

Understanding by Design Unit

Title of Unit	Black History	
Time Frame	1 month	
Developed By	Catherine Brizard	
School	SJFS	
Identify Desired Results (Stage 1)		
Domain Areas:	Curricular(subject) Areas:	
Physical/motor: Within this unit, students will engage in fine motor activities that include cutting, coloring gluing etc.	English Language Arts: The students will be introduced to the topic of Black History using a KWL chart. To enhance each lesson, I will use various picture books. The students will explore language and the different forms of literacy they may encounter. Students will gain an understanding of this important time period and the hardships black people faced. The students will be read many picture books and short stories where they will be expected to make connections to the previous unit of WW2. As well, the students will engage in writing activities and responses in order to help stimulate their thought process. The students will acquire new vocabulary and will be expected to use the appropriate terms throughout the unit. The following ELA competencies will be targeted throughout the unit: - To read and listen to literary, popular and information-based texts - To write self-expressive, narrative and information-based texts - To use language to communicate and learn Math: Students will be required to use their previous Math knowledge and skills within different lessons in order to complete certain activities. While the unit is not heavily based on Math, there will be a few components that will allow them to use what they have learned. The following Math competency may be seen within 1-2 activities throughout the unit: - To reason using mathematical concepts and processes. Art: While art is not a subject that is graded within the classroom, we will be looking at various artists in Black History. Through the arts, students will be asked to create, and design art pieces based on artists seen within a lesson. The students work will be displayed throughout the classroom when it is complete. As well, we may listen to different	
Language/communication: Students will participate in oral communication while using appropriate language and terms.		
Cognitive/intellectual: Students will develop the skills needed to reason as well as the necessary math skills needed for the various activities.		
Social/emotional: Students will take part in activities that require social interaction such as searching/exploring with others, open discussions aa well as discussing ideas that target different emotions.		
Creative/aesthetics: Students will gain an appreciation for color, sensation, light while using all of their senses. Students will have the opportunity to demonstrate creativity within different lessons within the unit.		

		music that was popular among artists at the time such as Jazz. The following competencies will be targeted throughout the unit: Visual arts: - To produce (individual works in the visual arts) - To appreciate Music: - To interpret - To appreciate Ethics and Religious Culture: Students will participate in discussions where they will be asked to evaluate ethical situations as well as share their opinions. The students will be encouraged to organize their ideas within various contexts, as well as examine their perceptions, feelings and attitudes with regard to the subject and information at hand. - Reflects on ethical questions - Engages in dialogue
Essential Questions		Enduring Understandings
Open-ended questions that stimulate thought and inquiry linked to the content of the enduring understanding.		What do you want students to understand & be able to use several years from now?
- What do you know about Black History? - Why is it important that we learn about it? - What does it mean to be a fugitive on the run? - Who are important figures in black history?		I would like for students to understand and be able to use several years from now... - Events that took place during that time period. - The impact of discrimination and racism. - What is meant to be a slave/fugitive on the run. - What various people did to take a stand.
Assessment Evidence (Stage 2)		
What assessment strategies /tools will help check for understanding?		The strategies used will be as follows: - Observation: Throughout the unit, I will observe student’s behaviors with regards to the subject and the activities being completed. - Documentation: I will record the student’s different ideas and thoughts that arise. - Whole group sharing and discussion: Throughout the unit, students will take part in whole group sharing and discussions. At multiple occasions, we will gather to discuss the Student’s findings and any new knowledge they may have obtained. - Problem-solving: Students will be required to problem solve through different mathematical activities.

	• Unit assessment: Although there will be ongoing informal assessments throughout the unit, once all of the lessons have been completed, I will conduct a unit assessment in order to gain perspective as to how the activities went. This unit assessment will also allow for me to know if students gained the knowledge that I wanted them to learn from the activities. • Performance assessment: Throughout the unit, I will assess the ways in which students tackle tasks and the strategies they use in order to complete their work. • Portfolios: Throughout the unit, the student’s will place their work within individualized portfolios. This will allow us to track and share progress.
Performance Task (Overview)	• The students are going to have numerous tasks to complete throughout the unit. In the end, the student’s will be able to showcase their portfolios in order to demonstrate their understanding of the topic as well as the work they have produced. • Within this unit, the students will be required to perform written tasks, mathematical tasks, make connections to our prior unit, create projects and art pieces, as well as have dialogues amongst one another.
Learning Plan (Stage 3)	
How will you hook students at the beginning of the unit? (motivational set)	
To motivate the students at the beginning of the unit, I will introduce them to the topic of black history through a KWL chart. This is a topic that the students themselves have shown an interest in, therefore, I would like to know what they already know as well as what they wonder. At the end of the unit, I will return the chart where they will then fill in what they have learned. I will ask the students if there is anything in particular that they would like to explore within black history, where I will then make the effort to incorporate it into my teaching.	
What events will help students experience and explore the enduring understandings and essential questions in the unit? How will you equip them with needed skills and knowledge? How will you organize and sequence the learning activities to optimize the engagement and achievement of all students?	
The students will take part in the following activities in order to experience and explore the understandings and essential questions in the unit: ELA exploration, critical thinking, role-play, creative inventions, artistic observations, as well as art representations & projects. Students will explore the topic and actively participate in various lessons in order to gain an understanding about black history. Prior to learning about different figures in history, the students will learn a brief overview about the history as well as the terminologies used. Students will later have the creative freedom to explore the topic by participating in activities that will highlight certain aspects in history.	

I will equip the students with the needed skills and knowledge through direct instruction, inquiry-based instruction, differentiated instruction: graphic organizers, scaffolding through discussion, use of prior knowledge, and visual aids as well as through the integration of technology. Throughout the unit, I will ensure to target these strategies to assure that students are acquiring the information and abilities needed to learn successfully. In order to organize and sequence the learning activities in a way that optimizes all student’s engagement and achievement, I will begin by providing students with the basic information and knowledge needed to understand the topic. The initial introductory lesson will permit students to gain an understanding about the topic we will be covering throughout the unit. As we progress, the lessons will become more complex and focused in order to target the essential questions and enduring understandings for the unit. All of the students are going to be guided in a way that optimizes their learning. Each lesson provides clear instruction and expectations for the activities and build on one another in a way that permit students to revisit all prior knowledge obtained. Organizing the unit in a way that transitions smoothly allows for the teacher to track and evaluate how and if students are grasping the materials. It also permits teachers to make the necessary changes in order to ensure students achievements.		
How will you cause students to reflect and rethink? How will you guide them in rehearsing, revising, and refining their work based on your essential questions and enduring understandings? Students will have the opportunity to reflect and rethink throughout the unit through a series of discussions. Students will be given multiple occasions to discuss what they know and have learnt with their peers in both small groups and large groups. Students will also have the chance to reflect through various learning activities such as: Think-pair-share, turn and talk, whole class discussions and written responses. These learning strategies will support student’s ideas and those shared by their peers. I will guide students in various ways by asking questions that will help build on their foundational knowledge and knowledge acquired throughout the unit. I will encourage students to think critically and ask questions that will further their understanding. In doing so, I would like for students to construct new information based on their prior knowledge. I will ensure that I am available to answer any questions the students may have and provide the feedback necessary for them to refine their work. As well, I will emphasize the importance of revising, and refining one’s work and the reasons as to why we do so. Many learning resources will be available to students such as a word wall displaying the terms learnt, picture cues, posters and books. Throughout the unit, we will revisit key words and concepts, therefore, it will give students the opportunity of revisiting what was seen as a class.		
How will you help students to exhibit their growing skills, knowledge, and understanding throughout the unit? I will... • Scaffold students. • Observe and document responses received by the students. • Give students the opportunity to share their knowledge with their peers. • Have student-lead activities. • Have students create a portfolio where they can showcase the work they have completed. • Give students the opportunity to teach the class any additional information they may have obtained. • Display the work created by the students and have parents walk around in order to see what their children have learnt and accomplished.		
Environment (What will be added to the environment to support the unit?)		Conversations What open ended questions can I ask to learn through conversations that will

			scaffold children’s learning?
In order to support student learning, the environment will contain the following: • Images pertaining to black history. • Various reading materials and picture books related to black history. • A smartboard for activities throughout the unit. • Art supplies such as construction paper, markers, pencil crayons and other materials as needed for the art-based activities. • Computers (for students to conduct research) • A word wall with the terminology with the key words seen. • Recording device – to document the process, observations, and ideas made by students. The environment will be organized in a way that the tools are readily available to students and easy to navigate.			• Why is learning about black history important? • What do you know about black history? • What would you like to know about black history?
What resources will you use in the learning experiences to meet the outcomes?	Outline of planned lessons:	Book list:	
I will use the following resources: • Books • Images/posters • Handouts • Various technology: computer, smartboard, chrome books, Ipads. • Art materials –Different types of paper, markers, pencil crayons. • Vocabulary (word wall)	1. The initial lesson is an introduction to the topic of black history. Before providing the students with any information about the topic, I want to gain an understanding of what the students already know about black history and what they wonder. Therefore, I will have them complete a KWL at the beginning, and once we have neared the end of our unit, I will have them fill in the box about what they have learned. Following the KWL chart, we will come together as a group where we will discuss what some students have included in their charts. From there, I will begin by giving them information about the underground railroad. We will look at terms such as slave, civil war, master, abolitionist, conductor, and safe house. We will discuss the different meanings where I will then show the students a poster about the underground railroad. I will inform the students that we will be exploring the different figures in black history, where we will begin with Harriet Tubman, a conductor for the underground railroad. We will read about Harriet Tubman as well as read the story <i>Follow the drinking gourd</i> to end the lesson for the day. (This lesson will be done twice as there are two groups)	• Harriet Tubman – The road to freedom by Rae Bains and Joanne Mattern • Aunt Harriet’s underground Railroad in the sky by Faith Ringgold • Follow the drinking gourd by Jeanette Winter • https://kids.nationalgeographic.com/explore/history/harriet-tubman/#harriet_lg.jpg • Rosa Parks: Mother of the civil rights movement (p.58 from the mailbox: Black history) • Little people, big dreams: Rosa Parks by Lisbeth Kaiser • Rosa by Nikki Giovanni • The ABC’s of Viola Desmond by 2/3 Caines William King Elementary School • I have a dream by Dr. Martin Luther King Jr. • Martin’s Big Words: The life of Dr. Martin Luther King, Jr. by Doreen Rappaport	

2. The second lesson will continue to explore Harriet Tubman. I will begin by asking the students what they recall from our first lesson. I will read a short book titled *Aunt Harriet’s underground railroad in the sky*. From there, I will encourage all of the students to come and sit in front of the smartboard. We will complete an interactive activity titled “The journey: you are a slave” on the smartboard. The interactive activity can be found <http://media.nationalgeographic.org/assets/richmedia/0/195/project/j1.html> . The activity is about the underground railroad where students are put in the position of making decisions as a slave during that time. It requires students to read and decide whether or not they should run. It allows students to gain perspective of what happened to individuals in history. Upon completion of the activity, I will explain to students that they will be completing a writing activity about being a fugitive on the run. They will receive a sheet titled “Lighting the way to freedom: a writing activity on the underground railroad”. They will be given a set of guidelines to follow for their writing process. Prior to the writing process, I will read the picture book “Under the Quilt of Night” by Deborah Hopkinson and James E. Ransome. The way in which the story is written will provide students with an overview in which they should write their response. When the students have completed their drafts, they will write their final copies on a paper lantern that will then be displayed in the classroom. (This lesson will be done twice as there are two groups)
3. In this third lesson, we will begin to explore a new figure; Rosa Parks. I will ask the students if they have heard of this historian figure, and if they can share what they may already know. I will then read the book *Little people, big dreams: Rosa Parks* by Lisbeth Kaiser in order to help students understand her story. The students will then fill in a template to indicate who Rosa Parks was, what she had (ie. Courage), and what she wanted. From there, I will read the story *Rosa* by Nikki Giovanni. Followed by this picture book, he students will create a picture representation to retell the story. Once they have completed that part, they will move on to the next section, which will be to complete the sheet “Taking a seat for change”. This is where they will take point form notes from the character’s point of view as to why they had stayed in their seat. We will come together as a class in order for the students to play out what they have written. Afterwards, they will begin writing their good copy of the written portion for the character point of view. To conclude the lesson, I will ask the students why they believed it is important that Rosa Parks took a stand. (This lesson will be done twice as there are two groups)

- Testing the ice: a true story about Jackie Robinson
 - Jackie Robinson: Baseball Legend (P.61 from the mailbox: Black history)
 - Muhammad Ali
 - Michael Jordan: King of the slam dunk (p.55 from the mailbox: Black history)
 - Maya Angelou
 - James Baldwin
 - Duke Ellington
 - Aretha Franklin
 - Jimi: Sounds like a rainbow by Gary Golio
 - Little People, Big Dreams: Ella Fitzgerald by M Isabel Sánchez Vegara
- Additional Reads during Snack:
- The price of freedom: How one town stood up to slavery by Judith Bloom Fradin and Dennis Brindell Fradin
 - Show Way by Jacqueline Woodson
 - Seeds of Freedom: the peaceful integration of Huntsville, Alabama by Hester Bass
 - 28 Days: Moments in Black History That Changed the world by Charles R. Smith Jr.
 - Back of the bus by Aaron Reynolds
 - Sweet Clara and the Freedom Quilt by Deborah Hopkinson
 - Across the Alley by Richard Michelson
 - If I only had a horn: Young Louis Armstrong by Roxane Orgill
 - Delivering Justice: W.W. Law and the fight for civil rights by Jim Haskins
 - Brown Honey in Broomwheat Tea by Joyce Carol Thomas
 - Vision of beauty: The story of Sarah Breedlove Walker by Kathryn Lasky
 - Desmond and the very mean word by Archbishop Desmond Tutu and Douglas Carlton Abrams
 - No More!: Stories and songs of slave resistance by Doreen Rappaport
 - An apple for Harriet Tubman by Glennette Tilley Turner

4. The fourth lesson will look at the life of Viola Desmond. I will read *The ABC's of Viola Desmond* by 2/3 Caines William King Elementary School. This is a book that was created by a group of children that examines the life of Viola Desmond through the alphabet. To provide students with a better understanding of who Viola Desmond was, I will play this video https://www.youtube.com/watch?time_continue=4&v=ZT7a-YkaCpc. As a class, we will then have a discussion where I will display this question on the smartboard “What is something that you can do to stand up for people in your school or in your community”. We will create a venn-diagram together as a class where the students will be able to take turns to write in ideas after having shared them. (This lesson will be done twice as there are two groups)
5. For our fifth lesson, we will be looking at Dr. Martin Luther King Jr. We will be reading the picture book *I have a Dream* where I will have the students reflect on the speech given. We will then watch the speech <https://www.youtube.com/watch?v=smEqnnklfYs>. Once we have discussed the video and broken down the speech to be less complex, I will have the students create their own speeches about a dream they have. They will then have the creative freedom to write it the way they would like as well as create an art piece to go with it. Once they have completed their work, they will receive an activity packet that has various written activities as well as math activities. The students will not be obliged to share their speeches with the class, however, they will be given the opportunity to do so if they would like. I will display their work on one of the boards in the classroom. One afternoon, we will watch the movie *Selma* to help students visualize the march that took place. (This lesson will be done twice as there are two groups)
6. Our sixth lesson will look at different sports figures in black history. We will be reading stories about Jackie Robinson, Muhammad Ali and Michael Jordan. We will discuss the accomplishments of each of these figures and the impact they have had. The students will be given a Math challenge to complete where the answers will then reveal the names of athletes in black history. As well, there is a short reading comprehension that the students will complete about Michael Jordan. (This lesson will be done twice as there are two groups)
7. Our seventh lesson will explore writers in black history such as Maya Angelou and James Baldwin. As well, we will read picture books about these figures in order to give students the necessary information to understand the roles of these peoples and the impact they have had. I will share various quotes by Maya Angelou and

	James Baldwin in order to have the students think critically and engage in dialogue with one another. We will then create a class Art activity based on the quote “Be a rainbow in someone else’s cloud” - Maya Angelou. (This lesson will be done twice as there are two groups) 8. Our eighth lesson will explore music in black history. We will be looking at musicians such as Duke Ellington, Aretha Franklin, Jimi Hendrix and Ella Fitzgerald. We will be looking at pictures books of the different artists, as well as listen to the music created by these individuals. The students will create a book using construction paper where they will complete a musician study. They will have the creative freedom to design their books in the way they choose. The students will have the opportunity to research additional musicians that they would like to include within their books to make it more thorough and unique. 9. The ninth and final lesson, will be a discussion period where we will talk about the different lessons and figured seen. I will return the KWL charts to the students where they will fill in the final part, “What I have Learned” (L). I will ask the students if there if anything additional or different that should be covered for next time. I will provide them with a cue card where they may share their thoughts on the unit.	
Assess and Reflect (Stage 4)		
Does my unit promote lifelong learning, encourage the development of self and community, and engage students? This unit promotes lifelong learning as students are learning about a significant part in history. Students will learn about the history of key figures during that time period, about various artists, and what people did to help during this time. Students will gain a less complex understanding but will apply it in their later years and make connections to what they had previously learnt. Students will be encouraged to make self-discoveries and develop social skills along the way. The lessons in the unit begin as teacher lead activities, however, students are stimulated to explore and make discoveries of their own while interacting with their peers as we progress throughout the modules. Students will also develop skills as to how to interact with their environment and within their community. Throughout this unit, students are consistently engaged as the lessons require student participation, discovery, exploration, and understanding. The activities of the unit target student learning in unique ways that help students remain motivated and excited to learn.		
Do the learning experiences allow learners to use multiple literacies while constructing knowledge, demonstrating social responsibility, and acting autonomously in their world? Students will be given the chance to explore multiple literacies throughout the unit which will cater to their constructing of knowledge, social responsibility, and their autonomous behaviors in society.		

The following literacies will be available for exploration to the students: Books, E-books, websites, films and video clips. Students will have the chance to evaluate the different literacies and decipher which one(s) benefit their growth and learning to their fullest potential. Providing visual, textual, digital and technological literacies allow for students to experience learning in various way which extend to social responsibility and autonomous behaviors.

Students will demonstrate social responsibility through the multiple literacies by demonstrating what they know and understand via different platforms. Students will be able to share and discuss materials with their peers through these literacies.

In using these literacies, students will also engage in autonomous behaviors where they will be able to conduct research and construct knowledge.

Adaptive Dimension:

Have I made purposeful adjustments to the curriculum content (not outcomes), instructional practices, and/or the learning environment to meet the learning needs of all my students?

Adjustments to curriculum content have been made in order to meet the learning needs of every student. Multiple strategies have been incorporated in this unit, as every student responds differently to learning approaches. It is the role of the teacher to observe their students in the learning environment and assess the way in which they learn. This will allow teachers to direct their teaching towards specific approaches that cater to student’s individual needs and target the best possible learning for students. Teachers are responsible for ensuring that all students have a fair opportunity of striving to their full potential. Therefore, this unit is adjusted to target the diverse learners by offering different teaching approaches and learning opportunities. Students will be given the chance to complete certain tasks in ways that they best correspond to. For example, if a child best expresses him/herself best orally, then they will be given the chance to do so rather than in written form with the rest of the class. They will be encouraged to work on all skills, however, will be evaluated in a way that ensures them to be successful.

Instructional practices have been made clear and straightforward in order to guide students. I have decided to use a variety of different teaching methods in order to guide student interactions and move students onward in their learning.

The learning environment has been made to be a safe and comfortable space which will allow students to learn to their ability. Many tools and resources will be available to cater to the various types of learners (linguistic learners, naturalists, musical/rhythmic learners, kinesthetic learners, visual/spatial learners, logical/mathematical learners, interpersonal learners, and intrapersonal learners). In providing students with the learning opportunities and differentiations, all students will have the chance to flourish alongside one another. The environment will also contain flexible/alternative seating, manipulates, movement opportunities, visuals, and auditory experiences when necessary.

Instructional Approaches:

Do I use a variety of teacher directed and student centered instructional approaches?

- Teacher directed instructional approaches
- Direct instruction
 - Interactive instruction: discussions
 - Guided inquiry
 - Observation
 - Scaffolding

	Student centered instructional approaches • Active learning / Hands-on experiments • Problem-based learning • Project-based learning • Game-based learning • Student lead discussions • Group work (think-pair-share, jigsaw) • Learning centers/Individual activities (3-2-1, journaling, collage) • Peer & self – evaluations
Student Evaluation: Have I included formative and summative assessments reflective of student needs and interests based on curricular outcomes?	Formative assessments • Observations • Visual representation • Questioning • Graphic organizers • Think-pair-share • Peer & self - assessments Summative assessments • Performance tasks to test skills/abilities • Oral presentation • Written products (graphic organizer, journaling, reading comprehension)
Resource Based Learning: Do the students have access to various resources on an ongoing basis?	Various resources will be available for students use throughout the year. Students will have access to: • Books & picture books • Technologies • Portfolios- documentations where they will be able to go back and review what they have completed • Posters, a word wall, pictures/diagrams.
Content and Perspectives/Gender Equity/Multicultural Education: Have I nurtured and promoted diversity while honoring each child’s identity?	Every child enters the classroom with diverse identities, perspectives, and stories. This unit enables students to learn and grow in an environment that honors their individualities. Students will be confronted with various learning experiences and will have the opportunity to address them in ways that empower them as individuals and help them develop various life and educational skills.

Adapted from: Wiggins, Grant and J. McTighe. (1998). Understanding by Design, Association for Supervision and Curriculum Development.