

Project Planner

Key Ideas:

- ☐ [What we have so far](#)
- ☐ SCRUM - New technique [STARFISH](#)
 - ☐ Do we want to use this or no? If yes, then I can have Susan work on a design and poster set.
- ☐ Draft out calendar for April
- ☐ How do we want to have students gather evidence of the good, bad, ugly of the journey connected to standards?
- ☐ Storytelling - concept for project flow and for their work?
 - ☐ Think deeply about the idea of narrative structure when planning a lesson. If we apply this to how we organize a gathering of people. It needs to have a good beginning, middle, and end
 - ☐ **Connect** – beginning of story, setting the stage, clarify any necessary details, concepts, terms, ideas that we might need to know to engage in the story. This is where we connect with background knowledge of people telling the story.
 - ☐ **Process** – take background knowledge and collide it with new information just like a conflict of a story where these two forces must oppose one another, and we must provide space for the grapple to happen so learning can take hold
 - ☐ **Personalize** – The conclusion. After we grapple it is then up to us to reflect and make it meaningful for ourselves. We need to figure out how everything we experienced fits to our background knowledge to move forward.

- ☐ Dewey “We do not learn from experience, but from reflecting from experience”

1. Project Overview

Project Title	“Complexities of Being Human” How to tell a story through art?
Driving Question	How can we reflect on the past to change the present for a better future? • Past - WW2/Biography - Blackbird Girls (Chernobyl) • Present - Self and Current Events, writing of the book • Future - Mural to tell an everlasting story of complexities of being human (power of catalysts for change)
Grade Level/ Subject	6th Grade • Social Studies

	• ELA • Universal Constructs
Time Frame	Start March(Past), April(social studies/WW2), May(future and bringing new learning together) End of May Exhibition
Project Summary	During this time students will be reading the book, <i>Blackbird Girls</i>, to further enhance the idea of complexities of being human especially as it connects to current events today. This will explore literacy standards and lead to stronger conversations. Throughout this story we travel a path of change influenced by POWER, FREEDOM, and BARRIERS, protected by a cultural belief system and established within a society. We will analyze the complexity of change within the human-centered system, and the layers of decision making that exist within this ever changing process. Change that champions humanity and empowers society is necessary, but does not always happen. This journey forces us to wrestle with the thoughtful balance between core beliefs and the appropriate reaction to change while continuing to silently question "rules", ideas, and seek understanding. This relentless quest to discover a WHY while maintaining hope, forces change. Change, both personal and societal, are fueled by catalysts. Discovering catalysts gives us a greater understanding of the processes and patterns that exist in the human and natural world. An inquiry exploration of WWII will be woven through the unit, immersing students into a historical lens to bring to light the difficulties of perspectives by exploring propaganda, lack of insights, and the bigger concept that nobody is pure good or bad. "Complex problems with no clear answers." Additionally, students will be exploring the biography of a person from history. Intro: We just read an individual's story of survival through a lens of complexity, problems with no clear answers, and balance between core beliefs and an appropriate reaction to change. We identified catalysts for change, some in our own control and some not (society, government, rules and laws) and we understand humanity is complex as people face decisions that are layered with risk, unintended consequences, and circumstances out of an individual's control. TODAY we are going to continue to follow individual stories that will allow us to face real world situations where individuals have witnessed an injustice, imbalance, untruth or a problem that needed to be exposed - while also living within the larger system. This complicated relationship of interconnectedness requires us to pull apart how advocacy happens.

	Where does the change occur? How does power factor into the inequity that individuals experience? Can individual humans be a catalyst for change to expose truth and move new forward? What needs to be brought to light? How does support occur? What platforms can be used to ensure change transfers and moves forward? Also, for the present students will undergo a series of learning experiences that will address the following quote “The first step to being able to understand someone else’s perspective is to understand your own.” For the future aspect, students will move into action creating an art exhibit of expressing learning and story through multi-media to tell a story through visual means. The work will contain individual meaning with connections to everyone in the class.
Public Product(s) Individual and Team	Individual Project • Silhouette growth journey Team • Reflective responses from book(s) through developing thesis statements • visual representation of thesis through art (various mediums) • Illustrate and articulate what matters and resonates with students based on the following ideas through readers theater, panel discussions, sketchnote, etc. ○ What was visible (current state)? What was known? What is the truth or the injustice that was exposed? How did you take a situation and create “new” How were you able to empower yourself or others? ○ What is the complexity of the situation? Relationships, laws, conflicting ideas, societal, differences, power between groups, people without, inequity ○ What are the implications of the situation? (cause/effect) What was “unbalanced”? ○ What is the piece of change?

Awareness, breaking the cycle, support, movement (bringing situations to light), finding a platform, silent (to unite)

- Book publication
- Mural
- Maybe - capture story of Anna as a gift

Final Exhibit

- Class - Mural
 - Qr code for meaning of each of specific and overall mural message
 - Playlist of self journey development with music choice
 - Power word - brick design with extras for participants to add to the wall when they finish the experience

2. Learning Goals

Standards

ELA Priority

RI.6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2 - Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.6 - Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

RL.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

RL.2 - Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective of a text

RL.3 - Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

RL.9 - Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics

Content Standard:

SS.6.14 - Explain how groups form in our society, and how groups, as well as the individuals within those groups, can influence each other.

SS.6.21 - Explain how and why perspectives of people have changed throughout different historical eras.

SS.6.22 - Explain multiple causes and effects of events and developments in the past.

SS.6.28 - Describe how to protect one's identity from common threats. (21st century skills)

Inquiry Standard:

SS.6.3 - Gather relevant information from primary and secondary sources using the origin and authority of the source to guide the selection.

SS.6.8 - With guided practice, construct responses to compelling questions supported by reasoning and evidence.

	Writing Standard: W 6.4 - Produce real and coherent writing in which the development, organization and style are appropriate to take, purpose and audience W 6.5 - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. W 6.7 - Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. W 6.8 - Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. W 6.9 - Draw evidence from literary or information texts to support analysis, reflection and research. W 6.10 - WRite routinely over extended time frames (time for research, reflection and revision) and shorter time frame for a range of discipline-specific tasks, purposes and audiences.
Key Vocabulary	
Literacy Skills	
Success Skills	Universal Constructs: ● Critical Thinking: Engage in metacognition by generating questions and assumptions, along with gathering evidence, using reasoning to analyze and justify ideas in order to influence perspectives and actions ● Effective Communicators: design credible and relevant messages through justifiable modes to effectively meet the needs of diverse individuals and groups ● Collaboration: foster a culture of risk taking and trust by contributing personal capacity to share ownership of outcomes that are larger than the individual

	● Productive & Accountable: Exhibit responsibility and demonstrate initiative through persistence, self-direction and a growth mindset to produce quality results that add value in an ever changing environment.
Rubric(s)	Add competency rubric(s) here - Discerning Researcher

3. Project Milestones

Directions: Use this section to create a high-level overview of your project. Think of this as the broad outline of the story of your project, with the milestones representing the significant ‘moments’ or ‘stages’ within the story. As you develop these, consider how the inquiry process is unfolding and what learning will take place. The Project Calendar (Section 4) will allow you to build out the milestones in greater detail.

Milestone #1 Consider indicating if this is tied to team or individual learning/products	Milestone #2	Milestone #3	Milestone #4	Milestone #5	Milestone #6 Public Product
E.g., Entry Event	E.g., Student generated questions; research	E.g., Field observation and data collection	E.g., Feedback from an expert and revision	E.g., Finalization of product and preparation for presentations	E.g., Final presentation and reflection
Key Student Question	Key Student Question	Key Student Question	Key Student Question	Key Student Question	Key Student Question
This is the anticipated need to know question that guides the learning for the milestone.					
Formative Assessment(s)	Formative Assessment(s)	Formative Assessment(s)	Formative Assessment(s)	Formative Assessment(s)	Formative Assessment(s)
Identify how you will capture student learning to inform both teacher and student action in the project. These might be self,					

peer, or teacher assessments.					
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4. Project Calendar

Driving Question	How can we reflect on the past to change the present for a better future?
Week #	1
Project Milestone	
Key Student Question(s)	

Day 1	Day 2	Day 3	Day 4	Day 5

Additional Notes: Include any notes that will help you with the implementation of this project milestone (e.g., resources, notes to self, etc.)

4. Project Calendar (continued)

Driving Question	
Week #	
Project Milestone	
Key Student Question(s)	

Day 1	Day 2	Day 3	Day 4	Day 5
	-			

Additional Notes:

Driving Question	
Week #	
Project Milestone	Duplicate tables for each milestone as needed.

Key Student Question(s)				
Day 1	Day 2	Day 3	Day 4	Day 5

Additional Notes:

Driving Question				
Week #				
Project Milestone	Duplicate tables for each milestone as needed.			
Key Student Question(s)				
Day 1	Day 2	Day 3	Day 4	Day 5

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Additional Notes:

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Project Milestone	Duplicate tables for each milestone as needed.
Key Student Question(s)	

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Project Milestone	Duplicate tables for each milestone as needed.
Key Student Question(s)	

Day 1	Day 2	Day 3	Day 4	Day 5

Additional Notes:

Driving Question	
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Week #	
Project Milestone	Duplicate tables for each milestone as needed.
Key Student Question(s)	

Day 1	Day 2	Day 3	Day 4	Day 5

Additional Notes:

Driving Question	
Week #	
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Key Student Question(s)	

Day 1	Day 2	Day 3	Day 4	Day 5

Additional Notes:

Lesson Planner: Supporting Resource

1. Checking Prior Knowledge

Identify how you will inventory student knowledge ahead of the task, lesson, or activity. (e.g., previous day's exit tickets, warm-up activity, need to know list review, quiz, class discussion, etc.)

2. Learning Outcome

These can be related to success skills or standards. If your district uses a graduate profile or career pathway outcomes, include relevant outcomes here as well.

3. Key Vocabulary

Note which terms or academic vocabulary will be essential to this lesson. If you serve English language learners, consider what additional vocabulary might be necessary for them to access the content/skills during the instructional activities.

4. Formative Assessment

For each lesson, consider which assessment type best measures the learning outcome. For example, a quiz may be the best way to check for understanding of key terms while an annotated sketch might be best for determining student understanding of how the key terms fit together. In some cases, your assessment may be informal, such as an exit ticket, or more formal, as in a rough draft. Finally, when planning your formative assessment, diversify who is doing the assessment. Include self, peer, and teacher assessment opportunities, as appropriate for the age group. When possible, have external partners or end users provide feedback to improve or guide the work.

5. Major Instructional Activities

This can include lessons, tasks, activities, or learning experiences. Choose the instructional method that will best help students achieve the learning outcome. For example, a direct instruction lesson may be appropriate for introducing the key players in World War II while an artifact inquiry activity during which students examine primary source documents would be better suited for them to understand the impact of those key players on the pivotal events during the war. This would also be the space to include teaching and learning related to classroom culture, student collaboration, and/or project management tools or skills, as appropriate for students or project milestone needs. Included links show examples of such activities.

6. Scaffolds

Scaffolds are intended to be temporary supports that are removed when students no longer need them. These scaffolds can be used to support either content or the project process (e.g., need to know questions). Leverage “checking prior knowledge” to ensure you are offering the right scaffolds to the students who need them. Be sure to consider a wide range of needs, such as literacy skills, language acquisition levels, auditory/visual processing, building schema, learning style preferences, academic performance levels, etc.

7. Reflection

How will students reflect on their thinking, process, or learning?

8. Student Need to Know Questions Addresses

Which student questions will be answered, or are you aiming to answer, during this instructional activity?

9. Tools/Resources

Student-facing tools, human resources such as experts or community members, teacher tools, equipment, etc.

Thoughts For Next Year

- Think Differently activity before project begins
- Window pane concept for exhibition
- Local heroes