

BIOGRAPHY OF A LITTLE BIG HISTORY OBJECT

Purpose

In this activity, students will answer a general set of questions about their Little Big History topic. This activity will help them become more familiar with their LBH topic, which will enable them to formulate better research questions when they start their final project. In addition, students will spend focused time reviewing and applying the collaboration rubric that will be used at the end to grade their participation in the group.

Process

Before students begin working, review the Collaboration Rubric and the Little Big History Object Worksheet with them. In this activity students, will not only be evaluated on whether or not they successfully completed the assignment, they'll also be graded by other members of their group based on their participation. The Collaboration Rubric describes how this process works. Students will use the Little Big History Object Worksheet to answer general questions about their group's LBH object. Finally, review the criteria for a Little Big History with your students. A Little Big History:

Captures change over time and must include at least three thresholds of increasing complexity, one of which must be before humans.

Includes at least three approaches to knowledge, such as geology, cosmology, paleontology, astronomy, biology, chemistry, and so on. One of the approaches to knowledge must be history.

Once you've completed this review, students should join their groups and get to work. The goal of this activity is to give students an opportunity to begin a general investigation of their objects. They shouldn't worry that they are doing only very general research at this point. Eventually, the groups will narrow their research focus and create specific research questions. In order to do this, though, students need to be aware of the information that's available about their object. As they discover information, students may also discover new lines of inquiry and interest, or they may find that a line of inquiry will be too difficult to follow.

Note: Students should decide as a group how they want to break up the work. They can find a time to work together outside of class or they can assign each member of the group certain tasks to complete. Be sure that as part of their plan, everyone in the group is very clear about their assigned responsibilities.

For this biography, student groups will research the following questions about their objects:

1. How long have people been using it?
2. Where and how did it originate?
3. How has it or its use changed over time, and how does that connect to thresholds of increasing complexity?
4. How have different people used it?
5. What were the major changes in its form and use?
6. How does this object of study fit within the concept of thresholds of increasing complexity?
7. For each question, they should come up with at least one answer and one unique resource, and record the information on one copy of the Little Big History Object Worksheet per group.

Once they've completed the worksheet, have each student individually fill out the Collaboration Rubric. Collect the rubrics and the Little Big History Object Worksheets to review and assess students. This is the perfect time to give student groups feedback about their objects.

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Purpose

This activity will help you become more familiar with your LBH topic, which will enable you to formulate better research questions when you start your final project.

Process

Before you start working on your LBH biography, your teacher will review three important pieces of the LBH project: the Collaboration Rubric, which will be used at the end of this activity to grade how well you worked with your group; the Little Big History Object Worksheet, which you'll use to answer general questions about your group's LBH object; and the criteria for a Little Big History.

When your teacher has completed the review, join your group and get to work on your Little Big History Biography.

The goal of this activity is to give you and your group an opportunity to begin a general investigation of your object. You shouldn't worry that you're doing only very general research at this point. Eventually, your group will narrow its research focus and create specific research questions. In order to do this, though, you need to be aware of the information about your object that's available. In doing this, you may discover new lines of inquiry and interest, or you may find that a line of inquiry will be too difficult to follow.

For this initial biography, your group will research the following questions about your object:

1. How long have people been using it?
2. Where and how did it originate?
3. How has it or its use changed over time, and how does that connect to thresholds of increasing complexity?
4. How have different people used it?
5. What were the major changes in its form and use?
6. How does this object of study fit within the concept of thresholds of increasing complexity?

For each question, come up with at least one answer and one unique resource. Use the Little Big History Biography Worksheet to document your answers and resources.

You can decide as a group how you want to break up the work. You can find a time to work together outside of class or you can assign each member of the group certain tasks to complete. Be sure that as part of your plan, everyone in the group is very clear about their assigned responsibilities. You'll only turn in one worksheet per group, so if you've divided up the questions, be sure to compile your answers into one sheet.

Once your group has completed the worksheet, fill out the Collaboration Rubric individually. Be sure to turn in the Collaboration Rubrics and the Little Big History Object Worksheets to your teacher.

