My Community: A Windows and Mirrors Perspective

Traveling the Road from Self-Study to Community Member

An Integrated Thematic Unit

Lesley University
School of Education
EEDUC 6137: Creating a Community of Learners

Hillary Hogan
Ann Hsu
Greg Smith
Malia Tanano

INTRODUCTION

My community: A Windows and Mirrors Perspective
Traveling the Road from Self-Study to Community Member

INTRODUCTION

- What is a community?
- How do communities form?
- How do you know you belong to a community?
- Is belonging to a community important?
- Are there benefits to belonging to community?
- Are communities necessary for the advancement of mankind?
- What attributes are prevalent in your community?
- What communities do you belong to?
- Can you belong to more than one community?

These are the questions that will guide our students during this Interdisciplinary Thematic Unit (ITU) called My community: A Windows and Mirrors Perspective – Traveling the Road from Self-Study to Community Member. Students will strive to answer the aforesaid questions by making connections between the knowledge they obtain through the ITU and their own personal experiences and prior knowledge. The theme of this ITU, My community: A Windows and Mirrors Perspective – Traveling the Road from Self Study to Community Member, is a theme that spans centuries. Students will be asked to study themselves, those living closely around them and to think about people even farther removed from them like immigrants from another country or characters in a novel. These investigations will lead students down many inquiry paths. Students will be asked to look at what they learn through a window, or in other words, to act as an observer. But, they will also be asked to look at what they learn as if it were a mirror because they also need to be able to reflect upon their place within a community.

This thematic learning collaboration was created to educate grade 7 students in the subject areas of mathematics, language arts, science, and social studies. Through the lesson plans and activities defined in this ITU, students will be involved in preparing reports, making presentations, interviewing community members while at the same time, developing essential life skills such as critical thinking, problem solving, cooperation and group development.

Research strongly suggests that when people feel part of a community they have better physical and mental health, higher self esteem, and promote mutual respect (Community belonging, 2005). *The Minnesota Department of Health Research* (2002) argues that adolescent health issues are strongly linked to their social environment. Students who feel they don't belong to a community are at a higher risk for behaviors that result in unintentional and intentional injury (including violence and suicidal behaviors), alcohol and

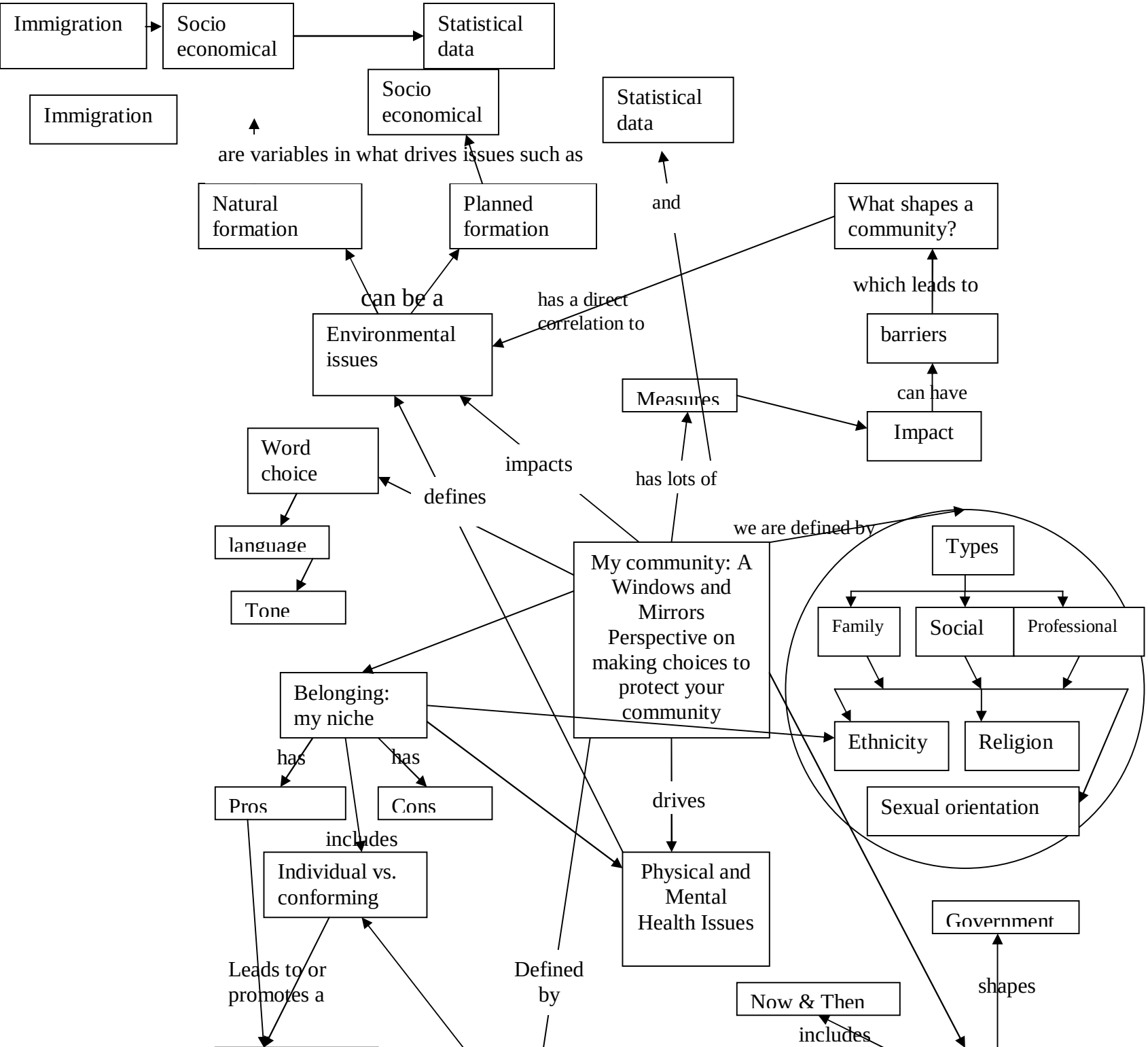
other drug abuse, tobacco use, sexual behaviors that result in unintended pregnancy, HIV infection and other sexually transmitted diseases, unhealthy dietary behaviors, and inadequate physical activity.

Through the successful execution of this ITU we will have achieved three objectives. First, it is our goal to teach and meet the state standards as outlined in the Massachusetts Curriculum Frameworks. Secondly, and most importantly, we will have provided a foundation for students to understand the importance of accepting themselves within the community, building, protecting and belonging to a community. Finally, with the completion of this ITU, the lesson plans we have defined and the activities we have chosen will allow our students to build knowledge, confidence and skills in leadership and relationship building. We want our students to identify the characteristics of their common community, the school, but at the same time, realize through their self-study that it is their differences that contribute to the community and make it unique and safe. Occasionally, it will be standing out and being different that will help protect the community.

Community belonging and self-perceived health: Early CCHS findings January to June 2005. *Statistics Canada*. Retrieved March 20, 2008, from http://www.statcan.ca/english/research/82-621-XIE/82-621-XIE2005001.htm

Being, Belonging, Becoming: Minnesota's Adolescent Health Action Plan. *Minnesota Department of Health Research*, (2002). Retrieved March 20, 2008, from http://www.health.state.mn.us/youth/bbb/execsumm/index.html

CONCEPT MAP


Immigration
Socio economical
Statistical data
Immigration
Socio economical
Statistical data
are variables in what drives issues such as
Natural formation
Planned formation
and
What shapes a community?
can be a
has a direct correlation to
which leads to
Environmental issues
barriers
Measures
can have
Impact
Word choice
impacts
has lots of
defines
language
we are defined by
Types
Tone
My community: A Windows and Mirrors Perspective on making choices to protect your community
Family
Social
Professional
Belonging: my niche
Ethnicity
Religion
has
has
Pros
Cons
drives
Sexual orientation
includes
Individual vs. conforming
Physical and Mental Health Issues
Government
Leads to or promotes a
Defined by
Now & Then
shapes
includes

CULMINATING ACTIVITY

Culminating Activity
My Community: A Windows and Mirrors Perspective
Traveling the Road from Self-Study to Community Member

After three weeks of students learning about their community through integrated lesson plans in Math, Science, English, Social Studies, Art and P.E., the students will create a presentation about a history of themselves and integrated in that self history will be a history of their most immediate community. Depending on the student, this immediate community will differ. For some, their most immediate community from which their own history is derived may be family. Other students may fashion their presentation around their friends. Throughout the ITU, there will be related mini projects or assessments that go along with the daily lesson plan in order to prepare students for the final project.

The primary tool that is the inspiration for bringing the lessons together in our ITU is a book called *Seedfolks* by Paul Fleischman. The book contains a series of vignettes about people in a community that are brought together by a vacant lot that has been transformed into a garden. Our desire is to have students connect with the book's meanings and intents through having the students observe their place within a community. The major component of this culminating activity is to have students compare their Self Study results to other student's Self Study results and find what represents them.

Using brainstorming strategies, students will determine how they would like to present their findings.

Materials

1) poster board, markers etc
2) computers
3) data collecting tools (interview sheets, census reports)
4) Community Cards (to be created, see below for example)
5) An empty wall (or empty room) where students will display final presentation where students can make connections when reviewing the Community Cards.
6) Square tiles and glaze

Tasks

1) During week 1 day 1, students will be given information and guidelines that include what they are expected to research and analyze. This could include their family history, community data, immigration, cultural heritage, socio economic, what shapes their community, etc. Much of the information they will research will exist as individual or

integrated lesson plans, During the kickoff, students will learn about Community Cards they are to use to record data they learn about others throughout the thematic unit.

2) In small groups, students will brainstorm appropriate methods for organizing and analyzing collected data, including the Community Cards. As a class, students will share their recommendations. After a full list of recommendations or options is created, students can determine the best choice that will help them to efficiently and effectively present their data. After students begin to work with their data, classmates will share opinions and make recommendations to each other about how to improve their findings.
3) In small groups, students will create a self study visual report using poster boards or other presentation tools. Each group member will assist other group members on their presentations and begin to complete the Community Cards.
4) Once the Self Study reports are finalized, students will engage in a gallery walk whereby they can see every other student's presentation. During the gallery walk, students will add new or additional information to their Community Cards.
5) One week after the Community Cards are completed (which could be around week 4) students will use the information to create a Mural Presentation to show schoolmates how they are connected to each other and how they are connected to their community.
6) During debriefing and the assessment activity, students will discuss/share what they learned and how has what they learned in the theme and community cards could be reflected in the Mural.
7) The public audience activity is to use the gallery tour and trust activities for the parents, faculty, staff and any community members. Students will demonstrate the activity Finger Lift for their audience.
8) A further public audience activity is to have each 7th grade class act as tour guides for a 5th class. They will show the 5th graders their self-study and the mural if it is completed by the tour. This activity will excite the 5th graders about advancing to the middle school.
9) The final Mural will remain displayed for the remainder of the school year. Students will be available to present the information to parents at various school activities (parent teacher's night, information events, school sports or activities, etc).

<u>Community Cards:</u>
The Community Cards will contain questions that in order for students to answer will require them to study other student's presentations.
Questions could include:

1. List ten attributes they find surprising, different, interesting, exciting, grabs their attention etc. listed on your Self Study that you saw on other students Self Study. Include students name
2. List two attributes you saw on another student's Self Study that you would like to learn more about
3. List three attributes you saw on other students Self Study that you could have listed on your Self Study.
4. What student do you think is most like you based on the information from the Self Study, why?

HISTORY LESSON PLANS

Social Studies	Week 1 *********This is done as an entire grade**********Our lessons are the same… Day 1 (Monday)
Mass. Curriculum Frameworks	*Physical Activity and Fitness 2.8, 2.12 & 2.15*
Lesson Objective	*Students will participate in low ropes course activities in order to facilitate trust and cooperation for the following weeks. In addition, students will gain a sense of ownership and responsibility by contributing expectations for this ITU.*
Activity (include skills and vocabulary)	*Students will be introduced to the theme of the ITU and the culminating activity. They will then be divided into heterogeneous groups of 10 to brainstorm and come up with expectations for the ITU. The remaining time will be used for low rope course, teambuilding and trust activities such as What Did I Do?, Clothes Switch, The Human Machine, Inuit Ball Pass, Indian Ball Pass, Down the Hole, The Human Knot, Mirrors, Line-ups, Trust Fall, Stand Up, and Blind Folded Squares*
Habits of Mind	*Being attentive, Asking good questions, Cooperating and collaborating, Thinking fluently and flexibly, and Finding elegant solutions*
Development Skills	*Sharing, Listening, Feedback*
Classroom Environment/ Resources	*Gymnasium, and Poster-size Post-its*
Project / Mini Project	*Students will create a list of expectations for the entire grade to follow during this ITU.*

Social Studies	Week 1 Day 2 Connection to: XY intersect lesson in Math (W1D5 & W2D1), *Seedfolks*, the idea of themes and growing neighborhoods in English (W2D1)
Mass Curriculum Frameworks	Grade 7 Social Studies 7.7
Lesson Objective	Students will identify the Tigris and Euphrates Rivers on a historical map and determine why the region has been home to several civilizations and empires.
Activity	Co-op Co-op: Students will take notes and discuss readings on Mesopotamia. Their objective is to focus on finding reasons why the Mesopotamian civilizations formed where they did. Students will be divided into 4 teams. Each team will create and present a fact sheet displaying their reasoning behind both Mesopotamia's rise and the reason for the name Fertile Crescent. Teacher will model how to read and analyze a map.
Habits of Mind	Being attentive, Asking good questions, Forming hunches, Cooperating and collaborating, and Finding elegant solutions
Development Skills	Note taking, Map reading, Asking peers for help, Time management
Resources	Briquebec, 1990; Schomp, 2004; "Sumerians," n.d; Fleischman, 2002
Classroom Environment	Poster-size Post-its, loose leaf paper, computer and LCD projector and screen (for displaying maps)
Project / Mini Project / Assessment	Students will create in their groups a document outlining their reasoning for a civilizations birth.

Social	Week 1 Day 3 (day 1 of 3) Connection to: later math lesson on maps

Studies	
Mass Curriculum Frameworks	Grade 7 Social Studies 7.7 Art Standard 10 – Interdisciplinary Connections
Lesson Objective	Students will identify the Tigris and Euphrates Rivers on a modern day map and compare the modern day countries that make up the region to the ancient civilizations.
Activity[1]	Map Making: In groups of 2, students will begin to make a three-dimensional map of Mesopotamia but with the borders of modern day countries as an overlay.
Habits of Mind	Being attentive, Asking good questions, Forming hunches, and Cooperating and collaborating
Development Skills	Asking peers for help, Time management, Comparing historical maps to present day maps
Resources	Briquebec, 1990; Schomp, 2004; "Sumerians," n.d.
Classroom Environment	Poster board, clay, colored pencils, popsicle sticks, colored markers, glue, scissors, and any other art supplies the students want, maps of the region
Project / Mini Project / Assessment	Students will create a map of the Fertile Crescent out of clay and any other materials they want. For homework, students will be asked to find a current newspaper article about either Iraq, Iran, or Turkey.

Social Studies	Week 1 Day 4 (day 2 of 3) Connection to: English (W3D1) review presenting and reoccurring themes
Mass Curriculum Frameworks	Grade 7 Social Studies 7.7 Art Standard 10 – Interdisciplinary Connections
Lesson Objective	Students will share their newspaper articles and determine a common theme for the content of their articles.
Activity	Article Share and Pens in the Middle: students will get into groups of four to share their article. The teacher will pick a pen from each group and that student will have to give

[1] http://www.sitesatlas.com/Maps/Maps/606.htm

	a brief synopsis of all the articles shared and a common or reoccurring theme found in them. Teacher will model good listening and public speaking skills. Map Making: continued.
Habits of Mind	Being attentive, Asking good questions, Forming hunches, and Cooperating and collaborating
Development Skills	Asking peers for help, Time management, Sharing, Listening, Summarizing, and Public speaking
Resources	Briquebec, 1990; Schomp, 2004; "Sumerians," n.d.
Classroom Environment	Poster board, clay, colored pencils, popsicle sticks, colored markers, glue, scissors, and any other art supplies the students want, maps of the region
Project / Mini Project / Assessment	

Social Studies	Week 1 Day 5 (day 3 of 3) Connection to: culminating activity how to give constructive feedback and appreciate another persons work
Mass Curriculum Frameworks	Grade 7 Social Studies 7.7 Art Standard 10 – Interdisciplinary Connections
Lesson Objective	Students will provide construction criticism and appropriate praise
Activity	Teacher will model and have students do a mini role-play about giving constructive feedback and appropriate praise. Students will brainstorm ideas for good suggestions and words of praise. Students will be asked to write down one suggestion and one praise, and each student will be asked to share at least one suggestion.
Habits of Mind	Being attentive
Development Skills	Sharing, Listening, Summarizing, Public speaking, and Feedback
Resources	Briquebec, 1990; Schomp, 2004; "Sumerians," n.d.
Classroom Environment	Feedback sheet
Project / Mini	Student will be asked to reflect upon the feedback they received from their peers.

Project / Assessment	

Social Studies	Week 2 Day 1 (day 1 of 2) Connection to: Math lesson on the word scribe (W1D3-4), categorizing in English (W1D5) and categorizing in Math (W1D3-4)
Mass Curriculum Frameworks	Grade 7 Social Studies 7.9
Lesson Objective	Students will be able to identify similarities between Mesopotamian jobs and present day jobs. In addition, the students will also research about the Mesopotamian jobs they do not recognize.
Activity	10 minute Trust Activity (first period class only): Bridges Each student will be given a list of jobs found in Mesopotamia and they will be asked to form two lists. One list for the jobs that are still done today and one for the jobs they do not recognize. Create a class list. Discuss how jobs done today and in Mesopotamia may be different, and in groups of four, have students research a job they do not recognize to report back to the class.
Habits of Mind	Being attentive, Asking good questions, Forming hunches, Cooperating and collaborating, and Finding elegant solutions
Development Skills	Following instructions, Asking peers for help, Asking teacher for help, Sharing, Listening, and Presenting
Resources	Briquebec, 1990; Schomp, 2004
Classroom Environment	Dictionaries, encyclopedias, computers, Help Wanted Sheet[2] (list of Mesopotamian jobs)
Project / Mini Project / Assessment	Students will give a mini report about the job they researched during class.

Social	Week 2 Day 2 (day 2 of 2)

[2] adopted from the following website's lesson plan: http://oi.uchicago.edu/OI/MUS/ED/TRC/MESO/lessonsmeso.html

Studies	
Mass Curriculum Frameworks	Grade 7 Social Studies 7.9 Art Standard 10 – Interdisciplinary Connections
Lesson Objective	Students will create effective help wanted adds for the Mesopotamian jobs by studying modern help wanted adds
Activity	In groups of two, students will study a portion of the Classifieds section of a newspaper. They will brainstorm characteristics of the add that make it effective in their small groups, and then as a class, they will come up with a class list. Individually, the students will create their own help wanted ads for a Mesopotamian job of their choice. At the end of class, students will be given the opportunity to share their add.
Habits of Mind	Being attentive, Asking good questions, Cooperating and collaborating, and Finding elegant solutions
Development Skills	Following instructions, Asking peers for help, Asking teacher for help, Sharing, Listening, and Presenting
Resources	Briquebec, 1990; Schomp, 2004
Classroom Environment	A4 poster paper, markers, colored pencils, scissors, glue, Classifieds
Project / Mini Project / Assessment	Students will create their own help wanted ads and share them with the class.

Social Studies	Week 2 Day 3 (day 1 of 4) Connection to: cataloging and identity charts in English (W2D5), grid work in Math and Art project, Personal Artifact
Mass Curriculum Frameworks	Grade 7 Social Studies 7.10 Art Standard 10 – Interdisciplinary Connections
Lesson Objective	Students will define archeology, value and articulate the importance of artifacts in learning about people from the past and also about people in general.
Activity	Students will read individually an excerpt from McIntosh's book on archeology and

	then in groups discuss what an archeologist does, the importance of archeology, and what we can learn from archeology. Students will then look at images of artifacts and architecture from Mesopotamia and try to decipher what was held important to the ancient Mesopotamians. The images will be placed in stations around the room and students will move to stations in groups of four
Habits of Mind	Being attentive, Asking good questions, Forming hunches, and Cooperating and collaborating
Development Skills	Reading comprehension, Sharing, and Listening
Resources	Briquebec, 1990; Schomp, 2004; McIntosh, 1994
Classroom Environment	Images of artifacts and architecture
Project / Mini Project / Assessment	Students will be asked to go home and find three of their own artifacts that can fit in an egg carton and can bring to school[3] These artifacts are a representation of who they are, and they will choose one to paint in art class. This painting will be added to their self-study and identity chart.

Social Studies	Week 2 Day 4 (day 2 of 4) Connection to: cataloging in English (W2D5), grid work and points on a graph in Math (W3D3) and Art project, Personal Artifact
Mass Curriculum Frameworks	Grade 7 Social Studies 7.10 Art Standard 10 – Interdisciplinary Connections
Lesson Objective	Students will outline the importance of cataloging, drawing and recording the finding of historical objects. Students will define, locus tag and locus sheet.
Activity	Teacher will demonstrate how to carefully uncover artifacts hidden in the ground, label and catalog the object. Teacher will also demonstrate how to create a sieve out of a plastic bowl, wire screen, tape and rubber band
Habits of Mind	Being attentive, Asking good questions, and Cooperating and collaborating
Development	Sharing, Listening, Following instructions, Asking peers for help

[3] adopted from the following website's lesson plan: http://oi.uchicago.edu/OI/MUS/ED/TRC/MESO/lessonsmeso.html

Skills	
Resources	McIntosh, 1994
Classroom Environment	Plastic bowls (enough for each child), wire screen (enough for each child), locus tag and locus sheet.
Project / Mini Project / Assessment	Students will be asked to go home and read the instructions for the following days dig and to come up with three questions about the instructions and activity[4]

Social Studies	Week 2 Day 5 (day 3 of 4) Connection to: cataloging in English (W2D5), grid work in Math and Art project, Personal Artifact
Mass Curriculum Frameworks	Grade 7 Social Studies 7.10 Art Standard 10 – Interdisciplinary Connections
Lesson Objective	Students will describe what they can learn about each other based on the artifacts they have uncovered.
Activity	Each student is given a section of the dig grid to excavate. Each time they uncover an artifact they must catalog it properly. They will then analyze the artifacts and decide what kind of civilization/community they have uncovered
Habits of Mind	Being attentive, Asking good questions, Forming hunches, Cooperating and collaborating, and Finding elegant solutions
Development Skills	Sharing, Listening, Following instructions, Asking peers for help
Resources	McIntosh, 1994
Classroom Environment	Dig site (sandbox with students' artifacts inside), brushes, trowels, locus tag, and locus sheet
Project / Mini Project / Assessment	For homework, students are to write up a report about what kind of civilization/community they have uncovered[5]

[4] adopted from the following website's lesson plan: http://oi.uchicago.edu/OI/MUS/ED/TRC/MESO/lessonsmeso.html
[5] adopted from the following website's lesson plan: http://oi.uchicago.edu/OI/MUS/ED/TRC/MESO/lessonsmeso.html

Social Studies	Week 3 Day 1 (day 4 of 4)
Mass Curriculum Frameworks	Grade 7 Social Studies 7.10 Art Standard 10 – Interdisciplinary Connections
Lesson Objective	Students reflect on the artifact of their choice is a reflection of who they are.
Activity	10 minute Trust Activity (first period class only): Catch Me! Teacher will model how to write a personal piece about a personal artifact. Students will begin to work independently on their reflection that will be added to their self-study.
Habits of Mind	Being attentive, and Asking good questions
Development Skills	Individual work, Asking peers for help, Asking teachers for help
Resources	
Classroom Environment	Desks set up individually, conference tables for peer conferencing and teacher conferencing, Computers, pens, and paper.
Project / Mini Project / Assessment	Students will be expected to finish their reflection at home. They will be given some class time the following day to work on

Social Studies	Week 3 Day 2
Mass Curriculum Frameworks	Community and Public Health 14.4 Interpersonal Relationships 7.5
Lesson Objective	Student will be able to define community and identify different characteristics of what a community is and what it means to be part of a community. They will also determine whether or not their classroom is a community. In addition, this lesson will be tied in with the lessons on Mesopotamia thus far.

Activity	20 minutes for peer edit of reflection piece. Graffiti – Students will be divided into groups and circulate the room leaving their thoughts to the following questions: • What is a community? • What does a community look like? • How do you know you are part of a community? • How do communities form? • How should one act within a community?
Habits of Mind	Asking good questions, Thinking fluently and flexibly, and Searching for patterns
Development Skills	Giving feedback, Sharing, and Using prior knowledge
Resources	Baloche, 1998, p. 12; Fleischman, 2002
Classroom Environment	Poster-size Post-its
Project / Mini Project / Assessment	Write their own definition of community that will incorporate the ideas from the five graffiti questions and finalize their reflection piece.

Social Studies	Week 3 Day 3
Mass Curriculum Frameworks	Community and Public Health 14.4 Interpersonal Relationships 7.5
Lesson Objective	Now that the students have begun to learn about different communities and begin to see that they can belong to multiple communities, it's time for the students to contemplate the question do we need communities? They will also be asked to recall prior knowledge they learned about the development of ancient civilizations and from *Seedfolks*
Activity	Students will also be given time to work on their self-study project and prepare for the next day's presentation.

	Corners: Students and teachers will break themselves into groups according to their answer to the question, do we need communities and discuss amongst each other their reason for answering in such away.
Habits of Mind	Thinking fluently and flexibly, and Searching for patterns, and Collaborating and cooperating
Development Skills	Listening, Sharing, Feedback, Paraphrasing and Questioning
Resources	Rutherford, 2002, p. 77; Fleischman, 2002
Project / Mini Project / Assessment	Students will discuss in their agreement groups and then present their reasons to the class.

Social Studies	Week 3 *********This is done as an entire grade********** Our lessons are the same… Day 4 (Thursday)
Mass. Curriculum Frameworks	*Grade 7 Mathematics 8D1,8D2, 8D3* *Art Standard 10 – Interdisciplinary Connections* *Community and Public Health 14.4* *Interpersonal Relationships 7.5* ELA: 3.12: Give oral presentations to different audiences for various purposes, showing appropriate changes in delivery *(gestures, vocabulary, pace, visuals)* and using language for dramatic effect.
Lesson Objective	*Students will take pride in their background and be able to present and answer questions about who they are. In addition, students will be able to see how they are a part of this community and appreciate the diversity of their peers.*
Activity (include skills and vocabulary)	*Gallery Walk: Each class will take turns walking through the each class' self-study displays. As they view the different displays they are expected to ask questions of the presenter and fill in their Community Cards.*
Habits of Mind	*Being attentive, Asking good questions, Cooperating and collaborating, Thinking fluently and flexibly, and Finding elegant solutions*

Development Skills	*Sharing, Listening, Feedback, Presenting, and Answering questions*
Classroom Environment/ Resources	
Project / Mini Project	*Desks lined up with each student's self-study prominently displayed.*
	Students will write a reflection piece about what they have learned about their peers and their community as a whole.

Social Studies	Week 3 *********This is done as an entire grade**********Our lessons are the same… Day 5 (Friday)
Mass. Curriculum Frameworks	*Grade 7 Social Studies 7.7, 7.9 & 7.10* *Art Standard 10 – Interdisciplinary Connections* *Community and Public Health 14.4* *Interpersonal Relationships 7.5* ELA: 3.12: Give oral presentations to different audiences for various purposes, showing appropriate changes in delivery *(gestures, vocabulary, pace, visuals)* and using language for dramatic effect.
Lesson Objective	*Students will take pride in their accomplishments and present their work to the principle and give tours to their parents and the upcoming 6th grade class (this years fifth graders)*
Activity (include skills and vocabulary)	*Set up gymnasium with all self-study projects* *Presentation of tile mural to the Principal* *Gallery tour and trust activities for the parents, faculty, staff and any community members* *Students will demonstrate the activity Finger Lift for their audience.* *Each class will act as tour guides for a 5th class. They will show them their self-study and the mural* *Reflection, debriefing and evaluations*

	Party!
Habits of Mind	*Being attentive, Asking good questions, Cooperating and collaborating, Thinking fluently and flexibly, and Finding elegant solutions*
Development Skills	*Sharing, Listening, Feedback, Presenting, and Answering questions*
Classroom Environment/ Resources	
Project / Mini Project	*Gymnasium for presentation to principal, gallery tour and trust activities, evaluation sheets, small group (8 students) reflection and debriefing areas*
	Evaluation of the ITU and their experience

References

Briquebec, J. (1990). *The ancient world: From the earliest civilizations to the Roman Empire*. New York, New York: Warwick Press.

McIntosh, J. (1994). *Archeology*. New York: A.A. Knopf. (Original work published 1994)

The oriental institute of the University of Chicago teacher resource center: Classroom and museum lesson plans Mesopotamia. (n.d.). *Mesopotamia: Lesson plans*. Retrieved April 18, 2008, from University of Chicago Web site: http://oi.uchicago.edu/OI/MUS/ED/TRC/MESO/lessonsmeso.html

Political map of Iraq, Iran, and Kuwait. (2008). *Political map of Iraq, Iran, and Kuwait – World sites atlas*. Retrieved April 16, 2008, from World Site Atlas Web site: http://www.sitesatlas.com/Maps/Maps/606.htm

Schomp, V. (2004). *Ancient Mesopotamia: The Sumerians, Babylonians, and Assyrians*. New York, New York: Franklin Watts.

Sumerians. (n.d.). *Sumerians*. Retrieved April 10, 2008, from http://http://home.cfl.rr.com/crossland/AncientCivilizations/Middle_East_Civilizations/Sumerians/sumerians.html

MATH LESSON PLANS

Mathematics	Week 1 Day 1
Massachusetts Curriculum Frameworks	Physical Activity and Fitness 2.8, 2.12 & 2.15
Lesson Objective	Students will participate in low ropes course activities in order to facilitate trust and cooperation for the following weeks. In addition, students will gain a sense of ownership and responsibility by contributing expectations for this ITU.
Activity (include skills and vocabulary)	Students will be introduced to the theme of the ITU and the culminating activity. They will then be divided into heterogeneous groups of 10 to brainstorm and come up with expectations for the ITU. The remaining time will be used for low rope course, teambuilding and trust activities such as What Did I Do?, Clothes Switch, The Human Machine, Inuit Ball Pass, Indian Ball Pass, Down the Hole, The Human Knot, Mirrors, Line-ups, Trust Fall, Stand Up, and Blind Folded Squares
Habits of mind	Being attentive, Asking good questions, Cooperating and collaborating, Thinking fluently and flexibly, and Finding elegant solutions
Development Skills	Sharing, Listening, Feedback
Classroom Environment / Resources	Gymnasium, and Poster-size Post-its
Project / Mini Project / Assessment	Students will create a list of expectations for the entire grade to follow during this ITU.

Mathematics	Week 1 Day 2
Massachusetts Curriculum Frameworks	Data Analysis, Statistics, and Probability
Lesson Objective	Students will define group norms, values and roles and then conduct data investigations by posing questions, collecting and analyzing data and making interpretations to answer questions.

Activity (include skills and vocabulary)	Students will work in small groups to complete the activity *using ourselves to learn about values, norms and roles*. The information obtained from this activity will correspond to the ITU theme of belonging to a community.
Habits of mind	thinking fluently and flexibly, asking good questions, forming hunches
Development Skills	organization, record keeping, Microsoft Excel
Classroom Environment / Resources	Baloche, 1998 p35
Project / Mini Project / Assessment	Activity: Using Ourselves to Learn about Values, Norms, Roles, and Group Development Students will create and administer a survey based on information they want to know about each other. They will also construct a response instrument to capture each member's answers. Students will review each others data and make inferences.

Mathematics	Week 1 Day 3&4
Massachusetts Curriculum Frameworks	8.D.1 Students engage in problem solving, communicating, reasoning, connecting, and representing as they 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.
Lesson Objective	Students will learn to identify, collect, and organize data. Students will learn the difference between categorical or numerical data points. This lesson plan will be integrated with Social Studies Lesson plans: weeks 1 day 5 about *different types of jobs*; week 2 day 3 about *cataloging artifacts*; (Please note to use the word scribe as often in the lesson plans) and English lesson plan week 1 day 5 and week 2 day 1 about c*ategorizing questions with a theme* (identity charts)

Activity (include skills and vocabulary)	*My classroom Census.* I will introduce students to the US census website and describe the type of data that is collected and the purpose of the information collected. I would ask students to look at the Census data and identify in what categories they think they were counted. Students will learn the difference between categorical and numerical data. I will have students work in groups of four and determine what four questions they would like to know about other students. Students will identify if the answer is categorical or numerical data points. Some examples of questions I hope to see would be linked back to the norms, value and roles activity. However if questions can be related to: things in which they are interested (categorical), favorite show (categorical), size of family (numerical) etc. The group's reporter will share the questions they created with the class. As the teacher writes the question on the board other members of the class will determine if the questions represents a category question or a numerical category. Once each group has shared their questions, the students, as a group, will determine the best 6 questions to include in the classroom census. Each group will design a way to capture, organize and display the answers to each of the 6 questions. Each group's **scribe** will take one of the six questions and record the student's responses.
Habits of mind	Being Attentive, designing tests, cooperating and collaborating, asking good questions,
Development Skills	Organization skills, recording skills, sharing time, allowing others to speak one at a time.
Classroom Environment / Resources	Students would have internet access. http://www.census.gov/dmd/www/teachers.html http://www.cambridgema.gov/cdd/data/demosocioprofile2006.pdf
Project / Mini Project / Assessment	Students will create and administer a class survey. Each group will design a way to capture, organize and display the answers to each of the 6 questions.

Mathematics	Week 1 & 2 Day 5 & 1
Massachusetts Curriculum Frameworks	8.D.2 Students engage in problem solving, communicating, reasoning, connecting, and representing as they 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 them.
Lesson Objective	Students will learn to use vertical and horizontal bar graphs. Students will learn the importance of labels and titles for charts. This lesson plan will be integrated with the Social Studies lesson week 1 day 2
Activity (include skills and vocabulary)	*My Classroom Census.* I will exhibit vertical and horizontal graphs from newspapers articles and other Classroom Environment / Resources that are familiar to the students and pertain to their community. The examples could be health statistics for this community for example or maybe data around students going to college each year from this school/community. Students will learn what labels correspond to the X axis and Y axis such as frequency and number. Students will learn how to interpret the data of the graph. Students will work in groups of four. I will provide the groups with three different hypothetical data points (perhaps around student heights, number of pets students own etc) and they will create vertical and horizontal bar graphs to correspond with the hypothetical data.
Habits of mind	striving for accuracy, finding and keeping focus, cooperating and collaborating
Development Skills	organizing, transitioning from group work to individual work,
Classroom Environment / Resources	graph paper. Examples of graphs from newspapers, websites etc. http://www.cambridgema.gov/cdd/data/demosocioprofile2006.pdf

Project / Mini Project / Assessment	Activity: one stay, three stray (Kagan as cited by Baloche, 1998, p. 64). And the activity corners. Students will take the information obtained from that lesson plan and use bar graphs to illustrate reasons for answers why do we need communities. As a home work assignment, students will find examples of bar graphs from newspapers; websites etc and write a summary of what it means and how the data could be useful to other students or the school. The students will present this information in a common area of the school for others to see and learn. I will provide some assistance on where students could find this information (housing graphs, gas graphs, spending graphs, election graphs etc). Trust Activity to reiterate the first days activity: 10 minute Trust Activity (first period class only): Bridges

Mathematics	Week 2 Day 2
Massachusetts Curriculum Frameworks	8.D.3 Students engage in problem solving, communicating, reasoning, connecting, and representing as they find, describe, and interpret appropriate measures of central tendency (mean, median, and mode) and spread (range) that represent a set of data. Use these notions to compare different sets of data.
Lesson Objective	Students will choose the most appropriate statistical measures (mean, median, mode, range etc.) to describe a distribution of data.
Activity (include skills and vocabulary)	*My Classroom Census.* At various stations throughout the classroom I will display various numbers of legos in stacks by color. I will also have 10 cards showing numbers from 2-9, many of which will be duplicated. I will have students rank the cards from lowest to highest and ask them which number is represented the most. After the students respond I will define this as being the mode. I will then ask the students which number or numbers are in the exact middle. After the students respond I will define this as being the median average. I will then have students identify the number of cubes in each color stack. I will show them the formula to determine the mean average. This activity will be replicated in small groups with different combinations of numbers and stacked legos.
Habits of mind	Thinking flexibly, persisting,
Development Skills	taking turns speaking, moving in orderly way,
Classroom Environment / Resources	legos, three decks of playing cards (2-9 only) or other cards that have more numbers,
Project / Mini Project / Assessment	Homework related to activity will be given.

Mathematics	Week 2 Day 3

Massachusetts Curriculum Frameworks	8.D.3 Students engage in problem solving, communicating, reasoning, connecting, and representing as they find, describe, and interpret appropriate measures of central tendency (mean, median, and mode) and spread (range) that represent a set of data. Use these notions to compare different sets of data.
Lesson Objective	Students will choose the most appropriate statistical measures (mean, median, mode, range etc.) to describe a distribution of data.
Activity (include skills and vocabulary)	*My Classroom Census*. Continuing the lesson from Day 4, Students will work in groups to analyze data I present to them from the US Census Data that was reviewed on day 2. The students will have to determine the mean, mode and median and range of the data.
Habits of mind	build on prior knowledge, using models, simplifying problems, remaining open to continuous learning
Development Skills	cooperation, sharing,
Classroom Environment / Resources	data from US Census
Project / Mini Project / Assessment	Students will prove what they learned by passing a quiz on creating a vertical and horizontal line graph using the data from their Classroom Census.

Mathematics	Week 2 Day 4&5
Massachusetts Curriculum Frameworks	8.D.2 Students engage in problem solving, communicating, reasoning, connecting, and representing as they 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 them.
Lesson Objective	Students will research and collect optimal planting dates and record the data in a graphic organizer and display their results (preferably through Excel). This lesson is integrated with English Lesson plan week 1 day 4

Activity (include skills and vocabulary)	The teacher will refer to the vignette about Wendell from Seedfolks and reiterate Wendell's conversation about planting seeds at the right time of year. Students will determine the best way to organize and graph the data they collected.
Habits of mind	Simplifying questions and problems, finding and keeping focus, forming hunches, answering open ended questions.
Development Skills	Students can work with objects and artifacts.
Classroom Environment / Resources	Book: Seedfolks by Paul Fleischman. This is a good lesson plan about what science classes can do with seeds. This will need to be adjusted for appropriate grade level. http://www.eduref.org/Virtual/Lessons/Science/Agriculture/AGR0010.html. Microsoft Excel
Project / Mini Project / Assessment	Maybe have a local farmer visit the students to inform them about the best time of year to plant vegetables. Students will determine the best way to organize and graph the data they collected.

Mathematics	Week 3 Day 1
Massachusetts Curriculum Frameworks	Introduction to Geometry: Specify locations and describe spatial relationships using coordinate geometry and other representational systems
Lesson Objective	This lesson will be an integrated Math and Social Studies lesson plan about fixing points on an archaeology dig. Students will review how to read and create coordinate graphs in anticipation of learning how to determine points on the X and Y axis
Activity (include skills and vocabulary)	The coordinate graph will have many points and line segments. Each point will have a letter associated with it. Students will answer questions pertaining to their history lessons. The way they find the answer is to find the given coordinates in the graph and record the letter that is associated with it. The letters will spell the answer to the questions.
Habits of mind	Students will use curiosity and predictions to find the answers. Students will form hunches. Accessing former knowledge.

Development Skills	
Classroom Environment / Resources	http://www.teachervision.fen.com/tv/printables/TCR/1557345902_52_key.pdf
Project / Mini Project / Assessment	Trust Activity to reiterate the first days activity: 10 minute Trust Activity (first period class only): Catch Me

Mathematics	Week 3 Day 2
Massachusetts Curriculum Frameworks	G.M.1 Students engage in problem solving, communicating, reasoning, connecting, and representing as they calculate perimeter, circumference, and area of common geometric figures such as parallelograms, trapezoids, circles, and triangles.
Lesson Objective	Students will work in group to trace draw the outlines various plant leaves or vegetables to represent their closest geometric shapes. One student will trace and the other student will record the data. Another student will measure the shapes. All students will determine the area of the object. This lesson plan is integrated with English lesson plan week 1 Day 4 where connection will be made with *Seedfolks* by Paul Fleishman. This is also integrated with Social Studies lesson plan week 3 day 1 about *bringing up key questions*.
Activity (include skills and vocabulary)	Determine what portion of the square is covered by the leaf. Explain how you made your determination. If you know the height, h, of such a leaf you would be able to determine its surface area (A). Explain how you would determine a formula that could be used to find the surface area of a black poplar leaf. In the figure the leaf is symmetric. Draw a picture of a non-symmetric leaf for which the formula will continue to work. Use the formula from problem 2 to create a table of values. In your table, include the values for the heights and areas of the black poplar leaf. Plot the values on a graph. Using the graph, determine the surface area of leaves having heights 4.5 cm, 8.3 cm and

	11.5 cm; then check you results using the formula.
Habits of mind	Thinking fluently and flexibly.
Development Skills	Students will work in groups
Classroom Environment / Resources	www.pbs.org/teachers/mathline/concepts/plants/activity3. *Seedfolks* by Paul Fleischman
Project / Mini Project / Assessment	Students will using the graph to determine the surface area of leaves having heights 4.5 cm, 8.3 cm and 11.5 cm; then check you results using the formula.

Mathematics	Week 3 Day 3
Massachusetts Curriculum Frameworks	8.G.4 Students engage in problem solving, communicating, reasoning, connecting, and representing as they demonstrate an understanding of the Pythagorean theorem. Apply the theorem to the solution of problems.
Lesson Objective	This is integrated with English lesson plan about *Seedfolks*. Students will determine how to divide up a plot of land into subplots as was done in *Seedfolks*. Students will then use the Pythagorean theorem to determine the area of each garden.
Activity (include skills and vocabulary)	Students will work in groups to sketch what they think the gardens from *Seedfolks* look like. They will then measure the area of each garden. The students will then have to measure and design the layout of the garden that will be created for the culminating activity.
Habits of mind	Seeking feedback from group members.
Development Skills	cooperation, honesty,
Classroom Environment / Resources	graph paper

Project / Mini Project / Assessment	Comprehension will be assessed through testing on the student's ability to measure and design. Assess teamwork and participation through individual and group discussion.

Mathematics	Week 3 Day 4
Massachusetts Curriculum Frameworks	Grade 7 Mathematics 8D1,8D2, 8D3 Art Standard 10 – Interdisciplinary Connections Community and Public Health 14.4 Interpersonal Relationships 7.5 ELA: 3.12: Give oral presentations to different audiences for various purposes, showing appropriate changes in delivery *(gestures, vocabulary, pace, visuals)* and using language for dramatic effect.
Lesson Objective	Students will take pride in their background and be able to present and answer questions about who they are. In addition, students will be able to see how they are a part of this community and appreciate the diversity of their peers.
Activity (include skills and vocabulary)	Gallery Walk: Each class will take turns walking through the each class' self-study displays. As they view the different displays they are expected to ask questions of the presenter and fill in their Community Cards.
Habits of mind	Being attentive, Asking good questions, Cooperating and collaborating, Thinking fluently and flexibly, and Finding elegant solutions
Development Skills	Sharing, Listening, Feedback, Presenting, and Answering questions
Classroom Environment / Resources	
Classroom Environment / Resources	Desks lined up with each student's self-study prominently displayed.
Project / Mini Project / Assessment	Students will write a reflection piece about what they have learned about their peers and their community as a whole.

Mathematics	Week 3 Day 5
Massachusetts Curriculum Frameworks	Grade 7 Social Studies 7.7, 7.9 & 7.10 Art Standard 10 – Interdisciplinary Connections Community and Public Health 14.4 Interpersonal Relationships 7.5 ELA: 3.12: Give oral presentations to different audiences for various purposes, showing appropriate changes in delivery *(gestures, vocabulary, pace, visuals)* and using language for dramatic effect.
Lesson Objective	Students will take pride in their accomplishments and present their work to the principle and give tours to their parents and the upcoming 6th grade class (this years fifth graders)
Activity (include skills and vocabulary)	Set up gymnasium with all self-study projects Presentation of tile mural to the Principal Gallery tour and trust activities for the parents, faculty, staff and any community members Students will demonstrate the activity Finger Lift for their audience. Each class will act as tour guides for a 5th class. They will show them their self-study and the mural Reflection, debriefing and evaluations Party!
Habits of mind	Being attentive, Asking good questions, Cooperating and collaborating, Thinking fluently and flexibly, and Finding elegant solutions
Development Skills	Sharing, Listening, Feedback, Presenting, and Answering questions
Classroom Environment / Resources	
Classroom Environment / Resources	Gymnasium for presentation to principal, gallery tour and trust activities, evaluation sheets, small group (8 students) reflection and debriefing areas
Project / Mini Project / Assessment	Evaluation of the ITU and their experience

Mathematics	Extra lesson plans
Massachusetts Curriculum Frameworks	8.N.3 Students engage in problem solving, communicating, reasoning, connecting, and representing as they: Use ratios and proportions in the solution of problems, in particular, problems involving unit rates, scale factors, and rate of change.
Lesson Objective	Students will learn how to read, create and solve ratios.
Activity (include skills and vocabulary)	Students will be introduced to the definition of ratios and learn how to set up a ratio. The activity will closely follow the lesson outlined in the link under Classroom Environment / Resources.
Habits of mind	.
Development Skills	
Classroom Environment / Resources	http://cstl.syr.edu/FIPSE/Decunit/ratios/ratios.htm
Project / Mini Project / Assessment	

Mathematics	Extra lesson plans
Massachusetts Curriculum Frameworks	8.N.3 Students engage in problem solving, communicating, reasoning, connecting, and representing as they: Use ratios and proportions in the solution of problems, in particular, problems involving unit rates, scale factors, and rate of change.
Lesson Objective	Students will continue learning how to read, create and solve ratios.

Activity (include skills and vocabulary)	Students will Brainstorm what they think the socioeconomic and demographic data would look like. I will lead them to use words like more than or less than. I will have them discover the use of comparisons such as "two times as much" or "for every one variable of x there are four variables of Y. Students will then use the actual socioeconomic and demographic data from the Cambridge reports to analyze their community and perform ratios.
Habits of mind	Brainstorming, forming hunches, thinking efficiently and flexibly
Development Skills	individual responsibility, performing efficient transitions,
Classroom Environment / Resources	http://www.cambridgema.gov/cdd/data/demosocioprofile2006.pdf Stirring up the class page 104 Baloche
Project / Mini Project / Assessment	

Mathematics	Extra lesson plan
Massachusetts Curriculum Frameworks	8.N.3 Students engage in problem solving, communicating, reasoning, connecting, and representing as they: Use ratios and proportions in the solution of problems, in particular, problems involving unit rates, scale factors, and rate of change.
Lesson Objective	This will be an integrated lesson plan with social studies. Students will continue learning about ratios while creating a survey based on information learned in a social studies lesson. The answers they receive will be used to compare and contrast against the social studies information.
Activity (include skills and vocabulary)	Students will work in small groups to create a survey that will be administered directly to their community (family, neighbors, coaches, group leaders etc.) The students will create the survey in conjunction with their social studies class and should include categorical or numerical responses that includes informative information around what shapes a community (the companies located in Cambridge, the education institutions, the demographics of the neighborhoods, the politicians that run the town etc).Ultimately, students will determine the information they want to collect. At the end, there will be one consistent survey that all students will use. This will provide a statistically relevant survey. The respondents need to provide demographic data such as race, age, gender etc. Once the answers are obtained students would look at the results and form summaries based on the ratios. For example, one summary could state that 4 out of every 8 females believe Cambridge is shaped by the Educational Institutions that exists in the town.
Habits of mind	Using research effectively, having a well organized project that speaks to the theme of My Community, cooperative learning, final presentation to an audience
Development Skills	Group cooperation, confidence to survey, collaborating with others on final presentation.
Classroom Environment / Resources	Possibly survey monkey if students was to prepare a very large survey.
Project / Mini Project / Assessment	Students will prepare a poster session based on their findings and display them for a parent event.

ENGLISH LANGUAGE ARTS LESSON PLANS

English Language Arts	Week 1 *********This is done as an entire grade********** Our lessons are the same… Day 1 (Monday)
Mass. Curriculum Frameworks	*Physical Activity and Fitness 2.8, 2.12 & 2.15*
Lesson Objective	*Students will participate in low ropes course activities in order to facilitate trust and cooperation for the following weeks. In addition, students will gain a sense of ownership and responsibility by contributing expectations for this ITU.*
Activity (include skills and vocabulary)	*Students will be introduced to the theme of the ITU and the culminating activity. They will then be divided into heterogeneous groups of 10 to brainstorm and come up with expectations for the ITU. The remaining time will be used for low rope course, teambuilding and trust activities such as What Did I Do?, Clothes Switch, The Human Machine, Inuit Ball Pass, Indian Ball Pass, Down the Hole, The Human Knot, Mirrors, Line-ups, Trust Fall, Stand Up, and Blind Folded Squares*
Habits of Mind	*Being attentive, Asking good questions, Cooperating and collaborating, Thinking fluently and flexibly, and Finding elegant solutions*
Development Skills	*Sharing, Listening, Feedback*
Classroom Environment/ Resources	*Gymnasium, and Poster-size Post-its*
Project / Mini Project	*Students will create a list of expectations for the entire grade to follow during this ITU.*

English Language Arts	Week 1 Day 2 (Tuesday)
Mass. Curriculum Frameworks	1.4 : Know and apply rules for formal discussions *(classroom, parliamentary debate, town meeting rules).*
Lesson Objective	1. Students will identify, analyze, and apply knowledge of the themes, structure, and elements of poetry and provide evidence from the text to support their understanding. 2. Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.
Activity (include skills and vocabulary)	1. Teacher has students brainstorm what they think identity is. 2. Students share responses and teacher puts their responses on the board (brainstorm format). 3. Teacher hands out the poem titled, "Half and Half" by Naomi Shihab Nye and has students work in pairs to see what clues the author gives to the reader to describe the character's identity in the poem. 4. Teacher leads students in a discussion about their findings. 5. Teacher leads students in a discussion about the following questions: • Why does identity matter? When did you even realize you had one? 6. Teacher has students write a journal response to their feelings about class and has class changed, strengthened or left them to question their own identities even more?
Habits of Mind	Finding and keeping focus, asking good questions, seeing anomalies, being attentive, taking risks, cooperating and collaborating and forming hunches
Development Skills	Sharing, listening and answering questions
Classroom Environment/ Resources	Poem taken from this website: http://www.americanpoems.com/poets/Naomi-Shihab-Nye/7085 White board/chalk board Have students put desks into semi-circle at the beginning of class in order to engage in class discussion Journals
Project / Mini Project	Students will write a journal entry that will be shared during tomorrow's class.

English Language Arts	Week 1 Day 3 (Wednesday)
Mass. Curriculum Frameworks	13.19: Identify and use knowledge of common graphic features *(charts, maps, diagrams).* Connected to art lesson based on students creating a self-portrait to go in the middle of their individual identity charts.
Lesson Objective	1. Students will be able to create an identity chart based on their individual personality traits, cultural heritage, race, religion, etc.
Activity (include skills and vocabulary)	1. Teacher has students share their journal responses from last night's homework. 2. Teacher tells students that they will be creating individual identity charts using Inspiration software. 3. Students work on identity charts. 4. Students must complete their identity charts for homework.
Habits of Mind	Finding and keeping focus, asking good questions, being attentive, thinking fluently and flexibly, searching for patterns and taking risks
Development Skills	Working with technology
Classroom Environment/ Resources	Access to computer software program: Inspiration Access to computers for entire class
Project / Mini Project	Students create identity charts will which will be a part of their self-study presentation on Thursday and Friday during week 3 (days 4 &5).

English Language Arts	Week 1 Day 4 (Thursday)
Mass. Curriculum Frameworks	10.4: Identify and analyze the characteristics of various genres *(poetry, fiction, nonfiction, short story, dramatic literature)* as forms chosen by an author to accomplish a purpose. 14.4: Respond to and analyze the effects of sound, form, figurative language, and graphics in order to uncover meaning in poetry 15.6: Identify and analyze how an author's use of words creates tone and mood. 19.15: Write poems using poetic techniques *(alliteration, onomatopoeia),* figurative language *(simile, metaphor),* and graphic elements *(capital letters, line length* 23.5: Organize ideas for an account of personal experience in a way that makes sense. Connections to Science lessons on days 3 & 4
Lesson Objective	1. Students will be able to identify and define the meaning of stanza using the poem "Where I'm From" by George Ella Lyon. 2. Students will be able to identify the use of poetic language in the "Where I'm From" poem and then use poetic language to write their own poems.
Activity (include skills and vocabulary)	1. Students will read the poem to themselves. 2. Students will read the poem aloud. 3. Teacher will lead students in analyzing the poem while asking students the following questions: "What do you notice? What sticks out for you? What are the descriptions that touch the five senses? What pieces of our identity is she playing with? Are there any reoccurring images? Teacher will go over the following terms while analyzing the poem with the students: stanza, imagery, personification, simile and metaphor. Teacher will ask students to identify the use of these terms throughout the poem while analyzing it. **4.** Students will identify the theme of the poem. 5. Students will brainstorm about their own childhood.

	6. Students will begin working on their "Where I'm From" poem. 7. Students will be assigned to finish writing their own "Where I'm From" poems for homework due the following day.
Habits of Mind	Thinking fluently and flexibly, searching for patterns, using models and metaphors; thinking by analogy, taking risks and being attentive
Development Skills	Listening, sharing and answering questions.
Classroom Environment/ Resources	"Where I'm From" poem by George Ella Lyon
Project / Mini Project	Students will create their own poems that tell their personal stories about where they are from.

English Language Arts	Week 1 Day 5 (Friday)
Mass. Curriculum Frameworks	11.6 Apply knowledge of the concept that a text can contain more than one theme.
Lesson Objective	1. Students will be able to identify and define vignette.
Activity (include skills and vocabulary)	1. Teacher has students share their "Where I'm From" poems that they wrote for homework the night before. 2. Teacher tells students that they will be exploring different pieces of students' work in groups of five. 3. Teacher hands out a piece of students' work (taken from this website:

	http://www.eastchester.k12.ny.us/schools/Ms/vignettes/vignettes.htm) and asks students to see if there are any themes in the pieces of writing they will be exploring. 4. Students share themes they found. 5. Teacher asks the students what is unique about this style of writing? Have they seen this style before? If so, what is it? (some students may get to the fact that these are vignettes). 6. Teacher tells students that these pieces of writing are vignettes. 7. Students record the definition for vignette (a short, usually descriptive, literary text). 8. Teacher hands out Seedfolks to students. 9. Students must read Seedfolks pages 1-22 for homework.
Habits of Mind	Asking good questions, simplifying questions and problems, cooperating and collaborating, finding and keeping focus, seeing anomalies and searching for patterns.
Development Skills	Sharing work with peers, listening, working in groups, collaborating, and cooperating
Classroom Environment/ Resources	Handout of students' work taken from: http://www.eastchester.k12.ny.us/schools/Ms/vignettes/vignettes.htm Groups of four – five students per group
Project / Mini Project	Students work in groups to analyze other students' literary pieces.

English Language Arts	Week 2 Day 1 (Monday)
Mass. Curriculum Frameworks	6.7: Analyze the language styles of different characters in literary works. 11.6 Apply knowledge of the concept that a text can contain more than one theme. 1.4 : Know and apply rules for formal discussions *(classroom, parliamentary debate, town meeting rules).*

	Connected to social studies lessons for all of week 1 based on the theme of being neighbors (goes back since the start of civilization)
Lesson Objective	1. Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.
Activity (include skills and vocabulary)	1. Students will be asked to work in small groups (groups of 3) and asked to answer the following questions: What does it mean to be neighbors? What are their relationships with their neighbors? What are some things that could potentially turn a neighborhood into a community? Do they think their neighbors would welcome an opportunity to get to know each other better? 2. Teacher leads students in a discussion about Seedfolks and how the questions they just answered about their own neighborhoods are similar/different than the neighborhood/people living in that neighborhood from their own? 3. Teacher leads students in reading the vignette titled, "Sam." Students take turns reading the vigenette as a class. 4. Students will read pages 29-51 in Seedfolks for homework.
Habits of Mind	Finding and keeping focus, asking good questions, being attentive, simplying questions and problems, seeing anomalies, thinking fluently and flexibly, forming hunches, searching for patterns and cooperating and collaborating.
Development Skills	Listening, sharing and working in groups.
Classroom Environment/ Resources	Teacher will devise groups of 3 before students come to class Teacher will have a handout with the questions students need to discuss within their groups Teacher may use a ball (or another object) during discussion time to give everyone an opportunity to speak and hold the floor Seedfolks (all students and teacher must have their own copy)

Project / Mini Project	Students will answer questions within small groups and participate in a whole class discussion.

English Language Arts	Week 2 Day 2 (Tuesday)
Mass. Curriculum Frameworks	8.24: Interpret mood and tone, and give supporting evidence in a text. 8.25: Interpret a character's traits, emotions, or motivation and give supporting evidence from a text. 13.19: Identify and use knowledge of common graphic features *(charts, maps, diagrams).* Connected to math and social studies lessons for week 2 days 3 & 4 based on categorizing information (data)
Lesson Objective	1. Students will be able to identify specific character traits about each of the characters in Seedfolks. 2. Students will be able to create an identify chart to exemplify the various character traits of each character in Seedfolks.
Activity (include skills and vocabulary)	1. Students will be placed into small groups (groups of 3-4). 2. Students are asked to look at the plants, vegetables, etc. that each of the characters are planting and try to gather information about the characters' ancestor roots based on the veg., plant of choice. 3. Students will create "identity charts" based on the information they gather about the crop being planted, the character traits that they have read about each character and any other relevant information. 4. Students will finish reading Seedfolks homework tonight. Students will answer the following question for homework: "Pick six characters from Seedfolks and answer the following questions: • What is the character's ethnicity? What plant did the character choose to grow and why? What brings this character to the garden? What does the character gain from participating in the garden?
Habits of Mind	Cooperating and collaborating, finding and keeping focus, asking good questions, simplifying questions and problems, being attentive, seeing anomalies, thinking fluently and flexibly, forming hunches, searching for patterns and taking risks.

Development Skills	Listening, sharing and working in small groups.
Classroom Environment/ Resources	Teacher will devise groups of 3 before students come to class Access to computer software program: Inspiration Access to computers for entire class Seedfolks (all students and teacher must have their own copy to use as a reference during class)
Project / Mini Project	Students will create identity charts for the characters mentioned in Seedfolks.

English Language Arts	Week 2 Day 3 (Wednesday)
Mass. Curriculum Frameworks	11.4: Analyze and evaluate similar themes across a variety of selections, distinguishing theme from topic. *For example, students explore the theme, "Understanding involves putting yourself in someone else's shoes," in interviews with adults, in fiction, and in biographies to identify what real and fictional people have experienced, and report their findings to the class.* 1.4 : Know and apply rules for formal discussions *(classroom, parliamentary debate, town meeting rules).* Connected to social studies lesson for week 2, day 1 based on categorizing of job lists. Connected to social studies lesson for week 2, day 3 based on categorizing artifacts. Connected to math lessons for weeks 3 & 4 based on the study they do of themselves during class.
Lesson Objective	1. Students will be able to identify a common theme that is present in Seedfolks.
	1. Teacher has created a chart based around the questions students answered for homework last night.

Activity (include skills and vocabulary)	The questions will be down one side of the column and the characters' names will be down the other side. 2. Teacher leads students in a discussion about the questions they answered for homework and records their responses on the chart. 3. Once students have gone through the questions, the teacher asks the students to work in pairs in order to find a common theme that is running throughout the book. 4. Students share their findings with the class. 5. Teacher has students compare their findings to the characters in Seedfolks to their own study done in math (math lesson for days 4 & 5). Students are asked to generate a list of questions they can come up with based on the data from math class and what they found when reading about the characters in Seedfolks. 6. Teacher tells students that next week they will be writing their own vignettes and to start thinking about the theme they would like to create for the reader to grasp about their individual vignettes.
Habits of Mind	Finding and keeping focus, asking good questions, forming hunches, searching for patterns, cooperating and collaborating, seeing anomalies and thinking fluently and flexibly.
Development Skills	Listening, sharing and working in pairs.
Classroom Environment/ Resources	Chart paper Students must bring in their responses from last night's homework Seedfolks
Project / Mini Project	Students will share their responses with the class and categorize their findings for a discussion.

English Language Arts	Week 2 Day 4 (Thursday)
Mass. Curriculum Frameworks	11.4: Analyze and evaluate similar themes across a variety of selections, distinguishing theme from topic. 15.6: Identify and analyze how an author's use of words creates tone and mood. 19.23: Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure. 23.5: Organize ideas for an account of personal experience in a way that makes sense.
Lesson Objective	Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding.
Activity (include skills and vocabulary)	1. Teacher hands out copies of a vignette taken from The House on Mango Street titled, "My Name." 2. Teacher asks students to read through the vignette and circle adjectives used to describe Esperanza's name. 3. As students share their responses, teacher writes all of the adjectives on the board. 4. Teacher tells students that they will be writing their own vignettes this week. 5. Teacher hands out a piece of paper and tells students to fold it in half and then fold it in half again. (Paper should make four large squares). 6. Teacher has students write the following (one in each square): family, friends, school and other. 7. Teacher has students brainstorm a list of words (adjectives) used to describe each of those areas. 8. Teacher has students share their brainstorm lists with a partner. 9. Teacher explains the importance of word choice in order to depict a "picture" when writing a literary piece.
Habits of Mind	Finding and keeping focus, asking good questions, simplifying questions and problems, being attentive, seeing anomalies, thinking fluently and flexibly, forming hunches, searching for patterns, using models and metaphors; thinking by analogy and cooperating and collaborating.
Development Skills	Listening, sharing and working in pairs.

Classroom Environment/ Resources	Copies for the class of the vignette titled, "My Name" taken from The House on Mango Street by Sandra Cisneros Blank pieces of paper Students can work with the person next to them for the partner portion of the activity
Project / Mini Project	Students will begin working on their individual vignettes

English Language Arts	Week 2 Day 5 (Friday)
Mass. Curriculum Frameworks	13.18: Identify and use knowledge of common textual features *(paragraphs, topic sentences, concluding sentences, introduction, conclusion, footnotes, index, bibliography).* 19.23: Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure. 23.5: Organize ideas for an account of personal experience in a way that makes sense.
Lesson Objective	1. Students will write for different audiences and purposes. 2. Students will write with a clear focus, coherent organization, and sufficient detail.
Activity (include skills and vocabulary)	1. Students work on their vignettes during entire class period on the computer. 2. Students will finish writing their vignettes over the weekend for homework due on Tuesday.
Habits of Mind	Finding and keeping focus, being attentive, preserving and having self-discipline and taking risks.
Development Skills	Feedback

Classroom Environment/ Resources	Access to computers
Project / Mini Project	Students will begin to produce individual vignettes.

English Language Arts	Week 3 Day 1 (Monday)
Mass. Curriculum Frameworks	3.12: Give oral presentations to different audiences for various purposes, showing appropriate changes in delivery *(gestures, vocabulary, pace, visuals)* and using language for dramatic effect. Connected to social studies lessons for week 1, day 5 where students will begin practicing good presentation skills.
Lesson Objective	1. Students will develop and use appropriate rhetorical, logical, and stylistic criteria for assessing final versions of their compositions or research projects before presenting them to varied audiences.
Activity (include skills and vocabulary)	1. Teacher tells students that they will be practicing presentation skills during class today. 2. Teacher has students volunteer as role-models (spoke with them prior to class) in order to role-play good, not-so-good and excellent presentation skills. 3. Students create index cards and practice presenting in pairs.
Habits of Mind	Finding and keeping focus, asking good questions, being attentive, taking risks, preserving and having self discipline
Development Skills	Listening, sharing, working with a partner and being open to receiving feedback.
Classroom Environment/ Resources	Teacher will speak to 4 students in advance about role-playing the various types of presentations Index cards

	Teacher will create partners before class and assign students
Project / Mini Project	Students will receive feedback on their presentation skills and will continue to work on these skills for Thursday and Friday.

English Language Arts	Week 3 Day 2 (Tuesday)
Mass. Curriculum Frameworks	15.5 *(Style and Language);* 2.4 *(Questioning, Listening, and Contributing);* 19.19 *(Writing);* 21.6 *(Revising* 21.6 Revise writing to improve organization and diction after checking the logic underlying the order of ideas, the precision of vocabulary used, and the economy of writing. 3.12: Give oral presentations to different audiences for various purposes, showing appropriate changes in delivery *(gestures, vocabulary, pace, visuals)* and using language for dramatic effect. Connected to social studies lessons for week 1, day 5 where students will begin practicing good presentation skills.
Lesson Objective	1. Students will develop and use appropriate rhetorical, logical, and stylistic criteria for assessing final versions of their compositions or research projects before presenting them to varied audiences.
Activity (include skills and vocabulary)	1. Students present vignettes to entire class. 2. Each student must complete a feedback form while watching each other present their individual vignettes. 3. Students work on revising their vignettes/practicing for their presentation on Thursday for homework.
Habits of Mind	Finding and keeping focus, being attentive, taking risks, preserving and having self discipline
Development Skills	Listening and sharing

Classroom Environment/ Resources	Students must come to class with their individual vignettes in final draft format
Project / Mini Project	Students will have finished their individual vignettes which will be a part of their self-study presentation on Thursday.

English Language Arts	Week 3 Day 3 (Wednesday)
Mass. Curriculum Frameworks	14.1: Identify a regular beat and similarities of sounds in words in responding to rhythm and rhyme in poetry. 18.1: Rehearse and perform poems for an audience using eye contact, volume, and clear enunciation appropriate to the selection. 15.5 *(Style and Language);* 2.4 *(Questioning, Listening, and Contributing);* 19.19 *(Writing);* 21.6 *(Revising* 21.6 Revise writing to improve organization and diction after checking the logic underlying the order of ideas, the precision of vocabulary used, and the economy of writing. 3.12: Give oral presentations to different audiences for various purposes, showing appropriate changes in delivery *(gestures, vocabulary, pace, visuals)* and using language for dramatic effect. Connected to social studies lessons for week 1, day 5 where students will begin practicing good presentation skills.
Lesson Objective	1. Students will develop and use appropriate rhetorical, logical, and stylistic criteria for assessing final versions of their compositions or research projects before presenting them to varied audiences.
Activity (include skills and vocabulary)	1. Students present their "Where I'm From poems to entire class. 2. Each student must complete a feedback form while watching each other present their individual poems. 3. Students work on revising their poems/practicing for their presentation on Thursday for homework.
Habits of Mind	Finding and keeping focus, being attentive, taking risks, preserving and having self discipline

Development Skills	Listening and sharing
Classroom Environment/ Resources	Students must come to class with their individual poems in final draft format
Project / Mini Project	Students will have finished their individual vignettes which will be a part of their self-study presentation tomorrow.

English Language Arts	Week 3 *********This is done as an entire grade********** Our lessons are the same… Day 4 (Thursday)
Mass. Curriculum Frameworks	*Grade 7 Mathematics 8D1,8D2, 8D3* *Art Standard 10 – Interdisciplinary Connections* *Community and Public Health 14.4* *Interpersonal Relationships 7.5* 3.12: Give oral presentations to different audiences for various purposes, showing appropriate changes in delivery *(gestures, vocabulary, pace, visuals)* and using language for dramatic effect.
Lesson Objective	*Students will take pride in their background and be able to present and answer questions about who they are. In addition, students will be able to see how they are a part of this community and appreciate the diversity of their peers.*
Activity (include skills and vocabulary)	*Gallery Walk: Each class will take turns walking through the each class' self-study displays. As they view the different displays they are expected to ask questions of the presenter and fill in their Community Cards.*

Habits of Mind	*Being attentive, Asking good questions, Cooperating and collaborating, Thinking fluently and flexibly, and Finding elegant solutions*
Development Skills	*Sharing, Listening, Feedback, Presenting, and Answering questions*
Classroom Environment/ Resources	
Project / Mini Project	*Desks lined up with each student's self-study prominently displayed.*
	Students will write a reflection piece about what they have learned about their peers and their community as a whole.

English Language Arts	Week 3 *********This is done as an entire grade**********Our lessons are the same… Day 5 (Friday)
Mass. Curriculum Frameworks	*Grade 7 Social Studies 7.7, 7.9 & 7.10* *Art Standard 10 – Interdisciplinary Connections* *Community and Public Health 14.4* *Interpersonal Relationships 7.5* 3.12: Give oral presentations to different audiences for various purposes, showing appropriate changes in delivery *(gestures, vocabulary, pace, visuals)* and using language for dramatic effect.
Lesson Objective	*Students will take pride in their accomplishments and present their work to the principle and give tours to their parents and the upcoming 6th grade class (this years fifth graders)*
	Set up gymnasium with all self-study projects

Activity (include skills and vocabulary)	*Presentation of tile mural to the Principal* *Gallery tour and trust activities for the parents, faculty, staff and any community members* *Students will demonstrate the activity Finger Lift for their audience.* *Each class will act as tour guides for a 5th class. They will show them their self-study and the mural* *Reflection, debriefing and evaluations* *Party!*
Habits of Mind	*Being attentive, Asking good questions, Cooperating and collaborating, Thinking fluently and flexibly, and Finding elegant solutions*
Development Skills	*Sharing, Listening, Feedback, Presenting, and Answering questions*
Classroom Environment/ Resources	
Project / Mini Project	*Gymnasium for presentation to principal, gallery tour and trust activities, evaluation sheets, small group (8 students) reflection and debriefing areas*
	Evaluation of the ITU and their experience

SCIENCE
LESSON PLANS

Science	Week 1 *********This is done as an entire grade********** Our lessons are the same… Day 1 (Monday)
Mass. Curriculum Frameworks	*Physical Activity and Fitness 2.8, 2.12 & 2.15*
Lesson Objective	*Students will participate in low ropes course activities in order to facilitate trust and cooperation for the following weeks. In addition, students will gain a sense of ownership and responsibility by contributing expectations for this ITU.*
Activity (include skills and vocabulary)	*Students will be introduced to the theme of the ITU and the culminating activity. They will then be divided into heterogeneous groups of 10 to brainstorm and come up with expectations for the ITU. The remaining time will be used for low rope course, teambuilding and trust activities such as What Did I Do?, Clothes Switch, The Human Machine, Inuit Ball Pass, Indian Ball Pass, Down the Hole, The Human Knot, Mirrors, Line-ups, Trust Fall, Stand Up, and Blind Folded Squares*
Habits of Mind	*Being attentive, Asking good questions, Cooperating and collaborating, Thinking fluently and flexibly, and Finding elegant solutions*
Development Skills	*Sharing, Listening, Feedback*
Classroom Environment/ Resources	*Gymnasium, and Poster-size Post-its*
Project / Mini Project	*Students will create a list of expectations for the entire grade to follow during this ITU.*

Science	Week 1 – Day 2
Mass Curriculum Frameworks	Technology/Engineering: **Transportation Technologies (#6.3)** – Identify and describe three subsystems of a transportation vehicle or device, i.e., structural, propulsion, guidance, suspension, control, and support.
Lesson Objective	• Students will be able to identify the different parts of the bicycle and their properties • Students will be able to explain how the different parts of the bicycle relate to one another • Students will be able to derive their own definition of a "system" and give three examples
Activity	Students will be split into groups of four and be given an old bicycle to take apart. As they take things apart, they are to keep track of the type and number of items/parts disassembled. As a whole, the class will share and discuss their findings – Students will talk about the function of each part and how they work together to form a system. They will also name the different types of systems they know. Finally, the class will make connections between their hands-on discovery and the nature of systems.
Habits of Mind	Thinking by analogy, cooperation and collaboration, attentiveness, asking good questions, forming hunches
Development Skills	Listening, working with peers, data collecting and recording
Resources	http://www.sciencenetlinks.com
Classroom Environment	Bicycle worksheets, pencils, old bicycles

Project/Mini Project/Assessment	As students work in groups, the teacher will walk around, observe student interactions, and answer appropriate questions. The teacher will also assess students through the bicycle worksheets students complete. The teacher can also assess through the final discussion of systems.

Science	Week 1 – Day 3 Connection to: math week 2 day 2 (collecting and analyzing data)
Mass Curriculum Frameworks	Life Science**: Classification of Organisms (#13) -** Classify organisms into the currently recognized kingdoms according to characteristics that they share. Be familiar with organisms from each kingdom. Life Science: **Living Things and Their Environment (#19) -** Give examples of ways in which organisms interact and have different functions within an ecosystem that enable the ecosystem to survive.
Lesson Objective	• Students will be able to define "ecosystem" and explain it as a form of a system found in nature • Students will be able to identify various components of a local ecosystem • Students will be able to record their data found in a local habitat
Activity	As the beginning of class, the teacher will review the key concept of the previous day's lesson – nature is made of various systems. In pairs, students will take their lab notebooks and species identification sheet and go to their school's local stream. As students identify and observe the various components of an ecosystem, they will also record their findings. Finally, as a class, students will share their observations/findings. The teacher will then define an ecosystem and explain how the local wetland is an example of that.
Habits of Mind	Searching for pattern, thinking by analogy, focus, cooperation and collaboration, forming hunches, perseverance

Development Skills	Listening, working with peers, finding and recording data
Resources	NA
Classroom Environment	Lab notebooks, species identification sheets, pencils, microscopes
Project/Mini Project/Assessment	The teacher will observe students' interactions and collect lab notebooks later on. The teacher can also assess students' understanding through the class discussion(s).

Science	Week 1 – Day 4 and 5 Connected to: social studies week 1 day 5 – practicing constructive feedback and appropriate praise
Mass Curriculum Frameworks	Life Science: **Living Things and Their Environment (#19) -** Give examples of ways in which organisms interact and have different functions within an ecosystem that enable the ecosystem to survive. Life Science: **Changes in Ecosystems Over Time (#29) -** Identify ways in which ecosystems have changed throughout geologic time in response to physical conditions, interactions among organisms, and the actions of humans. Describe how changes may be catastrophes such as volcanic eruptions or ice storms. Physical Sciences: **Elements, Compounds, and Mixtures (#38)** – Differentiate between mixtures and pure substances.
Lesson Objective	• Students will be able to design a test to determine the optimum salinity for hatching brine shrimp • Students will be able to raise brine shrimp in their own design of an artificial environment of survival • Students will be able to identify and explain how a living organism's survival depends on the physical conditions of the ecosystem • Students will be able to express their design to the class through a simple oral presentation
Activity	Students will learn the general background information for brine

	shrimp (salt water, no defense against predation, etc.) through their reading and discussion. They will then be in pairs to design their experiment to test for optimum environment for survival. Finally, each pair will present their design to the rest of the class.
Habits of Mind	Competition, cooperation and collaboration, designing tests and experimenting, finding elegant solutions, forming hunches, risk taking
Development Skills	Asking good questions, working with peers, designing and recording their thoughts, expressing their thoughts
Resources	http://www.earthsky.org/teachers/articles.php?id=2 http://www.brineshrimpdirect.com/ http://www.sciencenetlinks.com
Classroom Environment	Water samples (spring water or aged tap water), pencils, lab notebooks, brine shrimp eggs, calculators, visuals (posters, books, slides), rock salt, growlite bulb, containers
Project/Mini Project/Assessment	The teacher can assess through students' lab notebook work and through observing their collected data

Science	Week 2 – Day 1
Mass Curriculum Frameworks	Life Science: **Living Things and Their Environment (#19) -** Give examples of ways in which organisms interact and have different functions within an ecosystem that enable the ecosystem to survive. Life Science: **Changes in Ecosystems Over Time (#29) -** Identify ways in which ecosystems have changed throughout geologic time in response to physical conditions, interactions among organisms, and the actions of humans. Describe how changes may be catastrophes such as volcanic eruptions or ice storms.
Lesson Objective	• Students will be able to identify the pattern for exponential growth

	• Students will be able to identify and explain the effects of pollutants on organisms in the ecosystem • Students will be able to define bioaccumulation
Activity	Students will first do a quick and simple activity by using various colored beans/grains – for each bean/grain in the center, place two beans/grains of a different kind outwards. Repeat this step and one will get a beautifully astonishing result – the power of exponents. Then, students will read about bioaccumulation in species, using the killer whales as an example. How does the concept of exponential growth relate to pollutants accumulated in the animals' bodies?
Habits of Mind	Fluent and flexible thinking, asking good questions
Development Skills	Logical thinking, focus skills
Resources	http://www-heb.pac.dfo-mpo.gc.ca/community/education/lessonplans/orca-bioacc/orca_bioacc_e.htm http://www-heb.pac.dfo-mpo.gc.ca/community/education/lessonplans/orca-bioacc/orca_bioacc_e.htm#LESSON%204:%20Bioaccumulation%20and%20Killer%20Whales
Classroom Environment	Killer whale handouts, laptops, pencils, various beans/grains
Project/Mini Project/Assessment	The teacher will assess through the killer whale handouts and through the discussions

Science	Week 2 – Day 2
Mass Curriculum Frameworks	Life Science: **Changes in Ecosystems Over Time (#29)** - Identify ways in which ecosystems have changed throughout geologic time in response to physical conditions, interactions among organisms, and the actions of humans. Describe how changes may be catastrophes such as volcanic eruptions or ice storms.
Lesson Objective	• Students will be able to identify the effects of rising sea level

	on the survival of polar bears through the DVD • Students will be able to connect the rising sea level effect to global warming
Activity	Students will watch the "Planet Earth" DVD on polar bears and write down three facts they learned and three facts that surprised them. As a class, students will also discuss why they think the sea level's rising and the impact of that increase. Finally, students will form hunches on how human activities contribute to this alarming effect.
Habits of Mind	Forming hunches, asking good questions, fluent and flexible thinking, attentiveness
Development Skills	Listening, viewing, writing
Resources	"Planet Earth" DVD – polar bears episode, pencils, notebooks
Classroom Environment	DVD player, DVD, TV, pencils, paper
Project/Mini Project/Assessment	The teacher will assess students' understanding through their discussion of the topic

Science	Week 2 – Day 3
Mass Curriculum Frameworks	Life Science: **Changes in Ecosystems Over Time (#29)** - Identify ways in which ecosystems have changed throughout geologic time in response to physical conditions, interactions among organisms, and the actions of humans. Describe how changes may be catastrophes such as volcanic eruptions or ice storms.
Lesson Objective	• Students will be able to review and explain the key concepts learned previously • Students will be able to identify at least three causes for global warming and relate that information to the rise of sea levels
Activity	Students will star the day by talking about the DVD episode from the previous day. The teacher will review the key concepts with them, including bioaccumulation, ecosystems, etc. The teacher will then give a global warming lecture and talk about the main

	hypotheses to explain the occurrence.
Habits of Mind	Fluent and flexible thinking, asking good questions, simplifying questions
Development Skills	Focus, listening, note taking
Resources	NA
Classroom Environment	Pencils, notebooks, various visuals
Project/Mini Project/Assessment	The teacher will assess students' understanding through the discussions

Science	Week 2 – Day 4
Mass Curriculum Frameworks	Life Science: **Changes in Ecosystems Over Time (#29)** - Identify ways in which ecosystems have changed throughout geologic time in response to physical conditions, interactions among organisms, and the actions of humans. Describe how changes may be catastrophes such as volcanic eruptions or ice storms.
Lesson Objective	• Students will be able to identify and calculate their own ecological footprints • Students will be able to discuss ways to reduce human activity starting from the individual level
Activity	Students will be in pairs and be assigned to a laptop/computer. They will take the quiz and find out their ecological footprints/impact on the environment. The class will end with a discussion on their footprints. What surprised them? What do they need to do now they know this information?
Habits of Mind	Cooperation and collaboration, attentiveness, fluent and flexible thinking
Development Skills	Calculation/measuring skills, data identifying/recording
Resources	http://www.myfootprint.org/en/your_carbon_footprint/
Classroom	Laptop/computers, notebooks, pencils

Environment	
Project/Mini Project/Assessment	The teacher will assess students' understanding through the final class discussion

Science	Week 2 – Day 5
Mass Curriculum Frameworks	Technology/Engineering: **Transportation Technologies (#6.2)** – Given a transportation problem, explain a possible solution using the universal systems model.
Lesson Objective	• Students will be able to explain how a car run on used grease/oil results in better emission • Students will be able to observe how a car can be mobilized by used grease/oil • Students will be able to ask questions about how this model is a practice of sustainable and efficient way of driving
Activity	Students will hear from guest lecturer from Green Grease Monkey, a Boston-based company that specializes in converting diesel vehicles to run on vegetable oil. Students will be able to hear about and ask questions about how this is a model of sustainable practice. Students will discuss and decipher for themselves how a seemingly minute task can make a big difference.
Habits of Mind	Asking good questions, listening, attentiveness, finding elegant solutions
Development Skills	Finding various solutions to one problem, divergent thinking
Resources	http://www.greengreasemonkey.com/
Classroom Environment	"Green Grease Monkey" car as model
Project/Mini Project/Assessment	The teacher will be able to observe through the questions students ask

Science	Week 3 – Day 1 and 2

	Connection to: Week 3 of math (geometry and calculations)
Mass Curriculum Frameworks	Physical Sciences: **Motion of Objects (#41)** – Explain and give examples of how the motion of an object can be described by its position, direction of motion, and speed. Physical Sciences: **Forms of Energy (#43) -** Differentiate between potential and kinetic energy. Identify situations where kinetic energy is transformed into potential energy and vice versa. Technology/Engineering: **Materials, Tools, and Machines (#1)** – Appropriate materials, tools, and machines enable us to solve problems, invent, and construct.
Lesson Objective	• Students will be able to identify at least five forms of energy generation and their pros and cons • Students will be able to use either wind or water as a source of energy to put the designed machine into motion
Activity	The class will begin by recapping the previous lesson on alternative fuel. Over the weekend, their homework was to research at least five different kinds of energy (wind, water, etc.) and write three pros and cons for each. For two periods, they will be in groups of two and will be in given building materials such as wooden blocks, plastic plates, straws, etc. to build a simple machine that moves. Their task is to design and build a machine that would use either wind or water power as energy to move the machine.
Habits of Mind	Focus, cooperative and collaboration, designing tests and experimenting
Development Skills	Finding elegant solutions, designing tests and experimenting, forming hunches, cooperation and collaboration
Resources	None
Classroom Environment	Wood blocks, straws, paper plates, glue guns, rulers, pencils, and various simple building materials
Project/Mini Project/Assessment	The students will demonstrate their finished products

Science	Week 3 – Day 3 and 4 Connection to: ELA week 1
Mass Curriculum Frameworks	10.4: Identify and analyze the characteristics of various genres *(poetry, fiction, nonfiction, short story, dramatic literature)* as forms chosen by an author to accomplish a purpose.
Lesson Objective	• Students will be able to create their own poem about belonging to an ecosystem as a community
Activity	Students will use the "Where I'm From" poem they've worked on during the first week of ELA class as a template. They will create their own "Where I'm From" poem with a science twist. They are to choose a natural ecosystem and write the poem as if he/she were an organism within the ecosystem. What role would that organism play in the ecosystem? How does the organism's role impact the rest of the members in the community? After students finish their poems, they will share this as class and then as part of the self-study project
Habits of Mind	Thinking by analogy, perseverance
Development Skills	Writing poems, expressing thoughts, listening to others
Resources	"Where I'm From" poem by students
Classroom Environment	Pencils, laptops, paper
Project/Mini Project/Assessment	The teacher will be able to assess through observing students' individual work process and through their final delivery of the poems

Science	Week 3 *********This is done as an entire grade********** Our lessons are the same… Day 4 (Thursday)
Mass. Curriculum Frameworks	*Grade 7 Mathematics 8D1,8D2, 8D3* *Art Standard 10 – Interdisciplinary Connections* *Community and Public Health 14.4* *Interpersonal Relationships 7.5*

	3.12: Give oral presentations to different audiences for various purposes, showing appropriate changes in delivery *(gestures, vocabulary, pace, visuals)* and using language for dramatic effect.
Lesson Objective	*Students will take pride in their background and be able to present and answer questions about who they are. In addition, students will be able to see how they are a part of this community and appreciate the diversity of their peers.*
Activity (include skills and vocabulary)	*Gallery Walk: Each class will take turns walking through the each class' self-study displays. As they view the different displays they are expected to ask questions of the presenter and fill in their Community Cards.*
Habits of Mind	*Being attentive, Asking good questions, Cooperating and collaborating, Thinking fluently and flexibly, and Finding elegant solutions*
Development Skills	*Sharing, Listening, Feedback, Presenting, and Answering questions*
Classroom Environment/ Resources	
Project / Mini Project	*Desks lined up with each student's self-study prominently displayed.*
	Students will write a reflection piece about what they have learned about their peers and their community as a whole.

Science	Week 3 *********This is done as an entire grade**********Our lessons are the same… Day 5 (Friday)
Mass. Curriculum Frameworks	*Grade 7 Social Studies 7.7, 7.9 & 7.10* *Art Standard 10 – Interdisciplinary Connections* *Community and Public Health 14.4*

	Interpersonal Relationships 7.5 3.12: Give oral presentations to different audiences for various purposes, showing appropriate changes in delivery *(gestures, vocabulary, pace, visuals)* and using language for dramatic effect.
Lesson Objective	*Students will take pride in their accomplishments and present their work to the principle and give tours to their parents and the upcoming 6th grade class (this years fifth graders)*
Activity (include skills and vocabulary)	*Set up gymnasium with all self-study projects* *Presentation of tile mural to the Principal* *Gallery tour and trust activities for the parents, faculty, staff and any community members* *Students will demonstrate the activity Finger Lift for their audience.* *Each class will act as tour guides for a 5th class. They will show them their self-study and the mural* *Reflection, debriefing and evaluations* *Party!*
Habits of Mind	*Being attentive, Asking good questions, Cooperating and collaborating, Thinking fluently and flexibly, and Finding elegant solutions*
Development Skills	*Sharing, Listening, Feedback, Presenting, and Answering questions*
Classroom Environment/ Resources	
Project / Mini Project	*Gymnasium for presentation to principal, gallery tour and trust activities, evaluation sheets, small group (8 students) reflection and debriefing areas*
	Evaluation of the ITU and their experience