materials can be displayed and stored.

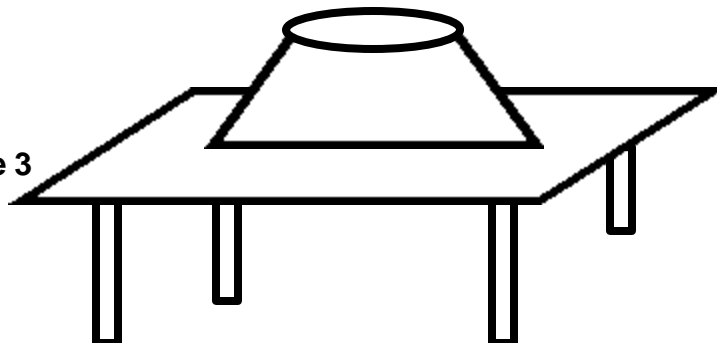
Example 1



Example 2




Example 3




**Preparation
of the
Learning Center
(continued)**


Prepare the set of open-ended Think Like A Disciplinarian task cards:

Think Like A Sociologist

Describe the  of the group dynamics or interactions among people.

 Write a paragraph.


Think Like A Geographer


Describe the  of the movement in the location.

Create a


| | | | | |
|---|---|---|---|---|
| C | H | A | R | T |
|---|---|---|---|---|


Think Like An Historian

Describe the  affecting the causes and effects or implications of the event.

 Write an essay.


Think Like An Mathematician

Describe the  situation in numerical values.


Use the  to develop a scenario to problem solve.

Select the literary work, historic event, artistic rendering and graph students will study. Note that the alignment of the references to the same time period, theme, or concept facilitates the students' abilities to apply the Think Like A Disciplinarian roles and concepts.

Tall Tales of Paul Bunyan




Life on the Oregon Trail




Demographics of the Oregon Trail

| | | | |
|----|----|----|----|
| 32 | 21 | 14 | 12 |
| M | W | B | G |

**Teach the
Introductory
Lesson- Motivation**

Present the following chart to students and ask them to MATCH the roles with the  language of the discipline and of the disciplinarian.

| | |
|-----------------------|--------------------------|
| A Statistician | 1. Inoculate |
| B. Botanist | 2. Value |
| C. Zoologist | 3. Arrangement |
| D. Sociologist | 4. Chronology |
| E. Historian | 5. Group Dynamics |

Discuss why certain matches were made by asking the question: "what is the relationship between the work people do and the specific language they use to describe that work?"




Ask students to make paired additions to the chart. For example:

| |
|----------------------------------|
| Ecologist - Conservation |
| Geologist - Erosion |
| Meteorologist - Forecasts |

**Present the
Advance Organizer**

Introduce these sets of disciplinarians and concepts:

| |
|--|
| Sociologist - Group Dynamics |
| Geographer - Movement, Location |
| Historian - Causes/effects and implications |
| Mathematician - Distribution |

| | | | | | | | | | |
|---|---|-------------|---|---------------|--------------------------|------------|--------------------------|-----------|--|
| <p>Practice with the Advance Organizer Large Group Setting</p> | <p>Introduce and use the task cards and apply to previously studied areas in a discipline or a related topic.</p> <p>Note examples: Sociology - Group Dynamics (previously read story)</p> <p>Mathematician - Numerical Values (previously learned historical event)</p> | | | | | | | | |
| <p>Apply the Advance Organizer</p> | <p>Send students to the Learning Center using a rotational, self-selected or assigned pattern.</p> <p>Instruct students to use the task cards and materials at the center (historical event, literary work, etc.) to apply the task cards.</p> | | | | | | | | |
| <p>Summarize and Integrate Learning of Advance Organizer</p> | <p>Prepare and display an "add on chart" at the learning center for students to complete as they work on the task cards.</p> <p>Note that students put up post-its with their names to record their "findings."</p> <p>Use this chart to conduct discussions about Thinking Like A Disciplinarian.</p> <p>Use these questions to conduct discussions:</p> <ul style="list-style-type: none"> ~ What  pattern between and among the disciplinarians do you notice? ~ How does  the language of the disciplines affect the work of a disciplinarian? ~ How do contemporary economic, social, political and technological  trends affect the work of a disciplinarian? <div data-bbox="609 1312 1360 1936" style="border: 2px solid black; padding: 10px;"> <p style="text-align: center;">Add On Information Chart</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Sociologist</td> <td style="padding: 5px;"><input type="checkbox"/> <input type="checkbox"/></td> </tr> <tr> <td style="padding: 5px;">Mathematician</td> <td style="padding: 5px;"><input type="checkbox"/></td> </tr> <tr> <td style="padding: 5px;">Geographer</td> <td style="padding: 5px;"><input type="checkbox"/></td> </tr> <tr> <td style="padding: 5px;">Historian</td> <td style="padding: 5px;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></td> </tr> </table> </div> | Sociologist | <input type="checkbox"/> <input type="checkbox"/> | Mathematician | <input type="checkbox"/> | Geographer | <input type="checkbox"/> | Historian | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
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