Exploring the Depths of Deeper Learning

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- Access Handouts

INTRODUCTIONS
CELEBRATIONS and CHALLENGES

AGENDA. . . 1:30-3:00 p.m.

- Introductions, Celebrations, and Challenges
- In-depth Learning Defined
- Historical and Contemporary Recommendations for Curricular/Instruction for Advancing Potential
- Strategies for Ascending Intellectual Demand
- Formulating the Conceptual Foundations/Framework for Instructional Units
    - Distinguishing concepts, from principles/generalizations, essential understandings, skills, knowledge
    - Playing with an idea(s)....for your own instructional unit

VISION

What do we mean by in-depth learning? What experiences have you had where this type of learning occurred for yourself?

What do we observe when in-depth learning is happening in our classrooms.....We see learners who are..

- motivated by a deliberate intention to learn (personal, social or academic).
- aspire to take ownership of the learning and to develop skills.
- engage in the search for meaning.
- make an effort to understand and apply new learning, build knowledge and be able to transfer it.
- driven by strong intrinsic motivation, engagement and emotional involvement.
- actively processing information: embrace a global view of the learning process, use strategies for developing and organizing resources, analysis, discrimination between new and previous knowledge, identification of key concepts, linking knowledge, etc.
- manage his/her/their metacognitive processes

What the implications of these factors on the design of curriculum?

Questions We Always Have...

- How can we **organize** and **structure** a curricular unit to ensure that it provides for inquiry and allows us to design learning tasks and acquire resources that address the varying needs of our students?

- How do we help students to **think critically about the content**?

- How do we encourage them to **take an interest** in our disciplines?

- How do we **arouse their curiosity**?

- How can we make a sustained difference in the way they **think and act**?

- How can we help students to become **active intellects**, human beings who are able to understand important ideas, to analyze and evaluate the arguments and evidence that support those ideas, to collect and use evidence in reaching their own conclusions, and logically and consistently to examine conflicting claims?

Icebreaker-Choose 1

Choice 1	Choice 2	What would you say?
A textbook company has hired you to write a clear and thorough definition of adjusting quality curriculum for deeper learning. They want you to clarify approaches that could be taken.	A new teacher in your school just asked you how to build more challenge into the curriculum for some advanced students or students who show potential for advancement. Give them a "classroom" level explanation – one that clarifies what they could do and why.	

Be prepared to share your answer with colleagues.

Standing on the Shoulders of Giants…**Let's See What the Field Says About Curriculum for Advanced Students**

Recommendations

Principles of a Differentiated Curriculum for the Gifted/Talented

- Present content that is related to **broad-based issues, themes, or problems.**
- Integrate **multiple disciplines** into the area of study.
- Present **comprehensive, related, and mutually reinforcing experiences** within an area of study.
- Allow for the **in-depth learning of a self-selected topic** within the area of study.
- Develop **independent or self-directed study skills**.
- Develop productive, complex, abstract, and/or **higher-level thinking skills.**
- Focus on **open-ended tasks**.

Passow, A. H. (1982). Differentiated curricula for the gifted/talented. In S. Kaplan (Ed.). *Curricula for the gifted: Selected proceedings for the First National Conference on Curricula for the gifted/talented* (pp. 4-20). National/State Leadership Training Institute on the Gifted and Talented.

Recommendations..

Principles of a Differentiated Curriculum for the Gifted/Talented

- Develop **research skills and methods**.

- Integrate basic **skills and higher-level thinking skills into the curriculum.**

- Encourage the **development of products** that challenge existing ideas and produce "new" ideas.

- Encourage the **development of self-understanding**, i.e., recognizing and using one's abilities, becoming self-directed, appreciating likenesses and differences between oneself and others.

- **Evaluate student outcomes** by using appropriate and specific criteria through self-appraisal, criterion referenced and/or standardized instruments.

PRINCIPLES

Indicators of Quality Curriculum for Advanced Learners . . .

So What Makes Curriculum Different for Highly Capable Students?
Recommendations Worth Considering

Early in my teaching career, I met a young man named Sam who possessed a great deal of mathematical expertise at a young age. He arrived at our school at the age of five and entered kindergarten, ready to learn with great intensity and enthusiasm. Mrs. McDonald, his kindergarten teacher, was eager to work with Sam and provide an educational setting that fostered his love of mathematics. Each and every day, Sam would use mathematical language to explain his observations. The mathematical content and skills that were of importance to most kindergarteners seemed more and more out of alignment with his mathematical knowledge and understanding. It was soon

curriculum during the testing situation. The question asked Sam to look at two circles, one that was divided into three parts and one that was divided into four parts (one representing 1/3 and the other representing 1/4). He was asked to name the fraction that was largest, one-third or one-fourth.

As he looked at these circles he asked, "What is this thing called? Everything in math has a name, Mrs. Leppien, so what do you call these things?"

I replied that these visual representations are called fractions.

He then asked me, "Is this like a pie that is cut into several pieces? If it is, then my mother certainly can't cut straight lines

constructing sentences that express ideas. Sam would then move toward trying to see patterns or connections between concepts and ideas in order to generate laws or what he referred to as "mathematical rules to live by." Sam considered himself to be a mathematician, and this became the lens through which he viewed the world.

What We Learned About Sam's Advanced Level of Expertise

I learned many things from working with Sam. I learned that the questions teachers ask are like the questions Sam posed to himself and others. These questions can provide rich invitations for developing

Retrieve article from Dropbox- https://tinyurl.com/2sm5kdfy

1. Read the article and highlight ideas that make you STOP and PAUSE in your thinking….new ahas….deeper connections…questions that you might have…how do these ideas deepen understanding in a discipline or field of study…develop expertise???
2. What new questions has it posed for you as you work with teachers?
3. To what degree have these ideas been implemented in your schools?

Indicators of Quality Curriculum for Advanced Learners . . .

General Agreement

1. Uses a **Conceptual Approach to Organize** or Explore Content that is Discipline Based and Integrative,

2. Pursues Advanced Levels of Understanding Beyond the General Education Curriculum Through **Abstraction, Depth, Breadth, and Complexity**,

3. Asks Students to Use Processes and Materials that **Approximate Those of an Expert**, Disciplinarian, or Practicing Professional,

4. Emphasizes **Problems, Products, and Performances** that are True to Life, and Outcomes that are Transformative,

5. Is Flexible Enough to Accommodate **Self-Directed Learning Fueled by Student Interests**, **Adjustments for Pacing, and Variety.**

Curriculum Worth Thinking About

BIG idea

Designing curriculum for conceptual understanding and knowledge production assist us in escalating student engagement, involvement, and thinking. . . .

To help students go from surface to deep learning and thinking, we can ask ourselves three questions:

- From the facts or skills being taught, **which concepts are at the heart of the learning?** For instance, a unit on the human body may be driven by the concepts of system, interdependence, and health.

- **Which connections between concepts would we like students to make as a result of the learning**? For example, in mathematics, we may ask students to connect the concepts of multiplication and division. In science, we may wish to see how they draw links between photosynthesis and energy transformation.

- What **opportunities for application and transfer** can we design to help students take their learning further?

- These questions reflect different levels of conceptual thinking. If students do not have a strong understanding of individual concepts, they'll struggle to see patterns and make connections between them. Likewise, if we don't give students time to construct understanding, it will be challenging for them to apply their ideas to projects, current events, or other new contexts.
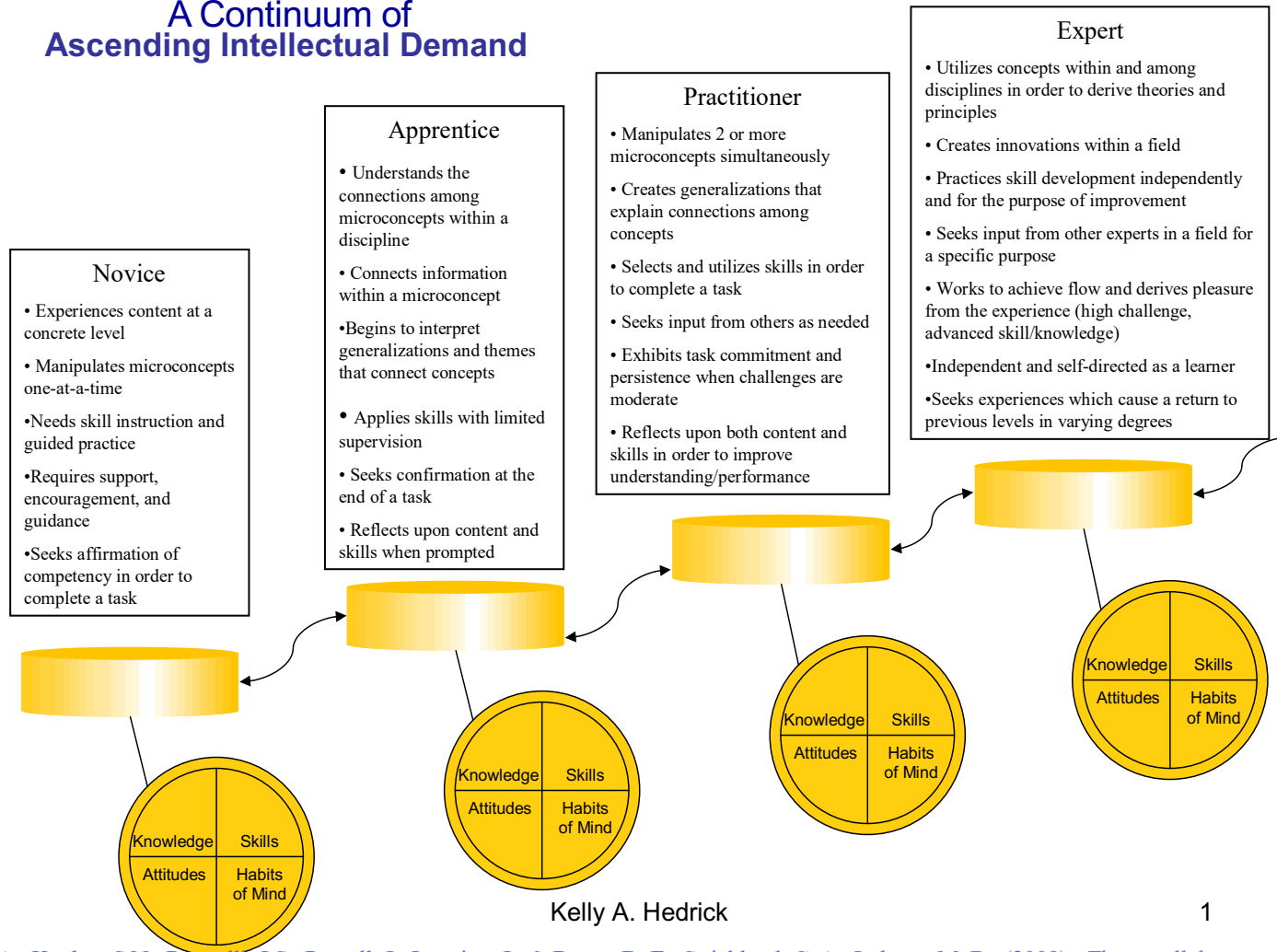
Designing High Quality Curriculum
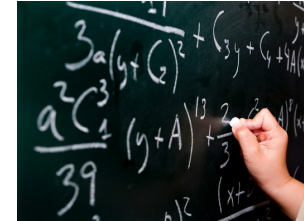
Teachers who understand the centrality of high-quality curriculum in differentiation know that students can only become powerful learners if what they are asked to learn is powerful.

- Teaching for **understanding** (emphasizing the concepts/principles/essential understandings of a discipline)
- Teaching for **transfer** (making sure students use what they learn in authentic contexts)
- Insisting on and supporting consistent growth in **high level thought**
- Guiding **high quality discussions** to explore important ideas
- Ensuring that students **examine varied perspectives** and the relative merits of those perspectives
- Helping students **connect the important ideas** of content **with their own lives** and experiences
- Vigorously supporting students in **developing the skills and attitudes** necessary to do quality work
- **Starting with what the most able students** need and supporting all students in success with that level of curriculum

Tomlinson, C. A., Kaplan, S.N., Renzulli, J. S., Purcell, J. H., Leppien, J. H., Burns, D. E., Strickland, C. A., & Imbeau, M. B. (2009). *The parallel curriculum (multimedia kit): A design to develop learner potential and challenge advanced learners.* Thousand Oaks, CA: Corwin Press.

A Continuum of
Ascending Intellectual Demand

Novice

- Experiences content at a concrete level
- Manipulates microconcepts one-at-a-time
- Needs skill instruction and guided practice
- Requires support, encouragement, and guidance
- Seeks affirmation of competency in order to complete a task

Apprentice

- Understands the connections among microconcepts within a discipline
- Connects information within a microconcept
- Begins to interpret generalizations and themes that connect concepts
- Applies skills with limited supervision
- Seeks confirmation at the end of a task
- Reflects upon content and skills when prompted

Practitioner

- Manipulates 2 or more microconcepts simultaneously
- Creates generalizations that explain connections among concepts
- Selects and utilizes skills in order to complete a task
- Seeks input from others as needed
- Exhibits task commitment and persistence when challenges are moderate
- Reflects upon both content and skills in order to improve understanding/performance

Expert

- Utilizes concepts within and among disciplines in order to derive theories and principles
- Creates innovations within a field
- Practices skill development independently and for the purpose of improvement
- Seeks input from other experts in a field for a specific purpose
- Works to achieve flow and derives pleasure from the experience (high challenge, advanced skill/knowledge)
- Independent and self-directed as a learner
- Seeks experiences which cause a return to previous levels in varying degrees

Knowledge	Skills
Attitudes	Habits of Mind

Kelly A. Hedrick

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Based on: Tomlinson, C.A., Kaplan, S.N., Renzulli, J.S., Purcell, J., Leppien, J., & Burns, D. E., Strickland, C. A., Imbeau, M. B. (2009). *The parallel curriculum: A design to develop learner potential and challenge advanced learners,* (2nd ed). Corwin Press. https://us.corwin.com/en-us/nam/book/parallel-curriculum-0

Ascending Intellectual Demand in the Curriculum

- Call on students to use more advanced reading, resources, & research materials

- Assist students in determining and understanding multiple perspectives on issues and problems

- Adjust the pace of teaching and learning to account for rapid speed of learning or to permit additional depth of inquiry

- Develop tasks and products that call on students to work at greater levels of depth, breadth, complexity or abstractness

- Have students apply what they are learning to contexts that are unfamiliar or are quite dissimilar from applications explored in class

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Ascending Intellectual Demand in the Curriculum

- **Design tasks and products that are more open-ended or ambiguous in nature and/or call on student to exercise greater levels of independence in thought and scholarly behavior as learners and producers**

- **Develop rubrics for tasks and products that delineate levels of quality that include expert-level indicators**

- **Design tasks that require continuing student reflection on the significance of ideas and information, causes students to generate new and useful methods and procedures to represent ideas and solutions**

- **Ask students to reflect on personal and societal implications of solutions they propose to problems**

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Ascending Intellectual Demand in the Curriculum

- Apply understandings, concepts, or principles in contexts that are markedly dissimilar.

- Analyze diverse perspectives on an issue or problem.

- Search for legitimate and useful connections among seemingly disparate elements.

- Look for patterns of interaction among multiple areas of connection.

- Look at broad swaths through an unfamiliar perspective.

Ascending Levels of Intellectual Demand in the Curriculum

- Encourage students to explore research questions in more depth and at increasing levels of sophistication.

- Provide opportunities for students to explore their own questions with less scaffolding and support.

- Ask students for increasing levels of analysis in their work.

- Encourage students to compare their own work with exemplars in the field. Invite self-evaluation in order to support students' increasing levels of expertise with respect to product quality.

- Escalate the use of primary course material. Arrange for students to learn about and use state-of-the art tools and equipment.

Frame your instructional units around concepts of driving questions where students take the role of the inquirer and assists you in helping students explore content that is disciplined-based and integrative in design.
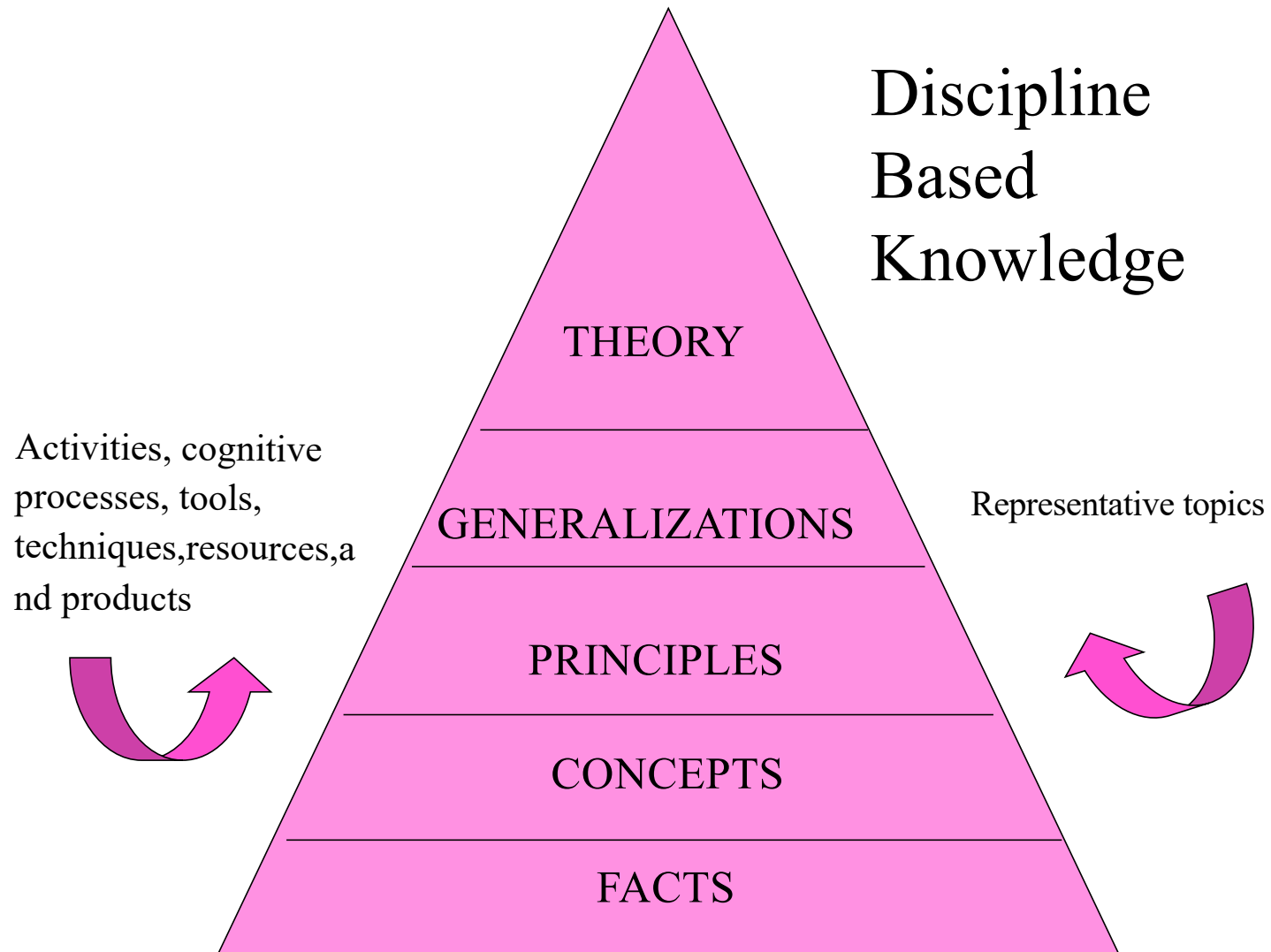
It starts with a strong **framework**......
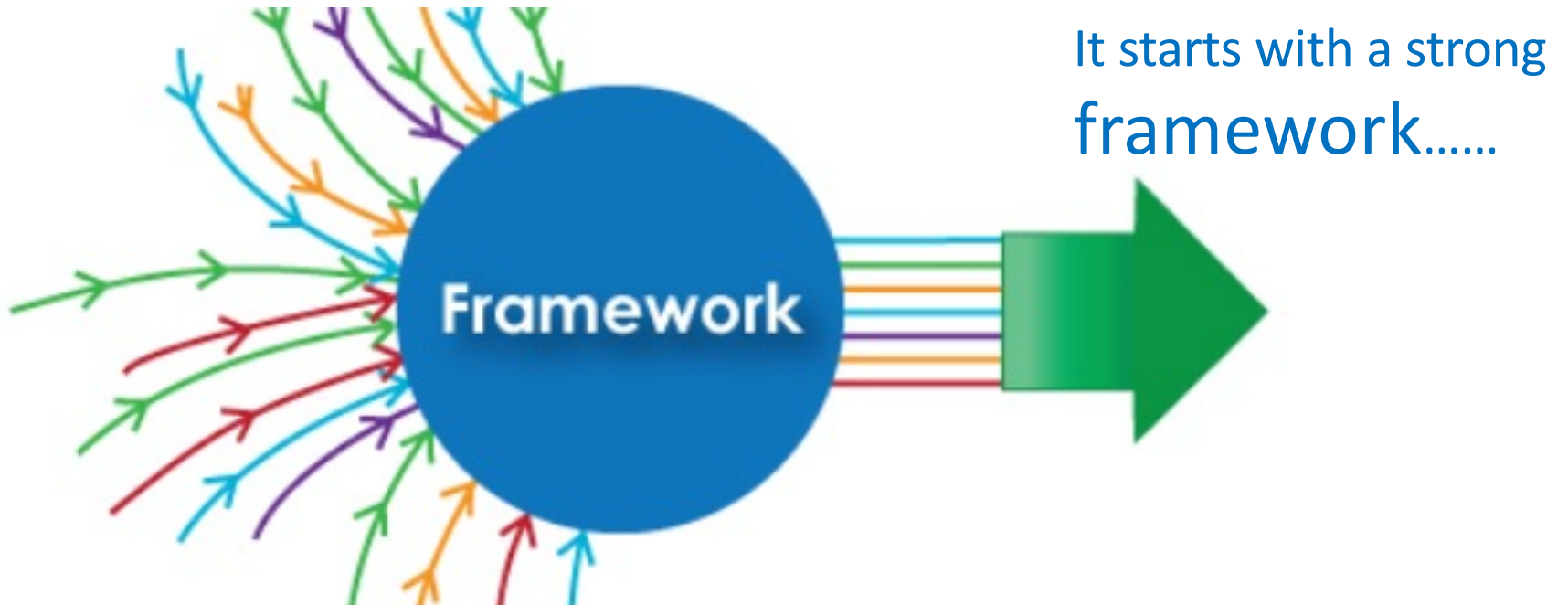
What Is a Curriculum and Instructional Framework?

- **An instructional framework provides a cohesive structure made up of proven components, but it is adaptable so as to work with varying teaching styles, content areas, and student needs (while maintaining the core structure of the framework). Teachers can unleash their creativity with confidence that their students are going to be successful.**

Use a conceptual approach to organize or explore content that is discipline-based and integrative in design.

Discipline Based Knowledge

THEORY

GENERALIZATIONS

PRINCIPLES

CONCEPTS

FACTS

Activities, cognitive processes, tools, techniques,resources,and products
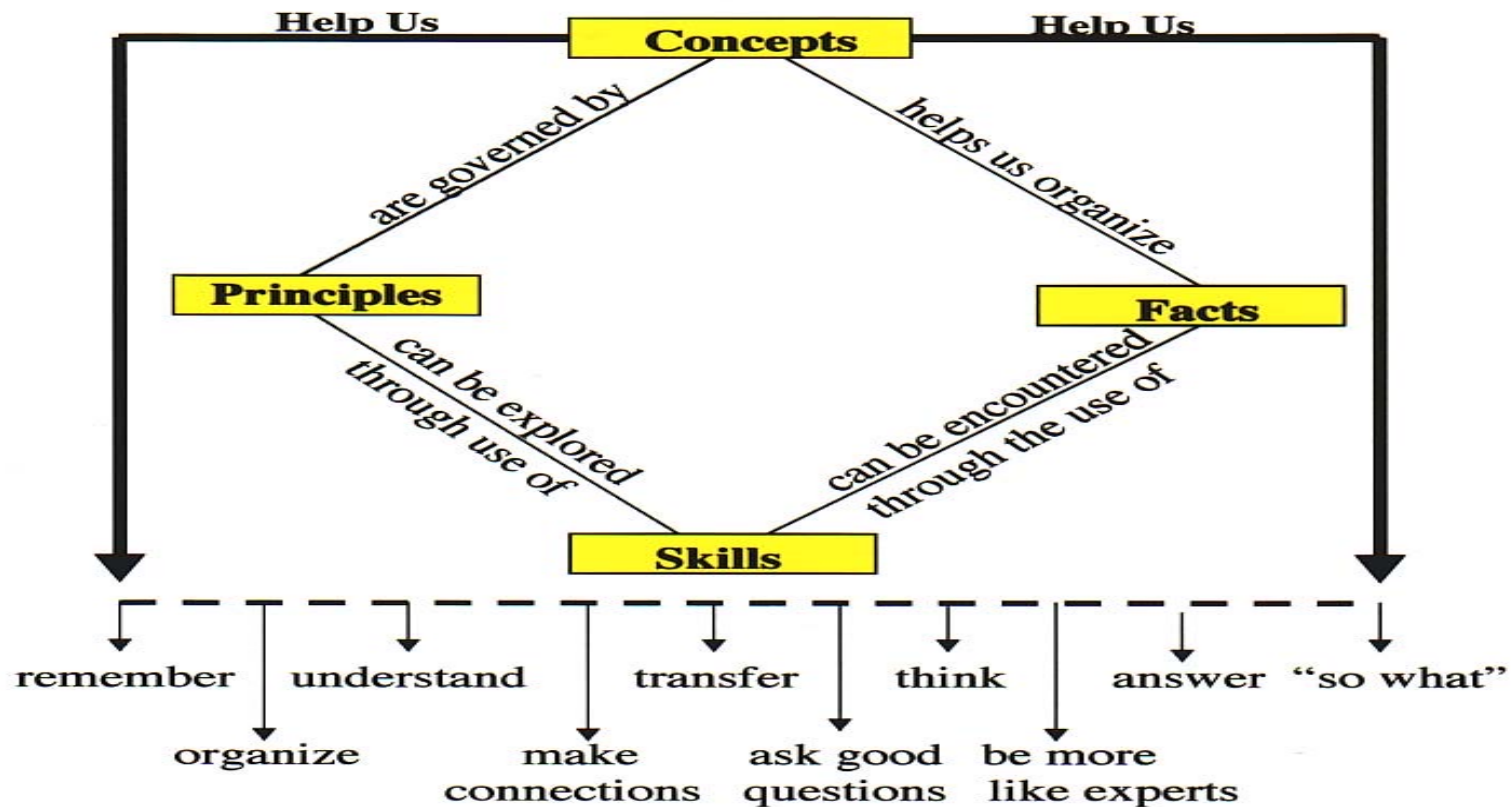
Representative topics

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Establishing the Framework for A Unit: Categorizing Content Knowledge

- **Fact**: Specific detail

- **Concept**: General idea; abstraction

- **Principle**: Underlying law or rule

- **Generalization**: Statement that explains or describes a category of things or ideas

- **Skill**: proficiency, skill, technique

- **Attitude**: belief, habits, attitudes, dispositions

- **Application**: ability to generalize or transfer

Concept-Based Teaching

Concept-based teaching helps students and teachers organize their thinking about and develop an understanding of subject matter so they become more able in the discipline.

Help Us **Concepts** Help Us

are governed by

helps us organize

Principles

Facts

can be explored through use of

can be encountered through the use of

Skills

remember | understand | transfer | think | answer | "so what"

organize | make connections | ask good questions | be more like experts

Tomlinson 02

The Framework of an Instructional Unit

KNOW

- **Facts**
- **Vocabulary**
- **Dates**
- **Places**
- **Names**

UNDERSTAND

- Concepts
- Macro-Concepts
- Principles
- Content-Specific laws
- Statements of Truth

BE ABLE TO DO

- Discipline-Specific Skills
- Thinking Skills
- Planning Skills
- Collaboration Skills

Systems
Change
Conflict
Justice
Structure
Revolution

"A concept serves as an <u>integrating lens</u>" and encourages the transfer of ideas within and across the disciplines "as students search for patterns and connections in the creation of new knowledge."

Concept-Based Teaching

serves as "__integrating lens__" and encourages the transfer of ideas within and across the disciplines "as students search for patterns and connections in the creation of new knowledge."

MACROCONCEPTS
Broadest, most abstract concepts; often used as a conceptual lens to develop breath of understanding (systems, structure, interdependence, change, conflict, power, balance.
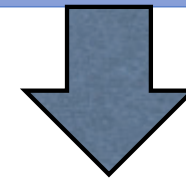
MICROCONCEPTS
Sub-concepts, more specific concepts tied to a discipline (slope, value, niche, value)

What Concepts Do Your Students Interact With???

A concept is an idea that is enduring, the significance of which goes beyond aspects such as particular origins, subject matter or place in time (Wiggins and McTighe, 1998). It also represents a generalized idea of a thing or class of things, a category or classification.

- Facilitate disciplinary and interdisciplinary learning
- Provide transferable focus
- Serve as tools for inquiry
- Can drive the purpose for the types of learning experiences you want to develop
- Helps you to organize and unify the ideas presented

Courage	Tradition	Constancy
Change	Evil	Cycles
Responsibility	Tolerance	Interdependence
Destruction	Infinity	Myth
Relationship	Eternity	Voice
Justice	Patterns	Culture
Fairness	Exploration	Identity
Freedom	Discovery	Perspective
Adaptation	Beauty	Classification
Survival	Truth	Idea
Ownership	Rituals	Conservation
Individuality	Empathy	Equivalency
Perspective	Extinction	Migration
Ethics	Value	Cause and Effect
Commitment	Equality	Persuasion
Violence	Loyalty	Altruism
Conflict	Spirituality	Equilibrium
Resolution	Invention	Structure
Community	Connections	Function
Form	Causation	System
Stereotypes	Scarcity	Sustainability
Representation	Identity	Revolutionary/Evolutionary

STOP AND CONSIDER. . .

IN THE WORK THAT YOU DO WITH TEACHERS, WHAT CONCEPTS MIGHT FRAME THEIR UNITS TO PROVIDE MORE DEPTH AND COMPLEXITY?

"Understanding" Objectives

These are the written **statements of truth**, the core to the meaning(s) of the lesson(s) or unit. These are what **connect the parts of a subject** to the student's life and to other subjects. Understandings are purposeful. They focus on the key ideas that require students to understand information and make connections while evaluating the relationships that exit within the understandings.

Stated as a full sentence. . .Begin with, "I want students to understand **THAT**…" (not HOW… or WHY… or WHAT)

– Multiplication is another way to do addition.

– People migrate to meet basic needs.

– All cultures contain the same elements.

– Entropy and enthalpy are competing forces in the natural world.

– Voice reflects the author's perspective and background.

Examples of Understandings

Students will understand that…

Literature:

❑ …fiction is a reflection (or refraction) of fact.

❑ …the fiction of a given time period <u>reflects</u> people's values during that time period.

❑ …one's writing is a <u>reflection</u> of him/herself.

Math:

❑ …<u>the dimensions</u> of a shape exist in an <u>interdependent</u> relationship with its other dimensions; change to one dimension results in changes in its other dimensions.

❑ …mathematical <u>patterns</u> help us decode the universe.

*=Generalizations: Understandings that show the relationship between two or more concepts

[2] Wiggins and McTIghe – *Understanding by Design*, 1998

Examples of Understandings

Students will understand that…

Social Studies:

❑ …all <u>cultures</u> have beliefs, roles, traditions, economies, and technologies.

❑ …people <u>change</u> and are <u>changed</u> by its <u>culture</u>.*

❑ …a people's <u>cultural</u> norms reflects its beliefs and <u>values</u>.

Science:

❑ …life is organized into systems (ecosystems, respiratory, system, cell system, etc.)

❑ …systems are comprised of <u>interdependent</u> parts; <u>change</u> in one part of a system results in <u>change</u> in its other parts.*

*=Generalizations: Understandings that show the relationship between two or more concepts

[2] Wiggins and McTIghe – *Understanding by Design*, 1998

Wrap the Unit Around What You Want Students to Understand About Those Concepts:

Thinking Like a Historian: The Civil War as Critical to Our Development as a Nation

Concepts:

- Conflict
- Disunion
- Reaction
- Change
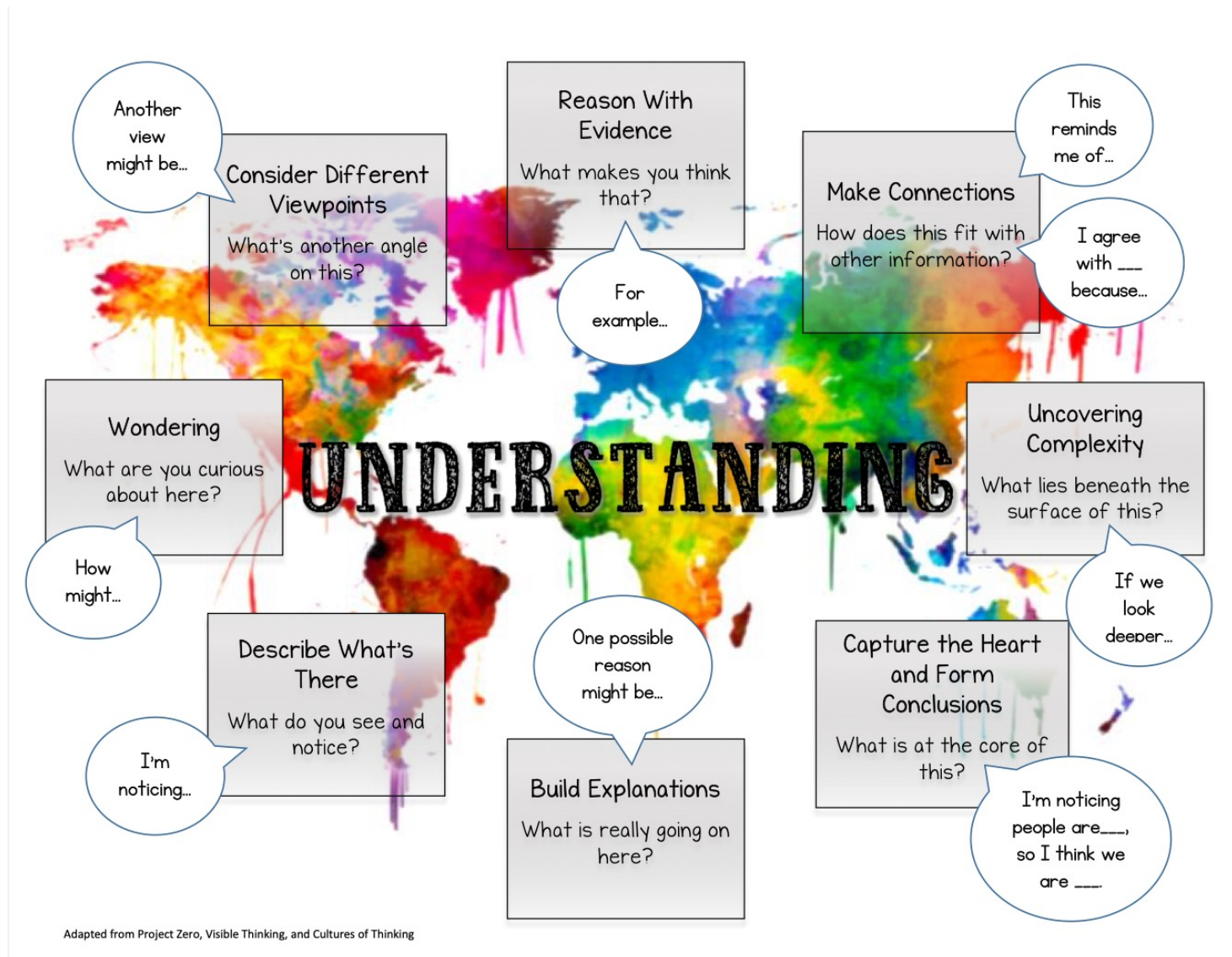- Reconstruction/Reunion

Understandings:

- National unity can be challenged by political, social, and economic change.
- The Civil War was rooted in complex causes and the conflict had political, economic, and social impacts on both the North and the South.
- Societies efforts to resolve deep political, economic, and social divisions and efforts to rebuild society after conflict are met with both acceptance and resistance.
- Reconstruction was limited in its overall success due to challenges from various groups in American society.
- History is open to multiple interpretations, and that the same piece of evidence can support conflicting claims.

"Skills" (Be Able to Do) Objectives

Thinking skills, skills of the discipline, habits of mind, procedural skills, organizational skills. **Verb phrases--not the whole activity.**

- Discern bias among news sources.
- Design a routine for public performance
- Create a self-portrait
- Identify sources using a database
- Factor whole numbers into primes
- Justify a position
- Compose a variation on a theme
- Form a plausible hypothesis

- Contribute to the success of a group or team
- Revise written work for clarity.
- Analyze the author's argument.
- Plan a fitness regimen.
- Predict the outcome of an experiment
- Compare map projections.

Another view might be…

Consider Different Viewpoints

What's another angle on this?

Reason With Evidence

What makes you think that?

This reminds me of…

Make Connections

How does this fit with other information?

I agree with ___ because…

For example…

Wondering

What are you curious about here?

UNDERSTANDING

Uncovering Complexity

What lies beneath the surface of this?

How might…

If we look deeper…

Describe What's There

What do you see and notice?

One possible reason might be…

Capture the Heart and Form Conclusions

What is at the core of this?

I'm noticing…

Build Explanations

What is really going on here?

I'm noticing people are___, so I think we are ___.

Adapted from Project Zero, Visible Thinking, and Cultures of Thinking

Identify the disciplinary thinking skills students will use to unlock those big ideas.

Thinking Like a Historian: The Civil War as Critical to Our Development as a Nation

Skills:	Evaluate the causes of the Civil War by:	Evaluating the impact of territorial expansion, the Supreme Court, and individual action on sectional polarization.	Assessing the impact of Abraham Lincoln, the Republican Party and the election of 1860 on the secession of the southern states.
Explaining the causes of the Civil War and evaluate the importance of slavery as a central cause of the conflict.	Analyze factors affecting the outcome of the Civil War by:	Contrasting the goals, resources, military technology, and strategies of the Union and Confederacy.	Evaluating how Union and Confederate political, military, and diplomatic leadership affected the outcome of the conflict.
Students will evaluate the effectiveness of the United States Government in protecting the rights of individuals and groups during the Civil War by:	Evaluating the military and historic significance of the Emancipation Proclamation.	Evaluating the efficacy and constitutionality of President Abraham Lincoln's suspension of the Writ of Habeas Corpus.	Describing economic opportunities and obstacles faced by soldiers, civilians, free and enslaved populations during the Civil War.
Analyze the political, economic, and social goals of Reconstruction by:	Contrasting the goals and policies of the Congressional and Presidential Reconstruction plans.	Identifying the legal and illegal actions used to deny political, social, and economic freedoms to African Americans.	Examining the ways in which African American communities fought to protect and expand their rights.

"Know" Objectives

These are the facts, vocabulary, dates, names, places, and examples you want students to give you.

Examples from: Thinking Like a Historian: The Civil War as Critical to Our Development as a Nation

- Broad content ideas and vocabulary
  - "City on the Hill"
  - Differences in the colonies North and South
  - Constitutional Convention and the development of the early United States
  - Civil War
  - Reconstruction
  - Jim Crow Laws and early Civil Rights leaders
  - The Civil War and its Influence on the Branches of Government

Revisiting Essential Questions….Wiggins (2007) reminded us that a question
is **essential** when it:

- Causes genuine and relevant inquiry into the big ideas and core content.
- Provokes deep thought, lively discussion, sustained inquiry, and new understanding as well as more questions.
- Requires students to consider alternatives, weigh evidence, support their ideas, and justify their answers.
- Stimulates vital, on-going rethinking of big ideas, assumptions, and prior lessons.
- Sparks meaningful connections with prior learning and personal experiences.
- Naturally recurs, creating opportunities for transfer to other situations and subjects.

Ask yourself….At the heart of the work, an essential question invites students to discover, think deeply, discuss, and shape their own understanding of the information. What would be your questions?

Essential Questions…help teachers frame their content around open-ended and thought- provoking questions that help students make meaning of and "uncover" the big ideas.

Big Idea Understandings	Possible Essential Questions
True friendship is revealed during hard times, not happy times.	Who is a *"true friend*," and how will you know?
Communication becomes more effective when verbal and nonverbal messages are aligned.	What makes a great speaker? How can a great speech be "more than words"?
Literature from various cultures and time periods explore enduring themes about the human condition.	How can stories from other places and times be about us?

Assess the essential questions and revise them based on the following questions:

- Is the question written in student-friendly language so it's relevant to them?
- Does the question open itself to debate, multiple perspectives, or many different answers?
- Does the question address the heart of the content without being TOO TOPICAL?
- Does the question empower students to take ownership of their own learning?
- Does the question encourage other student-generated questions?

	Old Essential Question	Revised Essential Question
Grade 5	What are the influencing factors that cause people to immigrate?	Why do people move?
Grade 6	How did hominids develop into modern humans?	How do humans make or inform decisions?
Grade 7	How did the caste system impact Indian society?	What shapes culture?
Grade 8	Did the Declaration of Independence establish the foundation of American government?	What role does power play in influencing a county/a ruler/ an individual's actions?

Essential Questions. . .

- **What factors lead a country to civil war?**

- **How did geographic and economic growth, political shifts, and changing social structures lead to divisions within the United States?**

- **How does war impact and change society?**

- **How does a nation reconcile past injustices?**

- **How effective was the United States in resolving the political, economic, and social issues that led to, and stemmed from, the Civil War?**

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We develop conceptual understanding through the questions that we pose so they can begin to seek relationship between ideas as they RELATE to **Students** as well as the **Content**

Adversity, Conflict, and Change
1. How does conflict lead to change?
2. What problem-solving strategies can individuals use to manage conflict and change?
3. How does an individual's point of view affect the way they deal with conflict?
4. What personal qualities have helped you to deal with conflict and change?
5. How might if feel to live through a conflict that disrupts your way of life?
6. How does conflict influence an individual's decisions and actions?
7. How are people transformed through their relationships with others?
8. What is community and what are the individual's responsibility to the community as well as the community's responsibility to the individual?

https://www.teachthought.com/pedagogy/examples-of-essential-questions/

Essential Questions for
Literary Themes   **https://tinyurl.com/2sm5kdfy**

Chaos and Order
- What is the importance of civilization and what factors support or destroy its fabric?
- What are the positive and negative aspects of both chaos and order?
- What are the responsibilities and consequences of this new world order described as "global"?
- What role does chaos play in the creative process?
- What are the politics and consequences of war, and how do these vary based on an individual or cultural perspective?

Constructing Identities
- How do we form and shape our identities?
- In a culture where we are bombarded with ideas and images of "what we should be," how does one form an identity that remains true and authentic for her/himself?
- What turning points determine our individual pathways to adulthood?
- In a culture where we are bombarded with other people trying to define us, how do we make decisions for ourselves?

Social Justice

1. What is social justice?
2. To what extent does power or the lack of power affect individuals?
3. What is oppression and what are the root causes?
4. How are prejudice and bias created? How do we overcome them?
5. What are the responsibilities of the individual in regard to issues of social justice?
6. How can literature serve as a vehicle for social change?
7. When should an individual take a stand against what he/she believes to be an injustice? to do this?
8. What are the factors that create an imbalance of power within a culture?
9. What does power have to do with fairness and justice?
10. When is it necessary to question the status quo? Who decides?
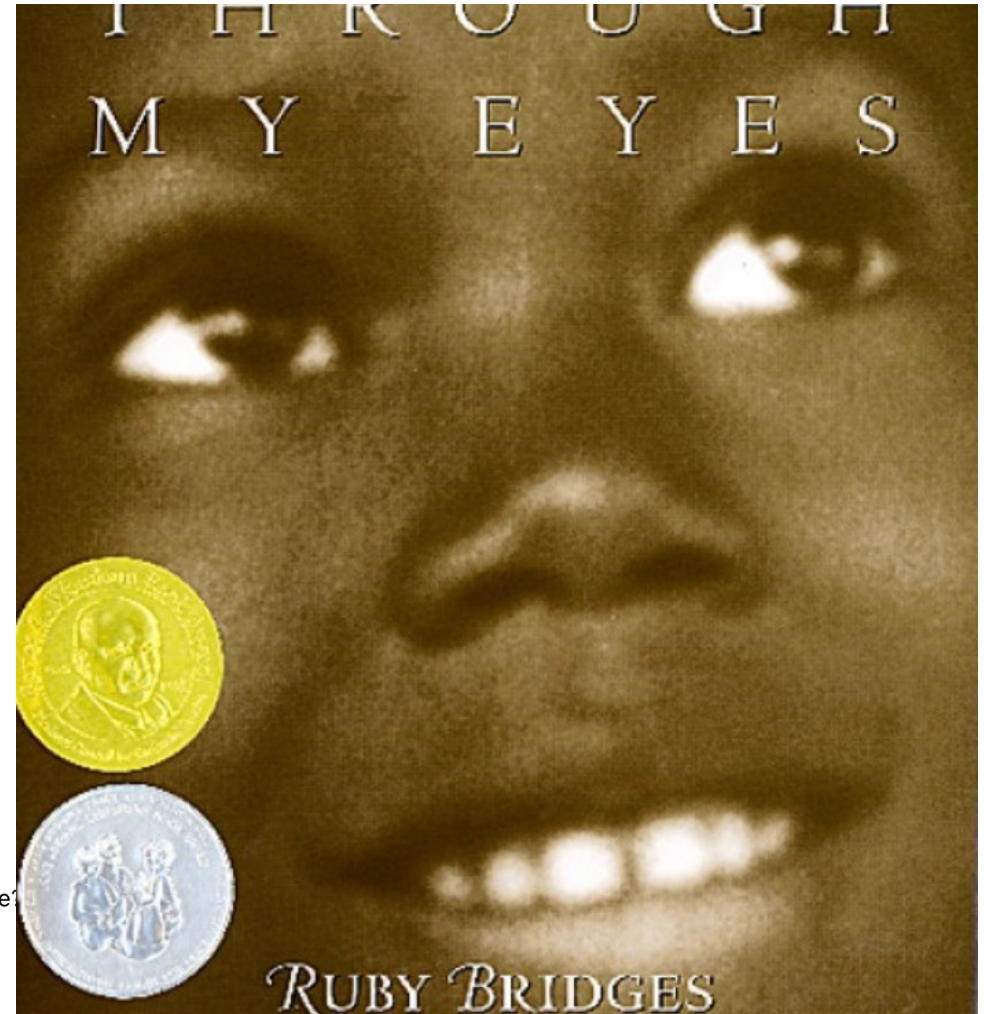
The Power of the Concept and Essential Questions

[EQ: To what extent do people "have" power? Where does power come from?]

Power	
Where do you have it?	**Where do you lack it?**
"Shrew" Characters who had it and why?	"Shrew" characters who lacked it and why?

An Example of a Unit That is Generative

The Cost of Ambition *Macbeth*- 7th Grade English	
Concepts • Destiny and free will • Change • Ambition • Identity • Conflict (internal and external)	**Essential Understandings** • An ambition for power can result in a loss of humanity • All actions result in consequences; for every action, there is an opposite and equal reaction • Identity is driven by societal and individual perceptions • Guilt manifests in many forms • Heroes are not always perfect; they are human and have flaws • Literary devices and conventions can engage the reader and help to communicate concepts

An Example of a Unit That is Generative

Knowledge	Skills
• Traits of a tragic hero, including fatal flaw • Literary and dramatic terms: allusion, irony, motif, paradox, symbolism, theme, figurative language, soliloquy, aside, apostrophe, iambic pentameter, denotation, connotation • The plot of *Macbeth* • The historical context of the play's setting • The background/biography of William Shakespeare • Rubric standards and guidelines for a compare/contrast essay, specifically the organization differences between parallel and integrated schemes	• Analyze the characteristics that make Macbeth a tragic hero; identify and argue for his fatal flaw • Track and creatively document the characteristic changes of Macbeth and/or Lady Macbeth • Document motif throughout the play, identifying the multiple symbolic possibilities of a single word through textual evidence • Participate in and contribute to a Socratic circle discussion topic of their own choosing • Connect themes and issues to contemporary, real world situations in a variety of ways. • Demonstrate understanding of a character's point of view and why he or she made the choices he or she did • Identify examples of motif, irony, paradox, allusion, and figurative language and connect them with Shakespeare's communication of concepts • Identify examples of apostrophe, soliloquy, aside and explain how these dramatic elements contribute to both the audience's experience and the evolution of specific characters • Brainstorm, outline, draft, and revise a compare/contrast essay of Macbeth, a tragic hero, and Arthur, an epic hero; use integrated or parallel structure to effectively organize supporting reasons with clarity

An Example of a Unit That is Generative

Essential Questions
- Who controls my destiny?
- How far will I go to achieve my goals?
- Why do people change?
- How can Macbeth's vaulting ambition be related to politics/current events today?
- Why are people motivated to create an identity or appearance that is different from reality?
- How does Macbeth cause his own downfall?
- How do we cope with conflicting traits within our personalities?

• An ELA middle school teacher I observed wanted to assist her students in examining underrepresentation in the public pedagogy by exploring voices in media and literature with the ultimate goal of having her students shine a light on the untold stories they felt needed to be revealed in writing or through documentary storytelling.

• **She decided to use Chimamanda Ngozi Adichie's Ted Talk,** *The Danger of a Single Story*, to explore the negative influences that a "single story" can have on one's sense of identity. This video viewing opened-up lines of student inquiry that engaged students in thinking about the "single stories" about themselves and others that they were exposed to in early childhood and if they could relate to those constraints imposed by those mentioned by the speaker. They further discussed the benefits of encountering stories that are different from one's own and suggested the best ways to encounter new stories that broaden one's perspective.

YOUR STORY, YOUR VOICE

Organizing Concepts and Principles

Concepts:
- Identity
- Representation or Voice
- Courage
- Choice

Understandings:
- Creating and producing a film takes courage because the stories we tell reflect our identities and voice.
- When we courageously share our voice and identity, we inspire others to do the same.
- Sharing one's voice through storytelling can inspire others to find their voice, reflect on their identity, and/or gain courage.
- Films/stories allow us to gain new perspectives as we vicariously experience the struggles, choices, and courage of others.

Example

YOUR STORY, YOUR VOICE

Example

Skills:

- Evaluate a speaker's point of view, reasoning, use of evidence, rhetoric, word choice, tone, and points of emphasis to assess the speaker's stance on a particular topic.

- Use digital media within a short film to enhance and communicate findings as they relate to the major concepts: choice, courage, and identity.

- Collaborate with peers to set project goals, establish roles, and meet goals related to the project.

- Participate in collaborative discussions by effectively building on others' ideas, listening, and expressing one's own thoughts clearly and persuasively.

- Move conversations forward by posing and responding to questions or linking ideas during discussion.

Essential Questions:

- How does each person's story contribute to the larger narrative?
- How does sharing one's voice or identity reflect personal courage?
- How does the design process in film help to capture the stories of stories not told?

Harrison Bergeron

Kurt Vonnegut Jr.
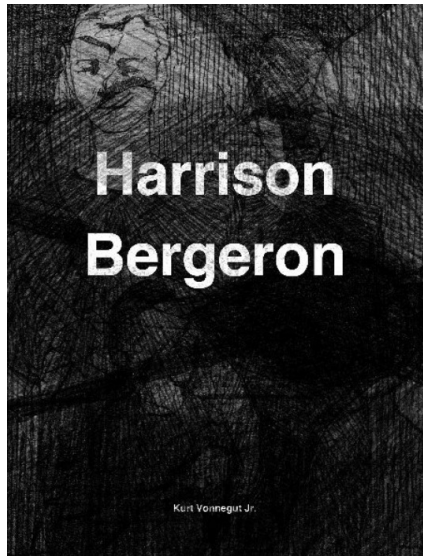
How do the dynamics among characters and plot lead to the resolution?

The characters must be credible; how they act and what they say must make sense. What aspects of the personalities of the major characters in this story affect their credibility?

Are there any relationships between various characters, be they friends, lovers, co-workers, or family members, that are important to the story? If so, describe the relationships that you believe contribute to the story and how those relationships advance the action of the story.

In what ways are the characters' actions driven by the values endorsed or criticized in the story or by ideas presented by the story?

Are there any transformations or changes that occur over the course of the story in any of the major characters? For each transformation or change, describe how it comes about and how it relates to the story's themes or ideas.
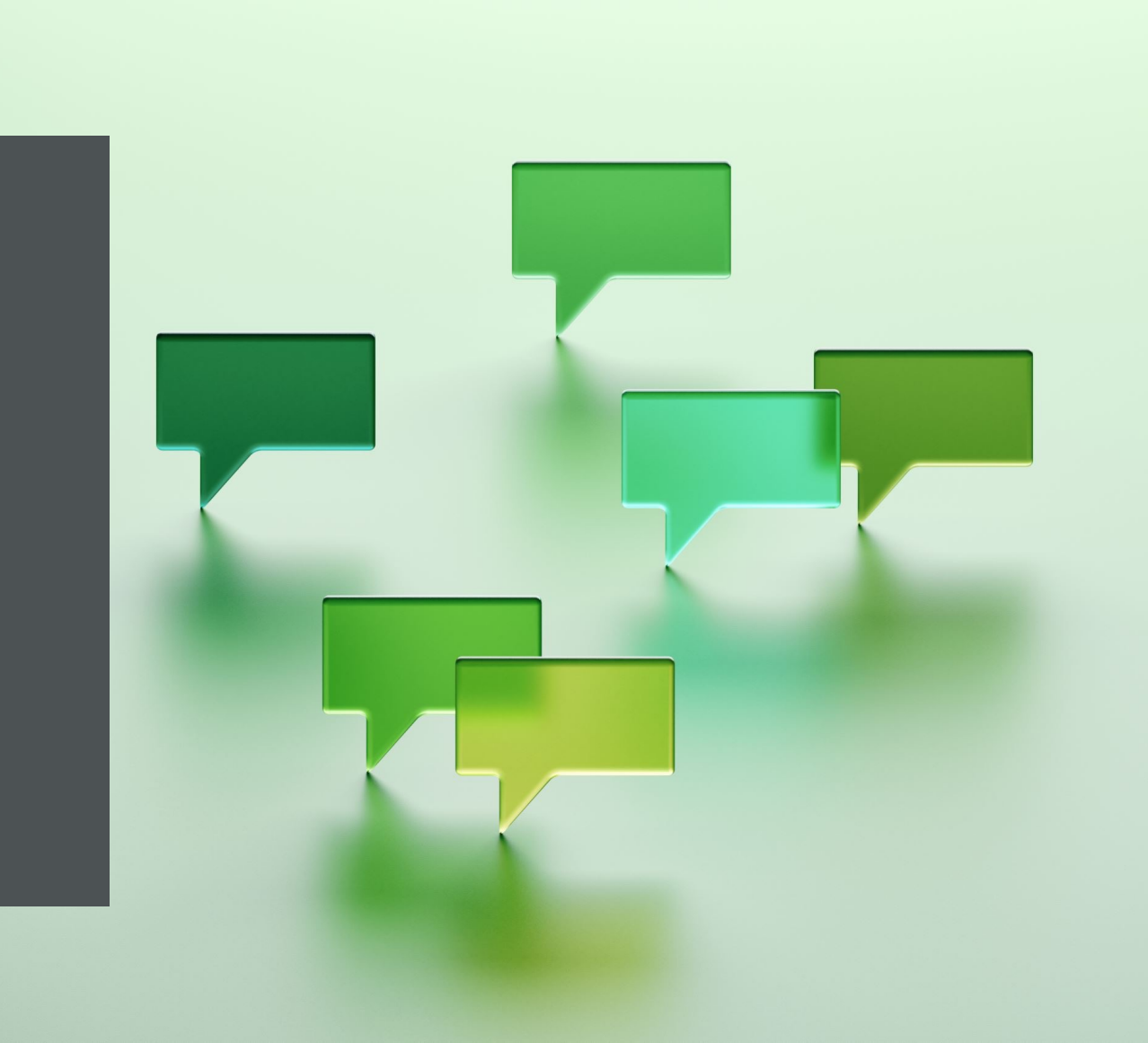
Universal Questions

THE LOTTERY

SHIRLEY JACKSON
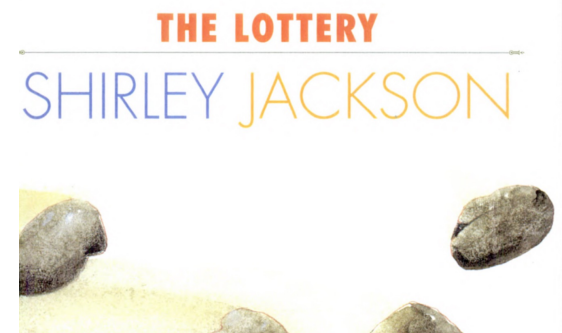
Designing Instructional Units That Are Conceptional Framed Around Big Ideas
Power, Individuality, Equality, and Change

Dealing with Change in Life
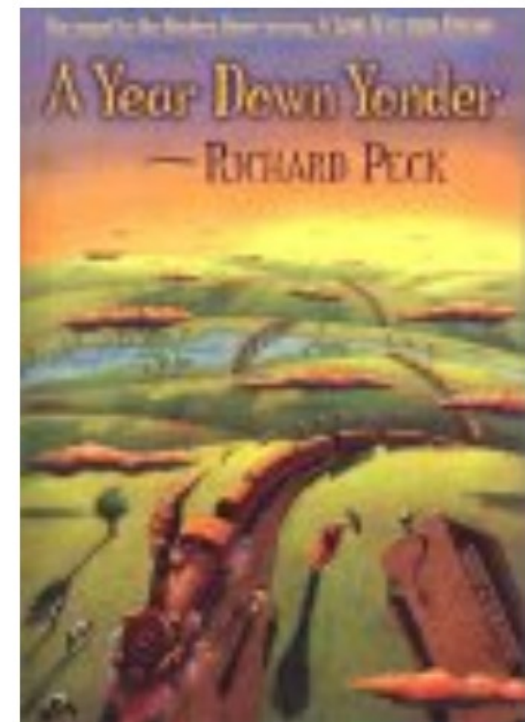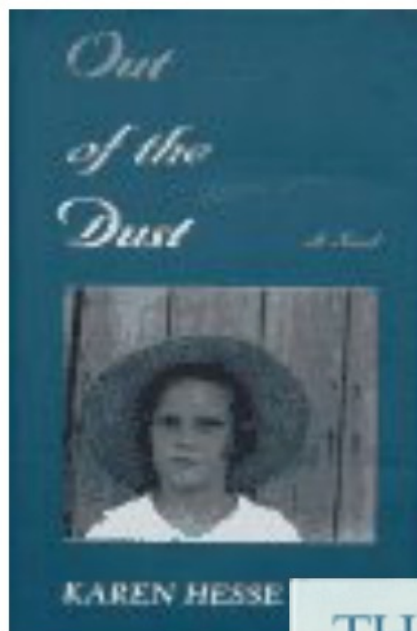
Arrange for students to engage in **shared inquiry groups or literary groups** based on interest, perplexing issues to solve, gather and analyze data to take action, conduct an investigation, etc.

All successful *Shared Inquiry* sessions follow these five guidelines:

- Participants must **read** the text carefully before the discussion.

- The entire group **discusses** the **ideas** in the text and explores them fully.

- Participants **support** interpretations of the text with **evidence** from the text, not their own opinions.

- Everyone **listens** carefully to the other participants and responds to them directly.

- The leader **asks questions** rather than offering their own interpretations of the text.

Scenario #2:
Confronting Injustice

In Ms. Brother's classroom, her scholars explored using reading and writing skills to further develop critical thinking skills. Her students were reminded that living in a democracy, they have the right and responsibility to make informed decisions using these skills. The unit of study focused on building non-fiction literacy skills, critical thinking skills, leadership and self-awareness as students learned the craft of argumentative writing through the lens of social justice exploration. Students read informational articles about various current social justice issues, practiced evaluating evidence and perspectives reflected in the articles, and **developed their own positions on an issue based on research and one that connected to their lives personally.**

Scenario #1: Interactions and Change

Ms. Lance wants to organize and extend expectations for teaching and learning the district's standards. For example, science standards direct that students study living things in their environment. She and her students use the concepts of change and interaction to further organize, explain, clarify, and exemplify the standard. Two of the key principles she introduces are **"Change is a result of interactions"** and **"Interactions can result in change."** Her students will take part in an ongoing "mental treasure hunt" to look for evidence within their study of living things that supports these principles. The teacher will use a large wall chart to display student examples and evidence from their study and research. As the year progresses, Ms. Lance will use a second chart to record examples and evidence of the same principles at work in other science topics students will study. The framework also will be useful to guide the work of students who do extended readings in science on topics in which they have specific interest or skill.

How does wrapping a social studies unit around these three concepts deepen thinking......What else could this unit connect to?

The Teaching Channel
https://www.teachingchannel.com

REVOLUTION

REACTION

REFORM

Literary Connections
Art Connections
Historical Connections
Scientific Connections
Musical Connections

Template
Look in the Dropbox

https://tinyurl.com/2sm5kdfy

Your Turn……

_____, a study in _____

Topic or Skill   Concept/Big Idea

Concepts: Abstract Ideas	Understandings: •1-2 full-length insights, principles, big ideas, "a-has" that you want students to walk away with, no matter what! •It might be helpful to start with, "Students will understand <u>that</u>…"
Essential Questions: •1-2 provocative questions that will frame the unit, and foster inquiry, understanding, and transfer of learning.	Skills: •Thinking skills, skills of the discipline, organizational skills. Remember to list only skills that will be assessed, not just any and all skills used in lesson activities. Skills start with a <u>verb</u>.

_____, a study in _____

Topic or Skill   Concept/Big Idea

Knowledge: •Categories of facts, vocabulary/terms, concepts, how-to's, information that is "memorize-able".	**Standards:**
Learning Tasks:	**Assessments:**

Look at Revisions of Frameworks

Butterflies, a study in Living Things
"Before" (In need of revision!)

Essential Questions	Understandings
•What is a butterfly? •How does larva become a butterfly?	•The life cycle of a butterfly is egg, larva, pupa, and adult. •Butterflies experience metamorphosis.
Knowledge •Butterfly, moth, larva, pupa, metamorphosis	**Skills** •Do an experiment. •Watch butterflies. •Record observations in notebook.

Butterflies, a study in How Living Things Change Through Cycles "After" (Possible Makeover!)

Essential Questions	Understandings
•How do living things change? •What is predictable about how living things change?	•All living tings go through some changes, but not all living things change in the same ways. •All living things experience change in cycles.
Knowledge •Stages of the life cycle of a butterfly and other living things.	**Skills** •Make, organize, and record observations. •Observe, compare, and describe the changes in the structure and behavior of butterflies over time.

Persuasive Writing, a study in Convincing "Before" (In need of revision!)

Essential Questions	Understandings
•What is persuasive writing? •What's a good persuasive writing topic?	•How persuasive writing is different from narrative writing. •Good persuasive writing makes sense. •Characteristics of persuading.
Knowledge •Persuasive •The differences between persuasive and narrative writing •Topics that make for good persuasive writing	**Skills** •Be persuasive in writing. •Choose a topic. •Revise work.

Persuasive Writing, a study in Making a Strong Argument "After" (Possible Makeover!)

Essential Questions	Understandings
•What makes for a good argument? •How can I get people to do what I want them to do, or think of a way I want them to think?	•Effective persuasion builds a logical case with credible supporting evidence. •Effective persuasion anticipates people's objections in order to motivate a change in their thinking or behavior.
Knowledge •Ways to organize a persuasive argument •Traits of logical evidence and arguments	**Skills** •Identify ad research an issue of personal or social importance. •Read and interpret "trigger words" and the use of techniques writers use to change how people think. •Analyze characteristic of "good" and "bad" arguments around an issue •Apply persuasive techniques to writing

_____, a study in _____
Topic or Skill   Concept/Big Idea

Essential Questions •1-2 provocative questions that will frame the unit, and foster inquiry, understanding, and transfer of learning.	**Understandings** •1-2 full-length insights, principles, big ideas, "a-has" that you want students to walk away with, no matter what! •It might be helpful to start with, "Students will understand <u>that</u>…"
Knowledge •Categories of facts, vocabulary/terms, concepts, how-to's, information that is "memorize-able".	**Skills** •Thinking skills, skills of the discipline, organizational skills. Remember to list only skills that will be assessed, not just any and all skills used in lesson activities. Skills start with a <u>verb</u>.

• Big Ideas reflect expert understanding and anchor the discourse, inquiries, discoveries, and arguments in a field of study. They provide a basis for setting curriculum priorities to focus on the most meaningful content. Big Ideas function as the "conceptual Velcro for a topic of study.