

Who Is Durham?



What is the relationship between experience and identity?
This unit is based on the popular social media phenomenon and book, “Humans of New York,” by Brandon Stanton and explores Durham’s evolution of identity through the discipline of sociology.

*A Unit for 7th and 8th Grade English Language Arts
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Introduction

Rationale:

The skills, content, and concepts in this unit are important for students to learn because they not only provide content skills but also provide development of social and emotional skills. It is difficult for adolescents to become self-aware and to understand how their identities and experiences fit within the community around them. Therefore, it is beneficial to adolescents to explore their own identities and understand how their identities are shaped and influenced by their experiences and their surroundings. This unit not only provides exploration into an individual student's self actualization and awareness, it pushes students to understand how their identity influences the people and the communities they have relationships with, and how those communities influence their own identity. This process of delving into the reciprocal relationship between experience and identity provides valuable social and emotional skills, important content, and understanding of the concept of identity that will continue to serve students in school and in life.

Differentiation for Gifted Learners:

This unit was created for AIG labeled students entering the 7th or 8th grade that were assigned the class during Durham Public School's SPARK Camp.

This unit appropriately differentiates for gifted learners through multiple dimensions and features.

The content is relevant because it draws on a popular social media phenomenon: Brandon Stanton's *Humans of New York*. The content also teaches the practices and methodology of Sociology, which is not typically taught in middle school curriculum. This new content, through the lense of English Language Arts, creates novelty for middle school students and allows them to practice the actual processes of professional sociologists. The learning objectives from the unit are from the 8th Grade Common Core English Language Arts Objectives, which accelerates the curriculum for incoming 7th and 8th graders. The learning objectives covered in the unit also address several 8th grade Common Core objectives in a short amount of time, which requires quickly attained student mastery and understanding.

The processes in this unit continually push students to higher levels of thinking. The processes engage students' prior knowledge and bring students to a worldly understanding of the different ways experiences and identities can affect a community. Students are led to confront and develop their own moral and ethic reasoning. This unit also requires students to critically analyze their own identity by understanding the reciprocal relationship between experience and identity, and how experiences and identities affect a community over time. The understanding of the reciprocal relationship between identity and experience will allow students to understand sociological issues present within a given community.

The product of this unit requires historical research, the Investigation Cycle used by sociologists, and the analysis and synthesis of data. The students create generalizations about identity and experience through a multitude of creative mediums. The means in which students present their information is almost entirely open ended. Students can present their performance task in any multimedia format that suits them.

The learning environment throughout the unit provides for collaboration, thoughtful and meaningful dialogue among like-minded peers, higher level questioning, independent student work, and creative means of expression.

Goals and Outcomes

[Content Goals and Outcomes:]

Goal 1: To conduct short, multimedia research projects drawing on textual evidence in order to analyze how a text makes connections between individuals, ideas, or events.

Students will be able to...

- a. Analyze how a text makes connections between individuals, ideas, or events.
- b. Cite the textual evidence that supports analysis and inferences drawn from the text.
- c. Use technology to produce and publish
- d. Conduct short research projects

[Process Goals and Outcomes:]

Goal 2: To develop investigative skills with application to sociology.

Students will be able to...

- a. Define the different aspects (Problem, Plan, Data, Analysis, Conclusions) of the Investigative Cycle in relation the Performance Task.
- b. participate in thoughtful and meaningful high level dialogue
- c. synthesize prior knowledge, collected data, and acquired knowledge.

[Concept Goals and Outcomes:]

Goal 3: To understand the relationship between identity and experience.

Students will be able to...

- a. To analyze the reciprocal relationship between identity and experience.
- b. synthesize prior knowledge, collected data, and acquired historical evidence to create a generalization of human identity.
- c. Curate a presentation that draws on various identities and experience in order to create a generalization of the identities, evolution, and experiences of a community.

Assessment Plan

Assessments throughout the unit:

I. Formative Assessments:

- a. Students will complete the “Student Questionnaire,” and “What I Really Do Meme,” so that the teacher can assess their strengths, weaknesses, interests, and personality in order to direct instruction.
 - i. Model Student “What I Really Do Memes:”
https://docs.google.com/presentation/d/1OI4VKmue0MY-UJLQXr69I70-8DdmNwBLK_eg_j6HXMo/edit?usp=sharing
- b. Students will record their notes, foldables, T-Chart graphic organizers answers to the warm up prompts, and answers to the end of the day prompts in their journals. The teacher will read and provide feedback for each formative assessment recorded in the journal in order to ensure understanding.
 - i. Model Student Prompt from “What I Really Do Meme Prompt,” from Lesson 1:
<https://drive.google.com/file/d/0B7hO2ZB3Q3DvWE1rQWR2eUIFTnc/view?usp=sharing>
- c. The teacher will draw on thorough notes taken for each student during seminar and partner “Socratic Seminar Observations Checklists,” in order to provide individualized feedback to students on their speaking and listening skills.
 - i. Model “Socratic Seminar Observation Checklist,” from Lesson 3:
<https://drive.google.com/file/d/0B7hO2ZB3Q3DvMkNiSVFRR0Rkalk/view?usp=sharing>

II. Summative Assessment:

- a. Unit Performance Task:

Based on Brandon Stanton’s success with the *Humans of New York* Project, the City of Durham has issued a “*Humans of Lakewood*,” competition: The team of students that presents the most dynamic “identity,” of the Lakewood Park Historic District through photographic evidence, subject interviews, and artistic interpretation will have their work featured in a city building for the public to view in order to re-establish community value in this historic Durham neighborhood.

In teams of 3, students will act as sociologists and use the Investigative Cycle to gain understanding of the Lakewood Park Historic District and present a generalized identity of the neighborhood. As sociologists do, teams will also present analysis on the significance of the area, and why community value is important for the area.

Members of the local city council will judge the *Humans of Lakewood Competition* using the following criteria:

- 1) Teams will collect a wide amount of data in order ensure inclusivity of the many different facets of the Lakewood Park Historic District.
- 2) Teams can connect the history of the neighborhood to its current status.

- 3) Teams present the identity of the Lakewood Neighborhood with special consideration to the diversity of the neighborhood.
- 4) Teams present their findings using Google Slides, or another multimedia format.
- 5) Teams use creativity for the accompanying “captions,” to the photographs. Teams use poetry, creative writing, etc. based off of collected subject interviews.

b. Unit Performance Task Rubric:

https://docs.google.com/document/d/1P0sKYzlvAbBnT0kptI8UvuksltGYglP6nN_tZG2ypEw/edit?usp=sharing

	Identity Subtitle 15%	Data Collection: photographs/interviews 20%	Captions 20%	Essential Question Reflection 30%	Present ation 15%
3	The subtitle thoroughly and completely synthesizes the identity of the Lakewood Park Historic District.	The data collected thoroughly and completely represents multiple perspectives of the Lakewood Park Historic District.	The accompanying captions thoroughly represent the subjects’ identities.	The reflection thoroughly analyzes the reciprocal relationship between identity and experience.	The product presentation is completely clear and concise and completely draws on the group’s creativity.
2	The subtitle somewhat synthesizes the identity of the Lakewood Park Historic District.	The data collected somewhat represents multiple perspectives of the Lakewood Park Historic District.	The accompanying captions somewhat represent the subjects’ identities.	The reflection somewhat analyzes the reciprocal relationship between identity and experience.	The product presentation is somewhat clear and concise and somewhat draws on the group’s creativity.
1	The subtitle reflects misunderstandings of the Lakewood Historic Park District.	The data collected presents misconceptions of the Lakewood Park Historic District.	The accompanying captions display misconceptions of the subjects’ identities.	The reflection presents misunderstandings and misconceptions of the reciprocal relationship between identity and experience.	The product presentation is not clear and concise and draws on little to no creativity.

- c. Student Examples of Unit Performance Task:
 - i. "Lakewood Identity: Without the Seed, there can be no tree."
<https://docs.google.com/presentation/d/1nYM0u73rFYMTklhVVYVHYq0dJbwdgeXGaXpXptYcCMc/edit?usp=sharing>
 - ii. "Who Is Lakewood?"
<https://drive.google.com/file/d/0B7hO2ZB3Q3DvZ0o0LTNTUEp0WkE/view?usp=sharing>

TEACHER NAME		Lesson #
Cheyenne Solorio		1
MODEL	CONTENT AREA	GRADE LEVEL
Visual Thinking Strategies	English Language Arts	7th and 8th
CONCEPTUAL LENS		LESSON TOPIC
Identity		Human Identity and Experience
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
R.I.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events. R.I.8.7 Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea. SL.8.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 8 topics, texts, and issues, building on other's ideas and expressing their own clearly.		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to "uncover" the Essential Understanding)</i>
<i>Experience influences identity Identity influences experience</i>		<i>How does experience influence identity? How does identity influence experience?</i>
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>
<ul style="list-style-type: none"> - Students will know that biases affect inferences - Students will understand the differences between subjective observations and objective observations - Students will understand the different relationships between human identity and loved experiences. 		<ul style="list-style-type: none"> - Students will be able to... - analyze how an artist's purpose affects the medium used to display the artist's art. - make inferences based on initial observations of photographs - compare and contrast initial inferences with written interviews of the subjects of the photographs - analyze inferences and interviews to create generalizations of human identity - analyze artist's purpose in relation to choice of medium

GUIDING QUESTIONS			
<i>What questions will be asked to support instruction?</i>			
<i>Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding</i>			
Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:	
<ul style="list-style-type: none"> - What is your identity? - How are others' perceptions of you different than how you view yourself? - How do other people's perceptions affect your identity? 	<ul style="list-style-type: none"> - Why do you think Brandon Stanton's photographs have evolved into a worldwide movement? - What do you believe is the most important part of his project: collecting photographs of various subjects or the captions he synthesizes from the conversations he has with his subjects? - What is theme of Brandon Stanton's HONY movement? 	<ul style="list-style-type: none"> - How did the HONY caption challenge your initial perception of the photograph? - Do the photographs without the captions communicate the same message as the photographs with the captions? - What are some generalizations you can make about human identity after this activity? 	
DIFFERENTIATION			
<i>(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.</i>			
Content	Process	Product	Learning Environment
<p>Although content is focused to English Language Arts, student will begin to explore the anthropological process of observing and making inferences based on data collected on different human populations.</p>	<p>Students will be creating generalizations based on their own observations and inferences in an open minded, discussion and observation based lesson.</p>		

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

- I. As students enter the classroom, the Lesson 1 PowerPoint is set to the second slide: Welcome to SPARK! Who is Durham?
 - a. Students have a blank "Student Questionnaire," file folder, a notebook, and a blank notecard on their desk to complete the prompts.
- II. Teacher introduces themselves to the students. Students take turns giving their name, their school, their grade, and a crazy fact about themselves.
 - a. Teacher models this process, and then students complete the process.
- III. The teacher goes through slides 3 and 4 explaining how the following "What I Really Do Memes," and apply to the teacher's identity.
- IV. Teacher passes out "What I Really Do Meme Instructions," and explains the assignment.
 - a. Teacher uses slides 5 and 6 to explain instructions about the assignment, and how to get on the Google Classroom Page.
 - b. Teacher models how to navigate the Google Classroom Page, and how to use the websites they will need to create their memes.
- V. Students create their "What I Really Do Memes."
- VI. Students take turns presenting their memes to the class.
- VII. Students complete "What I Really Do Meme Writing Prompt," in their journals.
 - a. Teacher facilitates a whole group discussion, asking students to share their prompts, and asking the students to comment and reflect on their experience.

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

- I. The teacher passes out a blank piece of white paper to each student. The teacher then explains how to complete the "Humans of New York (HONY) Graffiti Page," graphic organizer.
 - a. Teacher shows the students the model "HONY Graffiti Page" graphic organizer they have created previously.
- II. Students complete the "HONY Graffiti Page," graphic organizer while watching the HONY video (<http://www.humansofnewyork.com/about>).
 - a. The teacher shows the video, gives students 1 minute to finish their thoughts, and then plays it a second time.
 - b. Teacher then allows students to come up to the board and read Brandon Stanton's "About Section," and the HONY website to fill in any blanks they had on their "HONY Graffiti Page."
- III. Teacher facilitates a whole group discussion, where students are asked to explain different elements of their "HONY Graffiti Page" graphic organizer.
 - a. Questions:
 - i. What does Brandon Stanton do?
 - ii. What did Brandon Stanton do before he started HONY?
 - iii. What does Brandon Stanton "pair" with the photographs he takes?
 - iv. Why do you think Brandon Stanton's photographs have evolved into a worldwide movement?
 - v. What do you believe is the most important part of his project: collecting photographs of various subjects or the captions he synthesizes from the conversations he has with his subjects?

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

- I. The teacher asks the students to create a T-Chart in their journals, the left column titled "Observations," and the right column titled "Inferences."
- II. The teacher facilitates a whole group discussion about the differences between observations and inferences.
- III. The teacher then gives each group a picture from Brandon Stanton's HONY movement, and places it face down so that students cannot see the image.
 - a. The teacher may pick images from the HONY book, the Facebook page, the Tumblr page, or the Instagram page.
- IV. The teacher then explains that the students will have 1 minute to list as many observations of the image they can.
 - a. The teacher sets the timer, and allows students to flip over the image and begin their observations.
- V. The groups are then instructed to share their observations with their group members, and group members are instructed to record their peers' observations if they differ from their own.
- VI. The groups are then instructed to collaborate and create inferences based on their observations, and to record them in the "inference," column of their T-Chart.

Elaborate — *Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

- I. The teacher passes out chart paper, glue, colored pencils and instructs the groups to paste their HONY image on the paper, and to create a caption for the picture by synthesizing their inferences creatively.

- II. a. After the students are given time to create their presentation, the teacher posts them around the room.
The teacher then explains the procedures for a silent "Gallery Walk."
- III. a. Students are given three post it notes and must walk around the room and choose three posters to comment on.
The teacher then uncovers the actual HONY captions for each image, and groups are given their posters back and asked to discuss the differences and similarities between their captions and the HONY captions.

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

- I. Students are asked to respond to the prompt in their journals: How did the HONY caption challenge your initial perception of the photograph?
 - a. The teacher allows time for answering the prompt, and then facilitates a whole group discussion.
 - i. Questions:
 - 1. Do the photographs without the captions communicate the same message as the photographs with the captions?
 - 2. What are some generalizations you can make about human identity after this activity?

Resources for Lesson:

1. Lesson 1 Google Slides/PowerPoint:
<https://docs.google.com/presentation/d/1uhm4LyrOH5SPkb9XIaDRA2riZVDtTSLsEEKpmrojRsU/edit?usp=sharing>
2. Student Questionnaire:
https://docs.google.com/document/d/1kl7PXArBU-I9Z2q-rzxYlfh4J8OFNpohOjEnx6K7_EY/edit?usp=sharing
3. What I Really Do Meme Instructions:
https://docs.google.com/document/d/1nDzN5kIZEelJYr_5W9uKUXjZcBZ883WidcI8NKDD6vU/edit?usp=sharing
4. What I Really Do Meme Template:
https://docs.google.com/document/d/1cEHY_ZJZuzVIA32rLhI8XQ6hGow7U2vTxaLtwk4_qoc/edit?usp=sharing

TEACHER NAME		Lesson #
Cheyenne Solorio		2
MODEL	CONTENT AREA	GRADE LEVEL
Bruner’s Structure of Intellect	English Language Arts	7th and 8th
CONCEPTUAL LENS		LESSON TOPIC
identity		Exploring Durham
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
<p>RL.8.1-Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.8.3- Analyze how a text makes connections among and distinctions between individuals, ideas, or events.</p> <p>RI.8.7 Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.</p> <p>W.8.6- Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with other.</p>		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to “uncover” the Essential Understanding)</i>
<i>Experience influences identity Identity influences experience</i>		<i>How does experience influence identity? How does identity influence experience?</i>
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>
<p>Students will know:</p> <ul style="list-style-type: none"> - The Empirical Cycle of investigation - The process of collecting data on a population - That critical analysis creates knowledge of a population - That investigation and analysis should be absent of assumptions, prejudices, and biased judgements 		<p>Students will be able to :</p> <ul style="list-style-type: none"> - Apply the Investigative Cycle of investigation - critically analyze data to create knowledge - synthesize data in order to present generalizations - reflect on how assumptions, prejudices, and bias affects knowledge
GUIDING QUESTIONS <i>What questions will be asked to support instruction?</i> <i>Include both “lesson plan level” questions as well as questions designed to guide students to the essential understanding</i>		
Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<ol style="list-style-type: none"> 1. What do sociologists do? 2. What methods do sociologists use to gather evidence? 3. What types of questions might sociologists be investigating? 4. What might influence the evidence and analysis of a sociologist? 	<ol style="list-style-type: none"> 1. Why is it difficult to collect data absent of assumptions, prejudices, and biased judgements? 2. What is the most important facet of the Investigative Cycle? 3. What are some positive aspects of using the Investigative Cycle when collecting data on a human population? 4. What are some negative aspects? 5. What are some differences in regards to data collection of a human population versus other data collection activities you have participated in before? 	<ol style="list-style-type: none"> 1. How is the Investigation Cycle different than other investigation methods? 2. What is the most important facet of the Investigation Cycle? 3. Why do sociologists and anthropologists and other humanity centered sciences use the Investigation Cycle? 4. What should scientists (anthropologists, sociologists, archeologists) consider when applying the Investigative Cycle? 5. Is the Empirical Cycle the best method to use when collecting data on a human population? 6. How does investigation develop knowledge?

DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
English Language Arts standards will be implemented into the study of sociology. Sociology is not usually taught to 8 th grade students, so the new content will encourage rigor and raise achievement.	Students will be engaged in collection of data through the Investigation Cycle and critically analyzing this data to create knowledge and generalizations.		Students will be learning through reenacting the process in which sociologists use to create knowledge and generalizations on their subjects. Instead of learning about what sociologists do, students will be “in the field.”

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - *This phase focuses on piquing students’ interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

- I. Teacher will display slide 2 of the Lesson 2 Google Slide Presentation and explain to students that they will be undertaking a college discipline by learning about sociology.
- II. Student will be asked to create a 3 column foldable in their journal, titling the columns “What is a sociologist?” “What do sociologists do?” “What do sociologists believe?”
 1. As students watch the video, “What is sociology?” they will be asked to fill in their foldable.
 2. Students will then be given a biographical text about the sociologist, Margaret Mead and will be asked to annotate the text and fill in the chart.

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

- I. Teacher records data as students share their lists and thoughts with the class
 1. The class works as a whole to contribute to the making of a class “anchor chart,” of the roles and requirements of a sociologist.
 2. Students answer the prompt in their journal: What is ONE generalization (conclusion) we can make about sociologists?

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

- I. The teacher passes out “The Investigative Cycle Handouts,” and briefly explains each process.
- II. The teacher passes out the “Performance Task.” Students are given time to read Performance Task.
- III. The teacher directs the class to an anchor chart of the Investigative Cycle and asks students to use their Performance Task to figure out the “Problem,” “Plan,” and “Data,” of the Investigative Cycle for their group.
- IV. The teacher records different facets of each groups “Problem, Plan, and Data,” to give other groups ideas.
- V. The teacher allows time for students to create their “Problem, Plan, and Data,” and to reflect and edit.

Elaborate — *Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

- I. After approving each groups’ “Problem, Plan, and Data,” the teacher asks them to assign at least one person to be in control of photographing and recording interviews, and one person to conduct the interviews and write notes in their journal.
- II. The teacher gives the rules and procedures for the field experience, ensures that students are clear on the rules and procedures, and answers any final questions.
- III. The teacher gives out technology and walks the students downstairs to the Lakewood Y.
- IV. Students are given 15 minutes to collect data.
- V. The teacher then walks the students down the street to collect data on various structures and architecture in the Lakewood Neighborhood.

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

- I. The teacher leads the students back into the classroom, and then models and instructs the student on how to save their data on their Google Drives.
- II. Students are asked to reflect on their field experience with the following prompt: What is the most significant thing you learned about sociologists during your field experience?

Resources for Lesson 2:

- 1.) Lesson 2 Google Slides/PowerPoint: <https://docs.google.com/presentation/d/1Ei2gfyLQnKTHFz-iWBuadek8LWY0rQHIFwSxpdHN4D8/edit?usp=sharing>

2.) "What is Sociology?" video: https://www.youtube.com/watch?v=LK5J0-cM-HE 3.) Margaret Mead Text: http://www.history.com/topics/womens-history/margaret-mead/print 4.) Model of the whole class 3 column Chart: https://docs.google.com/document/d/1wZL7aQUUEbNb91Woznr5ziXKTcLjz6Rfxu7zr859iNs/edit?usp=sharing 5.) Unit Performance Task: https://docs.google.com/document/d/113v5uA_OMj4M2ejfus7CCyO--Fqv0m7NBM6MxOYpa14/edit?usp=sharing 6.) The Investigative Cycle Handout: https://drive.google.com/file/d/0B7h02ZB3Q3DvbUNnajVqdGk5aVU/view?usp=sharing		
TEACHER NAME		Lesson #
Cheyenne Solorio		3
MODEL	CONTENT AREA	GRADE LEVEL
Socratic Seminar	English Language Arts	7th and 8th
CONCEPTUAL LENS		LESSON TOPIC
Identity		History of Lakewood
LEARNING OBJECTIVES (from State/Local Curriculum)		
RI.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. W.8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.8.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. SL.8.1: Engage effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to "uncover" the Essential Understanding)</i>
Experience influences identity Identity influences experience		How does experience influence identity? How does identity influence experience?
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>
Students will know: 1) the roles and procedures of a Socratic Seminar 2) the history of the Lakewood Neighborhood		Students will be able to: 1) critically read and analyze a text 2) participate in high level dialogue about a subject 3) compare and contrast collected data and close reading of a text 4) create generalizations based on analysis of collected data and texts
GUIDING QUESTIONS <i>What questions will be asked to support instruction?</i> <i>Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding</i>		
Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
1.) Pick a subject you collected data on during yesterday's lesson. What can you infer about the history of the Lakewood Neighborhood from the subject's experience in the neighborhood?	1.) Based on the data you collected yesterday, and the history of the Lakewood area you learned today, how has your subjects' experiences in Lakewood been influenced by their identities? 2.) How have your subjects' identities been influenced by their experience living and/or working in the Lakewood neighborhood?	1.) How has your knowledge about your subjects and the Lakewood Neighborhood been influenced by your peers' knowledge? 2.) What are the "next steps," your group needs to complete in order to successfully complete your Unit Performance Task?
DIFFERENTIATION <i>(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.</i>		

Content	Process	Product	Learning Environment
	Students are taking ownership of their own learning through thoughtful and meaningful engagement with their collected data and various texts, and dialogue with their peers.		

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.

- I. Students are asked to respond to the following prompt on the Lesson 3 Google Slides presentation, in their journal, as they enter the room:
 - a) What is one thing you learned during your sociologist field experience yesterday that was historical?
 - b) Did you learn any history about the Lakewood area, or Durham?
 - c) Did you learn any history about the Lakewood YMCA?
 - d) Did you learn about a person's history?
- II. The teacher prints the "Historical Images," from OpenDurham.org and pastes them on separate chart paper and posts them around the room.
- III. The teacher gives the rules and procedures for the Chalk Talk, and posts the prompting questions for the Chalk Talk on the board. Students participate in the Chalk Talk.
- IV. The teacher facilitates a whole group discussion drawing from the students' comments and reflections from the Chalk Talk.

Explore - In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.

- I. The teacher passes out the Socratic Seminar Guidelines and explains the rules and procedures of a Socratic Seminar. The teacher will facilitate as they discuss the rules and procedures of a Socratic Seminar.
- II. The teacher will model how to annotate a text for a Socratic Seminar, and how to create questions for the Socratic Seminar using the "Turtle Tracks," model text.

Explain - Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.

- I. The students are instructed to annotate the "Socratic Seminar Text," and to create 3 open ended questions relating to the text.
 - a. The teacher gives students a significant amount of time to read, annotate, and create questions.

Elaborate —Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways

- I. Students are instructed to pick a partner, and the teacher passes out the "Socratic Seminar Observation Checklist." Students are given time to determine which partner will participate in the Socratic Seminar first, and to read through the checklist.
- II. The teacher reminds the students of the rules and procedures of a Socratic Seminar and arranges the seating. (Students are seated in a "fish bowl" format—an inner circle and an outer circle).
- III. The Socratic Seminar Guiding Question is posted on the board: What is the identity of the Lakewood Park Historic District? The students begin the seminar. The teacher takes extensive notes on the comments made by each student
 - a. After the first discussion reaches a stopping point, the teacher uses their notes to share with the participants and reflect on the seminar.
 - b. The teacher switches the partners, reminds the second group of the rules and procedures of the seminar, poses the question, and allows the students to begin the seminar.
 - c. After the second round, the teacher repeats the notes, sharing of the notes, and reflection.

Evaluate: This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.

- I. The teacher will use their notes, and the Socratic Seminar Observation Checklist to assess student learning.
- II. Students will be given the remainder of the time to work on their Performance Tasks. The teacher will conference with each group to ensure groups are successful in the completion of the Performance Task.

Resources for Lesson 3:

- 1) Lesson 3 Google Slides/Powerpoint: <https://docs.google.com/presentation/d/1F7BlezxT65l8Svs3WXFG2Py9Aq0AAHZRlStTG-AZ-uw/edit?usp=sharing>
- 2) Historical Images from opendurham.com: <http://www.opendurham.org/buildings/lakewood-amusement-park>
- 3) Socratic Seminar Guidelines: <https://drive.google.com/file/d/0B7hO2ZB3Q3DveTZcF130Wp4X00/view?usp=sharing>
- 4) "Turtle Tracks:" <https://drive.google.com/file/d/0B7hO2ZB3Q3DvaHl1R0NvQnkyMzQ/view?usp=sharing>
- 5) Socratic Seminar Text: https://docs.google.com/document/d/1E0aK4GB7WJZvqXNHQLGIQuy_Fbvm7YRHfBu35g6-hns/edit?usp=sharing
- 6) Socratic Seminar Observation Checklist: <http://goo.gl/Kz97wH>

TEACHER NAME		Lesson #
Cheyenne Solorio		4
MODEL	CONTENT AREA	GRADE LEVEL
Project Based Learning	English Language Arts	7th and 8th
CONCEPTUAL LENS		LESSON TOPIC
Identity		Who is Durham?
LEARNING OBJECTIVES (from State/Local Curriculum)		
<p>RI.8.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.</p> <p>RI.8.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events.</p> <p>RI.8.8: Delineate and evaluate the argument and specific claims of a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>W.8.7: Conduct short research projects to answer a question (including self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to “uncover” the Essential Understanding)</i>
Experience influences identity Identity influences experience		How does experience influence identity? How does identity influence experience?
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>
Students will know: - the identities and experiences of the Lakewood Park Historic District		Students will be able to: <ul style="list-style-type: none"> - analyze data and create generalizations based on analysis - collaborate effectively with peers to create a project - collaborate effectively with peers in order to reflect and edit their work - synthesize prior knowledge, collected data, and learned knowledge to create a generalization of human identity and experience.
GUIDING QUESTIONS <i>What questions will be asked to support instruction?</i> <i>Include both “lesson plan level” questions as well as questions designed to guide students to the essential understanding</i>		
Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<ol style="list-style-type: none"> 1.) What is the identity of the Lakewood Historic Park District? 2.) Why should the community place value in this neighborhood? 	<ol style="list-style-type: none"> 1.) Does your Unit Performance Task effectively synthesize and evaluate the data your group collected? 2.) Does your Unit Performance Task Subtitle effectively communicate the generalization your group created based on the evaluation and analysis of your data? 3.) How can you utilize peer feedback and self reflection to create a more impactful Unit Performance Task? 	<ol style="list-style-type: none"> 1.) Why is studying the Lakewood Neighborhood significant? 2.) How is the identity and experience of people living, working, and visiting the Lakewood Neighborhood reflective of societal issues? 3.) What is one significant message- or idea- that your audience will take away from your study of the Lakewood Neighborhood?

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DIFFERENTIATION
(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
	<ul style="list-style-type: none"> - A hands on learning activity that engages students with the content area (ELA and sociology) and connects to real world problem solving. - The peer review process teaches students how to maturely and effectively communicate with each other. 	Students will collaboratively create a product that presents a generalization applicable to societal trends, drawing on their collected data and learning experiences.	

PLANNED LEARNING EXPERIENCES
(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

- I. Students will be asked to answer the prompt, "What is the identity of the Lakewood Park Historic District? Write this in the form of a subtitle.
- II. Students share their prompts with their group, and synthesize their prompts to create their group's identity of the Lakewood Park Historic District in the form of a subtitle.

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

- I. Students will be asked to continue working on their Performance Task using any medium they desire. The teacher gives each group a rubric to ensure they are including everything.

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

- I. Students will be asked to continue working on their Performance Task using any medium they desire. The teacher gives each group a "checklist," to ensure they are including everything.
- II. The teacher conferences with each group to ensure the group's success and to ensure the groups are including an answer to the unit's essential questions.

Elaborate —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

- I. Each groups presents their product to the class. Their peers are allowed to ask questions.

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

- I. Students will be asked to respond to one final prompt: After reviewing all of the presentations, reflect on your experience during this unit, and your peers' experiences and answer the essential questions:
 - a. How does experience influence identity?
 - b. How does identity influence experience?
- II. Student are also asked to fill out the Google Forms Survey.

Lesson 4 Resources:

- 1) Lesson 4 Google Slides/PowerPoint:
https://docs.google.com/presentation/d/1oXfdJMLtUi8QY2gSC1nZKEPOB_vnWPZFAZTJtrmwmIM/edit?usp=sharing
- 2) Unit Performance Task Checklist/Rubric:
https://docs.google.com/document/d/1P0sKYzlvAbBnT0kptl8UvuksltGYglP6nN_tZG2ypEw/edit?usp=sharing
- 3) Google Forms Survey: <https://docs.google.com/a/dpsnc.net/forms/d/1ZvFUhZggT-cOTYwpxkAOheQYd1pKnPtOYcm4R9s0e-Q/viewform>

Unit Resources:

Text for the Socratic Seminar, Lesson 3:

Lakewood Park Historic District. (n.d.). Retrieved August 10, 2015.

Biographical text on Margaret Mead for the Bruner Model, Lesson 2:

Margaret Mead. (n.d.). Retrieved August 10, 2015.

Historical images and historical evidence for the Socratic Seminar, Lesson 3:

Open Durham. (n.d.). Retrieved August 10, 2015, from

<http://opendurham.org/>Information on Socratic Seminars:

References for Lesson 3:

Paideia. (n.d.). Retrieved August 10, 2015.

The book, Humans of New York by Brandon Stanton was used for reference and for images.

Stanton, B. (2013). *Humans of New York*. New York, New York: St. Martin's Press.

All of the Google Slides, Model Student Work, Instruction Sheets, and other miscellaneous resources:

Solorio, Cheyenne A. "SPARK Practicum." *SPARK Practicum*. N.p., n.d. Web. 10 Aug. 2015. <<https://drive.google.com/folderview?id=0B7hO2ZB3Q3DvfmtRQzFmbmtlbzVhTWdzb2RyWDdWUIM4cWhyd2FiY1pqb1ozM2s3OXILWjA&usp=sharing>>

The handouts and strategies used to develop Lesson1:

Visual Thinking Strategies. (2007, August 1). Retrieved August 10, 2015, from

<https://sakai.duke.edu/access/content/group/5f4ab1e5-7b33-4ba38c3165e7eaa8977f/Models/VTS-1.pdf>

Video for Lesson 2:

What is sociology??? (n.d.). Retrieved August 10, 2015.

