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We'll Be There For You: A 3rd-5th Grade Unit on Understanding and Respecting Each Other

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“We’ll Be There for You”
(A 3rd-5th grade unit on Understanding and Respecting Each Other)

Stage 1 – Desired Results		
<p>Established Goals (standards)</p> <p>Third Grade</p> <p>Social Studies:</p> <p>3A use vocabulary related to chronology, including past, present, and future times; 3B create and interpret timelines</p> <p>18A express ideas orally based on knowledge and experiences; 18C use standard grammar, spelling, sentence structure, and punctuation.</p> <p>ELAR:</p> <p>17D edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric</p> <p>Health:</p> <p>9A demonstrate effective verbal and nonverbal communication, including when responding to a bullying issue; 9B demonstrate strategies for resolving conflicts</p> <p>Fourth Grade</p> <p>Social Studies:</p> <p>21C organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps 22D create written and visual material such as journal entries, reports, graphic organizers, outlines, and</p>	Transfer	
	<p><i>Students will independently use their learning to...</i></p> <p>Students will create an election poster. They will then write an accompanying speech or create a video using an iPad introducing themselves and address how they respond in a situation that is not fair. The students will then vote and explain why they chose a specific person.</p>	
	Meaning	
	<p>Understandings <i>Students will understand that...</i></p> <p>I can feel good about my identity without making others feel bad about who they are. I treat others based on how I would want to be treated even if they are different than me.</p> <p>(Teaching Tolerance: Social Justice Standards)</p>	<p>Essential Questions</p> <p>How can I show respect to myself and my friends? How can I respond when I see someone being treated unfairly?</p>
	Acquisition	
<p>Knowledge <i>Students will know...</i></p> <ul style="list-style-type: none"> - Everyone has a different identity that makes him or her unique. - Everyone has a unique history. - We all have similarities and differences. - Equity means treating each other with fairness. Each person gets what they need. - Respect is the understanding that everyone is important and we treat each other with 	<p>Skills <i>Students will be able to...</i></p> <ul style="list-style-type: none"> - Identify physical and internal characteristics of him or herself and others. - Identify ways of treating each other with respect and equity - Identify instances of discrimination. - Identify actions they can take when something is biased or unjust. - Identify ways they are similar and different to others. - Create a timeline in chronological order. 	

<p>bibliographies</p> <p>ELAR: 15C revise drafts for coherence, organization, use of simple and compound sentences, and audience; 15D edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric</p> <p>Health: 10B describe healthy ways of responding to disrespectful behavior 12B demonstrate appropriate ways to deal with disrespectful behavior</p> <p>Fifth Grade Social Studies: 25 C express ideas orally based on research and experiences; 25 D create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and 25E use standard grammar, spelling, sentence structure, and punctuation.</p> <p>ELAR: 15D edit drafts for grammar, mechanics, and spelling</p> <p>Health: 10B describe appropriate ways to address bullying on behalf of a friend or peer</p>	<p>kindness</p> <ul style="list-style-type: none"> - Prejudice is an opinion or judgment formed about another person or group of people without prior knowledge because they are different. - Justice means being fair or fair treatment toward others. - Race is a way to group people based on characteristics including skin color, outward characteristics or where they come from. - Discrimination is when a person isn't treated fairly because of who he or she is. - A privilege is a right or opportunity to given to one person or a group but not others. - Past, present, future 	<ul style="list-style-type: none"> - Write a story about important events in his or her life.
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Stage 2 – Evidence

CODE (M or T)	Evaluative Criteria (for rubrics)	
T	self-representation details	<p>Performance Task(s) <i>Students will demonstrate meaning-making and transfer by...</i></p> <p>Students will create an election poster showcasing who they are.</p>

<p>neatness personal background response to a situation reasoning writing mechanics</p>		<p>Students will also write an accompanying piece introducing who they are. In this piece, students will explain how they would respond to an unjust situation. Students will then vote and explain why they voted for a specific student.</p> <p>Differentiation: Students who struggle writing could also create a video speech using the app 30 Hands instead. For the gallery walk, there would be an iPad to scan a QR code, which will be linked to the student’s video so students can view it when doing the gallery walk.</p> <p>-----</p> <p>-----</p> <p>Other Evidence (e.g., formative) Pre-Assessment Venn Diagram My Top 5 Life Events homework Family and Friend Interview Personal timeline and story Journal entries Class discussions Exit tickets Action comic</p>
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Stage 3 – Learning Plan

<p>CODE (A, M, T)</p>	<p style="text-align: center;">Pre-Assessment</p> <p style="text-align: center;"><i>How will you check students’ prior knowledge, skill levels, and potential misconceptions?</i></p> <p>To launch the unit, I will ask students to answer questions about how to respond to unjust situations and their personal identity.</p>
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	<p>Required Resources: <u>The Colors of Us</u> by Karen Katz Teacher personal timeline (I created mine in the Timeline app) Friend or colleague timeline (I created mine in the Timeline app) Copies of <u>“An Unlikely Friendship”</u> by Sue Carloni <u>The Sneetches</u> by Dr. Seuss Copies of <u>Why Frogs and Snakes Never Play Together</u> by Jeff Sapp</p> <p>*Many lessons in this unit were inspired by and adapted from the Teaching Tolerance and Diverse Perspectives for America websites. I could not have written this unit without their ideas.*</p> <p>Story Links http://perspectives.tolerance.org/central-text-anthology?q=node/8279/1 (An Unlikely Friendship) http://www.tolerance.org/sites/default/files/general/204_TT_Handouts_POE_Frogs%20and%20Snakes.pdf (Why Frogs and Snakes Never Play Together)</p>	<p>Progress Monitoring (e.g., formative data)</p>
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similarities and differences between you and your partner? Turn and talk to the person next you about what you learned about each other.” Give kids time to talk. Then tell students: “Each of you has similarities, but you’re also different. Tomorrow we’re going to discuss how events in our life affect our identity and who we are.”

Collect Venn Diagrams when finished.

NOTE: If needed, write definitions of similarities/differences and compare/contrast on an anchor chart for students to consult throughout the unit.

Day 4:

Begin lesson by telling students: *“We have learned how each of you are the same and different than each other using characteristics, both those you can see and those you can’t see. Each of you also has a past that has made you who you are. Today we are going to start thinking about our own personal history by making a timeline. Thumbs up if you can tell me what a timeline is.”*

Students share ideas.

“A timeline puts events in order in which they happened. We can include events from the past, present and future.”

If needed, define past, present and future.

Have students look at **two timelines**. Show students my timeline and discuss why the events are important in my life in shaping who I was. Talk about what I hope happens in the future or could happen in the future.

Show students another timeline of someone who is close to my age and discuss how they are the same and different. Ask students:

- *What do you notice about the two timelines?*
- *What is similar? What is different?*

Make a Venn Diagram together comparing and contrasting the two timelines.

Conclude lesson by telling students: *“You will be creating your own timelines tomorrow. I want you to think about the events that have shaped you and come up with your top 5 life events to include in your timeline. You can talk to your family to help you.”*

Homework: Complete [My Top 5 Life Events](#)

Day 5:

Begin by telling students: *“Yesterday, we discussed how we can use a timeline to tell the story about events in our lives. You went home and talked to your family about events in your life that have shaped who you are. Today, we are going to create our timeline to start thinking of our unique story.”*

Using the Timeline app on the iPad, model how to create and

Whole Group discussion and Venn Diagram

My Top 5 Life Events

	<p>Have students go home and interview a family member. They will need to bring the interview back the following day.</p> <p><u>Homework:</u> Students complete the family/friend interview</p> <p>Day 8: Begin lesson by going back to yesterday's story and assignment. Ask students to turn and talk to each other about times when they might have seen others be treated unfairly. Ask them to also turn and talk about times when a friend or family member might have been treated unfairly. Collect interviews. Tell students that they are going to read a short play today about animals who are different but learn to get along. Distribute copies of play <i>Why Frogs and Snakes Never Play Together</i> by Jeff Sapp and have students draw character cards. Explain that students will play the character on the card they draw and that they cannot trade. This keeps it fair. After reading the play, discuss the following questions:</p> <ul style="list-style-type: none"> ● What did the frogs and snakes do when they met each other in the forest? ● Were the frog and snake children accepting of each other's differences? ● How did the snake parents respond when the children told them they played with the frogs? <p>Introduce the concept of prejudice and define for students. After the students respond explain that the snake parents had opinions about the frogs already even without getting to know them.</p> <ul style="list-style-type: none"> ● Is it right that the snake parents told the little snakes that they couldn't play with the little frogs? Why? ● What did the little frogs and snakes learn from their parents? <p>After the discussion, have students complete the exit ticket with the question:</p> <ol style="list-style-type: none"> 1. How can we be like the young frogs and snakes? <p>Day 9: Begin lesson by asking students if they have been discriminated against because of who they are. Define discrimination for students. Tell students that we are going to read a book where one group is discriminated against because of who they are. Read book <u>The Sneetches</u> by Dr. Seuss to students and discuss:</p> <ul style="list-style-type: none"> ● <i>How do the Star-Belly Sneetches look?</i> ● <i>How do the Plain-Belly Sneetches look?</i> ● <i>Do the two-groups of sneetches speak the same language?</i> ● <i>Were both groups of Sneetches treated the same?</i> <p>Explain that the sneetches with stars were viewed as better than</p>	<p>Unfair Treatment Interview</p> <p>Discussion</p> <p>Completed Frogs and Snakes Exit Ticket</p> <p>Discussion</p>
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	<p>the others. They had privileges and the other group of sneetches was discriminated against and not treated fairly. Define privilege for students. As a class, create a list of class privileges on an anchor chart. Ask students: <i>“What are some privileges we have in our class?”</i> Create a list of class privileges on chart paper. Ask students what would happen if only some students got special privileges. How would they feel? Explain green-star activity. Tell students that the students with a green star will get special privileges. Then switch which group has the special privileges. After activity, divide students into small groups and have them discuss:</p> <ul style="list-style-type: none"> • <i>How did you feel when you did not have a star?</i> • <i>What kinds of things do we use as “stars” that make people feel special?</i> <p>After students have answered the two questions in their groups, have them create a journal entry answering the two questions:</p> <ol style="list-style-type: none"> 1. <i>What lessons did you learn?</i> 2. <i>List three actions you will take to help everyone feel like they belong.</i> <p>NOTE: Logistically, this lesson can be done many different ways. Depending on when the lesson is to be taught, you could have students have the privileges on the two days prior to introducing the lesson and then ask students about what they noticed about students being treated differently. They could discuss what it felt like to both have and not have the special privileges.</p> <p>Day 10: Refer back to yesterday’s lesson. Review discrimination and how it feels when one group is treated better than another because of how they look or who they are. Ask students: <i>“Yesterday, you came up with a list of actions you could take to help everyone feel like they belong. What are some ways we could end discrimination?”</i></p> <p>Make anchor chart with students. Then introduce the concept of knowing what to do what is right. Ask students again: <i>“Have you ever seen someone being treated unfairly because of who they are?”</i> Discuss that the students are going to be looking at some anti-bias scenarios using the “What Could We Do?” Google Slides or Microsoft PowerPoint presentation. After discussing the first one together, students will turn and talk to brainstorm and then share out ideas for the second-fifth. For the last two scenarios, students will work in partners to brainstorm and write their own responses in an exit ticket. Students will turn in exit ticket.</p> <p>Day 11: Action Comic Begin lesson by telling students: <i>“Yesterday we looked at situations where people were treated unfairly based on who they</i></p>	<p>Discussion/anchor chart</p> <p>Discussion observation</p> <p>Journal entry.</p> <p>Discussion</p> <p>Exit Ticket</p>
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	<p>Day 14: Performance Task Students will continue working on their poster and writing piece or video.</p> <p>Day 15: Performance Task Students continue working on their poster and writing piece. Have them display their poster and writing piece/video when finished. Help students who make a video to link their video to a QR code and display underneath their poster in the gallery</p> <p>NOTE: I included a third day to make sure students have plenty of time to complete both the writing and poster. There are many ways to make a QR code as well.</p> <p>Day 16: Performance Task Students will do a gallery walk of the election posters and speeches. Posters will be grouped by assigned animal to later help with the groups' voting. After the initial gallery walk, distribute the ballot and reflection assignment to the students and tell students which group of candidates they will be voting from. Students will vote for the person they feel best represented him or herself and best responded to the unjust situation. Students fill out ballot and reflection piece.</p>	<p>Completed poster and writing piece or video speech</p> <p>Voting Reflection piece</p>
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