



**1. What is our purpose?**

**1a) To inquire into the following:**

- **transdisciplinary theme**

**How we organize ourselves:** An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision -making; **economic activities and their impact on humankind and the environment.**

- **central idea**

People rely on their available resources to meet their needs and wants.

Class/grade: 1<sup>st</sup>

Age group: 6--7 years old

School: Poe

School code: 49497

Title: How We Organize Ourselves

Teacher(s): Randall, Teague, Quevedo, Stilkenboom, Hubbard, Ford

Date: February 1-March 12, 2021

Proposed duration: 6 weeks

### 1b) Summative assessment task(s):

What are the possible ways of assessing students' understanding of the central idea? What evidence, including student -initiated actions, will we look for?

- Divide class into 3--5 groups to represent a 'country', or environment
- Each student will randomly draw a card from a bag of needs and wants
- Groups will observe and discuss needs and wants from their given cards
- Determine what other needs or wants they may need for survival
- Students walk around to other groups to observe what other groups have and if their country should create a relationship and barter with the other environment
- Fill in chart at the beginning and as trading occurs
- Present to the class the group's final amounts of needs and wants
- As a class, discuss each environment's chances of survival and what their country may have needed to be more successful

Cards:

examples: water (rivers, ocean, lakes, swamp), trees, cattle, sheep, cotton, wheat, corn, orchards (orange, apples, pears), iron, gold, silver, cars, bikes, computers, telephones, X-box, dolls, jewelry, Pokemon cards, dog, tv, rich soil, plant seeds, chicken, deer, (etc)

Students will fill out the resource chart labeled: Started With, Gained,

Uses

Students will have to cross out anything they give up to another group

Assessment: Teacher will create checklist/rubric to determine if central idea is being considered

Pandemic alteration: teacher with cards under document camera and whole class acts as one group; trading can be done via another card pile.

### 2. What do we want to learn?

What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?

- connection
- responsibility
- function

Related Concepts: wants/needs, goods/services, buying and selling, money/cost, jobs

What lines of inquiry will define the scope of the inquiry into the central idea?

- How location determines available resources, goods and services
- Responsibility of using resources
- How families make choices based on wants and needs

What teacher questions/provocations will drive these inquiries?

- What are needs and wants that you have?
- What will you do when a resource is not available or you have too much?
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- 
- How do needs and wants differ around the world? person to person?
- Where do resources come from?  
How can you limit the use of resources?
- How are people's needs met?
- What do families do when they cannot meet their needs?

### 3. How might we know what we have learned?

*This column should be used in conjunction with “How best might we learn?”* What are the possible ways of assessing students’ prior knowledge and skills? What evidence will we look for?

#### **Pre--Assessment**

Show pictures of different things to gauge whether or not they are needs or wants

What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?

#### **Formative Assessment**

- Categorize needs and wants from a pile of pictures
- Decide what resources the needs and wants come from
- Prioritize what the resources are used for: needs and wants
- Discuss ways that we can be responsible for maintaining and distributing resources

### 4. How best might we learn?

What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?

- look at tags on items and see where they come from (create a graph of countries) – -
- bring in a fruit/vegetable and tally/discuss where they come from
- Teach about soil (texture, soil, size) What products are made out of soil and rocks. Go to the 2 center gardens that have fertile and rocky soil to talk about whether fruits and vegetables could grow in that soil.
- Grow basil (or whatever) in various types of soil to see which ones grow best.
- Lessons on Wants and Needs: Students will chart pictures of wants and needs. Students can cut out things from magazines and then add to their chart.
- Watch the following videos from United Streaming: The Difference Between Wants and Needs, and Production Workers: And the Goods they Make
- Watch read alouds: Boxes for Katje, Those Shoes, and A Chair For My Mother. Discuss learning from these books.
- Taking action: bring in items from their homes that they don’t need anymore and donate to a shelter like Star of Hope, Casa Juan Diego, Palmer Episcopal Church, or Well Springs
- Make/repurpose things out of recyclables like a T-shirt bag

What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?

Approaches to Learning:

- Thinking skills- students will apply knowledge of needs and wants to evaluate what resources they need and will constantly use.
- Social Skills- Students will work cooperatively to decide which other groups they will trade with and why.
- Communication skills- Students will be able to give reasons for their selections of wants and needs.

Learner Profile:

- Caring- Students will realize that some communities and/or individuals have needs that are not met. They will donate items from home to those in need
- Knowledgeable- Students will explore issues on a local and global that pertain to the lack of resources for some and the abundance of resources for others.

## 5. What resources need to be gathered?

What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?

Recyclables to make "Galimotos" (a toy African children make out of found items)

Maps of the world

Books about needs and wants

Magazines and Pictures of different resources and needs and wants.

Boxes to collect items and vehicles to transport the collected goods (if students want to donate to a cause)

Brainpop Jr. :

Needs and wants:

<https://jr.brainpop.com/socialstudies/economics/needsandwants/>

Natural Resources:

<https://jr.brainpop.com/science/conservation/naturalresources/>

<https://www.bing.com/videos/search?q=natural+resources+videos+for+kids&&view=detail&mid=933311AF99A9EAE3F3DF933311AF99A9EAE3F3DF&&FORM=VRD GAR>

<https://www.youtube.com/watch?v=RV3eV23AF9g>

Bartering/ money video:

<https://m.youtube.com/watch?v=f3rv-t58-p8>

Boxes for Kanje:

<https://m.youtube.com/watch?v=YjAS4MDu4Wo>

Websites:

<http://www.bagfreebayous.org/>

<https://4ocean.com/>

<https://soles4souls.org/about-us/>

<https://www.youtube.com/watch?v=AFKs3GGo0ME>

<https://www.youtube.com/watch?v=i7jX9SR0bfw>

<https://mommypotamus.com/no-sew-t-shirt-tote-bag-tutorial/>

TPT:

<https://www.teacherspayteachers.com/Product/Natural-Resources-Match-344388>

<https://www.teacherspayteachers.com/Product/Natural-Resources-Match-3084939>

<https://www.teacherspayteachers.com/Product/Natural-Resources-Picture-Sort-94107>

<https://www.teacherspayteachers.com/Product/Natural-Resources-Chart-for-Science-FREEBIE-1123616>

<https://www.teacherspayteachers.com/Product/Wants-and-Needs-Freebie-1641427>

<https://www.teacherspayteachers.com/Product/Natural-Resource-Cards-1132042>

<https://www.teacherspayteachers.com/Product/natural-resources-311752>

Books:

*Galimoto*

*Kermit The Frog Everybody Needs book*

*A Chair for my Mother*

*Whose Shoes*

*A Country Far Away*

*Wants and Needs*

*Betty Bunny Wants Everything*

*Rag Coat*

*Much Too Much*

*The Water Princess*

*Kids Who Change the World (in Poe library)*

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Reflecting on the inquiry

## 6. To what extent did we achieve our purpose?

Assess the outcome of the inquiry by providing evidence of students' understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.

Through the activity of creating their own environments the students were able to determine the basic needs of survival. They also were able to understand that wants were not necessary for survival.

How you could improve on the assessment task(s) so that you would have a more accurate picture of each student's understanding of the central idea.

Teachers can ask higher order thinking/open-ended questions after read alouds Those Shoes, Rag coat, Galimoto, and boxes for Katje. Questions could be: how did \_\_\_\_ (character(s), main character) rely on their available resources to meet their needs and wants? How does a program like soles4Souls use available resources to empower people to meet their needs and wants?

What was the evidence that connections were made between the central idea and the transdisciplinary theme?

Through the trade/barter process, students were able to assess what they needed. They showed excellent reasoning skills and were able to communicate with each other about what needs were more important to their survival based on the resources that they already had acquired.

## 7. To what extent did we include the elements of the PYP?

What were the learning experiences that enabled students to:

- develop an understanding of the concepts identified in "What do we want to learn?"

Connection: The students were able to connect available resources to human needs.

Responsibility: The students understood their responsibility in taking care of their environment through reducing, reusing and recycling.

Function: The use of natural resources to build houses.

- demonstrate the learning and application of particular transdisciplinary skills?

Thinking: Students learned about natural resources and applied it to wants and needs.

Social: Students learned to work in a group and barter for survival. Modifying due to pandemic: teacher draws cards under document camera and students play survival game as whole group.

- develop particular attributes of the learner profile and/or attitudes?

In each case, explain your selection.

Open Minded: The students had to learn that needs are different around the world.

Caring: The students demonstrated caring through donating items to people in need.

Knowledgeable: The students learned how resources may not be the same in all communities and global locations. They learned ways in which people sell and trade resources to meet their needs,

### 8. What student-initiated inquiries arose from the learning?

Record a range of student -initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.

After the Bag Free Bayou presentation, students wondered how they could make a difference.

-What changes can we make at school to make it better?

-What changes can we make at home to make it better?

-Could 3<sup>rd</sup> graders come earlier to help come up with ideas for the Galimoto project?

In addition, they wondered about transportation in Houston. Students felt that although cars are a want, could living in Houston be the same without having a vehicle.

*At this point teachers should go back to box 2 "What do we want to learn?" and highlight the teacher questions/provocations that were most effective in driving the inquiries.*

### What student- initiated actions arose from the learning?

Record student -initiated actions taken by individuals or groups showing their ability to reflect, to choose and to act.

Students discussed needs of homeless people. They discussed places that they knew about that helped provide for them. Students discussed when they or their parents volunteered in various organizations.

After wanting to help with homeless people, we called Palmer Memorial Church and some students donated socks.

Students decided to make an action plan to take turns picking up the playground and cafeteria.

### 9. Teacher notes

Be sure to have Wonder Walls available for students to post inquiries

Be sure to include lesson on soil and planting lesson to incorporate science TEKS.

Graph the different types of natural resources that are found after walking around the school and observing.

Students should initiate a plan to donate goods to people in need.

Be sure to read books listed in box 5

Make time to be reflective about

Lila Mankad and Corrine made a presentation about plastic bags and using recyclable bags that we would like to be presented each year. Their website is: <http://www.bagfreebayous.org/>

T-shirt tote bags: <https://mommypotamus.com/no-sew-t-shirt-tote-bag-tutorial/>

Consider moving to later in the year so that money (math) can taught with this UOI.

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