1. What is our purpose?

To inquire into the following:
- **transdisciplinary theme** How we organize ourselves
- Students will learn about civics and government to understand how we organize ourselves to give everyone a voice.

- **central idea** In a democracy we organize government to promote civic responsibility and protect the rights and liberty of all citizens.

**Summative assessment task(s):**
What are the possible ways of assessing students’ understanding of the central idea? What evidence, including student-initiated actions, will we look for?

Learning activities and experiences to be assessed will include the following:

1. An activity entitled “A Dangerous Street and Civic Action” which is a simulation in which students must demonstrate understanding about how a community works together for protection from threats

2. **I’m a Character:** Students will identify characteristics of responsible citizenship.

3. **Class Citizen:** Students will identify what it means to be a citizen.

4. **Campaign:** students learn how to create a campaign and speech to present to their peers to work on the election process

5. **Villages:** students work together off of a class created rubric to create a village. Class will determine the components of the village as thought of importance.

2. What do we want to learn?

What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?

Causation: Students will form their own villages within their collaborative groups to learn how villages must interact and cooperate to ensure that all receive goods and services.

Responsibility: Students will learn and demonstrate concepts of civic responsibility, citizenship, community, liberty, government, courts, laws, justice and rights.

Reflection: Students will reflect upon their own participation as members of a classroom government and in reflection on their role in mock court proceedings.

What lines of inquiry will define the scope of the inquiry into the central idea?

- Governments are formed to provide services and protect people.
- We need laws to ensure safety and freedom for all.
- Civic responsibility is a core principal for effective community development.
- It is necessary to learn to resolve individual and group conflicts.

......We must learn who takes care of local, state, and national concerns.
3. How might we know what we have learned?

This column should be used in conjunction with “How best might we learn?”

What are the possible ways of assessing students’ prior knowledge and skills?
What evidence will we look for?

KWL Charts will be used for many of the activities to assess what students already know about government, US Constitution, Citizenship, National Anthem, Declaration of Independence, Court proceedings and the branches of government.

Students will develop a large banner to reflect upon their ideas of what it means to be a patriotic American.

Students will work in groups to develop a chart that demonstrates how their village works by defining its rules, services provided and strategies for interacting with other villages.

Students will trace and categorize the levels of government that begin with them in the classroom, on up to world government organizations like the United Nations, and NATO.

Students will view several videos about various aspects of government, sing songs, write poetry, and develop their own perspective which will be seen in their writing projects.

What are the possible ways of assessing student learning in the context of the lines of inquiry?

4. How best might we learn?

What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?

Group collaboration in planning and writing to a local, state or national leader to suggest important policy changes.

Students came up with the idea of naming their villages, electing officials and sending representatives to a central council that would make decisions affecting all of the communities.

Students will work individually to put the words of the Declaration of Independence, Bill of Rights, US Constitutions and the US National Anthem into their own words.

What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner?

Profile: Reflective and Balanced
Attitudes: Respect and Curiosity

Through multiple opportunities for simulation and problem solving, students will be required to identify the problems of governing and communicating effectively. Fishbowl Discussions will be used throughout the unit to help students learn and demonstrate good habits of discussion and give feedback to their peers.

5. What resources need to be gathered?

What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?

Several YouTube videos have been selected as motivational and engagement tools. These include such things as: How a Bill Becomes a Law, Music and Informational Videos on The Declaration of Independence, The National Anthem, The US Constitution, Citizenship, etc.

Teacher resources included http://teacher.scholastic.com/lessonrepro and http://www.iscv.org

Principal Cunat will be used as a resource to work with our Principal and Vice Principal of the Day to help students consider how to initiate change.

Music will include the exposure to several children’s songs about various aspects of government, as well as including learning to sing and dance to the Indian National Anthem, Jana, Gana, Mana.

Art includes several opportunities for students to draw creative visualization of their projects. The two most important ones are the creation of posters to represent their village and the all class participation in developing a banner to demonstrate what America Means to Me or What I Can Do For My Country.

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6. To what extent did we achieve our purpose?
Assess the outcome of the inquiry by providing evidence of students’ understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.

Students were very slow at showing they had a comprehension on this unit. However, they were very interested in campaigning/voting. What helped with this is the constant discussion of this on real live television this year. Students quickly learned about campaigning through that and were able to use this as an understanding to hold our own campaigns. I used a rubric for comprehension with each of the lines of inquiry to assess unit knowledge. Students have a basic understanding of what we learned, however, they struggled with some areas of how it effects our daily lives. We went back and looked at each line of inquiry to identify and discuss how knowing about these areas are important to us. Students in second grade still seem to struggle with understanding the difference in local, state and federal issues. However, creating a base knowledge will help with the next grade level. Hopefully creating a base knowledge for them to build off of.

How you could improve on the assessment task(s) so that you would have a more accurate picture of each student’s understanding of the central idea.

The only major change I would make is to not create the lines of inquiry until I know their basic knowledge of government. I feel that if these are set too high there may be some gaps of understanding. I also think that I need to explain the concept of how it effects my life at the beginning of the unit not the end. Students must be a part in all rubric creating for assessment. They also need to be the ones that come up with the activity to assess. I love that I create the idea of a village, however, I need to let them come up with the creation of it rather than me listing what they need to have.

What was the evidence that connections were made between the central idea and the transdisciplinary theme?
As students organized our classroom throughout this whole unit and created a substantial organization and flow to our classroom, I was continuously connecting this to how our government works. We used the same terminology to create the different roles and rules of our classroom as you would in governmental society.

7. To what extent did we include the elements of the PYP?
What were the learning experiences that enabled students to:
- develop an understanding of the concepts identified in “What do we want to learn?”
- demonstrate the learning and application of particular transdisciplinary skills?
- develop particular attributes of the learner profile and/or attitudes?
In each case, explain your selection.

In our classroom students sit in table groups. When you have students in this seating arrangement you most likely label the table groups by a number or a color. However, to go along with our unit students created their tables into villages. These villages they elected jobs, created a village symbol and rights and responsibilities for the citizens in their village. Each morning the villages came to school and there were difficult situations that were thrown at their village. These situations forced students to make decisions that were challenging for them to work together to understand. These situations were working to get students know how to work together, create fairness out of unfair situations, help each other out so no one was left behind and “save each other”.

As a class we held campaigns, debates, and elections for student jobs in the classroom. We determined the length of the term for the job as well as what the job title would consist of. Students did a fantastic job defining the jobs and responsibilities through their understanding of what the actual government titles and responsibilities consisted of. Through this unit we also incorporated skills of math, science, art, literature, and students demonstrated their listening and speaking skills. Math was utilized when students were given a budget for their table and they had to spend money when they misplaced supplies, or were being disruptive. This showed how they have to work together as well to keep their village running. Other areas were also incorporated in the everyday exploration and investigation of the unit as well.

Connection: Students gained an understanding on how the different jobs all work together to make the other positions run and work. Students were able to understand how the different responsibilities relied on the others

Form: students expressed an understanding of form by understanding the different parts of the government and knowing how they work together to create the total government as one. They were able to see the different parts of government and understand how they all work together.

Respect: When students were given situations each day for their village to work with
8. What student-initiated inquiries arose from the learning?

Students inquired about laws, and currency in other countries. They asked if other countries use the same type of ideas as we do. This arose when we started creating our table villages. This was a question because students wanted to know how differently they could have their village become. However when students started researching this, they found that we do all have currencies, even though they are different. All nations have a type of government to create and watch laws, etc.

At this point teachers should go back to box 2 “What do we want to learn?” and highlight the teacher questions/provocations that were most effective in driving the inquiries.

What student-initiated actions arose from the learning?

Record student-initiated actions taken by individuals or groups showing their ability to reflect, to choose and to act.

The first week of the unit students had very limited knowledge of government. Students knew the basic, there is a president and a mayor with other small positions. When we started the unit, students began to inquire about jobs. I stated we could create our classroom task jobs using the government system. Students then researched how to campaign, vote and elect positions. We held our own debates, and elections for the positions that were created by the students. The most interesting student initiated action was when creating our villages. Students asked me immediately if they could create their own money, and used IPads to research what was on different currency. Also, students have been bringing books that they select at the local library on the weekend back to class to share with the class that relate to our unit.

9. Teacher notes

This is a new unit that was developed by me, Alan Burrall, for second grade students. The concepts are at a high level for second grade, but with scaffolding and clear instruction these students were able to transfer their exploration of group discussions into concepts for government. It is important to note that these students had already had several months of guided work in habits of discussion and development of skills in group collaboration through their involvement in regular Fishbowl Discussions. I believe this work is essential if a teacher is going to try to implement this unit using a student-driven, IB approach.

Many fiction and non-fiction texts were available to the students during this unit. Most of the fiction or realistic fiction was based on prior work during Black History month since the civil rights movement and the treatment of African Americans in our country leads naturally to a discussion about fairness and equal treatment.

A Partial Listing of Texts:

- **Becoming a Citizen** by Sarah De Capua
- **The Supreme Court** by Christine Taylor-Butler
- **The National Anthem** by Elaine Landau
- **The Declaration of Independence** by Elaine Landau
- **Fight for Freedom** by Daniel Rosen
- **How the US Government Works** by Syl Sobel
- **Kids Guide to Local Government** by Heinemann Library
- **Dreaming of America: An Ellis Island Story** by Eve Bunting
- Others Include: **If the World Were a Village**, **If America Were a Village**, **One Drop of Water**, **One World, One Day**, **Tar Beach** by Faith Ringgold, **Invisible Princess** by Faith Ringgold, **I'm Beautiful**, **Freedom Summer**, **How to Build a Country**, **If this Bus Could Talk** and many more.