| Connectedness Network Overview | | |
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| **Resources**   * Connections Network | | **Learning Target/Goal**  Students will identify and explore personal connections to people, places, activities, groups, and objects using inspiration from "The Book Thief". |
| **Lesson Background:** In this 7th-grade lesson plan, students will identify and express personal connections they have to people, places, activities, groups, and objects while elements from the novel 'The Book Thief' by Markus Zusak are introduced to seed connections. Using the Net Create connectedness network, students will foster a deeper understanding of their own identities and those of their peers by analyzing the visualization of connections. They will also gain appreciation for how a visualization can help make those connections visible, and help them in language arts. | | |
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| Lesson Plan | | |
| **Section 1: Prologue** | | |
| **Before** | * Begin by explaining the purpose of the upcoming activity: creating network visualizations to represent personal connections. | |
| **During** | * Provide a demonstration showcasing and explaining features of Net.Create and how to use it including: adding nodes, creating edge connections, the nodes and edges tables, how to read the edges table, editing a node/edge. * Using Net.Create, show connections among the characters. * Then, demonstrate how to add yourself and connect to interests. * Have students add their interests and make connections. * Guiding questions to support this process might include:   + Can you make connections between the things in the network and your own node that help show how your interests overlap with those of the characters and your peers?   + What or who do you feel connected to?   + What nodes or connections are evoking a reaction from you? Why?   + Are there common connections within your group?   + What differences are you noticing across the class? * Suggested discussion questions:   + What patterns or trends do you notice when looking at the class's network as a whole? Are there common themes?   + How do the connections between words reflect the collective identity of the class?   + How might a network visualization of connections evoke different feelings compared to a simple list of words?   + How might the visual sizes and weights represent the significance or importance of certain people, places, and things in our lives? | |
| **After** | * Exit Ticket: Reflecting on the process, how did making this network give you a sense of the characters in the book and how you will relate to them? Or your peers? * If there is time, it would be helpful to revisit the network after the students have read a few chapters to reflect on the connections and add on. | |