

**Title:** Tying It All Together

**Date:** Week 4, Monday

**# Of Students:** ~30

**Class:** Biology

**OBJECTIVE:**

Students begin to formulate a holistic picture of the role and treatment of drugs in our society.

**MATERIALS:**

- 30 copies of Davey D.'s Article "When The War on Drugs Meets The Hip Hop Economy" obtained via the Hip Hop Circuit website

**NOTES:**

- Teacher should draw a simple concept map with heroin as the central concept on the board before class.

**STEPS:**

ANITICIPATORY SET: Teacher explains the culminating activity to the students. Teacher tells students that they will need to draw on all of the things they have learned about drugs and society to complete the culminating activity. Teacher explains that class meetings over the next week will be focused on giving students tools which they may use to complete their projects. Teacher then answers questions. **(10 minutes)**

- 1) Teacher passes our Davey D. article. **(1 minute)**
- 2) Students read Davey D. article individually **(20 minutes)**
- 3) Teacher explains that a concept map can help to organize knowledge of a subject matter. Teacher uses the heroin concept map as an example. **(5 minutes)**
- 4) Teacher asks students to expand on the heroin concept map as a group. **(5 minutes)**
- 5) Teacher asks students to begin creating a concept map with "drugs" as the central concept. Students are asked to include connections which include how drugs effect the human physiology as well as the role of drugs in US and global society. **(3 minutes)**
- 6) Students begin their concept map. Teacher answers questions and provides feedback individually. **(20 minutes)**
- 7) Students are asked to continue creating and revising their concept maps for homework. Teacher tell students that they will be using their maps in the next class meeting. **(1 minute)**

**FOLLOW-UP ACTIVITY:**

- In the next class meeting students will be analyzing their concept maps and redrawing them with connections that represent their philosophy on the role of drugs in society.

**ASSESSMENT:**

- Student concept maps will be reviewed as a means of assessment.

**LITERACY ASPECT:**

- Concept mapping provides students with a method for organizing the large volume of information they have been given over the past three weeks.