

# Project Planner

Project Website - <https://sites.google.com/view/humanstory/home>

## Documents and Resources

- ☐ Wakelet - [https://wakelet.com/wake/Jo\\_y9LtQtnc\\_RSavliJFj](https://wakelet.com/wake/Jo_y9LtQtnc_RSavliJFj)
- ☐ What We Have So Far - [https://docs.google.com/document/d/11TeiP715z1X\\_OeqlS-RoECXe59zVGQNN8dgsWG\\_950/edit?usp=sharing](https://docs.google.com/document/d/11TeiP715z1X_OeqlS-RoECXe59zVGQNN8dgsWG_950/edit?usp=sharing)

## Book Requirement Process

- 10 page text, 2 page bio, author bio, illustrator bio, back cover summary and dear reader page as soon as they are finished
- First piece of artwork needs to be the cover. Then I can have it branded and we can show the subject. Let me know what type of artwork they would like to use this year.
- The graphics team has asked not to have another comic book style. It looks amazing but was very time consuming. There was so much artwork to fit on each page with all the text.
- All artwork must be scanned. All text must be in word documents.

## Key Ideas:

- ☐ 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?**

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| Driving Question     | <p><b>How can we reflect on the past to change the present for a better future?</b></p> <ul style="list-style-type: none"> <li>● <b>Past - WW2/Biography - Blackbird Girls (Chernobyl)</b></li> <li>● <b>Present - Self and Current Events, writing of the book</b></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Grade Level/ Subject | <p>6th Grade</p> <ul style="list-style-type: none"> <li>● Social Studies</li> <li>● ELA</li> <li>● Universal Constructs</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Time Frame           | <p>Start: January<br/> February: social studies/WW2<br/> March: bringing new learning together, finish work<br/> April: Exhibition of bringing art together for student conversation</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Project Summary      | <p>During this time students will be reading the book, Blackbird Girls, 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.</p> |

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."

**Public Product(s)**  
Individual and Team

Individual Project

- 

Team

-

Final Exhibit



## 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

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|                 | <p>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.</p> <p>W 6.7 - Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>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.</p> <p>W 6.9 - Draw evidence from literary or information texts to support analysis, reflection and research.</p> <p>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.</p> |  |  |
| Key Vocabulary  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |  |
| Literacy Skills |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |  |
| Success Skills  | <p>Universal Constructs:</p> <ul style="list-style-type: none"> <li>● 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</li> <li>● Effective Communicators: design credible and relevant messages through justifiable modes to effectively meet the needs of diverse individuals and groups</li> <li>● Collaboration: foster a culture of risk taking and trust by contributing personal capacity to share ownership of outcomes that are larger than the individual</li> <li>● Productive &amp; Accountable: Exhibit responsibility and demonstrate initiative through persistence, self-diction and a growth mindset to produce quality results that add value in an ever changing environment.</li> </ul>                                                |  |  |

| Rubric(s) | Devise an approach using systems thinking by surfacing and testing mental models to leverage actions that lead to desired outcomes.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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|           | Developing Proficiency                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Proficient                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Advanced Proficiency                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|           | <p><b>Demonstrate the Knowledge, Skills, and Performance Expectations:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Develop an awareness of different types of questions to elicit various responses</li> <li><input type="checkbox"/> Define and explain the concept of multiplicity in context</li> <li><input type="checkbox"/> Define the concepts of <a href="#">mental models</a> and <a href="#">leverage actions</a></li> <li><input type="checkbox"/> Manage group dynamics (as necessary; see the <a href="#">Collaboration</a> Gateway to High School learning progression)</li> <li><input type="checkbox"/> Explain the benefits of multiple drafts to achieve results</li> <li><input type="checkbox"/> Recognize and explore various types of networks</li> </ul> <p>Select and monitor use of <a href="#">Universal Construct(s)</a> skills associated with the demonstration of the competency</p> | <p><b>Throughout the demonstration of competency students will...</b></p> <p><b>Devise an approach using systems thinking</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Drive process/purpose through questioning</li> <li><input type="checkbox"/> Manage clear, relevant and accurate information</li> <li><input type="checkbox"/> Anticipate unintended consequences</li> <li><input type="checkbox"/> Recognize interconnection of communities/environments</li> <li><input type="checkbox"/> Recognize interdependency among the parts of the system (<a href="#">NGSS CCC: Systems and System Models</a>)</li> <li><input type="checkbox"/> Use multiplicity in design               <ul style="list-style-type: none"> <li><input type="checkbox"/> Find more than 1 pathway</li> <li><input type="checkbox"/> Find more than 1 solution</li> </ul> </li> </ul> <p><b>Surface and test mental models</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Consider and plan for various perspectives (assumptions, beliefs, values)</li> <li><input type="checkbox"/> Think open-mindedly (<a href="#">SS.6.21</a>)               <ul style="list-style-type: none"> <li><input type="checkbox"/> Acknowledge differing viewpoints</li> <li><input type="checkbox"/> Recognize influence and origins of beliefs and actions</li> </ul> </li> <li><input type="checkbox"/> Utilize iterative processes (<a href="#">NGSS CCC: Stability and Change</a>)</li> </ul> | <p><b>Use metacognitive processes to justify/defend or critique the demonstration of</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> competency and</li> <li><input type="checkbox"/> adaptive, self-directed behavior.</li> </ul> <hr/> <p>The “Developing Proficiency” column is backmapped from “Proficient” to include what learners will need to know, understand, and be able to do on the way to proficiency. This may include some additional direct instruction for small groups, or this column may provide a framework for instructors as they design learning experiences during the exploration of the standards. Likewise, “Advanced Proficiency” extends from “Proficient” at DOK 4 so the learning is connected to overall learner development.</p> <hr/> <p><b>Resources:</b></p> |

|                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <p><b>Universal Construct:</b> <a href="#">Creativity</a></p> <p>Developing proficiency includes making connections</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> within the discipline,</li> <li><input type="checkbox"/> across disciplines, <u>and/or</u></li> <li><input type="checkbox"/> beyond school</li> </ul> | <p><b>Leverage actions that lead to desired outcomes</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> See influence of mental models on perspectives and actions</li> <li><input type="checkbox"/> Anticipate unintended consequences</li> <li><input type="checkbox"/> Anticipate cause/effect relationships (<a href="#">SS.6.22</a>)</li> <li><input type="checkbox"/> Determine leverage through networks</li> <li><input type="checkbox"/> Focus on outcomes</li> </ul> <p>Articulate how elements of student-selected <b>Universal Construct</b> skills contributed to the demonstration of proficiency.</p> <p><b>Universal Construct:</b> <a href="#">Creativity</a></p> <p>Demonstration of proficiency shows <b>transfer of knowledge and skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> within the discipline,</li> <li><input type="checkbox"/> across disciplines, <u>and/or</u></li> <li><input type="checkbox"/> beyond school</li> </ul> | <p><a href="#">K-12 Iowa Core in Social Studies</a></p> <p><a href="#">NGSS Crosscutting Concepts Appendix G</a></p> <p><a href="#">Habits of a Systems Thinker: Changes Perspective to Increase Understanding (requires log in)</a></p> <p><a href="#">Karin Hess Cognitive Rigor Matrix (Speaking/Writing)</a></p> <p><a href="#">Karin Hess Cognitive Rigor Matrix (Reading)</a></p> <p><a href="#">Depth and Complexity Framework to Deepen Learning (Ian Byrd)</a></p> <p><a href="#">Waters Foundation Mental Models</a></p> <p><a href="#">Waters Foundation Leverage</a></p> |
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### 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<br><small>Consider indicating if this is tied to team or individual learning/products</small> | Milestone #2                                                                        | Milestone #3                                                                                                                                                           | Milestone #4                                                                                                       | Milestone #5                                                                                 | Milestone #6<br>Public Product                              |
|------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| Who is Michel Mockers?                                                                                     | Read and breakdown document into draft 10 page layout                               | New version: <b>What is the story that needs to be told?</b><br><br>Work with comic industry expert for guidance on how to take story bring to life with illustrations | Circular Design of research to contextualize the time period, visuals, etc. to sketch out ideas for book and cover | Finalize all completed work for publication                                                  | Publication sharing event                                   |
| Key Student Question                                                                                       | Key Student Question                                                                | Key Student Question                                                                                                                                                   | Key Student Question                                                                                               | Key Student Question                                                                         | Key Student Question                                        |
| Why do we need to preserve stories from the past?                                                          | How can we illuminate compelling events of a human story to resonate with a reader? | New version: <b>How to we process all the information to find the story that will engage the reader?</b>                                                               | How can research be used to understand the human condition of the past to resonate with today?                     | What are the required elements to publish an official piece of work for the world to access? | How do we engage in conversation to learn from one another? |

|                                                                                                                                                             |                                |                                  |                                |                                |                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|----------------------------------|--------------------------------|--------------------------------|--------------------------------|
|                                                                                                                                                             |                                | How do we tell a story visually? |                                |                                |                                |
| <b>Formative Assessment(s)</b>                                                                                                                              | <b>Formative Assessment(s)</b> | <b>Formative Assessment(s)</b>   | <b>Formative Assessment(s)</b> | <b>Formative Assessment(s)</b> | <b>Formative Assessment(s)</b> |
| 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. |                                |                                  |                                |                                |                                |

## 4. Project Calendar

### Week 1

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

| Day 1 1/16/23 | Day 2 1/17/23                                                                                                                                                                                                                      | Day 3 1/18/23                                                                                                                                                                         | Day 4 1/19/23                                                                                                                               | Day 5 1/20/23 |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| NO SCHOOL     | <p>Aaron - Zoom meeting with Claire Napier and Allison O'Toole</p> <p>Bridgeview Conversation</p> <p>Connect with Kahri from Burlington</p> <p><a href="#">Beginning of documenting</a> the actions to making the project work</p> | <p>PV Early Out</p> <p>Aaron - time spent processing all meetings to provide proper supports</p> <p>Nothing to be done in classrooms except introduce what is to come if it fits.</p> | <p>Google Space invite sent out.</p> <p>Michel Mockers Zoom 1 verified and link with agenda/task sent out</p> <p><a href="#">Agenda</a></p> |               |

**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)

### Week 2

|                         |   |
|-------------------------|---|
| Driving Question        |   |
| Week #                  | 2 |
| Project Milestone       |   |
| Key Student Question(s) |   |

| Day 6 1/23/23                                                                                                                                                                                                                                                                                             | Day 7 1/24/23                                                                                                                                                                                                                                                                                             | Day 8 1/25/23                                                                                                                                                                                                                                                                                             | Day 9 1/26/23                                                                                                                                                                                                                                                                                             | Day 10 1/27/23                                                                         |
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| <p>Uncovering the Human Element</p> <ul style="list-style-type: none"> <li>- Learning how to formulate questions, organize questions</li> <li>- Learning how to listen intently to pull key ideas to ask follow up questions</li> <li>- Learn how to listen to capture the essence of a person</li> </ul> | <p>Uncovering the Human Element</p> <ul style="list-style-type: none"> <li>- Learning how to formulate questions, organize questions</li> <li>- Learning how to listen intently to pull key ideas to ask follow up questions</li> <li>- Learn how to listen to capture the essence of a person</li> </ul> | <p>Uncovering the Human Element</p> <ul style="list-style-type: none"> <li>- Learning how to formulate questions, organize questions</li> <li>- Learning how to listen intently to pull key ideas to ask follow up questions</li> <li>- Learn how to listen to capture the essence of a person</li> </ul> | <p>Uncovering the Human Element</p> <ul style="list-style-type: none"> <li>- Learning how to formulate questions, organize questions</li> <li>- Learning how to listen intently to pull key ideas to ask follow up questions</li> <li>- Learn how to listen to capture the essence of a person</li> </ul> | <p><b>1:30 Project Launch Meeting Michel Mockers</b></p> <p><a href="#">Agenda</a></p> |

|                                                                    |                                                                    |                                                                                                                       |                                                                    |  |
|--------------------------------------------------------------------|--------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|--|
| <a href="#">Site Resource 1</a><br><a href="#">Site Resource 2</a> | <a href="#">Site Resource 1</a><br><a href="#">Site Resource 2</a> | <p>-</p> <p><b>QUESTION SUBMISSIONS DUE</b></p><br><a href="#">Site Resource 1</a><br><a href="#">Site Resource 2</a> | <a href="#">Site Resource 1</a><br><a href="#">Site Resource 2</a> |  |
|--------------------------------------------------------------------|--------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|--|

Additional Notes:

## Week 3

|                         |              |
|-------------------------|--------------|
| Driving Question        |              |
| Week #                  |              |
| Project Milestone       | Milestone #2 |
| Key Student Question(s) |              |

| Day 11 1/30/23                | Day 12 1/31/23                | Day 13 2/1/23 | Day 14 2/2/23                         | Day 15 2/3/23                         |
|-------------------------------|-------------------------------|---------------|---------------------------------------|---------------------------------------|
| 1. <a href="#">Processing</a> | 1. <a href="#">Processing</a> | Early Out     | 2. <a href="#">Processing Written</a> | 2. <a href="#">Processing Written</a> |

|                           |                           |  |                                                                                        |                                                                                        |
|---------------------------|---------------------------|--|----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| <a href="#">Interview</a> | <a href="#">Interview</a> |  | <a href="#">Narrative</a><br><a href="#">Sample Breakdown and Modification of Text</a> | <a href="#">Narrative</a><br><a href="#">Sample Breakdown and Modification of Text</a> |
|---------------------------|---------------------------|--|----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|

Additional Notes:

## Week 4

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

| Day 16 2/6/23                           | Day 17 2/7/23                                      | Day 18 2/8/23                                          | Day 19 2/9/23                                                                            | Day 20 2/10/23                                                                                               |
|-----------------------------------------|----------------------------------------------------|--------------------------------------------------------|------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| 3. <a href="#">Question Development</a> | 4. <a href="#">Research into French Resistance</a> | <a href="#">Question Development</a><br><br>Due today! | Wrap up any of the 1-4 lesson activities if need be.<br><br>Prepare for session tomorrow | <b>Zoom #2 w/ Michel Mockers</b><br><br><b>Focus on documents and key details to help us tell his story.</b> |

Additional Notes:

## Week 5

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

| Day 21 2/13/23                                                                                                                              | Day 22 2/14/23                               | Day 23 2/15/23                         | Day 24 2/16/23                                                                                                                                                                                                                                                                                                                           | Day 25 2/17/23   |
|---------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| <b>Zoom<br/>NPR Journalist sharing<br/>how they put a story<br/>together, play some<br/>audio clips, discuss,<br/>and answer questions.</b> | Possible V-Day<br>shenanigans<br><br>No work | <b>Early Out</b><br><br><b>No work</b> | Activity Draft Idea:<br><br>Apply what we learned<br>from NPR and outline the<br>story of Michel using past<br>interviews, research, and<br>concepts learned from NPR<br><br><a href="https://sites.google.com/view/humanstory/milestone-3-what-is-the-story">https://sites.google.com/view/humanstory/milestone-3-what-is-the-story</a> | <b>NO SCHOOL</b> |

Additional Notes:

## Week 6

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

| Day 26 2/20/23 | Day 27 2/21/23                                                                                                                                                                                            | Day 28 2/22/23                                                              | Day 29 2/23/23                                                                                                                                                                                                                       | Day 30 2/24/23                                                                                                                                                                                                               |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| NO SCHOOL      | <b>Zoom</b><br><br><b>Anna shares her process and thinking on her work with Riva and will do a think aloud example of the work from Michel</b><br><br><b>Apply what we learn to our work from 2/16/23</b> | <b>In Person</b><br><br>Kelsey Vandercoy Figge Museum on WW2 Propaganda Art | Work day <ul style="list-style-type: none"> <li>• Mind map</li> <li>• prep for presentation</li> </ul> Work on story breakdown with reflection prompts from art session and Anna and NPR<br><br>Agreement on draft flow of the story | Work day <ul style="list-style-type: none"> <li>• Mind map</li> <li>• prep for presentation</li> </ul> As a class use the activity(TBD) to come to consensus on story, what will be on each page, and group responsibilities |

Additional Notes:

## Week 7

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

| Day 31 2/27/23                                                                             | Day 32 2/28/23                                                                         | Day 33 3/1/23                                           | Day 34 3/2/23                        | Day 35 3/3/23                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|---------------------------------------------------------|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Claire and Allison</b><br><br>Comic book industry folks helping us with character study | Storyboard/illustration/writing work<br><br>Apply what we learned from 2/27/23 session | <b>Early Out</b><br><br><b>work day if time permits</b> | Storyboard/illustration/writing work | <b>Goal:</b><br>Initial storyboard/sketches mapped out to prep for comic artist feedback round<br><br>Submit all draft work to be shared with Claire, Allison, and Elsa(not met yet) |

Additional Notes:

## Week 8

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

| Day 36 3/6/23                                                                 | Day 37 3/7/23                                                 | Day 38 3/8/23                                                 | Day 39 3/9/23                                 | Day 40 3/10/23                                                                                   |
|-------------------------------------------------------------------------------|---------------------------------------------------------------|---------------------------------------------------------------|-----------------------------------------------|--------------------------------------------------------------------------------------------------|
| <b>Claire and Allison</b><br><br>Designing cover of book based on work so far | Designing cover of book based on work so far<br><br>Page work | Designing cover of book based on work so far<br><br>Page work | <b>Elsa Charretier</b><br><br><b>work day</b> | Designing cover of book based on work so far<br><br>Page work<br><br><b>Cover submission due</b> |

Additional Notes:

## Week 9

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

| Day 41 3/13/23 | Day 42 3/14/23 | Day 43 3/15/23 | Day 44 3/16/23 | Day 45 3/17/23 |
|----------------|----------------|----------------|----------------|----------------|
| NO SCHOOL      | NO SCHOOL      | NO SCHOOL      | NO SCHOOL      | NO SCHOOL      |

Additional Notes:

## Week 10

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

| Key Student Question(s)                                                                                              |                                                                                                                                                         |                                                                                                                      |                                                                                                                                                       |                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| Day 46 3/20/23                                                                                                       | Day 47 3/21/23                                                                                                                                          | Day 48 3/22/23                                                                                                       | Day 49 3/23/23                                                                                                                                        | Day 50 3/24/23                                                                                                       |
| Work Day <ul style="list-style-type: none"> <li>• writing</li> <li>• illustrations</li> <li>• audio clips</li> </ul> | Work Day <ul style="list-style-type: none"> <li>• writing</li> <li>• illustrations</li> <li>• audio clips</li> </ul> Page drafts for feedback due to me | Work Day <ul style="list-style-type: none"> <li>• writing</li> <li>• illustrations</li> <li>• audio clips</li> </ul> | Work Day <ul style="list-style-type: none"> <li>• writing</li> <li>• illustrations</li> <li>• audio clips</li> </ul> Feedback from Claire and Allison | Work Day <ul style="list-style-type: none"> <li>• writing</li> <li>• illustrations</li> <li>• audio clips</li> </ul> |

Additional Notes:

## Week 11

| Driving Question        |                                                |                |                |                      |
|-------------------------|------------------------------------------------|----------------|----------------|----------------------|
| Week #                  |                                                |                |                |                      |
| Project Milestone       | Duplicate tables for each milestone as needed. |                |                |                      |
| Key Student Question(s) |                                                |                |                |                      |
| Day 51 3/27/23          | Day 52 3/28/23                                 | Day 53 3/29/23 | Day 54 3/30/23 | Day 55 3/31/23       |
|                         | Work Day                                       | Work Day       | Work Day       | SUBMIT FINAL VERSION |

|                                                                                                                      |                                                                                                             |                                                                                                             |                                                                                                             |  |
|----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|--|
| Work Day <ul style="list-style-type: none"> <li>• writing</li> <li>• illustrations</li> <li>• audio clips</li> </ul> | <ul style="list-style-type: none"> <li>• writing</li> <li>• illustrations</li> <li>• audio clips</li> </ul> | <ul style="list-style-type: none"> <li>• writing</li> <li>• illustrations</li> <li>• audio clips</li> </ul> | <ul style="list-style-type: none"> <li>• writing</li> <li>• illustrations</li> <li>• audio clips</li> </ul> |  |
|----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|--|

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