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Bamboo People—an interdisciplinary unit for high school

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UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: Bamboo People—an interdisciplinary unit for high school

Grade Level: 9th

Subject/Topic Area(s): Interdisciplinary—World Geography, Biology, English, Technology, & Math

Designed By: Mitzi Moore

Time Frame: flexible (summer + several days at the beginning of the school year)

School District: North East Independent School District

School: International School of the Americas

School Address and Phone: 1400 Jackson Keller Road, San Antonio, TX, 78213, 210-442-0404

<u>Brief Summary of Unit</u> (Including curricular context and unit goals):

A summer assignment asks students to read the book <u>Bamboo People</u>, by Mitali Perkins, and complete assignments in every class that are connected to the book. At the beginning of the school year, teachers use the assignments to extend the learning and help students understand the major themes of the book (child soldiers, landmines, literacy, and service to others). A video conference with the author is planned, as well as interactions with people familiar with modern-day Myanmar/Burma. The culminating activity is to bring all the assignments together in one place by publishing a blog post.

Bamboo People:

An interdisciplinary unit for 9th grade based on the novel by Mitali Perkins

By Mitzi Moore, 2011

Stage 1 - Desired Results

Established Goals (e.g., standards)

Performance
Outcomes of the
International School
of the Americas

English

Understands how texts are situated within their biographical, cultural, and historical contexts

Social Studies
Relates evidence from sources to specific context(s)--place(s), time(s), or idea(s).

Math

Monitors and reflects on the process of mathematical problem solving

<u>Science</u>

Investigates and explains scientific content relevant to an issue including contributions from multiple scientific disciplines

Technology
Communicate
information and ideas
effectively to multiple
audiences using a

Students will independently use their learning to...

Create a blog post that illustrates their work and learning related to the book <u>Bamboo People</u>.

Transfer

Meaning

Understandings Students will understand that....

- Young people in other countries have difficult lives due to war and injustice.
- Literacy (textual and quantitative) impacts life.
- Documenting a series of learning experiences requires new technology skills as well as introspective reflection.

Essential Questions

- How are the lives of the characters in the book different from your own? How are they similar?
- 2. How does being able to read and think mathematically create more opportunities in your life?
- 3. How can you demonstrate what you have learned and created to an audience?

Acquisition

Knowledge Students will know...

- Child soldiers and landmines represent types of global injustice, and both of these exist in modern-day Burma/Myanmar.
- There are many reasons to learn to be a good reader.
- Proficiency in mathematics depends on innate ability, life experiences, and good training.
- The five themes of geography are location,

Skills

Students will be able to...

- Write an essay explaining how literacy impacts life.
- Elaborate on the factors affecting mathematical literacy.
- Create an advertisement extolling the uses of bamboo.
- Produce a product (print or digital) that connects images of Burma to the five themes of geography.
- Perform service for the community and document it.
- Create a collage that illustrates

variety of media and formats Global Leadership Select and effectively use appropriate media and technology to creatively foster communication and collaboration with diverse audiences		 place, human-environmental relations, movement, and regions. The characteristics of a plant make it useful for a variety of applications. Performing service improves the world. 	 their personality. Revise work, once criteria for excellence is understood. Publish a blog entry that documents the work they have done in this unit as well as what they have learned and how they feel about it. Select and effectively use technology to digitally display their work in the best possible method. 			
Stage 2 – Evidence						
CODE (M or T)	Evaluative Criteria (for rubric)					
A, M, &T	Work (all assignments in post) Presentation (how work is	Performance Task(s) Students will demonstrate meaning-making and transfer by Creating a blog post that documents each of their summer assignments as well as reflections on their experiences related to them.				
M M	digitally displayed) Reflection	 Other Evidence (e.g., formative) Each summer assignment will be graded by that teacher. Class discussions and written check-ins will provide feedback for 				
М	Logistics of post	 Teams will discuss neede weekly team meetings, a 	 the teachers. Teams will discuss needed modifications to the curriculum during weekly team meetings, as they plan the assembly and the reflection questions for the blog post. 			
Т		 Questions and feedback during the assembly will demonstrate a rich understanding of the book and the topics of child soldiers, landmines, and modern-day Burma/Myanmar. 				
Stage 3 – Learning Plan						
CODE (A, M, T)	Pre-Assessment How will you check students' prior knowledge, skill levels, and potential misconceptions? Since this unit begins with summer work, and teachers and students have not yet met one another, pre-assessment is not possible. Students receive the assignments via links on the school website.					

	Learning Activities	Progress Monitoring
	During the summer, students will complete the following assignments independently:	(e.g., formative data)
A & M	 Read the book <u>Bamboo People</u>. For <u>English</u> class, write an essay considering how the events in the book relate to Gallagher's 10 "Reading Reasons," in order to explore how literacy impacts life. Then write a letter of introduction. 	Completion grade
Т	3. For Math class, consider how characters in the book are math literate, and answer reflection questions about how one becomes "good at math". Final product may be in the form or a letter or a multimedia project.	Completion grade
A & M	4. For <u>Biology</u> class, research bamboo. Then create an advertisement (print, audio, or video) aimed at the people of Burma that promotes the uses and benefits of this useful plant.	Grade
Т	5. For World Geography class, research the Five Themes of Geography and use a search engine to find images of Burma that relate to the five themes (3-5 pictures per theme). Using the images, create a Burma picture book, brochure, PowerPoint, video, website, essay, newsletter, etc., which includes the photos, credits, and explanations of why those photos fit the theme.	Grade based on checklist
Т	6. For Multimedia, volunteer your time to serve others (as many of the book characters did) for at least one hour, and document the process in multiple ways. In addition, create a collage you will be able to use to introduce yourself on the first day of school. Finally, an optional assignment is to attend the local World Refugee Day ceremony to meet Burmese and Karenni refugees.	Grade based on rubric
M	During the first week of school, lessons in every class will relate to Bamboo People. The summer assignments will guide the lessons by providing subject matter for pair shares, small group talks, and whole class discussions. Work will also be displayed publicly. In the Multimedia class, the collages will be used to collaboratively generate a rubric that outlines the criteria of a quality product.	Class discussions Written check-ins
Т	During the first month of school, an assembly will be arranged. The author of the book, Mitali Perkins, has offered to video conference with our class. Philanthropist Matt Schatz has agreed to come and talk about his recent travels to Myanmar to build schools and playgrounds. Students may also be provided	Written reflection? Chalk talk?

	the opportunity of speaking with Burmese refugees that live in San Antonio, through collaboration with the Catholic Charities Refugee Resettlement Program.	
A, M, & T	Throughout the year, our school will continue to engage in student-driven campaigns against landmines (to raise \$20,000 to buy a landmine-sniffing dog), as well as against child soldiers (via the Peace Jam Club working with Invisible Children and Falling Whistles).	n/a
A, M, & T	During the first semester, students will create a post in their portfolio. Each student has an individual blog (through Edublogs) that serves as a digital portfolio space. The post will include all their assignments, digitized, as well as reflections based on questions the freshman team will collaborate to design. The logistics of this part will happen through Multimedia class. Students will give feedback to their peers via comment boxes, and the portfolio will be shared with parents in April during a student-led conference.	Rubric Published work will receive audience feedback via blog comments and private conversations.