

RUNNING HEAD: Key Assignment: Two Week Inquiry Based Unit

Key Assignment: Two Week Inquiry Based Unit

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Unit Title: Belmont Community Advocacy Project**Part #1: Understanding by Design Unit Template**

Inquiry Design Model (IDM) Blueprint™Stage 1 and 2 of UbD		
C3 Dimension 1: Developing Questions		
Overarching Inquiry Question for this Unit	The theme of this unit is community advocacy and research. Students will be asked to define community, discuss what makes a community welcoming and supportive, research their own community, then craft an argument on what their community needs.	
Standards and Practices (at least 2 Maryland Social Studies Standards that explore content in these categories: history, geography, politics, economics, and culture)	Students shall inquire about the historical development of the fundamental concepts and processes of authority, power, and influence with particular emphasis on civic reasoning in order to become informed, responsible citizens, engage in the political process, and contribute to society. (Civics)	
	Students shall inquire about significant events, ideas, beliefs, and themes to identify patterns and trends and to analyze how individuals and societies have changed over time to make connections to the present in their communities, Maryland, the United States, and the world. (History)	
	Students shall inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to develop, defend, and critique arguments in order to take informed action. (skills and processes)	
C3 Dimension 2: Disciplinary Tools		
Social Science Addressed:	history	geography civics economics anthropology sociology
Staging the Question	Students will become excited about this unit by investigating their own community and understanding what resources already exist so that they can make an informed, researched decision about what resources the community needs.	
Stage 1 of UbD (Desired Results)		
Meaning	Students will understand that local governments play a role in allocating resources and community members can advocate for changes needed within their community.	
Acquisition	Students will know how to write a proposal arguing for the changes their community needs based on research and collaborative effort.	
	Students will be skilled at researching community resources, drafting proposals, and sending letters.	
C3 Dimension 1: Developing Questions		
Supporting Question 1 (that connect to your compelling	Supporting Question 2	Supporting Question 3

<i>question)</i>		<i>(that connect to your compelling question)</i>	<i>(that connect to your compelling question)</i>
What resources does the community of Belmont already have?		What do people outside the community of Belmont think the community needs?	How does this affect what the community actually receives as support?
<i>UbD Stage 2</i>			
Formative Performance Task <i>(share how it will be completed-whole group, small group, individual, etc).</i>		Formative Performance Task <i>(share how it will be completed-whole group, small group, individual, etc).</i>	Formative Performance Task <i>(share how it will be completed-whole group, small group, individual, etc).</i>
Create a mini poster showcasing one specific community and its characteristics (group). (day 2)		Draft a list of 3-7 resources the community of Belmont needs based on community walk. (day 4, individual)	Create an outline of your chosen resource, including the rationale, steps to complete, and a picture of what the community will look like with this resource. (day 7)
<i>C3 Dimension 3</i>			
Featured Sources (identify at least 2) <i>(You need at least 5 different sources for your unit)</i>		Featured Sources (identify at least 2) <i>(You need at least 5 different sources for your unit)</i>	Featured Sources (identify at least 2) <i>(You need at least 5 different sources for your unit)</i>
"George v. George" by Rosalyn Schanzer "Sofia Valdez Future Prez" by Andrea Beaty		"Types of communities for kids" "Intro to Arguments"	Flocabulary, Educational Hip-Hop Brain Pop Jr.
<i>UbD Stage 2: Assessment</i>			
End of Unit Summative Performance Task	Explain the Task:	Write and send a proposal letter to the City of Baltimore with one resource the community of Belmont needs as well as the rationale for that resource. (ongoing, group)	
	Rubric (attach copy here:)	https://docs.google.com/document/d/1pw3MXBcWr1rZsWonVkqFGnaFnCQ2F1fZRVWGVajBPsY/edit?usp=sharing	

Part #2: 10 Day Unit Outline

(Three of these lessons should come from Assignment #3-the Mini-Unit Inquiry)

	Day 1	Day 2	Day 3	Day 4	Day 5
Grade Level:	4th grade				
Lesson Title:	George v. George Analysis	What is community?	Community Walking Tour	Individual Brainstorming	Refining Ideas with a Partner
Materials:	George v. George Book (19 copies) Anchor chart markers Exit ticket	Anchor chart markers video on community Exit ticket	Class handouts (22 copies) clipboards (18) pencils Harmonica PPE Permission slips and first aid kit	Handouts from day 3 Laptops to research Extra paper and pencils Access to community resource website	Handouts from day 3 and 4 Timers for each group (9) Venn Diagram to compare and contrast ideas (9, 1 for each set)
Standards Addressed: <i>Include rationale for these standards</i>	Students shall inquire about significant events, ideas, beliefs, and themes to identify patterns and trends...in their communities, Maryland, the United States, and the world. (MD Social Studies -	Students shall inquire about significant events, ideas, beliefs, and themes to identify patterns and trends...in their communities, Maryland, the United States, and the world. (MD Social Studies - History)	Students shall inquire about significant events, ideas, beliefs, and themes to identify patterns and trends...in their communities, Maryland, the United States, and the world. (MD Social Studies - History)	Students shall inquire about significant events, ideas, beliefs, and themes to identify patterns and trends...in their communities, Maryland, the United States, and the world. (MD Social Studies - History)	Students shall inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across

	History) CCSS.ELA-LITERACY.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. CCSS.ELA-LITERACY.RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	CCSS.ELA-LITERACY.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.	Students shall inquire about the historical development of the fundamental concepts and processes of authority, power, and influence with particular emphasis on civic reasoning in order to become informed, responsible citizens, engage in the political process, and contribute to society. (Civics)	CCSS.ELA-LITERACY.W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. CCSS.ELA-LITERACY.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	disciplines and use reading, writing, and other forms of communication to develop, defend, and critique arguments in order to take informed action. (skills and processes) CCSS.ELA-LITERACY.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. CCSS.ELA-LITERACY.SL.4.1.C Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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Objective: <i>What are students learning today?</i>	I can explain the two different perspectives in George v. George!	I can identify what a community is and what makes a community safe and welcoming!	I can observe my community and explain what resources are already in my community!	I can brainstorm ideas about what resources would benefit my community using research!	I can work with a partner to refine my ideas and reach a consensus!
Rationale: <i>How does this lesson get your students to the target or what was the data that supports this lesson? What data are you collecting that will support this?</i>	This lesson begins our module by asking students to reconsider what they already know about perspective. Students will have to consider someone else's perspective when writing their proposals, so they need to be able to think critically about how someone else might perceive a situation or event.	While I believe students know what a community is, having a clear definition of a community will aid them in persuading the city of Baltimore to make changes in their own community.	Students already have ideas about what their community needs. However, if they don't have an idea yet, taking a tour of the community with the intent of locating resources will help students brainstorm ideas for their proposal.	This lesson is important because students need to research their ideas in order to understand what steps go into creating that resource. They need to do this so they can include these steps in their proposal to strengthen their argument.	Students need this lesson to get them used to working with someone else for this project. Starting with one partner can be less stressful than working with a whole group.
Lesson Overview (Gradual Release of Responsibility)	• Reread George V. George • Identify one perspective (I do) • Students identify	• Show video explaining community • Ask students what communities they are apart of	• Take guided walking tour around the community • Students take notes on what resources the	• Using the ideas from yesterday, brainstorm at least 3-7 ideas for the community	• Introduce lesson • Have students review their list from day 5 • Model working with partner (I do)

	another perspective (We do) • Class discussion • Students summarize the two perspectives in their own words (You do)	• Identify a community (I do) • Explain its characteristics (We do) • In groups, choose one community to make a mini poster about (You do) • Groups present and class creates one definition of community	community already has • Class discussion • Students start brainstorming ideas of what the community needs (in classroom)	• Teacher models brainstorming (I do) • Turn and talk to brainstorm another idea and discuss (We do) • Individually write list of ideas with a brief summary of why the resource is necessary (You do)	• Partners practice (We do) • Partners meet and discuss their ideas (You do) • Partners complete Venn Diagram to see where their ideas overlap
Questions and Academic Talk <i>What are some of the questions you will asking your students and why types of academic talk will you be expecting your students to use?</i>	What are the perspectives in the text? Why is perspective important? What do we do if we don't agree with someone's perspective?	What is a community? What makes a community special? What communities are you a part of? What do communities need to be successful?	What resources does the Belmont community already have? Why are these resources important? How are the community members involved in these resources?	What resources does the Belmont community already have? Why are these resources important? What resources would be beneficial to the community?	What resources did you and your partner come up with? Were any similar? What was different? What were your reasons for these resources?
Daily Assessment/ Exit Ticket:	Exit ticket that measures if the	Groups create a mini poster that highlights	Students will complete a worksheet	List of ideas is the assessment. I will be	Partners will complete a Venn Diagram with all

<i>How will your students show they have worked toward the objective? What will the teacher measure?</i>	students can summarize the two perspectives in George V. George. The exit ticket will also include a question that asks how they think the other side felt about each perspective.	one specific community and at least 5 of its characteristics. Students can draw pictures or diagrams to decorate, and they will present their community to the class. The mini-posters will be displayed throughout the unit.	throughout the walk. This worksheet is for students to take notes of their findings to utilize during their research. The worksheet includes space to write about what the students see on their walking tour and has a question to get students thinking about what they might want their proposal to be on.	looking for ideas that are supported by evidence that the community needs them. A waterpark is a great idea, but why is this important to the community? (Example answer: A waterpark is needed because it gets hot in the summer and we are far away from a pool. It's a place for kids to hang out and get outside)	of their ideas. This diagram will help them see if there is any overlap in ideas so that they can reach a consensus about 2 ideas for resources. The next day, partners will join another set of partners to form a group, and the group will decide on one resource to create the proposal for.
Data Rationale or Teacher Observations of needs, student discussions and interests	This lesson is required because it will occur after we conclude this portion of Wit & Wisdom, so students will need a refresher of perspective and how to understand and analyze different perspectives.	This lesson will prepare students to work in groups on their final proposal, but this lesson is at a lower risk because they are creating a mini poster instead of a whole proposal.	This lesson ensures that students understand what resources their community already has so they do not propose one that already exists.	This lesson allows students' creativity to flow and gives them a solid list of ideas to work with, so that they can refine them later instead of trying to make one idea work for them.	This lesson helps students practice reaching a consensus and using a venn diagram. We have created venn diagrams before, but students have not done them independently yet. so this lesson will allow them to do so with the support of a partner.

Differentiation for Diverse Learners <i>(how will you differentiate for your diverse learners-based on UDL and the WHERETO protocols)</i>	Students will have access to the text throughout the unit. Students can complete the exit ticket in any form they wish. We will create a class anchor chart that will be displayed throughout the unit for students to reference as needed.	Students can take on various roles during the group assignment, such as note taker, artist, presenter, or time keeper. We will create another anchor chart that students can reference throughout the unit.	Students may complete the worksheet during the walk of after if they need to. Our walk will be short - we will be visiting three places that are all within 5 minutes of the school building. We will stop at each location and students will be able to rest as needed. I will post pictures of each location to the Google Classroom if students need to reference them in the future.	Students may complete the list as complete sentences or phrases. Ideas can include anything they find important. Instructions will be displayed on the board with a large timer to help students manage their time.	Partners will have instructions on how to engage in the discussion. Students can complete the venn diagram during the discussion or after. Instructions will be displayed on the board with a large timer to help students manage their time.
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	Day 6	Day 7	Day 8	Day 9	Day 10
Grade Level:	4th grade				
Lesson Title:	How to Make it Happen	Present Findings and Utilize Feedback	First Draft	Peer-Teacher Conferences	Edit, Revise, and Send (Publish)
Materials:	Handouts from day 3-5 Laptops Worksheet for the day	Worksheet from day 6 Timer Feedback forms	Pencils paper access to laptops	Proposal draft Pencil Rubric and feedback form	Envelopes Stamps Letter writing website available

	pencils Group roles printed and labeled		Group roles printed and labeled	Timer May dos for groups who are completed on board	Revised proposals written or typed
Standards Addressed: <i>Include rationale for these standards</i>	Students shall inquire about significant events, ideas, beliefs, and themes to identify patterns and trends...in their communities, Maryland, the United States, and the world. (MD Social Studies - History) Students shall inquire about the historical development of the fundamental concepts and processes of authority, power, and influence with particular emphasis on civic reasoning in order to become informed, responsible citizens, engage in the political process, and contribute to society.	Students shall inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to develop, defend, and critique arguments in order to take informed action. (skills and processes) CCSS.ELA-LITERACY.SL.4.1.B Follow agreed-upon rules for discussions and carry out assigned	Students shall inquire about significant events, ideas, beliefs, and themes to identify patterns and trends...in their communities, Maryland, the United States, and the world. (MD Social Studies - History) Students shall inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to	CCSS.ELA-LITERACY.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.) CCSS.ELA-LITERACY.W.4.1.A Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	Students shall inquire about significant events, ideas, beliefs, and themes to identify patterns and trends...in their communities, Maryland, the United States, and the world. (MD Social Studies - History) Students shall inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to

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Objective: <i>What are students learning today?</i>	I can conduct research to develop my argument!	I can provide and receive feedback on my work!	I can write a first draft of a proposal!	I can utilize feedback to edit and revise my first draft!	I can address and send a letter to the appropriate person!
Rationale: <i>How does this lesson get your students to the target or what was the data that supports this lesson?</i>	Students need to know what steps are required to enact their change so their arguments are strengthened in their proposal.	Students need feedback from others so their proposals can be revised. Additionally, since this is a community based project, this is a great opportunity to highlight the importance of community feedback and support.	Students will first draft their proposal to be edited and revised in the next two days.	Students need feedback from others so their proposals can be revised.	Students need this lesson to understand how to properly address and send a letter. They can take this knowledge and use it anytime they wish to send a letter or advocate for community needs in the future.
Lesson Overview (Gradual Release of Responsibility)	- Meet with groups and refine ideas using a venn diagram similar to the day before - Decide on one resource that will be the proposal	- Groups meet to create a mini poster or slide show of their idea - Model giving and receiving feedback (I do) - Groups practice giving and receiving	- Review steps to writing an persuasive piece of writing (video) - Teacher models writing a proposal (I do) - Class practices writing a	- Teacher gives feedback forms to each student - Teacher meets with each group to discuss feedback - While groups are meeting, other groups can be revising their	- Teacher models addressing a letter (I do) - Students practice on white board and get feedback from a partner and teacher (We do)

	- Model researching community resources (I do) - Practice researching in pairs on a given resource (we do) - Research specific community resource in a group (You do)	feedback (We do) Groups present and students give feedback to each group (You do)	proposal (We do) - Groups write their one page proposal (you do) - Teacher collects proposals and creates feedback forms for the next day	proposal or complete any one of the designated activities	- Students work in their groups to address their letter (You do) - Class walks to mailbox and sends letters
Questions and Academic Talk <i>What are some of the questions you will asking your students and why types of academic talk will you be expecting your students to use?</i>	How do you reach consensus in a group? What does your resource need to make it happen? How can your community help you with your resource? How can your local government help you with your resource?	What is your community resource you are proposing? What steps need to be taken in order to enact this change? How does this resource benefit your community? What support do you need to make this change happen?	What is needed to create a successful proposal? Who is your audience? What do they already know about your community? What do they need to know about your community? What research will you include in your proposal?	What are the glows for your proposal? What are the grows? What do you need to do to finalize your proposal? What support do you need to ensure your proposal is ready to send?	What are the components of a letter? How do we address a letter?

Daily Assessment/ Exit Ticket: <i>How will your students show they have worked toward the objective? What will the teacher measure?</i>	Students will complete a one page outline for their proposal.	Students will create a mini poster OR slideshow with their ideas and present them to the class.	Students will write their one page proposal with their group.	Students will receive a feedback form from the teacher and will revise and edit their one page proposal.	Students will address, stamp, and send their letter to the City of Baltimore. Students will complete a group feedback form for each of their group members.
Data Rationale or Teacher Observations of needs, student discussions and interests	This lesson prepares students to write their proposal by asking them to gather information about what steps are needed to enact their idea.	This lesson allows students to bounce ideas off of each other and refine their ideas. Additionally, this lesson shows the importance of including your entire community in your decision making process.	This lesson is the first part in actually writing the proposal and asks the students to collaborate to enact their idea.	Students need this lesson in order to revise and strengthen their proposals. This lesson is mostly used to address any grammatical or spelling needs, but the teacher can also suggest edits in structure or organization.	This is the final part of the unit and the moment where students see their work come full circle. Students actually send the letter so they can see the effort they put in come to fruition.
Differentiation for Diverse Learners <i>(how will you differentiate for your diverse learners-based on UDL and the WHERETO protocols)</i>	Instructions will be displayed on the board with a large timer to help students manage their time. Students will have access to various websites and resources that outline	Students will have specific roles in their group. Students who do not want to present can take on another role so they are involved. An anchor chart on feedback will be posted in the classroom for	Instructions will be displayed on the board with a large timer to help students manage their time. Students can access videos on writing and anchor charts on persuasive writing at any time.	Instructions will be displayed on the board with a large timer to help students manage their time. Students will have activities to complete if they finish early. The teacher will provide feedback forms	Students will have access to website on letter sending. Teacher will support as needed and will check each envelope before sending. Students will have various roles.

	how to make changes within a community. Students will have specific roles in their group to ensure everyone is involved in the process.	students to reference. Each group will have a set time that will be clearly identified.	Groups will have designated roles, such as scriptwriter, editor, time keeper, and note taker.	for all students to reference as needed. Students' edited proposals can be in the form of a written letter, typed letter, printed slide show, or audio file that can be accessed with a shortened link.	
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Part 3: Resource List and Content Area/Disciplinary Literacy Lessons

Annotated Bibliography:

*(Include all of the items that you will use throughout this unit. Answer the below questions within the chart. Make sure you have at least **five different multimodal resources** and/or texts selected.)*

Title of Item	Format: <i>(Book/Podcast/ Interview/Website/ Photographs/ Video/Map/etc)</i>	What is it? <i>(2-3 sentences at least)</i>	How does it Connect to the Unit?	How or why will you use this item?	How or why is it grade appropriate?
"George v. George" by Rosalyn Schanzer	Text	A book about George Washington and King George III and how they viewed each other and their policies. This text focuses on how each side of the American Revolution perceived the leaders of the sides.	This text begins our unit by having students consider the different perspectives in the book. Because students will be considering how people outside of Belmont perceive what Belmont needs, they need to be able to understand someone else's perspective.	This book is the starting point for our conversation on how outside perspectives can affect what happens on the inside.	It is grade appropriate because it comes from the Wit & Wisdom curriculum. The text has graphic organizers and is set up so that students can easily access various pieces of information without having to reread the whole book.
"Sofia Valdez Future Prez" by Andrea Beaty	Text	A book about Sofia Valdez who sees the need to make changes in her community. Sofia organizes events and visits her local government official's office, with the support	We will use this text to discuss how people make change within communities. In this text, Sofia goes to her local government officials	We will use this item to discuss how changes get made in communities.	It is a picture book with a Lexile score of AD680L, indicating it is most appropriate for grades K-3. I am using it in 4th grade, however, because I believe it relates to our

		of her community, to seek change.	to ask for change, so students can see the steps they might need to take in order to see their ideas enacted.		theme of community action.
Flocabulary	Website	Website with educational videos and activities.	We will use the study local governments.	Flocabulary has various videos on local governments that we will look at. I do not currently have access, but there is one video on city officials that will be beneficial for us as students will be able to see how local governments operate.	Flocabulary makes video that are tailored toward different age groups, so we will use the videos meant for elementary students.
BrainPop Jr.	Website	Website with educational videos and activities.	We will use Brain Pop Jr. to refresh our memory on the American Revolution before we begin George V. George.	This connect to the unit because we discuss the perspectives of the American Revolution on day 1.	BrainPop Jr. is specifically meant for elementary students.
"Types of communities for kids"	Video	Video defining community and showing various examples of communities.	We will watch this video to enhance our knowledge and understanding of community.	We will use this video when we begin discussing what a community is. Link: https://www.youtube.com/watch?v=lGC0zxgRNlQ	This video uses language and visuals that are appropriate for upper elementary students.

"Intro to arguments"	Video	Video defining what an argument is and how to write one for upper elementary students.	We will watch this when we begin brainstorming our proposal ideas.	By now, students have already written an argumentative essay, but we will have this video ready in the event we need a refresher. Link: https://www.youtube.com/watch?v=wB6QAfoyCS0	This video uses language and visuals that are appropriate for upper elementary students.
"Letter writing"	Website	Article explaining how to address, write, and send a letter.	Students will be sending letters to the City of Baltimore, so they need to understand how to address and send a letter.	Since students will be writing their proposals in the form of a letter, I am going to utilize this website to teach letter writing. Students may also use this website as needed. Link: https://www.readingrockets.org/article/introduction-letter-writing	The article states it is made for students to utilize and includes visuals and walks students through each step of the letter writing process.
"Interactive Constitution" by David Miles	Text	This is a book we will have in the classroom for students to reference throughout the unit. This text features interactive pages on local and state governments.	This connects to the unit because it shows how local governments operate and make decisions which is important because students need to understand how communities get	We will look through the book as a class and students can use the text at their discretion as needed.	This book is technically meant for middle schools. However, because it's interactive, it is engaging enough and includes enough visuals that I believe it will work for 4th graders.

			resources.		
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3 Days of Lesson Plans

Lesson #1:

Grade Level:		Date:
Lesson Component	What will you do? / What will students do?	
Common Core Standard(s)	Students shall inquire about significant events, ideas, beliefs, and themes to identify patterns and trends...in their communities, Maryland, the United States, and the world. (MD Social Studies - History) CCSS.ELA-LITERACY.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. CCSS.ELA-LITERACY.RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	
Lesson Objective	I can explain the two different perspectives in George v. George!	
Assessment	Students will complete an exit ticket that measures if the students can summarize the two perspectives in George V. George. The exit ticket will also include a question that asks how they think the other side felt about each perspective. This data will be used to determine if we need to revisit the topic of perspective in the future.	
Connect and Engage	I will start by showing students George V. George and asking them to recall what they remember about the book (think-pair-share). We will then reread the book and look for the differing perspectives throughout the text (modeled in the section below). I will introduce the students to our unit which is about community. I will show them an overview of the unit and explain what we will be doing throughout the next ten days.	
Teacher Modeling	During the reading for George V. George, I will model describing George Washington's perspective. I do not currently have the text, but on one of the page's Washington describes King George III as unfair and unjust. "On this page, Washington says King George III is unfair. I know that if someone says someone else is unfair, they probably don't have a positive perception of them. I want the people around me to be fair, so I don't think Washington likes King George III that much. Do you agree or disagree?"	

	I know that Washington thinks King George is unfair, but why? I'm going to look for text evidence that shows why Washington has this opinion of King George. I see here that Washington doesn't like how King George III treats the colonists and makes them buy British goods. This is evidence to show why Washington does like King George. When we're reading about perspective, it's important to explain why someone has that perspective. I could tell you all day I don't like King George III, but if I don't explain why my argument is not that strong." Complete anchor chart with perspective and evidence. <table><tr><th colspan="3">George V. George Perspectives</th></tr><tr><th>Historical Figure</th><th>Perspective</th><th>Evidence</th></tr><tr><td>George Washington</td><td>Thinks King George III is unfair and unjust</td><td>King George III does not treat the colonists right and he makes them buy only British goods</td></tr><tr><td>King George III</td><td></td><td></td></tr></table>	George V. George Perspectives			Historical Figure	Perspective	Evidence	George Washington	Thinks King George III is unfair and unjust	King George III does not treat the colonists right and he makes them buy only British goods	King George III		
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King George III													
Guided/Collaborative Practice	Students will collaborate as a class to finish the anchor chart for George V. George perspectives. By this point, students are very familiar with this text, so I anticipate this portion of the lesson will be quick. Students will do a turn and talk and discuss what they think King George's perspective is as well as evidence that supports that perspective. Students will have copies of the text to use as needed. An example response is below. <table><tr><th colspan="3">George V. George Perspectives</th></tr><tr><th>Historical Figure</th><th>Perspective</th><th>Evidence</th></tr><tr><td>George Washington</td><td>Thinks King George III is unfair and unjust</td><td>King George III does not treat the colonists right and he makes them buy only British goods</td></tr><tr><td>King George III</td><td>Thinks the colonists don't respect him</td><td>The colonists refuse to buy British goods and dump the tea in the harbor</td></tr></table>	George V. George Perspectives			Historical Figure	Perspective	Evidence	George Washington	Thinks King George III is unfair and unjust	King George III does not treat the colonists right and he makes them buy only British goods	King George III	Thinks the colonists don't respect him	The colonists refuse to buy British goods and dump the tea in the harbor
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Independent Practice	Students will complete an exit ticket where they identify the two perspectives and evidence. Students can use the perspectives on the chart, but they must include evidence that is not already included in the chart. George v. George is filled with the two perspectives and students will have the text with them. For this assessment they are being asked to identify and summarize text evidence in their own words. I would have them complete this on paper, but I have included a virtual worksheet for reference or for students who are learning virtually. Link to assessment: https://docs.google.com/forms/d/e/1FAIpQLSd6-7uD-JyL196MXFn3FHv7UYGT-OlVGDmD4d-sKjzTCqXNWQ/viewform?usp=pp_url
Closure	As a class, we will review the anchor chart briefly. Students will share in a group what they included in their exit ticket and get feedback from group members. At the end of this lesson, we will rejoin as a class and I will summarize what we learned from the day, including what perspective is and why it's important. I will end the lesson by telling students the following: "Tomorrow, we are going to begin discussing the idea of community. I want you to be thinking about what community means to you and what communities you are a part of."

Lesson #2:

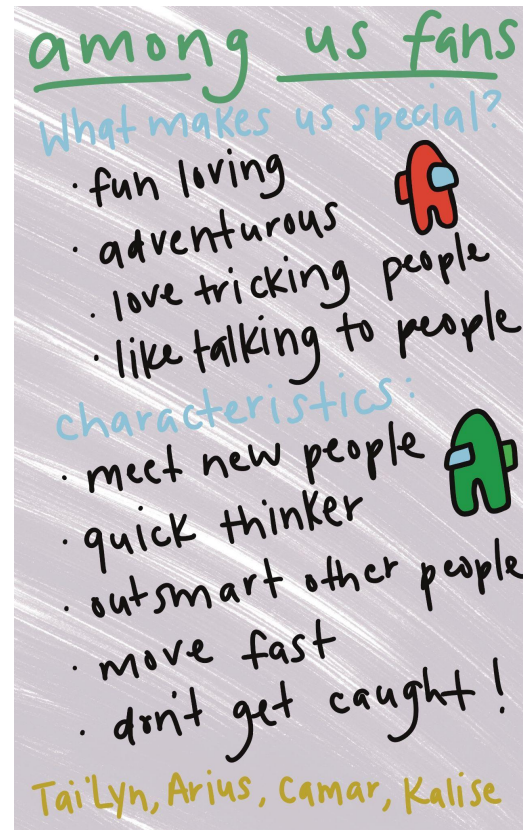
Grade Level: 4th		Date: May 11, 2021
Lesson Component	What will you do? / What will students do?	
Common Core Standard(s)	Students shall inquire about significant events, ideas, beliefs, and themes to identify patterns and trends...in their communities, Maryland, the United States, and the world. (MD Social Studies - History) CCSS.ELA-LITERACY.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their	

	own clearly.
Lesson Objective	I can identify what a community is and what makes a community safe and welcoming!
Assessment	Groups of 4 will create a mini poster that highlights one specific community and at least 5 of its characteristics. Students can draw pictures or diagrams to decorate, and they will present their community to the class. The mini-posters will be displayed throughout the unit. The purpose of this assessment is to see if students understand that every community has different characteristics that make it unique. Students will identify what makes their own community unique throughout this unit.
Connect and Engage	We will briefly (5 minutes) review what we learned yesterday about perspective. We will then begin our discussion of community. “In about two weeks, you are going to send a letter to the City of Baltimore asking them to make one change in your community. This is a big task, but I know that you are more than ready to do it, we just need to plan it! Today, I want to talk about community. A community is “a group of people living in the same place or having a particular characteristic in common.” (Display anchor chart with definition) When we say community, we are talking about a group of people that have something in common. Let’s think about our classroom, what do you all have in common here? That’s right, you all are students! What about those of you in Green Club, what do you have in common? Yes, you meet after school, you talk about the environment, and you do service projects. Everyone is a part of multiple communities. You might have a lot of the same communities as your friends, but you are not the same people so chances are some of the communities you are a part of are different. Let’s watch a video on community. While you are watching this video, I want you to be thinking about what makes a community special.” Show video: https://www.youtube.com/watch?v=IGC0zxgRNjQ
Teacher Modeling	“Now that we have watched the video, let’s talk about communities.”

	We will use a Frayer model to define community as this is something that is commonly used in Wit & Wisdom. When using this model, I have found that students retain the definition of words as well as characteristics, so they are better equipped to define the word later using their own language instead of regurgitating the same definition. This helps with retention of knowledge because they can use the word in different contexts versus only being able to use a word when it is related to the context in which they learned it. For example, when we learned about the American Revolution, I noticed that many students would define “revolution” as the time when America and Great Britain went to war. This is an example of a revolution, not the definition, so we have moved to utilizing the Frayer model whenever possible. An example of what the Frayer Model might look like for the word community. We complete it as a class. Often, we start with the characteristics, then go to example and non examples before crafting the definition. “I am going to start with characteristics because I think it’s easier to come up with a definition once you have some characteristics. When I think of community, I think of a group of similar people because they have <u>something in common</u>.”
Guided/Collaborative Practice	Fill out anchor chart with class. An example of what the Frayer Model might look like for the word community. We complete it as a class. Often, we start with the characteristics, then go to example and non examples before crafting the definition. For non-examples, I always model at least one because students often struggle with this area. “Now let’s talk about non-examples. The prefix non- means “not” so non-example, means something that is not an example of our word. So I’m going to ask myself what is not a community? Well, I know that people in communities have things in common, so something that is not a community would be where people don’t have things in common.”

	Definition A physical or virtual place where people who have something in common come together to support each other. Characteristics - usually small, but doesn't have to be - similar people - people in the group like the same thing or have something in common - brings people together - safe and welcoming - where you meet people - can be in person or virtual Community Examples Green Club Cheerleading squad YouTube channel Twitch stream subscribers Classroom Church Family The people you live with or near Non-examples - people who don't like each other - people who don't have anything in common - when you're in a group but you don't feel welcomed there
Independent Practice • What opportunities will students have to use the new skills/concepts in a meaningful way? • How will students demonstrate their mastery of the objective?	“Now that we have defined what a community is, you are going to create a mini-poster of a community. You are going to work in groups to create a mini-poster that shows what your community is, what are some characteristics of the community, and why your community is important. In your group, you are going to identify one community that you are all apart of. If you don't know, start by discussing what you have in common. Are you all readers? Do you all like sports? What do you do after school? Remember, communities can be virtual so it does not have to be something you do in person. Once you have decided you are then going to create your mini poster.” Show example of mini-poster highlighting important information about how to create the mini poster and what needs to be included.

Example mini poster for Among Us Players:



Roles for the group:

1. Time keeper
2. Note taker
3. Presenter
4. Artistic Supervisor (everyone will help create the poster, but the supervisor ensure that each person gets a fair amount of time working on the poster)

Closure

Each group will present their mini poster. They will explain what their community is, what are some of its characteristics and why it's important.

	Groups will have the opportunity to ask questions and give feedback. We will then review our definition of community and add anything to our Frayer Model as needed. "I will hang these posters around the room so you can look back and refresh your memory if you need to remember what community is. Tomorrow, we are going to take a walk of our community around the school. Wear comfortable shoes and be ready to explore what makes the area around us special!"
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Grade Level: 4th		Date: May 12, 2021
Lesson Component	What will you do? / What will students do?	
Common Core Standard(s)	Students shall inquire about significant events, ideas, beliefs, and themes to identify patterns and trends...in their communities, Maryland, the United States, and the world. (MD Social Studies - History)	
Lesson Objective	I can observe my community and explain what resources are already in my community!	
Assessment	Students will complete a worksheet throughout the walk. This worksheet is for students to take notes of their findings to utilize during their research. The worksheet includes space to write about what the students see on their walking tour and has a question to get students thinking about what they might want their proposal to be on. The purpose of this assessment is for students to have notes to reference as they complete this unit. This worksheet is more of an aid for students to keep track of their ideas for the final proposal.	
Connect and Engage	"Today, we are going to be taking a walk of the community. We will be stopping at three places and taking notes on the locations we visit." Review definition of community. Explain that the Belmont community is a community because the people all live near each other, so what they have in common is that they live in the same area. "We are doing this because you are going to write your proposals on what you think the community needs. However, you don't want to write a proposal on something that community already has! You want to make sure that you are proposing something that the community does not already have OR how you would change an existing resource.	

	While we're walking around, you have a worksheet to complete. You can complete this when we stop at each location or wait till the end." Go through each question on the worksheet. "When we stop at each location, you are going to quietly look around the area and see what you notice and wonder. You may walk around the park and garden. When we are at the park, you must stay in the area surrounded by the gate. At the park, you may walk down the rows. We will not be able to go into the corner store because there are too many of us to safely go inside, but the door will be open for us to look inside. Remember, we are paying attention to what the community already has. Be thinking about why these places might be special to the community and why the community needs them."
Teacher Modeling	Stop at Belmont park first. "We are at Belmont park. I'm looking around and I see a swingset, a slide and some benches. I'm thinking about why the community would need a park. Well, especially now that we need to socially distance, the park is a great place to hang out with friends while keeping a safe distance. Also, it's great for kids to get some fresh air and play together. The benches are nice because you can take a break when you need to and sit down somewhere clean. What else do you see?"
Guided/Collaborative Practice	We will then walk to a local corner store then back to Belmont to visit the community garden. I will ask the following questions of the group. What do you see? What do you hear? Why do you think this resource helps the community? What do you wonder about this resource? Example of student answers for corner store:

	• I see lots of food and drinks • I see some older people talking to each other • I see someone smiling • I hear laughing • I think people come here to eat food • I think this is helpful because it keeps the business going and gives people a place to meet • I wonder how long it's been here? • I wonder who runs the store? Example of student answers for community garden: • I see some vegetables • I see some butterflies • I hear a cricket • I think people can get food here • This is helpful because people can grow their own food • I think it brings people together who like gardening • I wonder why it's not bigger? • I wonder if this is enough food for the whole community? • I wonder who takes care of the garden?
Independent Practice	Students will complete exit ticket with the following questions: Name: Briefly describe the three areas we visited today. What did you see, hear, and notice? 1. 1st location: park 2. 2nd location: corner store 3. 3rd location: community garden Why do you think our community needs these places we visited? Write a list of at least 5 things you think would be helpful for our community to have. You can write these as a list.
Closure	Return to the classroom. "What areas did we visit today? That's right we visited the park, the corner store and the garden.

	These are all community resources. Why do you think the community needs these areas? Tomorrow, you are going to begin brainstorming ideas for your proposals. The more ideas you brainstorm, the more options you have to pick from. If you need help coming up with ideas, I want you to think about what would make the community better for YOU. What would you like to see in the area? Then use that and think about if other people in the community feel the same way. Consider what the perspectives of others might be. Or you can ask you guardians when you get home what they think would be helpful to have.”
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Student-facing Rubric for One Performance Task:

Mini Poster Checklist	
My group’s mini poster has all of my group members' names clearly written on the front or back.	☒

My group's mini poster has the name of the community clearly written at the top of the poster.	☒
My group's mini poster is about a community we are ALL a part of.	☒
My group's mini poster has at least 3 characteristics of the community we chose.	☒
My group's mini poster has at least 3 things that make the community special.	☒
My group's mini poster is decorated with pictures/drawings that go with the community.	☒
Everyone in my group collaborated (worked together) to create this mini poster.	☒

Documentation of Informal Assessment of Students (for 2 lessons):

(Include the actual assessment or the link to the assessment here for two of the lessons. This can include: student watching tools/notes, exit slips, quizzes, etc.)

[Lesson #1 Assessment](#)

[Lesson #2 Assessment:](#) This is the link to a larger version of the mini-poster from above. Students will create their mini poster themselves, so there is not a formal assessment.

Part 4: Reflection

Link to reflection (audio):

https://drive.google.com/file/d/1l_aXi2BiUgNVGa_KAoIxQ3Dsl2pupC5Y/view?usp=sharing