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## Paideia Seminar Lesson Plan

**Text:** The Human Skeleton

**Grade/Subject:** Early Elem / Science

**Ideas, Values:** Form and Function, Anatomy, Self

**Date of Origin:** 2/6/2019

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### Pre-Seminar Content

#### Launch Activity:

Make a list of everything the students know about the skeleton by writing on a poster-size drawing of the skeleton.

#### Inspectional Read:

Display the life-size model of the human skeleton for all to see. While the students are watching, tie a piece of yarn around the area of the waist. Explain to the students that during the seminar, the bones above the yarn will be called “upper bones” and the ones below the yarn will be the “lower bones.”

#### Background Information:

Share as appropriate: information about skin, muscles, and organs inside the human body from The skeleton Inside You, by Philip Balestrino and Bones, Our Skeletal System, by Seymore Simon. Talk about the form and function of the bones in our skeleton.

#### Vocabulary:

Take time to explain each of the following vocabulary words that may be of use during the seminar: *muscles and skin, flat and round bones, cartilage, x-ray, cast, sling, calcium, bone marrow, minerals, rib, skull, joints, ligaments, and backbone.*

## **Analytical Read:**

The students will examine the skeleton by observing *and touching* each bone and visualizing the form and function of each one.

## **Pre-Seminar Process:**

- ✓ **Define and State the purpose for the seminar.**

*“A Paideia seminar is a collaborative, intellectual dialogue about a text, facilitated with open ended questions.*

*“The main purpose of seminar is to arrive at a fuller understanding of the textual ideas and values, of ourselves, and of each other.*

- ✓ **Describe the responsibilities of facilitator and participants.**

*“I am primarily responsible for asking challenging, open-ended questions, and I will take a variety of notes to keep up with the talk turns and flow of ideas. I will help move the discussion along in a productive direction by asking follow-up questions based on my notes. “I am asking you to think, listen and speak candidly about your thoughts, reactions and ideas. You can help each other do this by using each other’s names.*

*“You do not need to raise your hands in order to speak, rather, the discussion is collaborative in that you try to stay focused on the main speaker and wait your turn to talk.*

*“You should try to both agree and disagree in a courteous, thoughtful manner. For example, you might say, ‘I disagree with Joanna because...,’ focusing on the ideas involved not the individuals.*

- ✓ **Have participants set a Personal Goal.**

*“Now, please reflect on how you normally participate in a discussion as a group. What goal can you set for yourself that will help the flow and meaning of the seminar? “Please consider the list of personal participation goals – either on the Speaking and Listening Checklist or on the board.”*

- ✓ **To speak at least three times**
- ✓ **To refer to the text**
- ✓ **To ask a question**
- ✓ **To speak out of uncertainty**
- ✓ **To build on others’ comments**

*“Is there one that is relevant for you? Please choose one goal from the list or that you feel is best and commit to achieving it during the discussion we are about to have... write down (or circle) your personal goal.”*

- ✓ **Agree on a Group Goal.**

*For this seminar, I will suggest our group goal (select display for all to see).*

## Seminar Questions:

✓ **Opening (Identify main ideas from the text):**

- ❖ What do you think is the most important bone in the body? (round robin response)
- ❖ Why? (spontaneous discussion)

✓ **Core (Analyze textual details):**

- ❖ What are the similarities and differences between the upper bones of the skeleton and the lower bones of the skeleton? Why might they be similar? Why might they be different?
- ❖ Why do we have two of so many bones? How are they related?
- ❖ Why do you think the human skeleton is symmetrical?
- ❖ Which bones do we have the most of? Why?
- ❖ Are there any bones that we only have one of? Why?

✓ **Closing (Personalize and apply the ideas):**

- ❖ What are you able to do because you have a skeleton? What would your body be like if you didn't have a skeleton?

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## Post-Seminar Process:

*“Thank you for your focused and thoughtful participation in our seminar”.*

✓ **Have participants do a written self-assessment of their personal goal.**

*“As part of the post-seminar process, I would first like to ask you to take a few minutes to reflect on your relative success in meeting the personal process goal you set prior to beginning the discussion. Please review the goal you set for yourself and reflect in writing to what extent you met the goal. In addition, note why you think you performed as you did”. (Pause for reflection.)*

- ✓ **Do a group assessment of the social and intellectual goals of the seminar.**

*“Now I would like us to talk together about how we did in relation to the group goal we set for ourselves (insert your group goal). On a scale of one to five, five being perfect, how would you say we did? Why?” (Pause for discussion.)*

*“Now, would someone be willing to (volunteer) to share your personal self-assessment and reflection?”*

- ✓ **Note reminders for the next seminar.**

## **Post Seminar Content:**

- ✓ **Transition to Writing:**

Have students paint their own representation of the skeleton using white paint on black construction paper. At the bottom of the piece of construction paper, they ask them to paint what they think their body would look like if they didn't have a skeleton.

- ✓ **Writing Task:**

After studying and discussing the human skeleton, write 2-5 sentences about the bone(s) you think is the most important in your body. Be sure to explain why that bone is so important.

- ✓ **Brainstorm:**

Have students find a partner who chose the same bone as the most important, and talk in that small group about their idea about why that bone is so important.

- ✓ **Structure the Writing:**

The teacher will make a list of the reasons each child gave as to why they chose the bone(s) that they thought was the most important bone in the skeleton.

- ✓ **First Draft:**

The students will analyze and synthesize their reasons and the reasons of others to write a sentence explaining which bone(s) they chose and 1-2 sentences why they chose it.

✓ **Collaborative Revision:**

The teacher should confer with individuals and small groups to push for clear and concise sentences.

✓ **Edit:**

The students will also meet with their writing partners to check for grammar, spelling, punctuation, and capitalization errors. After correcting any errors, the students will rewrite the sentences to make a neat copy.

✓ **Publish:**

Each student's writing will be placed in a sheet protector and added to a class book entitled, *The Bone Bonanza*.

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**\*Text is attached if open sourced.**

**\*Text is cited if it needs to be procured.**