

## MY RIGHTS, MY VOICE

### TARA PERRYMAN, NEW HOPE ELEMENTARY SCHOOL

#### Unit Overview

During this unit, students learn social studies and English Language Arts (ELA) standards using a variety of blended learning strategies, including independent study, small group study, large group study, mixed grouping, and learning maps. The unit challenges students to analyze student power within an elementary school. Through actual simulations analogous to the American Revolution and self-paced blended learning maps, students answer the driving question, “How can we as students have more voice and power like the colonists during the American Revolution?”

#### Standards Addressed

1. **ELA4RI5:** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
2. **ELA4RI6:** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
3. **ELAGSE4W1:** Write opinion pieces on topics or texts, supporting a point of view with reasons.
4. **ELA4W7:** Conduct short research projects that build knowledge through investigation of different aspects of a topic.
5. **ELA4W8:** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
6. **ELA4SL4:** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
7. **SS4H4:** The student will explain the causes, events, and results of the American Revolution.
8. **SS4CG5:** The student will name positive character traits of key historical figures and government leaders (honesty, patriotism, courage, trustworthiness).
9. **SS4G2:** The student will describe how physical systems affect human systems.
  - c. Explain how each force (American and British) attempted to use the physical geography of each battle site to its benefit

### A NOTE FROM THE TEACHER: HOW TO USE LEARNING MAPS

*Learning maps are a useful tool when implementing a blended learning unit. Learning maps provide students with an overview of a unit segment's content standards, learning activities, anticipated length for each activity, links to checks for understanding, and options for how a student can choose to show mastery. Students will select whether they want to work in a small group with the teacher, with a partner, or independently, as well choose the path for how they wish to acquire and show their knowledge. Path choices are indicated on each learning map.*

*The learning map begins with Depth of Knowledge (DOK) 1. A student may not move onto DOK 2 until they have independently shown 80% or above mastery on their DOK 1 checkpoint quiz. If a student does not pass the checkpoint, they may choose to join a review session or sign-up for an individual conference with the teacher. Once a student has joined a review session or met with the teacher, they may retake their DOK 1 checkpoint.*

*Students who pass the DOK 1 checkpoint may move onto the DOK 2 and 3 sections of the learning map. Students will select how they wish to show mastery of the content. Mastery choices are indicated on learning maps. Teacher will check this work.*

*If you do not already have one, consider creating a class website so students will have easy access to the learning maps and the corresponding materials. Since each student works at a difference pace, you want to make sure that they have access to the various materials without needing much assistance.*

## Weekly Layout

**Whole Group** (10 minutes): Whole group time is used to introduce the learning target, cover new information, or do Project-Based Learning (PBL)-related activities.

**Flex Groups** (15 minutes): Flex groups take place every day. A student can choose to attend the group covering topics for which they need additional practice, such as when they miss a checkpoint and need to attend and review. During flex groups, the teacher supports students as they acquire knowledge with provided resources from the learning map. The teacher will conduct mini lessons, provide feedback, and facilitate student conversations around the learning target.

**Teacher Small Groups** (25 minutes): Teacher small groups can be heterogeneous or homogeneous groups based on mastery of the content. These groups ensure that all students meet with a teacher once a week. These small group lessons incorporate reading, critical thinking, and collaboration.

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Teacher introduces targets and mastery questions.</p> <p><b>Daily Objective:</b> Students begin acquiring knowledge.</p> <p><b>Teacher Groups:</b> Small Group (25 minutes) - Teacher conducts small group lesson with group 1.</p> <p>Flex Group (15 minutes) - Students can choose to begin acquiring knowledge with a teacher. Teacher will conduct mini lesson or have discussion on articles.</p> <p><b>Independent/Partners:</b> Students acquire knowledge of learning targets.</p>	<p>Teacher reviews targets and mastery questions.</p> <p><b>Daily Objective:</b> Students finish acquiring knowledge. Some students will begin taking DOK 1 checkpoint.</p> <p><b>Teacher Groups:</b> Small Group (25 minutes) - Teacher conducts small group lesson with group 2.</p> <p>Flex Group (15 minutes) - Students can choose to acquiring knowledge with a teacher.</p> <p><b>Independent/Partners:</b> Students acquire knowledge of learning targets. Some begin taking DOK 1 checkpoint.</p>	<p>Teacher reviews targets and mastery questions.</p> <p><b>Daily Objective:</b> Students will take DOK 1 checkpoint. Students who pass will move on to the DOK 2 and 3 mastery questions. Students who do not pass will meet with the teacher.</p> <p><b>Teacher Groups:</b> Small Group (25 minutes) - Teacher conducts small group lesson with group 3.</p> <p>Flex Group (15 minutes) - Students can choose to acquiring knowledge with a teacher.</p> <p><b>Independent/Partners:</b> Students take DOK 1 checkpoint or move onto mastery question.</p>	<p>Teacher reviews targets and mastery questions.</p> <p><b>Daily Objective:</b> All students will be working on DOK 2 and 3 mastery questions.</p> <p><b>Teacher Groups:</b> Flex Group (50 minutes) - Teacher will provide feedback on students' mastery question, conferring with students individually and in small groups.</p> <p><b>Independent/Partners:</b> Students work on DOK 3 mastery question.</p>	<p>Teacher reviews targets and mastery questions.</p> <p><b>Daily Objective:</b> Students will finish and/or revise mastery question.</p> <p><b>Teacher Group:</b> Flex Group (50 minutes) - Teacher will provide feedback on students' mastery question, conferring with students individually and in small groups.</p> <p><b>Independent/Partners:</b> Students finish DOK 3 mastery question.</p>

### **A NOTE FROM THE TEACHER: BEFORE YOU BEGIN THE UNIT**

*In this unit, students will be experiencing an event analogous to the events that ensued between the British and the American colonists. You should plan to have an administrator act as King George who will issue proclamations and tax the students throughout the unit.*

*Here are some notes before you begin the unit:*

- 1. Choose a proclamation that makes the most sense for your school's context. Consider proclamations that have minimal risk, but that would evoke an emotional response from the students. Consider changing lunch seating arrangements, in-class seating arrangements, or mandating using supplies you provide (which you will later tax). Before you begin, make sure you tell parents about the proclamation that you will be issuing and that it aligns with the unit plan.*
- 2. Make sure you have a token system in place. Later in the unit, "King George" will tax the students and you need to have a system in place for this to occur. Consider giving tokens for completing homework, having good attendance, receiving good grades, or receiving a certain score on an exam. The token system will help the unit feel as realistic as possible.*

## Week 1:

**Entry event:** Have your principal or assistant principal act as “King George” to issue a proclamation to the students declaring the closing of the school playground (or whichever proclamation you selected based on your school context). Post proclamation signs in front of the recess doors prohibiting students from entering the playground. For the first few weeks, students will only have indoor recess.

Have a brief discussion with students about the proclamation. Ask probing questions, such as, “How does the proclamation make you feel?” and “Do you think this is fair? Why or why not?”

**Social Studies:** French and Indian War, Proclamation of 1763, Stamp Act, Quartering Act, Townshend Act

**Standards Addressed:** 7

**Essential Question:** How were the motivations behind the Stamp Act and Quartering Act similar and different? Did these acts squash or empower the colonists?

1. Have students review the **Causes of the Revolution Learning Map** and review the learning targets with students. After reviewing the learning map, have students consider the path and pace of their learning and create weekly goals. Circulate the room to assist students with developing their goals for the first social studies learning map.
2. Students will work at their own pace to complete the **Causes of the Revolution Learning Map** while you pull small groups each day. You will find suggested resources, articles, reading passages, and videos in the learning map, but you may also provide your own topic-specific resources to students.
3. **Small group activity:** As the teacher, you will split your students up into three groups based on level for each week’s small group activity. You will guide students through a simulation of the Proclamation Line of 1763. Create a proclamation line using string. Half of the students will be colonists moving across the line. Half will be British soldiers sent over to protect colonists and supervise their behavior. Engage students in a discussion about the the perspectives of the British and the colonists.
4. After students have acquired knowledge, they will take the **Causes of the Revolution Checkpoint Quiz**. Students who score 80% or above on the quiz can move onto the mastery portion of the learning map, and will choose one of three ways to show mastery with the DOK 2 and 3 questions in the **Causes of the Revolution Learning Map**. Students who did not score 80% or higher on the quiz will sign up to meet with the teacher to review the topic before re-taking the quiz.

5. Over the course of the week, students will complete **Causes of the Revolution Learning Map**. Students will work independently, with a partner, or with the teacher as needed. All students must complete the DOK 2 and 3 sections and a final project along with it. Conference with students to assess their progress and allow them time to revise their work.

### **ELA: Cause and Effect**

#### **Standards Addressed: 1**

**Essential Question:** How do I identify cause and effect?

1. Give the class a brief lesson on text structure and cause and effect.
2. Students will complete a cause and effect parking lot activity using the French and Indian War, Proclamation of 1763, Stamp Act, and Townshend Act. Post chart paper around the room with the names of each event. Students will work in groups of three or four to determine the cause and the effect of each event. groups will write the cause and effect of each event on a notecard. Students will tape their cause and effect answers onto each event.
3. Over the course of the week, have groups to share their answers and facilitate discussion among students. Encourage students to make connections between the events and predict the next steps of the colonists.

### **Week 2:**

Arrange for “King George” to inform students that they may now use the recess equipment, however the equipment is not cheap and needs repairs. Because of this, students will be taxed on all paper that they use. Students may use their classroom tokens to pay for stamps that they will glue to every paper assignment they turn in to the teacher. Stamps must be glued on all assessments. This tax will continue until the end of the unit.

**Social Studies:** Boston Massacre, Tea Act, Boston Tea Party, Committees of Correspondence

#### **Standards Addressed: 7**

**Essential Question:** In what ways is the Sons of Liberty’s Boston Massacre drawing misleading? How did this image affect the colonists’ feelings about the British?

1. Review the learning targets with students and instruct students to review the **Conflict Continues Learning Map**. After reviewing the learning map, have students consider the path and pace of their learning and create weekly goals.
2. Students will work at their own pace to complete the **Conflict Continues Learning Map** and acquire knowledge while you pull small groups each day.

3. **Small Group Activity:** Students will read a related article on the Boston Tea Party. After the reading, engage the small group in a discussion that helps them understand the “what” and the “why” behind what happened during the Boston Tea Party.
4. After students have acquired knowledge, they will take the **Conflict Continues Checkpoint Quiz**. Students who score 80% or above on the quiz can move onto the mastery portion of the learning map and choose a project to show mastery. Students who did not score 80% or higher on the quiz will meet with the teacher to review the topic before retaking the quiz.
5. Over the course of the week, students will complete **Conflict Continues Learning Map**. All students must complete the DOK 2 and 3 sections. Conference with students to assess their progress and allow them time to revise their work.

### **ELA: Problem and Solution**

**Standards Addressed:** 1, 2

**Essential Question:** How do I accurately determine the cause and effect of a problem and propose an effective solution?

1. Review cause and effect, then introduce problem and solution.
2. Guide mini-lesson on primary sources and first-hand accounts. Display **Paul Revere’s Boston Massacre**. Students will first discuss observations and wonderings from image. Use the following questions to lead the discussion:
  - Do the first-hand accounts from the Boston Massacre crime scene activity match what was illustrated by Paul Revere?
  - Is this image accurate or misleading? Explain your thoughts.
  - What effect might this image have had on colonists?
  - Can this image be considered propaganda? Why or why not?
3. Students will complete a cause and effect parking lot activity using the Boston Massacre, Tea Act, and Boston Tea Party. Post chart paper around the room with the names of each event. Students will work in groups of three or four to determine the cause and the effect of each event. Small groups will write the cause and effect of each event on a notecard. Students will tape their cause and effect answers onto each event. Allow groups to share their answers and facilitate discussion among students encourage students to make connections between events and predict the next steps of the colonists. Guide a discussion on problem and solution by using the following questions to lead the discussion:
  - What problem is developing for colonists? In what ways is the problem growing?
  - What are some possible solutions to the problem?

## Week 3

“King George” will come into the classroom to be interviewed by students. Students will discuss their feelings about the Stamp Act and Quartering Act. Students will also engage in a conversation about the rights and power of children in an elementary school.

**Social Studies:** Coercive (Intolerable) Acts, First Continental Congress, John Adams

**Standards Addressed:** 7, 9

**Essential Question:** Explain the motivation for each component of the Intolerable Acts. Were these Acts justifiable? Could King George have handled the situation in a different way?

1. Have students review the **Conflict Grows Learning Map** and review the learning targets with students. After reviewing the learning map, have students consider the path and pace of their learning and create weekly goals.
2. Students will work at their own pace to complete the **Conflict Grows Learning Map** and acquire knowledge while you pull small groups each day.
3. **Small Group Activity:** Students will reenact the First Continental Congress debates from their patriot or loyalist perspective. Facilitate this debate and guide students toward a unified solution. This solution will come in the form of a petition to King George, like the colonists did at the First Continental Congress. Students will ask for the Intolerable Acts to be repealed and for representation in Parliament.
4. After students have acquired knowledge, they will take the **Conflict Grows Checkpoint Quiz**. Students who score 80% or above on the quiz can move onto the mastery portion of the learning map and choose a project to show mastery. Students who did not score 80% or higher on the quiz will meet with the teacher to review the topic before re-taking the quiz.
5. Over the course of the week, students will complete **Conflict Grows Learning Map**. All students must complete the DOK 2 and 3 sections. Conference with students to assess their progress and allow them time to revise their work.

**ELA:** Problem and Solution and Cause and Effect

**Standards Addressed:** 1 - 6

**Essential Question:** How do I fight for more voice and power in my role as a student?

1. Students will engage in a reflective discussion about their conversation with the principal. Use the following questions to lead a discussion:
  - How is the point of view of an administrator different from the point of view of a student?
  - In what ways is an administrator like a king? In what ways are students like the colonists?



- Is the principal reasonable in his/her position on students' rights or are there things you still disagree with? Explain your answer.
  - Is there anything you can do as a student to end the taxation?
  - Is there anything you can do as a student to redesign how learning happens at our school? What ideas do you have to give students more voice and power?
2. Show students some videos of innovative model schools from around the country where students have substantial voice and power. Students will discuss observations. Model how to conduct research of model schools using **PBL Opinion Writing Packet**. Explain that students will be given an opportunity to research one model school. They will take ideas from the innovative school and apply them within our own classroom. Each student will write an opinion essay detailing three classroom redesign ideas. The class will vote on three redesign ideas. These three redesign ideas will be implemented into the classroom. Redesign ideas should connect to the driving question, focusing on empowering students to have more voice and power in the classroom. The final redesign ideas will be presented to the Board of Education.

## Week 4

**Social Studies:** Lexington and Concord, Bunker Hill, George Washington, King George III

**Standards Addressed:** 7, 8, 9

**Essential Question:** What is the cause and effect of Lexington and Concord and Bunker Hill? What are positive traits of Georgia Washington and King George III?

1. Have students review the **War Begins Learning Map** and review the learning targets with students. After reviewing the learning map, have students consider the path and pace of their learning and create weekly goals.
2. Students will work at their own pace to complete the **War Begins Learning Map** and acquire knowledge while you pull small groups each day.
3. **Small Group Activity:** Students will describe how the Patriots and British used their environment to fight in combat. Students will then locate an image online that matches their description and paste it into a graphic organizer.
4. After students have acquired knowledge, they will take the **War Begins Checkpoint Quiz**. Students who score 80% or above on the quiz can move onto the mastery portion of the learning map and choose a project to show mastery. Students who did not score 80% or higher on the quiz will meet with the teacher to review the topic before re-taking the quiz.

5. Over the course of the week, students will complete **War Begins Learning Map**. All students must complete the DOK 2 and 3 sections. Conference with students to assess their progress and allow them time to revise their work.

### **ELA: First and Second-Hand Accounts**

**Standards Addressed:** 1 - 6

#### **Essential Question:**

1. Students will identify three innovative practices from by researching various innovative school models. They will develop their own redesign ideas based on model school practices. Finally, students will make a connection between their redesign ideas and the colonists' pursuit to freedom. The Redesign Research activity sheet can be found in the **PBL Opinion Writing Packet**.
2. Ask students to find a partner to engage in critical friends about their ideas. Provide each student with a **Critical Friends Feedback Sheet** and review the content before the students begin provide feedback. Ask students to use the protocol to focus on their peer's ability to make connections between the selected innovative practices and the driving question. Once students have met with a peer, they will write a reflection on what they have learned and notate future actions steps.
3. Next, plan for a professional critical friends will provide feedback on students' research. Professional critical friends may include the principal, assistant principal, counselor, teachers, personalized learning coaches, and/or Board of Education members. The professional critical friends will be given a **Critical Friends Feedback Sheet** focusing on students' ability to locate three innovative practices from model school. The protocol sheet will also focus on students' ability to make connections between these practices and the driving question. Once students have met with a professional, they will write a reflection on what they have learned and notate future actions steps.

### **Week 5**

**Social Studies:** Olive Branch Petition, Second Continental Congress, Declaration of Independence, Thomas Jefferson, Patrick Henry

**Standards Addressed:** 7, 8

**Essential Question:** Describe the terms of the Olive Branch Petition. How did the results of this petition impact the actions of the Second Continental Congress? Was the Second Continental Congress justified in their decision to declare independence?

1. Have students review the **Declaring Independence Learning Map** and review the learning targets with students. After reviewing the learning map, have students consider the path and pace of their learning and create weekly goals.
2. Students will work at their own pace to complete the **Declaring Independence Learning Map** and acquire knowledge while you pull small groups each day.
3. **Small Group Activity:** Instruct students to read an article on the declaration of independence (select one from the learning map or another relevant article). Students will begin activity in partners. Each set of partners will get one discussion card. Partners will have two minutes to discuss the question card. After two minutes, the teacher will ring the bell and students will pass the card to their left. This will continue until partners have read all cards. Guide a discussion with all students. After students have discussed all the questions, instruct them to vote on whether they would have signed the Declaration of Independence and defend their answer with evidence.
4. After students have acquired knowledge, they will take the **Declaring Independence Checkpoint Quiz**. Students who score 80% or above on the quiz can move onto the mastery portion of the learning map and choose a project to show mastery. Students who did not score 80% or higher on the quiz will meet with the teacher to review the topic before re-taking the quiz.
5. Over the course of the week, students will complete **Declaring Independence Learning Map**. All students must complete the DOK 2 and 3 sections. Conference with students to assess their progress and allow them time to revise their work.

#### **ELA:** First- and Second-Hand Accounts

**Standards Addressed:** 1 - 6

**Essential Question:** How do I write an effective opinion essay?

1. Review all learning targets. Guide a mini-lesson on effective opinion introductions, focusing on strong grabbers and thesis statements. Share exemplar introductions from students in class. Ask for student volunteers to read their introductions to the class. Classmates will engage in whole group feedback discussion focusing on grabbers and thesis statements.
2. Students will begin to create a redesign opinion essay. For this essay, students will have to select three redesign ideas inspired by their model school research. Students will explain how their model school research can be implemented in our own classroom. Students will also have to explain how their redesign idea connects to the colonists' pursuit for independence and power in the American Revolution.

3. All students will begin working on the first draft of their redesign opinion essay. Once students have completed the first draft, they will complete the self-checklist. The self-checklist can be found in the **PBL Opinion Writing Packet**. Once the second draft is complete students will give essay to the teacher for final critical friend feedback.
4. Select two students who have completed the first draft of their opinion essay. These two students will read their writing to the class. Classmates will engage in critical friends whole group discussion focusing on the effective explanation of evidence.
5. Students will present their redesign presentation to the class and to any guests you invite. Once presentation is complete, students will engage in a collaborative discussion with teacher discussing the implementation of their redesign ideas in the classroom. Choose some redesign ideas to implement the following week.
6. The principal will repeal all taxation on students.