

Bull City Shenanigans

Exploring Durham to provoke discovery



By Megan Shelburne
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Introduction

Rationale

This unit is designed to engage students in critical thinking, creativity, and real-world settings. Many students do not have the opportunities to physically explore all of the places and sites this unit seeks to educate them about. Allowing them to use their own interests to guide their explorations of their home will help them to engage with Durham in new and exciting ways. It is designed to engage students in critical thinking, creativity, and real-world settings. There are so many things to do, see, and experience right here in Durham. Students can be limited in their opportunities to explore the city because of time, money, availability, among other inhibiting factors. This unit allows them the time, space, and availability to seek out all Durham has to offer. Allowing them to use their own interests to guide their explorations will help them to engage with Durham in a new and exciting way. Engaging with their surroundings, virtually or otherwise, will help them to see the ways in which history has influenced the many unique aspects of our city as well as help them to see the ways in which they too can contribute to the future of our city. Exploring Durham in this way will provoke students to make their own discoveries that they can enjoy for years to come.

Differentiation for Gifted Learners

This unit is specifically designed for gifted students, but can most definitely be used in a general education classroom. This unit has potential to exhilarate students of various abilities, backgrounds, and demographics and provoke them to engage in valuable thinking, learning, and creating. While creating this unit, I carefully thought through the ways in which the content, process, product, and learning environment were suitable to meet the needs of a gifted learner.

Content

The content used in this unit is appropriate for gifted students for many reasons. One of which is the use of authentic literature used by travel agents, historians, tourists, and locals. Gifted students tend to be advanced in intellectual and linguistic abilities and authentic texts tend to challenge them. When exposed to these texts students are more likely to engage in higher order thinking and inquiry-based discussions. In this unit students will be given the opportunity to analyze, discuss, and utilize literature produced for adults to use when they're trying to plan a trip to Durham. Their performance task asks them to become a travel agent for the city. Using resources that would be used by a travel agent allows them to engage in a real-world experience.

Process

Each of the four lessons compiled in this unit utilize a different instructional model that is suited for gifted learners. The first lesson uses the Taba lesson plan model. This model Requires students to engage with content through listing, categorizing, labeling, and recategorizing. Students are able to delve into the concept of exploration through the processes outlined in this model. Students will be required to think critically and flexibly about the content they are engaging with as well as practice working collaboratively with their peers. The second lesson utilizes a socratic seminar. This model supports the deep exploration of a text through collaborative dialogue and constant questioning. It requires that students participate in a close read and then they have the opportunity to form their own questions. Following the formation of their own questions, student must participate by engaging in a collaborative conversation among their peers. This learning is student driven and clear guidelines are put into place to ensure the environment is safe for all students to participate. The

model used for lesson three is a simulation. This places students in an immersive learning environment that models the problems and complexity of the real world. Lastly, lesson four will follow the questioning instructional model which allows students the opportunity to engage with high level questions, requiring them to think critically about academic content. A large part of this lesson will ask students to reflect and self-evaluate their final products. This skill is particularly important for critical thinking and student growth. Students will be required to think about, answer, and develop their own questions pertaining to how exploration provokes discovery.

Product

Student pairs will be expected create a product that represents significant knowledge about our city as well as an understanding of the constraints that hinder a family from participating in various activities. Additionally, student pairs will present their information in a way that will entice families to visit and enjoy Durham. They will be asked to include examples of our city's vibrant history, increasing diversity, unique attributes, various food options, and cost-effective activities. The autonomy to create a product of their choice including various sites that peak their interest will be motivating to gifted students. They will be challenged to use the knowledge they have gained throughout the lessons to create their product.

Learning Environment

Students will be expected to participate in various types of learning structures. Students will be asked to work independently, in partners, in small groups, and in a large group. They will be required to collaborate with their peers and specifically their partner with whom they will design a final product. Students will need to be self-aware and self-reflective as they work to attain knowledge throughout the unit that will ensure their success with their final product. Students must participate in class discussions and small group conversations. Students will respond in written form as well as verbally throughout the unit. Students will also get to practice giving and receiving feedback from their peers. This can be particularly difficult for many. Students will build comradery with their peers as they work together throughout the lesson. Each individual student will be essential in creating a safe and conducive classroom community imperative to the success of this unit experience.

Description of population of gifted children for whom the unit is intended

This unit is intended for any group of gifted children. Though it is designed with students in 3rd-5th grades in mind, with the adaptation of the standards to meet that of older or younger students, it could easily serve those groups as well. Ideally, the group would be diverse in socioeconomic background, interests, achievement levels, and talents. Many students I have interacted with have had the opportunity to experience many of the unique features Durham has to offer. However, many students have not had those same opportunities and that should not inhibit their ability to access this unit. In fact, in maybe in their favor to be able to explore various aspects of our city without prior judgements or ideas. Because the unit allows students to explore on their own, their interests can certainly guide them. This aspect makes the unit accessible and entertaining for any student. Self-driven research keeps gifted student engaged and interested. This unit also caters to a wide range of achievers. Much of their research will be self-guided. There are no specific quantitative limitations for their final product, however, there are minimal characteristics that will need to be addressed. It will likely be more informative for high achieving, driven students, because they will explore more completely leading them to more discoveries. However, it is still relevant for those students who are less inclined to high achievement. This unit is highly adaptable for students. The goal is for them to create a product they can actually use. This means something that relates to their specific background, family structure,

socioeconomic background, and interests. There are not many limits to what they can do which makes the unit easily accessible to many various types of learners. As outlined above the content used in this unit is authentic and much of it changes with the season. This fact makes it unlikely that students have engaged with this specific content so no student is at an advantage or disadvantage. The processes used in this unit may be familiar to some and not as familiar to others. However, all processes will be taught and explained as to be accessible for all students. Creating a learning culture within your group of students is essential for the success of the unit.

Goals & Outcomes

<p>Content Goal- To develop an understanding of Durham and the history that shaped the city we see today.</p>	<p>Students will be able to...</p> <p>Understand Durham's current culture is largely shaped by Durham past.</p> <p>Describe how the availability of and access to resources may limit and challenge creativity</p>
<p>Process Goal- To develop skills that will assist students in drawing conclusions, making inquiries, and organizing information.</p>	<p>Students will be able to...</p> <p>Apply and analyze critical thinking skills needed for innovation and creativity</p> <p>Collect, organize, and analyze information.</p> <p>Make generalizations and predictions</p> <p>Research and analyze in order to determine significance</p> <p>Interpret texts and illustrations</p>
<p>Concept Goal- To understand the concept of exploration and its relevance to discovery.</p>	<p>Students will be able to...</p> <p>Make connections</p> <p>Transfer knowledge and skills about exploration to real world experiences</p>

Assessment Plan

Formative Assessments

In this unit, students will work to gain knowledge about exploration and how it provokes discoveries right here in our city. The formative assessments are embedded into daily lessons and will be used by the teacher to track student understanding and progress towards the unit goals.

In lesson 1, students will share their background knowledge about our city. This will be used as a pre-assessment to gauge what students already know. Students will participate in a Taba lesson model which has them use various texts to guide their learning. Students will spend the lesson reading, sorting, and resorting

ideas about our city. At the end of the lesson, students will be asked to create a product that depicts their current understanding of how exploration provokes discovery. They can draw a diagram or picture, create a cause/effect chart, or write a response in paragraph form. Students will be assessed throughout the lesson during small group and full class discussions. At the end of the lesson, students will provide a product (picture, article, or diagram) of their choosing that shows what they learned. Students will then receive the performance task which will serve as the summative assessment. Students' skills and application of they've learned this lesson will be observable during the workshop time at the end of the lesson. Additionally, they will receive a note-taking guide they will keep with them throughout the unit, adding to it daily.

In lesson 2, students will participate in a Socratic Seminar. This will allow them to participate in a close read of an extensive text about Durham, its history, and the ways history has shaped the Durham we experience today. Students will discuss and write down ideas that they pull from the text. The teacher will students throughout the seminar, specifically paying attention to the ways in which students participate and make contributions to the seminar. Students will also have the opportunity to be observed by their peers. Additionally, a short article written about the significance of exploration to Durham's history will be included in a formative assessment. The note-taking guide that students will constantly be adding to will help the teacher to see what students are retaining from each lesson. Students' skills and applying what we've learned in the first two lessons will be observable during the workshop time at the conclusion of lesson two.

In lesson 3, students will participate in a simulation in the form of a game. Students will have the opportunity to be travel agents for a day. They will design a days worth of events to do around Durham, using the information about the types of attractions, events, and places they have explored. Students will get to experience real-life scenarios and the teacher will get to observe how students problem solve the various situations thrown their way. Students will use the information gathered in this lesson to add to their Durham Summer Shenanigans performance task. The note-taking guide that students will constantly be adding to will help the teacher to see what students are retaining from each lesson.

In lesson 4 students will participate in a questioning lesson. Students will spend much of their time working on completing their performance task and self-evaluating it. Students are also asked to answer and write questions that prove their understanding of the essential question, How does exploration provoke discovery? The questions the students answer, the depth of questions they write, and their self-reflection will serve as a way for the teacher to evaluate and assess the students' thinking and understanding about the unit.

Summative Assessment

On the first day of the unit, students will be presented with the following performance task. On the final day they will have the opportunity to self reflect and make any necessary changes using a questioning version of the rubric below.

Performance Task

The City Council of Durham is looking to hire a Durham expert to help families plan a summer of fun in our city. You are currently working in the Durham City Council office as a Travel Agent intern through your course word at Spark University. This opportunity will allow you to begin a career engaging with and enticing others to visit your beloved city. You have been selected as a finalist for this job. You will need to submit a product to represent the significant knowledge you have about our city as well as an understanding of the constraints that hinder a family from participating in various activities. This product could be, but is not limited to a pamphlet, book, PowerPoint, website, or poster display. You will be required to present this information to the city council in a way that will entice families to visit and enjoy Durham. Make sure to include our city's vibrant history, increasing diversity, unique attributes, various food options, and cost-effective activities.

Lesson 1

Instructional Model: Taba

Teacher Name: Megan Shelburne

Grade Level: 3-5

NC CURRICULUM STANDARDS

RI 3.5 Use text features and search tools to locate information relevant to a given topic efficiently
 RI 3.6 Distinguish their own point of view from that of the author of a text
 RI 3.7 Use information gained from words in a text to demonstrate understanding of the text
 H.1.1 Explain key historical events that occurred in the local community and regions over time.
 H.1.2 Analyze the impact of contributions made by diverse historical figures in local communities and regions over time..
 H.1.3 Exemplify the ideas that were significant in the development of local communities and regions.
 H.2.1 Explain change over time through historical narratives (events, people, and places)
 H.2.2 Explain how multiple perspectives are portrayed through historical narratives.

Concept	Essential Understanding	Essential Question
Exploration	Exploration provokes discovery	How does exploration provokes discovery?

Critical Content	Process Skills
<p>Students will know that Durham has preserved and maintained many of the unique landmarks that have been important throughout history.</p> <p>Students will know that many of the sites and places we enjoy in Durham have historic roots.</p> <p>Students will know that the African American community has played an important role in our city's development.</p>	<p>Students will be able to make generalizations and predictions based on the content knowledge.</p> <p>Students will be able to use close reading skills to gain knowledge.</p> <p>Students will be able to analyze content and determine relevant information.</p> <p>Students will be able to take notes with details relevant to the focus question.</p>

Students will be able to work collaboratively in a group.

Materials

Texts about Durham
 Durham African American Guide
 Official visitor information guide: Durham, NC
 Downtown Durham Map and Guide

Pencils
 Post it notes (large & small)
 Chart Paper
 Markers
 Copy Paper
 Colored Pencils
 Rulers
 Large construction paper
 Notebook Paper
 Note-taking Guide

Materials needed for creating product for presentation

- Colored pencils, markers, crayons, pencils, sharpies
- Booklets
- Glue
- Tape

Computers

Pre-Lesson Questions	During Lesson Questions	Post-Lesson Questions
What is exploration? What is discovery? What is your favorite place to visit in Durham? How does the history of Durham affect Durham today? How do your experiences help you understand our city? How does exploration impact us? How are our favorite things about Durham alike? How are our favorite things about Durham different?	How are our favorite places about Durham alike? How are our favorite places about Durham different? Who used more than four groups? How did you decide how many groups you needed? What do you notice about your groupings?	What generalizations can you make about our city? How did this activity help you understand Durham better? What will you do as a result of the knowledge you have gained? What concepts did you explore? How did explorers impact our city? What did you notice about your groupings the second time you did it? How does exploration provoke discovery?

Planned Learning Experiences

Engage: Students will say their name, school, and their favorite place to visit in Durham.

- Teacher will record the places on the board.
- When students are finished teacher will have venn diagram for students to sort the places.

Teacher will then draw a venn diagram on the board and students will help her sort the experiences.

- Teacher and students will work together to sort the places
- How are our favorite things about Durham alike?
- How are our favorite things about Durham different?
- The teacher will introduce focus question: How does exploration provoke discovery?

Explore: Students will look through texts about Durham
Durham African American Guide
Official visitor information guide: Durham, NC
Downtown Durham Map and Guide

Your task is to highlight words and or phrases that relate to exploration and its relationship to discovery.

Students will list as many words and phrases that relate to exploration and its relationship to discovery as they can. Teacher will record these on the board.

Students will then work in small groups of 3 to write 20 of the words and phrases that relate best to the concepts. These words and phrases should be written on post it notes, each word and phrase on a separate post-it note.

Students will be told to divide the items written on the post it notes into at least four different groups. Every item needs to be placed within a group and no item can be in more than one group. The students will work together to sort out their list items as the teacher circulates. Teacher asks questions about the groupings and labels as she/he circulates.

As groups finish, they will be asked to write labels for the four (at least) groups they have created. Students will then share their ideas with the class. The teacher will record their labels on the board.

Teacher will ask students what they notice about the labels:

- How are these labels alike?
- How are these labels different?
- Who used more than four groups?
- How did you decide how many groups you needed?

After observation and discussion of the groups, students will be asked to regroup the items into new categories. Again, all items must fit into a category. This time, they will only be required to create three different categories. They will need to give their new groups new labels. Students will share out their new categories and labels with the class. Teacher will again ask the following questions:

- How are these labels alike?
- How are these labels different?
- Who used more than four groups?
- How did you decide how many groups you needed?

Each group will glue or tape their post-it notes to a large piece of construction paper, so they will be visible for the rest of the unit.

The teacher will then facilitate a discussion around the essential question, "How does exploration provoke discovery?" by drawing from students' categories and learning experiences. Students will then be asked to create a product that depicts their current understanding of how exploration provokes discovery. They can draw a diagram or picture, create a more cause/effect chart, organize and present a performance, or write a response in paragraph form.

Students will be assessed throughout the lesson during small group and full class discussions. At the end of the lesson, students will provide a product of their choosing that shows what they learned.

Workshop: Teacher will introduce the performance task that students will be responsible for completing at the conclusion of the unit. Students will begin taking notes about the various things to do in Durham on a note-taking guide provided by the teacher. The note taking guide will include a place for the name of the activity, the cost of the activity, the times the activity is available, the number of people that can participate as well as a notes section where they can add information about limiting factors such as weather, cancellation policies, age requirements, etc.

Assessments

Students will then be asked to create a product that depicts their current understanding of how exploration provokes discovery. They can draw a diagram or picture, create a cause/effect chart, or write a response in paragraph form.

Students will be assessed throughout the lesson during small group and full class discussions. At the end of the lesson, students will provide a product (picture, article, or diagram) of their choosing that shows what they learned.

Content	Process
Students will use real world content used by and published for citizens of Durham.	Students will be grouped according to readiness. Students engage in in-depth critical thinking as they must analyze the concept of exploration in great depth through grouping and regrouping.
Product	Learning Environment
Students will be given choice as to how to show their understanding of the concept.	Students will work independently, in partners, and whole group.

Lesson 2

Instructional Model: Socratic Seminar

Teacher Name: Megan Shelburne

Grade Level: 3-5

NC CURRICULUM STANDARDS

RI 3.5 Use text features and search tools to locate information relevant to a given topic efficiently
 RI 3.6 Distinguish their own point of view from that of the author of a text
 RI 3.7 Use information gained from words in a text to demonstrate understanding of the text
 H.1.1 Explain key historical events that occurred in the local community and regions over time.
 H.1.2 Analyze the impact of contributions made by diverse historical figures in local communities and regions over time..
 H.1.3 Exemplify the ideas that were significant in the development of local communities and regions.
 H.2.1 Explain change over time through historical narratives (events, people, and places)
 H.2.2 Explain how multiple perspectives are portrayed through historical narratives.

Concept	Essential Understanding	Essential Question
Exploration	Exploration provokes discovery	How does exploration provokes discovery?

Critical Content	Process Skills
<p>Durham has seen many changes over the last 300+ years</p> <p>Durham has made many contributions to various ideas and businesses in the United States and around the world.</p> <p>Durham has birthed many entrepreneurs</p> <p>Durham's history looks similar to the rest of the south</p> <p>Durham has preserved and and maintained many of the unique landmarks that have been important throughout history.</p> <p>The ideas established in Durham were catalyst to many ideas throughout the Piedmont region.</p> <p>Durham's current culture is largely shaped by Durham past.</p> <p>Durham has seen many thriving decades.</p>	<p>Synthesize ideas based on illustrations</p> <p>Analyze and articulate</p> <p>Research and analyze in order to determine significance.</p> <p>Apply and analyze critical thinking skills</p> <p>Collect, organize, and analyze information</p> <p>Interpret texts</p> <p>Craft questions and maintain an inquiry based dialogue.</p> <p>Defend research and synthesize historical facts</p>

<p>The monumental figures that helped establish Durham were diverse.</p> <p>With the help of many influential leaders, Durham established itself as the most successful African American community in the United States.</p>	
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<p>Materials</p>
<p>Article (The Bull City—A Short History of Durham, North Carolina) about Durham History 1600-1991 by Lynn Richardson a local history librarian</p> <p>Photograph from Old West Durham in the 1920's and a photograph from Old West Durham today.</p> <p>Materials needed for creating product for presentation</p> <ul style="list-style-type: none"> ● Colored pencils, markers, crayons, pencils, sharpies ● Booklets ● Glue ● Tape <p>Computers Observation Guide Note-taking Guide</p>

Pre-Lesson Questions	During Lesson Questions	Post-Lesson Questions
<p>What is exploration? What is discovery? In what ways can the past influence the future? How can exploring the past influence future discoveries? How is the past relevant for us? How does history affect an individual's interest in visiting and exploring a place? What brings people to a city?</p>	<p>How was exploration and discovery relevant to the key events that took place in Durham before the 1900s? How did exploration in the early years influence exploration and discovery in the later years? What part did prominent individuals play in exploration/discovery? How did their exploration impact the development of the city? In what ways did risk factor into success? What are some examples of the ways people explored? What are some of the discoveries that were made as a result of risk? What are some of the long term effects of decisions made throughout the early years?</p>	<p>What generalizations can you make about our city? How did your role in the seminar (inner/outer) impact your feelings about the seminar? How did this help you understand Durham better? What will you do as a result of the knowledge you have gained? What concepts did you explore? How does exploration provokes discoveries in Durham? In what ways does risk impact exploration and discovery? How did prominent individuals reflect explorers and/or discoverers?</p>

<p>Planned Learning Experiences</p>
<p>Engage</p>

Teacher will display side by side photographs of our Durham; one from the early years and one from now. Students will be asked to observe the two photographs. Students will share similarities and differences they see. Students will make a guess as to when the photos were taken. Class will then participate in a discussion where they answer the following questions, first talking with a partner and then sharing with the large group. The teacher will annotate onto slides with these questions as students share their ideas.

How is the past relevant for us?

In what ways can the past influence the future?

How can exploring the past influence future discoveries?

How does history affect an individual's interest in visiting and exploring a place?

What brings people to a city for vacation or leisure?

What is exploration?

What is discovery?

Explore

Students will each be provided with a copy of *The Bull City—A Short History of Durham, North Carolina* by Lynn Richardson, a local history librarian. Each student will read the provided text through once. Upon finishing the reading the teacher will have students participate in a close read where they will annotate as they read. Students will write down questions they have in the text, as well as connections they make, and things they find interesting. Students will come up with 5 questions they have to use for the dialogue portion of seminar. These questions should be analyzing, evaluative, or creating questions (higher order thinking questions).

Explain and Elaborate

Students will be divided into two groups. One group will make up the inner circle of the Socratic Seminar and one group will form the outer circle of the Socratic Seminar environment.

Teacher will present the following expectations for the seminar to students:

All Participants will be fully engaged in the discussion

All participants in the inner circle will contribute to the discussion at least once

Participants in the inner circle will take turns talking one at a time

Participants in the inner circle will use transitioning language such as; I agree, I disagree, I'd like to add on to, I'm confused by, Help me understand, isn't it interesting that, etc.

Outer circle will not speak

The inner circle members will begin the dialogue while the outer circle members takes notes about the dialogue, writing questions, and making observations about one person in the inner circle, their partner for the seminar (assigned before the seminar officially begins). The leader, the teacher, will begin the seminar by asking, "How does exploration lead to discovery?". Inner circle students will respond in a dialogue fashion throughout the seminar.

After 10 minutes, the inner circle will become the outer circle and assume the role of observer while the students in the outer circle will become the inner circle to participate in a discussion.

All participants will complete a note-taking guide when they are the observer (on the outer circle).

Additional questions that can be inserted by the facilitator if the dialogue comes to a stop during the seminar. For example:

How are some of the key events that took place before the 1900's relevant for us today?

How did the early years influence the later years?

How were prominent individuals necessary for the development of our city?

In what ways did risk factor into success?

What are some examples of the ways people explored?

What are some of the discoveries that were made as a result of risk?

What are some of the long term effects of decisions made throughout the early years?

What are the effects of Durham's economic highs and lows over time?

Slavery played a significant role in Durham's history, how does that affect the way you feel about Durham's

prosperity?

How is this reading related to Durham's culture today?

Students in the inner circle will dialogue for 20 minutes and then they will change places with the outer circle. The new outer circle members will be the ones taking notes, about the dialogue, writing questions, and making observations about one person in the inner circle, their partner for the seminar (assigned before the seminar officially begins) while the new inner circle will be dialoguing.

After approximately 20 minutes of the second inner group dialoguing the teacher will stop the discussion and propose the following post-lesson questions:

What generalizations can you make about our city?

How did your role in the seminar (inner/outer) impact your feelings about the seminar?

How did this help you understand Durham better?

What will you do as a result of the knowledge you have gained?

What concepts did you explore?

How does exploration provokes discoveries in Durham?

In what ways does risk impact exploration and discovery?

How did prominent individuals reflect explorers and/or discoverers?

Evaluate

Students will work with their partner whom they were observing on the inner circle during the seminar. The partner groups will research, collect, organize and analyze the text, their notes, and any other resources they may have employed during the seminar to create an article about the significance of exploration to Durham's history . This article, along with observations and notes taken during collaborative work will be used to assess individual effort and work.

Workshop

Students will be given time to research and work on their performance task.

Assessments

Observation from teacher and peers throughout the seminar will be used to assess participation as well as contributions to the seminar. Additionally, a short article written about the significance of exploration to Durham's history will be included in a formative assessment. This article will eventually find a home in their Guide to Durham, the cumulative performance task, at the end of the unit.

Content	Process
Students will receive content in the form of a nonfiction compilation of Durham's history with headings to help guide their reading. This text is rigorous and complex in nature. Vocabulary is extensive, but not something then can not figure out.	Students will participate in a Socratic Seminar. The seminar will be student lead. Students must come up with questions and comments to keep a steady discussion going.
Product	Learning Environment
	Students will work independently, in partners, and with large groups.

Lesson 3

Instructional Model: Simulation

Teacher Name: Megan Shelburne

Grade Level: 3-5

NC CURRICULUM STANDARDS

3.G.1.4 Explain how the movement of goods, people, and ideas impact the community

- 3.G.1.5 Summarize the elements that define regions.
- 3.E.1.1 Explain how location impacts supply and demand
- 3.E.1.2 Explain how locations of regions and natural resources influence economic development
- 3.E.2.2 Give examples of entrepreneurship in various regions of our state
- 3.C&G.2.1 Exemplify how citizens contribute politically, socially, and economically to their community.
- 3.C&G.2.2 Exemplify how citizens contribute to the well-being of the community's natural environment
- 3.C&G.2.3 Apply skills in civic engagement and public discourse

Concept	Essential Understanding	Essential Question
Exploration	Exploration provokes discovery	How does exploration provoke discovery?

Critical Content	Process Skills
<p>There is a wide variety of activities to choose from</p> <p>Parameters like time, money, weather, size of group all influence decision making</p> <p>The availability of and access to resources may limit and challenge creativity</p> <p>Time, like money, is a resource. We are limited in the amount of time we have and we choose the best ways to spend that limited time.</p>	<p>Design and create based on collected information</p> <p>Synthesize necessary information from materials provided</p> <p>Analyze and articulate reasons for choices</p> <p>Apply and analyze critical thinking skills needed for innovation and creativity</p> <p>Simulate an authentic event/practice/day-to-day life</p>

Materials
<p>Posters of Durham attractions and events for the summer</p> <p>A wide variety pamphlets about Durham from the Chamber of Commerce</p> <p>Note taking guide</p> <p>Itinerary</p> <p>Spinner</p> <p>Game pieces</p> <ul style="list-style-type: none"> ● Bull ● Wooley ● Lucky strike tower ● James E. Sheppard (founder of NCCU) ● Duke Chapel <p>Chance Cards</p> <p>Tokens</p> <p>Dice</p> <p>Large index cards</p> <p>Game Board</p> <p>Materials needed for creating product for presentation</p> <ul style="list-style-type: none"> ● Colored pencils, markers, crayons, pencils, sharpies ● Booklets ● Glue ● Tape <p>Computers</p>

Pre-Lesson Questions	During Lesson Questions	Post-Lesson Questions
<p>What is a travel agent? Why might a travel agent be useful in Durham? What are some of the differences in the types of sites you're able to visit in Durham? Why are some more popular than others? What is exploration? What is discovery? In what ways can a travel agent help with exploration? How can a travel agent relate to exploration and discovery? What factors might influence someone's decision about what to do when they're in Durham? What are some of the places you would like to explore in Durham?</p>	<p>What influenced your sightseeing decisions? How does the desire to explore influence the decisions you make? How does the possibility of discovery influence the decisions you make? What kind of discoveries do you expect to make as you explore Durham? How do the activities you chose reflect different aspects of Durham? What constraints were most influential in your decision makings? What other places would you like to explore in Durham? What problems did you encounter as you were planning out your trip?</p>	<p>What challenges did you encounter when mapping out your visit? How do the challenges you encounter enhance your exploration of the city? How did you overcome the challenges of factors that were out of your control (i.e, weather, availability, cost, etc.)? If you could have access to additional resources what would you choose? Why? How did your exploration of Durham allow you to enjoy new experiences? What were some of your favorite discoveries? How does exploration provoke discovery?</p>

Planned Learning Experiences
<p>Engage As students enter the room they will be handed a colored note card (1 of 5 colors). This will randomly sort students into groups. Each colored note card will correspond with a giant post-it note covered poster advertising about Durham and available activities they can do in the city this summer. Students will sit with other students with their same color notecard. Students will answer these three questions on their notecards.</p> <p>What is a travel agent? Why might a travel agent be useful in Durham? How can a travel agent relate to exploration and discovery?</p> <p>Students will stay seated with their groups until all students have entered the room and have been sorted into a group. Each group will have 3-4 students. Students will share the answers they have written on their notecards and teacher will transcribe onto a giant post-it note at the front of the room.</p> <p>Teacher will then draw student's attention to the giant post-it notes on the walls around the room. Each piece of giant post-it note will have a couple of questions on it. There will also be a notecard to match one group of students. The teacher will explain that when directed, but not yet, students are to go with their group to their corresponding post-it note poster. Students will remove the giant post-it note and there will be a poster underneath advertising about Durham and available activities they can do in the city this summer. Students will put the giant post it note text to the poster and answer the questions that are already written on the giant post-it. Students will spend about 3 minutes at each poster.</p> <p>Sample questions for the giant post-it notes: What are some of the differences in the types of sites you're able to visit in Durham? Why are some more popular than others? What factors might influence someone's decision about what to do when they're in Durham?</p>

What do you think you might explore if you visit the location advertised on this poster?
What discoveries would you expect to make?

After every group has had the opportunity to see each poster and answer the corresponding questions students will return to their desks for a discussion about their gallery walk. The giant post-it notes will be moved to the front of the room and another will be added that includes the questions:

What is exploration?
What is discovery?

Teacher will have a student transcribe and add to the posters as the discussion warrants.

Following the discussion, the teacher will set out various pamphlets collected from the Durham chamber of commerce about Durham and the activities one can do in the city. Students will get out their note taking guide to help them organize their ideas. The note taking guide will include a place for the name of the activity, the cost the activity, the times the activity is available, the number of people that can participate as well as a notes section where they can add in information about limiting factors such as weather, cancellation policies, age requirements, etc.

Explore/Explain

Orientation: Students will get with their performance task partners and the teacher will provide students with the following information.

Students will participate in a simulation/game. Students are to be travel agents for a day. They need to design a days worth of events to do around Durham, using the information about the types of attractions, events, and places they have explored.

Each set of partners will spin a spinner labeled 1-4 to determine how many adults and children will be in their group. This will be recorded on their itinerary. They will receive a game piece to represent their group. They will also roll to determine what their budget is. This will also be recorded on their itinerary. Students will roll a 4-9 dice and multiply the number they roll by 100. Students will be responsible for keeping track of their budget and their spending.

Students will also choose their mode of transportation. Students will indicate on their itinerary which mode of transportation they chose.

- Car- will cost \$50 for parking and gas (this is deducted at the very beginning)
- City Bus- will cost \$10 but each time you roll a 3, the bus doesn't come so you don't get to advance.
- Uber/Taxi- will cost \$1 for each roll.

Travel:

Students will use a map to estimate the distance between attractions which will impact the amount of travel time required between their stops. Their chosen mode of transportation will impact travel time as well.

Cars can travel approximately 30mph, but will require 10 minutes to park and walk in.

The bus can travel approximately 30 mph, but will require a 1 minute stop every 2 miles.

The Uber/taxi can travel approximately 30mph, but will require a 10 minute wait at the beginning.

Students can choose to bike to sites within 3 miles of each other. This will take 5 minutes per mile.

Students can choose to walk to site within 1 mile of each other. This will take 10 minutes for every half mile.

Training:

After each group has their baseline they will begin to play the Bull City board game. They will have the opportunity to choose to participate in activities they land on (kind of like monopoly). The board will consist of attractions, restaurants, local shops, concerts, and other things to do around Durham (all of these events will be ones that are actually happening in our city for the summer). Students will have to make decisions based on their travel group, budget, time constraints.

Students will roll to advance around the board.

When a group lands on a chance space they will draw a card. The card could include a positive experience

or a negative one. They will roll one die to decide their fate with a negative or positive influence as indicated on the back of the card. (see below for details)

Chance Cards

Negative Influences

Weather

1. Pop-up thunderstorm-30 minute delay (lose a turn, and shade in 30 consecutive minutes at the time of your choice on your itinerary to indicated it is lost)
2. Consistent Rain-everything slows down, you can't move if you roll a 6.
3. Sunshine
4. Tornado warning- if you roll a 4 in the next 2 turns you can't move.
5. Extreme heat- everything slows down, you can't move if you roll a 5.
6. Cloudy with a chance of rain- if you roll a 1 in the next 3 turns you can't move.

Sickness

- 1-3 One person is sick- 30 minute delay (lose a turn, and shade in 30 consecutive minutes on your itinerary to indicated it is lost)
4-6 No one is sick

Transportation

- 1 or 3 Delayed 30 minutes (lose 1 turn, and shade in 30 consecutive minutes at the time of your choice on your itinerary to indicated it is lost)
- 2 or 4 Delayed 60 minutes (lose 2 turns, and shade in 60 consecutive minutes at the time of your choice on your itinerary to indicated it is lost)
5. Cancelled/car trouble-Choose a different method of transportation
6. On time

Positive Influences

Budget

1. Stranger pays for one meal for your group
2. Buy one adult ticket, get one free
3. Kids are free at a museum
4. Free admission after 4:00pm
5. Find \$20 cash on the ground
6. You won a contest for a free admission for 2 people to the attraction of your choice.

Advance

1. To the restaurant of your choice
2. To the historic attraction of your choice
3. To any attraction of your choice
4. To a non-historical attraction of your choice
5. To a museum of your choice
6. No advancement

Souvenirs

Groups will have the opportunity to spend \$5-\$30 on souvenirs (depending on the local shop)

The purchase of souvenirs from local shops will result in a token that will allow the purchasing group to roll again on the turn of their choice or negate a loss of turn. This will not be disclosed to the rest of the groups. They will have to decide if it's worth it to buy a souvenir.

Operation:

Students will participate in playing the game. Students will complete an itinerary for the day as they play the

game. They will include the start time of 7:00am and will end whenever they decide. They will decide what events they get to participate in, where they eat, what they buy, how much money they have, what problems they ran into, and what "pick-me ups" they experienced. As it is relevant to a group's turn, the teacher will interject the following questions as the students play.

What influenced your sightseeing decisions?

How does the desire to explore influence the decisions you make?

How does the possibility of discovery influence the decisions you make?

What kind of discoveries do you expect to make as you explore Durham?

How do the activities you chose reflect different aspects of Durham?

What restraints were most influential in your decision makings?

What other places would you like to explore in Durham?

What problems did you encounter as you were planning out your trip?

In order to win, the student's entire group (they spun for in the beginning) must visit

- 3 different restaurants
- 1 historic sites
- 1 museum
- 2 non-historic attractions

Students will indicated which of the sites they have visited on the back of their itinerary.

Students should be realistic in their choices. For example, you can't eat at JuJu at 7:30 in the morning. Similarly, many places close at 5 or 6 and cannot be visited after that time. Students will have the opportunity to look things up on the computer or in the pamphlets provided for earlier in the week. At this point they will have done some research and have some ideas about the places on the board.

Debriefing:

Students will talk about the experience of playing the game. Students will discuss and answer these questions:

What challenges did you encounter when mapping out your visit?

How do the challenges you encounter enhance your to exploration of the city?

How did you overcome the challenges of factors that were out of your control (i.e, weather, availability, cost, cancellations etc.)?

How did your exploration of Durham allow you to enjoy new experiences?

What were some of your favorite discoveries?

How does exploration lead to discovery?

Evaluate

The teacher will have students turn in their itineraries to evaluate their understanding of choosing events and budgeting. The teacher will also provide the students with an large index card where they will respond to 3 of the following questions (previously discussed) in writing.

What challenges did you encounter when mapping out your visit?

How do the challenges you encounter enhance your to exploration of the city?

How did you overcome the challenges of factors that were out of your control (i.e, weather, availability, cost, cancellations etc.)?

How did your exploration of Durham allow you to enjoy new experiences?

What were some of your favorite discoveries?

How does exploration lead to discovery?

Workshop

Students will be given time to research and work on their performance task.

Assessments

Students will use the information gathered in this lesson to add to their Durham Summer Shenanigans performance task.

Content	Process
<p>Students will get to choose which of the various available resources to use to identify sites and attractions to visit in Durham.</p> <p>Students are using authentic documents which may be written on a higher reading level than the average student at this age.</p>	<p>Students will participate in simulation/game as an instructional model. This model encourages divergent and convergent thinking. It allows students to think creatively and independently, identifying personal needs and preferences. It allows students to identify challenges and solutions to work through them.</p>
Product	Learning Environment
<p>Student products will vary based on personal preference and the different compositions of their population. The endless configurations of adapting their available resources to meet the needs of their specific family will allow students to exhibit creativity.</p>	<p>The lesson will be largely student led. Students will work in partners and independently.</p>

Lesson 4

Instructional Model: Questioning

Teacher Name: Megan Shelburne	Grade Level: 3-5
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NC CURRICULUM STANDARDS

3.G.1.4 Explain how the movement of goods, people, and ideas impact the community
3.G.1.5 Summarize the elements that define regions.
3.E.1.1 Explain how location impacts supply and demand
3.E.1.2 Explain how locations of regions and natural resources influence economic development
3.E.2.2 Give examples of entrepreneurship in various regions of our state
3.C&G.2.1 Exemplify how citizens contribute politically, socially, and economically to their community.
3.C&G.2.2 Exemplify how citizens contribute to the well-being of the community's natural environment
3.C&G.2.3 Apply skills in civic engagement and public discourse

Concept	Essential Understanding	Essential Question
Exploration	Exploration provokes discovery	How does exploration provoke discovery?

Critical Content	Process Skills
Durham has seen many changes over the last 300+	Organize ideas using illustrations related to the text.

<p>years</p> <p>Durham has made many contributions to various ideas and businesses in the United States and around the world.</p> <p>Durham has birthed many entrepreneurs</p> <p>Durham's history looks similar to the rest of the south</p> <p>Durham has preserved and and maintained many of the unique landmarks that have been important throughout history.</p> <p>Durham's current culture is largely shaped by Durham past.</p> <p>Durham has seen many thriving decades.</p> <p>The monumental figures that helped establish Durham were diverse.</p> <p>With the help of many influential leaders, Durham established itself as the most successful African American community in the United States.</p>	<p>Analyze and articulate</p> <p>Apply and analyze critical thinking skills</p> <p>Collect, organize, and analyze information</p> <p>Interpret texts</p> <p>Craft questions and maintain an inquiry based dialogue.</p> <p>Defend research and synthesize historical facts</p> <p>Self-evaluate</p>
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<p>Materials</p>
<p>Computers</p> <p>Large post-it notes for gallery walk</p> <p>Checklist</p> <p>Post-Presentation Questions</p> <p>Notebook Paper</p> <p>Materials needed for creating product for presentation</p> <ul style="list-style-type: none"> ● Colored pencils, markers, crayons, pencils, sharpies ● Booklets ● Glue ● Tape

Pre-Lesson Questions	During Lesson Questions	Post-Lesson Questions
<p>How have you changed how you viewed of exploration?</p> <p>How have you changed how you viewed of discovery?</p> <p>What questions would help you understand the concept of exploration?</p> <p>How has your perspective changed in understanding how the past can influence the future?</p>	<p>How well do you think you designed a product that represents significant knowledge about our city?</p> <p>To what degree did you evaluate how various constraints hinder a family from participating in various activities?</p> <p>How well did you assemble a creative and user-friendly product that depicts the knowledge you</p>	<p>How has taking on the role of a travel agent been important in your understanding of our city?</p> <p>What evidence did you use to demonstrate that you designed a product that represents significant knowledge about our city?</p> <p>How did you prove our city's vibrant history, increasing diversity, unique attributes, various food options, and cost-effective</p>

<p>How has your perspective about your experiences in Durham changed?</p> <p>How is the past relevant for us?</p> <p>How does history affect an individual's interest in visiting and exploring a place?</p> <p>What brings people to a city for vacation or leisure?</p> <p>What have you learned about a travel agent?</p>	<p>have gained?</p> <p>How well does your product reflect how exploration provokes discovery?</p> <p>At what level did you communicate cost-effective activities?</p> <p>At what level did you communicate various food options?</p> <p>At what level did you communicate unique attributes?</p> <p>At what level did you communicate increasing diversity?</p> <p>At what level did you communicate our city's vibrant history?</p>	<p>activities?</p> <p>What examples did you communicate how various constraints hinder a family from participating in various activities?</p> <p>What are examples of the ways in which you assembled a creative and user-friendly product that depicts the knowledge you have gained?</p> <p>How would you evaluate the degree to your product reflects how exploration provokes discovery?</p>
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Planned Learning Experiences

Engage

Teacher will invite student get with their partners and participate in a gallery walk around the room. The pre-lesson questions will be written on large post it notes where students can respond.

Teacher will ask students to reflect, discuss, and answer all of the pre-lesson questions.

How have you changed how you viewed of exploration?

How have you changed how you viewed of discovery?

What questions would help you understand the concept of exploration?

How has your perspective changed in understanding how the past can influence the future?

How has your perspective about your experiences in Durham changed?

How is the past relevant for us?

How does history affect an individual's interest in visiting and exploring a place?

What brings people to a city for vacation or leisure?

Students will have 2-3 minutes to answer each questions. Student pairs will rotate to each question around the room. When student pairs get to the last question they will answer it and then synthesize and generalize the information written on the post-it. They will then present the synthesized generalization to the class. Each group will have 1-2 minutes to do this.

Explore

Following the gallery walk student pairs will receive a checklist to assess their final products. The checklist will contain the during lesson questions.

How well do you think you designed a product that represents significant knowledge about our city?

To what degree did you evaluate how various constraints hinder a family from participating in various activities?

How well did you assemble a creative and user-friendly product that depicts the knowledge you have gained?

How well does your product reflect how exploration provokes discovery?

At what level did you communicate cost-effective activities?

At what level did you communicate various food options?

At what level did you communicate unique attributes?
 At what level did you communicate increasing diversity?
 At what level did you communicate our city's vibrant history?
 This will give students to opportunity to reflect and self-evaluate. Upon completing their checklist, students will be given the opportunity to make any necessary changes to their final products.

Explain and Elaborate

Presentation: Student pairs will be given 5-10 minutes to present their projects.

Evaluate

Following their presentations students will be given a final self-evaluation where they will answer the post-lesson questions.

How has taking on the role of a travel agent been important in your understanding of our city?

What evidence did you use to demonstrate that you designed a product that represents significant knowledge about our city?

How did you prove our city's vibrant history, increasing diversity, unique attributes, various food options, and cost-effective activities?

What examples did you communicate how various constraints hinder a family from participating in various activities?

What are examples of the ways in which you assembled a creative and user-friendly product that depicts the knowledge you have gained?

How would you evaluate the degree to your product reflects how exploration provokes discovery?

Craft three question you might ask a historian about Durham in order to increase your knowledge and understanding about how exploration provoked discoveries in our city.

Assessments

Students will self-evaluate using the tools provided during the lesson.

Content	Process
Students will utilize prior knowledge gained throughout the week to synthesize information and reflect on their learning and thinking.	Student pairs will self-evaluate, allowing them to think critically about their products. Student pairs will be given the opportunity to make adjustments to their products to improve them before presenting.
Product	Learning Environment
Students will present their Guide to Durham products in the format of their choice.	Students will work with their partner to self-evaluate their Guide to Durham. Students will present their products to the class.

VI. Unit Resources (Suggested length: 2 – 5 pages)

Provide a listing of books, Web sites, videos, and/or other instructional materials that are intended to supplement the unit. Include resources intended for both teacher and student use. Be sure to use APA style for books/articles and provide a brief (1-2 sentence) annotation for Web sites and instructional materials.