Road Trip to the Future: Exploring Ivy League Schools

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Time Frame 2-3 Days

Essential Question(s)

What challenges might limit students from different backgrounds from attending Ivy League schools, and how can they be addressed?

Summary

In this lesson, students will learn about the history of Ivy League institutions and their role in postsecondary education. They will begin by becoming familiar with some of the many famous and successful people who attended Ivy League schools. Students will explore and conduct their own research on the top schools of interest to them and reflect on which school they would most want to visit. This lesson is designed to accompany a campus visit to an Ivy League school, but it can also be used as a standalone lesson.

Learning Goals

- Analyze the historical background of Ivy League schools.
- Collaborate in researching Ivy League schools to identify which school best meets their personal and academic goals.

Attachments

- Instructions—Road Trip to the Future Ivy League - Spanish.docx
- Instructions—Road Trip to the Future Ivy League - Spanish.pdf
- Instructions—Road Trip to the Future Ivy League.docx
- Instructions—Road Trip to the Future Ivy League.pdf
- Lesson Slides—Road Trip to the Future Ivy League.pptx
- One-Pager Example—Road to the Future Ivy Leagues.png
- Research Notes Organizer—Road Trip to the Future Ivy League - Spanish.docx
- Research Notes Organizer—Road Trip to the Future Ivy League - Spanish.pdf
- Research Notes Organizer—Road Trip to the Future Ivy League.docx
- Research Notes Organizer—Road Trip to the Future Ivy League.pdf
- The Rise of the Ivy League Universities—Road Trip to the Future Ivy League - Spanish.docx
- The Rise of the Ivy League Universities—Road Trip to the Future Ivy League - Spanish.pdf
- The Rise of the Ivy League Universities—Road Trip to the Future Ivy League.docx
- The Rise of the Ivy League Universities—Road Trip to the Future Ivy League.pdf

Materials

- Lesson Slides
- Devices with internet access
- The Rise of the Ivy League Universities reading (attached, one per student)
- Pens/pencils
- Research Notes Organizer handout (attached, one per student)
- Instructions handout (attached, one per student)
- One-Pager Example handout (attached, optional)
- Paper
- Markers/colored pencils
- Sticky notes
- Scissors (optional)

10 minutes

Engage

Display **slide 2** from the **Lesson Slides** to introduce the lesson title. Explain to students that you will be showing them different individuals and giving them a brief background of each one. As you walk students through each slide, have students begin to brainstorm what these individuals might have in common.

Go through **slides 3–6**. For each slide, give a brief overview of the individuals who are shown.

Teacher's Note

If you wish to shorten the activity, choose 3–4 individuals from the list to showcase.

Using the instructional strategy Tell Me Everything, have students respond to the question on **slide 7**.

"From politicians to entertainers to entrepreneurs, what might all of these successful individuals have in common?"

Encourage a few students to share their responses, and then move to **slide 8**. Tell students that all of the individuals mentioned on the slides have graduated from an Ivy League school.

Display **slides 9–10** and review the essential question and learning objectives with the class.

35 minutes

Explore

Display **slide 11** with the video History of Ivy League Schools: Sports and Education. Before starting the video, ask students to consider a POMS – Point Of Most Significance as they watch. Following the video, invite students to share what stood out the most to them from the video.

Once students have shared responses, display **slide 12** and distribute **The Rise of the Ivy League Universities** reading**.** Students will use the Stop and Jot strategy to pause after each section and summarize what they've learned in the appropriate section of the handout.

After students have completed reading and filling out the handout, have them discuss their summaries with their elbow partner. Refer back to the essential question on **slide 9.** Have students use their knowledge from the video and the handout, as well as their personal thoughts, to respond. Invite a few to share their responses.

25 minutes

Explain

Distribute a copy of the attached **Research Notes Organizer** handout and the **Instructions** handout to each student. Display **slide 13** and, as a class, review the information and handouts. Answer any questions that might arise. Once students have an understanding of the task, inform students to focus only on the research portion for now and complete the Research Notes Organizer handout.

Teacher's Note: Optional Practice

To model the activity, choose a school from the list and select a category to fill in together as a class.

25 minutes

Extend

As students near the end of their research, display **slide 14.** Inform students to refer to the **Instructions** handout for instructions on completing a One-Pager.

The one-pager should be a visual representation of the research students have already conducted. Walk them through all of the expectations listed on the handout.

Emphasize that they have plenty of freedom in how they choose to present information in the chart, but they are expected to create well-organized and easy-to-read charts with correct spelling and grammar. They are also expected to include all the required elements outlined in the instructions.

After sharing the instructions, provide students with time to work with their groups to complete their one-pager.

Teacher's Note: One-Pager Options

Students may complete the one-pager using paper and colored pencils/markers or using a digital resource such as Canva or Google Docs. A **One-Pager Example** completed using Canva is attached and can be printed, and is also included on **slide 15**.

10 minutes

Evaluate

Distribute a scratch piece of paper or sticky note to each student. Display **slide 16** and ask students to write an Exit Ticket with their answer to the following question:

If you had the opportunity to complete an Ivy League campus tour, what school would you select, and what is one question you'd ask during the tour?

Have students turn in their exit tickets and one-pagers to assess their learning.

Optional Activity: If Preparing for an Upcoming Visit

If this activity is done in preparation for a campus visit, have students turn in their questions and bring them to the campus visit to ask at the school.

Resources

K20 Center. (n.d.). Bell ringers and exit tickets. Strategies. https://learn.k20center.ou.edu/strategy/125

K20 Center. (n.d.). Canva. Tech Tools. https://learn.k20center.ou.edu/tech-tool/612

K20 Center. (n.d.). One-pager. Strategies. https://learn.k20center.ou.edu/strategy/72

K20 Center. (n.d.). POMS: Point of most significance. Strategies. https://learn.k20center.ou.edu/strategy/101???????

K20 Center. (n.d.). Stop and jot. Strategies. https://learn.k20center.ou.edu/strategy/168

K20 Center. (n.d.). Tell me everything. Strategies. https://learn.k20center.ou.edu/strategy/107

Watchmojo.com. (2011, September 2). *History of Ivy League schools: Sports and education* [Video]. YouTube. https://www.youtube.com/watch?v=LUuTn3rVaQw