

## 1. What is our purpose?

To inquire into the following:

**Transdisciplinary Theme**

### **Where We Are in Place and Time**

An exploration of our orientation in place and time; of our personal histories and geographies; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.

- **Central idea**

Roles of historical figures cultivate opportunities for societies.

### **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?

Products and presentations from individual research projects about historical figures. Students will illustrate/explain how their inventions/roles in society enhanced the people's lives. Product choices may include PowerPoint, poster, biography bottle, cereal box, lap book, living museum poster, or other formats.

The summative assessment will include a timeline/chronological evolutions of five important events in the student's historical figure's life

Use a rubric to grade: [Where We are in Time and Place/famous person rubric.doc](#)

Class/grade: 1<sup>st</sup>. Age group: 6-7

School: Poe Elementary School code: 49497

Title: Where we are in place and time

Teacher(s): Burton, Randall, Orta, Culver, Hilton, Quevedo

Date: January 5 – February 12, 2015

Proposed duration: 7 weeks



PYP planner

## 2. What do we want to learn?

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

**Key concepts:**

**Reflection**- Understand that people make changes and those changes impact the world around them, even if it's not apparent at first.

**Change**-Understand the world has constantly changed throughout history and will continue to do so

**Causation**- Understand that changes are caused by societal needs, ideas, beliefs, desires and innovations

**Related concepts:**

Discovery

Transformation

History

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

- Imagination leads to discovery/change
- Reasons for exploration
- How innovations change societies

**What teacher questions/provocations will drive these inquiries?**

**Prior to beginning the unit, engage students in a discussion about who they already recognize as an historical figure. Discuss why they think this person is important, have they been affected by change this person put into place?**

**Chart responses and add to student understanding of this concept as the unit develops**

This person is important because...

What was the most interesting thing you learned about this person?

If you could meet this person, what would you ask him/her?

How would you describe this person?

**How has this person affected your life?**

What would the world be like if this person never existed?

What modern day invention or societal difference would have aided this person in his/her vision?

### 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?

This unit will be primarily research-based.

We will start with the knowledge that the students bring to the unit.

They possess some historical knowledge and also an awareness of their own world and the changes that have occurred within it. Using the teacher provocations, we will “tune in” to what the students are already thinking, what factual knowledge they have and what they are interested in. We will then guide them through the research process in order to develop their knowledge and understanding of the events, people, ideas and actions that they choose to inquire into.

- Create chart about 6 given historical figures
- Chart can include: dates, contributions, inventions, facts about the figure

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

- Journal entries- Why is this historical figure famous? How they changed society? What was the reason for their actions? [Famous people journal entry.doc](#)
- Class discussions about current social problems and how to solve them.
- Graphic Organizer- Web of facts that individual students researched on their choice of historical figure.
- Using the same format as the pre-assessment students will complete a chart with what they know about six historical figures.
- Create foldable fact & opinion sheet of historical figure researched

### 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?

- Visit the Children’s Museum Invention Convention (students will see the products of inventors and how they continue to impact society)
- Gallery walks through classroom projects on 6 historical figures (students will see the different perspectives on how to complete their projects)
- Classroom presentation of individually researched historical figures
- Visit of an inventor and/or girl or boy scout who explains how they have come up with a solution for a problem in their community
- Student created time line of six biographical figures
- The progression of various inventions through time
- Chart facts & opinions of six chosen classroom historical figures

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

Thinking- acquisition of knowledge, comprehension, evaluate (inquirers, knowledgeable) We want the students to apply the knowledge they already have and to show a determination to gain and apply more knowledge during the unit.

Social- respecting others, group decision making (open-minded, communicators) We want the students to develop an appreciation for prominent people in history who have brought about change.

Communication- listening, speaking, reading, writing, viewing, presenting

Self-management- time management, organization

Research skill- collecting data, recording data, interpreting data, presenting research findings

### 5. What resources need to be gathered?

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

United streaming (American Hero Classics) [www.unitedstreaming.com](http://www.unitedstreaming.com) , youtube [www.youtube.com](http://www.youtube.com) , books (including biography series’ like Character Counts!, David A. Adler’s Picture Book Biography series, and My First Biography series), [www.amazon.com](http://www.amazon.com) , Brainpop/Jr. [www.brainpopjr.com](http://www.brainpopjr.com) , internet [www.google.com](http://www.google.com) [www.ducksters.com](http://www.ducksters.com) (biography research projects/products) [www.pinterest.com](http://www.pinterest.com) , music (amazon, pandora,) [www.pandora.com](http://www.pandora.com) , school library, boy/girl scout from local high school, public library [www.houstonlibrary.org](http://www.houstonlibrary.org)

How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?

- Each class will research and create a product (including timeline) to present to other classes
- Children’s Museum trip to stimulate creativity and discovery

### 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.

- A team member feels that we focused on why historical figures were famous versus what opportunities they provided. We need to make sure we focus on the social impact of historical figures.

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?

- When we started the unit we planned our final assessment to be webs of our six taught figures and the one student-researched figure. This assessment was not successful since the students did not retain information about the six taught figures. Instead, the students could use their final project to complete a menu choice that assesses the central idea. Possible menu choices would be a fact and opinion foldable, summary template, life before and after chart, graphic organizer of changes made in society, and others. The pre-assessment was not successful because the students had very little individual background knowledge. In the future, we have discussed having the pre-assessment be given whole group, and be added to as they learn about people.
- Pre- assessment- Create a list of people that students know affected society. Throughout unit add or delete people as you discuss the meaning of changes in societies.
- Ongoing assessment- Create web where students fill in facts on people presented by classes, personal presentation, and one other student presentation. Then use these to facilitate discussions on how these people affected society.
- Assessment Presentation- Water bottle becomes a sculpture made of cloth/felt, Styrofoam not paper glued on bottle

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

- Students making connections between other figures as role models.
- Students making connections between other figures as providing an invention that could be built upon.
- Students realizing how their lives were changed due to impact of figure.

### 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?"

Videos show how life was like during the historical figures time and then they discuss how their life is different now.

Discussions facilitated talk on how 1) things have evolved because there was an issue that needed to be solved or changed or 2) they wanted to explore what inventions were like or what they did.

- Demonstrate the learning and application of particular transdisciplinary skills?

Research- Students used multiple resources to gather information about their figure.

Thinking- Students recognized how figures changed society.

Self-Management- Students need to be organized and time efficient in their collection of data and product made.

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

They were reflective on what their figure did and how they could be like them.

The students developed open- mindedness because the figures had to keep an open mind to find solutions or creative ideas.

### 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.

What is an invention?

How do people become famous?

Why are some people famous and others not?

What is a patent?

Is Abraham Lincoln the reason we don't have slavery in our country?

Students made connections between specific historical figures: Gandhi and MLK and noticed that they were similar due to non-violent protests.

- Students made connections between historical figures.

### 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 became more interested in historical figures and wanted to get more biographies to read.
- Students talked about inventions from people we studied when they saw the inventions.

### 9. Teacher notes

Provocation in the future will be journal entries: What makes people famous/important in history? What's the distinction between them and us?

Change central idea to: Historical figures made changes that shaped society. (more kid friendly)

After presentations have students pick an IB learner profile to describe the person.

PowerPoint will be removed as one of the choices for the summative assessment task

The rubric needs adjusting that will make it clear that the summative assessment needs to be student created with parent guidance only

The time-line will be an in-class assignment that happens after students bring in their project

Teachers and students will work together to plan their presentation so that they do not read word-for-word from a script. Instead students should have picture prompts or a web to jog their memory during their presentation.

