

**DI Unit Rubric
MLED 340**

Content	Exemplary	Proficient	Approaching	Unacceptable
<p>Includes:</p> <ul style="list-style-type: none"> - Three stages - Minimally 1 week unit - Two complete lesson plans Various graphic organizers to be used in the unit. - At least 2 GLEs or curriculum strands. - Two Big Ideas and 2 essential questions - Authentic performance assessment and rubric <p>Teacher showed considerable consideration of (See figure 6.1)</p> <ol style="list-style-type: none"> 1. Direct instruction strategies 2. Facilitation strategies 3. Coaching strategies – (Refer to Literacy roles) 	<p>Each stage is completed in depth and with variety of examples so that any teacher might be able to implement the unit easily.</p> <p>The two complete lesson plans (Stage 3) clearly and coherently describe the differentiated components.</p> <p>Performance Assessment is rigorous, authentic and clearly assesses student understanding of the Big Ideas.</p> <p>Rubric criteria is aligned to the assessment and includes descriptors to assess the student's "degree of understanding."</p> <p>The unit includes varied ways for student(s) to show what they know and their degrees of understanding.</p> <p>Learning Plan clearly shows an attempt to differentiate in order to address students of varying abilities, learning styles, interests, etc.; and uncover the content in such a way to deepen student understanding.</p> <p>(40)</p>	<p>Each stage is completed in depth and with some variety of examples so that any teacher might be able to implement the unit.</p> <p>The two complete lesson plans (Stage 3) clearly describe the differentiated components.</p> <p>Performance Assessment is authentic and clearly assesses student understanding of the Big Ideas.</p> <p>Rubric criteria is aligned to the assessment and includes descriptors to assess the student's "degree of understanding."</p> <p>The unit includes varied ways for student(s) to show what they know and their degrees of understanding.</p> <p>Learning Plan shows an attempt to differentiate in order to address students of varying abilities, learning styles, interests, etc.; and uncover the content in such a way to deepen student understanding. (30)</p>	<p>Each stage is completed but may lack depth in one area or may provide limited examples making it difficult for others to implement the unit.</p> <p>The two complete lesson plans (Stage 3) lack clarity in describing the differentiated components.</p> <p>Performance Assessment is may not be authentic or may not assess student understanding of the Big Ideas.</p> <p>Rubric criteria is aligned to the assessment and includes descriptors to assess the student's "degree of understanding."</p> <p>The unit has limited ways for student(s) to show what they know and their degrees of understanding.</p> <p>Learning Plan shows an attempt to differentiate in order to address students of varying abilities, learning styles, interests, etc.; and uncover the content in such a way to deepen student understanding. (20)</p>	<p>Unit development either lacks coherence or is missing many components.</p> <p>Did not complete two lesson plans or the lesson plans lack coherence or differentiated components.</p> <p>Performance Assessment is may not be authentic or does not assess student understanding of the Big Ideas.</p> <p>Rubric criteria is not aligned to the assessment and lacks descriptors to assess the student's "degree of understanding."</p> <p>The unit has limited ways for student(s) to show what they know and their degrees of understanding.</p> <p>Learning Plan shows little attempt to differentiate in order to address students of varying abilities, learning styles, interests, etc.; and uncover the content in such a way to deepen student understanding. (10)</p>

40/40

MLED 340

Dr. Clunan & Dr. Bettez

15 December 2009

Unit: Searching for Utopia

Based upon Lois Lowry's, *The Giver*

Stage 1	
Established Goals: <ul style="list-style-type: none">• R-7-8.3 Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; <u>or using supporting evidence to form or evaluate</u> opinions/judgments and assertions about the central ideas that are relevant (State)• W-7-2.3 Connecting what has been read (plot/ideas/concepts) to prior knowledge, other texts, <u>or the broader world of ideas</u>, by referring to <u>and explaining</u> relevant ideas (State)	
Understanding(s): <ul style="list-style-type: none">• The plot, characterization, language, and setting in a text represent the values and beliefs that belong to the reader, author, and/or society.• Examining the imaginary world represented in a text reveals insights about society in the real world.	Essential Questions: <ul style="list-style-type: none">• What makes an ideal society?<ul style="list-style-type: none">○ How much should a government be able to control individual rights for the benefit of society?○ What would the world be like without any evil?• How are freedom and equality related?<ul style="list-style-type: none">○ What is freedom?○ What is equality?
Students will know: <ul style="list-style-type: none">• Basic rules of Jonas' society and how they are similar/different from their own.• An author's use of characterization, setting, and plot (and other literary elements) enhances the readers understanding of <i>The Giver's</i> themes.• Various contemporary issues and controversies regarding governmental infringement on personal freedom.	Students will be able to ... <ul style="list-style-type: none">• Build and defend their own opinions based on their reading.• Make connections between the text, their personal experience, and the world in the past, present, and future.• Inquire and conduct research.• Read for different purposes.

Stage 2- Differentiation

Performance Task(s):

Students will compose children's stories in response to Lois Lowry's, The Giver. In their stories, students will create their own vision of the perfect society and will try to convince their readers of the need to make specific changes within the present-day world.

Content Criteria:

- Students will apply what they have learned about utopia and societal reform to develop their own interpretation.
- Students will compose stories that will include setting, plot, descriptive language, and development of characters.

Product/Performance Criteria:

- Students will share their stories with elementary school children
The read aloud will be judged according to the student's appeal to audience, clarity, and comprehensives.

Students will be assessed by their peers and their teacher.

- Students stories will be graded according to a rubric that will include the following elements:
(voice, creativity, organization, clarity, grammatical conventions)

Stories will be self-evaluated as well as assessed by peers and the teacher.

Other Evidence:

- **Diagnostic:**
 - Anticipation Guide about idea of the perfect world
 - Brain Blast: Students complete a list in response to the following statement, "In a perfect society..."
- **Formative:**
 - Venn-Diagram comparing Jonas' World to America
 - Chalk-Talk answering questions based on a personal, textual, & societal values in regard to power in Jonas' World
 - Questioning the author: What is the author's purpose? What insights does the author reveal about society? What messages might the author have been hoping to translate to her readers?
 - Quick-writes: making connections between the text
 - Save the last word for me: Students dissect & interpret certain parts of text
 - Plot Diagram
 - Jigsaw Summaries

Performance Task- Writing Prompt:

The Next Best Utopia (Language Arts, grades 7-8)

Imagine that you are a bestselling author. Harper Collins Publishing has requested that you write a children's story in response to Lois Lowry's, The Giver. Within your story, you are to create your own vision of the perfect world, a utopia. Your story should illustrate how power is distributed, what life is like for different people, and how your society would be more successful than present-day times.



In order to accomplish this task, you will need to:

- Develop a setting
- Think about what knowledge you would like to share with your readers.
- Describe the main ideas regarding your perfect world.
- Create two or more characters for your story.
 - Provide dialogue for characters
- Draft a series of events. (Plot: rising action, climax, falling action, ending)
- Create illustrations

Rubric for "The Next Best Utopia"

4	3	2	1
<p>Story includes detailed descriptions of setting and at least two characters.</p> <p>The story has a clear structure following a pattern of rising action, climax, falling action, and conclusion.</p> <p>The story describes in detail the aspects of the society that are necessary to make it work, such as the laws, roles of power, and life of the people.</p> <p>The story includes good use of visuals, such as illustrations, collages, clippings, or pictures that capture the reader's attention. The story is organized and neatly arranged for clarity.</p> <p>The story contains a strong sense of the student's voice and is appropriate for children. The story contains great use of dialogue, descriptions, figurative language, and details.</p> <p>There are few spelling and/or grammar errors.</p>	<p>Story includes descriptions of setting and at least two characters with some detail.</p> <p>The story follows a pattern of rising action, climax, falling action, and conclusion.</p> <p>The story describes in some detail the aspects of the society that are necessary to make it work, such as the laws, roles of power, and life of the people.</p> <p>The story includes visuals, such as illustrations, collages, clippings, or pictures that capture the reader's attention. The story is organized and neatly arranged for clarity.</p> <p>The story contains a sense of the student's voice and is appropriate for children. The story contains use of dialogue, descriptions, figurative language, and details.</p> <p>There are few spelling and/or grammar errors.</p>	<p>Story includes descriptions of setting and at least two characters with little detail.</p> <p>The story follows somewhat of a pattern by including rising action, climax, falling action, and conclusion.</p> <p>The story describes the aspects of the society that are necessary to make it work, such as the laws, roles of power, and life of the people.</p> <p>The story includes some visuals, such as illustrations, collages, clippings, or pictures that capture the reader's attention. The story is somewhat organized.</p> <p>The story contains a sense of the student's voice and is appropriate for children. The story contains little use of dialogue, descriptions, figurative language, and details.</p> <p>There are several spelling and grammar errors.</p>	<p>Story includes descriptions of setting and at least two characters.</p> <p>The story lacks a pattern of including rising action, climax, falling action, and conclusion.</p> <p>The story lacks description of the aspects of the society that are necessary to make it work, such as the laws, roles of power, and life of the people.</p> <p>The story lacks visuals, such as illustrations, collages, clippings, or pictures that capture the reader's attention. The story is not organized or arranged clearly.</p> <p>The story lacks voice and is somewhat appropriate for children. The story shows little use of dialogue, descriptions, figurative language, and details.</p> <p>There are many spelling and grammar errors.</p>

Stage 3- Learning Plan

Learning Activities: Searching for Utopia

Day	Who-Students	What- Content	Where-Environment	How- Process
1	All	Brainstorming idea of the perfect world Exploring different societies created outside of mainstream culture.	Individual Cooperative Groups	Anticipation Guide Creating a Brochure- RAFT assignment Jigsaw
2	All	Exploring characters in text	Pairs	Gingerbread Men- (Filling in the heart, mind, legs, arms, etc. w/ info. about characters from text) Exit Slip- How would these characters fit into your idea of the perfect world?
3	All	Reading U.S. Bill of Rights Composing Bill of Rights for <i>The Giver</i>	Cooperative Groups Pairs	Double Entry Responses Discussion
4	All	Exploring Plot and Setting in text	Pairs Individual- Sharing in Groups Whole Class	Plot Diagram Visual Imagery- Drawing scene from text Discussion: From looking at characters, plot, & setting, what is being valued throughout the text?
5	All	Making Text-to-World Connections Exploring Purpose of Text	Individual Pairs	Venn-Diagram comparing Jonas' World to America Questioning the author: mock interviews Exit Slip: How is <i>The Giver</i> similar/different than our World today?

6	All	Making Text-to-World Connections	Cooperative Groups Individual	Exploring Popular Culture Issues w. gvt. control: conducting research in library What changes in gvt. could be made to make the world today a better place?
7	All	Exploring Themes	Whole Class	Chalk-Talk: <ul style="list-style-type: none"> • What would the world be like without any evil? • What is freedom? • What is equality? • In the perfect world... • How much should a gvt. be able to control ind. rights? Accountable Talk
8	All	Writing	Whole Class	R-A-G
9	All	Writing	Pair Individual	Peer Editing: Revision
10	All	Children's Stories	Whole Class	Read Alouds

Title of Lesson:

Blast to the Past

Focus:

- Introduce the next unit students will be studying by drawing students' attention to the essential questions of the unit.
- Students will respond to anticipation guide about their idea of an ideal society. (see attached)

Teacher Directed Instruction: Modeling

Teacher will briefly provide direct instruction on how to use Microsoft Publisher.
Teacher will provide students with models of brochures. (teacher as modeler)

RAFT Assignment: Students have been chosen as recruiters for groups of people that have chosen to create societies outside of mainstream culture.

Guided Practice w/ Small Group or Partner:

RAFT Assignment: Researching & Creating Brochure (See Handout)

-Students will work in pre-selected groups based on teacher's knowledge of students learning styles and behavior to complete their group's brochure- each student will need a printed copy of their group's brochure. (teacher as faithful reader)

Jigsaw: One student from each of the raft assignment groups will be taken to form new groups. Within their new groups, each student will share their brochure, trying to convince their fellow students to join the society they are representing. While one student is sharing their brochure, the other students will be completing a graphic organizer that will include information from each of the groups. (teacher as coach)

Whole Class Discussion:

Following the Jigsaw activity, students will work together through class discussion to compile a list of commonalities about the different societies that they researched. (teacher as facilitator)

Closure:

Exit Slip: Students will complete an exit slip explaining which of the societies they would most like to join while providing an explanation for their choices.

Differentiation:

Environment: Lesson is technology based and allows students choice in the creation of their brochure. Lesson also requires a safe environment so that students feel comfortable sharing within their different groupings.

Content: Lesson incorporates kinesthetic intelligence by allowing students to move around the classroom for different activities, visual intelligence in the creation of the brochure, logical intelligence in researching on the computer, linguistic through writing, and auditory through conversations within groups and whole-class.

Students will learn content through a variety of sources: through researching on the internet, collaborating research within their group, and in teaching other members of the class information about the society they have been assigned.

Process: Lesson incorporates flexible grouping by allowing students to work with different cooperative groups, individually, and with the whole class. Students will be placed into teacher-selected groups that have been formed so that students are heterogeneously mixed according to ability and personality.

Product: Lesson provides students with an authentic assessment and a purpose through the RAFT assignment. Students will be able to apply their learning styles or preferences to the creation of their brochures.

Anticipation Guide: Blast to the Past Lesson

In a perfect world...

- | | | |
|--|---|---|
| ...everyone would make the same amount of money. | T | F |
| ...everyone would have the power to create laws. | T | F |
| ...there would be no crime. | T | F |
| ...there would be no war. | T | F |
| ...all languages would be valued. | T | F |
| ...people would be free to practice the religion
of their choice. | T | F |
| ...everyone would have food, shelter, and clothing. | T | F |
| ...people would be free. | T | F |

RAFT Assignment: Blast to the Past Lesson

Dear Student,

You have been selected as a recruiter for one of the following societies:

The Shakers, The Quakers, The Amish, The Mormons, The Mennonites

These groups are looking for additional members to join their society. As a recruiter, you will work within your assigned group to compose a brochure that will be used to attract more members (your classmates). Your brochure should include the following information and will be assessed according to the rubric found below.

Information to Include:

- Who, what, when, where of the society.
- Beliefs and traditions of the society.
- Laws of the society.
- What life is like for members of the society.

Rubric for Brochure:

The Brochure is worth a maximum of 100 points and will be equivalent to a quiz grade.

35 Points- Accuracy of Information:

Your brochure should indicate the beliefs behind your society, the reason they established their community, how they maintain order within their community, and some interesting facts that would encourage people to join.

25 Points- Use of Language:

Your brochure should use persuasive language to convince your readers of the value in joining your society. Your voice should reveal an awareness of your audience.

15 Points- Visuals:

Your brochure should also include pictures and other visuals that will capture your reader's attention. You should use pictures that are historically accurate and from your original society whenever possible.

15 Points- Creativity:

Overall, your brochure should be creative in the way you design and supply information about your society. You are free to use your artistic capabilities, Microsoft publishing tools, or any other resources to add your own creativity to the project.

10 Points- Standard use of English:

Your brochure should have few errors in spelling or grammar and should be proofread and edited prior to printing.

Graphic Organizer for Blast to the Past Lesson

Cultural Group:	Who, what, where, and when?	What are the founding beliefs of the society?	How did the society maintain control?	What rules and traditions do members of the society practice that are different from the mainstream culture?	How is this society similar to mainstream culture?
The Quakers:					
The Shakers:					
The Amish					
The Mormons					
The Mennonites:					

Title of Lesson:

Connecting the Dots

Focus:

- Quick-write: Students will respond briefly to the following prompt:
If I had lived in Jonas' world, I would have....

Teacher Directed Instruction: Modeling

- Questioning the author: Students will compose five questions to ask Lois Lowry about the text. Students will then conduct a mock interview, in which they will take turns asking questions and responding to their partner's questions as the author. Students might also film their mock interviews with the school's audiovisual equipment.
 - The teacher should first model for students how she might come up with questions to ask the author of a text students have previously read in class. (Teacher as modeler)

Guided Practice w/ Teacher

- Teacher and students will then work together to come up with several examples of questions that students' might come up with to ask the author. The teacher might model or ask another student volunteer to model how one would respond to one of the questions as the author of the text.
 - At this point, students should be paired off to conduct their interviews based on the purpose of Lois Lowry's, *The Giver*.
- The class will then come back together to highlight some of the students' questions and answers from the interview process, such as the author's purpose in writing the text.

Guided Practice w/ Small Group or Partner:

- Students will then work with a partner to complete a Venn-Diagram comparing Jonas's world to society in the U.S. After one pair has completed their diagram, they will then share their response with another pair in order to build upon their original response.
- Students will then report out on the information they included in their Venn-diagrams.
- Students should then be prompted to discuss Lois Lowry's purpose in writing the text after having discussed the connections between the text and present-day society. (Teacher as facilitator)

Closure:

- Exit Slip: Students will write an exit slip explaining how *The Giver* is similar and/or different to their personal lives in the World today.

Differentiation:

Environment: Lesson incorporates technology and incorporates a positive display of student work in recording their interviews. Lesson requires a safe environment for student participation and makes students accountable by requiring each student to contribute to the work assigned during this lesson.

Content: Lesson incorporates kinesthetic intelligence by allowing students to move around the classroom for different activities, visual intelligence in the creation of the Venn-diagram, logical intelligence in using the audiovisual equipment, linguistic through writing, and auditory through conversations within groups and whole-class. Lesson also incorporates teacher modeling, cooperative learning, and simulation.

Process: Lesson allows students to work in a variety of groups, such as a whole class, in pairs, groups, and individually.

Product: Lesson incorporates multiple forms of assessments, involves the use of technology, and allows each pair of students the opportunity for success.

Overall Proficient 27

DI Unit Rubric: MLED 340

Content
Includes: <ul style="list-style-type: none"> - Three stages - Minimally 3 week unit
Stage 1 <ul style="list-style-type: none"> - At least 2 GLEs or curriculum strands AND at least 1 reading, writing/oral communication GLE. - One Big Idea and One Essential Questions for EACH GLE/standard
Stage 2 <ul style="list-style-type: none"> - Authentic performance assessment (Student Task sheet and rubric)
Stage 3 <p>Unit plan shows evidence of: (See figure 6.1 in text)</p> <ol style="list-style-type: none"> 1. Direct instruction strategies 2. Facilitation strategies 3. Coaching strategies – (Refer to Literacy roles)

Exemplary	Proficient	Approaching	Unacceptable
Stage 1 <ul style="list-style-type: none"> • Big Ideas are clear and coherent • Essential questions are insightful and provocative. 	Stage 1 <ul style="list-style-type: none"> • Big Ideas are clear • Essential questions are insightful. 	Stage 1 <ul style="list-style-type: none"> • Evidence of an attempt at writing Big Ideas and/or Essential Questions. 	Stage 1 <ul style="list-style-type: none"> • Little evidence of a attempt to write Big Ideas/Essential Questions.
Stage 2 <ul style="list-style-type: none"> • Performance Assessment rigorous, authentic and clearly assesses student understanding of the Big Ideas. • Rubric criteria is aligned to the assessment and includes descriptors to assess the student's "degree of understanding" • The unit includes varied ways for student(s) to show what they know and their degrees of understanding • Student Task sheet is clear and coherent; written in "kid" friendly language. 	Stage 2 <p><i>thoughtful selection of raised</i></p> <ul style="list-style-type: none"> • Performance Assessment authentic and clearly assesses student understanding of the Big Ideas. • Rubric criteria is aligned to the assessment and includes descriptors to assess the student's "degree of understanding" • The unit includes varied ways for student(s) to show what they know and their degrees of understanding • Student Task sheet is clear; written in "kid" friendly language. 	Stage 2 <ul style="list-style-type: none"> • Performance Assessment may or may not be rigorous, authentic and/or an assessment of student understanding of the Big Ideas. • Rubric criteria may or may not be aligned to the assessment or does not include descriptors to assess the students' degree of understanding. • The unit may or may not include varied ways for student(s) to show what they know and their degrees of understanding • Student Task sheet is unclear. 	Stage 2 <ul style="list-style-type: none"> • Performance Assessment is not rigorous and/or authentic. • Rubric criteria is not aligned to the assessment. • Does not include descriptors to assess the students' degree of understanding. • The unit does not include varied ways for student(s) to show what they know and their degrees of understanding • Student Task sheet not included.
Stage 3 <ul style="list-style-type: none"> • WHERETO is clear and shows that the teacher insightfully plans for instruction. Each day of the Learning Plan clearly shows responsiveness to address students of varying abilities, learning styles, interests, etc.; and uncover the content in such a way to deepen student understanding. (35) 	Stage 3 <ul style="list-style-type: none"> • WHERETO is clear in the plans for instruction. Each day of the Learning Plan shows responsiveness to address students of varying abilities, learning styles, interests, etc.; and uncover the content. (27) 	Stage 3 <ul style="list-style-type: none"> • WHERETO is minimally used. Each day of the Learning Plan shows little adjustment to address students of varying abilities, learning styles, interests, etc. (19) <p><i>where to was expected. The initial might assist you to purposefully plan for</i></p>	Stage 3 <ul style="list-style-type: none"> • WHERETO may or may not be in evidence. Learning Plan shows very limited attempt to differentiate in order to address students' needs. (10)

Performance Task Clarity could improve w/ better use of white space + large font

these raised elements throughout the unit.

Stage 1- Do Not Differentiate

Established Goals:

C&G 1- People create and change structures of power, authority, and governance in order to accomplish common goals.

- (9-12) 1- Students demonstrate an understanding of origins, forms, and purposes of government by...
 - B- comparing and contrasting different forms of government and their purposes
 - C- explaining how a political ideology is reflected in the form and structure of a government

C&G 1- People create and change structures of power, authority, and governance in order to accomplish common goals.

- (9-12) 2- **Students** demonstrate an understanding of sources of authority and use of power, and how they are/can be changed, by...
 - B- explaining how political authority is obtained and legitimized
 - C- examining the historical origins of power and how that power has been exercised over time

C&G 4: People engage in political processes in a variety of ways.

- C&G (9-12) 1-Students demonstrate an understanding of political systems and political processes by...
 - c. analyzing and interpreting sources (print and non-print discourse/media), by distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across sources

HP 2- History is a chronicle of human activities, diverse people, and the societies they form.

- (9-12) Students chronicle events and conditions by...
 - a. creating narratives based on a particular historical point of view

Writing Narratives – Creating a Story Line (W-4.1 to 4.2)

- W-12-4 in written narratives, students organize and relate a story line/plot/series of events by...
- W-12-4.2 *Establishing context, character motivation, problem/conflict/challenge, and resolution, significance of setting, and maintaining point of view (Local)*

Reading (R-8.4 to R-8.6) Informational Texts: Analysis and Interpretation of Literary Text, Citing Evidence

- R-12-8 Analyze and interpret informational text (which may include technical writing), citing evidence as appropriate by...
 - 8.4 Critiquing author's use of strategies to achieve intended purpose or message (e.g., to inform, explain, entertain, persuade) (Local)
 - 8.5 Making inferences about causes and Effects

Understanding(s):

Governments rise and fall because of the will of the people they rule.

The students will also understand people and their governments interact with each other.

History has differing perspectives depending upon race, class, and education levels.

Essential Question(s):

Is big Government a good or bad thing?

Is sacrifice of personal liberties for security and economic gains justified?

Is the choice of government representative of the people of those in power?

<p>Students will know... The key tenets of Maoism.</p> <p>How the government interacted with their people.</p> <p>How to read and analysis primary documents.</p>	<p>Students will be able to do...</p> <p><i>What should they eventually be able to do as a result of such knowledge and skill?</i> Debate whether or not Maoism was a good idea?</p> <p>Be able to write a journal using the information they have learned.</p> <p>To use those primary documents to make their own opinions.</p>
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Stage 2 - Differentiate

<p>Performance Task(s): The students will have to keep and design a journal throughout the unit</p>	
<p>Content Criteria:</p> <p><i>Here all of major question will be answered by allowing the students to document the historical events thou the eyes of their personalities.</i></p>	<p>Product/Performance Criteria:</p> <p><i>See rubric.</i></p>
<p>Other Evidence: <i>There will be a variety of different assessments in the Unit although most will be informal. Admit/exit slips, class discussion or accountable talk, chalk talks, Jig-saws with graphic organizers, 3-2-1 Strategy, Journal entries this will be the homework and be graded as such the collective homework assignments will be a quiz grades and then they will put it all together for the final project.</i></p> <p>They will reflect by writing a piece to their journal entry about how they</p>	

GRASPS:

GOAL:

To see the Chinese revolution thru the eyes of a Chinese personality.

ROLE:

Using one of the Characters from the list select one that interest you the most.

AUDIENCE:

The audience your addressing here is yourself. This is a reflection piece being a journal.

SITUATION:

You are a Chinese national and living thru a time period of immense change catalogue that change thru your journal.

PRODUCT:

You will be creating a journal. The reason why is the feel the sense for being a part of the history we are studying and hopefully come up with ideas that under normal situations you might not.

STANDARDS and CRITERIA [INDICATORS]:

see rubric after the informational page.

Chinese Revolution Journal

Out of the list below you are to select one personality which you will adopt for the duration of this Unit. What needs to be included is; a journal entry for every topic in class, a description of your character, and a summary of what happens to your character. However, feel free to create more entries for your character, create an image, or anything else you might think someone might keep in a journal. Just make in mind that every class journal entry is worth a homework grade and the final project is worth to test grades.

Character
Soldier
Land Owner
Rural peasant-farmer
Urban- blue-collar worker ie. Factory ect.
College Student
Political Adversary
Close consultant to Mao

As the lesson continues on your selection will become much clearer to you. If I gave you a description it would impose my judgment of the events onto your selection and this is meant for you to discover what's happening as it happening reacting and reflecting on only what you know. This was a time of great change for China and can be for your character as well, just makes sure you justify your decision.

CATEGORY	4	3	2	1
Historical Accuracy	All historical information appeared to be accurate and in chronological order.	Almost all historical information appeared to be accurate and in chronological order.	Most of the historical information was accurate and in chronological order.	Very little of the historical information was accurate and/or in chronological order.
Role	Point-of-view, arguments, and solutions proposed were consistently in character.	Point-of-view, arguments, and solutions proposed were often in character.	Point-of-view, arguments, and solutions proposed were sometimes in character.	Point-of-view, arguments, and solutions proposed were rarely in character.
Knowledge Gained	Can clearly explain several ways in which his character "saw" things differently than other characters and can clearly explain why.	Can clearly explain several ways in which his character "saw" things differently than other characters.	Can clearly explain one way in which his character "saw" things differently than other characters.	Cannot explain one way in which his character "saw" things differently than other characters.
Required Elements	Student included more information than was required.	Student included all information that was required.	Student included most information that was required.	Student included less information than was required.
Spelling and Punctuation	There are no spelling or punctuation errors in the final draft. Character and place names that the author invented are spelled consistently throughout.	There is one spelling or punctuation error in the final draft.	There are 2-3 spelling and punctuation errors in the final draft.	The final draft has more than 3 spelling and punctuation errors.

Stage 3 – Learning Plan Differentiate

Learning Activities:

What learning experiences and instruction will enable students to achieve the desired results? How will the design...

W – The students will have a chalk talk to explore their preconceived knowledge about China.

H – The hook will be the journal where their choice of character will push them.

E – The students will have plenty of time work in groups to help break down the primary information.

R – They will be able to revise their journal entries every night after I check them.

E – Apart of their journal entry they will explain what they learned and how it affected their view of China.

T – They all have choice because they get to pick their own person plus they can add whatever they can to their journal.

O – The organization is every night I will collect their journals so that way they are on task and ready to go when will build the journal at the end of the unit.

Day 1	Day 2	Day 3	Day 4	Day 5
<p><u>Pre Assessment</u> Admit Slip: How do you think the Physical landscape of China Looks like?</p> <p>Fill in a blank map of china with all of its physical features: Yellow river, Yangtze river, west river/pearl river, Kunlun Mt., Damir Mu MT., TaiHang., Qinling, NanLing, Himalaya, Greater Kningan Range, Altai, Ozungarain basin, Tian plateau, Train plateau, Tibetan plateau.</p>	<p>This day is continued form yesterday.</p> <p>To differentiation Here there will be a PowerPoint showing each physical feature.</p>	<p><u>Pre Assessment</u></p> <p>Chalk Talk on their preconceptions on China.</p> <p>Compare and Contrast the differences between Nationalist and Communist of China. There will be maps, videos, and lecture here.</p>	<p><u>Pre Assessment</u></p> <p>We will discuss the charters the students have to choose form and have to make their final decision.</p> <p>Read primary source documents, which are the main policies under Chairman Mao and summarize them. Here is a three day exercise each day the groups will have a different policy and the last is a group discussion. Here each day there will be graphic organizers and the students will all have roles in their groups.</p>	<p>Second day of the primary reading</p>

<p>Day 6</p> <p>Last day of group reading time to have a class discussion about what they learned and to fill out as graphic organizer</p>	<p>Day 7 <u>Pre Assessment</u></p> <p>Look at propaganda pictures from the time period in China.</p> <p>Understand how life in China was under Chairman Mao. Looking at pictures and audio from the time period to see an ordinary person view.</p>	<p>Day 8 <u>Pre Assessment</u></p> <p>Writing prompt: do you think government has the authority to tell people what to do?</p> <p>Understand the cause and effect of government programs and strong leaders has on the lives of ordinary people.</p>	<p>Day 9</p> <p>Continued from yesterday to see the future of China.</p> <p>As a part of today lesson the students will have the chalk talk up from their first pre assessment and have the same sheet next to it to see what differences they can come up with. Here I will see what I have to still clarify tomorrow.</p>	<p>Day 10</p> <p>Class discussion on China to clear up any misconceptions about what we have learned.</p>
<p>Day 11</p> <p>The next two days the students will be able to get to finish up their journals. I will provide them with all the tools and materials to complete their work. Here I believe its fair to give the students in class opportunity to complete their work because not all students can do it at home.</p>	<p>Day 12</p> <p>Continue from day 11.</p>	<p>Day 13</p> <p>Day 13-15 is oral presentation where the students will have to present excerpts from their journal and what they learned from viewing history from a different perspective.</p>	<p>Day 14</p> <p>Continue from day 13</p>	<p>Day 15</p> <p>Continue from day 13</p>