



It's Illegal to lasso a fish!

Grades 5th - 6th

By: Laura Carter

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Introduction

All states have their quirky or unusual laws and ordinances. Although many are not enforced, some still exist as laws and ordinances in many states. Students will research and examine origins of these unusual laws while developing a deeper understanding of how change impact society.

Rationale

My background prior to becoming an educator involved working for the North Carolina State Highway Patrol as a telecommunicator and as a paralegal with a local law firm. I have always been fascinated with the concept of law and our judicial system. As a paralegal, I researched many cases that set the precedent for decisions in litigations. It was through my research that I stumbled upon local city ordinances, state, and federal laws that were strange and antiquated. Although very peculiar in nature, the evolution of the laws is the direct result of changes in society and societal issues over time. Greek philosopher Heraclitus stated, “The only thing constant is change.” It is this evolving change in society that invalidates the practical enforcement of the laws; however, their legitimacy remains active in many city, states, and countries.

Throughout this unit, students will arrive at the essential understanding that *change impacts society* by acquiring a deeper understanding of the concept of change and how it transcends across disciplines. It is important to provide students opportunities to delve deeper into knowledge by developing the understanding of concepts so they can understand the interconnectedness across disciplines. If students can understand the concept of change in math such as converting an improper fraction to a mixed number, or in science as matter changes its phases, they develop an understanding of the concept that allow them to transfer that knowledge to daily applications in various situations. By exploring strange and unusual laws at the local, state, national and international levels, students will have the opportunity to reflect on the

changes in society with regards to economics, education, health, and other societal impacts that led to the origin of various laws. This unit is a highly engaging unit that requires students to use higher order thinking skills in analyzing, comparing and contrasting, forming judgment, creating, and synthesizing information. These skills are utilized as students participate in motivating activities such as, a socratic seminar to a simulation of the creation of a bill into a law. As a final product, students will create their own law based on a current societal issue that will appear strange and unusual 25 years from now due to the impact of changes in society.

Differentiation for Gifted Learners

Content

This unit is taught by using three different curriculum concept model lesson plans. The lesson plans are questioning, socratic seminar, and creative problem solving. In the Socratic Seminar, the content is differentiated in the lexile level of the article in which students will use to facilitate their discussion. Due to the ability of this group, I chose a lexile that was two grade levels above for the 5th and 6th graders. They had the same content in the article, however the vocabulary was different for both articles.

Process

In the Socratic Seminar, the process was differentiated in that students assumed a variety of roles which included an observer, facilitator, and participant. In the questioning lesson model, some of the students learned about how a bill become a law through watching a youtube video, some played a game that reviewed the concept and others chose to revisit an article with the teacher for direct instruction.

Product

In the creative problem solving lesson, students created a different products to prevent the theft of large quantities of grease being stolen from restuarants. The questioning lesson required students to complete a performance task in which they could create a law prevalent to an issue in today's society that would will seem strange or unusual 25 years from now based on societal changes.

Students were allowed to create a poster and or create a powerpoint or google slide show to present their law. Each product was unique to the law that was created by the students.

Learning Environment

In each of the lesson models, students worked in a variety of settings; individually, small groups, and seminar.

Complexity

Complexity was integrated into the unit by utilizing the following Kaplan's Icons:

Across the Disciplines-students developed a deep understanding of the concept of change across the disciplines

Changes over Time- Students were able to examine elements of past, present, and future in the impact that change has laws and the pragmatism of enforcing the laws over time.

Different perspectives- Students assumed various roles and knowledge with opposing viewpoints during the discussion in the Socratic Seminar.

Challenge

Challenge was provided to students through the use of questioning. The higher levels of Blooms were used in the pre-lesson, during lesson, and post lesson questions. The questions were big provactive questions with open-ended answers that promoted critical thinking, analyzing, and synthesizing information to create new knowlege.

Depth

The use of Kaplan's Icon of Trends allowed students to explore the societal changes like economics, politics, and education that cause events to occur. The icon of Big Ideas was also used to develop the essential understanding of the unit to show how structures relate to broader concepts.

Creativity

Students were able to utilize creating through convergent and divergent thinking in the creative problem solving model to create a device to prevent grease theft. Students also used creativity to create their own law using a current societal issue that will seem weird 25 years from in how they chose to devise the law and present it.

Acceleration

The articles chosen as student instructional materials were used to accelerate the curriculum by using articles with lexiles 2 grade levels above the student's current reading grade level.

Targeted Audience

This unit is designed for a population of students who need to be challenged beyond the traditional lesson plans that assess skills and knowledge. This unit is derived from a series of concept based lesson plans that support students' experiences that will develop their potential by engaging them in differentiated activities with sustained rigor, complexity, opportunities for creativity, critical thinking, and collaboration. Concept based lessons allow students to delve deeper into concepts and understanding the connection between structures and across disciplines by taking a greater responsibility in their learning. Students are not constrained to the tradition parameters of lesson plans that aim to teach them specific information. They get to determine the knowledge they want to derive from conceptual understanding by collecting information from a myriad of resources. Although this unit is oriented to meeting the needs of gifted learners. Learners across the spectrum can benefit from concept based instruction that fosters the transfer of learning and deeper conceptual understanding. The students in my summer practicum were rising 5th and 6th grade students enrolled in the Rockingham County Public School System. The students were formally identified as academically and intellectually gifted according to Rockingham County's AIG identification requirements. They were from diverse socio-economic, cultural, and ethnic backgrounds, yet they displayed common characteristic during the camp in regards to a high level of enthusiasm, motivation, and desire for activities that continually challenged them.

Goals and Outcomes

Common Core and N.C. Essential Standards for Social Studies

5.P.2.3 Summarize properties of original materials, and the new materials(s) formed, to demonstrate that a change has occurred.

RI. 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

L 5.3 (a-b) Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SL 5.1C Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL 5.1B follow agreed-upon rules for discussions and carry out assigned roles.

5.C&G.1.2 Summarize the organizational structures and powers of the United States government (legislative, judicial and executive branches of government).

Students will know:

- materials can be transformed to new materials from physical change
- the availability of materials and access to manufacturing resources may limit and challenge creativity
- the process of how an idea becomes a bill and then a law
- cause/effect is a relationship between events or things, where one is the result of the other or others.
- changes in laws impact people all throughout society
- school lunches are regulated by governmental agencies
- the new guidelines proposed by the Trump administration or the 2017-18 schoolyear.
- the three branches make up our federal government
- The Supreme Court is the highest court in the judicial branch of our government

- case law is law that is based on decisions that judges have made in past cases
- changes in laws impact people all throughout society
- the technical definition of a fruit
- the details and ruling of the Supreme Court Case of Nix v. Hedden
- the procedures of a court case and parties involved.
- there are specific elements to a bill to drafting a bill

Students will be able to:

- use knowledge of language and its conventions when writing, speaking, reading, or listening.
- design and create based on collected criteria and information
- make inferences from factual information, identify problems, and devise solutions to the problem
- collaborate in design teams
- work collaboratively
- craft questions and maintain an inquiry based dialogue which deeply examines ideas and concepts
- use problem solving to provide solutions
- take a stance on an issue and provide justification
- assess the roles of political parties in society
- write a slogan and provide a name for their container to convince restaurant owners to buy it.
- apply and analyze critical thinking skills needed for innovation
- reflect on the circumstances that might have resulted in lawmakers passing some laws that seem pretty crazy.
- quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- read a case and make a decision based on the information contained in the case.
- analyze information and determine key details.
- support and defend their stance on an issue
- communicate and collaborate with others in a cooperative learning environment.
- reflect on the circumstances that might have resulted in lawmakers passing some laws that seem pretty crazy.

- quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- analyze information and determine key details.
- support and defend their stance on an issue
- communicate and collaborate with others in a cooperative learning environment.
- compose a bill by adhering to specified guidelines

Concept goal:

Students will understand the concept of change.

This concept will be developed by exploring the impact that change has on society and its evolution of quirky and weird laws. Students will also explore change and its impact on society in areas of politics, economics, educations, and health to further provide the depth of understanding required for students to see the interconnectedness of the concept across disciplines. This will enable students to apply and transfer the knowledge in various context of real world applications.

Assessment Plan

Throughout the unit, various forms of assessments were used to gauge student's understanding of the concept. On day one I began by accessing student's knowledge about how a bill become a law with a quick sort activity. This activity was instrumental in determining how much prior knowledge the students were bringing with them and it helped me to know where I needed to begin my instruction. As students worked collaborative and independently throughout the week on various activities, I assessed their understanding through strategic questioning, observations of their work, listening in on conversations during collaborative work time, and at the end of each day completed an exit ticket quick write to reflect on their learning for the day. In the latter portion of the week, as students completed independent work by drafting a bill I was able to assess their understanding of the content by their use of the correct format and language affiliated with drafting a bill. Students also participated in a simulation of being an active

participant in a committee to pass a bill into a law. Students used electronic activ-votes to cast a vote and they justified their decision both orally and written. This process allowed me to assess each student's ability to synthesize the information and their ability to make judgements based on information from the presentations. As a summative assessment, students created their own law and constructed a presentation. From the presentations, I was able to assess their understanding of how laws are created in addition to the overall essential understanding of the unit by connecting their law to a societal issue that might appear strange and unusual 25 years from now due to the impact of changes in society.

Performance Task

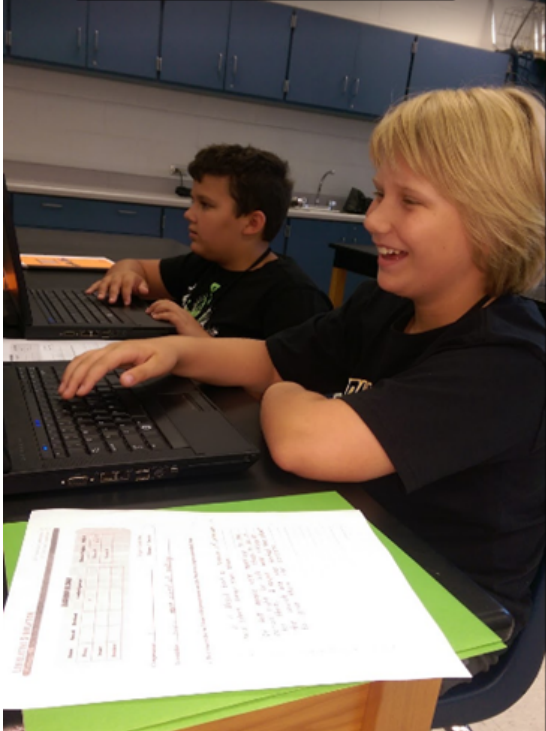
The teacher will present students with their performance task:

You are a NC representative working with a small group of other representatives to write a bill for a quirky law that will bring a positive change to impact society today. Using the language and elements of writing a bill, create a graphic representation as a power point, google slide to illustrate to other representatives in the house the importance of voting for the bill. Be prepared for questions that your audience might ask you about your quirky law. Be able to explain why the bill is needed and how it will impact society in a positive way.

Rubric for Performance Task

	Below Expectation	Needs Improvement	Approaches Expectation	Exceeds Expectations
Organization	Follows assigned format that requires the language and elements of a bill using a graphic representation	Follows most of assigned format that requires the language and elements of a bill using a graphic representation	Has some components of assigned format that requires the language and elements of a bill using a graphic representation	Does not follow assigned format that requires the language and elements of a bill using a graphic representation

Content	Clearly displays student's personal understanding of how change impact society	Shows some personal understanding of how change impact society	Shows little understanding of historical impact of how change impacts society	Shows no understanding of how change impacts society
Presentation	Presentation logically developed, with examples accurate details.	Good presentation connecting ideas, several examples used, some inaccuracies	Some ideas not well connected or developed, many inaccuracies	Most ideas not connected or developed, details and facts completely inaccurate.



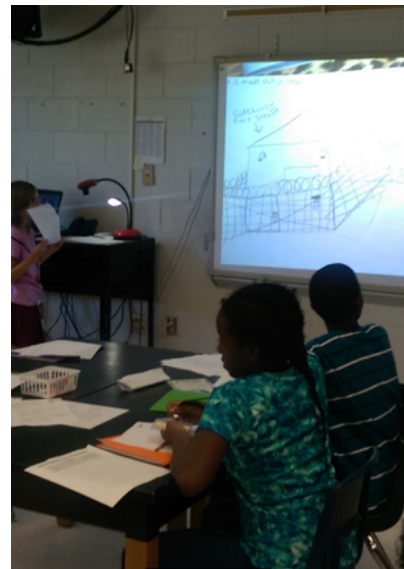
Students technology to create their presentation of a bill they drafted to become law.



Students participating in an inner and outer circle Socratic Seminar.



Students playing a game to review the process for a bill to become a law



Students presenting and observing on their creative way to prevent grease theft.

TEACHER NAME		Lesson #
Laura Carter		1
MODEL	CONTENT AREA	GRADE LEVEL
Creative Problem Solving	Science	5th
CONCEPTUAL LENS	LESSON TOPIC	
Change	Larceny of Grease	
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
<p>5.P.2.3 Summarize properties of original materials, and the new materials(s) formed, to demonstrate that a change has occurred.</p> <p>L 5.3 (a-b) Use knowledge of language and its conventions when writing, speaking, reading, or listening.</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>	
Change impacts society	How does change impact society?	
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 that materials can be transformed to new materials from physical change

Students will know that the availability of materials and access to manufacturing resources may limit and challenge creativity

Students will use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Students will be able to design and create based on collected criteria and information
Students will be able to make inferences from factual information, identify problems, and devise solutions to the problem**

Students will be able to collaborate in design teams

Students will write a slogan and provide a name for their container to convince restaurant owners to buy it.

Students will apply and analyze critical thinking skills needed for innovation

GUIDING QUESTIONS

What questions will be asked to support instruction?

Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding

Pre-Lesson Questions:

During Lesson Questions:

Post Lesson Questions:

○ What were some of your inferences?

○ How do you think the statement on the board and the items on the table are related?

○ What problems do you think exist?

○ What type of changes might have occurred in society that caused the need for creating the law?

○ What is a larceny?

○ What is Biofuel?

○ What are non-renewable fuels?

○ What is biomass?

○ Why did your group decide on these items for your grease container design?

○ How do the items you chose for your design serve to prevent theft of your grease container?

○ What changes transpired in society that warrants the development of your container?

○ What features will you consider as you design your container?

○ What other items might you select?

○ What needs do you intend to meet by using the items you selected for your container?

○ What problems have you encountered as you are designing and building this container?

○ What modifications

○ What challenges did you overcome while building our container?

○ What challenges did you encounter when building your container

○ How would you change the design of your container to make it better?

○ If you could have access to materials from the ones that were provided, what would you have requested?

○ What designs did you see from other teams that you thought worked well?

○ How did change impact the order of society

○ How does change positively or negatively impact society?

have you made
during
construction?
What caused
the change?

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
	<p>Students will be using creative problem solving as an instructional model. This model encourages both divergent and convergent thinking and nurtures leadership, teamwork, creativity, persistence</p>	<p>Students products will vary based on the creativity and functionality of their containers. The open-endedness of the product makes it well-suited for gifted learners.</p>	<p>Students will work in collaborative groups. Lesson will be student led.</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 –

Icebreaker: Students will get to know each other by working in a collaborative group to build the tallest tower using Jenga blocks. The teacher will observe during this time to gauge the student's learning style, personality, and ability to work collaboratively. During this activity, students will focus on using the Jenga blocks to change their location in the tower to erect the tallest tower and think about how change impacts order. Students will discuss and transfer those same ideas to the essential understanding of how change impact society.

Students will read the following headlines from a North Carolina newspaper that has been displayed on the board: Grease theft penalties are among new laws for the new year, (December 28, 2012). A bag is placed on the table of each group of students with items from various local fast food chains like Bojangles, McDonald, Pete's Burgers, Wendy's, etc. Students are asked to make inferences about the connection between the statement on the board and items on their table. Students will record their answers on a piece of chart paper. After sharing their inferences, they are asked to revisit the items and this time, try to come up with the most creative answer to how the statement on the board and the items in the bag might be related.

- What were some of your inferences?

- How do you think the statement on the board and the items on the table are related?

- What problems do you think exist?

- What type of changes might have occurred in society that caused the need for creating the law?

- What is a larceny?

Explore –

Students will read the article, "BIOFUEL, Will it Help Solve Our Energy Problem?"

Science Connection



By David Cochran

The world has become very dependent upon coal, oil, and gas for fuel. These so called “fossil fuels” all began as plant or animal life many years ago. When plants and animals died and the Earth crust shifted, the material was squeezed and heated until it changed form to solid, liquid, or gas, the three states of matter. Coal became solid, oil became liquid, and gas became trapped beneath the earth. These materials are good fuels to generate electricity, run cars, and heat homes. Unfortunately, once they are used, they are gone. Because they are depleted, they are called **non-renewable** fuels.

Today, **biofuels** are also made from plants, animals, and other material, but they haven’t been underground for thousands of years. In fact, they are materials grown on the Earth’s surface to be used as fuel.

Biofuels include plant **biomass**, vegetable oils, and waste from cities and industries. There are many sources of biofuels, but they all contain energy transferred from the sun to plants. Biofuels transfer the plant energy used for power to drive engines of all types.

Biofuels have some problems too. While a product may be renewable, it also costs a lot of money to get it to a site to have it processed. A lot of corn is being used to make ethanol to add to gasoline. So by growing corn for fuel instead of food, we make the supply of food go down and its cost go up.

No fuel is perfect. Some fuels pollute while others cause problems in other ways. The question that needs to be answered is “How can we have cleaner fuel for our energy sources without affecting our food or other aspects of our lives?” We are moving toward creating more biofuel. Is this good? What do you think?

TEACHER NAME

Lesson #

Laura Carter		2
MODEL	CONTENT AREA	GRADE LEVEL
Socratic Seminar		5th
CONCEPTUAL LENS	LESSON TOPIC	
Change	The relationship between changes in political administration and school nutrition.	
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
<p>SL 5.1C Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>SL 5.1B follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>RI. 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</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>	
Change impacts society	How does change impact society?	
CONTENT KNOWLEDGE (What factual information will students learn in this lesson?)	PROCESS SKILLS (What will students be able to do as a result of this lesson?)	

Students will know the process of how an idea becomes a bill and then a law
Students will know that cause/effect is a relationship between events or things, where one is the result of the other or others.
Students will know that changes in laws impact people all throughout society
School lunches are regulated by governmental agencies
New guidelines proposed by the Trump administration or the 2017-18 school year.

Work collaboratively
Craft questions and maintain an inquiry based dialogue which deeply examines ideas and concepts
Use problem solving to provide solutions
Take a stance on an issue and provide justification
Assess the roles of political parties in society

GUIDING QUESTIONS
What questions will be asked to support instruction?
Include both “lesson plan level” questions as well as questions designed to guide students to the essential understanding

Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
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What are things that you like or dislike about school lunches?

In what ways should or shouldn't government have the authority to determine what you eat for lunch?

What changes would you recommend to improve school lunches

What are the differences and similarities between the lunch you chose for yourself and one displayed on the board?

What role does government play in determining school nutrition?

What factors lead to decision making regarding school lunches during the Obama administration? During the Trump administration?

What are the advantages and disadvantages of both proposals?

What are the major differences and similarities of both plans?

Who are some of the people that benefit from the Obama nutrient plans? The Trump nutrient plan?

- **What were some of the guidelines for school lunches according the Obama and Trump administrations?**
- **What were the cause of the changes for each administration**
- **What were the effects of the changes in school lunches with each administration**
- **In what ways did the laws impact various people?**

What are details and evidence to support your opinions and ideas

What are recommendations that you would provide as a solution?

In what ways does the Obama or Trump administration support your perspective of school lunches?

- **What was one big idea or theme you discovered through this seminar?**
- **What concepts did you explore a result of this seminar?**
- **What generalizations could you make about the impact of law on societal issues?**
- **How did this seminar experience help you to deepen your knowledge about cause and effect?**
- **What challenges did you experience through the seminar?**
- **How did your role in the seminar (inner/outer) impact your feeling about the seminar?**

What information is unclear, missing, or unavailable? What evidence do you need? What has not yet been proven?

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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
<p>Content for this learning experience represents above grade level material for this group of students, therefore it is more complex in nature</p> <p>Use of Kaplan's Icons to differentiate content by using higher level questioning and find examples and evidences to support opinions and ideas</p>	<p>Students will participate in Socratic Seminar. Students will facilitate the seminar themselves and will be responsible for crafting question which maintain the integrity of the seminar</p>	<p>Students will have the choice to present their nutrition plan using an electronic presentation of their choice.</p>	<p>Students will work in a variety of environments in this learning experience; independently, small group, and seminar</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.*

When students enter the classroom, there will be an image on the active-board of a child making a food selection for lunch in a school cafeteria. There will also be a mock cafeteria set up in the classroom. Students will go through the line and choose items to put on their tray that they would like to eat for lunch. When they return to their seats, they will answer the following three questions:

What are your thoughts about school lunches?

What are the differences and similarities between the lunch you chose for yourself and one displayed on the board?

What changes would you make to improve school lunches? Why?

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.*

Students will be put in groups of 4. Each student will be given a copy of the article, **Please pass the salt! New bill aims to relax school nutrition standards**, by McClatchy Washington Bureau (see attached article which is above grade level). Each child will be asked to read the article and annotate important information, questions, and comments they have about the article. When all group members have read the article, the group will discuss notes and questions they have written during the close reading. Each group should create 5 questions as a result of the close reading and groups will record the question on chart paper. (These questions along with the notes resulting from the close reading will be used during Socratic Seminar).

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.*

When groups have completed their tasks, the teacher asks the following questions:

- **What were some of the guidelines for school lunches according the Obama and Trump administrations?**
- **What were the cause of the changes for each administration**
- **What were the effects of the changes in school lunches with each administration**
- **In what ways did the laws impact various people?**

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*

Students are divided into two groups: One group will compose the inner circle of the

Attachment A: Image to pique interest of students



Attachment B: News article

School lunches may get a little less healthy with passage of new bill

WASHINGTON, D.C. — Chocolate milk is coming back to school lunches. So are white bread and saltier food.

The changes appear in a few paragraphs tucked into a huge 1,665-page government

spending bill. They would relax nutrition standards for school lunches. The standards were

part of former President Barack Obama's rules.

The bill was passed by the Senate and House of Representatives. Now, it will go to President

Trump, who is expected to sign it. In the bill, the secretary of agriculture is directed to allow

states to give schools breaks from the rules. Then they can serve flavored low-fat milk and

bread products that are not rich in whole grains.

The bill keeps the federal government funded through September 30. The changes to school lunch rules would extend deadlines for schools to comply with a lower sodium level rule. It would bar federal money from paying the salaries of any government officials who put the nutrition standards in place.

New Secretary Of Agriculture Wants To Make Changes

The changes would apply only to the 2017-2018 school year. However, they seem to mirror changes to school lunch standards the government announced Monday. Secretary of Agriculture Sonny Perdue was appointed by President Trump. On Monday, Secretary Perdue signaled his intent to kick off a more extensive reevaluation of the rules. They were put in place under former President Obama. Perdue said the change was based on "years of feedback." He said that students, schools and food service experts reported the challenges they are facing from the rules. Perdue visited Catoctin Elementary School in Leesburg, Virginia. While there, he signed a statement that his department would move to ease standards for whole grains, sodium and milk. He said food rules had cost districts and states an extra \$1.22 billion in the 2015 plan.

Michelle Obama Promoted Healthier School Lunches

Making school lunches healthier was a signature achievement of former President Barack Obama. Michelle Obama, the former first lady, also promoted healthy school lunches. This was part of her "Let's Move" program to end obesity. Obesity is being overweight to the point where it can lead to health problems, like heart disease and diabetes. The Obama rules tried to prevent schools from serving salty, sugary and higher-fat products. They required schools to serve more fresh fruits, vegetables, whole grains and healthier items. Fat-free milk could be flavored, but not low-fat milk. Some school districts and cafeteria workers complained that the rules are too strict. Without

more choices, they warned, they would have to keep throwing away food that kids refuse to eat. The whole grains, fruits and vegetables would go to waste.

Some Kids Won't Eat The Fruits And Veggies

"All the way through this, the yardstick on the school lunch program was whether or not the kids were eating," said Kansas Senator Pat Roberts. He joined Perdue and a group of fifth-graders on Monday for lunch at Catoctin Elementary School. Loosening the Obama rules so that school districts can serve food that children will eat has been a priority for Roberts. He oversees the lunch program as a leader of the Senate Agriculture Committee. Over the past few years, he has toured schools in Kansas to try school lunches and talk to students and administrators. "We had kids sneaking into the school cafeterias with salt shakers and ketchup," Roberts said. The senator said his staff worked with Perdue and other members of Congress. They made sure that the section about loosening school lunch rules made it into the 2017 spending bill.

This is just the beginning, Roberts said. He thinks more can be done to make school lunches appealing to kids.

If It Ain't Broke, Don't Fix It

Cecilia Munoz worked for President Obama. She said the standards were starting to have a positive effect. The number of children who are overweight was not increasing as quickly. Munoz said that Obama's team built quite a bit of freedom into the rules to ensure school districts would be able to follow them. Nearly all of them, 99 percent, had done so, she said. "By and large, these are regulations that are being implemented successfully," she said. The section in the new spending bill, she said, is an attempt to drop rules that are hard to undo once they're in place. "This looks like something that's being done for the sake of industry at the expense of kids,"

**Munoz said.
 She said that changing the rule is "fighting the science."
 She thinks a change to the rules will face lawsuits. It is hard to prove that there is a reason for
 changing rules that seem to be working, she added. "It's going to be interesting what the
 rationale is going to be for adding more salt to foods or moving away from whole grains to
 more refined grains."**

			Lesson #
Laura Carter			3
MODEL	CONTENT AREA	GRADE LEVEL	
Questioning	Social Studies	5th	
CONCEPTUAL LENS		LESSON TOPIC	
Change		Case Law	
LEARNING OBJECTIVES (from State/Local Curriculum)			

5.C&G.1.2 Summarize the organizational structures and powers of the United States government (legislative, judicial and executive branches of government).

RL 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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>
Change Impacts Laws	How does change impact laws?
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>

Three branches make up our federal government
 The Supreme Court is the highest court in the judicial branch of our government
 Students will know that case law is law that is based on decisions that judges have made in past cases
 Students will know that changes in laws impact people all throughout society
 Students will know the technical definition of a fruit
 Students will know the details and ruling of the Supreme Court Case of Nix v. Hedden
 The procedures of a court case and parties involved.

Reflect on the circumstances that might have resulted in lawmakers passing some laws that seem pretty crazy.

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Read a case and make a decision based on the information contained in the case.

Analyze information and determine key details.

Support and defend their stance on an issue

Communicate and collaborate with others in a cooperative learning environment.

GUIDING QUESTIONS

What questions will be asked to support instruction?

Include both “lesson plan level” questions as well as questions designed to guide students to the essential understanding

Pre-Lesson Questions:

During Lesson Questions:

Post Lesson Questions:

What are the characteristics of a fruit and vegetables?

How did you group your produce and why?

What common attributes does the produce share?

What are other ways you can group the produce?

What is the technical definition of a fruit?

What changes did you notice that were different during the time of this case and present day?

What were some of the circumstances that lead to this unusual case?

What was the problem in the case?

What were some of the evidence presented in the case they might have influenced to the judge's decision?

If you were the judge in this case, what are factors that might have influenced your decision?

After reading the cases, what ways do you see that change impact laws?

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

**Use of Kaplan's
Icons to
differentiate
content by using
higher level
questioning and
find examples and
evidences to
support opinions
and ideas**

**Students will work in
collaborative groups**

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.*

Students will be provided with various types of produce such as, squash, tomatoes, apples, eggplant, oranges, potatoes, corn and cucumbers. Students will be asked to sort the produce by any attribute they choose. The objective is to have the students form several sorts until they sort them by fruits and vegetables. Students will be asked, what are the characteristics of a fruit and a vegetable?

How did you group your produce and why?

What common attributes does the produce share?

Is there another way you can group the produce?

What is the technical definition of a fruit?

Students will be asked if a tomato is a fruit or a vegetable?

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.*

The teacher will introduce the students to the case of Nix v. Hedden in which an importer was charged a 10 percent tax on all vegetables that were imported into New York. However, all fruit were tax free. In this case, the plaintiff sues arguing that a tomato is a fruit.

Students will read the unusual case that has been altered by omitting the court ruling and the students make a ruling on how they think the Supreme Court ruled in this case.

Students are divided into groups with 4 students in each group. Students will read the case independently. As a group, using Kaplan's Icons which have been previously introduced, students should compile a list of 5 questions they have after reading the case.

The teacher circulates during this exploration to facilitate the groups.

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.*

The teacher will ask the during lesson questions listed above. Students are called on for responses to teacher questions and are encouraged to ask one of their own questions or make a connection to one of their questions when answering the teacher's 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*

TEACHER NAME		Lesson #
Laura Carter		4
MODEL	CONTENT AREA	GRADE LEVEL
Questioning	Social Studies	5th
CONCEPTUAL LENS		LESSON TOPIC
Change		Creation of Laws
LEARNING OBJECTIVES (from State/Local Curriculum)		
<p>5.C&G.1.2 Summarize the organizational structures and powers of the United States government (legislative, judicial and executive branches of government).</p> <p>RL 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</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>

Change impact order		How does change impact order?
CONTENT KNOWLEDGE (What factual information will students learn in this lesson?)		PROCESS SKILLS (What will students be able to do as a result of this lesson?)
<p>Three branches make up our federal government The Supreme Court is the highest court in the judicial branch of our government Students will know that changes in laws impact people all throughout society Student will know that there are specific elements to a bill.</p>		<p>Reflect on the circumstances that might have resulted in lawmakers passing some laws that seem pretty crazy.</p> <p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>Analyze information and determine key details.</p> <p>Support and defend their stance on an issue</p> <p>Communicate and collaborate with others in a cooperative learning environment.</p> <p>Compose a bill by adhering to specified guidelines</p>
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:

<p>How is a bill introduced in the U.S. House of Representatives?</p> <p>What happens to a bill while it is in committee?</p> <p>What can happen to a bill if changes are made to its content while it is in committee?</p> <p>How do members of the U.S. House of Representatives vote on bills?</p> <p>Who must agree to a bill before it can become a law?</p> <p>What can Congress do if a bill is vetoed by the President?</p> <p>What is the problem that you want to address?</p> <p>What outcomes do you want to see?</p> <p>How could those outcomes be achieved through a law?</p>	<p>What are the elements of a bill?</p> <p>What are issues in society that might have led to the creation of the texting and driving law?</p> <p>What impact did this law have on society?</p> <p>Who might have been special interest groups or individual that supported the law?</p>	<p>What were issues in society that led you to create your bill?</p> <p>What impacts did the change have on society?</p> <p>What are other ways this issue could have been resolved?</p> <p>What was the main effect of your bill?</p> <p>In what ways does your bill address the issues?</p> <p>Who are people that might be opposed to the passing of your proposed law?</p> <p>Who are individuals or special interest groups that might support your bill?</p>
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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
	<p>Students are allowed to create their own laws in the process to show their understanding of the content.</p>	<p>Students will create a product of their choosing that show a graphic representation of the an issue that lead to the evolution of their law</p>	

Student

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*

Students' prior knowledge will be assessed by having them complete a short card activity in which they must sequence the steps of a bill becoming a law from a set of activity cards?

After the sequence activity, the teacher will engage students in a brief discussion to ensure that all understand the steps of a bill becoming a law. The teacher will ask the students who writes a bill?

The teachers will introduce the language of a bill using the following vocabulary: representative,

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.*

Students will have an opportunity to look at several bills and identify the common elements in a bill. After students have compiled their list of elements students will have a discussion on what each element means. Students will also discuss the upset of order in society that might have warranted the origination of the bills.

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.*

The teacher will provide students with a copy of the NC House Bill 558 pertaining to texting and driving. We will examine the elements and language of the bill and discuss reasons in society that might have led to the creation of the bill.

Students will be introduced to a template for writing a bill and we will write a bill as a class to model the process.

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 way*

The teacher will then present students with their performance task:

You are a NC representative working with a small group of other representatives to write a bill for a quirky law that will bring a positive change to impact society today. Using the language and elements of writing a bill, create a graphic representation as

a power point, google slide to illustrate to other representatives in the house the importance of voting for the bill. Be prepared for questions that your audience might ask you about your quirky law. Be able to explain why the bill is needed and how it will impact society in a positive way.

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

Students will be assessed on the final product of their performance task. The teacher will ask students to explain how the law they created shows a change in society.

Resources

<http://www.wral.com/grease-theft-prohibition-among-new-laws-for-new-year/11921817/>

This site provided an article that tells about a weird law that was passed in North Carolina in 2012 pertaining to the larceny of restaurant grease.

[/www.youtube.com/watch?v=sUYFoe7ggKk](http://www.youtube.com/watch?v=sUYFoe7ggKk)

This link provides a video from a surveillance showing an actual grease larceny

Wise, L. (n.d.). Please Pass the Salt. Retrieved July 31, 2017, from

<https://newsela.com/articles/#/category/health>

This link provides an article from NewsELA titled, “Please Pass the Salt” about new laws enacted by the Trump administration to relax standards on school lunches

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

This link provides a youtube video from Schoolhouse Rock on how a bill becomes a law

Who Represents Me? (n.d.). Retrieved July 31, 2017, from

<http://www.ncleg.net/representation/WhoRepresentsMe.aspx>

This is a link to the North Carolina General Assembly

<http://caselaw.findlaw.com/us-supreme-court/149/304.html>

This link provides caselaw on the case of Nix v. Hedden which debates whether a tomato is a fruit or a vegetable for taxation purposes

