

Lesson Plan: Empathetic Adaptability

State of Idaho High School Content Standards: Interdisciplinary Humanities, Grades 9-12. The three Idaho Content Standards for the Humanities: Interdisciplinary, Grades 9-12, are addressed by this lesson plan.

Standard 1: Historical and Cultural Contexts Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others. Interdisciplinary Humanities students explain and discuss the historical and cultural contexts of the disciplines they are studying. Students illustrate the relationships between those contexts by creating original works. Students analyze society through the arts and humanities disciplines.

- **Goal 1.1: Understand the historical and cultural contexts of the arts and humanities disciplines.**
 - **Objective(s): By the end of high school, the student will be able to:**
 - 9-12.I.1.1.1 Identify, in context, events and people influential in the development of historical events and/or movements and living cultures (i.e., *as applied to the Schitsu'umsh and to the history of science* added).
 - 9-12.I.1.1.3 Illustrate how an artifact symbolizes and reflects a particular culture and/or time period. (i.e., *an oral narrative text or root digging activity of the Schitsu'umsh, the scientific method of Euro-American society* added).
- **Goal 1.3: Understand the interrelationships between cultures.**
 - **Objective(s): By the end of high school, the student will be able to:**
 - 9-12.I.1.3.1 Identify the ways the structure of an art or discipline mirrors the structure and values of society. (i.e., *how an oral narrative mirrors Schitsu'umsh society, and how science mirrors Euro-American society* added).
 - 9-12.I.1.3.2 Identify the ways that the humanities disciplines portray human relationships. (i.e., *how are human relationship portrayed in the oral narrative of the Schitsu'umsh, and how human relationships are understood in science* added).

Standard 2: Critical Thinking Students build literacy and develop critical thinking through analysis and interpretation. Interdisciplinary Humanities students research and analyze important cultural, artistic, and societal issues as they relate to two or more arts and humanities disciplines (e.g., visual art, music, theatre, dance, world language, history, literature). Students discuss abstract ideas and artworks and make judgments about them. Students formulate and present personal conclusions about the importance of the humanities disciplines within a culture.

- **Goal 2.1: Conduct analyses in the arts and humanities disciplines.**
 - **Objective(s): By the end of high school, the student will be able to:**
 - 9-12.I.2.1.2 Compare and contrast works or ideas from at least two cultures, historical periods, or geographical areas, *compare and contrast the ways of knowing and doing from the culture of science and from the culture of the Indigenous* added).
- **Goal 2.2: Engage in discussions about arts and humanities issues.**
 - **Objective(s): By the end of high school, the student will be able to:**

- 9-12.1.2.2.1 Analyze an artifact or idea and debate its meaning in the context of its societal values, *explore the meaning of another way of knowing and doing of an Indigenous and scientific idea in the context of its societal values* added).
 - **Goal 2.3: Demonstrate informed judgment about philosophical, aesthetic, or ethical arts and humanities issues.**
 - **Objective(s): By the end of high school, the student will be able to:**
 - 9-12.1.2.3.2 Create an original work that offers a response to a human problem, *the strategy for addressing climate change* added).

Standard 3: Performance Students engage in the creation of original works and/or *the interpretation of works of others* (emphasis added), culminating in a performance or presentation. Humanities students demonstrate knowledge of themes and meanings in more than one humanities discipline. Students select, analyze, and replicate or *imitate significant works* (emphasis added) in the arts and humanities disciplines. Students create original work that demonstrates knowledge of a (n) historical period, culture, or universal theme.

- **Goal 3.1: Understand concepts essential to interdisciplinary study.**
- **Goal 3.2: Communicate in the humanities disciplines through application of knowledge and skills.**
- **Goal 3.3: Communicate in the humanities disciplines through creative expression.**
 - **Objective(s): By the end of high school, the student will be able to:**
 - 9-12.1.3.1.1 Discuss the role of diverse cultures within the arts and humanities. (i.e., *how do the oral narratives of the Schitsu'umsh play a role in the arts and humanities, and how "empathetic adaptability can play a role in society* added).
 - 9-12.1.3.1.2 Identify universal themes in the arts and humanities disciplines. (i.e., *what are some of the universal themes of the oral narratives of the Schitsu'umsh shared with the methods of science* added).
 - 9-12.1.3.1.3 Select and exhibit works that communicate a common meaning. (i.e., *develop a strategy based upon both Indigenous and science ways of knowing* added).
 - **Objective(s): By the end of high school, the student will be able to:**
 - 9-12.1.3.2.1 Illustrate or document the potential of the arts and humanities to enhance and expand one's worldview. (i.e., *how has an appreciation of Schitsu'umsh oral narratives and of science can enhance and expand one's worldview how has an appreciation of Schitsu'umsh oral narratives enhanced and expanded one's worldview* added).
 - 9-12.1.3.2.2 Interpret how a literary/artistic work relates to the history and/or culture from which it originated. (i.e., *reflect on the meaning and significance of Schitsu'umsh oral narratives and a scientific treatise* added).
 - 9-12.1.3.2.3 Replicate or imitate a literary/artistic masterpiece, composition, genre, or style through its distinguishing characteristics. (i.e., *re-tell a Schitsu'umsh oral narrative* added).
 - **Objective(s): By the end of high school, the student will be able to:**
 - 9-12.1.3.3.4 Create a literary work that targets a universal theme, (i.e., *create a strategy for addressing climate change, including within it both Indigenous and scientific ways of knowing* added).