TEAM EGRET

INTERDISCIPLINARY THEMATIC UNIT

CHANGE: WHATCHA GONNA DO ABOUT IT?

OUTLINE

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Rationale

Middle school students are going through many of changes at this point in their lives. It can be confusing and overwhelming. While some changes are controllable, others are not. Adolescents need to think about the differences between controllable and uncontrollable changes and what they can do about the things that are within their control. Team Egret wants to give students practice thinking about these aspects as well as some tools to deal with the controllable aspects of change in their lives.

By focusing on a few big issues that may initially seem out of our control, we hope students find ways to feel they, as individuals and as a school community, can make a difference. Students will be focusing on global warming in science and mathematics. They will be exploring how small actions by a few people can make a difference in ELA, and History will expand upon that concept with the theme of change through the political action aspects (specifically relating the historical Woman's Suffragette Movement to the current themes in the other curriculum).

There are many avenues to explore these topics in depth. Team Egret would prefer to let the students select the sub-topics that interest them the most and perform as teacher-guides. However, for the purposes of completing this ITU, we selected the sub-topics for illustrations purposes using teacher-directed methods.

Overview

Change: Whatcha Gonna Do About It?

By focusing on a few, select issues our goal is to have students find ways to feel they, as individuals and as a school community, can make a difference. Students will be focusing on global warming in science and mathematics. They will be exploring the effects of literature on change in ELA, and History and ELA will tie into the theme of change through the political action aspects (specifically relating the historical Woman's Suffragette Movement to the current themes in the other curriculum).

The Unit will begin with a showing of the Al Gore documentary, *An Inconvenient Truth*. This film highlights the impact the world economy is having on the global climate, including ideas for what can be done about it. The Mathematics / Science Team will explore specific aspects of climate change through inquiry activities the first week of the unit. The team will then move on to specific ways students (and their families, and later the entire community) can make changes in their daily lives, through the decisions they make, in order to impact global warming. These changes will include energy efficiency measures as well as in-depth study and use of alternative renewable energy sources.

In History, the concept of change will be examined through the lens of the Abolitionist Movement in Antebellum America. Through the study of historic events and figures the efforts of these proud, loud and eternally righteous crusaders for equality will be brought to life, with the hopes their footprints will become *our* footprints as we venture forth to that rarefied, idyllic place the Framers once referred to as – *a more perfect union.*

Art will tie into ELA's study of literature when reading a novel focused on saving endangered species. Through photography, drawings and other artistic renditions of these animals, students will be able to delve more in depth into the study of our environment and it's beauty.

In Health / Mathematics, students will be measuring their own body statistics (from the prior year to now) and talking about these changes and differences. Health will also connect to this unit through the study of the ozone layer and the impact this has to skin cancer.

There are many avenues to explore these topics in-depth. Team Egret would prefer to let the students select the sub-topics that interest them the most and perform as teacher-guides. However, for purposes of the completing this ITU, we selected the sub-topics for illustrations purposes using teacher-directed methods.

The culminating activity will be an Exhibition for the public. This will involve a project of the students' choice. Students will become advocates for a cause, educating the community about topics such as becoming more energy efficient.

The key skills and habits of mind Team Egret will focus on are:

1) asking good questions: to get the students to the next level of exploration in their in-depth focus on these key questions

2) simplifying questions and problems: to find 'simple' solutions to complex problems. This will also assist in developing the concept of individual control.

3) cooperating and collaborating: as much of the work is done in small groups.

4) persevering and having self-discipline: will be worked on in order to be successful in the public Exhibition which is the culminating activity.

PARENT LETTER

December 2007

Dear caregivers of the Egret Team,

As you are aware, we utilize team, inquiry-based learning practices to teach the curriculum. The power of discussion is key. It keeps students actively engaged in their own learning. In all classrooms students have been and will continue to work cooperatively in pairs or in small groups for most activities. Activities such as these build a classroom community, engage all students in learning together, and students then help each other rise to success. We have also found that asking students to dig deep and reflect upon a specific topic within a larger framework of study encourages deep thinking. This semester, Egret Team has developed a learning unit titled "Change: Whatcha Gonna Do About it?" as a framework of study.

Middle school students are going through a lot of changes in their lives. It can be confusing and overwhelming. There are changes that are controllable and others that are not. Adolescents need to think about the differences between these and what they can do about the things that are within their control. Team Egret wants to not only give students practice thinking about these aspects but also empower the students with tools to deal with the controllable aspects of change.

We will be focusing on the topic of global warming in mathematics and science. These 2 subjects will be taught on a team basis for the majority of the unit. We will be focusing on the political action in history, and ELA will examine how literature effects change. This topic will tie in with History in some cases lending itself to some team teaching. If you have any ties in the community with any of these areas and are willing to contribute to our in-depth unit of study, we would love to hear from you.

We will continue to include community building activities and lessons that meet standards as well as foster the above skills. These skills fuel student's academic success. We believe in strong lines of communication and look forward to working with you on this unit. If you have any questions or comments, please contact us!

Yours in Education,

Melanie Ahern	Bill Ells	April Kent	Melissa Cook
{***Signatures here}***			
ma@Lesley	be@Lesley	ak@lesley	mc@lesley
English/Lang Art	History	Science	Math

Engaging Activity

For the engaging activity of this Theme Unit, the entire team will meet in the Auditorium. They will then watch the trailer of Al Gore's documentary on global warming titled "An Inconvenient Truth". After watching the trailer, the team will be divided into 4 groups, and there will be discussion facilitated concerning:

1. Has any one ever heard of global warming?
2. What does global warming mean?
3. Does everyone agree that global warming is happening on the Earth?
4. Has any one ever heard of Al Gore? Who is he?

This discussion is meant to trigger prior knowledge, and provide initial connections for the students between what they already know and the film they are about to watch.

In the groups, guiding questions will also be handed out and students will be instructed to fill this out during the movie. (Attached is a sample. Of course, space for writing in their response would be added to the final version.)

Students will then watch this 96 minute documentary. In it, Al Gore weaves his slide show about global warming with personal tragedy and his own political history. The documentary provides a lot of statistics, maps, graphs and charts displaying historical changes in climate. Al Gore reviews, among other concepts; what global warming actually is, changes to world population and the impact this has on natural resources, measurements of carbon dioxide emitted, changes to ocean temperature, and changes to the world's ice caps. At the end of the film he challenges everyone to get involved by --at the very least, thinking about the consequences of the decisions you make, reducing your own carbon emissions to zero, and to get involved in helping your community become more energy efficient.

Several discussion questions will be given to the students. After the film, the Team would go into small groups, and discuss their comments on all items on the worksheet. A whole class discussion would follow to provide a summary as well as a plan for how they will be studying the entire unit.

An Inconvenient Truth:

1. Al Gore refers to a quote by Mark Twain which says:

   "What gets us into trouble is not what we don't know.

   It's what we know for sure that just ain't so?"

   What is Al Gore referring to?

   [Possible response: The earth is go big, we can't have any lasting impact on the climate.]

2. What is causing the Earth's atmosphere to thicken?

   [Possible response: pollution]

3. What is happening to the glaciers in the world?

   [Possible response: they're melting]

4. Why do scientists take samples from ice? What does it tell them?

[Possible response: historical levels of carbon in the atmosphere]

5. What is the hottest year on record? What does this tell us?

[Possible response: 2005 was the hottest year on record. By itself, it does not tell us anything, but the trend does.]

6. What causes wind (or hurricane winds) to get stronger?

[Possible response: warmer water]

7. Why are the polar ice caps particularly vulnerable?

[Possible response: once they start to melt, they are expected to melt at a rapid rate due to the amount of water surrounding them.]

Discussion Questions:

8. Write down any terms or ideas from the movie you didn't understand.
9. What does the symbolic representation on the front cover of the film jacket *[of a hurricane coming out of a smokestack]* represent?
10. Why do you think people react differently to slow change versus a dramatic change?

11. Al Gore is asking us to think about the consequences of our actions. What do you think you might do differently after watching this film?
12. Write down any questions you have or ideas you would like to research further.

TEAM EGRET INTERDISCIPLINARY THEMATIC UNIT
ENGLISH LANGUAGE ARTS STRAND

Theme: *Change: Whatcha gonna do about it?*

ELA Unit Title*: How can literature effect change?*

Unit Description:
This is a six-week curriculum unit intended for the middle-level learner examining how literature has effected change throughout history. Primary source documents and poems will be analyzed to see the role they played in historical movements. In addition, students will read to fictional novels that illustrate how young people can create change in their own community. Students will be encouraged to branch off from this study and use literature in their own lives to create change where they feel change is needed.

Novels:

- *Hoot* by Carl Hiassin
- *Lyddie* by Katherine Paterson

Poetry
Personal growth
- "Growth" by Ernest Dowson
- "The Changes: To Corinna" by Robert Herrick
- "Change" by Sara Teasdale

Harlem Renaissance
- Claude McKay
  - "If We Must Die"
  - "America"
  - "The White House"
- Langston Hughes
  - "I, Too, Sing America"
  - "Let America Be"
  - "America Again"

Gender Rights
- Eva Gore-Booth
  - "The Anti-Suffragist"
- Charlotte Anna Perkins Gilman
  - "The Housewife"
  - "More Females of the Species"
  - "One Girl of Many"

Instructional Objectives

Why do people write?
Students will explore various authors' purposes and understand why knowledge of the author's purpose assists in comprehension and deepens connections.

Purpose – explorations that assist in coping with uncontrollable change
Students will be able to understand how writing can help one cope with feelings. Students will examine the author's purpose in the personal growth poems. Students will write their own poems for the purpose of coping with uncontrollable change in their own lives.

Purpose – social activism in poetry
Students will explore Harlem renaissance poetry and gender role poetry and develop 'author's purpose' statements.

Explore character's motives
While reading Hoot or Lyddie, students will examine character motivation – especially related to controllable and uncontrollable change in the character's lives. They will connect character motivation to our overarching question of literature effecting change.

- How does literature assist the main character's efforts to make change?
- Could the main character(s) have used literature in a different way to gain more power?

Examine primary source documents from periods of extreme political and social change

Students will make connections between primary source documents, poems, and novels. They will use these connections to draw conclusions about how they would construct literature to effect change

General Massachusetts English Language Arts Curriculum Frameworks addressed

Standard 4: vocabulary and concept development
Standard 8: Understanding a text
Standard 9 Making Connections
Standard 14: Poetry
Standard 15: style & Language
Standard 19: Writing
Standard 20: consideration of audience and purpose
Standard 23: Organizing ideas in writing

Overview of Activities used in the ELA Unit

Engaging Activity: *An Inconvenient Truth*. This film focuses on the issue of Global Warming and the potential threat it poses on Mother Earth if not adequately addressed by the whole of society. This will be done in a large group. Students will work in class sizes of twenty to twenty-five in the Language Arts classroom to follow up with literature's role in addressing issues in society.

Week One
Harlem Renaissance Poems & Gender identity poems
Students will examine the poems noted above. They will pay special attention to voice and audience.

Activity – Sing America
Students will read Whitman's poem "I Hear America Sing" and Hughes's rebuttal "I, Too, Sing America". Students will be asked to write their own response to Whitman. They may create a poem or song that responds to Whitman's ideas of America.

Activity –
After reading Charlotte Anna Perkins Gilman's "The Housewife", students will be asked to envision the portrait Gilman paints. Students will visualize what the poem describes, going back in the poem to highlight key phrases that helped them create their picture. Students will

then be asked to connect to the poem by writing an accompanying paragraph to explain whether they agree or disagree with the statements in the poems. Do they know any housewives? As girls, would they want to become a housewife? As a male, would they want to marry a housewife?

Link to social studies – how do the key players in historical movements express their struggle

Weeks Two & Three

Lyddie.

Collaboration with the Social Studies teacher will give background knowledge on the Lowell Mills. Mr. Ells will be using a web quest that will allow students to formulate knowledge around reform.

Students will read the novel *Lyddie* through the use of Literature Circles. Students will focus on characterization and motivation.

- How does literature assist the main character's efforts to make change?
- Could the main character(s) have used literature in a different way to gain more power?

Activity – Expert groups

In groups of two or three, students will receive an envelope with a photograph and a related piece of text from Lewis Hine's book *Kids at Work*. Students must analyze the photo and find five important facts from the text to become an expert in one area of child labor. Students will then share their information with the rest of the class while being able to view large images of the photographs through the website (www.historyplace.com/unitedstates/childlabor/) displayed on the classroom television.

Activity – Learning to Read

Lyddie learns to read and write throughout the book. In order to allow students to connect to this experience, they will receive a piece of writing that is written "dyslexic". For example, when they see the letter h, it could be an h, n, or u. The letter p could really be a p, d, b, or q. The letter w could be a w or m. In addition, letters can be reversed. Students must use this unreliable 'code' to translate and read the passage.

Activity – historical context

Students will first be asked to visualize a young woman standing outside of the local courthouse. They will be guided through picturing her clothes, hair, streets around her, and the building behind her. They will then be asked to transform that image in their mind into a woman during the Industrial Revolution. What will be different? Will anything be the same? Would her level of independence be different?

Activity – Writing prompt

Students will respond to the following prompt: "You are a fourteen-year-old girl working in the Lowell Mills in the 1840s. Write a letter home to your mother in Quincy describing conditions in your workplace and living space; include your feelings about your job."

Final Activity – Trace Lyddie's empowerment as it relates to writing

Students will be asked to individually, as an assessment, trace Lyddie's progress in her writing throughout the novel. They will then be asked to link her feelings of empowerment to her progress with literacy. Some evidence could include: she leaves her family, job and life, she goes to college, she leaves the man who wants to marry and support her in order to follow her dreams.

Week Four

Personal Growth poems

Students will read the personal growth poems and link them to their own world as well as to Lyddie's experience they just read.

Activity – identifying changes

Students will read the three poems listed above. Students will examine the speaker of each poem and what feelings the speaker is expressing. Students will choose one of the three poems and in groups of three or four, generate a list of events that may match the speaker's tone. They will then, individually, write a poem based on a change they have either been a part of, or was witness to.

Activity – comparing change

Students will use a graphic organizer to compare Lyddie's changes, their own change they wrote about, and the change they thought the speaker of their chosen poem was writing about. They will then go back to the original three poems and include their own. They will identify whether the poems discuss controllable change or uncontrollable change. Class discussion will ensue – Do we need to agree that the change is definitely controllable or uncontrollable? Are there any things about a change that we can control even if the change itself is uncontrollable? Do people sometimes struggle to control change that's really uncontrollable? What role does attitude play?

Week Four & Five

Hoot

Students will read the novel *Hoot* through the use of Literature Circles as well. Students will focus on characterization and motivation.

- How does literature assist the main character's efforts to make change?
- Could the main character(s) have used literature in a different way to gain more power?

Activity -"Open Mind"

Students will receive a graphic organizer in the shape of a profile of a head. Students will write and draw what is in the character's mind that shapes motivation. Why does the main character, Roy, continue to help and track down 'Mullet Fingers'?

Activity – Who's more powerful?

Students will compare Lyddie to the main character in *Hoot.* Does Roy have more power, or clout, or does Lyddie? Which character uses literacy to gain power more? What suggestions could you give that character in order for them to use literacy as empowerment? Students will create a graphic organizer to display these points, using evidence from the text and will then hold a gallery walk.

Activity- Writing Prompt

Students will respond to the following prompt: "Write a letter to the head of the company that is trying to build the breakfast place. How do you know it's a bad idea? What alternatives can you suggest?"

Activity – Vocabulary Snowball

Students will receive a word from the novel *Hoot.* Students will use their knowledge of prefixes, suffixes, and root words to predict its meaning. Students will then join into pairs to continue to revise and construct the meaning. Students will next form a group of four to examine each other's definition as well as the word used in context to formulate a definition.

Each group will receive a different word, share their predicted definition with the class and compare it to the actual definition.

Week Five & Six

Preparing for Culminating Activity

Students will use time in the Language Arts classroom to formulate ideas for their writing, break the writing into pieces and receive assistance in their revisions. Students will have access to computers in order to create their pamphlets, print multiple copies of scripts for a play, etc.

TEAM EGRET INTERDISCIPLINARY THEMATIC UNIT
SOCIAL STUDIES STRAND

Theme: *Change: Whatcha gonna do about it?*

Social Studies Unit Title: *A Legacy of Activism: The Women's Suffrage Movement and the Abolitionist Movement in Antebellum America.*

Unit Description: This is a six-week curriculum unit intended for the middle-level learner focusing primarily on the role that citizen activism plays in fostering change in society. By examining the larger issue of *change* through the dual lenses of the Women's Suffrage Movement and the Abolitionist Movement of mid-nineteenth century America, students will discover that the revolutionary spirit and reform-minded impulses residing at the core of the residents of this nation is, at its essence, the by-product of the limitations of the inherently flawed, yet reverentially quaint, document known as the Constitution of the United States of America. In this unit, the efforts of these proud, loud and eternally righteous crusaders for equality will be brought to life, with the hopes that their footprints will become *our* footprints as we venture forth to that rarefied, idyllic place the Framers once referred to as, *a more perfect union…*

Instructional Objectives

Students will discover that in the mid-nineteenth century, the most fundamental right of citizenship, the right to vote, was reserved only for white males and no one else.

Students will discover the interconnected nature that existed between the Women's Rights Movement and the Abolitionist Movement in their struggle for equality.

Students will discover the critical role that citizen activism plays in attempting to change existing governmental policies in the areas of citizenship, representation, voting rights and environmental affairs.

Students will discover that change, itself, can be achieved through several means: public assembly, petitions, the ballot box, judicial and executive decree, constitutional amendments and warfare.

Students will discover that change in governmental policy can be a long, protracted affair that is constantly evolving.

Massachusetts History and Social Science Curriculum Frameworks addressed

USI.28 Explain the emergence and impact of the textile industry in New England and industrial growth generally throughout Antebellum America.

D. the roles of women in New England Textile factories

USI.32 Describe the formation of the abolitionist movement, the roles of various abolitionists, and the response of southerners and northerners to abolitionism.

A. Frederick Douglass
B. William Lloyd Garrison

C. Sojourner Truth
D. Harriet Tubman
E. Theodore Weld

Seminal Primary Documents to read: Frederick Douglass's Independence Day Speech at Rochester, New York (1852)

USI.33 Analyze the goals and effect of the women's suffrage movement.

A. Susan B. Anthony
B. Margaret Fuller
C. Lucretia Mott
D. Elizabeth Cady Stanton

Seminal Primary Documents to read: the Seneca Falls Declaration of Sentiments and Resolutions (1848)

Overview of Activities used in the Social Studies Unit

Gallery Tour: This will be used twice throughout the unit. First, the tour will be employed during the Women's Suffrage Movement portion of the unit, when profiles of the key figures and pivotal events of the movement will be displayed in a four-corner fashion in the classroom. And secondly, the tour will be used during an examination of the Underground Railroad in Abolitionist Movement portion of the unit when displays will be exhibited charting the route to freedom along with profiles of the characters central to the saga. In both instances, the use of primary source documents (writings, posters, illustrations, etc.) will be employed liberally.

Perspectives Forum (Parts One and Two): This a debate format that will occur twice during the unit, once while examining the Women's Suffrage Movement and again while examining the Abolitionist Movement. Using the size of our hypothetical classroom as number 20, the procedure is as follows:

1. Ten students will participate in a debate and the remaining ten students will be members of the public forum.

2. Five students will defend a particular position, while the other five defend the opposing viewpoint.

3. Each debate participant will be required to argue a position for two minutes.

4. The rules of standard Parliamentary procedure will be observed and the teacher will serve as moderator.

5. The ten students not participating in the debate will constitute the public forum and will be required to pose questions to the debate teams at the conclusion of the debate.

6. In the second Perspectives Forum, the order is reversed and the audience members from the first debate become members of a debate team.

The purpose of this forum is not to re-write history, but, rather, to illustrate the diverse viewpoints extant in society during this period and to further illuminate the level of resistance that reformers encountered.

Legacy of Activism Display: As part of the culminating activity, students will construct a display highlighting the rich history and impact that citizen activism has played in affecting change in American society. The purpose of this display is to tie together all of the concepts and elements covered during the unit.

Weekly Curriculum Agenda

Week One

Engaging Activity: *An Inconvenient Truth*. This film focuses on the issue of Global Warming and the potential threat it poses on Mother Earth if not adequately addressed by the whole of society. After student de-briefing, the social studies unit will begin with an introduction of the Women's Suffrage Movement of the mid-nineteenth century.

Activity One: **Think-pair share.**
In pairs, students will ponder the following questions:

1. What does it mean to be equal?
2. What does equality look like?
3. What does equality *not* look like?

Pairs will mull over these questions for ten minutes and return to their base groups (four students per group) to further expand and refine upon their responses.

The base groups will record and present their responses to the class and the engage in a big tent discussion of what equality means.

Lecture: I will provide an introductory overview of the Women's Suffrage Movement. The lecture will entail a review of the Constitution, the provisions regarding the right to vote and the rights of women in that regard. This exercise is designed to activate student's prior knowledge of the material that will assist them in transitioning into a new learning module.

Activity Two: Gallery Tour and beginning research on the Women's Suffrage Movement

Students will go on a gallery tour set up in class featuring key events and figures from the Women's Suffrage Movement, will engage in a brief discussion of their findings and will then alight to the computing facility and begin preliminary research on the Women's Suffrage Movement, focusing their search, for the time, on the following pioneers of the cause:

Susan B. Anthony (http://www.susanbanthonyhouse.org/biography.shtml)
Margaret Fuller (http://www.pbs.org/wnet/ihas/poet/fuller.html)
Lucretia Mott (http://womenshistory.about.com/library/bop/blmott/htm)
Elizabeth Cady Stanton (http://www.nps.gov/wori/ecs.htm)

Upon completion of the research, students will report back to their base groups and analyze their findings. Students will then be assigned to write a brief paper (two pages) on one of the

women they researched. The paper will evaluated by its content, use of sources and grammatical quality. The assignment will be due at the end of week one of the unit.

Political Cartoons of the day As an additional component to this search, students will be instructed to examine the following website in order to gain a better understanding of the moods and perspectives of the time of the Women's Suffrage Movement through the use of political cartoons: http://www.boondocksnet.com/gallery/suf_intro.html This research will be beneficial for *Perspectives Forum #1* and the *Legacy of Activism* culminating activity.

Activity Three: Screening of the PBS film *Not for Ourselves Alone: The Story of Elizabeth Cady Stanton and Susan B. Anthony.*

Intent of the screening: The student's perspective of the Women's Suffrage Movement will be broadened through the viewing of this film which is rich in primary source documents and detailed examinations of seminal events from the Women's Suffrage Movement (including the Seneca Falls Convention of 1848).

Students will be required to take copious notes throughout the screening of the film, focusing on the methods, efforts and the resistance encountered by the many involved in the movement. This film will be a key component to the completion of several assignments (*Perspectives Forum #1, Legacy of Activism* among them) moving forward in the unit

Final details of Week One:

Inform and assign roles of students for the debate assignment *Perspectives Forum #1* scheduled for the beginning of week three, and remind them that it is never too early to begin preparations.

Submit parent/ guardian permission slips for the Lowell Mills Field Trip (Week Three on ITU).

Week Two

Complete viewing of the film *Not for Ourselves Alone*. Summarize the film and open it to the floor for discussion.

Activity One: Working in collaboration with the Language Arts Teacher, begin a lesson on the *Lowell Mills Girls* which will work in conjunction with the novel *Lyddie* being taught by Ms. Ahern.

As part of this lesson, students will examine the *Lowell Mills Girls* Webquest found at http://www.sun-associates.com/mercer/handouts/millgirls.html and will be required to complete the assignment at the end of the WebQuest.

Questions for the assignment include: Define reform. List the methods used by the Lowell Mills Girls to bring about reform. List the reform efforts inspired by the Lowell Mills Girls. Also, making connections to the WebQuest and the novel *Lyddie* is compulsory. Students will be required to complete this assignment by the end of week two. The assignment will be evaluated by the quality of content, clarity of presentation and grammatical quality.

In-class directed study/ preparation for *Perspectives Forum #1.* Throughout the course of the week, students will be given class time to prepare for Perspectives Forum #1. Students

will cluster in their assigned groups to research and refine their topic areas. Students will be given every opportunity to pose any clarifying questions on the subject matter and debate format during this time.

Activity Two: Lecture to One Stray-Three Stay: Seneca Falls Convention of 1848, followed by an in-class reading associated with the event: The *Declaration of Sentiments and Resolutions.* Students will read this aloud, settle into random groups of four to compile thoughts about the speech (style of speech, list of grievances and demands), and one random student from each group will move from group to group to provide input and glean information from the other groups and will report back to their original group for de-briefing. A class discussion will ensue thereafter.

Final details of Week Two

Collect permission slips for the field trip to Lowell Mills

Remind students that *Perspectives Forum #1* will happen at the beginning of week three.

Review of standard Parliamentary procedure to be observed during *Perspectives Forum #1*

Begin a discussion about the culminating activity for Week Six (*Legacy of Activism*). Circulate handouts to the students regarding the nature of and requirements for this assignment.

Week Three

Activity One: Perspectives Forum #1: Debate on the Women's Suffrage Movement (perspectives from the pro and anti-suffrage forces complete with substantive participation of the audience members) will occur at the beginning of the week. Students will be evaluated both individually and by groups based on the quality of research and observance of debate structure. Students will be required to issue a one to two page report on the debate experience, marking positions held by the particulars and their own personal involvement in the forum. This is

Activity Two: Field Trip: Students will spend a day at the Lowell Mills, further fortifying their base of knowledge concerning women's rights during the Industrial Revolution. Students will be required to keep a journal of the experience and will further be asked to respond in a one page paper about three things they learned about or were surprised to discover during the field trip. This assignment will be due the following school day.

De-briefing of the Lowell Mills Field Trip on the following class session.

Review of *Perspectives Forum #1.*

Activity Three: To conclude the Women's Suffrage Movement sub-unit, students will read and discuss in-class the speech written by fugitive slave Sojourner Truth, *Ain't I a Woman.* This lesson will serve as a transition to the sub-unit on the Abolitionist Movement. Alert students that beginning in Week Four, we will begin an examination of the Abolitionist Movement

Provide in-class preparation time for *Legacy of Activism* culminating activity, focusing on the Women's Suffrage Movement.

Final Details for Week Three

Assign class their roles for *Perspectives Forum #2* (Abolitionist Movement)

Submit parent/guardian permission slips for Museum of Afro-American History field trip (Week Five)

Week Four

Activity One: "Defining Abolition" Introductory lecture on the Abolitionist Movement, enhanced by selected passages from the book *Freedom Struggle* by Ann Rossi.

This lecture will focus on the plight of African Americans in the 1800's, their efforts to achieve freedom, and the reaction by the federal government, southern citizens and their elected representatives toward this movement. As an enhancement to this activity, students will examine the following website to gain a deeper understanding of the Abolitionist Movement:

Abolition, Anti-Slavery Movements and the rise of sectional controversy (Part One only)
http://www.memory.loc.gov/ammem/aaohtml/exhibit/aopart3.html#03a

American Abolitionism: A brief history of the American Abolitionist Movement
http://americanabolitionist.liberalarts.iuipi.edu/brief.htm

Conditions of Antebellum Slavery: 1830-1860
http://www.pbs.org/wgbh/aia/part4/4p2956.html

Upon this completion of this examination, students will form in groups of four to discuss and analyze their findings. The material gleaned will be critical to *Perspectives Forum #2* and the culminating activity.

Activity Two: Brief lecture followed by a web-based examination of pivotal abolitionists

Frederick Douglass (http://pbs.org/wgbh/aia/part4/4p1539.html
William Lloyd Garrison (http://www.pbs.org/wgbh/aia/part4/4p1561.html)
Sojourner Truth (http://www.sojournertreth.org/Library/Archive/LegacyOfFaith.htm)
Theodore Weld (http://www.cincinnatilibrary.org/foreverfree/theodoreweld.html)

Students will record their findings, return to their base groups and compare and analyze the information. Assignment: In a brief summary (one to two pages), each group member will write about one of the abolitionists they studied. The assignment is due the following class day and will be evaluated on the basis of its content, use of sources and grammatical quality.

In-class preparation time for *Perspectives Forum #2* (Up to one class period in duration)*:* Res ipsa loquitor…

Final Details for Week Four

Collect permission slips for Museum of Afro-American History Field Trip

Remind students that *Perspectives Forum #2* will occur on Monday of Week Six, after the field trip.

Week Five

Activity One: The Underground Railroad Gallery Tour.

Students will go through a gallery tour containing artifacts relevant to the Abolitionist Movement (and more specifically the Underground Railroad) set up in the classroom, record their thoughts and go into randomly established groups of four to discuss their findings. A large group discussion will ensue thereafter.

Activity Two: Harriet Tubman and the Underground Railroad: A Virtual Tour.

After completing the gallery tour, students will go to the computing facility to first, learn about Harriet Tubman, the driving force behind the Underground Railroad, and then to take the virtual tour of the Underground Railroad. The following links will be used for this activity:

Harriet Tubman
http://www.nyhistory.com/harriettubman/life.htm

Underground Railroad Virtual Tour
http://www.nationalgeographic.com/railroad/j1.html

As an additional enhancement, students will read the story of runaway slave Linda Brent found at: http://education.ucdavis.edu/new/stc/lesson/socstud/railroad/BrentEsc.htm

A large group discussion concerning the material covered will conclude this lesson. Students will be reminded to take careful notes as this material will be beneficial for *Perspectives Forum #2,* the culminating activity and final unit examination.

Activity Three: Field Trip to the Museum of Afro-American History.

This field trip will provide students with a deeper understanding of the material covered in the Abolitionist Movement sub-unit. The tour covers an examination of the pivotal abolitionists and visits places in the Beacon Hill area in Boston that were actual stops in the Underground Railroad. Students will be required to keep a running journal of the events to be used as a preparation guide for future assignments.

Final Details for Week Five

Final Preparation and clarifying questions session concerning *Perspectives Forum #2*

Field trip de-briefing

Introduce agenda for Week Six after debate (Preparation for culminating activity and unit exam.

Week Six

Aside from the debate, this will essentially be a workshop-type week where students will work in groups to complete the culminating activity, *Legacy of Activism*, and will further, prepare for the unit examination, which will occur at weeks end.

Activity One: Perspectives Forum #2 (and follow-up review)

This is the final debate of the unit. All of the rules and assessment criteria of the first debate will be observed.

Preparation for the Culminating Activity This will be a time when students can work on their contributions (artwork, poetry, profiles posters) for the *Legacy of Activism* culminating activity display. In addition, students will be given the opportunity to seek guidance and ask questions concerning theirs and their peers contributions. Hopefully, one class period will be dedicated to this.

Preparation for the Unit Examination A thorough review of all of the material covered in the unit followed by a Q & A session.

Activity Two: Culminating Activity: *Legacy of Activism*

Showtime. Students will display their work in a gallery-style setting as part of the larger ITU thematic presentation to the general public. The Social Studies strand of this activity will be a display called *A Legacy of Activism* which will focus on the many figures who sought equality and freedom in both the Women's Suffrage Movement and Abolitionist Movement, with special attention paid to the methods used by these people to affect change in American society. Students will avail themselves to questions from the public concerning their presentation, and will ultimately be assessed for their performance both individually and in a group setting in creating this opus. Quality and clarity of research and presentation will be the key evaluative benchmarks.

Final Unit Examination This test may occur at the end of week six or on the following Monday. In deference to the kingmakers who consider standardized testing to be THE method of student evaluation, students will take a written examination covering all of the material from the six week unit. The test will include multiple choice, short answers and essay questions. Students will be asked to draw parallels between both social movements covered in the unit, the successes, failures, and how it relates to and influences today's activist movements. This examination will constitute no more than 25 percent of the final grade for this unit.

TEAM EGRET INTERDISCIPLINARY THEMATIC UNIT
SCIENCE / MATHEMATICS STRAND

Unit Study: Global Warming

Unit Concept: There are things everyone can do today to reduce the impact of global warming on the Earth.

Science Standards:

Life Science Standard #17: Identify ways in which ecosystems have changed throughout geological times, physical conditions, interactions among organisms, and the actions of humans. Describe how the actions and changes may be catastrophic.

Life Science Standard #12: Relate the extinction of species to a mismatch of adaptation and the environment.

Physical Science Standard #12: Recognize that heat is a form of energy and that temperature change results from adding or taking away heat from a system.

Earth Science Standard #4: Explain the relationship among the energy provided by the sun, the global patterns of atmospheric movement, and the temperature differences among water, land, and the atmosphere.

Mathematics Standards:
Number Sense and Operations
8.N.1 Compare, order, estimate, and translate among integers, fractions and mixed numbers (i.e. rational numbers), decimals, and percent.
8.N.3. Use ratios and proportions in the solution of problems, in particular, problems involving unit rates, scale factors, and rate of change.
8.N.4 Represent numbers in scientific notation, and use them in calculations and problem situations.
8.N.10 Estimate and compute with fractions (including simplification of fractions, integers, decimals, and percents (including those greater than 100 and less than 1).
8.N.11 Determine when an estimate rather than an exact answer is appropriate and apply in problem situations.
8.N.12 Select and use appropriate operations – additional, subtraction, multiplication, division, and positive integer exponents – to solve problems with rational numbers (including negatives).

Patterns, Relations, and Algebra
8.P.1 Extend, represent, analyze, and generalize a variety of patterns with tables, graphs, words, and, when possible, symbolic expressions. Include arithmetic and geometric progressions, e.g. compounding.
8.P.4 Create and use symbolic expressions and relate them to verbal, tabular, and graphical representations.
8.P.7 Set and solve linear equations and inequalities with one or two variables, using algebraic methods, models, and/or graphs.
8.P.8 Explain and analyze – both quantitatively and qualitatively, using pictures, graphs, charts, or equations – how a change in one variable results in a change in another variable in functional relationships.
8.P.9 Use linear equations to model and analyze problems involving proportional relationships. Use technology as appropriate.

Measurement
8.M.1 Select, convert (within the same system of measurement), and use appropriate units of measurement or scale.
8.M.2 Given the formulas, convert from one system of measurement to another. Use technology as appropriate.
8.M.4 Use ratio and proportion (including scale factors) in the solution of problems, including problems involving similar plane figures and indirect measurement.
8.M.5 Use models, graphs, and formulas to solve simple problems involving rates, e.g., velocity and density.

Data Analysis, Statistics, and Probability
8.D.1 Describe the characteristics and limitations of a data sample. Identify different ways of selecting a sample, e.g. convenience sampling, responses to a survey, random sampling.
8.D.2 Select, create, interpret and utilize various tabular and graphical representations of data, e.g., circle graphs, Venn diagrams, scatter plots, stem-and-leaf plots, box-and-whisker plots, histograms, tables, and charts. Differentiate between continuous and discrete data and ways to represent.

Central Question 1: What is global warming generally defined as (when you hear about it in newspapers etc). Is this the same as the greenhouse effect?

Resources:
Greenhouse activity (www.SciLinks.org web code scn-0545)
http://www.pbs.org/newshour/indepth_coverage/science/globalwarming/explainer.html
PBS lesson plan of the above article
http://www.pbs.org/newshour/extra/teachers/lessonplans/science/arctic_11-10.html
http://www.whrc.org/resources/online_publications/warming_earth/index.htm

Sub questions: What is the ozone layer, and what is its impact on the environment*? We could also link this with Health (skin cancer).*

Central Question 2: What causes the greenhouse effect to be intensified?

- Climate change animation (www.SciLinks.org web code scn-0545)
- http://magma.nationalgeographic.com/ngm/0402/feature5/online_extra.html
- Did you Know? Activity http://magma.nationalgeographic.com/ngm/0402/feature5/index.html#know

Week 1:
Students will be exploring the definition of global warming, what the term greenhouse effect means, and any other "basic" or definitional type questions that came out of watching "An Inconvenient Truth".

This will be done through a variety of hands-on activities. Some of these activities include:

1. Global Greenhouse (activity from Scholastic website)
http://teacher.scholastic.com/lessonrepro/lessonplans/globalgreen.htm

In this activity, the students simulate how the Earth's atmosphere traps the sun's heat by using shoeboxes and tennis balls. First, they will place two shoeboxes in sunlight so that one end is in a shadow and the other is directly in the sunlight. Place a black painted tennis ball in the sunlit side of each box. Place a thermometer in the shadow side of each box. Cover one box tightly

with clear plastic wrap. Wait ten minutes and record the temperatures of each box. Discuss results as a class.
Discussion questions may include: How is the plastic wrap similar to the glass in a greenhouse? To the Earth's atmosphere? What role do the black tennis balls play in this homemade greenhouse? What would happen if the balls were painted white?

Mathematics will be incorporate via the measurement of temperatures. Students will be asked to track temperature measurements in both Fahrenheit and Celsius. They will be asked to come up with a conversion formula (using technology). A possible extension is to graph this relationship (among others) and analyze.

2. Ozone Activity: What Happens to the Beads?
(activity from Prentice Hall Science Explorer: *Environmental Science*, 2005, pg. 146)

In this activity, the students will examine the effects of the sun's ultraviolet rays and the importance of the ozone layer by comparing protected u.v. beads to unprotected u.v. beads. First, the students will be given 10-20 beads that change color in the presence of ultraviolet radiation. They will thread half of the beads onto one pipe cleaner and the other half onto a different pipe cleaner. Cover one set of bead with t-shirt fabric. Leave both sets of beads outside in the sun for two minutes. Bring indoors and immediately observe them and compare their colors. Discuss as a class.

Discussion questions may include: Was there any difference in color between the two sets of beads? Why do you think this happened? How is this related to what may happen to us while we are in the sun? What do you think you can do to prevent getting sunburned? Does a t-shirt complete prevent you from getting a sunburn? Do you think you would get the same results on a cloudy day?

Health: This activity ties into the Health standards and the study of skin cancer and the impact of the environment.

3. Coal Activity: What's in a Piece of Coal?
(activity from Prentice Hall Science Explorer: *Environmental Science*, 2005, pg.158)

In this activity, each student will be given a piece of coal to examine. They will make observations of its color, texture, shape, etc. They will then be given a hands lens to make further observations including imprints of any animal or plant remains. Discuss as a class.

Discussion questions may include: What observations did you make of the coal? How do you think coal is formed? Why do you think it is called a fossil fuel? How is it used as an energy source? What complications may arise from the burning of coal? What can we do to prevent the impact of burning fossil fuels on the atmosphere? Are there any alternative energy sources?

4**. Study of the Ozone**
Students will be asked to analyze the ozone hole and the levels of chlorine levels in the atmosphere. Students will have to determine how best to measure the ozone hole and compile data over time. These results will be compared with the changes in chlorine levels and analyzed.

Central Question 3: What are the consequences of global warming?

- Read "What is Global Warming" from www.climatecrisis.net/thescience/

Sub question: Can we predict climate change?
• Computer climate models
Sub question: What is happening in Massachusetts with respect to global warming?
• http://www.nature.org/initiatives/climatechange/files/mass_facts_d2.pdf
Week 2 Week 2 begins a study of the consequences of global warming as well as the things individuals can do to help stop global warming. Each group will be assigned one of the following categories: •Fuel efficiency •Appropriate use of electricity •Alternate sources of energy (including renewable energy) •Recycling and excessive packaging •The effects of plants and trees to carbon emissions and re-foresting. Groups will research the assigned category and educate the rest of the class about items in their category including how individuals can lessen global warming in this category. For example, students looking at fuel efficiency may look at hybrid cars, alternatives to driving cars, maintaining your car so it runs more efficiently, and/or possibly which car makes and models are most efficient. Once each group has presented their ideas to the class (and answered any additional questions) the groups will compile a final list of items in their category. These lists will e compiled and used by each student in the class to track their energy 'savings' and 'usage' for one week. The lists compiled would also have to include how the various methods would be measured. Students would then pick the category that interests them most (their top 3 in order of preference). They would be assigned a category for their final project. (See the culminating activity section for details.) In their category groups, students will brainstorm ways for the school to become more energy efficient and come up with a plan. This may result in a meeting(s) with the principal, a questionnaire to the School Council, recycling in the cafeteria, or a host of other ideas. There will also be a focus on fossil fuels during this week. Activity: **Fuel Use in the United State and World** The class will review graphically the use of differently types of fuel use in the United State and worldwide and what that means. This data will be analyzed over time. If there are changes and/or general changes in trends students will be asked to come up with hypotheses for the events influencing these changes and then research these guesses. The same activity can be done with the different types of fuel production. Fuel use and production can then be compared. Activity: **Solar Energy Activity: Can You Capture Solar Energy?** (activity from Prentice Hall Science Explorer: *Environmental Science*, 2005, pg.165)

In this activity, the students will discover how they can capture sunlight and use it as an energy source. First, they will fill two clear resealable bags with 250 mL of water and record their temperatures. They will place one bag into a shady place and one in direct sunlight. They will predict how they think the temperatures will change in each bag after 30 minutes. They will then record the temperatures after 30 minutes and compare. Discuss as a class.

Discussion questions may include: How did the water temperature change in each bag? What caused this change? How could we use this as an alternative source of energy?

Central Question 4: What can we do at home, at school and in the community to reduce the impact of global warming?

- Read www.coolcities.us/files/CoolCitiesfactsheet.pdf
- Have them brainstorm individually, and then in small groups about ways they could be more "energy efficient." Collectively come up with a comprehensive list as a class.
- Compare with methods from www.climatecrisis.net/pdf/10things.pdf
- Discussion will decide where the project goes next…
    - More education/communication with parents/community
    - Ask mayor to become a Cool City
    - Letters to editors
    - Proposal to city council
    - Review of energy efficient steps in their school

Sub questions: How does the kind of car you drive impact global warming? (In depth review of car emissions:)

http://www.pbs.org/newshour/indepth_coverage/science/globalwarming/fuel_cost.php

Week 3
Further review of energy efficiency is explored using the Cool City material (see above resources). Results from the students own log of energy savings would be accumulated, tallied and analyzed. Discussion of how this compares to the items in the movies would provide additional connections as well. Further discussion and connections would be made to how to make further changes in their families, communities and how these changes could be implemented.

Week 3 allows time for students to work on their final projects (1-2 class periods).

Week 3 focuses on energy conservation.

Week 4
Students continue to have time for research (2 class periods).

This is classroom focus on renewable sources of energy.

The class will works on a 'Cool City' proposal. They may invite the mayor in to discuss, write a proposal to city council and/or write in letters to the editor.

Week 5
Students continue to work on 'Cool City' proposal.

3 class periods allocated for research / project time. More Unit time allowed for History / ELA in this week (due to their field trip).
Week6 All groups will be presenting their final projects to the rest of the class. Each group will have their 'exhibit' ready to present to the class. They will have to prepared their own feedback form to be filled out by their classmates. (If major changes are needed, the group can present to another class a second time.)
Additional Resources www.SciLinks.org (web code scn-0545) has tons of links for global warming. http://www.artintoaction.org/map.html
Each week allows time for ESR and/or team building activities as needed. There will be some type of formative assessment each week, either through journaling a 'bigger' question surrounding global warming, or a short write-up of the results of one of their activities during the week. The summative assessment will be the final project mentioned above and detailed in the Culminating Activity section.

Culminating Activity

Students will choose one area sparked by their studies to be an activist for. An exhibition will be held in the school for the public to attend. In addition, projects will then be displayed in public buildings, and videos made can be run on public access channels in order to give student work a lasting legacy and a chance to really effect change and educate the community.

We intend for this to be a student driven project, however, we have included some choices available for students:

- Global warming
- Recycling
- Endangered species
- Energy conservation
- Electric cars
- World trade organization
- Pollution (of land, air, or water)
- Beautification projects (ie: The Big Dig, landfill renovations, parks, planting trees)
- Biography on a current activist

Students will be given a choice in what type of public display they will create and will be encouraged to become an activist in any way that they see most useful. As previously stated, we have constructed some starting points and suggestions:

- Make a video – this could include a music video, a public service announcement, or documentary
- Write and perform a play to be presented and video taped
- A physical model or exhibit with brochures and handouts to be put on display in a place like the town hall or public library

Please see attached rubrics for assessment criteria. For over two weeks, students will be working on their projects with guidance from each other and their teachers. We will bring in other teachers who have expertise in certain fields (for example, the head of the audio visual department at the high school can bring high school students in to help students working on videos) to give hands on help and assistance in the last week of work. We expect that this unit will be taught in the spring so that students have gained independent working habits and have already been exposed to this type of cooperative learning project. Students will be required to hand in drafts of their plans within the first four weeks of study. These drafts will be looked at in conferences with students and will be revised with teacher guidance. This will ensure that students have thought ahead, are completing work as assigned, and have plans for a realistic and manageable project.

Teacher Rubric

(This rubric will be given to students at the start of their unit of study so that they will be able to create a project that meets standards. This rubric will be used as a final grade for the project.)

advanced:

- Positive or exceptional feedback from judges is included.
- Project is sensitive to the severity of the situation
- Project shows clear analysis of data collected
- Project shows proficient application of how to write a persuasive text
- Ideas are presented in a clear and organized manner through writing
- More than one public organization is included that the student would like to support and publicize.
- The student may have organized a new group to advocate for the cause studied.
- The student may have designed and performed an experiment to illustrate the effects of the issue studied.
- The project may show exceptional insight and understanding by the student

proficient:

- Positive feedback from judges is included.
- Project is sensitive to the severity of the situation
- Project shows clear analysis of data collected
- Project shows proficient application of how to write a persuasive text
- Ideas are presented in a clear and organized manner through writing
- At least one public organization is included that the student would like to support and publicize.

Needs improvement:

- Some or all of feedback from judges is not positive
- Project may lack sensitivity to the severity of the situation
- Project may not show clear analysis of data collected
- Project may not show proficient application of how to write a persuasive text
- Ideas may not be presented in a clear and organized manner through writing
- At least one, already established public organization may not be included or the student may have left out or misquoted information about the organization
- Project may not be fit for public display

warning:

- Project is not fit for public display and/or shows little to no effort

Rubric for Review

(The judges attending the public exhibition will use this form to evaluate projects. This information will be considered in the project's final grade)

1. Project is sensitive to the severity of the situation
   Poor good excellent

2. Project shows clear analysis of data collected
   Poor good excellent

3. Project shows proficient application of how to write a persuasive text
   Poor good excellent

4. Ideas are presented in a clear and organized manner through writing (or is apparent in the script)
   Poor good excellent

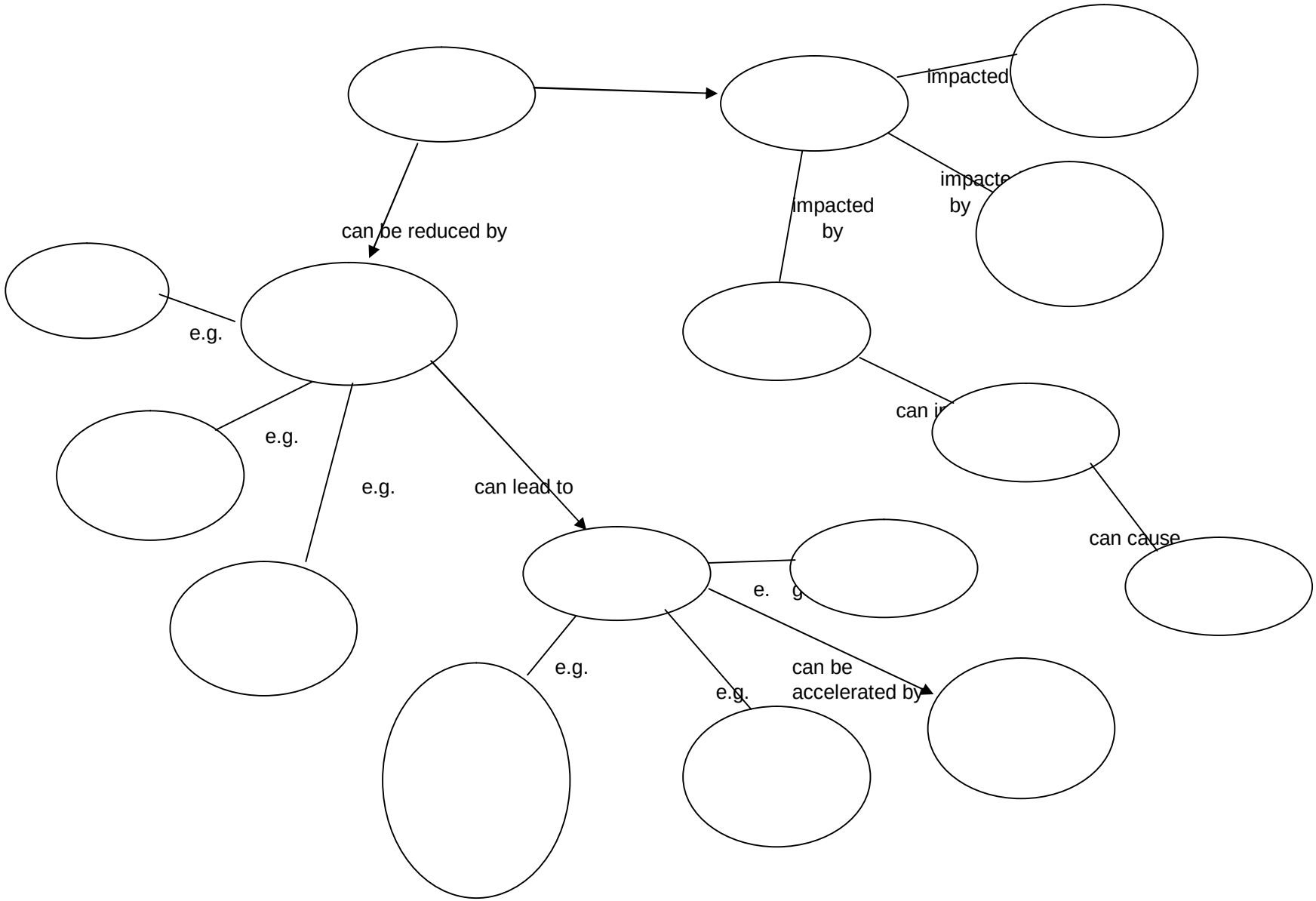
5. At least one public organization is included that the student would like to support and publicize.
   Poor good excellent

6. Has this student gone 'above and beyond' in your opinion? Please explain?

7. Does this student show exceptional insight into the issue at hand?

8. Has the student included an extra piece that impresses you? What makes this piece impressive?

CONCEPT
MAP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