



#5 Organizations HWOO (23-24)

Duration: 6 Weeks, 1 hour

Unit dates: 23rd Aug 2023 - 4th Oct 2023

Subjects: Language, Social Studies, Science, English

Grades: 2

Planning



Transdisciplinary theme

How we organize ourselves

Transdisciplinary theme focus

- the interconnectedness of human-made systems and communities
 - the structure and function of organizations
-



Central idea

People can work together to take action to make changes in their community.



Learner profile attributes

Risk-takers, Knowledgeable



Key concepts

Responsibility, Causation, Change



Related concepts

Concepts

- **Responsibility:** organizations
 - **Causation:** collaboration
 - **Change:** action
-



Lines of inquiry

- The role and impact of collaboration on action (collaboration, causation)
 - The ways individuals and organizations have taken action over time (organizations, responsibility)
 - How action can result in change over time (action, change)
-



Approaches to learning

Social Skills

Social Skills

Social Skills (General)

Teaching the ATL skills

SEL Journeys - Relationship Skills



Learning goals and success criteria

SUMMATIVE:

Summative assessment task(s): Students will research an activist and the organization they are connected to including the impact of their work and present their findings in one of the options listed below.

What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?

Task: Why should we know about this person?

Evidence:

Opinion poem

Song

Poster

Opinion Paragraphs

Comic Book

Interview

Identification of the person and/or organization

What was the problem that the person and organization wanted to solve? At least two details about the problem.

What challenges/obstacles did the person and organization face?

What personal qualities help a person contribute to an organization? What evidence shows it?



Subject standards

Social Studies

Civics

Processes, Rules and Laws

- CIV 2.7 - Describe how people have tried to improve their communities over time. *(CIV 2.7)*

History

Perspectives

- HIST 2.5 - Compare different accounts of the same historical event. *(HIST 2.5)*
- HIST 2.4 - Explain perspectives of people in the past to those of people in the present. *(HIST 2.4)*

Historical Sources and Evidence

- HIST 2.9 - Generate questions about a particular historical source as it relates to a particular historical event or development. *(HIST 2.9)*
- HIST 2.8 - Identify the maker, date, and place of origin for a historical source from information within the source itself *(HIST 2.8)*
- HIST 2.6 - Identify different kinds of historical sources. *(HIST 2.6)*
- HIST 2.7 - Explain how historical sources can be used to study the past. *(HIST 2.7)*

Change, Continuity and Context

- HIST 2.2 - Compare life in the past to life today *(HIST 2.2)*
- HIST 2.1 - Create a chronological sequence of multiple events. *(HIST 2.1)*
- HIST 2.3 - Generate questions about individuals and groups who have shaped a significant historical change. *(HIST 2.3)*

causation and Argumentation

- HIST 2.10 - Generate possible reasons for an event or development in the past. *(HIST 2.10)*
- HIST 2.11 - Select which reasons might be more likely than others to explain a historical event or development. *(HIST 2.11)*

English

Reading: Literature

Craft and Structure

- CCSS.ELA-LITERACY.RL.2.6 - Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. *(CCSS.ELA-LITERACY.RL.2.6)*
- CCSS.ELA-LITERACY.RL.2.4 - Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. *(CCSS.ELA-LITERACY.RL.2.4)*

Reading: Informational Text

Integration of Knowledge and Ideas

- CCSS.ELA-LITERACY.RI.2.9 - Compare and contrast the most important points presented by two texts on the same topic. *(CCSS.ELA-LITERACY.RI.2.9)*

Implementing

LE

Learning experience library

**IRA Biography: Zora Hurston and the Chinaberry Tree FPC**

Amy Rios

**Open Day 3**

Amy Rios

Day 3-video (link below)

PebbleGo-Activism: Assign each group a type of activism. Have them go onto PebbleGo and listen to their assigned activism. Lastly, have each group share out what they learned about their activism type.

**IRA Biography: Snowflake Bentley FPC**

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**IRA Animals: She's Wearing a Dead Bird on Her Head IB**

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**Immerse Days 1-5**

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**IRA Biography: Manfish FPC**

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**IRA Animals: The Watcher: Jane Goodall's Life with Chimps IB**

Amy Rios

**IRA Women's Rights: Eleanor, Quiet No More IB**

Amy Rios

**Open- Day 2**

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Students will observe picture of animal's affected by trash and on chart paper respond with stick notes: What do you notice? How do you feel?

**Gather**

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Look more closely at the website to gather information about the problem and goals. If possible, set up a visit from the organization.

**IRA Women's Rights: She Sang Promise: The Story of Betty Mae Jumper IB**

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**IRA Women's Rights: Elizabeth Started All the Trouble IB**

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**IRA Environment: The Tree Lady IB**

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**Open Day 4**

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Day 4- Read aloud-This is the Dream

**Share -**

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Students share with a 1st grade class.

**Open- Day 1**

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Assign students to different activities based on physical attributes such as sneaker vs. boots, dress vs. pants, glasses. vs no glasse

**Day 5 Immerse - 3rd Grade Share**

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Invite 3rd grade students in to share about their protest unit.

**IRA Environment: The Camping Trip that Changed America**

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**IRA Biography: Celia Cruz, Queen of Salsa FPC**

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**Explore- Local Organizations in NL area**

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Students will use the following links for their research.

Homeless Hospitality Center- <https://www.nlhhc.org/>CT Humane Society- <https://cthumane.org/>NL Food Bank- <https://newlondonareafoodpantry.weebly.com/>Nature Center- <https://dpnc.org/>American Red Cross- <https://www.redcross.org/>CT Department of Energy and Environmental Protection-<https://portal.ct.gov/DEEP>CT EPA (Environmental Protection Agency)-<https://www.epa.gov/ct>Hispanic Alliance of SECT<https://hispanicalliancesect.org/>TVCCA -<https://www.tvcca.org/>Higher Edge -<https://higheredge.org/>

Jigsaw-have small groups of students quickly look at the website to determine the goal of the organization.



Explore - Pebble Go Rights

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Civil Rights

Human Rights

Civil Rights before and after 1945-Several Biographies



Identify-

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As a class, have students decide on an organization that are important to them.



Music: Singing and Playing

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Students will explore singing songs and improvising on drums. Students will focus on how their individual musical choices effect the musical performance as a whole. Students will have ample time to assess both their performances and strategize how to improve.



Create - Take Action

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-video

-write a letter

-make a poster

to educate others about their issue and inspire others to take action.

Should include:

-local organization or non-profit (ex Humane Society, Habitat for Humanity, Homeless Hospitality Center, American Red Cross, NL Food Bank, Mystic Aquarium, Nature Center)

-what is the problem

-what can people do now to support the cause

(interview organization)



Revisit Open

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Revisit open 1.

Have about half the class get a privilege in class. Ask each group how the other group might feel? Ask each group what they might do to take action and make the situation more equitable.



IRA Animals: Manfish IB

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IRA Challenges: Helen's Big World IB

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Add this text to the FPC text set about Facing Challenges



Explore - Pebble Go Environmentalists

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Biographies

History Makers
Environmentalists



IRA Environment: Wangari's Tree of Peace IB

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IRA Biography: The Pot That Juan Built FPC

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IRA Determination: Brave Irene FPC

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LA.U11.RML4 Sometimes authors thank the people who helped them with the book.

Amy Rios

SECTION TWO: LITERARY ANALYSIS

Umbrella 11: Noticing Text Resources

LA.U11.RML4 Sometimes authors thank the people who helped them with the book.



IRA Giving: The Birthday Swap FPC

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WAR.U3.RML3 Write a letter about your reading each week.

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SECTION FOUR: WRITING ABOUT READING

Umbrella 3: Writing Letters About Reading

WAR.U3.RML3 Write a letter about your reading each week.



LA.U10.RML1 Writers play with the way words look.

Amy Rios

SECTION TWO: LITERARY ANALYSIS

Umbrella 10: Looking Closely at Print

LA.U10.RML1 Writers play with the way words look.



LA.U11.RML1 The front flap and back cover give information about the book.

Amy Rios

SECTION TWO: LITERARY ANALYSIS

Umbrella 11: Noticing Text Resources

LA.U11.RML1 The front flap and back cover give information about the book.



WAR.U3.RML2 Share different ways you are thinking about a book in your letter.

Amy Rios

SECTION FOUR: WRITING ABOUT READING

Umbrella 3: Writing Letters About Reading

WAR.U3.RML2 Share different ways you are thinking about a book in your letter.



IRA Challenges: Abuela's Weave FPC



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IRA Determination: Brontorina FPC

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IRA Challenges: Suki's Kimono FPC

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IRA Determination: Tía Isa Wants a Car FPC

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IRA Giving: Sam and the Lucky Money FPC

Amy Rios



IRA Giving: Those Shoes FPC

Amy Rios



IRA Determination: Earrings FPC

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WAR.U3.RML1 Write a letter about your reading.

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SECTION FOUR: WRITING ABOUT READING

Umbrella 3: Writing Letters About Reading

WAR.U3.RML1 Write a letter about your reading.



IRA Challenges: Roller Coaster FPC

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LA.U10.RML2 Writers think about where to place the words and illustrations on the page.

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SECTION TWO: LITERARY ANALYSIS

Umbrella 10: Looking Closely at Print

LA.U10.RML2 Writers think about where to place the words and illustrations on the page.



LA.U11.RML3 Sometimes authors give information in the author's note.

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SECTION TWO: LITERARY ANALYSIS

Umbrella 11: Noticing Text Resources

LA.U11.RML3 Sometimes authors give information in the author's note.



LA.U10.RML3 Writers use punctuation in interesting ways.



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SECTION TWO: LITERARY ANALYSIS

Umbrella 10: Looking Closely at Print

LA.U10.RML3 Writers use punctuation in interesting ways.



IRA Challenges: Courage FPC

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LA.U11.RML6 An author page gives information about the person who wrote the book.

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SECTION TWO: LITERARY ANALYSIS

Umbrella 11: Noticing Text Resources

LA.U11.RML6 An author page gives information about the person who wrote the book.



LA.U2.RML5 Think about whether the problem in the story seems real.

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SECTION TWO: LITERARY ANALYSIS

Umbrella 2: Expressing Opinions About Books

LA.U2.RML5 Think about whether the problem in the story seems real.



LA.U11.RML5 Sometimes illustrators use endpapers to show important information about the book.

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SECTION TWO: LITERARY ANALYSIS

Umbrella 11: Noticing Text Resources

LA.U11.RML5 Sometimes illustrators use endpapers to show important information about the book.



WAR.U3.RML5 Reread your letter to be sure it makes sense.

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SECTION FOUR: WRITING ABOUT READING

Umbrella 3: Writing Letters About Reading

WAR.U3.RML5 Reread your letter to be sure it makes sense.



IRA Giving: My Rows and Piles of Coins FPC

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LA.U11.RML2 Sometimes authors write a dedication to honor or show they care about someone.

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SECTION TWO: LITERARY ANALYSIS

Umbrella 11: Noticing Text Resources

LA.U11.RML2 Sometimes authors write a dedication to honor or show they care about someone.



IRA Challenges: Mirette on the Highwire FPC

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**IRA Determination: Galimoto FPC**

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**WAR.U3.RML6 Reread your letter to check your spelling, capitals, and punctuation.**

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SECTION FOUR: WRITING ABOUT READING

Umbrella 3: Writing Letters About Reading

WAR.U3.RML6 Reread your letter to check your spelling, capitals, and punctuation.

**WAR.U3.RML4 Provide evidence for your thinking in your letters.**

Amy Rios

SECTION FOUR: WRITING ABOUT READING

Umbrella 3: Writing Letters About Reading

WAR.U3.RML4 Provide evidence for your thinking in your letters.

**Planting the Trees of Kenya**

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1. What caused the changes in Kenya while Wangari was away at college?
 - ◆ What effect would the changes in the land have on the animals? How would this affect the people?
 - ◆ How do you think Wangari felt when she returned to Kenya?
 - ◆ What does Wangari mean when she says that good soldiers should have guns in their right hands and trees in their left?
 - ◆ What would have happened if Wangari hadn't come back to Kenya?

Vocabulary: sacred, homestead, plantation, export, silt

**LA.U13.RML1 A biography is the story of a person's life written by someone else.**

Amy Rios

SECTION TWO: LITERARY ANALYSIS

Umbrella 13: Understanding Simple Biography

LA.U13.RML1 A biography is the story of a person's life written by someone else.

**LA.U2.RML4 Think about whether a character in a story seems real.**

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SECTION TWO: LITERARY ANALYSIS

Umbrella 2: Expressing Opinions About Books

LA.U2.RML4 Think about whether a character in a story seems real.

**LA.U2.RML2 Tell what you think about an author and why.**

Amy Rios

SECTION TWO: LITERARY ANALYSIS

Umbrella 2: Expressing Opinions About Books

LA.U2.RML2 Tell what you think about an author and why.



LA.U8.RML3 Authors write books to get you to think about or do something.

Amy Rios

SECTION TWO: LITERARY ANALYSIS

Umbrella 8: Thinking About the Author's Purpose

LA.U8.RML3 Authors write books to get you to think about or do something.



LA.U13.RML3 Think about why the writer wrote a book about the person.

Amy Rios

SECTION TWO: LITERARY ANALYSIS

Umbrella 13: Understanding Simple Biography

LA.U13.RML3 Think about why the writer wrote a book about the person.



LA.U2.RML1 Share your opinion and tell what made you think that.

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SECTION TWO: LITERARY ANALYSIS

Umbrella 2: Expressing Opinions About Books

LA.U2.RML1 Share your opinion and tell what made you think that.



Ada's Violin

Amy Rios

1. If you walked around the town of Cateura, what do you think you would see, hear, and smell?
 2. What did Ada's grandmother Mirian teach her about music? What did her father teach her?
 3. Favio Chávez changed Ada's life. How did she spend her time before he arrived? How did she spend time after he arrived? What did he teach her about music and respect?
 4. Problems and Solutions. In order to create the Recycled Orchestra, Favio Chávez had to solve several problems.
Explain how he solved the following problems:
 - Problem #1: There were not enough instruments for the children.
 - Problem #2: It wasn't safe for the children to have expensive instruments.
 - Problem #3: There were no classrooms.
 - Problem #4: The children struggled as they learned to play their instruments.
 5. How did Nicolás Gómez create musical instruments? What materials did he use?
 6. Explain the meaning of the following sentence: "A symphony of sound helped to lift them [the gancheros] beyond the heat, the stench, and their aching backs." In what ways did the music lift them?
 7. What did the children in the Recycled Orchestra discover at the end of their performance with a world famous rock band? How do the words and illustrations show this?
 8. Favio Chávez said, "The world sends us garbage. We send back music." What does he mean by this?
 9. Why do you think the author chose Ada's Violin as the title of the book? How does Ada's story help you understand the story of the Recycled Orchestra?
- Working with a partner...
- If you could ask Ada some questions, what would they be? With a partner, write down four to six questions. Here are some topics you could ask about:
- Life in Cateura
 - Taking music lessons with Favio Chávez
 - Getting her violin
 - Playing in the Recycled Orchestra
 - Thinking about the future

**LA.U13.RML2 Authors of biographies usually tell about a person's life in the order it happened.**

Amy Rios

SECTION TWO: LITERARY ANALYSIS

Umbrella 13: Understanding Simple Biography

LA.U13.RML2 Authors of biographies usually tell about a person's life in the order it happened.

**Spring After Spring**

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Students will have turn and talk time and a written reflection. Students who need support will be paired with a peer who can assist them and I will help them as well.

**LA.U2.RML3 Think about whether you would act the same way the character acts.**

Amy Rios

SECTION TWO: LITERARY ANALYSIS

Umbrella 2: Expressing Opinions About Books

LA.U2.RML3 Think about whether you would act the same way the character acts.

**Resources**

-  [Unit 5 End of Unit Project](#)
-  [HWO - Explore Questions](#)
-  [Gather Questions](#)
-  [Gather Questions](#)
-  [HWO - Explore Questions](#)
-  [See Think w](#)
-  [PebbleGo](#)
-  [PebbleGo](#)
-  [PebbleGo](#)
-  [PebbleGo](#)
-  [PebbleGo](#)
-  [PebbleGo](#)
-  [What is Activism?](#)
-  [Open Day 2](#)
-  [60 minutes - The Recyclers: From trash comes triumph](#)