



“Am I Missing Something?”

Watch the video and complete the following activities:

What does compromise mean?

Summary of the video:

Who is the audience for this video?

Identify the terms and phrases mentioned in the video.

Our team identified _____ terms and/or phrases.

Analyze the message as it relates to lawmaking.





Are your definitions clear and concise?
Do they make sense?

Applying Context to Terminology

In the context of the video, develop a working definition for each term.

_____:

_____:

_____:

_____:

_____:

_____:

_____:

_____:

_____:



"Compromising" Words

To demonstrate your understanding of the message of the video, create one of the following using the terms identified and defined.



- Poem of your Choice
- Matching Activity
- Crossword Puzzle
- Word Scramble with Clues
- Comic Strip
- Editorial Cartoon
- Analogy Quiz
- Board Game
- Other? See your teacher for other options.



Activity Chosen:

Workspace for Planning





Brainstorm



a list of situations that cause conflict.

<p style="text-align: center;">At Home (ex: bedtime, curfew)</p> <p style="text-align: center;">Fluency (# of Ideas) _____ Originality (# of Unique Ideas) _____</p>	<p style="text-align: center;">In the Neighborhood (ex: barking dogs...)</p> <p style="text-align: center;">Fluency (# of Ideas) _____ Originality (# of Unique Ideas) _____</p>
<p style="text-align: center;">At School (ex: partners on a school project)</p> <p style="text-align: center;">Fluency (# of Ideas) _____ Originality (# of Unique Ideas) _____</p>	<p style="text-align: center;">In a Workplace (ex: sharing workspace)</p> <p style="text-align: center;">Fluency (# of Ideas) _____ Originality (# of Unique Ideas) _____</p>



Create -a- Conflict Situation Card

Select 2 of the conflict situations from your list. Develop each idea into a "situation card."
Don't forget the details! (Elaboration)

Conflict Situation Card

Created by _____



Conflict Situation Card

Created by _____





Sample Situation Cards



Conflict Situation Card

Created by Carol, Jody, and Kim

You and your siblings each have a friend spending the night. Each of you wants exclusive use of the TV room for your sleep-over.

Assign parts for this scenario and role-play how you could compromise to solve the problem.



Conflict Situation Card

Created by Mary, Luke, and Jack

In one of your classes, you have been placed on a team to work on a project. Everyone will get the same grade, but some of the people on the team are not team players and some do not usually do their share of the work.

Take parts for this situation and role-play how you could compromise to solve the problem.



Activity: _____

Reflecting on Learning

Use this organizer to compose a reflection of what you learned in the identified activity.

2nd Paragraph:

1. Description of the activity
2. Supporting details
3. Transition sentence

3rd Paragraph:

1. Specifics of things you learned
2. Supporting details
3. Transition to the next paragraph

1st Paragraph:

1. "Onamonia" (sound with explanation) "?" "!"
2. W,W,W,W,W (In no more than 2 sentences)
3. Tell them what you're going to tell them. Ex: "First..., Then,...Finally"
4. Transition to next paragraph

4th Paragraph:

1. What did you do well?
2. In what way could you improve on your project/activity?
3. Transition to the closing paragraph

5th Paragraph

1. Wrap-Up
2. Tell them what you told them.
3. Why was this an important activity/lesson/project?
4. Closing Sentence





Compromise in History

See the list of
"Compromise in History"
events for ideas.

Research Project Contract

I, _____, have selected the following event in history to research:

_____.

I plan to work independently (or) with _____ on this research project to develop the following product about compromise in history:

_____ Editorial Cartoon _____ Children's Book

_____ Comic Book _____ Puppet Show/Script

_____ Other (With teacher approval): _____

I realize this project is due on or before _____.

Signature: _____ Date: _____

Compromise in History



See the list below for research ideas.

1787	The Great Compromise
1789	Federalist vs. Anti-Federalist Debate
1790's	Hamilton vs. Jefferson <ul style="list-style-type: none"> ▪ Bank of the U.S. ▪ Assumption
1820	Missouri Compromise
1850	Compromise of 1850
1854	Kansas-Nebraska Act
1877	Compromise of 1877 (Election of 1876)
1883	Pendleton Act
1941	Lend-Lease Act
1954	Geneva Accords
1962	Cuban Missile Crisis
1964	Civil Rights Act
1965	Voting Rights Act
1978	Camp David Accords
1994	NAFTA

Additional Compromise Events



Am I missing something?



“Am I Missing Something?” Presentation Planner

Topic: _____

Student: _____

Members of the Group

_____	_____
_____	_____
_____	_____

View the YouTube video and identify the elements you would like to include in your presentation. Use this space for your notes.

The goal of this presentation is _____

Objectives: (What do you want your participants to be able to do?)

The students will...

1. _____.
2. _____.
3. _____.

What do we want our participants to learn? What is our message?
Organize your ideas in this space.



Organize your script/Power Point/video with this storyboard.

1	2	3
Title/Picture/Created by	Dedication	1 st Talking Point/Question
4	5	6
2 nd Talking Point/Question	3 rd Talking Point/Question	4 th Talking Point/Question
7	8	9
5 th Talking Point/Question	6 th Talking Point/Question	7 th Talking Point/Question
8 th Talking Point/Question	Closing	"Am I Missing Something?"

Materials/equipment needed: _____



Things to Do

Make a list of things that you need to do to complete your project

	1. Review the YouTube video
	2. Form teams
	3. Identify elements to include
	4. As a class, establish the criteria for the evaluation rubric.
	5. Establish your goal and objectives
	6. Identify the message of your presentation
	7. Compile the storyboard
	8. Gather materials and equipment
	9.
	10.
	11.
	12.
	13.
	14.
	15.
	16.
	17.
	18.
	19.
	20. Peer review of the presentation
	21. Analyze suggestions and make revisions
	22. Practice as a team
	23. Present to the group
	24. Present to an authentic audience
	25. Evaluate presentation using rubric

