Planning the inquiry:

1. What is our purpose?
To inquire into the following:
Transdisciplinary theme How We Organize Ourselves

Central idea
The role of citizens in society is to support and question the form of government under which they live.

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?
Walk Through Wall of Justice: Friday October 16. Students in 2nd, 3rd and 4th grade will visit Ms. Burrall’s classroom for student Poster Presentations. Each student will develop their own poster board on a government matter important to them. Rubric for Poster Board. Project must include facts, evidence, writing samples, statement of why it is important, timeline, and an Action Plan.
Bill of Rights Board Game.
Students create real life examples/scenarios in which the Bill of Rights and Amendments apply. The idea here is for students to understand injustice, justice, rights, responsibility.

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?
Responsibility-Do humans have rights and responsibilities
Function- How does the government protect or infringe on our rights
Causation- Why do we need to be governed?
Form- Governments across the world
What lines of inquiry will define the scope of the inquiry into the central idea?

1. What is government?
2. Why do people form governments?
3. What are the advantages/disadvantages of government?
4. What form do governments take? (research)
5. Do human beings have rights? Responsibilities?
6. Do governments have rights? Responsibilities?

What teacher questions/provocations will drive these inquiries?
Teacher brings in a graphic to encourage discussion about compromise (Burrall Cartoon)
**Planning the inquiry**

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| **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?  
1. Students write a short paragraph about concrete experiences they have had with rules and freedom?  
2. Working in small groups, (Think, Pair, Share) students all contribute to the idea board exercise.  
3. Students present their summaries; they restate their question and connect their question to their article.  
4. Students debate each other’s point of view on the articles brought into the class using Second City Method.  
5. Class create 5+ debatable options based on class discussion.  
6. Students demonstrate understanding of dual perspectives based on classroom presentations and document understanding (T Chart and summary of personal analysis using support from debates, etc)  
7. Students submit 2 scenarios paired with relevant amendments to be placed in pool of test questions. Teacher gives summative Bill of Rights assessment on matching scenarios with rights. |  |
| **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? |  
1. Classroom discussion: Idea board on “What is government? (Teacher will document the idea board)  
2. Using a political cartoon as a provocation, asked the kids to interpret the message: “The American Government is struggling to balance Liberty and Justice” This led to a discussion of the definitions of both liberty and justice.  
3. Students write a short paragraph about concrete experiences they have had with rules and freedom?  
3a. Minilesson on summarizing informational text and use evidence from text to create/support an argument.  
4. Students create a debatable question that relates to government. Students research pros and cons of the debate, then synthesize by recommending a compromise.  
5. Students view “A Time for Justice” and look for examples where injustices occurred, people took action, and how the government responded.  
6. Students reflect on the video using the 3-column chart as reference. They circle the event that signaled their most “emotional” personal reaction.  
7. Students brainstorm “What is a narrative.” Teacher summarizes on anchor chart. Teacher fills in information on “plot mountain,” use of sensory language, 1st person, etc...  
8. Students use the significant event as the “climax” in the narrative writing piece. They create a “plot mountain”, followed by a sequence chart to outline the events and their reactions.  
9. Students discussed examples of modern injustices. Students read article on modern-day child labor concerns related to tobacco farming. Discussed child labor issue.  
10. Students perform research on 4 critical events leading up to Am Revolution and present to class to give background info on the conflict leading up to it.  
11. Students view video to generate interest in the Declaration of Independence. They will compare it to the actual document; and they will identify the 5 critical events spelled out within the document itself. Students will summarize sections of the document and share out with the class.  
12. Students divide the 10 amendments of the Bill of Rights and research the amendments.  
13. Students individually select 1 amendment, and explain how the Bill of Rights established order and security, and managed conflict. Use Bill of Rights Template to organize answers  
14. Students play “Do I Have a Right?” on iCivics.org to practice applying amendments to life situations.  
15. Working in small groups students write scenarios where there is a breach of the amendment (drawn from a hat) |
5. What resources need to be gathered?
What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?

https://www.youtube.com/watch?v=5oPXd5-L13o

http://unveilinghistory.org/blog/lessons/dissecting-the-declaration/

3-column chart with “Injustices, Government Action, and People Action”

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

Bulletin boards in the classroom are indicative of the inquiry at hand. Student posters of their debatable questions, analysis and research are distributed throughout the classroom.

Students’ work of the narrative about the video “A Time for Justice” is posted in the classroom.
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.

Mr. Burrall – I could see from student reflections on the unit and a written essay that they were able to link the central idea to the development of their individual projects. The hands-on activities of debates, elections, mock court and branches of government activities were linked in their thinking to how and why it is important to organize. Requiring that the students include their IB thinking in their reflections and to express what they had found useful indicated that we had achieved our purpose.

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?
Mr. Burrall - The students could be required to include the central idea in their essays about the novel and to include it in their reflections by linking their particular area of interest to the central idea.

What was the evidence that connections were made between the central idea and the transdisciplinary theme?
Mr. Burrall – Because the students were required to complete an IB Graphic Organizer on the importance of organizing in personal, family, community and national spheres, it forced them to relate to the central idea an the transdisciplinary theme.

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?”
  - Debates: Students took two sides of an issue and developed a compromise and solution.
- demonstrate the learning and application of particular transdisciplinary skills?
  - Synthesis: Students worked very specifically on developing the ability to combine parts to create wholes; Students created innovative posters, essays, skits and songs creating, designing, developing their ideas in innovative ways. Following a Writer’s Workshop lesson on summarizing and Synthesizing, students used their thinking about The Misfits and their understanding of government to synthesize their thinking to write a final chapter of the novel.
  - Develop particular attributes of the learner profile and/or attitudes?
    - Students completed a Graphic Organizer on Government Matters demonstrating their understanding of why it is important to organize in spheres of personal, family, community, and national concerns. They linked IB characteristics and attributes and learner profiles to each of these spheres.
    - Caring: How we treat and represent other people is important for a just and humane society.
    - Empathy because it is when we acknowledge other people’s perspectives that we can insure equal rights for all

In each case, explain your selection.

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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.

Planning/development of classroom rules. “Similarities/differences between a classroom teacher and a dictator.”

Students dug deeper into “what is government?”

Student-initiated debate over issues concerning poverty/homelessness.

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.

Had to revisit what a “debatable question was.” Had to talk about the difference between a current event ISSUE and an article that gives boring information. Student summaries lacked synthesis and analysis. Mini-lesson on what makes a good summary.

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. This is where the Fighting Injustice Action Plan can be added.

Each student was required to have an Action Plan for their particular government matter. Some of these action plans included the following:

* Writing a letter to Senator Richard Durbin to encourage him to fight for more comprehensive gun control legislation.

*A letter was written to Kentucky’s Clerk Kim Davis to urge her to do her job in providing marriage licenses to gay couples.

*A student developed a brochure and plan to distribute information about helping veterans. She also wrote to the Veteran’s Administration to urge them to speed up delivery of services.

*Some of the students who presented on Women’s Rights, developed a plan of how they would campaign for Hillary Clinton to be the first female president.

9. Teacher notes

Standards:

Comprehension

CCSS.ELA-LITERACY.SL.5.1.B Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-LITERACY.SL.5.1.C Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

CCSS ELA Literacy RF.5.3A Use combined knowledge of all letter-sound correspondences, syllabication pattern, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Writing

Narrative paper W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

***BOY Literacy assessment

NCSS Standards: Social Science

STATE GOAL 14: Understand political systems, with an emphasis on the United States.

VI. Power, Authority, & Governance Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance, so that the learner can: a. examine the rights and responsibilities of the individual in relation to his or her social group, such as family, peer groups, and school class; b. explain the purpose of government; c. give examples of how government does or does not provide for the needs and wants of people, establish order and security, and manage conflict; and technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to or helps resolve conflicts; h. recognize and give examples of the tensions between the wants and needs of individuals and groups, and concepts such as fairness, equity, and justice.
Teacher notes and final reflections

Burrall: This unit incorporated many instructional activities which helped to engage the students, but also required the academic rigor of analysis and synthesis. Students engaged in mock judicial proceedings to try to solve immediate classroom problems like how to handle class supplies responsibly. They had to integrate their learning about government systems to be able to conduct the proceedings. Students also used their knowledge of the branches of government to solve issues in the classroom and propose, review, and uphold laws. In their final projects of developing a detailed, factual poster board with timeline, statement of significance and an action plan, they also had to analyze and synthesize information about The Bill of Rights, The US Constitution and the Declaration of Independence into their work. Synthesis of their thinking was also required when students took what they knew about our Government Unit and merged it with what they had learned from our novel, The Misfits, to be able to write a final chapter which conveyed the development of their thinking. Students even took this further by developing skits and presentations that demonstrated their learning and their ability to employ higher level thinking.

Students wrote detailed essays with their reflections on this unit, demonstrating what they had learned, why it was important to them, and detailing their action plans to do something about their particular government matter. The use of a graphic organizer to put together their thinking about why organization matters in personal, family, social, community and government spheres was a complex, but useful activity.

Although a parent raised concern about the content of The Misfits and whether 5th graders were mature enough to read it, the responses from many other parents was that it was completely appropriate and had been engaging to their students. Evidence of student engagement can be seen in the enormous variety of student chosen projects to demonstrate their learning. Students created mobiles, advertisements, commercials, mock “forum” meetings, skits, artwork, booklets, pamphlets and videos to illustrate their learning. Students were able to see how the students in the novel had been able to effectively organize and communicate their wish to provide a voice for all students. Our students were able to make the link to concepts of government and how it is important for us to develop and support government systems which protect all people and give voice to minorities. The students loved the activity of passing a ribbon of string all around to each student to demonstrate that we all need to pull together and support our government or it will fall.

Finally, I think it is essential that the students each develop a clear action plan at the end of this unit and that they follow through on its implementation.

In our future units, we will address the key concept of causation regarding why governments and systems change based on the conditions of the economies and environment.