1. What is our purpose?

1a) To inquire into the following:

- Transdisciplinary Theme: WHERE WE ARE IN TIME AND PLACE

- Central Idea: By means of influences and oppression, people’s lives drastically changed through time.

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<th>Class/grade:</th>
<th>4</th>
<th>Age group:</th>
<th>9-10</th>
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<tr>
<td>School:</td>
<td>Wildwood</td>
<td>School code:</td>
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<td>Title:</td>
<td>Oppression: Manifest Destiny or Tragedy?</td>
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<td>Teacher(s):</td>
<td>Mathis/Wiedegreen</td>
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<td>Date:</td>
<td>December/January 2015-16</td>
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<td>Proposed duration:</td>
<td>5 weeks</td>
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1b) 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?

*Content:* (eg. Test, quiz, presentation) short response quiz on novel “The Breadwinner” - scoring guide

*Process:* (eg. Demo or explanation, movie, presentation, written, visual or verbal) Individual Paper – Compare and contrast oppression from past (Native Americans) and now (girls in Afghanistan) - rubric

*Product:* (eg. model, poster, movie, presentation) Presentation of choice in groups: “All about your tribe” – student made rubric

*** Final: Students may create an expository essay comparing and contrasting how people have been oppressed over time.

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?

*Change:* Students will see how oppression has not changed over time by reading, listening, viewing, and investigating primary resources about oppression.

*Causation:* Students will investigate the causes of oppression, which will reinforce the meaning of Manifest Destiny.

*Perspective:* There are always different perspectives to issues. Students will be exposed to both and create arguments to support their perspective.

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

- Indigenous people’s beliefs and traditions (perspective)
- Circumstances that led to the oppression past and present (causation) (change)
- Creating a just world for all (change)

What teacher questions/provocations will drive these inquiries?

1. What geographic features influenced characteristics of that specific area’s tribe?
2. What makes a person indigenous?
3. Who was responsible for what America was, is and will be?
4. How did the “white man’s” views and beliefs clash or coincide with the native people?
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?

Introduce the unit by playing a song and give the students lyrics to discuss afterwards. “Indian Reservation: by Paul Revere and the Raiders.

Students will participate in discussion about what makes a person free.

Students will use Inquiry Journals to formulate a list of inquiries about the unit before we start.

Students will get into groups and complete a “What I SEE, What I THINK, What I WONDER” inquiry activity about a picture/political cartoon teacher displays.

A T-Chart will be used throughout the entire unit and displayed in the classroom to compare and contrast oppression through time.

Primary Resources Inquiry Walk activity before lesson starts.

What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for? Formative Assessments:

Teacher Checklist: Research on specific tribe

Written Task: Novel Study Literacy Binder Tasks (15 points) student choice leveled.

Rubric: CCSS Argumentative essay: As a tribesman/tribeswoman persuade your leader to go against or with government OR Write an argumentative essay for or against girls in Afghanistan going to school.

Process Task/Teacher Checklist: model of Native American tribe

Teacher Checklist: Non-Fiction book reviews tie-tac-toe choice board

Written Task: ReadWorks articles

Written Task: Primary Resources activities

Teacher Checklist: Transdisciplinary Skills

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?

Front-loading: Students will explore the classroom PYP library on Native American people and traditions. Students will view and research various websites using the laptops. Art and traditional Native American items will be on display. This will be used to compare and contrast to the oppression of women today.

Learning Activities:

1. “Woolen Art: Navajo Blanket Weaver” Primary Sources pg. 17 (Build Background about tribes and culture)
2. “Be it Enacted” Senate Bill 102: Primary Sources: pg 31 (Investigation and demonstration)
3. “Chiefs vs. Soldiers” (Investigation and demonstration)
4. “Twin Territories” (Investigation)
5. “The Monument that Never Was” (Investigation and demonstration)
6. “The Monument of Wood” (demonstration and Presentation)
7. “Custer’s Last Stand” (Investigation and Simulation)
8. Survival Challenge: Trail of Tears- 10 items that would help you survive (student driven inquiry and presentation)
9. Skits (Simulation)
10. Debates (Student driven, student presentation and demonstration)
11. PBS articles: Manifest Destiny (Inquiry and Investigation)
12. PBS Webquest (Investigation)
13. Wildwood Neighborhood Investigative Walk: “Street Names History”
14. Field Museum scavenger hunt (Field Trip)
15. Comprehension Toolkit: “Navajo Code Talkers” (non-fiction short text)
16. CCSS Literature: Differentiation - “The Breadwinner” (CCSS Lit 3-5), extension for students action component to read “I Am Malala”
17. CCSS Informational Text: Various non-fiction texts from library on Native American Tribes for classroom display and use. Various PBS articles (see attached).
18. CCSS Writing: As a young tribesman or woman, persuade your tribal leaders to go against America or with American and support it with reasons/evidence. Use lessons learned in unit. (Persuasive: Writing 1.2)
19. 21st Century/MIRTL: Investigate and analyze “American Progress” by Gast and other forms of art/music pertaining to Manifest Destiny from different perspectives and complete activity sheet (see attached).

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

Social Skills were covered with this unit.
5. What resources need to be gathered?
What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?

1. Open Court short stories on Native American life
2. The Breadwinner novel
3. I am Malala novel
4. DVDs: Chief Joseph, PBS videos on Native Americans
5. KWL chart throughout unit (Student Driven Inquiry/asking questions)
6. Field trip to the Chicago Field Museum for Native American Life display scavenger hunt.
7. Weekly Menus on Google Drive
12. Big Universe books assigned to students about culture, traditions, ways of life, and important wars/battles that the Native Americans had with the settlers. These books build background in order for the students to understand how they were truly oppressed.

How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?

1. Resources were displayed around the room. Books/cultural items in PYP library
2. Student made posters displayed around the room and novel board on The Breadwinner
3. Student made Native American work displayed around the room.
4. Primary resources pictures, maps displayed around the room.
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.

This unit was very eye opening for students. Before this unit, I realized that many of my students haven’t been exposed to such historical and current unfortunate events. I think it was a really good idea to start the unit off with the song lyrics and annotating it, in order to engage students and have them understand right away that rights were taken away from some people.

As we continued our inquiry into oppression, it was also very critical that the students complete the word study on oppression right in the beginning. We actually annotated and paraphrased the central idea in the beginning so students were much more invested and understood what we were about to embark on.

Throughout the unit, comparing the Indigenous People and the women of Afghanistan with the T-Chart in the room was absolutely important because, not only did the students take full ownership of the chart, but they were able to see how oppression happened in the past and present. This also enabled them to make the connection to the Transdisciplinary Theme – Where We Are In Place and Time.

Finally, starting off with Line of Inquiry one about traditions and beliefs was important and will be continued because once the students were able to learn about the Indigenous People’s culture, traditions, beliefs, and way of life, then they truly understood the central idea of how life drastically changed. Then, the students focused on circumstances that led to oppression and finally, came up with solutions – through respect, cooperation, and social skills – of creating a just world for all.

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.

I would like to have students go to the Field Museum to see the Indigenous People exhibit in order for them to really get a clear and realistic picture of what life was like in the past for those people. If they understand the traditions, beliefs and life style of the Native Americans, they will then understand what the settlers took away from them. I am going to plan a scavenger hunt for them next time so that I can be real intentional in terms of the central idea.

What was the evidence that connections were made between the central idea and the transdisciplinary theme?

Students were able to make the connection because now they better understanding of what oppression can actually be. Oppression can also present itself in subtle ways that the students didn’t really pick up on. Towards the end of the unit, they were really clear on who was being

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?”

  Change: Students learned how oppression has not changed over time by reading, listening, viewing, and investigating primary resources about oppression. The primary resources really drove this home for them. When they students made timelines, they were also able to realize this through their own research and personal projects.

  Causation: Students investigated the causes of oppression, which reinforced the meaning of Manifest Destiny, especially after we read the article “Custer’s Last Stand”.

  Perspective: There are always different perspectives to issues. Students were exposed to both sides and created arguments to support their perspectives. They were also able to understand perspective when we read “Who Was Pocahontas” and annotated/discussed the political cartoon of “Gulliver’s Travels” with a Native American.

- demonstrate the learning and application of particular transdisciplinary skills?

  SOCIAL SKILLS:

  - Accepting responsibility - Taking on and completing tasks in an appropriate manner when they were planning their inquiry fair projects. However, the students really applied this when they learned how Indigenous people were willing to assume a share of the responsibility when the settlers came over AND in the book The Breadwinner when the main character, Parvana, accepts the responsibility to become the one responsible for her family’s survival.

  - Respecting others - Listening sensitively to others; making decisions based on fairness and equality; recognizing that others’ beliefs, viewpoints, religions and ideas may differ from one’s own; stating one’s opinion without hurting others. This skill was discussed and applied during each class discussion the students had about the oppression of women in Afghanistan and Pakistan and Native Americans.

  - Cooperating - Working cooperatively in a group during their “info boards” projects and during their Inquiry Fair projects.

  - Resolving conflict - Listening carefully to others; compromising; reacting reasonably to the situation; being fair were all learned and discussed amongst students. This skill especially came to life when we were creating our debates and having the Fishbowl collaborative activities. Students discussed and formed arguments in terms of the settlers not listening to the Indigenous people, how they didn’t compromise and how they could have and what solutions they could have made in order to be fair to all.

- develop particular attributes of the learner profile and/or attitudes?

  In each case, explain your selection.

  Open-Minded: Students completed a word study on what open minded really means and then they got into groups to relate the term to the unit. Students inquired about specific examples from texts that were
oppressed, who was oppressing and circumstances that can lead to such different perspectives and conflict. Also, the unit’s theme was very successful because students made connections from a past group of people being oppressed all the way to a current group of people. Furthermore, I really saw evidence of comprehending the theme because students made further connections with their personal projects about investigating which other groups of people were oppressed throughout history.

read on how the settlers were not demonstrating being open minded. Then, they problem solved by creating ways or solutions in which the settlers could have been more open minded. They did the same thing when we were reading the novel “Breadwinner”. Students were very engaged when it came to the discussion on how the Taliban was not demonstrating being open minded and what solutions they could have applied.

Reflective: During this unit, students reflected each day after the class novel was read. They focused on how being reflective could have prevented a lot of the issues of oppression. There was also a Fishbowl collaborative activity about what being reflective really means and how the settlers could have applied the skill.

Respect: Student completed an analysis on a political cartoon that depicted a Native American being disrespected (Gulliver’s Travels). Student analyzed words written all over the body of the American Indian (symbolism) and wrote/discussed what it meant. Then we had a huge discussion about how this was not respectful.

Cooperation: A class T-chart was displayed and created throughout the unit comparing oppression of the Indigenous People (past) and the girls in Afghanistan (present). Students would go up and put Post-its on it with specific examples read about throughout the unit. Towards the end of the unit, we added another column to the T-chart called Cooperation/Solutions. Students added ways that all people could have cooperated in order to avoid conflict and oppression.
8. What student-initiated inquiries arose from the learning?

Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.

1. What is Manifest Destiny?
2. Who did it affect?
3. Didn’t all people have freedom and rights?
4. Do all people have freedom now?
5. Is oppression still happening? Where and how?
6. Why can’t girls go to school in the Middle East?
7. Who has the right to control people and why do they listen?

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.

The provocation “How did the “white man’s” views and beliefs clash or coincide with the native people?” related to the concept “perspective” was the most effective in driving the inquiries. This was the most effective provocation because this was the provocation related directly to the central idea of the unit - the point of the entire unit. The students were able to investigate certain events that happened in history, such as, the Indian Removal Act, and determine whose perspective caused the tragedies. Instead of being completely judgmental and only looking at the native people’s perspective, they were able to also be open-minded and think of the events from the settler’s perspective. Ultimately, this provocation also led into why the native people were oppressed in both cultures, in the past and in the present and what solutions or steps could have been taken to create a just world for all.

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.

All students participated in the Inquiry Fair to share their inquiry process of the unit. They brought all of their projects, notes, planning, questions, mind maps, etc. The action comes into play because a couple of my student were so enthusiastic about what they were learning, they were physically going up to people and “dragged” them back to their booth/table to share...

9. Teacher notes:

Work with DL teacher to create graphic organizer for writing assignment.

For the third year in a row, I did not get to take the walking field trip around the neighborhood because of the weather. An investigation like that is so meaningful and engaging, that I have to find a way to plan it for later in the year.

Next year, I want to take a trip to the Field Museum’s Indigenous Peoples exhibit before the unit so that we can build background. I want this to be a scavenger hunt, so I would have to go first and plan it.

Continue personal projects and investigations at the end of the unit. There were a group of 4 boys in the class that put together a wonderful presentation about how the Jews were oppressed through time.
their knowledge with them. After the inquiry fair, 6 of my students asked me if they could present their inquiry process with 3rd graders and 5th graders.