HOW DOES WAR AFFECT A NATION AND ITS PEOPLE?

Anhinga ITSLU Group

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Introduction

"I am already against the next war." - *Paul Jablon*

If you can read this quotation, then you are a human being. Whether or not you agree with it, you must admit that it evokes personal thoughts, feelings, and points of view. Perhaps it also prompts you to ask questions. Asking questions is precisely what the teachers of Team Anhinga want their students to do throughout the interdisciplinary thematic service learning unit (ITSLU) on war. War is happening now, and in some way it touches every one of our students regardless of gender, race, or economic status.

We begin the unit by asking the essential question, *"How does war affect a nation and its people?"* As we explore the answers to that question, we ask that students consider the origins of war, the participants of war, and the conditions of war. With our guidance across the disciplines, students widen their understanding of war and search for ways to act in response to it. Only then, will students learn how to turn a negative experience into a positive one.

Overview

We begin the ITSLU with a team assembly drawing the attention of students with striking visuals and insightful clues to the unit topic. As we introduce the essential and guiding questions, we invite students to share their background knowledge and to contemplate how they wish to explore the answers to guiding questions about war. Blending student input with teacher ideas, we set a plan and launch our engaging and thought provoking unit.

In the core curriculum classes, we introduce students to the historic events, symbolic writings, sobering statistics, and scientific impacts of war on a nation. With activities strategically planned to promote inquiry learning and teamwork in all classes, we expect students to enhance their critical thinking and writing skills and then document discussions and reflections in traveling journals. Such tasks encourage students to seek meaning from past and present wars and to note patterns among these wars.

In the Unified Arts classes, we conduct physical training with Boot Camp exercises and awaken the senses with emotional music, lyric analysis, and artistic applications with technology. These activities heighten students' awareness of the daily lives of soldiers and the challenges they encounter. We hope that students respond with greater compassion and respect for soldiers and, in turn, desire to take action to show their appreciation.

By presenting the idea for a community service learning activity, we give students a vehicle to channel their actions: reaching out to soldiers with letters and care packages. After applying their knowledge of soldier life in the respective regions to determine the contents of the packages, students outline the required tasks, create timelines, and take part in all stages of a collection drive. Lastly, their efforts extend to a welcoming ceremony for soldiers returning from war in a culminating activity that allows them to share their learning from the unit with the many written and visual displays created over time.

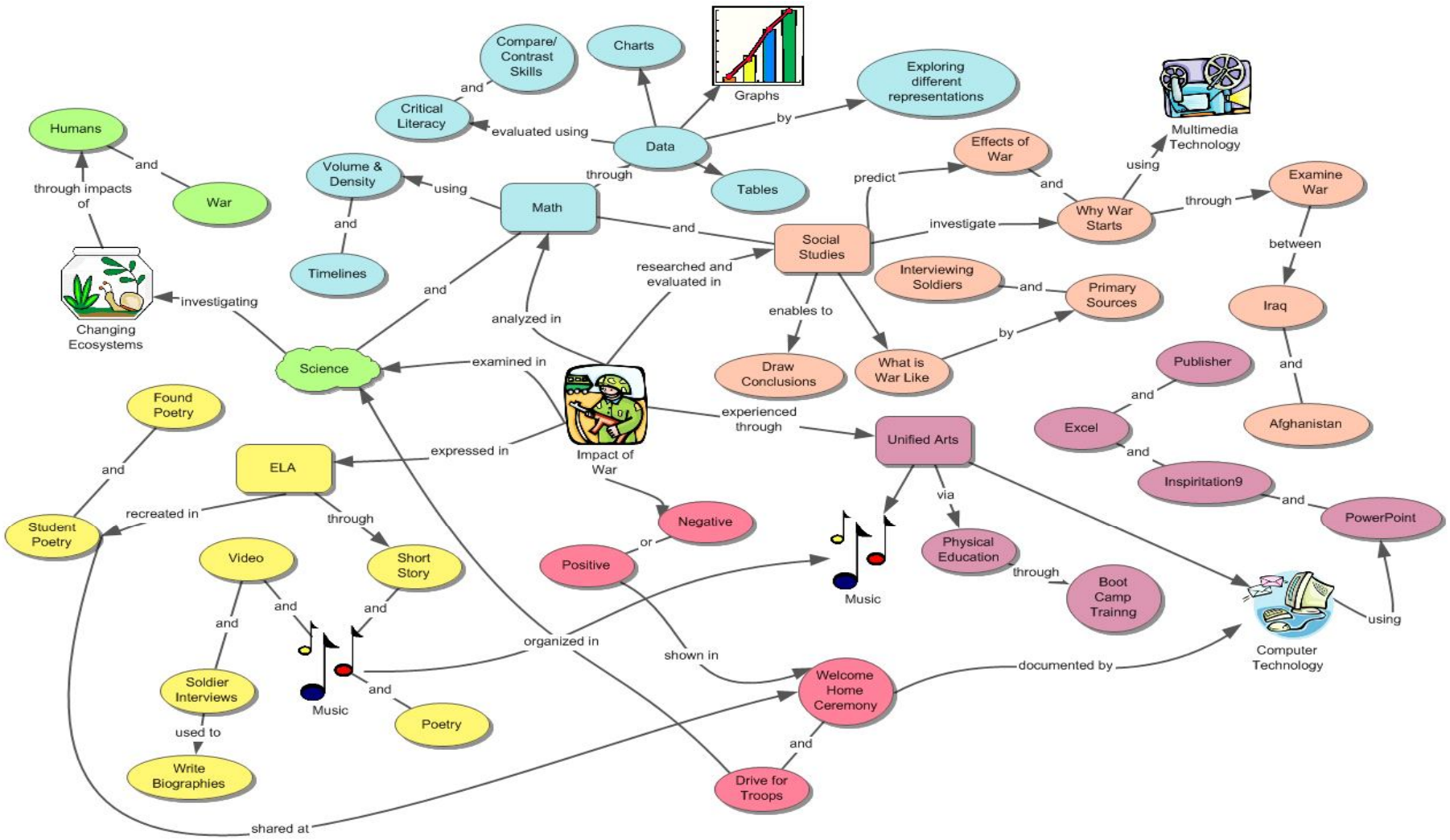
Rationale

Folded into our unit is a theme of learning how to turn a negative experience into a positive one. It is an important life lesson for all students to understand and experience in order to apply it later in life. Our examination of the ugly topic of war thoroughly prepares them for the negative while the service learning component includes them in the positive.

We also design this challenging unit with a greater purpose in mind. We plan thoughtful questions requiring students to seek insightful answers and ask additional questions of themselves and their peers. As they work through demanding activities and create high quality work, we expect that they strengthen their understanding of the topic. We require the service learning activity to foster cooperation so they can make a difference as a group and ultimately find their place in the community. We are helping students meet the needs that they may or may not realize they need.

We believe that this sense of inclusion places students in the belongingness and love stage of Maslow's Hierarchy of Needs. Our students must know where they stand before they feel good about themselves and each other. When they share their achievements while honoring soldiers in a welcoming ceremony, we allow them to celebrate their achievements and transition into the esteem stage. Both of these stages, belongingness and esteem, are significant ones for our students to reach if we desire for them to ever hit the self-actualization stage.

Concept Map


Humans
and
War
through impacts of
Changing Ecosystems
investigating
Science
Volume & Density
using
and
Timelines
Math
and
Critical Literacy
and
Compare/ Contrast Skills
evaluated using
Data
through
Charts
Graphs
Tables
by
Exploring different representations
Social Studies
and
researched and evaluated in
analyzed in
examined in
Impact of War
expressed in
ELA
recreated in
Student Poetry
and
Found Poetry
through
Short Story
and
Video
and
Soldier Interviews
used to
Write Biographies
Music
and
Poetry
organized in
shared at
Negative
or
Positive
shown in
Welcome Home Ceremony
and
Drive for Troops
documented by
Computer Technology
using
PowerPoint
and
Inspiritation9
and
Excel
and
Publisher
and
Afghanistan
and
Iraq
between
Examine War
through
Why War Starts
using
Multimedia Technology
and
Effects of War
predict
investigate
Interviewing Soldiers
and
Primary Sources
by
What is War Like
enables to
Draw Conclusions
experienced through
Unified Arts
via
Physical Education
through
Boot Camp Trainng
Music

Parent Letter

Dear Parents/Guardians,

Hello Team Anhinga!

We, the team leaders, have designed a five week interdisciplinary thematic service learning unit (ITSLU) on the topic of war. Because war is something that is real, we believe that the topic will attract the interest of our students. We will not ask students to take a side on any particular war. Rather, we choose to study the many aspects and focus on supporting the soldiers. We understand the sensitive nature of the topic, so we will do our best to handle the issues carefully.

The unit will begin with a team assembly where we introduce students to the new unit by asking the essential question, *"How does war affect a nation and its people?"* As we explore the answers to that question, we ask that students consider the origins of war, the participants of war, and the conditions of war. Throughout the unit, students will engage in exciting assignments such as biographies, journals, and soldier interviews. They will also create numerous writings and visual displays to document their learning. As always, we will encourage our students to ask questions and give feedback. The more the students drive this unit the more meaningful we believe it will be.

We will also look at possible opportunities for taking the negatives of war and turning them into positives. Our team idea is to write letters to soldiers and sponsor a drive to raise supplies for soldiers at war as well as host a welcome home ceremony for returning troops. We believe that this will give students a strong sense of purpose as they band together to help in the community.

As team leaders, we will give students the support they need to grow both academically and socially. We cannot, however, do this alone, so we will need your assistance. Let us know if you wish to participate at any stage of this project because there will be numerous opportunities to volunteer.

We look forward to an exciting learning experience with benefits for the entire community.

Sincerely,

Team Leaders:

Christina Baron (Social Studies/ELA)
Paula Chute (Science/Mathematics/Unified Arts)
Bryan Johnson (Science)
Nancy Meaney (Mathematics)

Engaging Activity

Here on team Anhinga we have designed an ITSLU to explore the topic of war. War is something that is real and we believe our students will be deeply engaged in their learning throughout this unit. Our engaging activity will begin with large murals and pictures of war decorating the school hallways and lobby. These murals and photos will show the people and the places that are affected by war. Students will see soldiers, citizens, cities, and country sides of both familiar and foreign lands.

The school day will begin with a team assembly where we, the teachers and the students, will explore the new unit. We will introduce the big question, "How does war affect a nation and its people?", to the student body. We will find out what we as a community know and where we hope to go. As always, we will encourage our students to ask questions and give feedback. The more the students drive this unit the more meaningful we believe it will be. We will also look at possible opportunities for taking the negatives of war and turning them into positives. Our team idea is to write letters to soldiers and sponsor a drive to raise supplies for soldiers at war as well as host a welcome home ceremony for returning troops.

As students exit the assembly they will be encouraged to spend time looking at all the murals and photos. There will be a place for all students to write down the names of soldiers they know and care about along with where they are currently stationed. Students will also be encouraged to write questions and responses on the murals. These murals will be posted for the duration of the unit to help us gage our students' learning.

As our student body moves to the first class of the day they will be engaged in a small group activity that is designed to simulate how conflict arises. This activity is designed to explore one of our driving questions "How does war begin?" Through this activity, students will get a glimpse at how wars begin. Upon completion of the activity, the unit is off and it is our hope that our students will be engaged and excited about what they will be discovering!

Theme and Essential Question

- How do you turn a negative into a positive?
- How does war affect a nation and its people?
- How does war start?
- Who goes to war?
- What is war like?

While war is not a friendly subject, war is a topic we see and hear about everyday. Our country is currently fighting wars in Afghanistan and Iraq and many of our family, friends, and community members are, in some way, involved with the US war effort. We want our students to understand the impact of war. We want them to see how war affects the United States and its citizens as well as places like Afghanistan and Iraq where the people have to witness the impact of war in the place they call home. At the same time, we want our students to understand that, even with a topic as dismal as war, they have the power to make a positive impact.

Within each content area, students will be learning background information about the unit theme and working on different projects that tie into the service learning aspect of this unit. As students develop an understanding of why wars start, who fights these wars, and what war is like, they are going to be brainstorming how they can positively influence their community in a time of war. When the students ship boxes of goods off to soldiers, we want them to know where those boxes are going and who will be receiving them. When the students host a welcome home ceremony, they will see the positive impact of recognizing soldiers as national heroes. We want to help our students develop the skills needed to fully grasp the effect of war, the opportunity for positivity, and how that positivity translates into activism.

Timeline

Week (W) Day (D)	Guiding Question	Social Studies	ELA	Science	Math	Arts/PE/Music
W1, D1	**Why does war start?**	Engaging Activity				
W1, D2		Investigation: How does war start? - Small group brainstorm	Journal reflections of engaging activity	Group discussion: What will war do to an ecosystem/environment? How will it affect those that call it home?	Graphing Unit Overview w/ Jigsaw Activity: Research w/ textbook & technology for uses & components of different graphs; Record findings in graphic organizer	PE: How do soldiers prepare for war? Students discuss ways and guess how this pertains to PE. They calculate BMI, and keep time taken to complete test on the Ultimate Obstacle Course and record these in their traveling journals as well as report on how they felt during the workout.
W1, D3		Conduct research to identify causes of Crusades	Haves and have not experience to differentiate between a war based on values and one resources based on resources	Review ecosystems. What is one? What is ours like?	Report findings of Jigsaw Activity to class (representations such as circle graphs, Venn diagrams, timelines, scatter plots, stem-and-leaf plots, box-and-whisker plots, bar graphs/ histograms, line graphs, tables, and charts)	Computers: In conjunction with SS and ELA, students conduct internet research for reasons why war occurs and summarize findings using techniques learned in MS Word.
W1, D4			Debrief - Written reflection - How did you feel - Connection – we are all capable of participating in aggression	US soldier guest speaker talks about Afghanistan's ecosystem. Journal writing and research of Afghanistan.	Review reasons for selecting each kind of graph; Discuss ways to represent multiple items on the same graph: key, color, symbols, etc.; Interpret & create samples of these graphs w/ student data	PE: 10 min warm-up, followed by agility ladder drills, jumping/throwing medicine ball ,push ups & pull ups, front/side planks, squats, whole body stretching
W1, D5		Present findings to class	Short story: The Things They Carried	Continued group work and research. Group presentations.	Discuss elements of misleading graphs w/ Group Investigations; Discuss misinterpretations from graphical errors	Computers: Students continue internet research looking for ways to help at home when war is so far away.
W2, D1		Investigation: What caused the war in Iraq and Afghanistan? Complete a K-W-H-L-S		Climate Study How is climate related to ecosystems?	Review Venn diagrams; Think-Pair-Share: Using research from SS class on Crusades, create Venn	Music: Investigate "tones" in music i.e. somber, energetic, sinister, joyful, etc.

					diagrams to compare bases of war; Discuss results as a class & make additional comparisons	What does war sound like?
W2, D2		Students use K-W-H-L-S to investigate what is factual and what is hearsay - Individual research - Why We Fight documentary		What is the climate of Afghanistan? What are things that a soldier would need to survive/be comfortable there?	Think-Pair-Square: Create Venn diagrams w/ information from short story in ELA; Discuss	PE: 10 min warm-up, high knee shuffle over 6" hurdles, bleacher step ups, medicine ball press/slam, sit ups, 1-foot cone touches, sled push, Aquamans, close quarters, short timed small teams various games.
W2, D3				Conduct group research of soldier life and supplies that they would want. Use technology to find answers and different supplies.	Review how to create, read & interpret timelines; Add pictures, drawings, visuals	Computers: Students learn how to organize information gathered via internet research by creating and formatting tables in MS Word.
W2, D4			Interview skills	Create school drive to raise money and donations of supplies for soldiers.	Practice interview skills w/ reflection. 3-Step Interviews: What do you know about each kind of graph? Discuss aspects of creating & interpreting graphs. What have you learned?	PE: 10 min warm-up Increase intensity for agility ladder drills, jumping/throwing medicine ball ,push ups & pull ups, front/side planks, squats, whole body stretching
W2, D5		Students create graphic organizer of causes of Iraq and Afghanistan based on their research and conclusions and share in a small group format using discussion and silent conversation strategies		Continue to work on school drive.	Split class into 2 sides: Iraq & Afghanistan; Using graphic organizer from SS, create timeline of events in wars & then display	Computers: Organizing research continues while learning new skills in word processing.
W3, D1				Explore ecosystems and organisms.	Discuss factors considered when creating timelines; Compare & contrast Venn diagrams & timelines; Summarize findings in journals	Music: What does war sound like? Students find music that answers this question for them.
W3, D2	**Who goes to war?**	Investigation: Who goes to war? - Small group brainstorm - Generate class list of qualities/characteristics of		Relations of organisms and the ecosystem they exist in. - function - contributions	Share/critique summaries; Review how to create, read & interpret tables & charts; Discuss how to transfer information to different kinds	PE: 10 min warm-up Increase intensity for high knee shuffle over 6" hurdles, bleacher step ups, medicine ball press/slam,

		those who go to war			of plots	sit ups, 1-foot cone touches, sled push, Aquamans, close quarters, short timed small teams various games.
W3, D3		Write biographies of "fictional" soldiers. Students who have family members who are active or veteran soldiers can write biographies. *Completed during a combined ELA and Social Studies class. Students divided based on who is writing fictional or non fictional biography.* *Students writing non fictional biographies will have a separate lesson in interviewing in ELA.*		Explore an Afghanistan ecosystem and the organisms that make it work and call it home.	Create tables & charts w/ names & numbers of students' family members at war; Plot the data & compare; Review how to create, read & interpret Line & Bar Graphs (histograms)	Computers: Using data from Math, students learn how to create line and bar graphs from data tables in MS Excel.
W 3, day 4				Afghan ecosystem exploration and presentation.	Research numbers of participants, casualties & wounded on both sides of both wars; Jigsaw Activity: represent data in tables, plots & graphs	PE: 10 min warm-up Increase intensity for agility ladder drills, jumping/throwing medicine ball ,push ups & pull ups, front/side planks, squats, whole body stretching
W3, D5		CSL component introduced to team as whole: How can we as students help soldiers? Their families? - Brainstorm - Choose a project - Delegate into committees - Committees meet to begin planning - Committees meet during rotating two-block period on Wednesdays and Fridays				
W4, D1	**What is war like?**	RAFT: Calling all Crusaders to War	Students present biographies in coffee house format	Changing ecosystems exploration.	Conduct Gallery Walk to analyze & interpret data; Summarize findings in student journals; Reflect on feelings about findings; Create CSL planning timeline	Music: Students present their views through music and explain why they chose their selection to the class.
W4, D2		Investigation: How do we know what war is like? - Small group brainstorm *Used to find resources to analyze*	Written assignment: The inner war - Literary techniques - Voice Main idea – war is in all of us and we are all capable of participating in it - Brainstorm - Write - Share	How do the actions of humans affect an ecosystem?	CSL: 3D Figures & Volume Mini Unit; Identify figures & review volume: dimensions & calculations	PE: PE: 10 min warm-up Increase intensity for high knee shuffle over 6" hurdles, bleacher step ups, medicine ball press/slam, sit ups, 1-foot cone touches, sled push, Aquamans, close quarters, short timed small teams various games.

W4, D3		Analyze primary source accounts of war *Possible resources/lessons* - Crusader journal entries - Muslim journal entries	- Revise	How does war affect an ecosystem?	CSL Care package planning: estimate sizes of goods & predict volume of packaging needed; Discuss factors to consider & chart the findings	Computers: Document CSL from beginning. Students learn how to use MS PowerPoint and MS Publisher for use in CSL.
W4, D4				How did war affect nations that fought in WWI, WWII, Vietnam, and Iraq?	Teacher responds to student journal entries; Review Crusader & Muslim journal entries from SS; Discuss possible ways to represent information (data, events, facts, drawings, photos)	PE: Students keep time taken to complete test on the Ultimate Obstacle Course and record in their traveling journals as well as report on differences since the first test.
W4, D5		News footage of embedded journalists		Small group work and explorations.	Fractions/Decimals/Percent Mini Unit; Using primary source accounts, create " A Day in the Life of a Soldier;" Examine Boot Camp plans; Break day into increments w/ figures	Computers: Students continue to learn how to use MS PowerPoint and MS Publisher for use in CSL.
W5, D1		Invite local veterans to speak (assembly?)		Case Study How has two decades of war affected Afghanistan? Working with technology to find resources	Assign groups to explore different aspects of soldier life to calculate what fraction/decimal/percent of day the aspect takes up; Report findings to class to compare & contrast	Music: Students continue to present their views through music and explain why the chose their selection to the class.
W5, D2		Investigation: What are the effects of war? - Small group brainstorm - Classify responses into positive and negative impacts	Analyze songs about war	How is the current war affecting life? What are the long term effects? What can we do?	Using findings w/ data, create story boards about soldiers & how they spent their days; Open the assignment to student suggestions: stories, poems, songs, artwork, skits, etc.	PE: 10 min warm-up Increase intensity for agility ladder drills, jumping/throwing medicine ball ,push ups & pull ups, front/side planks, squats, whole body stretching
W5, D3	**How does war affect a**	Case study: What were the effects of the Crusades? - Lecture/Note taking - Small group analysis		Case Study continued	Patterns Mini Unit: take classifications of (+) & (-) impacts & split class into 2 groups; Using notes & technology, research, collect & organize data & statistics for each side	Computers: Students practice skills learned in MS PowerPoint and MS Publisher and experiment with Inspiration 9 software on creating similar presentations and graphic representations.
W5, D4		Investigation: What are the		Case Study continued	~~Analyze & interpret patterns~~	PE: PE: 10 min warm-up

	nation and its people?	effects so far of Iraq and Afghanistan? Resources: News articles, published reports, student experiences (after unit is over)			& trends of (+) & (-) impacts; Display student work & investigate effects of war; Using resources, discuss possible misinterpretations & misleading graphs	Increase intensity for high knee shuffle over 6" hurdles, bleacher step ups, medicine ball press/slam, sit ups, 1-foot cone touches, sled push, Aquamans, close quarters, short timed small teams various games.
W5, D5		Predict: In 20 years, how will our country be changed because of the Wars in Iraq and Afghanistan? - Each group creates a report, outline, presentation, model, etc. (after unit is over)		Case Study PowerPoint presentation Predictions for the future of war and of Afghanistan	Students reflect on math units regarding display of information, impact & usefulness; Students make connections & predictions regarding change based on patterns observed; Students explore computer software options to create tables, charts, graphs, and/or plots that accompany reports	Computers: Students continue practicing with MS PowerPoint, MS Publisher and Inspiration 9, and review creating tables, charts and graphs for reporting in Math.
		Culminating Activity				

English Language Arts – Grade 8

In English class, considerable time will be dedicated to examining the multiple perspectives of war. Through the unit-long study, students will read a fictional short story, analyze poetry and song lyrics about war, watch videos portraying war, and interview those who have served in a war. This unit is designed to provide students the opportunity to explore the personal side of war. When discussing the impact of war politically and socially in social studies, environmentally in science, and statistically in mathematics, students need to have a personal connection to what war is and how we are all capable of war. Unless students have this personal connection, they will not truly grasp the larger-scale impact of war. In this experience, students will also be practicing how to take on the perspective of another through their writing as they create poetry from the point of view of a participant of war and write biographies of actual soldiers.

Examining the different perspectives of war connects to the unit theme by demonstrating that there is more than one way to interpret a situation. It will hone students' critical literacy skills as they consider the perspective of the "enemy" and compare the perspectives of proponents and opponents of war in song lyrics. The final reflection project will culminate this study by combining multiple perspectives from a variety media into found poetry, creating something positive from so much negative. Students will also use this information to develop a welcome home ceremony with multiple aspects to ensure all guests truly feel welcomed and appreciated for their service.

Frameworks

2.4: Integrate relevant information gathered from group discussions and interviews for reports.
8.25: Interpret a character's traits, emotions, or motivation and give supporting evidence from a text.
14.4: Respond to and analyze the effects of sound, form, figurative language, and graphics in order to uncover meaning in poetry:

- sound *(alliteration, onomatopoeia, internal rhyme, rhyme scheme);*
- figurative language *(personification, metaphor, simile, hyperbole);*
- graphics *(capital letters, line length, word position).*

15.5: Identify and analyze imagery and figurative language.
19.20: Write poems using poetic techniques *(alliteration, onomatopoeia, rhyme scheme),* figurative language *(simile, metaphor, personification),* and graphic elements *(capital letters, line length, word position).*

Habits of Mind

A number of Habits of Mind are folded into the ELA portion of this unit. The following habits are the most significant habits that emerge repeatedly:

Finding and Keeping Focus – All units are planned around the main topic of war to attract student interest and create fluency within the disciplines. The subtopics within the units are carefully designed to answer the guiding questions and to maintain student focus on the facts, issues, and impacts. Activities are planned to involve all students so verbal and written participation is a must. The variety of activities and projects includes all kinds of learners and

highlights their strengths. Discussions and decisions directly affect actions of students with regard to their learning in ELA, in community service activity, and in the culminating activity.

Being Attentive – Being attentive means that students are open to ideas, concepts, and information that will contradict their previous beliefs or understandings. It is essential for discovering how war lies within us all. As students investigate what war is like, their attentiveness will greatly impact their ability to capture the sentiments of war in their writing. This will also translate to the planning of the welcome home event, as they consider the experiences of the guest soldiers of the event and what would make them feel most appreciated.

Thinking Fluently and Flexibly – While developmentally challenging for an adolescent whose concern is to fit in with his/her peers, thinking fluently and flexibly requires students to interpret and draw conclusions apart and beyond what their classmates think. The ability to consider multiple perspectives and to draw multiple, conflicting conclusions is what fuels creativity and will drive the inquiry aspect of this unit as students attempt to construct their own interpretation of the War on Terror through poetry and other writing assignments.

Using Models and Metaphors – As students construct answers and meaning in their investigation of how war impacts us on a personal level, they will communicate their conclusions through their writing. Because the topic is complex in nature, students will practice using the model of poetry and personal narrative, to express what they believe war is like. Employing literary devices, students will translate these conclusions to metaphors, clarifying how they personally relate to the war experience.

<u>Assessment</u>

Class discussion of

- Haves and Have Nots Experience
- The Things They Carried

Biography of Soldiers
What is war like? Poem
Found Poetry: Reflection of War

Mathematics - Grade 8

In mathematics, students explore answers to the four guiding questions over one large unit on graphing and three mini-units on three dimensional figures and volume, fractions/decimals/percents, and patterns. With content covering all five strands of mathematics, students make numerous real-life connections to war. These connections expand into the other disciplines as students transfer information and data from these classes into mathematics tools (graphs, plots, charts, and tables) for analysis and interpretation. Using forms of inquiry and reasoning, they seek meaning in the numbers and figures and then reflect on what they learn in journals and class discussions.

Considerable time is given to individual, partner, and group work to meet the needs of all kinds of learners and to develop valuable study skills and interpersonal skills. As students hone their mathematical skills and expand their knowledge of war, they band together as a community with a service learning project and welcome home rally. By planning and participating in activities for soldiers and their families, students connect the needs of the individual to that of a group and ultimately learn how to turn negative experiences into positive ones.

Within the Graphing Unit, students conduct research using technology and textbooks to study how to represent data with mathematics tools such as Venn diagrams, timelines, line and bar graphs, stem-and-leaf plots, and box-and-whisker plots. After examining the components of each of these tools, they study the selection criteria and discuss their many uses in a Jigsaw Activity. Individually and in groups, they create their own versions of these tools for analysis and interpretation. Using Group Investigations, they review elements of misleading graphs and discuss how these elements lead to misinterpretations.

Why does war start? Using research about the Crusades in Social Studies class and a short story in English Language Arts, students create and interpret Venn diagrams in Think-Pair-Share and Think-Pair-Square activities respectively. In pair and group discussions about the origins of war, students exercise reasoning skills such as comparing, contrasting, and summarizing. After reviewing important factors with timelines, students transfer sequential events from the wars in Iraq and Afghanistan into timelines with significant dates and pictures, drawings, and visuals. In preparation for veteran interviews in Social Studies class, students conduct 3-Step Interviews to review the graphing unit thus far. Student work is then displayed for eventual summary and reflection in journals.

Who goes to war? To gather data, students are surveyed for familial connections to past and present wars. With guidance from the teacher, students record this data to review how to read and deduce information from charts and tables. Using technology, students research and chart facts and figures of participants, casualties, and wounded on both sides of Iraqi and Afghan wars. Data from charts and tables is then represented in graphs (bar and line graphs) and plots (stem-and-leaf and box-and-whisker plots) created by students. All charts, graphs, and plots created in the unit are displayed for student and teacher analysis in a Gallery Walk. Findings are summarized in student journals along with personal reflections about how students feel about the findings. Students choose one chart with its graph or plot to be graded as a project. Student journals are also assessed within the Graphing Unit.

Community Service Learning (CSL) Activity With the expectation that students express interest in helping soldiers and their families, the focus turns to the CSL, a collection drive of supplies to be packaged for soldiers at war. Students participate in brainstorming activities and separate into committees. Planning elements include reviewing the components of the project,

planning the logistics of each part, and then creating a timeline to execute the parts. Working with teachers, students consider estimated costs for the activity.

What is war like? With the CSL Activity in mind, the focus shifts to life as a soldier during war. Students must take into account care package sizes, so the planning coincides with the Three Dimensional Figures & Volume Mini Unit. In a mathematics lab to examine and identify different three dimensional figures, students measure the dimensions and calculate the volumes of figures. All data is recorded in charts and tables and a lab report is used as an assessment. Careful attention is given to the type and bulk of goods that soldiers need in order to properly estimate package sizing. Students consider life as a soldier as they read Crusader and Muslim journal entries from Social Studies and experience Boot Camp exercises in Physical Education class. As they develop "A Day in the Life of a Soldier" stories, students begin Fractions/Decimals/Percents Mini Unit. Referring to the Boot Camp experience in Physical Education class, students use figures to break each day into increments represented by fractions, decimals, and percents. Calculations and findings are reported to the class for review and analysis.

How does war affect a nation and its people? Students convert findings into story boards about soldiers and how they spend their days. Assignment is opened to student suggestions: stories, poems, songs, artwork, etc. to blend other disciplines and meet the needs of different kinds of learners. As students classify the positive and negative impacts of war in Social Studies, they continue their analyses in mathematics within the Patterns Unit. Class is divided into two groups (positive and negative impacts) within two groups (Iraqi and Afghan wars), with each group collecting and organizing data and statistics from Social Studies notes as well as technology. Students use graphs and plots depicting the data and statistics for the purpose of noting trends over each impact and then between each war. Then, with all work displayed together, students investigate the known effects of war and predict the future impact from war. Discussion includes possible misinterpretations from graph comparisons. Reflecting for a final time in traveling journals, students comment on displays of information in conjunction with their impacts and usefulness. In their observations, students must apply what they know about graphs and patterns to make connections and predictions.

The final assessment for the Interdisciplinary Unit is a report overlapping the disciplines. The required math component is to select, create, and analyze a computer generated mathematics tool (chart, graph, or plot) that accompanies in the report. To prepare, students will reflect on the knowledge gained in the unit, and then explore computer software options to produce the mathematics tool. Attention to detail and high visual appeal are significant as these mathematics tools will be displayed and some reports will be included in the culminating activity, a welcome home ceremony for soldiers.

Frameworks

Data Analysis, Statistics, and Probability

8. D.2 Select, create, interpret, and utilize various tabular and graphical representations of data, e.g., circle graphs, Venn diagrams, scatter plots, stem-and-leaf plots, box-and-whisker plots, histograms, tables, and charts. Differentiate between continuous and discrete data and ways to represent them.

Number Sense and Operations

8.N.10 Estimate and compute with fractions (including simplification of fractions), integers, decimals, and percents including those greater than 100 and less than 1).

8.N.11 Determine when an estimate rather than an exact answer is appropriate and apply in problems situations.

Patterns, Relations, and Algebra

8. P.1 Extend, represent, analyze, and generalize a variety of patterns with tables, graphs, words, and when possible, symbolic expressions. Include arithmetic and geometric progressions, e.g., compounding.

Geometry

8.G.7 Identify three-dimensional figures (e.g., prisms, pyramids) by their physical appearance, distinguishing attributes, and spatial relationships such as parallel faces.

Measurement

8.M.3 Given the formulas, determine the surface area and volume of rectangular prisms, cylinders, and spheres. Use technology as appropriate.

Habits of Mind

A number of Habits of Mind are folded into the mathematics portion of this unit. The following habits are the most significant habits that emerge repeatedly:

Finding and Keeping Focus – All units are planned around the main topic of war to attract student interest and create fluency within the disciplines. The subtopics within the units are carefully designed to answer the guiding questions and to maintain student focus on the facts, issues, and impacts. Activities are planned to involve all students so verbal and written participation is a must. The variety of activities and projects includes all kinds of learners and highlights their strengths. Discussions and decisions directly affect actions of students with regard to their learning in mathematics, in community service activity, and in culminating activity.

Asking Good Questions – Within each unit, students must ask questions about the data, statistics, and figures and find meaning in them. When graphing, they must choose appropriate graphs/plots and plan their designs to appropriately depict the numbers. By calculating fractions, decimals, and percents, they must ponder how/why soldiers spend their days they way they do. In determining care package sizes, students find answers to questions that directly affect cost and planning. When students organize data into plots, they question what patterns they observe and how those patterns connect the present and past to the future. As students seek meaning in numbers, they ask thoughtful questions that lead to additional questions.

Simplifying Questions and Problems – All branches of mathematics require students to take a big problem and break it down into its parts. With the CSL activity, in particular, students are required to take an important real-life activity and simplify it into parts with careful attention to detail, logistics, and time. The parts must be simple enough for other students to follow and execute.

Being Attentive – Students must always pay close attention to detail in mathematics regardless of the unit of study. With the units chosen for this topic and theme, being attentive is even more significant because students must record data on charts and tables and then transfer that information into mathematics tools used for analysis. Incorrect data or information could lead to

misinterpretations. Accurate information guides students to interpret numbers appropriately and, ultimately, understand their deeper meaning.

Searching for Patterns – At various points in the mathematics portion of this unit, students are required to use reasoning to recognize patterns & trends. By creating visuals and by writing, students must exhibit skills such as comparing and contrasting with Venn diagrams, summarizing and with journal entries, and synthesizing by reading graphs and making predictions. Not only do students observe patterns of their own but, by sharing them in class discussions, they are also exposed to patterns observed by others and can discuss them freely. Also, by comparing the different wars, students note the patterns of the impacts of war, however positive or negative they may be.

Cooperating and Collaborating – Throughout the units in mathematics, students must cooperate and collaborate in order to complete all tasks and projects. Numerous activities require that they perform as partners, in small groups, or within the class where they choose a project, make a plan, and/or share the work. Class discussions are engaging for all when students talk through their own thinking and listen to the ideas of others. With the CSL activity, students need to work together in stages and collectively as a group.

Assessments

Graphing Project (table/chart and graph/plot)
3-D Figures Mathematics Lab
CSL Timeline
"A Day in the Life of a Soldier" story
Journal entries
Summative Assessment: Computer generated mathematics tool to accompany report

Mathematics – Graphic Organizer

Name: _____

Type of Graph & Example:	**Uses:**	**Components:**

Mathematics - Graphing Project Rubric

	4	3	2	1	0
Chart or Table	Chart or table is properly organized and presented neatly.	Chart or table is mostly organized and neat.	Chart or table is fairly organized or neat.	Chart or table is organized but not neat.	Chart or table is incomplete.
Chart/Table Components	All components are included. (title, labels, units)	Two/three components are included.	One/Three components is included.	X	Components are NOT included.
All data included	All data represented accurately.	Most data represented accurately.	Some data represented accurately.	X	Data is NOT represented accurately.
Graph/Plot Choice	Proper graph/plot is chosen.	Possible graph is chosen, but a better choice could have been made.	Poor choice of graph.	X	NO graph is chosen.
Graph /Plot Components	All applicable components are included accurately. (title, labels, units, key, scale)	Most (4/5) components are included.	Some (3/5) components are included.	Few (2/5) components are included.	One or No components are included.
Chart/Table Summary	All questions about the chart/table are answered and written in complete sentences.	Most questions about the chart/table are answered and most are written completely.	Some questions about the chart/table are answered and some are written completely.	Few questions about the chart/table are answered or written completely.	One/none of the questions about the chart/table are answered or written completely.
Graph/Plot Summary	All questions about the graph/plot have all been answered and written in complete sentences.	Most questions about the graph/plot have been answered and most are written completely.	Some questions about the graph/plot have been answered and some are written completely.	Few questions about the chart/table have been answered or written completely.	One/none of the questions about the chart/table have been answered or written completely.
Overall Presentation	Project is well presented. (organized, neat, attractive and easy to read)	Most (3/4) parts are represented.	Some (2/4) parts are represented.	Only one (1/4) part is represented.	NO project is turned in.

3D Figures Mathematics Lab Report

Name: _____

Title: _____

Purpose:
_____

Data:

Figure ID	Length (units)	Width (units)	Height (units)	Volume (units^3)

Conclusion:

Science - Grade 8

In science, the students will be exploring our main question "*How does war affect a nation and its people*?" Throughout this ITSLU, we will be learning about ecosystems and the environment through an inquiry based learning approach. We will be exploring both the environments we live in as well as the environments the soldiers are living in. We will also be looking at the ecosystems that exist within both our country and the countries that we are fighting in. We will be searching to find out how human interference is changing ecosystems at home and in Afghanistan. We will also be taking a closer look at the relationships that exist within these ecosystems.

Another question that the students will also be exploring is "*What is war like*?" To help our students better understand this question we will be looking into climate. We will uncover the different climates that exist within Afghanistan and we will try and figure out what things we would need if we were stationed in Afghanistan. With that knowledge and the help of all the other disciplines one of our objectives will be to start a drive to gather supplies that soldiers fighting in Afghanistan would need and appreciate.

The majority of our class time will be spent in groups. As a class we will be discussing and researching our topics extensively. We will learn of the hardships of war and we will learn of the lasting affects of war. Students will be practicing learning skills and collaborative skills while uncovering information about our subject. The students will work on a case study along with the supply drive and welcome home ceremony for soldiers to finish this unit. The case study will look at the affects of decades of war in Afghanistan. Students will explore the people, the ecosystems, and the environment and make predictions for what the future may hold for Afghanistan. By planning and participating in activities for soldiers and their families, students connect the needs of the individual to that of a group and ultimately learn how to turn negative experiences into positive ones.

Frameworks

EARTH AND SPACE SCIENCE STANDARD 4. Explain the relationship among the energy provided by the sun, the global patterns of atmospheric movement, and the temperature differences among water, land, and atmosphere.

LIFE SCIENCE STANDARD 13. Give examples of ways in which organisms interact and have different functions within an ecosystem that enable the ecosystem to survive.

LIFE SCIENCE STANDARD 17. 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.

Skills

- Compare and Contrast
- Observation skills
- Analyzing data
- Descriptive language
- Communication skills
- Predicting
- Cooperative Group Skills

- Brainstorming
- Group Collaboration and Presentation skills
- Positive interactions

Habits of Mind

A number of Habits of Mind are folded into the science portion of this unit. The following habits are the most significant habits that emerge repeatedly:

Finding and Keeping Focus – All units are planned around the main topic of war to attract student interest and create fluency within the disciplines. The subtopics within the units are carefully designed to answer the guiding questions and to maintain student focus on the facts, issues, and impacts. Activities are planned to involve all students so verbal and written participation is a must. The variety of activities and projects includes all kinds of learners and highlights their strengths. Discussions and decisions directly affect actions of students with regard to their learning in science, in community service activity, and in culminating activity.

Asking Good Questions – Within each unit, students must ask questions about the data, statistics, and information in front of them. Asking good questions is part of being a good scientist. As students explore the environment, ecosystems, organism interactions, climate, and the affects of war they must confidently as question. Students should be questioning there sources, their thinking, and relationship of all this information to war. Learning to ask good questions is a skill that will benefit students for a lifetime.

Cooperating and Collaborating – Science is deeply rooted in group work; students must cooperate and collaborate in order to complete all tasks and projects. Numerous activities require that they perform as partners, in small groups, or within the class where they choose a project, make a plan, and/or share the work. Class discussions are engaging for all when students talk through their own thinking and listen to the ideas of others. In addition to classroom work students must work together on the CSL activity and collaborate as a community of learners.

Searching for Patterns – At various points in the science portion of this unit, students are required to use reasoning to recognize patterns & trends. Students must be able to pinpoint events that are significant to changing ecosystems. Students must exhibit skills such as comparing and contrasting with Venn diagrams, summarizing and with journal entries, and synthesizing by reading data and making predictions. Not only do students observe patterns of their own but, by sharing them in class discussions, they are also exposed to patterns observed by others and can discuss them freely.

Designing Tests and Experimenting- Scientist test things, we look for answers to questions that we create from our learning. However, experimenting extends well beyond the classroom and is a skill best learned by practice. Through our investigation in this class we will be experimenting with ecosystems and how they change and adapt. We will also be looking at how integral certain organisms are to a specific ecosystem. We will be searching for answers through our experiments and we're sure to find them as well as new questions that need to be answered.

Assessments

Student presentations of group work and research
Journal entries
Student participation
Homework
Small group work
Case study

Social Studies

The lessons and activities in Social Studies class are designed to develop researching, comparison, and critical literacy skills. Using the inquiry method of learning, students will be introduced to each aspect of the unit with a small group investigation meant to activate prior knowledge, spark curiosity, and create a blueprint for further investigation. The Crusades will act as a case study as students research, gather, and analyze historical events to determine the causes and effects of the medieval conflicts between Christians and Muslims. Students will then apply the concepts of war - its causes, impact, and how leaders promote it – to an individual analysis of the War on Terror, specifically the military war in Iraq and Afghanistan. Students will conduct research using a variety of media. Acting as teacher-guide, the teacher will help student focus their research and evaluate the resources they are consulting.

Students will also have the opportunity to integrate the knowledge acquired in other content areas to provide greater context and depth to their research and understandings. Each content area builds upon another and uses the skills developed and knowledge learned to construct meaning. The facts learned in social studies will be organized and analyze in math so that, when brought back into the social studies classroom, students can interpret and draw conclusions from the facts while taking into consideration the environmental factors they are discussing in science. Being able manipulate, analyze and evaluate the information in multiple content areas for their own use will empower students to critically examine what they previously believed about war. Throughout this unit, students will be honing their critical literacy, an essential skill in a democratic nation.

Frameworks

WHI.9 Describe the religious and political origins of conflicts between Islam and Christianity, including the causes, course, and consequences of the European Crusades against Islam in the 11th, 12th, and 13th centuries. (H)

Habits of Mind

A number of Habits of Mind are folded into the social studies portion of this unit. The following habits are the most significant habits that emerge repeatedly:

Finding and Keeping Focus – All units are planned around the main topic of war to attract student interest and create fluency within the disciplines. The subtopics within the units are carefully designed to answer the guiding questions and to maintain student focus on the facts, issues, and impacts. Activities are planned to involve all students so verbal and written participation is a must. The variety of activities and projects includes all kinds of learners and highlights their strengths. Discussions and decisions directly affect actions of students with regard to their learning in social studies, in community service activity, and in the culminating activity.

Asking Good Questions – Students must ask questions about the people, places and events they are learning about in history. In their research, students need to decide what sources to consult and how to present the information they find. They need to determine what perspective a source conveys and what the purpose is of that perspective. Students also need to develop good

questions to found their research upon. Developing open-ended, yet focused questions to guide research is a skill students will be practicing throughout the school year, not just in this unit.

Cooperating and Collaborating – Throughout the unit in social studies, students must cooperate and collaborate in order to complete all tasks and projects. Numerous activities require that they perform as partners, in small groups, or within the class where they choose a project, make a plan, and/or share the work. Class discussions are engaging for all when students talk through their own thinking and listen to the ideas of others. With the CSL activity, students need to work together in stages and collectively as a group.

Being Attentive – Paying close attention to how events are portrayed in history and in the modern media are essential to the development of responsible, democratic citizens. Being attentive means that students are open to ideas, concepts, and information that will contradict their previous beliefs or understandings. As students examine what war is like, their attentiveness will greatly impact the planning of the welcome home event, as they consider the experiences of the guest soldiers of the event and what would make them feel most appreciated.

Thinking Fluently and Flexibly – While developmentally challenging for an adolescent whose concern is to fit in with his/her peers, thinking fluently and flexibly requires students to interpret and draw conclusions apart and beyond what their classmates think. The ability to consider multiple perspectives and to draw multiple, conflicting conclusions is what fuels creativity and will drive the inquiry aspect of this unit as students attempt to construct their own interpretation of the War on Terror.

Assessment

Student presentations of research findings
Graphic Organizer representing the causes of the War in Iraq and Afghanistan
Biography of a soldier
Whole-class discussion – *What is war like?*
Summative Assessment: Predictions of the political and social effects of the War in Iraq and Afghanistan (Multidisciplinary Report)

How does war impact a nation?

Category	Exceeds Standards	Meets Standards	Approaching Standards	Below Standards
Social Studies Component: Political and Social Effects of the War in Iraq and Afghanistan				
1. Effect Development	The feature is fully developed, complete with specific and accurate details. (5 points)	The feature is developed through specific and accurate details. (4 points)	The feature is somewhat developed with few specific details or detail are not accurate. (3 points)	The feature is slightly explained but lack specific or accurate details. (1-2 points)
Connection	It is clearly and thoroughly explained or demonstrated how the effect resulted from factual events and will influence future world or national politics. (5 points)	It is clearly explained or demonstrated how the effect resulted from factual events and will influence future world or national politics. (4 points)	There is some explanation or demonstration of how the effect resulted from factual events and will influence future world or national politics. (3 points)	It is unclear how the effect will influence future world or national politics. (1-2 points)
2. Effect Development	The feature is fully developed, complete with specific and accurate details. (5 points)	The feature is developed through specific and accurate details. (4 points)	The feature is somewhat developed with few specific details or detail are not accurate. (3 points)	The feature is slightly explained but lack specific or accurate details. (1-2 points)
Connection	It is clearly and thoroughly explained or demonstrated how the effect resulted from factual events and will influence future world or national politics. (5 points)	It is clearly explained or demonstrated how the effect resulted from factual events and will influence future world or national politics. (4 points)	There is some explanation or demonstration of how the effect resulted from factual events and will influence future world or national politics. (3 points)	It is unclear how the effect will influence future world or national politics. (1-2 points)
3. Effect Development	The feature is fully developed, complete with specific and accurate details. (5 points)	The feature is developed through specific and accurate details. (4 points)	The feature is somewhat developed with few specific details or detail are not accurate. (3 points)	The feature is slightly explained but lack specific or accurate details. (1-2 points)
Connection	It is clearly and thoroughly explained or demonstrated how the effect resulted from factual events and will influence future world or national politics. (5 points)	It is clearly explained or demonstrated how the effect resulted from factual events and will influence future world or national politics. (4 points)	There is some explanation or demonstration of how the effect resulted from factual events and will influence future world or national politics. (3 points)	It is unclear how the effect will influence future world or national politics. (1-2 points)

Media, Technology, and the Arts – Grade 8

Computer Technology

In computer class, considerable time will be allotted so that students will become familiar with techniques to organize data collected and to perform research via the internet in conjunction with other content areas for the interdisciplinary unit on war. In this way students will deepen their basic understanding of the unit as a whole while learning how to use specific computer software.

Microsoft Office which includes Word, PowerPoint, Publisher, and Excel is what the students will use mainly to generate work for their core classes. In addition to these, the students will experiment with Inspiration 9, a computer program that combines many of the elements of the others. It has the capability of creating graphic organizers, mind webs, and diagrams easily which can be quickly converted to become a presentation of information.

By learning how to use the tools available to them, the students can become proficient at presenting information using various forms of technology. They will use their gained knowledge to display their works during a forum to be held at the culminating event for the unit.

Frameworks

Technology/Engineering: Communication Technologies

3.2 Identify and explain the appropriate tools, machines, and electronic devices (e.g. drawing tools, computer-aided design, and cameras) used to produce and/or reproduce design solutions (e.g. engineering drawings, prototypes, and reports).

3.3 Identify and compare communication technologies and systems, i.e. audio, visual, printed, and mass communication.

Assessments

Output created using various tools to complete core class assignments
Journal entries

Music

In Music, students will listen to the many “tones” of music recognizing that they can portray very different emotions. The question to be answered in this unit is, “What does war sound like?” After experimenting in groups, students express what war sounds like to them. They understand that music is a universal language that can aid people to relate to one another. Both adversaries and allies have needs and desires though they reside on opposing sides. Through music their sentiments can be communicated.

Frameworks

The Arts Disciplines Strand: Students learn about and use the symbolic language of music
Standard 4 Improvisation and Composition: Students will improvise, compose, and arrange music.
Standard 5 Critical Response: Students will describe and analyze music and the music of others using appropriate music vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.

Assessments
Interpretations of emotions through music in group activity
Journal entries

Physical Education

The students get a glimpse of how soldiers are trained to be physically prepared for combat during a 12-week Boot Camp in Gym class which aligns with the cross-curriculum unit on war. The focus will be on strength, agility, and endurance. During week one, students engage in completing the Ultimate Obstacle Course having no training preparation. Their initial timed testing will be the control that is observed and compared throughout the term. In weeks 4, 8, and 12 students are retested to show the natural progression as stamina is improved through their work out sessions.

To relate to lessons learned in math and computers, students will calculate their BMI (Body-Mass Index) and keep track of the time it takes to finish the obstacle course. All results will be represented graphically and personal journal reflections will allow students to follow their achievements.

Frameworks
Physical Health Strand: Physical Activity & Fitness Standard: Students will, by repeated practice, acquire and refine a variety of manipulative, locomotor, and non-locomotor movement skills, and will utilize principles of training and conditioning, will learn biomechanics and exercise physiology, and will apply the concept of wellness to their lives.

Assessments
Journal entries
Graphical representations of individual performance

Service Learning Component

Throughout this unit students will be learning about the lives of US soldiers. From the moment this unit begins we will be thinking about ways we, a community of learners, can take the negatives of war and turn them into positives. In science class we will be learning about the different climates and needs of soldiers in Afghanistan. We will be creating a drive to send supplies to troops stationed there. We will also be writing letters and corresponding with soldiers who are looking for a little "back-home cheer".

The big culminating event will be the welcome home rally that we will host for a group of returning troops. We understand the sacrifice that all these men and women have made and we want to give them a hero's welcome back to the United States. The students will begin planning this event as soon as the unit gets underway. Then they will take charge of decorating the gym, securing refreshments, coordinating entertainment, and gathering a large crowd to show appreciation. Within the ceremony, students will be share creative writing selections and perform a boot camp demonstration.

Skills

Following is a list of skills utilized throughout the unit across the curriculum to keep students organized, actively involved, thinking critically, and working together within the unit:

<u>Critical Thinking & Processing Skills</u>

- Note taking
- Describing
- Speculating
- Investigating
- Displaying graphics and data
- Analyzing and Interpreting
- Predicting
- Reflecting

<u>Critical Literacy Skills</u>

- Identifying
- Comparing
- Classifying
- Sequencing
- Cause & Effect
- Predicting outcome
- Generating Data
- Organizing Data
- Building Ideas
- Applying Ideas
- Higher-Order Thinking
- Reasoning

Study Skills

Seeking Information – *Formulating questions and answering them, asking new questions*
Note taking – *Observing, recording, collecting data, sequencing*
Organizing and Transforming – *Constructing charts, tables, graphs, plots, diagrams*
Keeping Records and Monitoring Them – *Writing in journals, timelines, and graphic organizers*

Research Skills

Print, People, Places, and Things – *Textbooks, interviews with people, artifacts and objects, experiments*
Media and technology – *Visuals, audiotapes, audiovisuals, computer technology*

Habits of mind

The following habits of mind were chosen in the respective content areas to keep students intrigued, actively involved, thinking critically, and working together within the unit:

Finding and Keeping Focus – *Mathematics, Social Studies, English Language Arts, Science*
Asking Good Questions – *Mathematics, Social Studies, Science*
Simplifying Questions and Problems - *Mathematics*
Being Attentive – *Mathematics, Social Studies, English Language Arts*
Seeing Anomalies - *Music*
Thinking Fluently and Flexibly – *Social Studies, English Language Arts*
Forming Hunches - *Science*
Designing Tests and Experiments - *Science*
Searching for Patterns - *Mathematics*
Models and Metaphors; Thinking by Analogy – *English Language Arts*
Finding Elegant Solutions - *Music*
Taking Risks – *Physical Education*
Cooperating and Collaborating – *Mathematics, Social Studies, Science*
Competing – *Physical Education*
Persevering and Having Self-Discipline – *Physical Education*

Traveling Journal

In the nature of interdisciplinarity, the curriculum of our team unit intertwines the content areas. Building upon one another and using the lessons from one class to create context for a lesson in another class allows students to a construct deeper understanding of the impact of war. Their inquiry, while extensive, will be complex as students investigate the many facets, perspectives, and effects of war.

In order to connect the content areas and help students organize and reflect upon the concepts they are learning, students will carry a traveling journal. Journal entries will be both teacher-directed and student driven. For example, students may be assigned a reflection that requires them to analyze data they collected in math class. Students will write open-ended reflections of the engaging activity, soldier interviews, and other experiential lessons. The journals will also be a place for students to explore and express their own thoughts and feelings during the unit. The topic of war, at times, is a terrifying and violent reality that many students may be considering for the first time.

The journal may also be used for brainstorming ideas for the service learning project and culminating activity. It will also be where students record their personal data from boot camp. It will inform their final project in ELA, helping them locate sources for their found poetry by scanning through their journal to pinpoint which lessons and activities were most thought-provoking. It will be a road map of each student's intellectual and emotional journey through the unit.

At the conclusion of the unit, students will re-read their journal entries and write one final entry summarizing their experience. Key ideas from these entries will be shared in a small group format, allowing students to express what they learned or how they changed from the experience and to hear how it impacted their peers. The final journals will be assessed in each content area based on rubrics designed by each content area teacher. Each rubric will contain seven comment expectations and 2-3 content specific criteria. Rubric grades will be worth 50-70 points depending upon their use in each content area. The following rubric is an example of the common rubric with specific Math criteria.

Rubric for Traveling Journal

Name: _____

This project is worth 50 points and will be graded on the following criteria:

Includes all required elements (10 points) _____

Demonstrates knowledge of concepts (10 points) _____

Includes accurate information (10 points) _____

Informs, teaches, or reviews the key ideas (5 points) _____

Has well organized and clearly presented ideas (5 points) _____

Has no grammatical or spelling errors (5 points) _____

Presents/displays information in an engaging manner (5 points) _____

Math Specific:

Properly summarizes data (5 points) _____

Makes appropriate predictions about data (5 points) _____

Total: _____

Comments:

Realities

The realities of implementing a service learning project in school are many. Several issues must be considered: administration approval, funding, planning time required inside and outside of school, and any transportation concerns.

First, the principal must be notified of the impending unit and all it entails. When communicating with the principal, the team will stress the expected positive outcomes of the unit on war. Cooperative techniques will be utilized as students, teachers, parents, and community volunteers work together to affect the culminating activity of welcoming soldiers home from war. As a result of the unit, students should become more aware of the effects of war on everyone and everything.

Upon the administrator's acceptance, the unit will commence. There will be no funding required. Community donations will be solicited via the local transcript, public access television, and fliers placed in strategic locations. PTO will assist as needed. This service project necessitates no field trips or transportation.

Planning time during the school day will occur on a rotating two-block period on Wednesdays and Fridays. Closer to the culminating event some additional time will be required after school. Scheduling of the computer lab and media center is essential. Supervision will be provided by colleagues, parents, and volunteers. All will work together cooperatively portraying the positive mind-set that all people possess. Humanity's goodness comes to light when the chips are down. Good can come from tragedy.

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