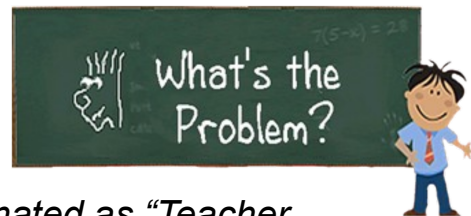


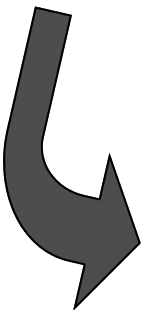
Teacher Instructions:



Problem Scenario: *Teacher Appreciation Week*

The Main Problem: *The first full week of May is designated as “Teacher Appreciation Week”. Consider the qualities of a teacher that deserve praise, and which teacher you may have had that possessed those qualities. How will you appropriately show your “appreciation” for what that teacher has done for you?*

Your students will be viewing this problem from an **integrated** perspective.



How do you show your appreciation?

Students will review the intent of “Teacher Appreciation Week”, and come up with ways to show a teacher (present or past) their appreciation.

Step 1

Review
Stimulus
Items

Stimulus Item #1 — “Thank You Teachers!” (video)

Stimulus Item #2 — “Teachers Deserve Praise” (infographic)

Stimulus Item #3 — “Ideas for Teacher Appreciation” (list)

***Students should take notes as they review the Stimulus Items*

Step 2

Classroom
Discussion

Lead a **class discussion** about issues related to the topic. You are being provided a sheet to help you guide the classroom discussion.

Step 3

Student
Response

Extended Responses: Have students answer the following questions. Remind students to use information from the Stimulus Items to support their response.

- 1. What are qualities of a great teacher that deserve “appreciation”?**
Describe a teacher in your life (past or present) who possessed these qualities.
- 2. What are appropriate ways that you could show a teacher that you appreciate him or her? Why is this the way you would choose?**

****students should have access to their notes as they enter their answers*

****students may also have access to the Stimulus Items as they enter their answers*

EXTENDED PRODUCT (Optional): Divide students into small groups, and have each group **create a list of criteria** that describes a great teacher (to begin, students must define what it means to be a “great teacher”). Each student can choose a teacher (past or present) that possesses many of the qualities on the list. The groups should then **create a plan** to show that teacher their appreciation, whether it’s through a gesture, gift, or some other method. Obviously, the plans should be appropriate and reasonable for the students to execute with limited resources. Of course, the final goal should be for the teachers to realize how much they are appreciated for their work.

Step 4

Analysis

Rubrics to grade student entries have been provided, and all questions have been mapped to the content standards.