

**AIG
WAKE
COUNTY
PUBLIC
SCHOOLS**

**GRADE
LEVEL
3**

**A
MULTIDISCIPLINARY
CONCEPT BASED
UNIT**



**BUILDING
COMMUNITIES
THAT ADVANCE
OUR WORLD**

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Introduction

Rationale

Humankind depends on community to advance our society. This timeless and enduring understanding can be found in nearly every facet of humankind's history. This includes the historical events that are currently unfolding due to the global pandemic, called COVID 19. Our desire as educators is to produce learners and citizens who understand that the advancement of society depends on thriving communities. For our learners to understand this, they must first understand the many facets that contribute to the formation of communities, including environmental and humanistic facets. Within this unit, learners will further break down and understand environmental and humanistic constructs of community. These include values, traditions, beliefs, and physical characteristics of a community. An additional endeavor of this unit, is to produce learners and citizens who are critical and creative thinkers that provide rationale and evidence but are also able to be flexible in their thinking, innovative, empathetic, and have the ability to see things from other's perspectives. Lastly, this unit engages a learner's creativity on many levels, as it is essential to produce learners who have distress tolerance. Meaning that we desire to produce learners who approach the new, complex, or unexpected with courage rather than avoiding it. We desire to produce learners who have an interest in taking risks and will want to identify new discoveries and advance ideas with a high level of perseverance. Through this unit, learners will fully engage with the enduring understanding that community advances society.

Differentiation

If one were to look at a country, state, city, community, gathering of people, or a classroom full of students, it would be nearly impossible to find a fully heterogeneous example of these iterations. Further, gifted learners are thoroughly variegated; demanding differentiated instruction that addresses a learner's needs, styles, and interests. In this unit, a learner's needs, styles, and interests are addressed by differentiating the content, process, product, and learning environments.

Content presented in this unit is differentiated through fitting a learner's readiness or surpassing, to challenge the gifted learner. Examples of content differentiation that can be found in this unit are advanced leveled reading selections, unique curricula that are not included in the standard course of study, and material that is unfamiliar to learners and may illustrate concepts which are not usually a part of the curriculum. By allowing for this type of differentiation, a learner may experience an accelerated, challenging and/or complex learning. Processes implemented in this unit are differentiated through a breadth of learning experiences. In this unit, learning processes engage through open-ended thinking, inquiry strategies and critical thinking. This allows for gifted learners to go into greater depth based on their needs. Products are differentiated by offering open-ended avenues to produce solutions to given problems with allows for the learner to access their interests and creativity. Lastly, learning environments are differentiated by offering alternative conditions that fit the needs of the unique gifted learner. By differentiating content, process, product, and learning environments the instructor is better able to serve the unique challenges of gifted learners.

UNIT GOALS AND OUTCOMES

Unit Topic:	Building Communities that Advance our World
Unit Concept:	Community
Essential Understanding:	Community advances society.
CONTENT Goal and Objectives:	<p>GOAL:</p> <p>To deconstruct how a community is formed and gain the knowledge of the aspects that develop a community that progresses the world. Apply the gained knowledge of said deconstruction and apply reasoning and judgements to create a model community. Understand how communities advance and benefit society.</p> <p>OBJECTIVES: <i>The students will know that...</i></p> <ul style="list-style-type: none"> ● A Community's formation and development are influenced through human's shared traditions, philosophies, values, beliefs, needs and conflicts. ● A Community's formation and development are influenced through environmental and natural components. ● Communities are diverse, structured, units that produce advancements for society.
PROCESS Goal and Objectives:	<p>GOAL: To develop research, communication, reasoning skills with application in social studies.</p> <p>OBJECTIVES: <i>The students will be able to...</i></p> <ul style="list-style-type: none"> ● Identify key components that develop a functioning and successful community. ● Synthesize information from multiple sources and make judgements and decisions that influence the development of a community.
CONCEPT Goal and Objectives:	GOAL: To understand the concept of community

OBJECTIVES: *The students will understand that...*

- Community advances society.
- Community is developed through humanistic and environmental constructs.

Assessment Plan

Assessment is an essential component of the learning process. Formative assessments take place regularly throughout this unit to ensure a learner's understanding of the concept, content, skills, and processes. These assessments also allow the instructor to differentiate the learning based on the data that comes through assessment. There are a multitude of informal assessments, or informal checkpoints, in this unit. These include oral discussion, reflective writing, drawing, building, oral presentation, graphic organizers, and curation of information. Informal assessments are vital to the learning process; however, the following will focus on formative assessments.

Lesson Plan #1

The learner will be assessed through a series of reflective journaling about their experiences as they relate to community advancing society during the COVID 19 pandemic. The assessment implements parallel curricula of core and identity as learners explore the essential understanding of community advances society through the lens of their own lives.

Lesson Plan #2

The learner will create a "character profile" through an open-ended creative writing assessment. Learners will provide justifications as to why their character was developed in the manner conceived in relation to the discipline of design.

Lesson Plan #3

Learners will prepare an oral or written reflective response to the lesson topic essential understanding.

Lesson Plan #4

Learners will engage in reflective writing in response to deep levels of questioning pertaining to the lesson topic and the essential understanding.

Performance Task

It is the year 2160, and planet Earth is plagued with a toxic environment that no longer supports human life without the aid of personal protective gear and ventilators. It is a struggle for humankind to exist and live on planet Earth. After decades of searching, the space exploration and technology company SpaceX, discovered a new planet called Mount-aqua. SpaceX employed drones and rovers to collect data about Mount-aqua and reports have initially shown that the planet closely mimics Earth's preexisting healthy environment in many ways. However, much has yet to have been discovered.

As employees of SpaceX, you and your partner were assigned along with 25 other paired teams, to an area of Mount-aqua to be the first human explorers. You were selected because of your expertise and experiences on how community advances society. You and your partner have been assigned to explore, chart, and plan a "micro-community" for 10 humans that will inhabit the geographic sector "Xterrain A35".

You will present your findings and plans for the micro-community to the Executive Board of Directors of SpaceX in a presentation of **10 minutes or less**. The board of directors will then decide on the top 3 micro communities by using a rubric to score your presentation. There are many possible ways to present to the Board of Directors.

- Build models
- Create a website
- Create visuals or photographs using visual arts or digital arts
- Write a story or series of stories which could include digital artwork or illustrations, or interactive digital components
- Create maps
- Write a screenplay
- Create a booklet or field guide
- Write and act in a play
- Create a simulation or game play
- And beyond....

Be sure to include a full description of the environment of Xterrain A35. You and your partner are creating a "micro-society/community" that includes 10 people. Include a description about the peoples of you sector, these could include cultural traditions or

beliefs of both community and society. Include justifications on how the environment and culture influenced your decisions and planning for the community.

Be sure to incorporate the essential understanding that **community advances society** throughout your presentation.

Rubric

Category	4	3	2	1
Process Presentation of information and ideas	All 4 components are strongly demonstrated in the learner's presentation: <ul style="list-style-type: none"> • Effective utilization of time • Information and ideas are clearly communicated • Information and presentation are well-organized • Method of presentation is engaging 	Three or more components are demonstrated with accomplishment in the learner's presentation: <ul style="list-style-type: none"> • Effective utilization of time • Information and ideas are clearly communicated • Information and presentation are well-organized • Method of presentation is engaging 	Two or more components are developmentally demonstrated in the learner's presentation: <ul style="list-style-type: none"> • Effective utilization of time • Information is clearly communicated • Information and presentation are well-organized • Method of presentation is engaging 	One or more component is unacceptably demonstrated in the learner's presentation: <ul style="list-style-type: none"> • Effective utilization of time • Information is clearly communicated • Information and presentation are well-organized • Method of presentation is engaging
Content Plans for the "micro-community"	<ul style="list-style-type: none"> • Mastery use of visual language, written language, or oral language to describe the environment. • Mastery description of the 10 inhabitants of the community. • Exceeds expectations of providing justifications for the micro-community planning. 	<ul style="list-style-type: none"> • Partial mastery use of visual language, written language, or oral language to describe the environment. • Partial mastery description of 7 or more inhabitants of the community. • Meets expectations of providing justifications for the planning of the micro-community. 	<ul style="list-style-type: none"> • Progressing use of visual language, written language, or oral language to describe the environment. • Progressing description of 5 or more inhabitants of the community and needs improvement on providing justifications for the micro-community planning. 	<ul style="list-style-type: none"> • Emerging use of visual language, written language, or oral language to describe the environment. • Emerging description of 3 or more inhabitants of the community, and inadequate justifications for the micro-community planning.
Product Novelty, originality, and innovation of "micro-community" plans and presentation	Presentation and plans were sophisticatedly, novel, original, and/or innovative.	Learners presentation and plans were competently novel, original, and/or innovative.	Presentation and plans were partially novel, original, and innovative.	Presentation and plans were weakly novel, original, and innovative.
Understanding Demonstration of understanding of the essential understanding	Learners incorporated a mastery understanding of the essential understanding into the product and presentation.	Learners incorporated a partial mastery understanding of the essential understanding into the product and presentation.	Learners incorporated a progressing understanding of the essential understanding into the product and presentation.	Learners incorporated an emerging understanding of the essential understanding into the product and presentation.

TEACHER NAME		Lesson #
Ms. Gill		1
MODEL	CONTENT AREA	GRADE LEVEL
VTS and Taba	Social Studies	3
CONCEPTUAL LENS		LESSON TOPIC
Community		Impacts of Historical Events on Communities
LEARNING OBJECTIVES (from State/Local Curriculum)		
<p>3.H.1.1 Explain key historical events that occurred in the local community and regions over time.</p> <p>RI.3.10 Read and understand informational texts at the high end of the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p>		
THE ESSENTIAL UNDERSTANDING (What is the overarching idea students will understand as a result of this lesson?)		THE ESSENTIAL QUESTION (What question will be asked to lead students to “uncover” the Essential Understanding)
Community advances society.		How does community advance 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?)
<ul style="list-style-type: none"> Historical events often have effects on the local community or regions over time and contribute to the way a community may function and develop. Past events may drive communities and regions to undergo a period of political, economic, or social change. 		<ul style="list-style-type: none"> Analyze. Explain. Think critically. Inference. Dialogue. Access, organize and synthesize information. Evaluate. Categorize, generalize, and subsume.

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:
<ul style="list-style-type: none"> • <i>What else do you see?</i> • <i>What is going on in the image?</i> • <i>What do you see that makes you say that?</i> • <i>What else is going on in the image?</i> • <i>What do you think about or envision when you hear the word community?</i> • <i>What do you think about or envision when you hear the word society?</i> • <i>What aspects of a community are present in the photograph?</i> • <i>Which aspects of community are not present in the photograph?</i> • <i>What aspects or parts of a society are present in the photograph?</i> • <i>Which aspects of society are not present in the photograph?</i> • <i>What aspects of this community appear to be unique?</i> • <i>Now that you know the historical event that preceded development of this community, how is that historical event evident in this image?</i> • 	<ul style="list-style-type: none"> • <i>What words or phrases relate to community?</i> • <i>How does your word or phrase relate to some aspect of community?</i> • <i>"Which of the following words or phrases go together as they relate to some aspect of the concept community?"</i> • <i>How will you group this words or phrases to show a common connection?</i> • <i>What is true about community?</i> 	<ul style="list-style-type: none"> • <i>Why was this event significant to the development and advancement of community in Chicago?</i> • <i>How was historical failure a key component of community in Chicago's development and advancement?</i> • <i>How does historical failure in a community advance society?</i> • <i>What are your new or unexpected conclusions or thoughts about community?</i> • <i>How does community advance society?</i>

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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
The article is advanced reading level.	<p>VTS is an open-ended thinking and inquiry strategy which allows students to share unique perspectives and make inferences. Students articulate meaning they make from visual images.</p> <p>Taba allows for gifted learners explore questions with multiple correct answers. Questioning is open-ended and though provoking.</p>		<p>Small group and whole group instruction.</p> <p>Phases of Taba are 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- 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.

The teacher will prompt students to look at the photograph of the town of Noerdlinger in Germany. The town was formed around a crater cause by a meteoric crash into the earth.

Learners will be prompted to look at the image on the white board for 1-2 minutes in silence. After focused observation and information gathering, the teacher asks learners to describe:

- *What do you see in this image?*
- *What do you see that makes you say that?*

This sequence of questions will be asked of each student that responds to the first prompt. During the prompts, the teacher may paraphrase the students' responses, point to sections of the photograph, and give back neutral statements that neither encourage nor discourage the student's thoughts.

After several rounds, of the discussion, the teacher will continue to prompt with:

- *What else do you see?*
- *What is going on in the image?*
- *What do you see that makes you say that?*
- *What else is going on in the image?*

(the following questions are prompted towards the end of the class discussion)

- *What do you think about or envision when you hear the word community?*
- *What do you think about or envision when you hear the word society?*
- *What aspects of a community are present in the photograph?*
- *Which aspects of community are not present in the photograph?*
- *What aspects or parts of a society are present in the photograph?*
- *Which aspects of society are not present in the photograph?*
- *What aspects of this community appear to be unique?*

Although not typical of VTS, the teacher will reveal the historical impact that preceded the development of this community. The teacher will prompt with the question:

- *Now that you know the historical event that preceded development of this community, how is that historical event evident in this image?*

Upon culmination of VTS, learners will be given a digital Venn Diagram graphic organizer that compares community and society. Learners will be prompted to create a list of aspects and parts of both community and society from their own experiences and knowledge. After 10 minutes of independent work, learners will post their work on a class Padlet. After posting their work to the class Padlet, learners will be prompted to use two of the prompts below to make two class comments to other learner's posted Venn Diagrams.

- *Comment on an aspect of community or society that you did not consider. How or why was this other student's thinking novel, unique, or surprising to you?*
- *Comment on an aspect of community or society that you also listed in your work. Why is the aspect you choose to comment on, an important part of community or society?*

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.

Listing-Students will be given the article, *The Chicago Fire of 1871 and the 'Great Rebuilding'* an article on the 140th anniversary of the Chicago Fire focusing on city planning and the "Great Rebuilding." <https://www.nationalgeographic.org/article/chicago-fire-1871-and-great-rebuilding/>

As learners read the article, they will be prompted by the lead learner to list words and/or phrases which relate to some aspect of community.

The lead learner will prompt learners share their lists in a whole group setting. As learners share, the lead learner will make a comprehensive list on the white board. The lead learner may ask:

- How does your word or phrase relate to some aspect of community?

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.

Grouping and Labeling-Learners will work in small groups of 4 learners. Each group will select 20 words or phrases from the comprehensive class list that was recorded on the board. In groups, the learners will be prompted to create at least three smaller word groups based on similarities "Which of the following words or phrases go together as they relate to some aspect of the concept community?"

The lead learner will move through the classroom checking in with learner groups. The lead learner will guide learners as necessary with questions such as:

How does _____ relate to _____?

Why did you put these words together?

Why did you choose that label for this list?

The instructor will allow learner groups to come to their own conclusions. As learners finish, the learner will instruct learners to label their groups to indicate their similarity and relationship to "community".

Learners share their labels and explain what the words or phrases have in common to the whole class.

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.

Subsuming, Regrouping, Renaming

Learners groups will be challenged to regroup items. Subsuming if they are able (one group merges with another group). The new groups must be new categories (labels with some examples of words) 10 minutes

Expectations:

- Items can be used in more than one category (group)
- New labels must be assigned for the categories (groups)
- Groups must have at least 3 words per group
- Categories must be based on some aspect of the concept community

The lead learner will ask all groups to share their categories (10 minutes)

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

Generalizing

Each learner group will be asked to create a statement (generalization) which represents the concept of community". What is true about community?

Each group will present and explain their choice of generalization. The whole class will listen to generalizations of each group, complete a graphic organizer about the generalizations to

choose the generalization which most represents the concept of community. Whole group votes on the best generalization.

The lead learner asks the post-lesson questions and students will post written or oral responses in their digital portfolio drawer that is labeled "Community".

- *Why was this event significant to the development and advancement of community in Chicago?*
- *How was historical failure a key component of community in Chicago's development and advancement?*
- *How does historical failure in a community advance society?*
- *What are your new or unexpected conclusions or thoughts about community?*
- *How does community advance society?*

Final Assessment to be done during "Open Studio". Open Studio allows for the learner to complete instructional tasks over several class periods if needed. In a Please sign-up for a consultation with Ms. Gill to talk about your product after Open Studio #1.

Imagine you got to read a journal from a student that lived through and experienced the Chicago Fire of 1871. Imagine how interesting it would have been to read about their life and their experiences.

A major historical event is occurring in our lifetime right now with the Covid-19 pandemic. This historical event will no doubt change the way we live as global citizens and North Carolinians, just like the Chicago Fire of 1871 changed the city and communities of Chicago.

Create a series of journal entries that you imagine a learner might read 200 years from now. Think about "painting a picture" for this learner of the future to understand your day to day life during the pandemic.

You have creative freedom to use writing, digital arts such as videos, digital art, websites, and visual arts such as drawings, paintings, and photography. The journal may be in a digital or traditional paper format. Address the following aspects in your journal series:

- The focus of the journal is to discuss how COVID 19 cause community to advance society.
- Your point of view of the pandemic and share your experiences of life as they relate to community and how that advanced society.
- How the pandemic has changed our communities and lifestyles (include many communal aspects such as school, worship, shopping, friendships, play, work, and living in general)
 - How did life change for in your communities?
 - What was new, uncomfortable, exciting, or challenging in your communities?
 - What did you miss in your communities?
 - What changes did you embrace or enjoy in your communities?
- What are your predictions about long-term and short-term advancements on how the Covid-19 pandemic will impact community advancing society?



Parts and
Aspects that
make
COMMUNITY

Parts and
aspects that
make SOCIETY

The Chicago Fire of 1871 and the 'Great Rebuilding'
Article on the 140th anniversary of the Chicago Fire focusing on city planning and the "Great Rebuilding."

<https://www.nationalgeographic.org/article/chicago-fire-1871-and-great-rebuilding/>

TEACHER NAME		Lesson #
Ms. Gill		2
MODEL	CONTENT AREA	GRADE LEVEL
Bruner, Structure of the Discipline	Social Studies	3rd
CONCEPTUAL LENS		LESSON TOPIC
Community		City Planning
LEARNING OBJECTIVES (from State/Local Curriculum)		
<p>3.G.1.2 Compare the human and physical characteristics of places.</p> <p>3.H.1.3 Exemplify the ideas that were significant in the development of local communities and regions</p>		
THE ESSENTIAL UNDERSTANDING (What are the overarching idea students will understand because of this lesson?)		THE ESSENTIAL QUESTION (What question will be asked to lead students to "uncover" the Essential Understanding)
Community advances society.		How does community advance society?
CONTENT KNOWLEDGE (What information will students learn in this lesson?)		PROCESS SKILLS (What will students be able to do because of this lesson?)

<ul style="list-style-type: none"> • Students will know that the launch design cycle is one of many design cycles that can be implemented when creating and designing. • Places develop and change due to human and physical characteristics. • Human characteristics of a place are often reflective of a need to adapt or change the physical characteristics of an environment. • Human and cultural characteristics of a place come from human beliefs and actions. For example: bridges, houses, parks, population, language, religion, architecture, land use, density of population, language patterns, religion, etc. • Communities and regions often develop around shared philosophical ideas and common goals • Ideas concerning how people should live, work, and play may dictate the organization and development of a community or region. 	<ul style="list-style-type: none"> • Observe • Interview • Collect, organize, and analyze data • Create generalizations • Create inferences • Make predictions • Evaluate • Explain • Pose Questions • Investigate
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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:
<ul style="list-style-type: none"> • <i>What items do you see in this photograph that relate to community?</i> • <i>What experiences do you have planning and building cities in games such as Minecraft?</i> • <i>What types of communities can you plan, build, and maintain in these types of games?</i> • <i>What items relate to community in the video?</i> • <i>What items, objects, or people would you add to this community to advance the society that would live here?</i> • <i>Why would you include these items, objects, or people?</i> 	<ul style="list-style-type: none"> • <i>What is a design cycle?</i> • <i>What professions use a design cycle?</i> • <i>Why is a design cycle important when creating and planning a community?</i> • <i>Why is a design cycle important when creating and planning a community?</i> • <i>Who is a city planner?</i> • <i>Why might a city planner be necessary in a community?</i> • <i>In what ways might a city planner impact community?</i> • <i>In what ways might a city planner impact society?</i> • <i>How does the planning of a community</i> 	<ul style="list-style-type: none"> • <i>What skills does a city planner need to be effective?</i> • <i>How do these skills affect community advancing society?</i> • <i>What characteristics and personality traits does a city planner need to embody?</i> • <i>How do these characteristics affect community advancing society?</i> • <i>Why do think it is important for professionals to have ethics?</i> • <i>How does a city planner’s ethics affect community advancing society?</i>

<ul style="list-style-type: none"> • <i>What are your questions, curiosities, or excitements whilst watching this video?</i> 	<p><i>advance society?</i></p> <ul style="list-style-type: none"> • <i>What are some words or phrases that describe a city planner: What does a city planner do?</i> • <i>What are some tools city planners might use?</i> • <i>What are some skills or understandings a city planner might use?</i> • <i>What skills does an effective planner need?</i> • <i>What characteristics does an effective city planner need?</i> • <i>What ethical issues might a city planner have to think about?</i> • <i>What did you learn about being a city planner as you rotated?</i> • <i>What did you learn about listening to citizens ideas as these ideas relate to community and community planning?</i> • <i>What makes observation a powerful tool?</i> • <i>What interview skills would be important to a city planner?</i> • <i>Why would these be important skills for a city planner to possess?</i> • <i>Why is inference a powerful tool?</i> • <i>Why is prediction important to city planning?</i> • <i>How do the skills of a city planner such as observation, inference, and prediction impact community advancing society?</i> 	<ul style="list-style-type: none"> • <i>What justifications can you provide for the profile that you created?</i> • <i>How does community advance society?</i>
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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
Unique curriculum that is not included in the standard course of study including design thinking and design cycles in their application to a discipline.	Use of Bruner's Structure of the Discipline represents high levels of critical thinking and inferencing while working as a professional in the discipline.		

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.

The teacher will display a photo of a city built in the game Minecraft (see photo in appendix).

The teacher will prompt with the following questions:

- *What items do you see in this in photograph that relate to community?*
- *What experiences do you have planning and building cities in games such as Minecraft?*
- *What types of communities can you plan, build, and maintain in these types of games?*

The teacher will display a video of a large city built in Minecraft.

<https://www.planetminecraft.com/project/greenfield---new-life-size-city-project/>

As students observe the video, they will utilize a graphic organizer. The main topic of the graphic organizer is community.

- *What items relate to community in the video? **Fill these out on the front side of the graphic organizer as you watch the video.***
- *What items, objects, or people would you add to this community to advance the society that would live here? **Fill these out on the back side of the graphic organizer after the video.***
- *Why would you include these items, objects, or people?*
- *What are your questions, curiosities, or excitements whilst watching this video? **Fill these out on the bottom of the graphic organizer.***

After 10 minutes post-video, the class will be instructed to do an "inside/outside" circle share. In this instructional strategy, students on the inside will share first and the outside second. Both circles will rotate 3 to 4 times to share their ideas.

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 display John Spencer's video on the "launch cycle" a design cycle and prompt students to answer the following questions:

(<http://www.spencerauthor.com/the-launch-cycle/#:~:text=Although%20there%20are%20many%20models,The%20goal%20here%20is%20awareness.>)

- *What is a design cycle?*
- *What professions use a design cycle?*
- *Why is a design cycle important when creating and planning a community?*
- *Why is a design cycle important when creating and planning a community?*
- *Who is a city planner?*
- *Why might a city planner be necessary in a community?*
- *In what ways might a city planner impact community?*
- *In what ways might a city planner impact society?*
- *How does the planning of a community advance society?*

The teacher introduces the topic of city planner by explaining that the class will explore the discipline of design and planning.

I. FAMILIARITY WITH THE DISCIPLINE

The teacher asks:

- *What are some words or phrases that describe a city planner: What does a city planner do?*

The teacher records all student responses in a google slide. Students can call out words and phrases. When the students begin to repeat ideas or have trouble coming up with ideas, the teacher stimulates thinking by asking:

- *What are some tools city planners might use?*

Students call out ideas to be added to the list. When responses repeat or students cannot think of more ideas, the teacher asks:

- *What are some skills or understandings a city planner might use?*

The teacher records responses on the google slide.

The teacher then asks student to watch the following video the day in the life of a city planner. The teacher prompts students to observe and find other things they could say about a city planner.

<https://www.youtube.com/watch?v=NFSZC-LjZ8M> (What does a city planner do? Part I, Khan Academy)

After the students have watched the video, the teacher asks:

- What could we add to our lists:
 - *What are some words or phrases that describe a city planner: What does a city planner do?*
 - *What are some tools city planners might use?*
 - *What are some skills or understandings a city planner might use?*
- *What skills does an effective planner need?*
- *What characteristics does an effective city planner need?*
- *What ethical issues might a city planner have to think about?*

II. PRACTICING THE DISCIPLINE

The teacher has set up four "Lego lands/cities" with companion iPads with "interview videos" prior to the beginning of the lesson. "Lego lands/cities" have been set up to represent:

- Lake Land with, no road paved road infrastructures three types of "societies". Two of the religions believe in simple living and homeschool, whereas one of the religions believes in progress and public education. There are large amounts of minerals that have not been mined but have the potential to bring in revenue for the Lake Lands.
- Oceanside city with hotels for tourism, beach houses, and mixed income housing. There is a large area of protected wetlands adjacent to the beach for wildlife but a huge budget deficit in the local government.
- Farmlands with large amounts of oil underneath the land. Rural lands with mostly dirt roads and farmhouses.
- Flatlands with hot climates and a central attraction that started to bring a lot of tourism to the region. There are horse farmers on the outskirts of the city and attraction.

*******See photos and scripts for set ups.**

These four stations are different and should represent community and how a city planner must observe, interview, collect data, interpret data, and analyze data to make decisions about planning a community.

The teacher divides the class into groups of four. Students are provided an interview notebook, camera/video device (cell phone), ear buds, and a pencil. The teacher provides the following expectations for the learning experience:

- Students (groups) rotate through four stations of "Lego lands/cities" during the four rounds
- Students (groups) go to one station each round and observe the community (look at the community and watch the video once)

- Students (groups) are not permitted to speak to one another as they observe the community during each rotation, in each station.
- Students are not allowed to touch the community in each village.
- Students are to record in their notes book and/or photograph what they observe and hear.
- Students return to their groups but still may collaborate and debrief.
- Based on observation and inference, students must decide the community's current and future needs and plan the next 3 buildings or living spaces in the community. Students must provide an explanation as to why they planned the city the way that they did. For example, *how will these additions help community to advance society*. What special features did these buildings or spaces have that help meet the needs of the community and advance society? Each group member will present their plan and explanation in under a minute. The group will come to a consensus as to which plan, they would use.

Groups remain in each station 5 minutes with no conversation. Students go plan individually as a community planner for 5 minutes, then they will each give a one-minute pitch that includes:

- Inferences from what they observed
- Predictions based on what they observed
- A community plan for the next 3 buildings, infrastructures, or developed spaces based on their observations and inferences.
- How these next three infrastructures in the community will advanced society.

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.

III. REFLECTING ON THE DISCIPLINE

Once the groups have all rotated through the stations and held their "conferences", each group will present their "findings" and their agreed upon urban plan when the teacher prompts for each "Lego land/city". After all groups have presented, the teacher will debrief the learning experience by asking the following questions:

- *What did you learn about being a city planner as you rotated?*
- *What did you learn about listening to citizens ideas as these ideas relate to community and community planning?*
- *What makes observation a powerful tool for city planning?*
- *What interview skills would be important to a city planner?*
- *Why would these be important skills for a city planner to possess?*
- *Why is inference a powerful tool for city planning?*
- *Why is prediction important to city planning?*
- *How do the skills of a city planner such as observation, inference, and prediction impact community advancing society?*

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

III. CONTINUED PRACTICE AND REFLECTION

In the same small groups, students will act as a team of city planners for one of the Lego lands/cities. Students will plan, design, and build an additional sector using Legos.

Students will demonstrate understanding of their learning by using their previous experiences to show how they have used the "Launch" design cycle in order to create this new "sector". The parts of the Launch Design cycle include:

- Look, Listen, and Learn

- Ask questions
- Understanding the process or problem
- Navigating Ideas
- Creating
- Highlighting and Fixing

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

Final Assessment to be done during “Open Studio”. Please sign-up for a consultation with Ms. Gill to talk about your product.

Students are regrouped. In their new small groups of three students, students are instructed to create a “character” city planner “profile” that would create an ideal city planner personality to create a community that advances society. Students will consider the following questions.

- *What skills does a city planner need to be effective?*
- *How do these skills affect community advancing society?*
- *What characteristics and personality traits does a city planner need to embody?*
- *How do these characteristics affect community advancing society?*
- *Why do think it is important for professionals to have ethics?*
- *How does a city planner's ethics affect community advancing society?*
- *What justifications can you provide for the profile that you created?*
- *How does community advance society?*

The teacher will prompt learners to reflect on or think about how the city planner considers community and society in making decisions about planning for the future of a city. Each group posts their personality “profile”. One by one, groups present their profiles, justifications, and their final statement on *How does community advance society?*



<https://www.planetminecraft.com/>

<https://www.youtube.com/watch?v=NFSZC-LjZ8M> (What does a city planner do? Part I, Khan Academy)

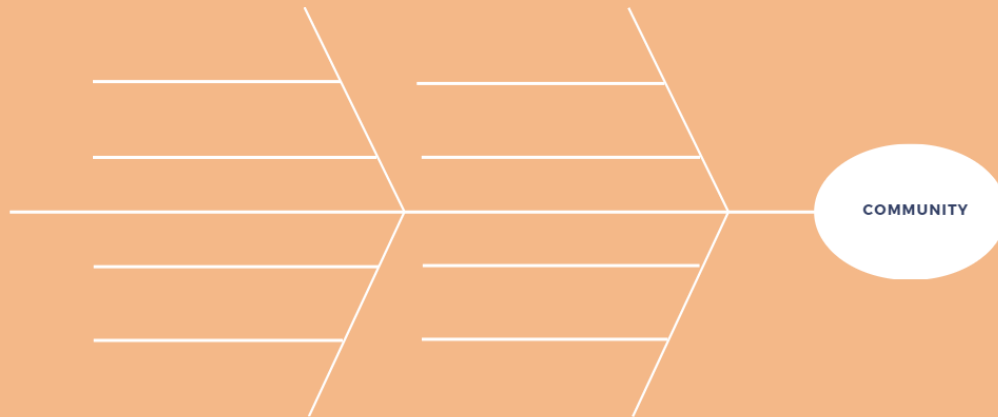
<https://www.planetminecraft.com/project/greenfield---new-life-size-city-project/> (Minecraft large city video)

<http://www.spencerauthor.com/the-launch-cycle/> (Launch/Design Cycle John Spencer)

Community

MINDMAP

What items relate to community in the video?



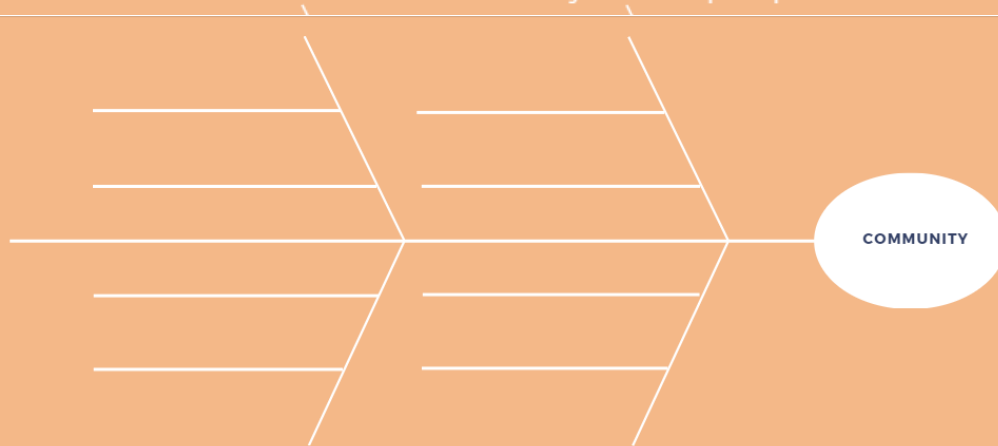
What are your questions, curiosities, or excitements whilst watching this video?:

Community

MINDMAP

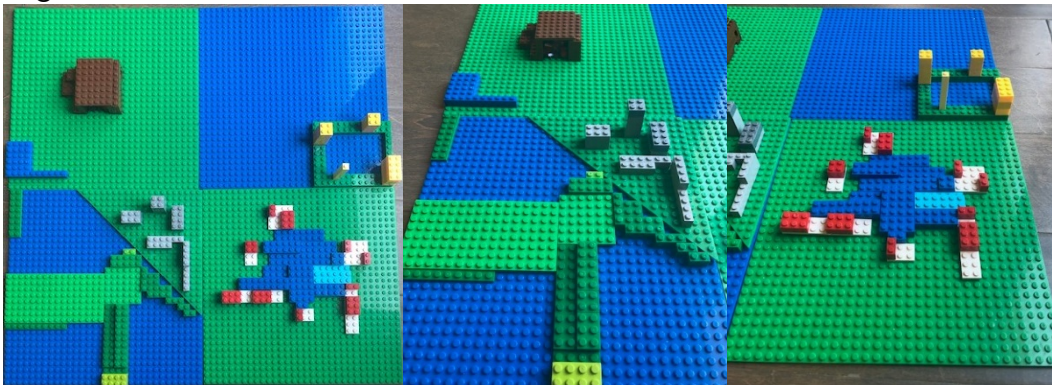
What items, objects, or people would you add to this community to advance the society that would live here? Why would

you include these items, objects or people?

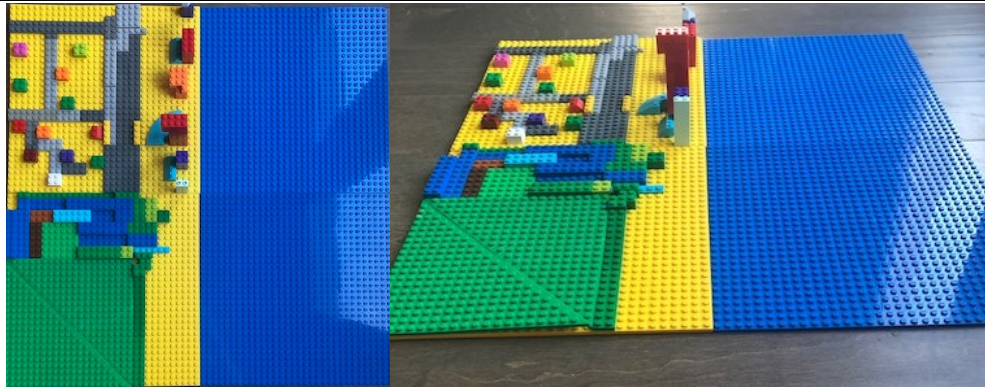


What are your questions, curiosities, or excitements whilst watching this video?:

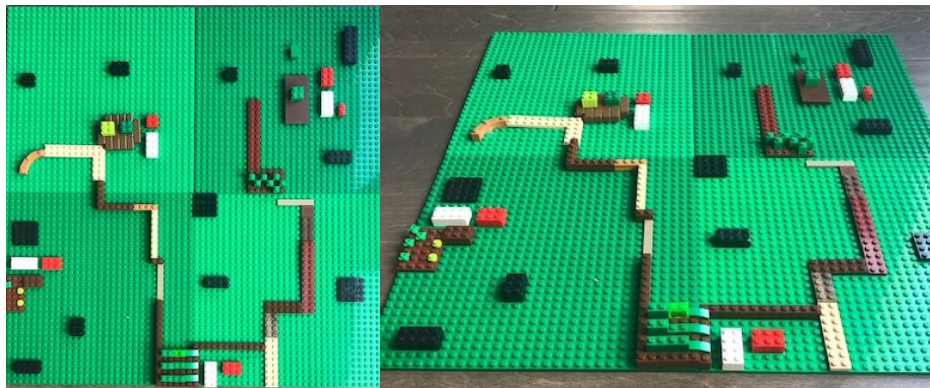
Lego Communities Photos



Lake Land Photos



Oceanside Photos



Farmland Photos



Flatland Photos

Scripts for interviewed community members:

Scripts for Videos

My large family and I live in a beautiful community and I am speaking about both the people and the land. Me and my children hunt and fish on the land and rely on the land for our food. It is part of our cultural heritage to take care of the land and the animals of our land. My children do not attend a public school but are taught by several mothers and fathers of our community.

Lakeland Resident #2

My children and I live in a beautiful community. We live in a building that houses several families and we love the community in our building and neighborhood. We would love to see more stores, libraries, and museums in our neighborhood. My children attend public school and ride a city bus to get to the school every day.

Oceanside City Resident #1

I love kayaking and backpacking through the unspoiled lands of our community. I run a non-profit organization that protects wildlife and land for future generations.

Oceanside City Resident #2

I run a restaurant and gift shop that relies on the seasonal tourism. It is important to me that we continue to develop our lands with more attractions and hotels to bring in more tourism.

Farmland Community Resident #1

We have generations of families that have continued to work the land that we live on. I would like to see our land unspoiled by future developments so that we can continue the time-honored work in our community.

Farmland Community Resident #2

I inherited a lot of land from my grandfather. Our family moved away ten years ago, but since my grandfather's passing, we have returned. We have mineral rights under our land that could make us millions of dollars.

Flat Land Resident #1

Our family all have careers and jobs at the local attraction. We believe that we need to continue to develop our attractions to attract more paying customers.

Flat Land Resident #2

Our family lives just outside the attraction area. We raise prize-winning horses and love the land we live on.

TEACHER NAME		Lesson #
Ms. Gill		3
MODEL	CONTENT AREA	GRADE LEVEL
Visual Thinking Strategies	ELA and Social Studies	3rd
CONCEPTUAL LENS		LESSON TOPIC
Community		Cultural Diversity
LEARNING OBJECTIVES (from State/Local Curriculum)		
<p>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.</p> <p>3.C.1.1 Compare languages, foods and traditions of various groups living in local and regional communities.</p>		
THE ESSENTIAL UNDERSTANDING (What is the overarching idea students will understand because of this lesson?)		THE ESSENTIAL QUESTION (What question will be asked to lead students to “uncover” the Essential Understanding)
Community advances society.		How does community advance society?
CONTENT KNOWLEDGE (What information will students learn in this lesson?)		PROCESS SKILLS (What will students be able to do because of this lesson?)
<ul style="list-style-type: none"> • Values, beliefs, and traditions often determine how people live in a community. • In a community cultural tradition contributes to the cultural diversity of places. • The diversity of a community may provide positive benefits to people that choose to live within it. • Not all people speak the same languages, eat the same foods, or have the same values and traditions in society. • Sharing, cultural empathy and an atmosphere of respect allow people in a community to get along. 		<ul style="list-style-type: none"> • Analyze. • Explain. • Think critically. • Inference. • Dialogue. • Access, organize, and synthesize information. • Evaluate.

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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<ul style="list-style-type: none"> • <i>What do you think about when you hear the word, diversity?</i> • <i>What do you think about when you hear the word, diversity?</i> • <i>How does diversity fit into society?</i> • <i>How does diversity fit into community?</i> • <i>What items should be considered when discussing diversity in community?</i> • <i>What is culture?</i> • <i>Where does culture fit in with community?</i> • <i>Where does culture fit in with society?</i> • <i>What is tradition?</i> • <i>What role do values, beliefs, and traditions play in a community?</i> • <i>Why is this (are values, beliefs, and traditions) important to your family and your community?</i> • <i>Why did you choose to write and draw about this?</i> • <i>From where or from whom did this tradition, value, or belief start or come from?</i> • <i>How do your traditions, and the traditions of others contribute to community?</i> • <i>How community traditions contribute to society?</i> • 	<ul style="list-style-type: none"> • <i>What do you see?</i> • <i>What else do you see?</i> • <i>What is going on in the picture?</i> • <i>What do you see that makes you say that?</i> • <i>What are the people in the picture doing?</i> • <i>What do you see that makes you say that?</i> • <i>What else are they doing?</i> • <i>What do you see that makes you feel this is an example of diversity?</i> • <i>What do you see that makes you say that?</i> • <i>How are cultural values, beliefs, and traditions represented in the photo?</i> • <i>What do you see that makes you say that?</i> • <i>What elements of community are present in the photograph?</i> • <i>What do you see that makes you say that?</i> • <i>What elements of society are present in the photograph?</i> • <i>What do you see that makes you say that?</i> • <i>Although these customs may seem unfamiliar at first, how might these customs be like your own?</i> • <i>What do you see that makes you say that?</i> • <i>Why is there value in diversity in community?</i> • <i>Why is there value in diversity in society?</i> • <i>How does this photo exemplify cultural diversity?</i> • <i>How does the community's cultural diversity represented in the image provide evidence of advancement of community?</i> 	<ul style="list-style-type: none"> • <i>What do you see?</i> • <i>What do you see that makes you say that?</i> • <i>What else do you see?</i> • <i>How does this photo exemplify cultural diversity that advances a community and society?</i> • <i>What evidence can you provide to explain your thinking.</i> • <i>How does it provide evidence of advancement of society?</i> • <i>How would a lack of cultural diversity in a community impact society?</i> • <i>How would the advancement of society be affected?</i> • <i>How does community advance society?</i>
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	<ul style="list-style-type: none">• <i>How does it provide evidence of advancement of society?</i>• <i>What would a world look like where cultural diversity did not exist?</i>	
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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
The artwork used in this lesson is unfamiliar to students and may express/illustrate concepts which are not usually a part of the curriculum at this grade level.	VTS is an open-ended thinking and inquiry strategy which allows students to share unique perspectives and make inferences. Students articulate meaning they make from visual images.		This is a student led lesson.

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.

As students enter the room, photograph #1 will be displayed on the whiteboard. The teacher will prompt with the following questions:

- *What do you think about when you hear the word, diversity?*
- *How does diversity fit into society?*
- *How does diversity fit into community?*
- *What items should be considered when discussing diversity in community?*

The teacher will display photo #2 and prompt with the following questions:

- *What is culture?*
- *Where does culture fit in with community?*
- *Where does culture fit in with society?*
- *What is tradition?*
- *What role do values, beliefs, and traditions play in a community?*

Students are given a sheet of white drawing paper. Students are instructed to think of and list many, varied, and unique ways in which their family and community has values, beliefs, and traditions on the back of the drawing paper (3 minutes).

Students are then asked to create an illustration and write a description of the value, belief, or tradition that they believe is the most unique to their family (in other words, think of a value, belief, or tradition you think no one else in the room will have. (Student may write first then draw or draw and write.) Students will be instructed to use the entirety of their 25 minutes to complete the task and the teacher will set a timer on the board.

Once students have completed their illustrations and descriptions, the teacher will facilitate a whole group conversation.

The teacher will ask students to share their writings and illustrations. As students share their products, the teacher asks:

- *Why is this (are values, beliefs, and traditions) important to your family and your community?*
- *Why did you choose to write and draw about this?*
- *From where or from whom did this tradition, value, or belief start or come from?*
- *How do your traditions, and the traditions of others contribute to community?*
- *How community traditions contribute to society?*

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 prompt students to look at the image on the white board for 2 minutes in silence and prompt them to gather as much information as they can from the photo. After 2 minutes of focused observation and information gathering, the teacher asks students:

- *What do you see in this image?*
- *What do you see that makes you say that?*
- *What else do you see?*

This sequence of questions will be asked of each student that responds to the first prompt. During the prompts, the teacher may paraphrase the students' responses, point to sections of the photograph, and give back neutral statements that neither encourage nor discourage the student's thoughts.

After several rounds, of the discussion, the teacher will continue to prompt with:

- *What else do you see?*
- *What is going on in the image?*
- *What do you see that makes you say that?*
- *What else is going on in the image?*

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.

After 20 minutes of discussion, the teacher will present additional questions (in the list below) to connect back to the concept and the theme. Students will take a photograph of the second image projected on the screen on their iPad and place it in their ongoing VTS digital portfolio (google slides) and on the following slides they will answer the following questions:

- *What elements of community are present in the photograph?*
- *What do you see that makes you say that?*
- *What elements of society are present in the photograph?*
- *What do you see that makes you say that?*

- *Although these customs may seem unfamiliar at first, how might these customs be like your own?*

- *What do you see that makes you say that?*

- *Why is there value in diversity in community?*
- *Why is there value in diversity in society?*

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

In the final round, students will be the "curators". Students will be instructed to find one photo that they feel best depicts that cultural diversity in community advances society. They will upload the one photograph to class "Padlet". After uploading, they will choose a classmate's curated photograph, and copy and paste the photograph into their VTS learning portfolio. They will answer the following question in their digital portfolio:

Question:

- *How does this photo exemplify cultural diversity?*
- *How does the community's cultural diversity represented in the image provide evidence of advancement of community?*
- *How does it provide evidence of advancement of society?*
- *What evidence can you provide to explain your thinking?*

How would a lack of cultural diversity in a community impact society? How would the advancement of society be affected?

In four or more sentences, take a stance on why this would be positive or negative for a community. Make sure to include the following components in your writing:

- An opening or introductory statement.
- Evidence or reasons that support your opinion.
- A concluding statement or sentence.

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

Each student will present their paragraph to two other students, taking turns to listen and present to each other.

Final Assessment:

Using a “Flip grid”, student will record an oral response to the following prompt or students may create an additional slide in their VTS portfolio and answer the question in written format.

Based on the learning we have done today, how would you respond to the following question:

How does community advance society?

Photo#1



Photo#2



Photo #3



Photo #2

New York Times *What's Going on in this Picture?* February 10, 2020. Matthew Abbott for The New York Times

Photo # 3

A York Times, *What's Going on in this Picture* for March 2, 2020. AliJarekji/Reuters B

TEACHER NAME		Lesson #
Ms. Gill		4
MODEL	CONTENT AREA	GRADE LEVEL
Kohlberg's Moral Development	ELA/Social Studies	3rd grade
CONCEPTUAL LENS		LESSON TOPIC
Community		Progress vs. Tradition
LEARNING OBJECTIVES (from State/Local Curriculum)		
<p>3.H.1.3 Exemplify the ideas that were significant in the development of local communities and regions.</p> <p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on one, in groups, and teacher-led) with diverse partners on grade three topics and texts, building on others' ideas and expressing their own clearly.</p>		
THE ESSENTIAL UNDERSTANDING (What is the overarching idea students will understand because of this lesson?)		THE ESSENTIAL QUESTION (What question will be asked to lead students to "uncover" the Essential Understanding)
Community advances society.		How does community advance society?
CONTENT KNOWLEDGE (What information will students learn in this lesson?)		PROCESS SKILLS (What will students be able to do because of this lesson?)
<ul style="list-style-type: none"> Communities and regions often develop around shared philosophical ideas and common goals. Ideas of how people live, work, and play can dictate the organization and development of a community or region. Conflict over ideas between groups can lead to compromise on how to live within a community. Examples of ideas that lead to the development of a local community or region. 		<p>Students will be able to....</p> <ul style="list-style-type: none"> Analyze Summarize Clarify Discuss Formulate opinion Persuade Infer Support reasoning Explain

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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<ul style="list-style-type: none"> • How should we define tradition in community? • In what ways do historical buildings and/or monuments represent community? • How do the existence of historical buildings and monuments in a community advance society? • How does progress in a community advance society? • What is the relationship between the loss of historical structures in a community and the community? • What is the relationship between the loss of historical structures in a community and its society? • Which #hashtags are about traditions? • How might you explain your answer? • Which #hashtags are about progress? • How might you explain your answer? • In your opinion, how does progress in a community advance society? • What is an example of progress in a community that has advanced society? • In your opinion, how does tradition advance society? • What is an example of tradition in a community that advances society? 	<ul style="list-style-type: none"> • Without taking a stance, what are the facts of this situation? • What is being asked of the city planner? • What is a dilemma? • How does the city planner's situation represent a dilemma? • What are the factors that the city planner must consider? • How is community related to this dilemma? • How is society related to this dilemma? • What are the perspectives of the community? • What are the perspectives of society? • How do these perspectives inform your stance or position? • What is your understanding of the dilemma? • What was your original stance? • What are your two pieces of supporting evidence to support your stance? • What is your explanation of how other's points of views altered your understanding of the dilemma? • What is your final stance with one or two supporting reasons for the stance? • What is your stance on progress vs. tradition as it relates to community 	<ul style="list-style-type: none"> • Thinking beyond historical buildings, what additional community traditions that are kept alive advance society? • During the Covid-19 pandemic, what community traditions were altered in community to advance society? • How did/do these altered traditions create/represent dilemmas in the community? • How did/do these altered traditions create/represent dilemmas in society? • What additional traditions in community should be eliminated or altered to advance society? • How does conflict over ideas influence community and the advancement of society? • How does community advance society?
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	<i>advancing society?</i>	
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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>The photographs used in this lesson are unfamiliar to students and may express/illustrate concepts which are not usually a part of the curriculum at this grade level.</p> <p>The content is above grade level and unique to the curriculum.</p>	<p>Kohlberg's Stages of Moral Development require students to engage in high level process skills to make decisions and establish a position by using reasoning.</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.

To begin the lesson, the teacher will display a photograph of the Notre Dame de Paris. The teacher will give a brief background on the image and then prompt with the following questions:

- *How should we define tradition in community?*
- *In what ways do historical buildings and/or monuments represent community?*
- *How do the existence of historical buildings and monuments in a community advance society?*
- *How does progress in a community advance society?*
- *What is the relationship between the loss of historical structures in a community and the community?*
- *What is the relationship between the loss of historical structures in a community and its society?*

The teacher will display two photographs one after the other. The first photograph is an image of the Notre Dame-de Paris cathedral burning down in April of 2019. The second photograph is of a Confederate monument.

The teacher will ask, *what is a #hashtag? What are #hashtags used for in social media?* The teacher will summarize the learner's answers and fill-in any gaps. The teacher will prompt students to come up with one “#” hashtag for each photo that he or she feels best summarizes each photograph and the teacher will prompt learners to hang their #hashtags after 3 minutes of think time.

The teacher will say "now I am going to read out the #hashtags.

- *Which #hashtags are about traditions?*

- How might you explain your answer?
- Which #hashtags are about progress?
- How might you explain your answer?
- In your opinion, how does progress in a community advance society?
- What is an example of progress in a community that has advanced society?
- In your opinion, how does tradition advance society?
- What is an example of tradition in a community that advances society?

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.

STEP 1

The teacher will introduce and clarify the nature of the dilemma.

The teacher says: Dilemmas are present in our lives and in the lives of characters in the narratives you read. Our decisions amidst dilemmas most often impact many people, not just ourselves.

The teacher redefines “dilemma” as a situation that exists in everyday life. Remind students that dilemmas cause us to think critically and reflectively about the reasons we use to make difficult decisions. People often use morality or ethics, as a basis for decision-making.

The teacher will prompt learners to add to their “ethical dilemma” digital portfolio. Learners will take a photograph of the short scenario about Clara the city planner and add it to their digital portfolio. Learners will be prompted to read the scenario. After several minutes, the teacher prompts learners to clarify the facts of the situation by asking the following questions.

- Without taking a stance, what are the facts of this situation?
- What is being asked of the city planner?
- What is a dilemma?
- How does the city planner’s situation represent a dilemma?
- What are the factors that the city planner must consider?

Clara is the head city planner for the town of Mason Rock, NC. Mason Rock is known for its historical architectural homes and buildings. Many people from around the United States visit Mason Rock to tour the historical home district which brings in various tourism streams of revenue for the city. The town of Mason Rock has fallen on hard economic due to a global pandemic that is causing sickness and death worldwide. The global pandemic has caused the historical sites to shut down. Restaurants and gift shops are closed or on limited hours. Folks are staying home. Workers have lost jobs or have had wages temporarily reduced by the impact of the pandemic.

Clara received an application from a construction developer that has proposed a series of high-rise buildings that will consist of apartments, grocery stores, playgrounds, a state-of-the-art hospital, and retail spaces. The construction developer has vowed to keep 25% of the apartments reserved to accommodate renters with a low income for a period of ten years. The construction developer has also promised to hire over 100 displaced workers from the recently closed industry. The proposed high-rise building would be built on ten of the 100 historical home lots, meaning that ten of the homes would have to be demolished for the new high rises to be built.

Clara has conducted interviews with over 200 citizens and collected an additional 400 surveys from the citizens of Mason Rock from all cultural backgrounds, economical statuses, and from ages 18-85. Her data suggests that about 50% are in favor of the new high rises and 50% are not. Clara has also consulted with her colleagues and various professionals about the impacts of both plans. Again, Clara has received mixed responses from colleagues and the professionals on the course of action the city should take.

How should Clara proceed as the head city planner with this proposed application?

STEP 2

Learners will clarify the facts of the situation and identify the issues involved.

The teacher prompts learners to clarify the facts of the situation by asking the following questions.

- *How is community related to this dilemma?*
- *How is society related to this dilemma?*
- *What are the perspectives of the community?*
- *What are the perspectives of society?*
- *How do these perspectives inform your stance or position?*

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.

STEP 3

Learners identify a tentative position on the action the central character and should take and state one or two reasons for that position.

The teacher asks learners to individually respond to the ethical dilemma by typing their stance into their Google slide presentation on Clara's ethical decision. Additionally, learners will be prompted to have one or two reasons to support their decision.

STEP 4

Teacher will divide the class into small group for discussion. In small groups, of no more than 4 learners, learners will share their reasons for the position they have taken. Learners should practice accountable and respectful listening and speaking with each other. Additionally, learners will try and persuade their group on their stance but also be willing to come to a consensus (if possible) about their stance and reasoning behind their stance.

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

STEP 5

Reconvene the class for a full class discussion of the dilemma –The class will convene into a whole group. One person from each group will read their group's stance and reasons supporting

the stance. The whole class will have the benefit of hearing each other's ideas and reasonings.

Evaluate: This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies. Students return to their seats to work independently.

STEP 6

Teacher will prompt learners to reevaluate their original positions individually.

As a final piece in their Ethical Dilemma Digital Portfolio, learners will create a video diary response stating the following components:

- *What is your understanding of the dilemma?*
- *What was your original stance? What are your two pieces of supporting evidence to support your stance?*
- *What is your explanation of how other's points of views altered your understanding of the dilemma?*
- *What is your final stance with one or two supporting reasons for the stance?*

Learners will post these to "Flip grid" as well as to their own digital portfolio of learning.

Lastly, learners will respond in written format to the following questions in their Concept and Essential Understanding Digital Portfolio:

- *Thinking beyond historical buildings, what additional community traditions that are kept alive advance society?*
- *During the Covid-19 pandemic, what community traditions were altered in community to advance society?*
- *How did/do these altered traditions create/represent dilemmas in the community?*
- *How did/do these altered traditions create/represent dilemmas in society?*
- *What additional traditions community should be eliminated or altered to advance society?*
- *How does conflict over ideas influence community and the advancement of society?*
- *How does community advance society?*



https://en.wikipedia.org/wiki/Notre-Dame_de_Paris#/media/File:Cath%C3%A9drale_Notre-Dame_de_Paris,_3_June_2010.jpg



<https://www.chicagotribune.com/business/ct-biz-notre-dame-cathedral-funding-repairs-20190614-story.html>



<https://news.northeastern.edu/2020/06/11/why-is-there-a-renewed-push-to-bring-down-confederate-monuments-after-george-floyds-death/>

Ethical Dilemma

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How should Clara proceed as the head city planner with this proposed application?

Unit Resources and References

Lesson 1

Images



<https://www.amusingplanet.com/2008/08/nordlingen-town-inside-meteorite-crater.html>

Nordlingen, Germany is in the middle of a giant crater created 15 million years ago when a huge asteroid came crashing through the atmosphere. The existing community is a result of building in conjunction with the environmental conditions.

Additional reading content for learners about Nordlingen, Germany

Nalewicki, Jennifer. "This German Town Is Embedded with Millions of Tiny Diamonds." Smithsonian Magazine. Accessed July 24, 2020.

<https://www.smithsonianmag.com/travel/german-town-contains-millions-diamonds-180961467/>.

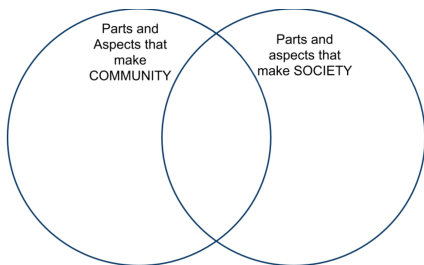
Articles

Society, National Geographic. "The Chicago Fire of 1871 and the 'Great Rebuilding.'" National Geographic Society, January 25, 2011.

<http://www.nationalgeographic.org/article/chicago-fire-1871-and-great-rebuilding/>.

National Geographic provides specific educational content about The Chicago Fire of 1871. The information is leveled towards grade levels 5-12th. The website provides multiple images, the article, and vocabulary.

Instructional Materials



Venn Diagram for learners to compare and contrast parts and aspects of community and society.

Lesson 2

Images



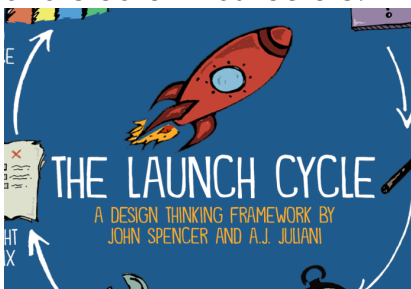
This is an image of a city conceived and constructed in the game Minecraft. Minecraft is a game that is appealing to learners of all ages and allows learners to build and create infrastructure.

Videos



<https://www.planetminecraft.com/project/greenfield---new-life-size-city-project/>

This is a video of a detailed city conceived and constructed in the game Minecraft. Minecraft is a game that is appealing to learners of all ages and allows learners to build and create infrastructure.



<http://www.spencerauthor.com/the-launch-cycle/#:~:text=Although%20there%20are%20many%20models,The%20goal%20here%20is%20awareness.>

John Spencer, an educator has developed a learner friendly design cycle called "The Launch Cycle". From John Spencer's website: "The term "design thinking" is often attached to makerspaces and STEM labs. However, design thinking is bigger than STEM. It begins with the premise of tapping into student curiosity and allowing them to create, test and re-create until they eventually ship what they made to a real audience (sometimes global but often local). Design thinking is not a subject or a topic or a class. It's more of way of solving problems that encourages risk-taking and creativity."



<https://www.youtube.com/watch?v=NFSZC-LjZ8M>

This video is brought to students by the Khan Academy, a free online resource and school. This video along with several other can be found in the Career and Personal Finance section of the website: <https://www.khanacademy.org/college-careers-more/careers-and-personal-finance> the video details specifics about a career in city planning.

Instructional Materials

The mind map graphic organizer that will be utilized during the Minecraft video in the engage and connect section of the lesson plan.

Community
MINDMAP
What items relate to community in the video?

COMMUNITY

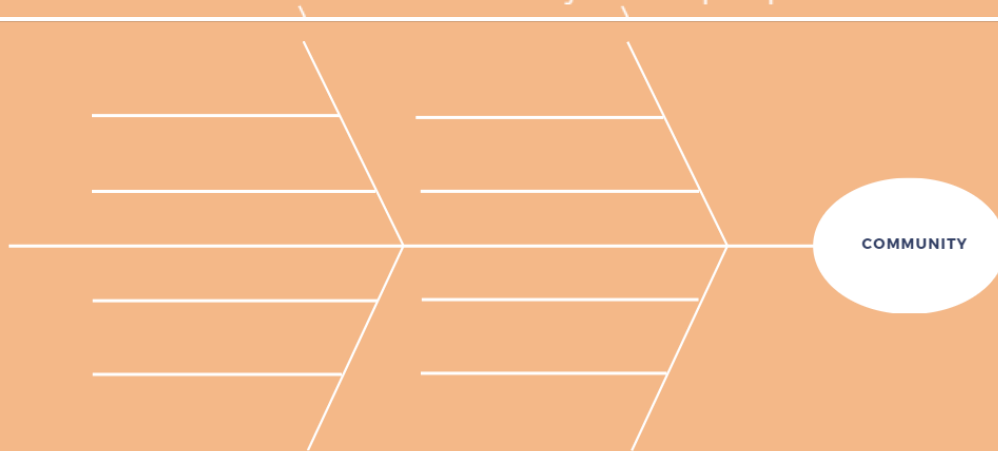
What are your questions, curiosities, or excitements whilst watching this video?:

Community

MINDMAP

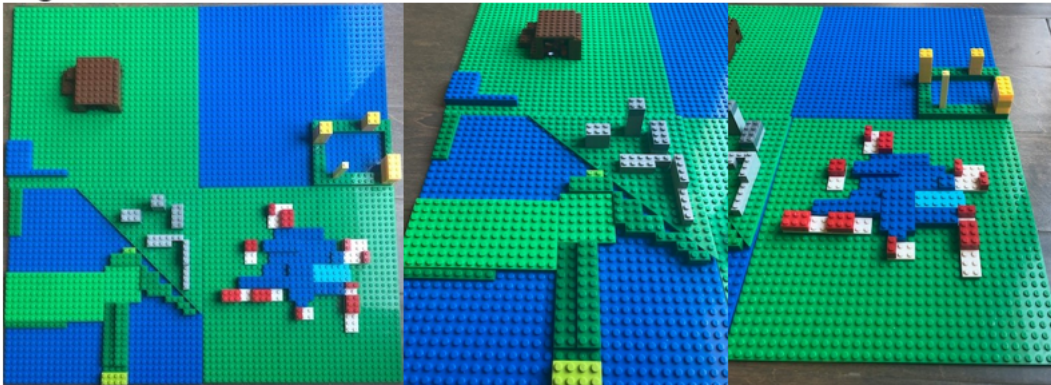
What items, objects, or people would you add to this community to advance the society that would live here? Why would

you include these items, objects or people?



What are your questions, curiosities, or excitements whilst watching this video?:

Lego Communities Photos



Lake Land Photos

Lake Land with, no road paved road infrastructures three types of "societies". Two of the religions believe in simple living and homeschool, whereas one of the religions believes in

progress and public education. There are large amounts of minerals that have not been mined but have the potential to bring in revenue for the Lake Lands.



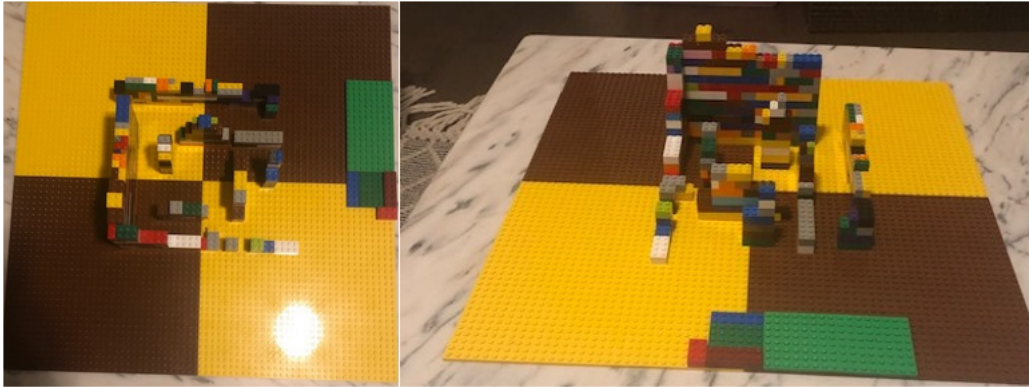
Oceanside Photos

Oceanside city with hotels for tourism, beach houses, and mixed income housing. There is a large area of protected wetlands adjacent to the beach for wildlife but a huge budget deficit in the local government.



Farmland Photos

Farmlands with large amounts of oil underneath the land. Rural lands with mostly dirt roads and farmhouses.



Flatland Photos

Flatlands with hot climates and a central attraction that started to bring a lot of tourism to the region. There are horse farmers on the outskirts of the city and attraction.

Scripts for interviewed community members:

Scripts for Videos

Lake Resident #1

My large family and I live in a beautiful community and I am speaking about both the people and the land. Me and my children hunt and fish on the land and rely on the land for our food. It is part of our cultural heritage to take care of the land and the animals of our land. My children do not attend a public school but are taught by several mothers and fathers of our community.

Lakeland Resident #2

My two children and I live in a beautiful community. We live in a building that houses several families and we love the community in our building and neighborhood. We would love to see more stores, libraries, and museums in our neighborhood. My children attend public school and ride a city bus to get to the school every day.

Oceanside City Resident #1

I love kayaking and backpacking through the unspoiled lands of our community. I run a non-profit organization that protects wildlife and land for future generations.

Oceanside City Resident #2

I run a restaurant and gift shop that relies on the seasonal tourism. It is important to me that we continue to develop our lands with more attractions and hotels to bring in more tourism.

Farmland Community Resident #1

We have generations of families that have continued to work the land that we live on. I would like to see our land unspoiled by future developments so that we can continue the time-honored work in our community.

Farmland Community Resident #2

I inherited a lot of land from my grandfather. Our family moved away ten years ago, but since my grandfather's passing, we have returned. We have mineral rights under our land that could make us millions of dollars.

Flat Land Resident #1

Our family all have careers and jobs at the local attraction. We believe that we need to continue to develop our attractions, to attract more paying customers.

Flat Land Resident #2

Our family lives just outside the attraction area. We raise prize-winning horses and love the land we live on.

Lesson 3

Images



<https://www.gettyimages.com/detail/photo/say-cheese-for-success-royalty-free-image/514325215?adppopup=true>

Photo #1 is intended to start the conversation of diversity in a community.



Photo #2

New York Times *What's Going on in this Picture?* February 10, 2020. Matthew Abbott for The New York Times

<https://www.nytimes.com/2020/02/09/learning/whats-going-on-in-this-picture-feb-10-2020.html>

Photo #2 is intended to show diversity in cultural traditions.



Photo # 3

A York Times, *What's Going on in this Picture?* March 9, 2020. AliJarekji/Reuters B

<https://www.nytimes.com/2020/03/08/learning/whats-going-on-in-this-picture-march-9-2020.html>

Photo #3 is intended to diversity and similarities in cultural traditions.

Lesson 4

Images



Notre Dame de Paris

https://en.wikipedia.org/wiki/Notre-Dame_de_Paris#/media/File:Cath%C3%A9drale_Notre-Dame_de_Paris,_3_June_2010.jpg

This photograph is intended to start the conversation on how historical buildings are part of traditions in a community.



Notre Dame de Paris after the April 15, 2019 fire.

<https://www.chicagotribune.com/business/ct-biz-notre-dame-cathedral-funding-repairs-20190614-story.html>

This photograph is intended to depict historical buildings as important artifacts that preserve traditions and history in a community.



Robert E. Lee Confederate Monument in Richmond, Virginia on June 7, 2020

<https://news.northeastern.edu/2020/06/11/why-is-there-a-renewed-push-to-bring-down-confederate-monuments-after-george-floyds-death/>

This photograph is intended to show why historical buildings or monuments might need to be altered, changed, or removed for progress in society to take place.