

TGC Fellow Unit Template *

Prepared by: David Hilton

School/Location: Lyman Moore Middle School, Portland, Maine

Subject: Social Studies

Grade: 6

Unit Title: World of Wonders

Time Needed: 6-8 weeks

Unit Summary: Students investigate the world by first researching the wonders of the ancient world in small groups and sharing their findings. All but one is gone today. We'll wonder together: "How can we as citizens, in conjunction with our leaders, protect the wonders that we still have?" Then each student will research one wonder of the modern world along with the country where it is located. Next, students will form partnerships in which they will compare and contrast their wonders and the threats to their wonders' survival. These comparisons will be captured on Flipgrid, along with each wonder's history and geography. Students may also choose to make an edible version of their wonders. Finally, each student will become a United Nations delegate representing the country where his/her wonder is located. As a group, this body will seek to pass a resolution with a plan for protecting the world's wonders.

Stage 1 Desired Results

HOOK: The United Nations is setting out to protect the wonders of the modern world. There are many threats to them - environmental, political, financial, religious, and cultural. As a team, students will deliberate as to how best to protect human-made sites that make us stop, think, and wonder.

ESTABLISHED GOALS:

CCSS.ELA-LITERACY.RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-LITERACY.W.6.1

Transfer

Students will independently use their learning to improve research and persuasive writing skills. They will also extend knowledge of geography and hopefully be inspired to travel and generally investigate the world. Students will practice their communication skills and their ability to recognize perspectives.

Meaning

<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>Students will practice research and presentation skills. They will also hone their ability to make persuasive claim and evidence arguments. More importantly, they will practice constructive deliberation.</p>	<p>UNDERSTANDINGS <i>Students will understand that each culture has a rich history and has contributed to the earth's wealth of wonderful places. Students will also understand that persuasive reasoning requires a clear claim supported by factual evidence gleaned from reliable sources. Finally, students will understand that constructive dialog that takes into account varied perspectives can be used to tackle international challenges.</i></p>	<p>ESSENTIAL QUESTIONS</p> <p>What makes something wonderful?</p> <p>How can the citizens of the world work together to protect our wonders from a multitude of threats?</p>
<p>Acquisition</p>		
<p>GLOBAL COMPETENCY: Students will focus on investigating the world. As a group, we will cover special places in dozens of countries. Students will also communicate their ideas so that, while individual learning will be deep and specific, the overall learning will be broad. Additionally, students will practice recognizing perspectives by representing the country where their wonder is located in a United Nations session with the goal of producing a resolution that protects all the wonders.</p> <p>RESOURCES: Seven Wonders of the Ancient World by Lynn Curlee plus history.com and http://www.nationalgeographic.com. Resources for modern wonders will be identified case by case but will include www.new7wonders.com and http://whc.unesco.org/en/list/</p> <p>Country research: http://online.culturegrams.com</p> <p>Video presentations: http://flipgrid.com/info/</p> <p>Posters for use in videos: https://www.glogster.com</p>		

<p>UN speaking protocol vocabulary: https://quizlet.com/96270928/flashcards</p> <p>PollEverywhere for group sharing of ideas in response to essential questions.</p> <p>Test Tube channel for background on the United Nations.</p> <p>ePals as possible resources for comparing perspective to those of students in other schools and countries.</p>	<p><i>Students will know the geography of the country where their wonder is located and the history of how the wonder was constructed.</i></p> <p><i>Students will know the seven wonders of the ancient world, with deeper knowledge of one of them.</i></p> <p><i>Students will know many of the wonders of the modern world, with much deeper knowledge of one of them, and somewhat more knowledge of their partner's wonder.</i></p>	<p><i>Students will be able to develop a clear timeline and write a persuasive essay.</i></p> <p><i>Students will be able to compare and contrast complex subjects.</i></p> <p><i>Students will be able to use FlipGrid to make video presentations.</i></p> <p><i>Students will be able to embody a delegate from another country, realistically representing his/her perspective.</i></p>
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Stage 2 - Evidence

Assessment	Evaluation Criteria (Learning Target or Student Will Be Able To)
<p>Assessments FOR Learning: (ex: kwl chart, exit ticket, observation, draft, rehearsal)</p> <ul style="list-style-type: none"> * Ancient Wonders note-catcher * smarty (exit) slips * See-Think-Wonder global thinking routine on buddhas on Bamiyan * Edible wonder * UN vocabulary quiz 	<p>"I can locate all seven ancient wonders on a map and describe elements that make each one wonderful."</p> <p>"I can report on my research progress through regular exit slips."</p> <p>"I can share specific observations, clear thoughts, and globally-aware questions on a short video of a wonder being destroyed."</p> <p>"I can be super creative in constructing an edible version of my wonder that will help other visualize its splendor."</p> <p>"I can demonstrate understanding of key terms used in United Nations sessions."</p>
<p>Assessment OF Learning: (ex: performance task, project, final paper)</p> <ul style="list-style-type: none"> * Persuasive Essay * Glogster with written history and timeline * Flipgrid comparison video * United Nations deliberation * Post-unit assessment 	<ul style="list-style-type: none"> * Students use claim and evidence to argue persuasively that their wonder deserves protection. * Students will integrate timeline, maps, country profile, and history into an effective online poster. * Students will be able to compare and contrast two wonders. * Students will be able to use effective presentation and video production skills. * Students will master basic language used in United Nations sessions. * Students will work collaboratively and constructively in their roles as UN delegates to write and pass a resolution protecting the world's wonders. * Students will be able to honestly and accurately assess their own work and their personal learning.

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Weeks One and Two: This will be an introduction to the ancient wonders mini-project. We'll begin by working through the essential questions with a focus on "What makes something wonderful." Students will write paragraphs with preliminary answers. They will also be grouped into teams of four and guided to begin research on one of the seven wonders of the ancient world.

Week Three: After discussion about what distinguishes a successful from an unsuccessful presentation, student groups will present their work including a brief history of their wonder, along with a clear hand-drawn map, handmade artwork, and thoughtful criteria for what makes something wonderful.

Weeks Four through Six: Student select 'modern' wonder topics - student choice here as long as there are adequate research sources. Students work individually using Glogster to document history and geography of their wonder in addition to background on the country where the wonder is located. Students assigned partners to compare their work. Then pairs of students create flipgrid presentations comparing their wonders. Students also render their wonders in art, possibly using edible materials. This part of the unit culminates in a showcase in which students view each others' flipgrid videos and artwork. Community members and students from our neighboring elementary school will be invited.

Week Seven: Teacher directs lessons on threats to the wonders of the modern world including the Bamiyan Buddhas in Pakistan and Palmyra sites in Syria as well as environmental and economic threats. Model UN session is convened and students acts as delegates in final session aimed at passing a resolution for how the world can collaborate to address these threats.

**adapted from Understanding by Design Model*

Lesson Title: What Makes Something Wonderful? Prepared by: David Hilton, Lyman Moore Middle School

Subject: World of Wonders: Wonders of the Ancient and Modern World

Materials Needed: Laptops with internet access, LCD projector, Two padlet sites ready to go

Global Competency:

investigate the world
recognize perspective
communicate ideas

Where is the lesson going?
(Learning Target or
SWBAT)

Learning Target: "I can brainstorm preliminary criteria for judging what makes something wonderful."

Hook: You are known the world over for your expertise in the wonders of the ancient world. But, how good are you really?
On behalf of the National Geographic Society, I am pleased to offer you the opportunity to pit your dirt-digging brains against shovel-toting adventurers from every continent on earth. To meet the challenge, you and your team must deeply research one of the seven wonders of the ancient world, render it in art, and then persuade a panel of professionals that your wonder and no other is the most marvelous.

Tailored Differentiation:

Padlet allows each student to participate at his/her own level
Free write liberates students from concerns about spelling and grammar and allows them to simply explore ideas and practice communicating in writing
Scaffold homework by providing model paragraph

Equip:

Note: in the previous lesson, students took notes on a slideshow about how classes use essential questions. A quick group discuss wall the main ideas with these guiding questions: What does essential mean? What are essential questions? How can you tell if a question makes a good essential question? Give examples of good and bad essential questions. What is our first essential question?

Begin working with first essential question, "What makes something wonderful?" Pair/Share: What does it mean to wonder? Share answers with the group. Explain the wonderful can mean making you full of wonder.

Pair/Share what places, people, inventions, ideas, foods, activities fill you with wonder?

Group Padlet: each student clicks on link in Edmodo to the first Padlet.

3) Quick Discussion: What does it mean to wonder? What about to be full of wonder? Wonderful?

4) Group Padlet One. Prompt is: What places, people, inventions, ideas do you think are wonderful? Students quietly post there ideas. Teacher reads them as the yappear on the projection screen.

5) Mini concept attainment on the word 'criteria.' Group discussion: can anyone define criteria? Teacher provide teacher definition - students write in their notebooks - a standards by which something can be judged. Teacher asks for examples: what criteria are used to determine who can attend our school? what criteria for ingredients of a school lunch, etc. Pair/share: what is your definition in your own words. Share with the group.

6) Group discussion: What criteria did you use when deciding what to post on the first Padlet? Group Padlet Two: What criteria do you think we should use when judging whether something is truly wonderful? Teacher reads them as they appear on the screen.

7) Five minute free write - use the words wonder and wonderful and write, write, write letting that take you wherever it takes you. No editing. Goal is to keep typing without stopping.

Rethink and revise:

Trade your writing with another student and compare how you used the term wonderful. Now that the lesson is nearly over, ask your partner what criteria would you use to decide whether something is truly wonderful?

Evaluate:

Homework: Write your best paragraph on what you believe makes something wonderful. Start with a topic sentence. Include examples of things that are wonderful and others that are not wonderful. Be very, very clear about what your criteria are - how can you measure whether something is wonderful or not. End with a clear conclusion. Edit your work: that means read it out loud several times. Look for spelling, punctuation, and capitalization mistakes. Make sure the work you turn in makes you really proud.

Notes: This is the first round of work with this essential question. Students will complete the entire unit and then return to this question at the end. The idea is that if the teacher did a good job teacher, each student should be able to submit a deep, more sophisticated answer at the end of the unit.

Organization:

Prepare Padlets and post to Edmodo in advance.
Pre-teach basic paragraph writing skills