

# history connection

Character Education at the Markkula Center for Applied Ethics  
ethics programs for communities that learn, live, pray, or work together  
[www.scu.edu/character](http://www.scu.edu/character)

## Character Based

### PRREE Lesson Plan Format: Into, Through and Beyond a Text

9 territories  
or  
inevitable conflicts  
or  
8 w's  
who what when where why  
how what if we

5-10

	<b>E</b>	<b>E</b>
<b>OND</b>	<b>EXPLORE</b>	<b>EXTEND</b>
<p>the most ents in ing, and e</p> <p>going or other</p> <p>graphic organizer.</p>	<p><b>7. Activity</b> Explore the reading with a visual or oral language activity.</p> <p><b>8. Discussion</b> Prompt in depth discussion with questions from the 9 territories.</p> <p><b>9. Analysis</b> Analyze the key paragraph closely.</p>	<p><b>10. Write</b> Every student writes a short product from today's prompt to connect to the unit theme.</p> <p><b>11. Close</b> Close by extending today's lesson to life and the world</p>

and practice.

Read **Wondering, Wiggling, and Weaving: A New Model for Project and Community Based Learning on the Web** ([PDF](#)) by Annette Lamb, Larry Johnson, and Nancy Smith (Learning and Leading With Technology, 1997, 24(7), 6-13).

The model is similar to the work of Eisenberg, McKenzie, Kuhlthau, Pappas and Tepe. However, a fun alliteration was used to stimulate student interest and focus on the student's perspective. You're probably familiar with the 5Ws (who, what, when, where, and why), here are 8 new ones. You can view a print version of the 8Ws model using the [PDF](#) file.

Explore each of the 8W's. Click on the link for each of the Ws below to read about about this aspect of inquiry.

- **[Watching](#)** (Exploring) asks students to explore and become observers of their environment. It asks students to become more in tune to the world around them from family needs to global concerns.
- **[Wondering](#)** (Questioning) focuses on brainstorming options, discussing ideas, identifying problems, and developing questions.
- **[Webbing](#)** (Searching) directs students to locate, search for, and connect ideas and information. One piece of information may lead to new questions and areas of interest. Students select those resources that are relevant and organize them into meaningful clusters.
- **[Wiggling](#)** (Evaluating) is often the toughest phase for students. They're often uncertain about what they've found and where they're going with a project. Wiggling involves evaluating content, along with twisting and turning information looking for clues, ideas, and perspectives.
- **[Weaving](#)** (Synthesizing) consists of organizing ideas, creating models, and formulating plans. It focuses on the application, analysis, and synthesis of information.
- **[Wrapping](#)** (Creating) involves creating and packaging ideas and solutions. Why is this important? Who needs to know about this? How can I effectively convey my ideas to others? Many packages get wrapped and rewrapped before they're given away.
- **[Waving](#)** (Communicating) is communicating ideas to others through presenting, publishing, and sharing. Students share their ideas, try out new approaches, and ask for feedback.
- **[Wishing](#)** (Assessing) is assessing, evaluating, and reflecting on the process and product. Students begin thinking about how the project went and consider possibilities for the future.

[virtualinquiry.com/inquiry](http://virtualinquiry.com/inquiry)

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at Santa Clara University

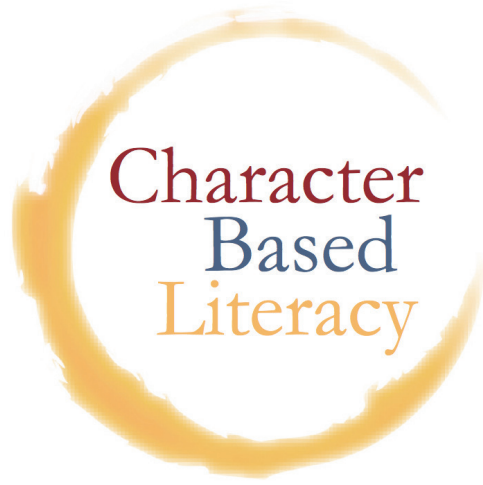
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			<b>EXPLORE</b>	<b>EXTEND</b>
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	explicit instruction and practice.	map, chart, or other graphic organizer.		

ethics content

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theme  
ethics connection  
basis for writing prompt

E

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Character

PREP Lesson Plan Format:  
and Beyond a Text

Context  
Question  
Product  
3 Standards

CQP3S

2

3 standards specifications

P			E
PREP		CORE	EXTEND
<p><b>1. Background</b> Build a context for the ideas, place, persons, or events in today's reading.</p> <p><b>2. Wordwall</b> Add five words to the wordwall after explicit instruction and practice.</p>	<p><b>4. Read</b> Read the selection for today.</p> <p><b>6. Map</b> Add to an ongoing map, chart, or other graphic organizer.</p>	<p>leading or oral activity.</p> <p><b>9. Analysis</b> Analyze the key paragraph closely.</p>	<p><b>10. Write</b> Every student writes a short product from today's prompt to connect to the unit theme.</p> <p><b>11. Close</b> Close by extending today's lesson to life and the world</p>



Character  
Based  
Literacy

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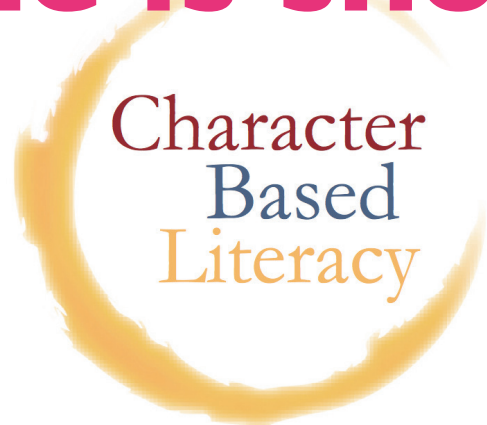
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# What is most important if time is short?

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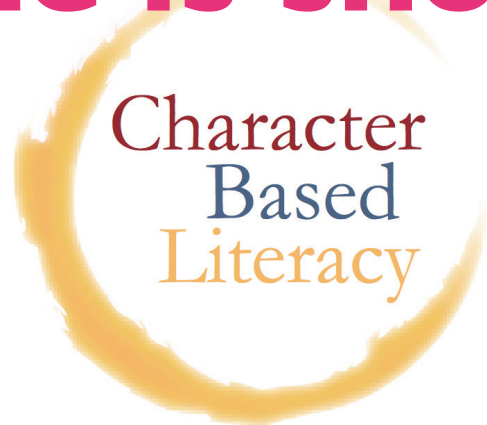
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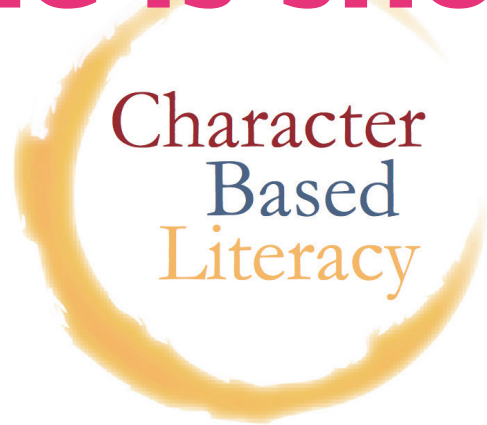
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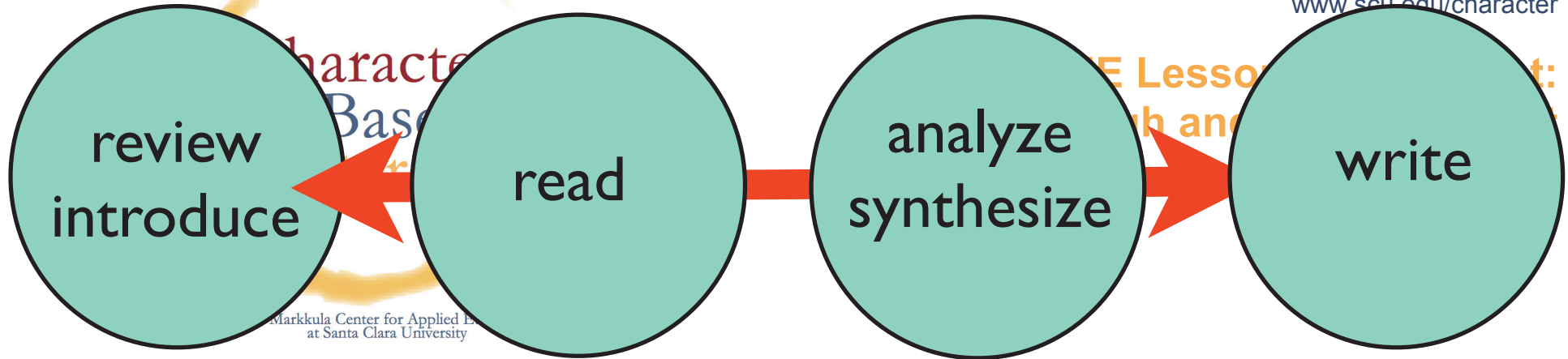
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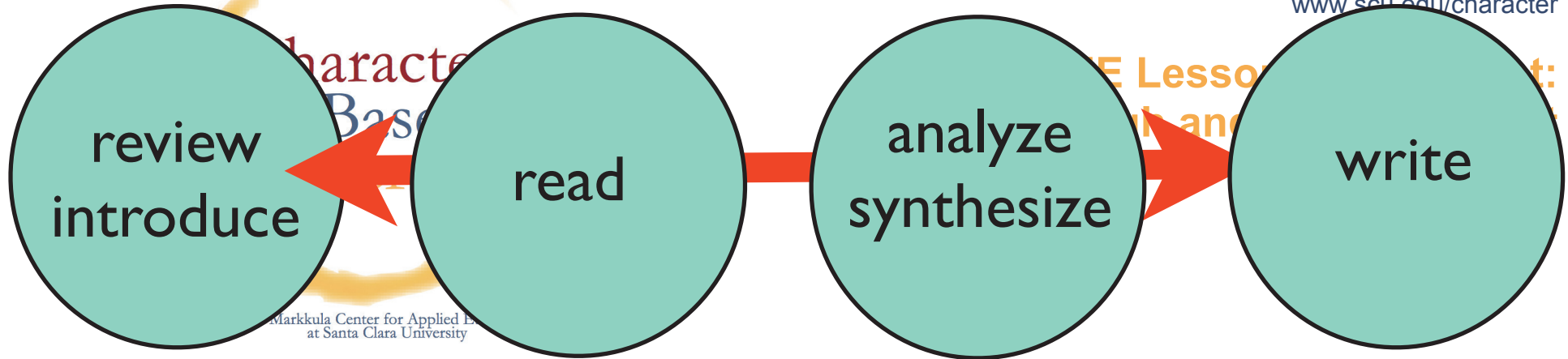
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2 STANDARDS

P	R	R	E	E
<b>PREPARE</b>	<b>READ</b>	<b>RESPOND</b>	<b>EXPLORE</b>	<b>EXTEND</b>
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