1. What is our purpose/ overall goal? (UbD Stage 1)

To inquire into the following:

- **transdisciplinary theme: How we Organize Ourselves:** An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

- **central idea:** The development of a government can be traced to its historical roots and the perspectives of the individuals of that time.

Summative assessment task(s): (UbD Stage 2)

What should the students eventually be able to do as a result of this unit? What are the possible ways of assessing students’ understanding of the central idea? What evidence, including student-initiated actions, will we look for? How will students REFLECT and SELF-ASSESS their learning? Consider performance tasks and other evidence.

The students will maintain a reflection journal throughout the unit which will be evaluated at the end of the unit for evidence of their growing understanding of the central idea and lines of inquiry. We will use the lines of inquiry to create guiding questions for our reflection journal.

Ex. Questions,

"What are the pros/cons of different government types?",

"How would you distribute power?",

"How would you change the way power is distributed in our government?",

"Do you think _________ governmental structure is fair?",

"Primary vs. Secondary sources- what kind of information are you getting from each?",

"Pick a part of a historical document that helps define a government and talk about why that is essential."

"What is the most important thing you learned in our discussions this week. Talk about why it is important."

"How do citizen’s rights change in different governmental structures?"

We will evaluate the entries in the journal for understanding into each of the lines of inquiry and into the central idea using a rubric with a 4 point scale. 4= high level of application of ideas, 3= proficient level of application of ideas, 2= developing understanding and 1= no evidence of understanding.

We will also use our writing rubric to assess for some of their writing components within the journal.

2. What do we want to learn? What are our established goals? (UbD Stage 1)

Consider what you want your desired results to be. What KNOWLEDGE/UNDERSTANDINGS do you want students to walk away with? Content standards to be addressed? (See complete list in box 9)

What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?

Key concepts: form, function, connection

Related concepts: Citizenship, Impact, Communication, Governments

What language functions will support student learning in the scope of the inquiry into the central idea? Persuasion, Classifying, Explaining

What lines of inquiry will define the scope of the inquiry into the central idea? (Students will understand that…)

1. How government ideals and practices connect to their historic origins
2. How historical documents define and distribute power
3. Why governments choose to divide and organize power structures in different ways

What teacher questions/provocations will drive these inquiries? (What essential questions can we ask to spark meaningful connections, provoke deep thought and inquiry, encourage transfer of knowledge by our students?)

Why did the people decide to organize our government the way they did?

How is power distributed in a democracy? How does that vary from other systems of government?

What are the pros and cons of various governmental structures?

How does social pressure help sustain a form of government? Other pressures?

Do governmental structures change over time?

Provocation: The teachers act as a dictator for a day, repeatedly changing or taking away student rights at their whim. They do this without explaining the reasoning to the students. Then the students reflect on how they felt about their rights being taken away and what they feel the correct protocol should be.
Planning the inquiry

3. How might we know what we have learned? (UbD Stage 2)

This column should be used in conjunction with “How best might we learn?”

What are the possible ways of assessing students’ prior knowledge and skills? What evidence will we look for?

Pre-assess by looking at the students’ reflections from the provocation. We are looking to see their understanding of societal decision making, and to get a feel for the perspectives of the students in class. We can use these ideas to connect our learning to the activities throughout the unit.

Record student questioning when unit is introduced.

What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for? (We will know students understand/know are able to do … by …)

Reflection in journals on a weekly basis

Evaluate map for student understanding of types of governments in various regions around the world.

Students pick a branch of government and create an argument about why their branch is the most important branch of the government- to show an in depth understanding of the workings of our government and why it is set up the way it is.

Research one of the bills of the constitution- discuss what it was and how it impacts them individually. This brings up interesting topics that governments face when creating laws and helps us evaluate their understanding of this difficulty.

5. What resources need to be gathered? (UbD Stage 3)

What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?

TCI resource materials, We the People resource materials, Brain POP, teacher created flip charts

How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?

State capital (consider that value of this- did they get correct messages out of the visit?)

4. How best might we learn? (UbD Stage 3- Performance Tasks)

What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions? (Consider the WHERE TO prompting listed in box 10.)

How historical documents define and distribute power

Why governments choose to divide and organize power structures in different ways

• Develop background knowledge about a national system of government, how a democracy functions, and how a national history explains the development of the governmental structures currently in place: use history books, primary sources, movies and class discussions to create this knowledge.

• Hold a mock congressional convention

• Mini-research biography to present why they voted why they did regarding the Declaration of Independence

• Breaking down the Preamble to the US constitution into student friendly vocabulary

• Create an ongoing timeline starting with the conflict unit

• Pro/Con writing piece: how the amendments reflect people and governments

• Create with students a Venn diagram describing the checks and balances system of the different branches of government

• Discuss differences between national and local governmental structures

• Visit Colorado state capital for legislative tour to apply understandings from background knowledge

• Introduce other types of national governments. Jigsaw between 5th grade classrooms to study a different type in each classroom. Use graphic organizer to help students analyze the similarities and differences between types, where they are currently in place in the world and pros and cons of each system.

• Students select a form of government and create a world map that represents where that form is currently in the world. Students will reflect on their map in written responses.

• Bring in current events regarding changes to national governments around the world

• Make connections in class discussion format about how it is important to be active as a citizen in some forms of government and why other forms don’t allow for it.

• Keep class lists of “hot topics” that arise in the above activities. Then use this list to facilitate a series of class debates about these issues. This is a great time to teach respectful debate skills. Included in this discussion could be whether or not they think any of the laws at school are unfair, and how they would change them and why.

What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile? What key SKILLS will students acquire as a result of this unit?

Review… these are old.

Transdisciplinary Skills:

• Research skills- Collecting data: using search engines to find information about government systems. Library research skills will also be used in conjunction with the librarian to test research skills

• Social Skills- Cooperation/accepting responsibility: students had to decide what part of research must be covered by whom. The final presentations were broken down by section and students had to decide who was responsible for what portion.

Learner Profile:

• Communicators: students will work on presenting skills, how to present information in a persuasive manner in a debate setting. They will also have the opportunity to develop and ask pointed questions as well as respond to these questions posed by other students.

Attitudes:

• Cooperation: understanding how the branches of our government work together

• Independence: the students had to think independently to create some of their arguments for the persuasive activities

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6. To what extent did we achieve our purpose?

Refer back to Box 1 to answer these questions.

Assess the outcome of the inquiry by providing evidence of students’ understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.

We found we were crunched for time and ran out of opportunities to focus on the more international aspects. However, in regard to local/national level of government they had a good understanding. The students were making strong connections between the individual players in the creation of our government and how they contributed to the thought process behind structuring our national government. They were really seeing how an individual’s background and profession affected how that individual helped affect change and influence people.

How you could improve on the assessment task(s) so that you would have a more accurate picture of each student’s understanding of the central idea.

By planning our time better to finish them. We also went through and clarified and simplified some of the assessments- in particular the reflection journal. However, we didn’t finish the rubric to get to the students before they wrote. We need to complete this for next year.

What opportunities were there for student self-assessment/reflection?

The persuasive arguments and writings really forced the students to consider their own points of view towards their learning. Our new reflection journals will allow a lot more opportunities. When the students took on roles in small group discussion, they were encouraged to self-assess.

What was the evidence that connections were made between the central idea and the transdisciplinary theme?

The questions students were asking to the state senator demonstrated their understanding of the roles and what was happening there. The student follow up questions discussions also reflected this. They demonstrated their understanding that there is a system/process in the way our legislature is set up. The international connections for this are better planned for next year.

7. To what extent did we include the elements of the PYP?

What were the learning experiences that enabled students to:

- develop an understanding of the concepts identified in “What do we want to learn?”

Key Concepts:
- Form: We spent a lot of time working on understanding the “form” of the US government. We want to spend more time comparing that to the “form” of other governments to broaden students’ application of this concept. We did spend time also looking at the form of documents that governments are based around. Again, more variety will strengthen this.
- Function: Again, the students spent a lot of time on activities recognizing how power structures function in the US government. We want to spend more time comparing that to the “function” of power structures in other governments to broaden the application of this concepts.
- Connection: students were making important connections between the structure of our government and how the government works for them. The connections came up in the form of questions (see student questions) that were really relevant. We want them making these connections to their lives. Focusing more on other forms of governments as well should help them make connections to current events that are occurring during the course of the unit.

- demonstrate the learning and application of particular transdisciplinary skills?

Transdisciplinary Skills:
- Research skills- Collecting data: using search engines to find information about government systems. Library research skills will also be used in conjunction with the librarian to test research skills
- Social Skills- Cooperation/accepting responsibility: students had to decide what part of research must be covered by whom. The final presentations were broken down by section and students had to decide who was responsible for what portion.

- develop particular attributes of the learner profile and/or attitudes?

Learner Profile:
- Communicators: students will work on presenting skills, how to present information in a persuasive manner in a debate setting. They will also have the opportunity to develop and ask pointed questions as well as respond to these questions posed by other students.

Attitudes:
- Cooperation: understanding how the branches of our government work together
- Independence: the students had to think independently to create some of their arguments for the persuasive activities

In each case, explain your selection.
Reflecting on the inquiry

8. What student-initiated inquiries arose from the learning?

Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.

What does tax go towards?
Why are we taxed?
Why isn't food taxed, but other items are?
What are the responsibilities and requirements to work in the government?

At this point teachers should go back to box 2 "What do we want to learn?" and highlight the teacher questions/provocations that were most effective in driving the inquiries.

What student-initiated actions arose from the learning?

Record student-initiated actions taken by individuals or groups showing their ability to reflect, to choose and to act.

How did the students show their transfer of understanding?

Students were really fired up about local/national issues like the school breakfast program, amendments and rights from the bill of rights and the constitution. Some students wrote letters to the governments about the possibility of looking school breakfast funding.

Students were really beginning to question at what level do people who break the law share in the same rights we have. Should these be limited? Are all rights good (ex, gun ownership, or parents opting not to give their children vaccinations and then children die, etc.)

We would like to see more debate on these issues planned for.

Students started bringing in connections about how celebrities don’t always seem to receive the same punishments as others. This prompted a lot of discussion on the part of the students.

9. Teacher notes (To do list before teaching this unit again):

Make sure we complete most of the unit before CSAP and save the more independent international activities for during testing as they could handle these activities during this time.

Consider the value of the state capital visit.

Finish developing summative rubric.

Do we want to spend more time taxes?

Content standards addressed through this inquiry:

Old Social Studies: Explain the basic principles the Constitutional framers wanted to provide in the new government for the people of the United States of America; Explain how the constitution organized our government; Explain some of the responsibilities that come with US citizenship; Name some significant outcomes of the American Revolutionary War; Participate and contribute to a discussion on how a citizen of the US can participate in their national, state and local governments.

New Social Studies: Analyze historical sources from multiple points of view to develop an understanding of historical context; The historical eras, individuals, groups, ideas and themes in North America from 1491 through the founding of the US government; The foundations of citizenship in the US; The origins, structure, and functions of the US government.

Reading: Fiction reading (con’t): Use a variety of comp. strategies; use knowledge of narrative structure to support comp; read and respond to literature exploring similarities/differences, cultures, authors, perspectives; Summarize important ideas to make sense of what is being read and communicate what a text is about to others; Use knowledge of literary techniques and terminology to better understand text; Read books that represent various cultural and ethnic traditions from around the world.

Math: Coordinates, Area, Volume, Capacity; Probability, Ratios and Rates
10. How will the language functions needed to understand this unit be developed?

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