**Grade** **Level**:4th **Dates**: 2/8- 3/15

|  |  |  |
| --- | --- | --- |
| **School Information**  **School**: Copeland Elementary  **School Code**: 060043  **Teachers**: David, Jennings, Nelson  **Buffer**: | **Transdisciplinary Theme**: **Where We Are In Place and Time**  **Segment of Theme**: Personal histories, homes and journeys  **Over Arching Concept**: Connections from past to present | |
| **Section 1: Overview** | | |
| 1. **Central Idea**: Evidence from past generations can be used to make connections to present day societies**.** | | |
| 1. **Key Concepts**: Connection, Causation, Reflection | | |
| 1. **Guiding Related Concepts**: | 1. **Lines of Inquiry**: | 1. **Teacher Questions (Guided Questions)**: |
| * Communication * Forgiveness * Guidance * Movement * Open-Mindedness * Function * Collaboration | Past generations reflect how societies work today.  Movement shapes position and perspective.  Observable features help identify similarities and differences. | **DOK Level 3 & 4**   1. How did ideas about women’s roles evolve throughout United States history, and what impact did these ideas have on women’s involvement in society?      1. Explain the challenges faced by the contributors of the suffrage and abolitionist movements. 2. How did the events leading to the Civil War affect the United States? 3. How does conflict lead to change within societies? 4. How did conflict between the North and the South create changes? 5. How did knowledge of the size of the stars help people escape during the use of the underground railroad. |
| 1. **Prior Content Knowledge**: | 1. **Assessing the Lines of Inquiry**: |
| Students will utilize the wonder wall in the classroom to share what they know, what they want to know and what they learned. | How will you assess student’s understanding of the lines of inquiry?   * Resources will be used to implement data and to assist the students with historic ideas. Students will watch YouTube videos that elaborate on the main idea of the suffrage movements. They will also explain the challenges faced by Susan B Anthony, Frederick Douglass ,Elizabeth Cady Stanton, Sojourner Truth, and Harriet Tubman. Class engagement will include talk and turn discussions so students will be able to comprehend the text and understand what it is about. Also to conclude the lesson and revaluate over the entire provocation we will include a KWL chart at the end of lesson. * Students will be able to develop an example of Historical Black History and they will be more knowledgeable of the different things in which is a part of the culture that is a major part of America today. The class will understand how to obtain evidence on a subject through research as well as using resources to explain the importance of History. * Students will investigate why some stars are bigger and brighter than others. Class will use different resources to support their evidence on comparing and contrasting the sizes, and the brightness of the stars. We will identify the different parts of the solar system and have talk and turn discussions on the composition of the planets. Class will get the opportunity to showcase their Art skills and participate in Outdoor drawing of what they see in the sky. |
| **Section 2: What Are Our Target Goals?** | | |
| 1. **Concept Based Summative Assessment:** | 1. **Targeted Approaches to Learning (highlight 3):** | 1. **Targeted Learner Profile Attributes (highlight 2):** |
| **Women’s Suffrage/ Abolitionist Movement Project**: Why did women fight for the right to vote? What does that tell you about why the right to vote is important? Create a pamphlet telling the story of women’s fight for suffrage in Washington and connecting it to why voting is important today. | Social Skills, Research Skills, Communication Skills. Thinking Skills, Self-Management Skills | well-balanced, caring, principled, open-minded, risk taker, knowledgeable, communicator, reflective, thinker, inquirer |
| **Section 3: What Assessments will be provided in this unit of inquiry?** | | |
| 1. Pre-Assessments:   What assessment will be given at the beginning of the unit to inform current understanding | 1. Formative Content Based Assessments:   What assessments will be given to monitor student learning of content? | 1. Summative Content Based Assessments:   What assessments will be given for students to show mastery of unit content? |
| Canvas Pre-Test  **KWL Chart:** Students will share what they Know, want to know and what they Learn about the abolitionist and suffrage movements. | **Exit Tickets:** Using a Venn diagram and what you have learned about leaders of the abolitionist movement, compare and contrast two of these heroes. Keep in mind: What did they accomplish and fight for? What were their lives like growing up? Were they born into slavery? Did they have to make sacrifices? \*The middle part of the circle where they interconnect is where you write their similarities.  **3-2-1 prompts:** Students will list 3 things they learned about the women suffrage, 2 things they want to learn more about, and 1 thing they have questions about.  **Quizzes:** Given weekly to assess students understanding of the women's suffrage, abolitionists, stars, and moon phases. | **North Star Project:** Making the connection between Social Studies and Science standards: Have students follow the North Star to freedom. Students will use a teacher created map of the school, the map will include hide-outs and safe places to give students the feel of the Underground Railroad. The North Star will be located on the opposite side of the school, when students find the star they would reach freedom.  Update: make it into an escape room where students have to use codes in order to escape and reach freedom.  **Phases of the moon Oreo project:** Students will be given 8 oreos and will have to demonstrate their understanding of the moon phases by creating the different phases out of the cookies frosting. |
| **Section 4: How will we Facilitate Learning?** | | |
| 1. Provocation:   How will interest into this unit be sparked? | 1. Learning Experiences:   What activities/experiences will help facilitate the learning? | 1. Evidence of Differentiation:   How will the learning experiences be adjusted to different learning styles/abilities? |
| Gallery Walk: Photos of Susan B. Anthony, Frederick Douglass, Elizabeth Cady Stanton, Sojourner Truth, and Harriet Tubman. Ask students to write about who they think they are and what they contributed to society. (Photos: <https://gpb.pbslearningmedia.org/resource/suffragists-ken-burns-not-for-ourselves-alone/suffragists-ken-burns-not-for-ourselves-alone/>)  Earth’s Rotation Video: <https://www.youtube.com/watch?v=l64YwNl1wr0>  Emancipation Proclamation video: <https://gpb.pbslearningmedia.org/resource/ket-lincoln-history-15/the-emancipation-proclamation/>  Uncle Toms Cabin video: <https://gpb.pbslearningmedia.org/resource/amex25.socst.ush.hbstowe/harriet-beecher-stowe-uncle-toms-cabin/>  The Civil War video: <https://gpb.pbslearningmedia.org/resource/8f37f9fc-521f-4593-acab-a7b7dd1fdd6b/civil-war-overview/> | **4. How best might we learn?**  What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?  Week1:  Standards: SS4H4. Examine the main ideas of the abolitionist and suffrage movements.  a. Discuss contributions of, and challenges faced by Susan B. Anthony, Frederick Douglass, Elizabeth Cady Stanton, Sojourner Truth, and Harriet Tubman.  Provocations:   * Question: What is an abolitionist? * Womens Suffrage Video: <http://www.history.com/topics/black-history/abolitionist-movement> / <https://gpb.pbslearningmedia.org/resource/1c7516bf-9293-4867-870d-bcd054e7aa05/womens-suffrage-crash-course-us-history-31/> * Gallery Walk: Photos of Susan B. Anthony, Frederick Douglass, Elizabeth Cady Stanton, Sojourner Truth, and Harriet Tubman. Ask students to write about who they think they are and what they contributed to society. (Photos: <https://gpb.pbslearningmedia.org/resource/suffragists-ken-burns-not-for-ourselves-alone/suffragists-ken-burns-not-for-ourselves-alone/>)   Activities**:**   * KWL Chart: Students will share what they Know, Want to know and what they Learn about the abolitionist and suffrage movements. * Elizabeth Cady Stanton: Cloze Activity: Fill in the blanks of ECS autobiography. * Harriet Tubman Web Hunt: Use this web hunt to learn more about her remarkable life. Record your answers as you go. (<http://teacher.scholastic.com/activities/bhistory/underground_railroad/harriet_tubman.htm>)   Week 2:  Standards:SS4H5 Explain the causes, major events, and consequences of the Civil War.  a. Identify Uncle Tom’s Cabin and John Brown’s raid on Harper’s Ferry and explain how each of these events was related to the Civil War. b. Discuss how the issues of states’ rights and slavery increased tensions between the North and South. c. Identify major battles, campaigns, and events: Fort Sumter, Gettysburg, the Atlanta Campaign, Sherman’s March to the Sea, and Appomattox Court House. d. Describe the roles of Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, Thomas “Stonewall” Jackson, and William T. Sherman. e. Describe the effects of war on the North and South.    Provocations:   * Emancipation Proclamation video: <https://gpb.pbslearningmedia.org/resource/ket-lincoln-history-15/the-emancipation-proclamation/> * Uncle Toms Cabin video: <https://gpb.pbslearningmedia.org/resource/amex25.socst.ush.hbstowe/harriet-beecher-stowe-uncle-toms-cabin/> * The Civil War video: <https://gpb.pbslearningmedia.org/resource/8f37f9fc-521f-4593-acab-a7b7dd1fdd6b/civil-war-overview/>   Activities:   * Role Play: Students will write a modern-day skit depicting a problem that they feel is relevant in today’s society. They must decide as a group what the problem is and how to solve it.   Week 3:  Standards: S4E1. Obtain, evaluate, and communicate information to compare and contrast the physical attributes of stars and planets. a. Ask questions to compare and contrast technological advances that have changed the amount and type of information on distant objects in the sky. b. Construct an argument on why some stars (including the Earth’s sun) appear to be larger or brighter than others. (Clarification statement: Differences are limited to distance and size, not age or stage of evolution.) c. Construct an explanation of the differences between stars and planets. d. Evaluate strengths and limitations of models of our solar system in describing relative size, order, appearance and composition of planets and the sun. (Clarification statement: Composition of planets is limited to rocky vs. gaseous.)  Provocations:   * Planet Song– <https://www.youtube.com/watch?v=Py1Uh6MDv78> * Question: What is a planet?   Activities:   * Shadow Clock: Students use flashlights indoors to understand how the position of the light affects the time shown on the clock. Then, students take their shadow clocks outside to see how the position of the Sun can tell them the time of day. * Play Dough Planets: Students crafts planets out of play dough.   Week 4:  Standards: S4E2. Obtain, evaluate, and communicate information to model the effects of the position and motion of the Earth and the moon in relation to the sun as observed from the Earth.  a. Develop a model to support an explanation of why the length of day and night change  throughout the year.  b. Develop a model based on observations to describe the repeating pattern of the phases of the moon (new, crescent, quarter, gibbous, and full).  c. Construct an explanation of how the Earth’s orbit, with its consistent tilt, affects seasonal  changes.  Provocations:   * Earth’s Rotation Video: <https://www.youtube.com/watch?v=l64YwNl1wr0>   Activities:   * Universe-In-A-Box: Students make a paper model that helps them visualize the Earth’s yearly orbit around the Sun. They use this model to understand why some constellations are only visible during part of the year. | * Leveled readers * Stations based on ability * Roadworks differentiated passages * Social studies weekly studies * Small group/working in pairs * Teacher assistance * Modified assignments * Para/Literacy para assistance as needed |
| 1. Learning Experiences in Specials:   How are Specials Courses able to connect to this unit? | 1. Local/National/Global Connections:   How can we connect the content to local/national/global issues? | 1. Student Action:   What learning experiences support potential student-initiated action? |
| 4th grade students are learning about movement, shapes, and perspective. In art, students will learn about value and how perspective and light change the way objects appear and how they can be drawn or painted. | Create a classroom bulletin board and invite students to bring in newspaper articles or magazine clippings that they feel have to do with the right to vote or other issues that you are studying in your classroom. Use these as part of a free write or journaling exercise. | * Role Play: Students will write a modern-day skit depicting a problem that they feel is relevant in today’s society. They must decide as a group what the problem is and how to solve it. * Shadow Clock: Students use flashlights indoors to understand how the position of the light affects the time shown on the clock. Then, students take their shadow clocks outside to see how the position of the Sun can tell them the |
| 1. Student Agency and Play:   What learning experiences provide students with voice, choice and ownership? What play opportunities will be provided by Kindergarten/Pre-K?hands on/STEAM for K-5? | | 1. Resources:   Which resources will you and the students use? This may include people, places, technologies, learning spaces and physical materials. |
| * Role Play: Students will write a modern-day skit depicting a problem that they feel is relevant in today’s society. They must decide as a group what the problem is and how to solve it. * Shadow Clock: Students use flashlights indoors to understand how the position of the light affects the time shown on the clock. Then, students take their shadow clocks outside to see how the position of the Sun can tell them the Universe-In-A-Box: Students make a paper model that helps them visualize the Earth’s yearly orbit around the Sun. They use this model to understand why some constellations are only visible during part of the year. * time of day. | | * IXL * Learning Farm * Iready * Readworks * Laptops * Weekly Studies * Canvas * BrainPOP |
| **Section 5: Reflection** (Write the year, change font color for each year) | | |
| 1. Reflect on learning experiences: | | |
| David- The students enjoyed the learning activities presented in the unit. My students really seemed to be interested in the causes of the Civil War and how it affected the lives of those back then. The learning experiences that the students really enjoyed: Role play and Oreo activity.  Nelson- The students were able to experience great learning opportunities. The students enjoyed the activities that were created to make the connections to their new and prior learning. I believe that their favorite experience was the role playing.  Jennings- Civil war with my kids was so great they were really into the lesson. This was one of their favorite lessons in Social Students. | | |
| 1. How were the tasks differentiated to meet different learning styles? | | 1. How did the learning experiences and strategies we used throughout the unit help to develop and show students understanding of the central idea? |
| David- I was able to meet the various needs of my learners by catering to their different learning styles ( Visual, Kinesthetic, and auditory) . I made sure to take into consideration students ability's before assigning task and activities. Students had the opportunity to share their understanding of the central idea and learning through multiple modes.  Nelson- I was able to differentiate to meet the different learning styles by focusing on the needs of my expectational students. While planning and carrying out this unit I made that activities that would work for my Speech, IEP, 504, Gifted and ELL students. I created more rigor where it was needed and made activities less rigorous for certain students as well. We included learning experiences that were for visual, auditory, kinesthetic, and reading/ writing learners. I also included many technology activities as we have transitioned to a 1 to 1 school with laptops.  Jennings- I had some success in meeting the learning styles but with the time frame we had it was difficult. The unit needs to be extended to meet the various styles. | | David- Students were able to demonstrate their understanding of the central idea by make connections between past events and comparing it to present day: Woman suffrage, Abolitionist movement, and the North star.  Nelson- Students were able to make the connect between past events such as the abolitionist movement, the women’s suffrage movement, and John Brown’s Raid on Haper’s Ferry to present day. |
| 1. What learning experiences best supported students’ development and demonstration of the attributes of the learner profile and approaches to learning? | | 1. How effective were the summative assessments in measuring student learning? What, if any, changes need to be made to the assessments? |
| David- Connection- Civil War & Oreo Activity allowed students to be able to make connections between the past and present day.  Reflection: The Woman Suffrage Activity & Shadow Box Activities allowed students to reflect and share their perspectives on these topics on past and present day.  Causation: Cause and effect of the Civil war and how it impacts us today.  Nelson-  Connection: Looking at the past and the present.  Reflection: Comparing and contrasting their thoughts of the events  Causation: Looking at cause and effect.  Jennings-  Connection- past to present  Reflection- Oreo activity – traditional male and female roles from the past.  Causation- Cause and Effect of the Civil war. | | David- The summative assessments aligned perfectly with the central idea and were effective in measuring the students learning.  Nelson-The summative assessments were very effective in measuring the student’s learning. |
| 1. What student-initiated inquiries (questions) arose from this unit of inquiry? | | 1. What student action arose from this unit off inquiry ? |
| David- 1. Why did the slaves allow others to tell them what to do ?  2. What would happen to the slaves who did not listen ?  3. Does everyone have ancestors who were once slaves ?  4. Does the Library have the Uncle Tom’s book ?  5. Why has there never been a female president is it because they never wanted us to vote ?  6. What other things were Fredrick Douglas famous for ?  7. Where do the star go when it’s daytime ?  8. What makes the stars shine so bright ?  Nelson- Some student- initiated inquiries were: Why didn’t the slaves just fight back, Why did the white people think they were better than other people, How can the stars be so bright if they are so far away, what makes the stars hot?  Jennings- Why didn’t the slaves just fight back? Why the stars so bright? | | David- One student action that arose from this unit was that students  Nelson- One student action that arose from this unit was that students drew pictures of Abraham Lincoln.  Jennings- One student action that arose from this unit was that students had to Describe the effects of war on the North and South. |
| 1. Any additional notes or changes that need to be considered next year? | | |
| David-I would consider next year adding more learning experiences for the students and adjusting the dates.  Nelson- I would recommend that we look at the POI as a whole and adjust the dates next year by a week or two.  Jennings- I would consider next year adding more learning experiences for the students and adjusting the dates. | | |
| **Section 6: Picture Evidence** | | |
|  | | |

\*\*Scroll Down for Unit Standards\*\*

**Unit Standards**:

**ELA**:

**Math**:

**Science**:

**Social Studies**: