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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

Established Goals (standards)

Third Grade

Social Studies:

3A use vocabulary related to chronology, including past, present, and future times;
3B create and interpret timelines
18A express ideas orally based on knowledge and experiences;
18C use standard grammar,

and punctuation. **ELAR:**

spelling, sentence structure,

17D edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric

Health:

9A demonstrate effective verbal and nonverbal communication, including when responding to a bullying issue; 9B demonstrate strategies for resolving conflicts

Fourth Grade Social Studies:

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

Transfer

Students will independently use their learning to...

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.

Meaning

Understandings

Students will understand that....

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.

(Teaching Tolerance: Social Justice Standards)

Essential Questions

How can I show respect to myself and my friends? How can I respond when I see someone being treated unfairly?

Acquisition

Knowledge

Students will know...

- 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

Skills

Students will be able to...

- 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.

bibliographies

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

Health:

10B describe healthy ways of responding to disrespectful behavior
12B demonstrate appropriate ways to deal with

Fifth Grade Social Studies:

disrespectful behavior

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.

ELAR:

15D edit drafts for grammar, mechanics, and spelling

Health:

10B describe appropriate ways to address bullying on behalf of a friend or peer

kindness

- 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

 Write a story about important events in his or her life.

Stage 2 - Evidence

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

neatness personal background response to a situation reasoning writing mechanics 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.

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.

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

Stage 3 - Learning Plan

CODE	Pre-Assessment			
(A, M, T)	How will you check students' prior knowledge, skill levels, and potential misconceptions?			
	To launch the unit, I will ask students to answer questions about how to respond to unjust			
	situations and their personal identity.			
	Required Resources:	Progress Monitoring		
	The Colors of Us by Karen Katz	(e.g., formative data)		
	Teacher personal timeline (I created mine in the Timeline app)			
	Friend or colleague timeline (I created mine in the Timeline app)			
	Copies of "An Unlikely Friendship" by Sue Carloni			
	The Sneetches by Dr. Seuss			
	Copies of Why Frogs and Snakes Never Play Together by Jeff Sapp			
	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.			
	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_Ha			
	ndouts POE Frogs%20and%20Snakes.pdf (Why Frogs and			
	Snakes Never Play Together)			

Learning Activities

Pre-Assessment

Day 1:

Tell students: "We are going to begin a unit to learn what makes each one of us unique and how we can show respect to everyone around us. To start, I want you to read the two scenarios and tell me what the characters could do."

Have students complete **pre-assessment**.

Day 2:

Essential Question: How can I show respect to myself and my friends?

Begin unit by reading <u>The Colors of Us.</u> Before reading, ask students: *Does everyone look the same? We all look different and this book shows that every skin color is special.*

Then tell students: "Yesterday on the pre-assessment, I asked you what makes you similar and different than your friends.

Characteristics that make you different than others make up your identity. For example, on the outside I have curly hair, blue eyes and my skin is pale. These characteristics make me different from others. Today, I'm going to pair you up. You are going to take a picture of each other using the iPads and then complete a T-chart of physical characteristics.

Students work on taking pictures and complete T-chart. Bring students back together and discuss that each of us has differences. Collect T-chart and explain that tomorrow we are going to compare and contrast differences that we can't see. Explain and distribute **Self-Identity and Culture handout** and have students return tomorrow.

Homework: Self-Identity and Culture handout

Day 3:

Tell students: "Yesterday you all looked at pictures of yourself and learned about how each of us has different physical characteristics. Today, we are going to focus on those characteristics we can't see that make up our identity, or who we are. For example, I'm a teacher and love kids, I enjoy theater, especially musicals, I like to sing, I like to go to the gym and I also teach at a church. I've traveled a lot. These characteristics make me different than others.

Using their handout from the night before, students will pair back up. Students will read/discuss each other's characteristics and complete Venn Diagram. Pass out T-charts as well. Have students gather back in a large group. Ask students: "When you were completing your Venn Diagrams, did you notice

T-chart

Self-Identity and Culture Handout

Discussion

Completed Venn Diagram

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."

<u>Homework:</u> 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

turn in timeline. Distribute timeline checklists and have students create timelines.

NOTE: Student can also create their timeline on paper.

If time allows, have students begin working on their personal history story. Show **sample story** and model writing your own. Distribute checklists and have students begin writing. If time does not allow, bring students back together and tell them that tomorrow they will be using their timeline to write their story.

Day 6-- Bring students together and either introduce story assignment and model writing your own personal history story or review expectations for writing story. Show sample. Then have students work on their story and distribute checklists if necessary. Students will need to finish their story.

Completed story

Timeline

Day 7:

Begin lesson by telling students: "We've been talking a lot about what makes us unique and what events have shaped who we are. Sometimes we make people feel badly about who they are without meaning it." Then ask students:

- Have you ever been the new student in school?
- What was it like to be the new student?
- Were you worried that you might not make friends?
- Have you ever been treated unfairly?

Introduce and read story <u>An Unlikely Friendship</u> by Sue Carloni. Give each student a copy of the story. After reading discuss the following questions:

- What does Natalie first notice about Sarah?
- How does Natalie feel when Miss Brown asks her to play with Sarah? Why does she feel this way?
- Is it right that Natalie told Miss Brown that she doesn't want to be Sarah's friend? What could she have done instead?
- How do you think Sarah feels when Natalie doesn't want to be her friend?

After discussing the story, have students journal about the following two questions:

- 1. Have you ever felt like Sarah? When? How could people have treated you differently?
- 2. Have you ever seen a friend at school be treated unfairly? What happened?

Have students turn in journal when finished. Bring students back together and tell them: "Sometimes I see others being treated unfairly because of who they are. Tonight, I want you to interview family members about times when they have been treated unfairly."

Discussion

Journal entry

Have students go home and interview a family member. They will need to bring the interview back the following day.

<u>Homework:</u> Students complete the family/friend interview

Unfair Treatment Interview

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 *Why Frogs and Snakes Never Play Together* 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:

- 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?

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.

- 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?

After the discussion, have students complete the **exit ticket** with the question:

1. How can we be like the young frogs and snakes?

Completed Frogs and Snakes Exit Ticket

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 The Sneetches by Dr. Seuss to students and discuss:

- How do the Star-Belly Sneetches look?
- How do the Plain-Belly Sneetches look?
- Do the two-groups of sneetches speak the same language?
- Were both groups of Sneetches treated the same? Explain that the sneetches with stars were viewed as better than

Discussion

Discussion

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: "What are some privileges we have in our class?" 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:

Discussion/anchor chart

Discussion observation

- How did you feel when you did not have a star?
- What kinds of things do we use as "stars" that make people feel special?

After students have answered the two questions in their groups, have them create a journal entry answering the two questions:

- 1. What lessons did you learn?
- 2. List three actions you will take to help everyone feel like they belong.

Journal entry.

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.

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: "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?"

Discussion

Make anchor chart with students. Then introduce the concept of knowing what to do what is right. Ask students again: "Have you ever seen someone being treated unfairly because of who they are?" 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.

Exit Ticket

Day 11: Action Comic

Begin lesson by telling students: "Yesterday we looked at situations where people were treated unfairly based on who they

were. You looked at a couple of scenarios and worked with a partner to come up with your own solution. Even at school, we see others being treated unfairly. Today we are going to make a comic about how we might solve a problem at school."

As a class, brainstorm and create of list on an **anchor chart** where students might find themselves in conflict (examples: bullying, socio-economic differences, race differences, gender differences,

After creating the list, break students into groups of five and have them choose one of the topics. The group will choose the topic they find most engaging to create a topic. Distribute list of things for students to think about when outlining their conflict and have them brainstorm ideas together. Explain that their comic needs to have a beginning, middle and end as well as two scenes to advance the story. There will be five parts in all.

Have them work on creating their comic.

looks differences, learning differences, etc.)

NOTE: I like to use the Team Selector app to create groups. Some groups might not have 5 students based on the number of students in the class.

Day 12:

Review expectations for action comic with students and distribute checklists. Students will work on their **action comic** before presenting their work to the class.

Day 13:

Introduce the performance task to students. Explain that they will be making an election poster that accurately represents them to run for Student Council office. Explain that they will also need to write a speech that shows who they are and how they would respond in an unjust situation. Tell students that they should use both the photos from Day 2 of the unit, as well as a mirror to make their poster.

Students will work on creating their poster. Distribute checklists.

NOTE: I created 8 scenario cards and broke the class up into four groups (Panthers, Lions, Tigers and Bears) using the Team Selector app. Each group got the same two scenarios with their animal on them. Students then voted on the candidates for another group. I planned on having students in the panther group vote for students from the tigers group, and vice versa. I planned on having students in the bear group vote from students in the lion group, and vice versa. This way they don't vote for themselves and the scenarios aren't already familiar to them.

Discussion

Completed action comic group project

Day 14: Performance Task

Students will continue working on their poster and writing piece or video.

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

Completed poster and writing piece or video speech

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.

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.**

Voting Reflection piece