

Unit 3: JOURNEYS



Interdisciplinary Overview

Interdisciplinary Theme

Journeys



The world has been shaped by the movement and contact of people across time and space. From the beginning of human history, people have moved from place to place, pushed and pulled by various factors, motivated by needs and wants. Through movement, both voluntary and forced, people have encountered others with different beliefs and ways of life. Through contact, both peaceful and violent, the visible and the invisible aspects of culture are exchanged and diffused.

In Unit 3 across all classes, students will explore movement, contact and impact among humans and animals. Students will answer questions about why people and animals move and what happens when they move. Unit 3 builds on the foundations of culture, resource, environment, adaptation and survival from Units 1 and 2 and deepens this understanding as students apply these concepts to their own journeys, to historical journeys, and to animal journeys through migration.

In all subjects, the project is to create narrative nonfiction, crafted through informational text, historical diaries, migratory maps, film, and personal experience. In all subjects, the unit ends with a focus on argument, as students produce oral and written paragraphs using claim-evidence. The interdisciplinary skill focus of Unit 3 includes interpreting and making maps, interpreting and making timelines, as well as identifying and expressing points of view and cause and effect relationships.

Unit 3 Across the Subjects¹

		ELA	SOCIAL STUDIES	SCIENCE
ESSENTIAL QUESTION		<i>Why do people move? What are the positive and negative effects?</i>	<i>Why do people move? What are the positive and negative effects?</i>	<i>Why do animals move? What are the positive and negative effects?</i>
CONTENT		Immigration to the U.S.	The History of Hispaniola	Great Migration on the Serengeti
Week 1	BACKGROUND	Indigenous People: The Maya	Indigenous People: The Taino	Climate Zones & Seasons
Week 2/3	CASE STUDY 1	Film: <i>El Norte</i>	Columbus's Journey to Hispaniola	The Great Migration: Part 1
Week 4/5	CASE STUDY 2	Teen Immigration Narrative (<i>TBD</i>)	African's Journey to Hispaniola	The Great Migration: Part 2
Week 5	INFORMATION PARAGRAPHS	<u>Cause and Effect</u>	<u>Cause and Effect</u>	<u>Cause and Effect</u>
Week 6	CREATIVE PROJECT	<u>Narrative Non-Fiction</u> My Journey	<u>Narrative Non-Fiction</u> Journeys of Historical Figures (Point of View)	<u>Narrative Non-Fiction</u> Journeys of Migrating Animals (Point of View)
Week 7	ARGUMENT PARAGRAPHS	<u>Claim-Evidence</u> Letter to a Friend Positive & Negative Effects of Moving	<u>Claim-Evidence</u> PSA & Paragraph Positive & Negative Effects of Moving	<u>Claim-Evidence</u> Letter to Tanzanian Government Building a Road in the Serengeti

¹ Math Unit 3 will be incorporated into this overview at a later date.

Social Studies Unit 3 Plan

INTERDISCIPLINARY THEME	Journeys
ESSENTIAL QUESTION	Why do people move? What are the positive and negative effects?
CREATIVE PROJECT	Point of View Diaries from Hispaniola
TEXT STRUCTURE FOCUS	<u>Information</u> Cause and Effect Compare and Contrast
APPROXIMATE DATES	February 3 – March 28
NUMBER OF LESSONS	35 Lessons = 7 Weeks

1. DESIRED RESULTS

ESTABLISHED GOALS

The yearlong student outcomes for Bridges Social Studies are described in detail in the *Bridges Curriculum Introduction, Section 3*. This section includes the Social Studies Content Outcomes for each unit, the NYS standards to which they are aligned, as well as the Common Core Standards for Literacy. In this section, you will also find the Interdisciplinary Student Outcomes for all classes and a list of English language functions and forms taught in the different units across classes. Refer to this document for all unit outcomes.

ESSENTIAL UNDERSTANDINGS

- People move by choice and by force, and contact can be peaceful or violent.
- Hispaniola embodies the historical contact between 3 major groups: indigenous Taino, European colonizers, and enslaved Africans.
- Colonization by the Spanish was motivated by desire for resources and power, with devastating effects to the indigenous Taino.
- Humans were enslaved and traded from Africa to the Americas for labor and profit.
- People have resisted colonization and enslavement throughout history.
- Evaluation of positive and negative effects depends on whose point of view we consider, as the movement of people across time and place brings benefits to some and costs to others.
- Contact results in the diffusion of ideas, beliefs, and culture.
- We can only understand places and people today through an understanding of history.

ESSENTIAL QUESTION (EQ)

**Why do people move?
What are the positive and negative effects?**

WEEKLY FOCUS QUESTIONS (FQ)

- Why do countries celebrate Independence Day?
Who were the first people on Hispaniola?
- Who moved to Hispaniola in 1492? Why?
What were the positive and negative effects?
- Who moved to Hispaniola in 1511? Why?
What were the positive and negative effects?

2. ASSESSMENTS - Evidence of student learning¹

End of Week Formative Assessments	
See Weekly Lesson Outline for Weekly assessments and outcomes.	
End of Unit Performance Tasks	
Week 6	Creative Projects & Presentations Point of View Diaries
Week 7	Claim-Evidence: Oral and Written Response to the Essential Question Educating Others about Hispaniola: Letters and PSAs
Interim	Unit 3 Exam² The exam will include all unit vocabulary and skills, to be administered on demand in one class period. Students will receive their corrected exams the following day with all of their outcomes information for the unit. Students will reflect on their outcome results for Unit 3, and file all Unit 3 work before beginning Unit 4 the following day.

¹ The Weekly Outline lists the weekly assessments in the unit.

² All unit exams will be developed in subsequent revisions of the Bridges curriculum.

WEEK 6: Creative Project Description³

ROLE	The Unit 3 project asks students to project themselves into the lives and experience of people from the past, by writing diary entries from the point of view of historical people on the island of Hispaniola.
AUDIENCE	Through images, text and voice recording, students will share their diaries with the class, and possibly a larger online community.
FORMAT⁴	The finished product will include two products: 1. Students will submit a final hand written (or typed) final draft of their diaries. 2. Students will digitize excerpts from their diaries, through voice recording or integration of images and music.
TASK	In Weeks 2 and 3, students will write entries from the points of view of indigenous Taino and Columbus. In Weeks 4 and 5, students will write entries from the point of view of Africans enslaved and forced onto ships to the Americas. Students will use partner interviews and hot seat activities to 'get into character' as they empathize with people in history, and talk and write from their perspective. The goal is for students to see that the questions about 'positive and negative effects' depend on the perspective of the different people involved. Throughout history, actions that have benefitted some have been at a huge cost to others.
DIFFERENTIATION	Students can use a combination of audio recording, home language writing, and English writing. For some students, writing will include labeling images and writing simple sentences with help. For others, writing will include independent writing with sentence starters, and for other writing independently. Students who can write more will include more details in their diaries, as well as additional entries. Some students will expand their point of view thinking and writing to the King Ferdinand and Queen Isabella, Columbus's men, and De Las Casas.
TECHNOLOGY	If teachers do not have access to technology, students will submit hand written entries. However, digitizing at least some entries through audio recording is little work for teachers and helps bring student point of view work to life. Students might choose to embed images and add music into the audio recording as well, to help 'tell the story' and convey the mood of their experience.
PRESENTATION	The presentations can include 'live' reading of excerpts that have been rehearsed, or the playing of an 'audio collage' of student lines from their diaries that have been edited into one piece. This way, students can hear their multiple voices woven together to represent one historical perspective.

³ The outcomes and rubrics to use in assessment of the Week 6 project are indicated in Week 6 of the Weekly Lesson Outline.

⁴ Model projects will be provided for some of the projects in 2013-2014. If there is no model in the curriculum, the teacher will need to create one.

3. LEARNING ACTIVITIES

Below is the focus for each week of the unit. See 'Weekly Lesson Outline' for a summary of each lesson in the unit.

WEEK	PURPOSE	FOCUS QUESTION
1	Engage & Build Background Colonization & Indigenous Taino	EQ: Why do people move? What are the positive and negative effects? FQ: Why do people celebrate Independence Day? Who were the first people on Hispaniola?
2	Experience to Oral Language to Print Case Study #1: Columbus to Hispaniola	FQ: Who moved to Hispaniola in 1492? Why? What were the positive and negative effects?
3	Presentations & Writing: Case Study #1: Columbus to Hispaniola	
4	Experience to Oral Language to Print Case Study #2: African Slaves to Hispaniola	FQ: Who moved to Hispaniola in 1511? Why? What were the positive and negative effects?
5	Presentations & Writing Case Study #2: African Slaves to Hispaniola	
6	Creative Projects & Presentations Point of View Diaries	EQ: Why do people move? What are the positive and negative effects?
7	Claim-Evidence Response to Essential Question Educating Others about Hispaniola: Letters and PSAs	EQ: Why do people move? What are the positive and negative effects?

4. TEXTS ⁵: Reading the World & Reading the Word⁶

CENTRAL TEXTS: Integrated Into Lessons

Non-Print: Images, Video, Music

- Images of Independence Day Celebrations (tbd)

The Island Today

- Map of Hispaniola today (one island two nations)
<http://www.worldatlas.com/webimage/countrys/name/rica/caribb/haiti.gif>
- Fiesta de Palo (Afro Dominican Music)
<http://www.youtube.com/watch?v=3Laa6PVculg>
- Haiti Music & Images (kreyol)
<http://www.youtube.com/watch?v=An8c7GE7TsA>

The Island Long Ago

- Old map of Hispaniola
http://www.sanderusmaps.com/content/images/kaarten/site_164997-7050.jpg
- Images of Taino Before Columbus (tbd)

Print

- **Week 1 LEA text:** Colonization
- **Weeks 2/3 Powerpoint** (images and text) Taino & Columbus
- **Weeks 4/5 Powerpoint** (images and text) Africans to Hispaniola

Due to an the lack of appropriate level text on the topic, the above Powerpoints are adapted texts written by Suzanna McNamara, using the following sources⁷

- Bigelow, Bill, and Bob Peterson. *Rethinking Columbus the next 500 Years*. Milwaukee, WI: Rethinking Schools, 1998.
- Gallin, Anne, Ruth Glasser, Jocelyn Santana, and Patricia R. Pessar. *Caribbean Connections*. Washington, DC: Teaching for Change, 2005. Print.
- Steffoff, Rebecca, and Howard Zinn. *A Young People's History Of The United States*. Seven Stories Press 1st ed. New York: Seven Stories Press, 2007. Print.
- *Black in Latin America*. Dir. Henry Louis Gates. Perf. Henry Louis Gates. PBS Distribution, 2011. DVD.

<http://www.teachingforchange.org/books/our-publications/caribbean.connections/teaching-about-haiti-pdf-and-resources>
<http://www.smithsonianmag.com/people-places/What-Became-of-the-Taino.html>

⁵ See Bridges Booklist in Curriculum Introduction for full citations and lexile levels.

⁶ Freire, Paulo, and Donald P. Macedo. *Literacy : reading the word & the world* Critical studies in education series. South Hadley, Mass.: Bergin & Garvey Publishers, 1987.

⁷ The texts are included in the sample student materials, but due to copyright concerns, images that were not found in the public domain have been removed. Future revisions will include replacing all images with those from the public domain.

SUPPLEMENTARY TEXTS: Optional

Non-Print: Images, Video, Music

Indigenous People of the World (website with images)
<http://intercontinentalcry.org/peoples/>

Black in Latin America: Haiti and The Dominican Republic (documentary)
<http://www.youtube.com/watch?v=6RIG4b3LV9o>

The Tainos (film)*
<http://www.youtube.com/watch?v=7deJXU4ZRG0>

America Before Columbus (film)*
<http://topdocumentaryfilms.com/america-before-columbus/>

1492: Conquest for Paradise (film)*

Roots* (film)

Middle Passage (book of drawings by Tom Feelings)

Print

- *Columbus's Diary* (primary source)
<http://www.fordham.edu/halsall/source/columbus1.asp>
- *Bartolome De las Casas's Diary* (primary source)
- *The Encounter by Jane Yolen* (English and Spanish versions)
- *A Young People's History of the United States* (Volume 1)
- *From Slave Ship to Freedom Road*

*Clips of all films to be considered and selected in future revisions.