

## T3.JAM 10

|                            |                  |                               |
|----------------------------|------------------|-------------------------------|
| <b>NAME</b>                | <b>DATE</b>      | <b>SUBJECT</b> SOCIAL STUDIES |
| <b>LESSON #</b> T4.JAM.10A | <b>GRADE</b> 4-5 | <b>SCHEMA</b> CREATIVITY      |
| <b>TITLE</b> SAFE PLACE    |                  | <b>TIME NEEDED</b> 30 MINUTES |

**DESCRIPTION** Do you have a favorite place? What do you love about it? How much do you love it? Do you share it? Would you sell it? This JAM aims to define, explore, assess and test the value of anyplace in hopes of equipping people to protect their safe places.

**LESSON FOCUS & GOALS** The focus of this lesson is to explore the many different options four people face when assessing the value of place. The goal of this lesson is prompt students to consider how collaborating expands the potential(s) of creative problem solving.

### MATERIALS NEEDED

Print enough copies of T3.10A so each student has 1 role. Note, there are (4) roles/packet; if there are 20 students in class, print (5) copies of this packet. Some groups may double up on roles. For extensions 10B-G, print 1/student.

### VOCABULARY

**values** (noun) ethics: guiding concepts

**value** (verb) to esteem highly

**value** (noun) equivalent in money

### HOOK

*"If you are a dreamer come in. If you are a dreamer, a wisher, a liar, a hoper, a pray-er, a magic-bean-buyer; if you're a pretender come sit by my fire. For we have some flax golden tales to spin. Come in! Come in!" Shel Silverstein*

### DIRECTIONS

1) Divide your class into groups of 4. For each group, print and deliver enough copies of this packet, giving one role/position to each student/group. 2) Working in small groups, give individuals 10 minutes to read, annotate and complete prompts at the bottom of each page. 3) Gathering as a class, take 10 minutes to work through as many GUIDING QUESTIONS as possible. 4) Return to small groups and give students 10 minutes to collaborate on the EXIT TICKET found on the following page. \*With any JAM, students are tasked with diagnosing the embedded conflict. The purpose of taking a role, therefore, isn't to empathize too deeply, just enough to rationalize with the assigned viewpoint.

**TEACHER NOTES**

Each JAM package is structured identically, 16 pages, including five (5) extensions, B-G, to deepen comprehension and expand writing skills.

**T3.JAM.10A****GUIDING QUESTIONS****CLASS DISCUSSION**

1. This lesson began with the opening to Shel Silverstein's classic children's book of poems, Where The Sidewalk Ends. In your words, who's welcome in that realm? What can you infer about Silverstein as a person, and is approach to creativity?
2. Very briefly, explain the strengths & weaknesses attributed to each of this JAM's four roles. Alone, do any of these roles have the capacity to get the project done?
3. List different definitions of the word **value**. How do different definitions change how different people view and approach land use?
4. This JAM series began with exploring the historical context of a real estate board game, followed by JAMs that explored the journey from exploring then owning North American lands...explain the sequence from JAM 2 to JAM 9.
5. Does this JAM seem to have an immediate implication in your life? Your school? Community? Nation? World?
6. What was the embedded conflict(s) that led to the most struggle within this JAM?

**T3.JAM.10B****FROM CONFUSION TO CLARITY****PARTNER/INDIVIDUAL**

This written re-tell incorporates 1) **retrieval practice** and 2) **complex syntax**

**T3.JAM.10C****STRUCTURED JOURNAL****INDIVIDUAL WORK**

This exercise uses **meta-cognition** to help students identify what they're thinking. Gaps in comprehension related to the JAM will reveal themselves; prepare to guide/clarify.

**T3.JAM.10D****FROM CLARITY TO COMPLEXITY****PARTNER/INDIVIDUAL**

This graphic organizer will help students transfer acquired knowledge from long-term memory back into working memory by 1) **retrieval practice** 2) **elaborating** ideas & details, 3) **analyzing** acquired knowledge by comparing & contrasting viewpoints

**T3.JAM.10E****BECAUSE, BUT, SO****INDIVIDUAL WORK**

Three sentence stems invite students to 1) **elaborate** details & ideas, 2) grapple with **complex syntax**, 3) manage **sequence**, flow & logic through conjunctions

**T3.JAM.10F****CIRCLING THE TRUTH****GROUP WORK**

This graphic organizer asks students to **interleave** schema, themes & details as they synthesize information into an elaborate re-tell. Great prep work for summary essay.

**T3.JAM.10G****LISTEN****CLASS DISCUSSION**

Students complete three sentence stems in preparation for a class-wide debrief

## PUTTING SCIENCE INTO THE SOCIAL SCIENCES

Science isn't just knowledge, it's a process. The scientific method is a step-by-step process that humans use to study phenomena. For our purposes, we'll use a 7-step process to run a JAM from start to finish. Use this template to help you organize a JAM.

### BEFORE A JAM

- 1. OBSERVATION** Engage with HOOK
- 2. QUESTION** What do you find intriguing about this HOOK? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- 3. HYPOTHESIS** Based on the HOOK we predict this JAM is going to address  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_.

### DURING A JAM

- 4. EXPERIMENT** Divide your class into groups of four (4) students. If there are more than 4/group, that's fine! Some students can share a role. Next, run the JAM! Note, half-way through the JAM, re-convene small groups into one large group for a few minutes to answer GUIDING QUESTIONS found on next page.
- 5. ANALYZE DATA** Organize data by using extensions B-F.

### AFTER A JAM

- 6. SHARE RESULTS** List the embedded conflict(s) here \_\_\_\_\_.  
 \_\_\_\_\_.  
 What could historical figures have done to prevent injustice, violence & instability?  
 \_\_\_\_\_  
 \_\_\_\_\_
- 7. NOTES** To prepare for the next JAM, list what students/players could do to maximize time, trust & creativity \_\_\_\_\_.  
 \_\_\_\_\_.

## HELPFUL HINTS

Conflict is inevitable, yet humans have the capacity to choose how they engage. In that sense, managing conflict is an artform we could strive to master. JAMs are “task conflicts” based on historical records that position students to practice conflict by wrestling with multiple viewpoints in dynamic situations. The goal is to practice feeling uncomfortable so as to create a habit of invoking **metacognition**, thinking about what we’re feeling and thinking, before engaging in conflict. If so, we might be more apt to think before we speak, analyze seemingly opposite viewpoints, and find common ground. This includes identifying affect from cognition, keeping competing thoughts top of mind, and sequencing events into one timeline.

Rooted in rigor, JAMs aren’t easy. Competing data sets are discovered through skilled reading, healthy dialogue, and **phenomena**, occurrences or circumstances observed in real time. Taken together, students in a JAM are creating a living model of the past! At that rate, they’re facing a golden opportunity to practice the scientific method! See: **PUTTING SCIENCE INTO THE SOCIAL SCIENCES**. This includes following a step-by-step process whereby they’re thinking and behaving like scientists as they record, organize and analyze all data sets.

Anticipate confusion but be prepared for your students to grow and shine as they adapt and outwit history through this new learning strategy. These one-liners might help steady ‘em.

- *You are not the center of the universe.*
- *No person, no role, has all the answers; each role is merely one piece of the puzzle.*
- *If each role only presents a sliver of the world, what potential problem(s) does your group risk facing when trying to make sense of reality?*
- *What's the wrinkle? What's the embedded conflict? What's the JAM?*
- *Can you name the “elephant in the room” without losing anyone's confidence?*
- *Emotions are neither good nor bad; they're merely signposts that offer guidance as we try to navigate learning.*
- *The trick is learning how to get out of a JAM without creating a bigger mess.*

Name \_\_\_\_\_

L

**1. DREAMER****HOOK**

*What's the most precious person, place, thing or idea in your life? Why? What makes this thing so special? Is this true for everyone? How can you test this to know if it's real?*

**PERSPECTIVE**

You love a good idea! The trouble is you have a hard time manifesting ideas, or bringing them to life, because, as a dreamer, it can be hard to get out of your head and into the game! Yet given the right team and flow of ideas, you can bring any idea to fruition!

**CONTEXT**

Homelessness is a growing problem across many parts of the world. As a dreamer, you believe housing is a human right that strengthens families, communities, and therefore all sectors of society, including business. You feel strongly that local communities world-wide could build systems that support home ownership, while being unique to their "place."

As one example, former U.S. President Jimmy Carter built a nonprofit called Habitat for Humanity that works internationally to support collaborations between local government, religious groups, private sector, and sweat equity (volunteers) who **value** community and therefore are driven to build homes for working folks and their families.

What is your team's dream? \_\_\_\_\_

What is your group's dilemma? \_\_\_\_\_  
\_\_\_\_\_

What's your role? \_\_\_\_\_

What are your strengths? \_\_\_\_\_

Ideas for transforming this mess into a success 1) \_\_\_\_\_  
\_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

Name \_\_\_\_\_

**L 850**

## **2. MOLAKAI HERITAGE TRUST, a local nonprofit based in the Hawaiian Islands**

### **HOOK**

*What's the most precious person, place, thing or idea in your life? Why? What makes this thing so special? Is this true for everyone? How can you test this to know if it's real?*

### **PERSPECTIVE**

Like all Native nations, Native Hawaiians **value** their connection to the land, called *Aloha Aina*. For Native nations, identity and therefore their strength comes from the land; through Creation stories, traditions, and daily renewal by playing or simply being in nature. For this reason, Native nations see themselves as guardians of the land who aim to nurture land's underlying ecosystems, versus owing land and resources for its financial **value**.

### **CONTEXT**

In 1848, Hawaii underwent a massive change called the Great Mahele. Whereby land went from being communally owned, to privately owned. Large tracts of land across the Hawaiian Islands were sold into the private sector and repurposed from subsistence farming (crops you can eat) to intensive agriculture (crops that are exported and eaten world-wide). For example, pineapple plantations, and sheep and cattle ranches. Big business and farm workers benefited from this approach to land management for a time. Yet the land suffered because chemicals by these farmers were damaging the underlying ecosystem. Once these chemicals were banned in the 1960s, the cost of doing business skyrocketed and owners were forced to sell. Meanwhile, Native Hawaiians struggle to find jobs, and therefore homes. All the while, they're feeling isolated from the land that gives their life and their ancestor's lives meaning. That's why they want to buy this land.

What is your team's dream? \_\_\_\_\_

What is your group's dilemma? \_\_\_\_\_

What's your role? \_\_\_\_\_

What are your strengths? \_\_\_\_\_

Ideas for transforming this mess into a success 1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

Name \_\_\_\_\_

**L 850**

### 3. BANKER

#### HOOK

*What's the most precious person, place, thing or idea in your life? Why? What makes this thing so special? Is this true for everyone? How can you test this to know if it's real?*

#### PERSPECTIVE

You love money! Money, money, money. You love money for the things it can buy, and for the comfort, safety and power it provides. The problem money can't buy trust, community or creativity. Nevertheless, you excel at using math to assess the financial **value** of things, to guide you in knowing when to buy, sell, hold, trade or invest in certain assets.

#### CONTEXT

In the mid-1980s, a Hong-Kong based investment company purchased a 55,000 acre ranch on the Hawaiian island of Molokai, representing over 35% of the island's total size. Previously, the ranch was a pineapple farm, plus it raised sheep and cattle. Over time, the ranch diversified assets to build a bank, buildings, towns and infrastructure for workers. On the other hand, the new owner, converted the property into a luxury resort. But then it submitted plans to develop luxury homes, too, cutting off public beach access. Local government rejected these plans, throwing the company into chaos until they abandoned the ranch in 2008. Your goal? Sell the land. You've set the asking price at \$260,000,000.

What's your role? \_\_\_\_\_

What is your dream? \_\_\_\_\_

What are your strengths? \_\_\_\_\_

What is your group's dilemma? \_\_\_\_\_

Ideas for transforming this mess into a success 1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

Name \_\_\_\_\_

L 950

## 4. DEAL MAKER

### HOOK

*What's the most precious person, place, thing or idea in your life? Why? What makes this thing so special? Is this true for everyone? How can you test this to know if it's real?*

### PERSPECTIVE

You're a deal maker. You love interacting with people, all kinds of people. You enjoy finding out what they **value**, so you can help them create live-able situations where they can survive and thrive! Not for money, or the sake of winning, but because you **value** trust and the look in people's faces when they achieve their dreams.

### CONTEXT

Hong Kong-based investment company is selling the Molokai Ranch; a massive piece of land located on the Hawaiian Island of Molokai. *Can you help them find a buyer?*

This extraordinary piece of land totals 55,000,000 acres, representing approximately 1/3 the island's total size. Why is the seller selling? Two major problems. FIRST, local activists have demonstrated power over local government to reject development plans that would make the land more **valuable**. This is problematic because once potential buyers know the local government is unfriendly, they aren't likely to buy the land. SECOND, before the investment company purchased the land, Molokai underwent nearly a century of deforestation and industrial agriculture. Plus, farmers applied a dangerous insecticide to the land, Heptachlor, meaning Molokai's underlying ecosystem may be at risk, with erosion and runoff polluting inland ponds and ocean habitats.

What is your team's dream? \_\_\_\_\_

What is your group's dilemma? \_\_\_\_\_

What's your role? \_\_\_\_\_

What are your strengths? \_\_\_\_\_

Ideas for transforming this mess into a success 1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

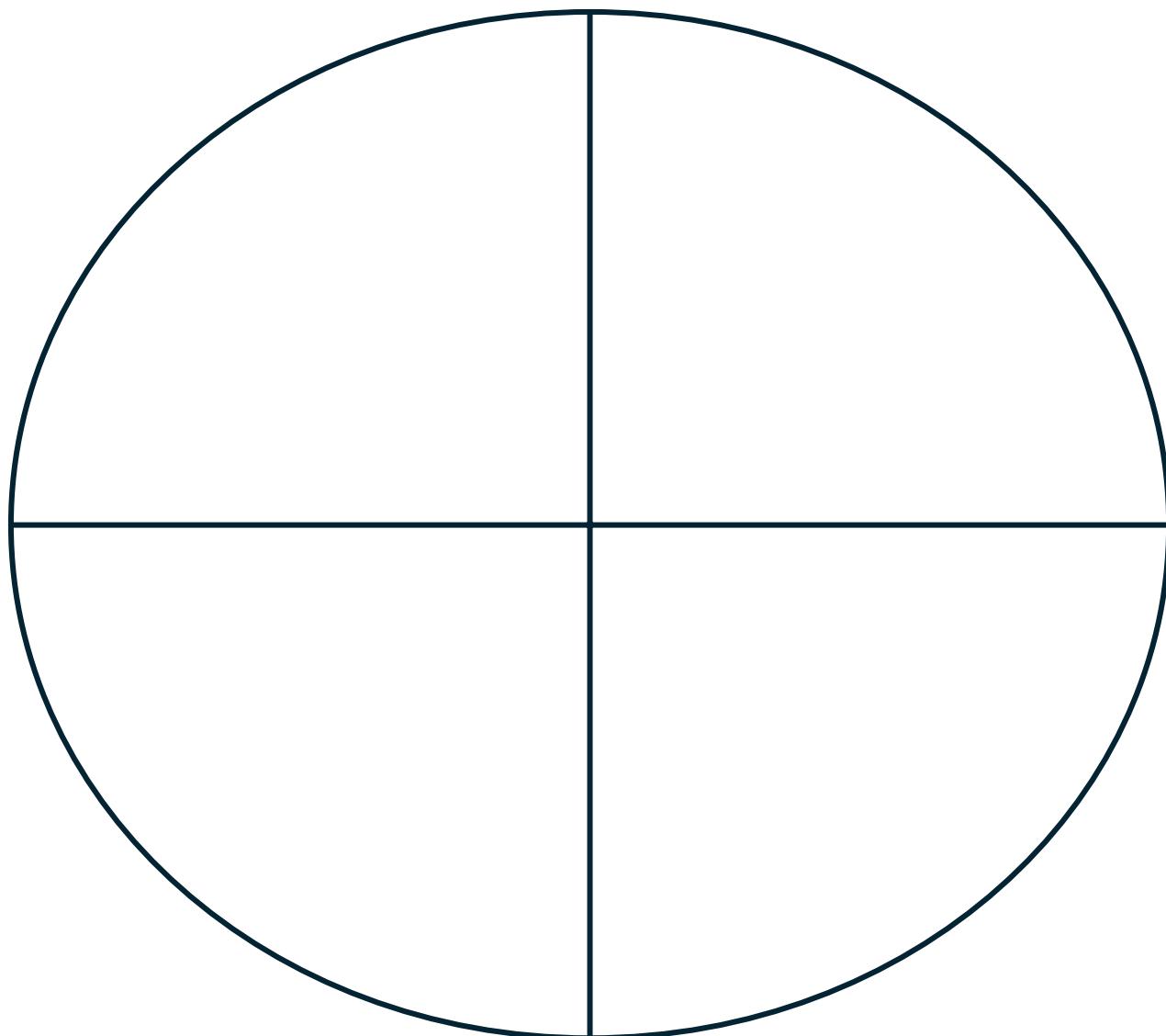
Names \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

## T3.JAM 10

### EXIT TICKET WHAT'S THE JAM?

The JAM refers to the thread that connects the (4) viewpoints, the underlying issue few people say aloud. It's the sticky bit; the embedded conflict. *Delicate, nuanced & complex.*

**DIRECTIONS** 1) Label each quadrant: one role/quadrant. 2) Detail each quadrant with key events, players, including cause and effect—use your notes! 3) Gather as a class to answer GUIDING QUESTIONS. 4) Return to small groups to discuss/identify the wrinkle, aka, the “embedded conflict,” aka the JAM. 5) Name the JAM below.



The root cause of the JAM is \_\_\_\_\_.

T3.JAM 10

1521



10

## T3.JAM 10

|  |                  |                               |
|--|------------------|-------------------------------|
| <b>NAME</b>                                | <b>DATE</b>      | <b>SUBJECT</b> SOCIAL STUDIES |
| <b>LESSON #</b> T3.JAM.10B                 | <b>GRADE</b> 4-5 | <b>SCHEMA</b> CREATIVITY      |
| <b>EXTENSION FROM CONFUSION TO CLARITY</b> |                  |                               |

Hello and welcome to our world, where anything is possible! We're a solution-based team of people that aim to \_\_\_\_\_.

We will fulfill this goal by \_\_\_\_\_

First, we want to explain the problem we're trying to solve, which involves \_\_\_\_\_

Our team is convinced we can solve this problem because, \_\_\_\_\_

\_\_\_\_\_ as long as we \_\_\_\_\_

\_\_\_\_\_ . Provided we \_\_\_\_\_ , we could also \_\_\_\_\_

Whereas many people \_\_\_\_\_ we believe we could \_\_\_\_\_

\_\_\_\_\_ so that \_\_\_\_\_ . Even though \_\_\_\_\_

we believe we could \_\_\_\_\_ .

## T3.JAM 10

|  |                  |                               |
|--|------------------|-------------------------------|
| <b>NAME</b>                            | <b>DATE</b>      | <b>SUBJECT</b> SOCIAL STUDIES |
| <b>LESSON #</b> T3.JAM.10C             | <b>GRADE</b> 4-5 | <b>SCHEMA</b> CREATIVITY      |
| <b>EXTENSION</b> STRUCTURED JOURNALING |                  |                               |

1. What are the most important ideas in this JAM? \_\_\_\_\_

---

---

---

---

---

2. This is what I don't completely understand ...\_\_\_\_\_

---

---

---

3. This JAM connects to my reality in that ...\_\_\_\_\_

---

---

---

4. I wonder... \_\_\_\_\_

---

---

---

5. I also wonder... \_\_\_\_\_

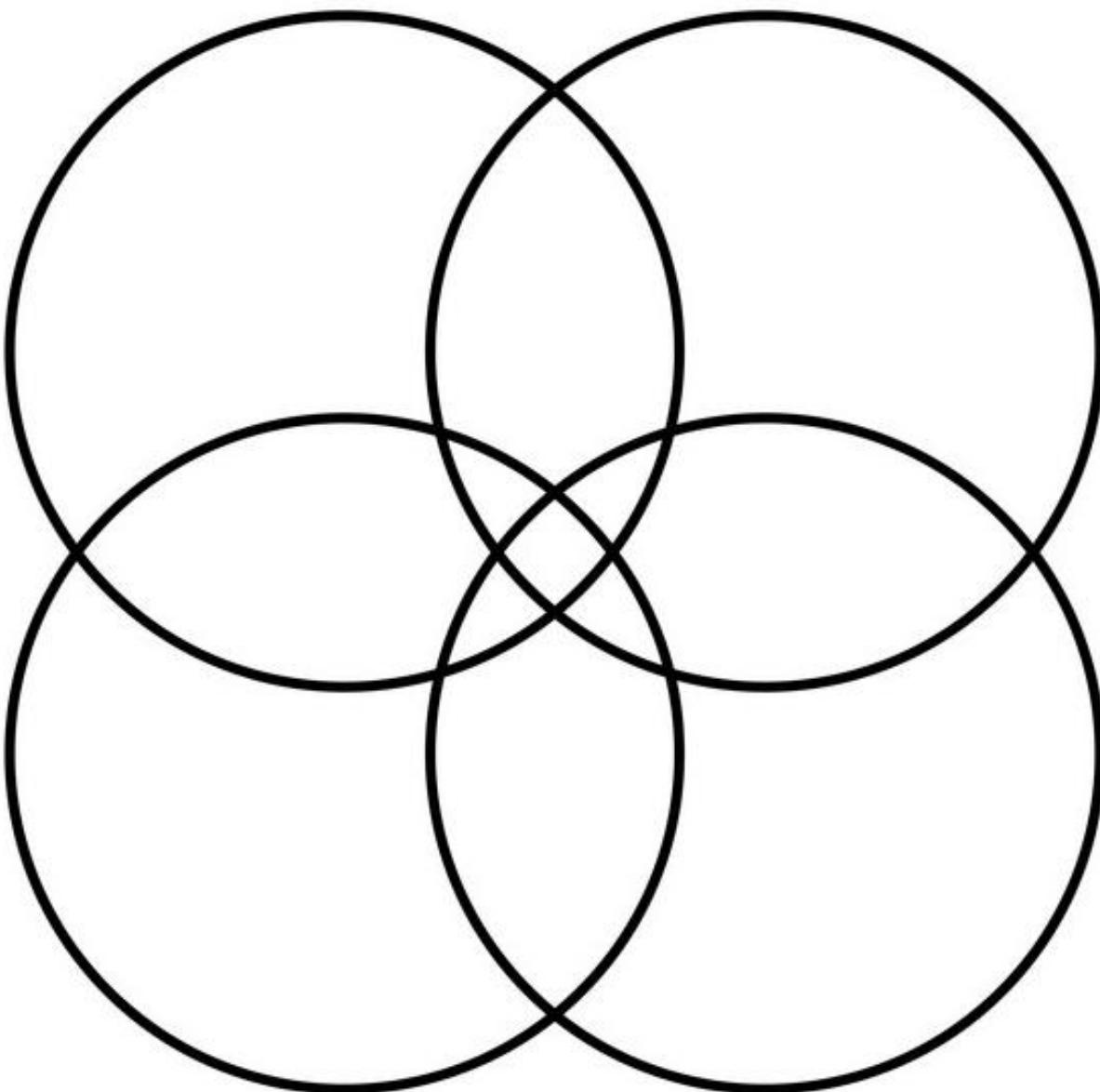
---

---

---

|   |                  |                               |
|---|------------------|-------------------------------|
| <b>NAME</b>                                 | <b>DATE</b>      | <b>SUBJECT</b> SOCIAL STUDIES |
| <b>LESSON #</b> T3.JAM.10D                  | <b>GRADE</b> 4-5 | <b>SCHEMA</b> CREATIVITY      |
| <b>EXTENSION FROM CLARITY TO COMPLEXITY</b> |                  |                               |

**DIRECTIONS** How is this graphic organizer different from the first one? 1) In the margin of this 4-Way Venn Diagram, label each circle with the JAM's (4) viewpoints. 2) Consider how some viewpoints' characteristics overlap, or share intentions, goals or actions. 3) In the shapes don't overlap with others, list what makes that viewpoint unique from all others.



|                                    |                  |                               |
|------------------------------------|------------------|-------------------------------|
| <b>NAME</b>                        | <b>DATE</b>      | <b>SUBJECT</b> SOCIAL STUDIES |
| <b>LESSON #</b> T3.JAM.10E         | <b>GRADE</b> 4-5 | <b>SCHEMA</b> CREATIVITY      |
| <b>ASSESSMENT</b> BECAUSE, BUT, SO |                  |                               |

**DIRECTIONS** Complete these three sentence stems.

1. Native Hawaiians value land **because** \_\_\_\_\_

---

---

---

.

2. Native Hawaiians value land **but** \_\_\_\_\_

---

---

---

---

.

3. Native Hawaiians value land **so** \_\_\_\_\_

---

---

---

---

.

### **BONUS**

4. Native Hawaiian value land, **yet** \_\_\_\_\_

---

---

---

---

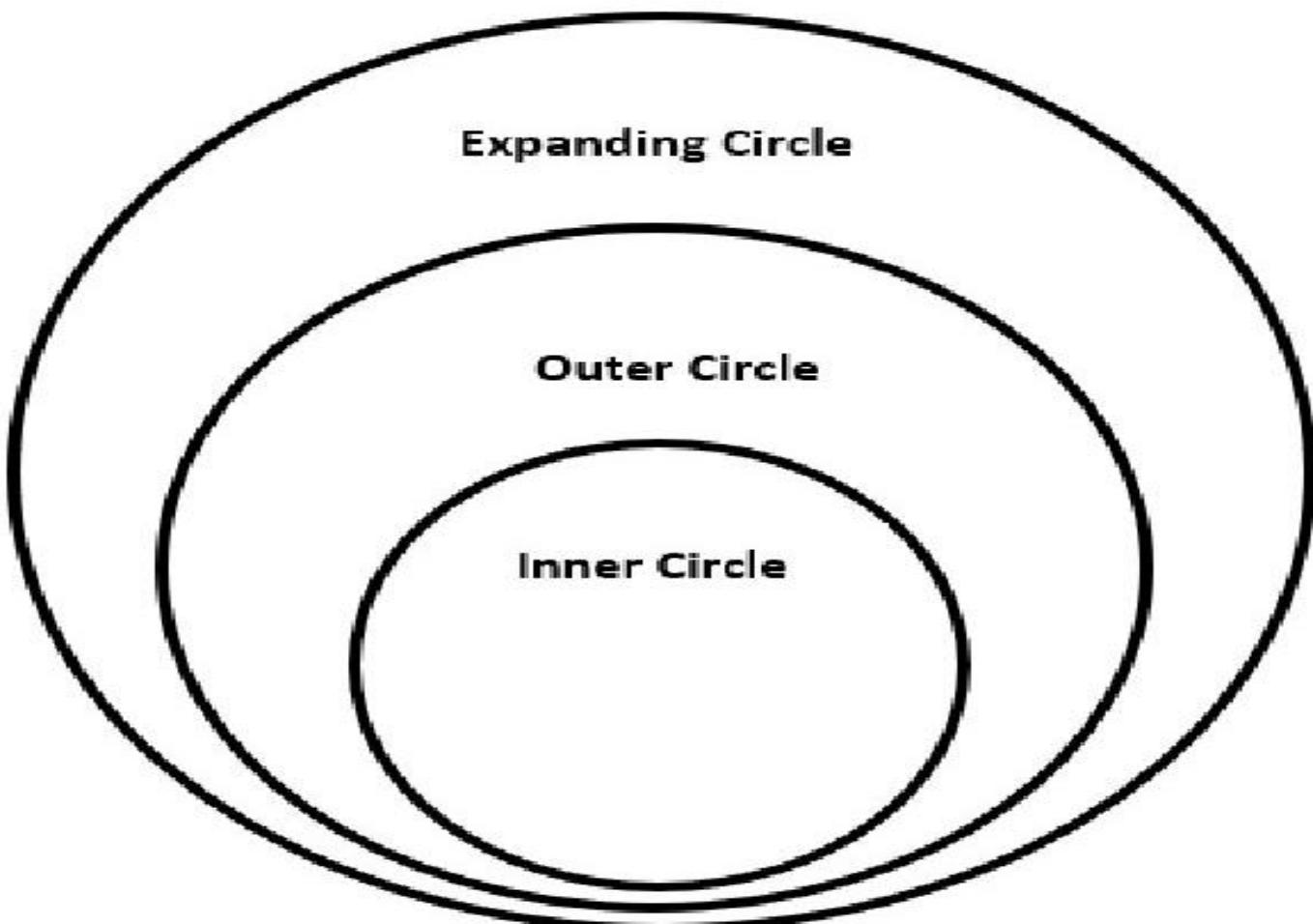
.

## T3.JAM 10

|                                     |                  |                               |
|-------------------------------------|------------------|-------------------------------|
| <b>NAME</b>                         | <b>DATE</b>      | <b>SUBJECT</b> SOCIAL STUDIES |
| <b>LESSON #</b> T3.JAM.10F          | <b>GRADE</b> 4-5 | <b>SCHEMA</b> CREATIVITY      |
| <b>EXTENSION</b> CIRCLING THE TRUTH |                  |                               |

**DIRECTIONS** 1) Select ONE theme (perhaps the embedded conflict you named at the end of the JAM) that you believe unites all (4) viewpoints. Write it down in the *Inner Circle*. 2) Choose any (3) of the “5 Strands” of Social Studies—**geography, history, government, culture, economics**—that you think demonstrate how and why different roles chose the paths or strategies they did. Write those words in the *Outer Circle*. 3) Use “Retrieval Practice” to list details that support the three strands you listed in the outer circle. **BONUS:** Use this graphic organizer to write a one-paragraph summary essay.

**POTENTIAL THEMES (CHOOSE ONE):** POWER, MONEY, DEMOCRACY, AUTHORITY, MONEY, BALANCE, KNOWLEDGE,



## T3.JAM 10

|   |                  |                               |
|---|------------------|-------------------------------|
| <b>NAME</b>                                 | <b>DATE</b>      | <b>SUBJECT</b> SOCIAL STUDIES |
| <b>LESSON #</b> T3.JAM.10G                  | <b>GRADE</b> 4-5 | <b>SCHEMA</b> GAME THEORY     |
| <b>EXTENSION LISTEN:</b> CLASS-WIDE DEBRIEF |                  |                               |

**DID YOU KNOW?** Oral storytelling is an integral component of Native nations culture that offers neurological and cognitive benefits. For example, storytelling supports resiliency by promoting early literacy through social cognition, language processing, and memory storage. This is evidenced by the fact that Native nation stories have been scientifically validated as reliable records of historical events going back thousands of years. In summary: *active listening is an unparalleled learning strategy.*

**DIRECTIONS** Complete these sentence stems to summarize your thoughts (5-7 minutes). Next, bring these pearls of wisdom to share in a class-wide debrief so you and your classmates can practice speaking & listening.

1. One historical event that happened during this JAM that the world needs to spend more time thinking about is \_\_\_\_\_

---

---

---

2. One behavioral pattern that I noticed during the historical events of this JAM that could support sustainability in the world today is \_\_\_\_\_

---

---

---

3. One thing my small group did well in this JAM, a behavioral pattern that I believe could make the world safer or more sustainable is \_\_\_\_\_

---

---

---