

Using Understanding By Design for Project Management

GRADE: KINDERGARTEN		DURATION: 22	
DAYS			
BIG IDEA: Change over time			
STAGE 1 – DESIRED RESULTS			
Establishing Goals (i.e. Standard): 1A. The student understands family life now and in the recent past; family life in various places long ago. 1B. The student understands the different ways people of diverse racial, religious, and ethnic groups and of various national origins have transmitted their beliefs and values.			
What are the enduring understandings? <i>Students will understand that...</i>		What essential questions will be considered?	
<p>Our lives now are both similar and different than those of people in our families.</p> <p>The past is part of who we are today. We pass on what's important to us to the future.</p> <p>When time passes, people change, too.</p> <p>We can learn about how the world changes by finding out about our own families' histories</p>		<ul style="list-style-type: none"> ● How can we learn about the past? ● Why is it important to learn about the past? ● How is your school experience similar to and different from that of your parents and grandparents? ● Also: games/hobbies, traditions/celebrations ● How would it feel to live during the time when our grandparents lived? What would be different? What would be the same? ● Why is family important? ● How do we pass on our values to others in the future? 	
What key knowledge will be acquired? <i>Students will know that...</i>		What key skills will be acquired? <i>Students will be able to...</i>	
<ul style="list-style-type: none"> ● Past, present, and future are different time frames ● We can learn about the past from a variety of sources <ul style="list-style-type: none"> ○ For example: Photos, artifacts, diaries, stories, videos, oral histories, etc. ● The past influences the present and the future ● We can learn about how the world changes by finding out about our own families' histories ● Change happens when people or ideas become different over time <ul style="list-style-type: none"> ○ Physical growth contributes to 		<ul style="list-style-type: none"> ● Formulate and ask questions ● Gather data and observations ● Compare and contrast ideas ● Make connections (text-life, life-life) ● Place events in chronological order on a timeline ● Decode meaning from images ● Support a conclusion with relevant information ● Make predictions ● Write interviewees' responses 	

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<p>change in appearance (i.e. birth, crawling, walking, loss of first tooth, etc.)</p> <ul style="list-style-type: none"> ● On a timeline, events closer to the beginning happened longer ago, and events at the other side happened closer to the present. <p>Vocab:</p> <ul style="list-style-type: none"> ● Artifact ● Family tree ● Ancestors ● Immediate family ● Parent, brother, sister ● Extended family ● Grandparent, aunt, uncle, cousin ● Past, present, future ● History ● Hobby ● Traditions ● Change ● Chronological ● Compare, contrast ● Observation 	
Students pre-conceptions/ misunderstandings:	
<ul style="list-style-type: none"> - Anyone is part of my family (friends, teachers, etc.) - Only people who live with me are part of my family (immediate vs. extended family) - Past vs. present vs. future - Questions and comments are the same thing. - I can't learn anything from a picture is it doesn't have words or if I don't know the person in it. - People and things never change. 	
STAGE 2 – ACCEPTABLE EVIDENCE	
<p>Performance Task:</p> <p>Acting as family historians, students will present information on their family history and demonstrate an understanding that family life in the present and in the past have both similarities and differences. Students will create a binder with information about their family, and the class will work together to make a VoiceThread presentation of historical inquiry and a class timeline.</p>	
<p>Goal:</p> <ul style="list-style-type: none"> - Your task is to present your family's history. 	

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- The goal is for students to compare and contrast present family life and family life in the past.
- The problem or challenge is that we need to find different ways to learn about our pasts.
- The obstacle to overcome is making sure that our stories are passed on to future generations.

Role:

- You are a family historian.
- You have been asked to find out and recount important family experiences and traditions.
- Your job is to show the important relationship between the past and the present.

Audience:

- The target audience are other people who don't know you or your family.
- You need to convince them that your family has changed in some ways, but stayed the same in other ways, over time.

Situation:

- The challenge involves understanding what life was like for your family in the past.

Product, Performance, Purpose:

- You will create a family history binder with a family tree, a chronological timeline, a Venn diagram to compare/contrast the past with the present, and pictures and stories about your family
- You will (also) create a VoiceThread visual/oral presentation about questions you have about a family artifact.
- You need to develop visual, written, and oral presentations and materials to explain your family.
- You will participate in co-creating our class timeline.

Standards and criteria for success:

- Your performance needs to include details about your family's history and present.
- Your work will be judged by its clarity and your understanding of the elements of the passage of time and how families and lives change or stay the same.
- Your product must meet the following standards: (see rubric)

What other evidence needs to be collected?

- Each student will have a binder with family history information
 - Family tree
 - Family photos with explanation/analysis
 - Venn diagram to compare/contract past and present
 - Family interviews
 - Autobiography – About Me, About My Family
 - Journal entries
- Class activities
 - Class timeline
 - Ancestry map
- Past/present/future sort
- KWL charts
- VoiceThread oral presentation / historical inquiry

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Week 1: Timelines
 Week 2: How we learn about the past
 Week 3: Our grandparents vs. parents vs. us
 Week 4: Passing on values in the future (traditions, celebrations, family shield, recipes, songs, etc.)
 Week 5: Finishing scrapbooks and presentations

STAGE 3 – LEARNING PLAN

Student Reflection Opportunities:

- Journal entries
- Pair-share
- KWL charts
- Family interviews
- Presentation of finished binder on Social Studies Night

Technology Incorporation:

- VoiceThread
- Historical videos (website:)
- Family videos and photos
- Songs (found on YouTube, Spotify, iTunes, etc.)

Week 1: Timelines

*Materials: “This is my family” worksheet, project binder cover page, **poster paper-size timeline**, kinder timeline events, personal timeline page, personal timeline brainstorm page, autobiography, past/present/future sort, **example autobiography**

<p>May 5 SWBAT tell who is in their family. - Read-aloud: Who's in a Family? - Introduce Essential Questions - Writing: Draw and label family picture</p>	<p>May 6 SWBAT explain why all families are special, no matter who is in them - Read-aloud: All Families Are Special - Writing: Decorate cover page for project binder - Introduce Performance Task</p>	<p>May 7 SWBAT create a class timeline - Read-aloud: Siempre Te Querré - Look at sample timeline - Further left = older, further = more recent - Writing: Put events on timeline in correct order</p>	<p>May 8 SWBAT make a list of important events in their life - Read-aloud: Past vs. present vs. future - Past / present / future sort - Writing: Brainstorm important events - (Finish timelines at home)</p>	<p>May 9 SWBAT write an autobiography - Read-aloud: <i>Find an autobiography</i> - Writing: Write an autobiography</p>
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(Mothers Day = Sunday, May 11)

Week 2: How we learn about the past / digital inquiry using artifacts: pictures, oral stories, diaries, writing, videos/movies

*Materials: teacher powerpoint presentation, VoiceThread presentation, letter asking parents for photos/videos of students, student journals, When I was Little book, When I was little writing prompt,

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artifacts: pictures, realia, other examples				
<p>May 12 SWBAT understand different ways that we share knowledge</p> <p>- Read-aloud: -introduce vocabulary: artifacts, observation</p> <p>- Writing: -give students their very own “diary” where they will record special moments throughout the unit</p>	<p>May 13 SWBAT document some of their own histories through writing</p> <p>- Read-aloud: “When I Was Little” by Jamie Lee Curtis</p> <p>- Extension Writing Prompt</p> <p>- Writing: SWBAT formulate questions</p> <p>- Finish autobiography</p>	<p>May 14 SWBAT document some of their own histories through storytelling</p> <p>-In-class speaker (oral histories) SWBAT ask questions</p> <p>- Writing: Practice sharing our stories through storytelling/ VoiceThread film→ When I Was Little</p>	<p>May 15 SWBAT understand that pictures are a way to share knowledge about the past</p> <p>- Read-aloud Teacher presents powerpoint using old family photos→ what did we learn about teacher through these photos?</p> <p>- Writing: SWBAT participate in historical inquiry using a photograph (whole class) What does this picture tell us? What do we already know? What do we still want to know?</p>	<p>May 16 SWBAT understand t movies/videos are a knowledge about the p</p> <p>-Read Aloud Watch videos + reflect</p> <p>-Writing SWBAT participate in inquiry using a photog (continued)→ Family photo page wi explanation and analy</p>
<p>Week 3: Our grandparents vs. parents vs. us *Materials: Venn diagram compare/contrast worksheet for parents and grandparents, ancestry map, questions for family interview</p>				
<p>May 19</p> <p>- Read-aloud: Mi abuelitos son especiales</p> <p>- Introduce vocab and Essential Questions</p> <p>- Writing: Ancestry maps (finish at home)</p>	<p>May 20</p> <p>- Read-aloud: Guest speaker (grandparent)</p> <p>- Writing: Compare-contrast Venn diagram</p> <p>- Whole-class: Make list of things</p>	<p>May 21</p> <p>- Read-aloud: Guest speaker (parent)</p> <p>- Writing: Compare/contrast Venn diagram</p> <p>- Review yesterday, add to poster of compare-contrast</p>	<p>May 22</p> <p>- Read-aloud: When I Was Little Like You</p> <p>- Writing: Brainstorm list of interview questions (When you were little like me, what was...?)</p>	<p>May 23</p> <p>- Read-aloud: What is an interview? Why do people interview?</p> <p>- Interviewing skills</p> <p>- Video</p> <p>- Writing: Mock interviews</p>

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	we can compare-contrast (traditions, # of siblings) - Find a partner and write 1 similarity and 1 difference - Share what we learned	topics (pasatiempos, antepasados) - Different partner	- KWL chart	
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Week 4: Passing on values in the future (traditions, celebrations, family shield, recipes, songs, etc.)

*Materials: Family shield, example family shield, family celebration/tradition page, family tree page, example family tree, Grandfather's Journey book, letter to future family template

<p>May 26 MEMORIAL DAY – NO SCHOOL</p>	<p>May 27 - Read-aloud: The Kids' Family Tree Book - SWBAT explain what a family tree and an ancestry map tell us - Writing: SWBAT decorate a family shield</p>	<p>May 28 - Read-aloud: Guest speaker (family recipes, traditions, songs, etc.) - Writing: Journal entry – SWBAT identify and describe one family tradition or custom</p>	<p>May 29 - Read-aloud: Grandfather's Journey - SWBAT explain that the past is part of who we are today. We pass on what's important to us to the future. - Writing: SWBAT write a letter to their future children/families, explaining one family tradition/custom</p>	<p>May 30 *VoiceThread recordings? - Read-aloud - Writing:</p>
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Week 5: Finishing scrapbooks and presentations

<p>June 2</p>	<p>June 3</p>	<p>June 4 SOCIAL STUDIES NIGHT</p>		
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Materials needed:

- Books
 - The Kids' Family Tree Book – <http://www.amazon.com/The-Kids-Family-Tree-Book/dp/1402747152>
 - Who's in a Family? – http://www.amazon.com/Whos-Family-Robert-Skutch/dp/188367266X/ref=pd_bxgy_b_img_z
 - All Families Are Special – http://www.amazon.com/All-Families-Special-Norma-Simon/dp/0807521752/ref=pd_sim_b_6?ie=UTF8&refRID=0P3XC09N6AG7M295M2GA
 - When I Was Little Like You – <http://www.amazon.com/When-Was-Little-Like-You/dp/0670876089>
 -
- Parent letters
 - Introducing project, asking for feedback on any tricky situations or topics
 - Asking for a picture from any previous generation (grandparents as kids, parent's wedding, etc.)
 - Interview with family member

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GRADE: 3RD GRADE		DURATION: 7 WEEKS	
BIG IDEA: PERSPECTIVES			
STAGE 1 – DESIRED RESULTS			
Establishing Goals (i.e. Standard):			
<p>Demonstrate understanding of movements of large groups of people into his or her own and other states in the United States now and long ago.</p> <p>Draw upon data from charts, historical maps, nonfiction and fiction accounts, and interviews in order to describe “through their eyes” the experience of immigrant groups. Include information such as where they came from and why they left, travel experiences, ports of entry and immigration screening, and the opportunities and obstacles they encountered when they arrived in America (appreciate historical perspectives)</p>			
What are the enduring understandings? <i>Students will understand that...</i>		What essential questions will be considered?	
<p>A person’s perspective of the world is shaped by his/her experiences and what you make of them.</p> <p>There are many reasons groups immigrate.</p> <p>Immigrants experience different journeys in order to reach the same destination.</p> <p>Many immigrants had misconceptions about the opportunities and difficulties of migrating to the U.S.</p>		<p>Why would you leave your home country?</p> <p>Who belongs here?</p> <p>If America is the land of opportunity, are we all given the same opportunities?</p> <p>What is an American?</p> <p>Is it worth coming to the U.S. as an immigrant?</p>	
What key knowledge will be acquired? <i>Students will know that...</i>		What key skills will be acquired? <i>Students will be able to...</i>	
<ul style="list-style-type: none"> ● Immigrants come from many places: Africa, Ireland, China, Latin-America. ● Reasons people immigrate. ● There are different travel experiences and methods (ship, land, trucks, boats). Each has its own obstacles. 		<ul style="list-style-type: none"> ● Read and analyze historical accounts (fiction and non-fiction) ● Compare fiction and nonfiction accounts ● Read maps ● Read charts with data 	

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<ul style="list-style-type: none"> ● There are different ports of entry (Ellis Island, slave ships, U.S/Mexico border, Florida) and immigration screening processes. ● Opportunities upon arrival. ● Obstacles in the U.S . ● Art represents multiple perspectives. ● Interpretation of art varies depending on individual life experiences 	<ul style="list-style-type: none"> ● Making connections to their own family experiences ● Interpret and create timelines with duration/eras marked ● Consider and appreciate historical perspectives ● Draw inferences from a historical photograph or painting (primary sources) ● Recognize and avoid stereotypes of immigration ● Compare and contrast different ideas and values ● Identify basic art principles and elements including color, line, emphasis, movement, repetition, value
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Students pre-conceptions/ misunderstandings:

- Students think a race/ethnicity is defined by one feature (ie skin, language).
- White people were here first.
- Anything European belongs. All else are immigrants.
- Immigration no longer an issue.
- The past is grouped into one era.
- Misconceptions about the past (money, living conditions, laws).

STAGE 2 – ACCEPTABLE EVIDENCE

Performance Task:

Students will assume the role of an artist who lived during an immigration movement. They will choose a perspective and create a drawing, painting, sculpture representing (“through their eyes”) one of the plights of immigration.

They should also write an information card/plaque. It should try to answer some of these questions:
 What immigration movement did you select? Whose perspective is represented in the piece? When did it take place? What kind of atmosphere/mood does your project evoke? What is the setting? What are the people doing? How are they dressed? What are their feelings? Why did you choose to represent this immigrant’s experience?

They will be the artist presenting their work at the museum on Social Studies Night. They should be ready to answer questions about their work of art on immigration. They should support their ideas with facts. They

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should also dress up to reflect that time era.

What other evidence needs to be collected?

- written response test at the end of each movement
- reflection/connections journal
- response to art questions based on different works of art
- KWL charts per era
- Venn Diagrams to compare/contrast
- informal observation techniques
- post its
- maps of immigration routes
- guided notes

STAGE 3 – LEARNING PLAN

Student Reflection Opportunities:

- Reflection/connections journal
- Thumbs up and down
- Agree/disagree

Technology Incorporation:

- Videos
- Powerpoints with photographs
- Student research online
- Virtual field trips
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<p>APRIL 21 Art Principles → Use photographs about immigration</p> <p>Use this handout as a guide for students: http://www.cr.nps.gov/museum/tmc/docs/How_to_Read_a_Photo.pdf</p> <p>Students can discuss the photographs with their table each day after filling out the handout.</p> <p>Start the introducing art elements powerpoint.</p>	<p>Emphasis: Where is the emphasis in this photograph? Where does your eye go? Analyze pictures on slideshow.</p> <p>Color/Value: What colors did the artist use? How do they make us feel? Cool colors vs. Warm colors vs. Black and white</p> <p>Students create an art portfolio that shows an example of emphasis.</p>	<p>Rhythm & Movement: What are the people doing? How do you imagine them moving? Why?</p> <p>Space & Perspective: Whose eyes are we looking through? The artist? An observer? How do we know?</p>	<p>Mood & Emotion: What moods are created? How do they make us feel? How did the artist do this></p> <p>Balance/Contrast: What is on one side of the painting? What is on the other side? Why did the author do this?</p>	<p>SWBAT identify art principles and elements. SWBAT draw a family scene and point out art principles or elements in their own art. Model writing your own explanation of your family scene. Use sentence starters to talk about the different elements and principles.</p> <p>In my drawing, the emphasis is on ... I used the colors ___ and ___ to show.... I want the viewer to feel - --</p>
<p>APRIL 28</p> <p>Start with quote by Teddy Roosevelt. Do you agree? Why? Now think about your parents or families who have immigrated. Do you still agree?</p> <p>Introduce the quick survey about beliefs on immigration. Split up into 2 large groups. Discuss whether they agree or disagree with the statement and explain why.</p> <p>Go into depth over the next four weeks – 1607 – 1775 European Immigration Colonial America Pilgrims – great Britain</p>	<p>How they Europeans set up their lives in the New World</p> <p>Add route to the map and color in where they settled. Add dates to class timeline and students’ timelines.</p> <p>Finish picture book.</p> <p>Show the paintings of the pilgrims and discuss themes: native americans, religion, freedom.</p> <p>Write a journal entry from the point of a pilgrim immigrant.</p> <p>ideo on Immigration in 1700s and where they settled http://education-portal.com/academy/lesson/13-colonies-colonial-life-economics-politics.html#lesson</p>	<p>African Slaves Transatlantic slave trade Have kids write down as many people they know in one minute. After, tell them all those people would have been slaves if they had lived in ___(country?), Africa.</p> <p>Add route to the map and color in where they settled. Add dates to class timeline and students’ timelines.</p> <p>Traveling by ship. Show them videos on history channel of slave trade.</p> <p>The Middle Passage Videos http://history.howstuffworks.com/30011-assignment-discovery-the-middle-passage-video.htm</p> <p>End with pictures of slave trade and crowded compartments. Have them reflect on what they see.</p>	<p>Arriving in the United States to Work</p> <p>Read article on life as a U.S. slave. Jigsaw this article by tables and share out. Students take guided notes.</p> <p>Show pictures of signs selling slaves.</p> <p>Write a journal entry from the point of a slave.</p> <p>A Forced Migration - article on Slave trade experience http://www.learnnc.org/lp/editions/nchist-colonial/2028</p> <p>v</p>	<p>Students will navigate the first tab of the online timeline and view pictures etc. Immigration: Interactive Timeline http://teacher.scholastic.com/activities/immigration/index.htm#event2</p> <p>SWBAT use a venn diagram to compare european vs. African slaves immigration SWBAT to write a written response.</p>

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<p>Dutch, Ireland Spanish in California French in the South Germans</p> <p>Read the picture book: “If you travelled on the Mayflower.” Have them reflect on the experiences.</p> <p>Quotes on immigration http://www.goodreads.com/quotes/tag/immigration</p>				
<p>May 5 Irish and Catholic Immigration (1850)</p> <p>Introduce push and pull factors by reviewing African and European immigration.</p> <p>Have a gallery walk where students decide if the description is a push or pull factor for immigration.</p> <p>Start Powerpoint presentation. Talk about potato famine. Students take guided notes.</p> <p>Article to Read on Irish Immigration for Power Point http://www.readworks.org/readworks-pdf/245794</p>	<p>Irish and Catholic Immigration (1850)</p> <p>Put up visuals with anti-Catholic and anti-Irish immigration propaganda. Have kids come in and walk around. Act as a curator and explain the images. Have a discussion about how they would feel if they saw these images as immigrants.</p> <p>Students will then create pro-immigration posters that counter stereotypes.</p> <p>Images (cartoons) to include in Power Point http://hss.lausd.net/sites/hss.lausd.net/files/Irish%20Immigration%20Lesson%20Plan_0.pdf http://sheg.stanford.edu/irish-immigration</p>	<p>Interactive Famine Site Tour http://www.irishpotatofamine.org/flash.html</p> <p>Have students explore the website.</p> <p>Split students into groups. Have them construct an argument amongst their table for either leaving Ireland or staying in Ireland based on the difficulties they learned about in Ireland and in the U.S.</p>	<p>Ellis Island Immigration</p> <p>Have kids sit on a tiny piece of blacktop area for 15 minutes, crowded. Only let them use the restroom or play if they are clean head to toe. Discuss what this felt like. Compare it to coming to Ellis Island.</p> <p>Read Aloud story.</p>	<p>Show images and quotes from Ellis Island.</p> <p>Students go through the next part of the interactive timeline.</p> <p>Immigration: Interactive Timeline http://teacher.scholastic.com/activities/immigration/index.htm#event2</p>
<p>Difficulties as an Immigrant</p> <p>Talk about the struggles of an immigrant – jobs, housing, and discrimination – through PowerPoint.</p>	<p>May 12 Asian/Chinese (1882) Chinese Exclusion Act</p> <p>Label Map and Timeline</p> <p>Read “Ellis Island and Angel Island” articles from CCSS</p>	<p>Show images of Chinese Exclusion propaganda/cartoons.</p> <p>Students go through the next part of the interactive timeline. Take notes.</p>	<p>Have students play roles and set up an Angel Island station. Some are officers. Some are immigrants. They go</p>	<p>SWBAT respond to the question: Should the US restrict immigration in some way? If so, what criteria should determine who is allowed in or not?</p>

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<p>Virtual Field Trip: Tenements in New York in 1900s http://www.thirteen.org/tenement/logcabin.html</p>	<p>Support Coach</p> <p>Jigsaw reading in groups</p>	<p>Immigration: Interactive Timeline http://teacher.scholastic.com/activities/immigration/index.htm#event2</p>	<p>through different stations. Write a journal reflection as if they were an immigrant writing home to tell about the experience.</p>	
<p>May 19 Latin American Bracero Program / Amnesty</p> <p>Latin American immigration pictures Gallery Walk</p> <p>Map the different countries we will study latin immigration and list the push/pull factors</p> <p>Add to timeline</p> <p>Stories of Arrival videos http://www.pbslearningmedia.org/resource/15b19a60-db6b-4564-8c9a-21e116c8936b/latino-americans-stories-of-arrival-lesson-plan/</p>	<p>Latin Immigration PowerPoint</p> <p>Bracero Program & Operation Wetback</p> <p>Includes art to analyze and connections to be made with other immigrants</p>	<p>Latin Immigration PowerPoint</p> <p>Border Crossing & Recent Treatment</p> <p>Songs: <i>El Emigrante</i> or <i>la jaula de oro, tres veces mojado, hielo</i></p> <p>Video: Fear and Learning at Hoover Elementary https://www.youtube.com/watch?v=jaXz4fHmFFM</p>	<p>Do a time machine walk. Post up different laws around room. Students travel in pairs discussing whether it is a fair law or not. Have students reflect on the laws in their journal. Choose a law. Make a picture reflecting the pros or cons of that law.</p>	<p>Start Performance Task Part 1</p> <p>Set up expectations for round of immigrant interviews. Explain task to students. Model how to ask questions and take notes during an interview</p>
<p>Start Performance Task Part 2</p> <p>Introduce art expectations and rubric.</p> <p>Think aloud about perspective based on immigrant interview. Sketch with pencil on paper.</p>	<p>Performance Task Part 2</p> <p>Continue think aloud about art elements. Write draft paragraph explaining sketch.</p> <p>Students think aloud with partners about their immigrant's perspective and sketch with pencil. Then write about their elements in a paragraph.</p>	<p>Painting Techniques</p> <ul style="list-style-type: none"> ● How to clean brush ● How to use water to dilute paint ● How to let paint dry ● Different brushes do different things ● How to mix colors ● How to layer colors ● How to create movement or texture 	<p>Performance Task Part 3</p> <p>Review art expectations and rubric.</p> <p>Model how to sketch on canvas. Model thinking about the elements already written about in</p>	<p>Performance Task Part 3</p> <p>Students paint.</p>

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		I do, We Do, You do each technique	paragraph and using those to guide the art.	
June 2 Finish up Painting	3 Finish up Painting	4 Social Studies Night Practice & Set Up		

Resources:

<http://www.scholastic.com/teachers/lesson-plan/immigration-then-and-now> (scholastic lessons)

<http://www.thejewishmuseum.org/viewingartwithstudents> (art questions)

<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/> (library of congress)

<http://www.besthistorysites.net/index.php/american-history/immigration>

<http://online.wsj.com/news/articles/SB10001424127887324492604579083080268106684>

<http://www.cpalms.org/Public/PreviewResource/Preview/47372>

http://teachingresources.atlas.illinois.edu/chinese_exp/process08.html

http://sheg.stanford.edu/upload/Lessons/Unit%206_Gilded%20Age/Chinese%20Immigration%20and%20Exclusion%20Lesson%20Plan.pdf

<http://www.inmotionaame.org/migrations/landing.cfm?migration=1> (african american migration)

<http://www.history.com/topics/u-s-immigration-before-1965>

Activity that introduces idea of cultural diversity

http://education.nationalgeographic.com/education/activity/cultural-diversity-united-states/?ar_a=1

Graphs & Data

http://teacher.scholastic.com/activities/immigration/immigration_data/region.htm

Fear and Learning at Hoover Elementary

<https://www.youtube.com/watch?v=jaXz4fHmFFM>

Made in LA

<https://www.youtube.com/watch?v=LqZER48kESM>

Bracero program

<https://www.youtube.com/watch?v=AL5d9CWV0Xg>

<https://www.youtube.com/watch?v=oxEZrpcJpSU>

Border Stories

<https://www.youtube.com/watch?v=1PaWiYOH800>

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GRADE: 7th GRADE: WORLD HISTORY	DURATION: 28
DAYS	
BIG IDEA: HISTORY IS A PARADOX!	
STAGE 1 – DESIRED RESULTS	
Establishing Goals (i.e. Standard):	
Standard 2E: The students understand the significance of the Enlightenment in European and World History.	
a. Assess the impact of Enlightenment ideas on the development of modern nationalism and democratic thought and institutions.	
b. Describe conditions of slave life on plantations in the Caribbean, Brazil, and British North America and analyze ways in which slaves perpetuated aspects of African culture and resisted plantation servitude.	
c. Explain principal ideas of the Enlightenment, including rationalism, secularism, progress, toleration, empiricism, natural rights, contractual government, and new theories of education.	
Standard 4B: The students understand the origins and consequences of the Trans-Atlantic slave trade.	
a. Analyze why sugar, tobacco, and other crops grown in the Americas became so important in the world economy.	
b. Explain how European government and firms organized and financed the Trans-Atlantic slave trade; and describe the conditions in which slaves made the “middle passage” from Africa to the Americas	
c. Describe conditions of slave life on plantations in the Caribbean, Brazil, and British North America and analyze ways in which slaves perpetuated aspects of African culture and resisted plantation servitude.	
Unit Summary:	
In this unit, student will examine how History can sometimes be a paradox. They will learn and reflect of both the Trans-Atlantic Slave Trade and the European Enlightenment of the 17 th century. Through looking at these two historical events, student will formulate their own ideas of why two extremely opposite events could possibly be developing at the same time. Students will engage in conversations using primary resources, secondary sources, videos, and historical time lines that will allow them to formulate ideas of why history can sometimes be a paradox. At the end of the unit, students will show their understanding through a written assignment and creating a Museum of Historical Paradox where parent and visitors have an opportunity to watch different skits that recreate the experience people in both sides of the globe were experiencing at the same	

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time.	
What are the enduring understandings? <i>Students will understand that...</i>	What essential questions will be considered?
<ul style="list-style-type: none"> • Understand the origins of racism and slavery • Who benefited from slavery • Legacy left from the establishment of world-wide slavery • Ideas change societies • History is a paradox • Evolution of democracy 	<ol style="list-style-type: none"> 1. What is the historical significance of the European enlightenment and Atlantic-Slave Trade in World History? 2. What is democracy? 3. What is slavery? 4. What does it mean to be “civilized?” Who defines “civilized?”
What key knowledge will be acquired? <i>Students will know ...</i>	What key skills will be acquired? <i>Students will be able to...</i>
<ul style="list-style-type: none"> • How life was like for a slave during the Trans-Atlantic Slave Trade • The European views on slaves • What motivated the slave trade 	<ul style="list-style-type: none"> • <u>Reflect</u> on the experiences of slaves in the trans-Atlantic slave trade. • <u>Connect</u> modern ideas in politics to enlightenment ideas
Students pre-conceptions/ misunderstandings:	
STAGE 2 – ACCEPTABLE EVIDENCE	
Performance Task:	
7th grade performance task: History is a Paradox!	
Summary:	
You and a team of professionals are going to create the Museum of Historical Paradox. You will either be in charge of the part of the museum that portrays the European Enlightenment (1650-1800) or Slavery and Plantations (1501-1865). This museum will not only be decorated in a way that depicts your assigned topic, but it will also aim to make its visitors understand why history can be a paradox. You and your team will be in charge of using visuals, text, skits, oral explanations, and even short speeches that will help your guest understand all you have learned throughout the unit.	
The two teams:	
<u>Enlightenment (1650-1800)</u> and <u>Slavery and Plantations (1501-1865)</u>	
Each team will consist of the following professionals:	
Visual Artist	1. Plan visual arrangement of the museum (Poster Blueprint)

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	<ol style="list-style-type: none"> 2. Draw, color, decorate 3. Writing to explain some of the visuals 4. Help the other teams!
Performing Artists	<ol style="list-style-type: none"> 1. Create and perform short skits 2. Create and perform Speeches: Rousseau and Locke 3. Dress up 4. Get into character! 5. Recruit other performers
Scribes	<ol style="list-style-type: none"> 1. Timeline—Developed after analyzing historical time lines 2. Writing important information on posters and wall 3. Vocabulary wall
Narrator	<ol style="list-style-type: none"> 1. Welcome guests 2. Introduction to the museum 3. Explain items in the museum 4. Guide guest through the museum
Keep in mind:	
<ol style="list-style-type: none"> 1. Some of the work has to be completed at home 2. Your parents may help you at home if needed! 	
What other evidence needs to be collected?	

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Questions you can ask:

Essential Questions

1. Why is this museum called the Museum of Historical paradox?
2. What was life like for slaves who were transported from Africa to America?
3. What were the European views of slaves?
4. What motivated the slave trade?
5. What was the importance of the European enlightenment in World History?
6. Who was one of the most important thinkers of the Enlightenment?
7. Can the enlightenment be a Revolutionary period in World History?

Preguntas que puede hacer:

Preguntas esenciales

1. Por que se llama este museo el Museo de la paradoja histórica?
2. Como era la vida de los esclavos que fueron intercambiados de África a las Americas?
3. Cual era la perspectiva que tenían los Europeos hacia los esclavos?
4. Que cosas causaron que ocurriera el intercambio de esclavos de África a las Americas?
5. Cual es la importancia del Alumbramiento para la historia del mundo?
6. Quien fue uno de los filósofos mas importantes del Alumbramiento?
7. Se puede decir que el alumbramiento fue un movimiento revolucionario?

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Historical Role Play : UBD Enlightenment and Trans-Atlantic Slave Trade				
Teacher Name: Jose Gonzalez & Jaime Guerrero				
Student Name: _____				
CATEGORY	4	3	2	1
Historical Accuracy	All historical information appeared to be accurate and in chronological order.	Almost all historical information appeared to be accurate and in chronological order.	Most of the historical information was accurate and in chronological order.	Very little of the historical information was accurate and/or in chronological order.
Role	Point-of-view, arguments, and solutions proposed were consistently in character.	Point-of-view, arguments, and solutions proposed were often in character.	Point-of-view, arguments, and solutions proposed were sometimes in character.	Point-of-view, arguments, and solutions proposed were rarely in character.
Knowledge Gained	Can clearly explain several ways in which his character "saw" things differently than other characters and can clearly explain why.	Can clearly explain several ways in which his character "saw" things differently than other characters.	Can clearly explain one way in which his character "saw" things differently than other characters.	Cannot explain one way in which his character "saw" things differently than other characters.
Required Elements	Student included more information than was required.	Student included all information that was required.	Student included most information that was required.	Student included less information than was required.
Writing	Information clearly relates to the Enlightenment and Trans-Atlantic Slave Trade and extends student understanding and analysis of the essential question. It includes several	Information clearly relates to the Enlightenment and the Trans-Atlantic Slave Trade. It provides 1-2 supporting details and/or examples.	Information clearly relates to the Enlightenment and the Trans-Atlantic Slave Trade. However, no details and/or examples are given.	Information has little or nothing to do with the Enlightenment or Trans-Atlantic Slave Trade.

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	supporting details and/or examples.			
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.