

Title of Project: Unity

Subject(s): Social Studies and Writing

Grade Level(s): 4th grade

Abstract:

Students will assemble a speech, narrative, piece of art or photography to submit for the 15th annual Martin Luther King writing and art contest in the Clarke County School District. The audience consists of the school district, parents and community of Clarke County. Students will assume the role of activists for human rights and justice. Students choose how they want to present and have access to an abundance of technology in the classroom to use and harness as necessary to pursue this sensitive but national conversation.

Learner Description/Context:

Students will work collaboratively to create a unique and personal perspective about how Martin Luther King's Dream unifies us as a nation. The goal is not only to provide perspective but to reach out to our nation as young people with the hope that they will listen. Our students are the future and it is important to her their voice. Students will produce, collaborate, explore culturally responsive ways to reach out and challenge their audience to imagine not only how important Dr. King's dream was but how life would be without his dedication. Parents will come and support students during their work, the art teacher will provide time to students creating works of art, and administrators will promote and support the classroom time dedicated to this project.

Time Frame: Students will have three weeks to submit their work (45 minute segments 4x a week.)

Standards Assessed:

Georgia Standards: Social Studies 4th Grade

SS4CG1 The student will describe the meaning of

a. Natural rights as found in the Declaration of Independence (the right to life, liberty, and the pursuit of happiness)

SS4CG2 The student will explain the importance of freedom of expression as guaranteed by the First Amendment to the U. S. Constitution.

Georgia Standards: Writing 4th Grade

ELAGSE4W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

b. Provide reasons that are supported by facts and details.

c. Link opinion and reasons using words and phrases(e.g., for instance, in order to, in addition).

d. Provide a concluding statement or section related to the opinion presented.



ISTE - S

1. Creativity and innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

- a. Apply existing knowledge to generate new ideas, products, or processes
- b. Create original works as a means of personal or group expression

3. Research and information fluency Students apply digital tools to gather, evaluate, and use information.

- a. Plan strategies to guide inquiry
- b. Locate, organize, analyze, evaluate, synthesize, and ethically use info

4. Critical thinking, problem solving, and decision making Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

- b. Plan and manage activities to develop a solution or complete a project
- d. Use multiple processes and diverse perspectives to explore alternative solutions

5. Digital citizenship Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

- a. Advocate and practice safe, legal, and responsible use of information and technology
- b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity

6. Technology operations and concepts Students demonstrate a sound understanding of technology concepts, systems, and operations.

- a. Understand and use technology systems
- b. Select and use applications effectively and productively
- c. Troubleshoot systems and applications
- d. Transfer current knowledge

Product:

Students are able to choose how they want to create this project. Students will generate an idea, submit the plan to a peer, parent and teacher for feedback. Discussing how, why and what if considerations. Students will submit their work to the contest to be viewed by Clarke County board and parent representatives from the community. Students will also have the time to present to not only our class throughout the project but with our school. Projects will be diverse and students directed. Parents and administrators will assist the teacher in not only promoting but throughout the process. Student representations are but not limited to speeches, narrative essay, art or sculpture pieces but presentations through productivity tools such as Prezi, Piktochart, biteable and so much more. The product will be assessed and scored by students rubric style. The rubric will be designed and expressed before the project with student guidance.

Which indicators of Engaged Learning will be high in this lesson and Why?

This project is student directed, culturally responsive, students act as producers, collaborative in nature, performance and standards based and generative. Participants have flexibility and choice in every aspect of completion. It is high performance based because they have a target audience and then have the ability to share with their school and move forward nationally if desired. The national conversation of justice and race will take center stage. A necessary conversation.

Which indicators would you like to strengthen?

I would like to strengthen this project with an "expert". I also have a slight concern about students freely being able to choose and decide. Is this too open and should it be more directed in style? Minor concerns but would just love some feedback. Is the audience meaningful enough and even though the community is involved, is it enough? How can those aspects be strengthened?

What LoTI level do you think this lesson would be and Why?

In my opinion this project is a LoTi 4. I think if I address my concerns above and implement my peers feedback, the LoTi has a potential rating of 5. Students are using technology in meaningful ways. However, what about students who choose a work of art that is more hands on? Are they engaging in higher level thinking skills. Students are engaged in constructivist learning; applying their learning in a meaningful and memorable way. The target audience is clear and students can represent their learnings and understandings authentically.

What help would you like to receive from us?

I would love some feedback from the questions above in the strengths section. Specifically about the audience and the overall perspective from different individuals. I am a little concerned about who the expert is and how I can improve this aspect of the project. The audience to me is great and gives the students a meaningful goal but who can assist in guiding my students in a very positive and personal way. I am very passionate about this conversation but I believe my students could handle and would appreciate more in this area. A role model. My initial thoughts go to my principal. He is very passionate about these issues too!