

## **Integrated Curriculum Unit**

By developing an integrated unit plan, you will have the opportunity to apply your understanding of content knowledge, pedagogical knowledge, and assessment to support the learning and development of diverse children. In collaboration with your partner(s) you will research and plan an integrated curriculum unit. The theme should be integrated across the curriculum and subject areas. The unit should demonstrate cultural responsiveness and accommodations for children with diverse backgrounds.

Your topic should represent a wide-variety of diverse racial, ethnic, and cultural perspectives on events, concepts, and issues and include diverse individuals. Attention should be paid to issues of fairness and justice and the unit should challenge stereotypes associated with diverse identities.

Group Members:

- 1) Kim Baumann
- 2) Diana Mamoor
- 3) Mary Sanborn

### **Section I: Unit Overview**

Unit Title: Migration

Potential grade level: 2nd

Topic: Migration

#### **Abstract:**

The Migration unit will be comprised of topics such as economic, environmental, and political migration. The issue of migration is a relevant topic in today's world, as individuals are facing various challenges concerning migration. The goal is to help students understand that at times, it is out of the individual's hands as they are forced to leave their homes due to economic, environmental, and political factors. While some topics are considered as controversial, students are taught about vital topics such as power, oppression, politics, human rights, freedom, and the environment. In doing so, students become conscious of the diversity in society.

**Rationale for the Unit:**

As our classrooms, communities, and country become more diverse, there is no better time than now to introduce concepts of migration to our students. The purpose of this unit plan is for students to explore and understand the reasons why people migrate from one location to another. Students will be introduced to the concept of migration by interviewing someone they know who has moved, either across town or across the world. By sharing these stories with their peers, students will begin to explore the economic, political, and environmental reasons why people move. Within each lesson of our unit, students will learn about the impacts of the influences, which prompt migration as well as understand the social, emotional, and psychological effects migration has on individuals and their families. While many move out of choice, sometimes individuals and families are powerless to the economic, political and environmental factors that cause them to migrate.

The first type of migration that students will explore in depth is economic migration; moving because of poor economic opportunity, such as poverty or lack of jobs. Students will explore historical examples of economic migration and how factors such as jobs or lack of affordable housing can cause people to move. Specific focus will be given on how urban renewal and redevelopment, although meant to boost the economy, is sometimes planned without considering the needs of all individuals. This can sometimes lead to forced migration of those less economically privileged. Although a complex topic, students explore economic migration by immersing themselves within an example in their communities. Students learn about redevelopment plans in Montclair by taking a walking tour of the Lackawanna Plaza Redevelopment area, studying maps, and demographics to learn about the people who live in these neighborhoods. Additionally, students will talk to community members who have spoken out against the redevelopment. Finally, students challenge themselves to come up with an idea to help their community members by raising awareness and creating change.

Moreover, the second type of migration students will learn about is political migration. It is vital that students learn about political migration, specifically the Syrian refugee crisis since it is a prevalent issue in our world right now. As a result of the civil war in their country, hundreds of thousands of Syrians have been killed, while millions have been displaced and have migrated from Syria to new countries in hopes of finding a new home. These refugees have been met with diverse responses: some are accepted into new environments, while others are met with resistance. It is crucial that students are exposed to the injustices that Syrian refugees are facing in hopes of developing principles such as tolerance, cultural diversity, and simply helping others in the time of need.

Furthermore, the last type of migration students will learn about is environmental migration. Throughout this unit, students will study national and international natural disasters and the implications they cause, specifically in terms of migration. Students will be introduced to the science of how and why natural disasters unfold as well as review the various occurrences of natural disasters, learn details of each event and analyze migration rates through the use of data, texts and film. As a culminating activity, students will create a plan for social justice to assist and support those who have experienced the need to find new shelter as a result of natural disasters. The goal is for students to be able to empathize with individuals who are forced to leave their homes and to promote them to become activists in helping these people attain the necessary supports and resources to survive.

Overall, the hope of the Migration unit plan is to help educate students about the social environment they live in. There is without a doubt that the community we live in consists of diverse individuals whose own lives or those they know have been personally affected by one of the three types of migration: economic, political, and environmental migration. These mini-units serve to open the students' eyes to the reality of the outside world, apart from their home and classrooms. In doing so, students become more tolerant and open to diverse individuals. Moreover, this unit addresses controversial topics such as power, oppression, politics, human rights, freedom, and the environment. The Migration Unit serves to demonstrate to educators that students are never too young to learn about contentious topics and that the earlier we begin to open the students' minds to the injustices in the world, the path to social justice and advocacy will be paved.

## **Section II:**

### **Enduring Understandings / Learning Objectives**

1. SWUT there are various reasons why people migrate from one place to another.
2. SWUT people are sometimes powerless to the economic, political and environmental factors that cause them to move.
3. SWUT some migrants face challenges in their new environment.

### **Essential Questions**

1. What is power?
2. Why do people migrate?
3. What determines who has refuge?

### **State Standards**

#### **ELA**

CCSS.ELA-LITERACY.RL.2.1: Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

CCSS.ELA-LITERACY.RL.2.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

CCSS.ELA-LITERACY.W.2.1: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.

CCSS.ELA-LITERACY.SL.2.1: Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

CCSS.ELA-LITERACY.L.2.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### **Social Studies**

6.1.4.A.9: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

6.1.4.A.11 - The United States democratic system requires active participation of its citizens.

6.1.4.A.15: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges

6.1.4.B.1 - Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.

6.1.4.D.2 - Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.

6.1.4.A.9 - The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.

6.1.4.A.15 - In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.6.1.P.D.4: Learn about and respect other cultures within the classroom and community.

6.1.4.D.19: Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

6.3.4.D.1: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

#### **Math**

CCSS.MATH.CONTENT.2.MD.D.10 - Represent and interpret data.

CCSS.MATH.CONTENT.2.NBT.A.1 - Understand place value.

### Section III: Thematic Curriculum Web

<p><b><u>Math (must have own lesson)</u></b></p> <ul style="list-style-type: none"><li>● Students compare and contrast bar graphs in Bar Graph Museum</li><li>● Students create and analyze bar graphs to uncover demographic characteristics of Montclair</li><li>● Students analyze how their own opinions change by creating a bar graph as a class</li><li>● Students will create bar graphs using data of major historical hurricanes and their respective category types</li></ul>	<p><b><u>Social Studies (must have own lesson)</u></b></p> <ul style="list-style-type: none"><li>● Students sort examples of economic, political and environmental into respective categories</li><li>● Students learn about the Syrian culture and compare it to their own</li><li>● Learning centers: students rotate through centers learning about the Syrian crisis</li><li>● Students create timeline of Detroit's history</li></ul>	<p><b><u>Science (must have own lesson)</u></b></p> <ul style="list-style-type: none"><li>● To understand how an earthquake shockwaves travel students will create a “wave box” to simulate how waves vibrate throughout matter</li></ul>
<p><b><u>Health Education (integrated into other)</u></b></p> <ul style="list-style-type: none"><li>● Brain Break after the “lecture lesson” of the Syrian conflict so students have the opportunity to take a break from the content and stretch their muscles</li></ul>	<p style="text-align: center;"><b><u>THEME:</u></b></p> <p style="text-align: center;">Migration</p>	<p><b><u>Language Arts (must have own lesson)</u></b></p> <ul style="list-style-type: none"><li>● Students read “The Butter Battle Book” (introduce war and concepts of who, what, when, where, why, &amp; how)</li><li>● Students will write a short essay of how “The Butter Battle” ends with a positive resolution.</li><li>● Class will read the book, “Syria: A Question and Answer Book” and create a Venn diagram</li><li>● Students read “Last Stop on Market Street” to uncover how points of view can differ</li><li>● Students write an opinion paragraph on redevelopment</li></ul>
<p><b><u>Social Action (integrated into other)</u></b></p> <ul style="list-style-type: none"><li>● Students write a letter to their community in support of Syrian refugees</li><li>● Students create ideas to raise awareness and create change regarding Lackawanna Plaza Redevelopment Plan</li></ul>	<p><b><u>Arts (visual, music, drama) (integrated into other)</u></b></p> <ul style="list-style-type: none"><li>● Students watch the film of “The Butter Battle Book”</li><li>● Students watch a video of a young Syrian girl’s journey to Greece</li><li>● Students participate in a gallery walk of the camps where Syrian refugees reside</li></ul>	<p><b><u>Physical Education (integrated into other)</u></b></p> <ul style="list-style-type: none"><li>● Students go on a walking tour of Lackawanna Plaza Redevelopment area</li></ul>

<ul style="list-style-type: none"> <li>Students will create a trifold brochure to provide victims of natural disasters with tips and information to find shelter and resources</li> </ul>	<ul style="list-style-type: none"> <li>Students draw versions a neighborhood from the perspective of the main characters in “Last Stop on Main Street”</li> <li>Students present social justice project ideas in a medium of their choosing</li> </ul>	
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## Section IV: Resources

### Student Resources

#### *Economic*

Stories about immigration from young children - [http://teacher.scholastic.com/activities/immigration/young\\_immigrants/](http://teacher.scholastic.com/activities/immigration/young_immigrants/)

Facts on Migration - <http://eschooltoday.com/migration/migration-facts-for-young-people.html>

Interactive Website about Detroit’s history <http://detroithistorical.org/buildingdetroit/>

Interactive Game teaching kids how to create a bar graph - [http://www.abcya.com/fuzz\\_bugs\\_graphing.htm](http://www.abcya.com/fuzz_bugs_graphing.htm)

Information on bar graphs in easy language - <https://www.mathsisfun.com/data/bar-graphs.html>

Book on perspectives about neighborhood - *Last Stop on Market Street* by Matt De La Pena

Last Stop on Market Street Audio/Video - <https://www.youtube.com/watch?v=fcgVS8-R7ug>

Ideas on Social Justice Projects - *The Kids Guide To Service Projects* by Barbara A. Lewis

#### *Political*

Introduction to Human Migration: <http://nationalgeographic.org/activity/introduction-human-migration/>

Information regarding refugees: <http://www.roads-to-refuge.com.au/>

What is happening in Syria: <http://kiwikidsnews.co.nz/what-is-happening-in-syria/>

Scholastic news on Syria: <http://magazines.scholastic.com/news/2014/03/Another-Year-of-Civil-War-in-Syria>

Information about the Syrian culture: <http://easyscienceforkids.com/all-about-syria/>

#### *Environmental*

Crash Course in Severe Weather for Students: <https://www.youtube.com/watch?v=QVZExLO0MWA>

Hurricanes: Nature's Wildest Storms: [https://www.superteacherworksheets.com/reading-comp/5th-hurricanes\\_WMWFT.pdf](https://www.superteacherworksheets.com/reading-comp/5th-hurricanes_WMWFT.pdf)

Hurricane Categories: <https://www.youtube.com/watch?v=lqfExHpvLRY>

Katrina's Toll: <http://teacher.scholastic.com/scholasticnews/indepth/hurricanekatrina/articles/index.asp?article=news&topic=0#083005>

What is an Earthquake?: <https://www.youtube.com/watch?v=dJpIU1rSOFY>

Earthquake Wave Box Science Experiment: <http://stem-works.com/external/activity/570>

Story of a Storm: [http://www.goodreads.com/book/show/1257577.Story\\_of\\_a\\_Storm](http://www.goodreads.com/book/show/1257577.Story_of_a_Storm)

The Earthquake on my Island: <https://www.createspace.com/5298965>

## Professional Resources

### *Economic*

Book on how migration of different groups has shaped America: “A Different Mirror” by Robert Takaki

About Urban Planning and Detroit: “Redevelopment and Race: Planning A Finer City in Postwar Detroit” by June Manz

Video Covering History and Decline of Detroit - <https://www.youtube.com/watch?v=KNYfVPWP4mY>

What is redevelopment? <http://www.useful-community-development.org/redevelopment.html>

Information on LPR plans: <http://baristanet.com/2015/10/what-you-need-to-know-about-lackawanna-plaza-redevelopment/>

More LPR information: <https://www.tapinto.net/towns/montclair/articles/residents-sound-off-on-lackawanna-plaza-redevelop>

Census data by area: Citydata.com

Printable bar graph resources: <http://lbartman.com/worksheet/bar-graphs-for-second-grade.php>

Creating current events into teachable moments for SJ- <https://www.edutopia.org/blog/current-events-social-justice-teaching-jinnie-spiegler>

Ideas for creating change- <http://www.adl.org/education-outreach/curriculum-resources/c/10-ways-youth-can-engage-in.html#.VnM2AsArK3d?referrer=https://www.edutopia.org/>

List of resources, and support groups for social justice teachers - <https://t4sj.org/about/gallery/t-a-g-teacher-activist-groups/>

### *Political*

Human Migration: <http://www.nationalgeographic.com/xpeditions/lessons/09/g68/migrationguidestudent.pdf>

Six elements of social justice: <http://6elementssje.blogspot.com/>

Why do people migrate: <http://www.striking-women.org/module/types-migration/political-migrants>

Children’s books about refugees: <http://humaneeducation.org/blog/2015/14-childrens-books-refugees/>

Information regarding Syrian Refugee crisis: <http://www.iamsyria.org/>

How to talk to children about the Syrian crisis: <http://www.unicef.org.au/blog/september-2015/how-to-talk-to-your-kids-about-the-refugee-crisis>

Photos and information about Syrian Refugees: <https://www.worldvision.org/refugees-news-stories/syrian-refugee-child-story-23-pictures>

Teaching Tolerance: <http://www.tolerance.org/blog/understanding-refugee-crises>

Syrian Refugee crisis: <http://www.cnn.com/specials/middleeast/syrian-refugees/>

Syria’s War- who is fighting who: <https://www.youtube.com/watch?v=NKb9GVU8bHE>

Refuges: <http://www.unhcr.org/en-us/teaching-about-refugees.html>

Discrimination Syrians face: <http://www.wvi.org/meero/article/discrimination-and-bullying-makes-learning-hard-syrian-refugees-lebanon>

### *Environmental*

Hurricane Experiment: <http://teacher.scholastic.com/activities/wwatch/hurricanes/experiments.htm>

Discovery Education: <http://www.discoveryeducation.com/teachers/.cfm>

Next Generation Science: <http://www.nextgenscience.org/get-to-know>

Stem works: <http://stem-works.com/external/activity/570>

Scholastic: After Hurricane Katrina:

<http://teacher.scholastic.com/scholasticnews/indepth/hurricanekatrina/articles/index.asp?article=news&topic=0#083005>

Blog Links for Survivors: <http://www.nbcnews.com/id/9144525#.WEg6B7IrLIV>

PBS Now: <http://www.pbs.org/now/society/katrinatownhall.html>

Exit Slip: [http://readingstrategiesmsu.weebly.com/uploads/3/8/5/9/38597539/6742406\\_orig.jpg](http://readingstrategiesmsu.weebly.com/uploads/3/8/5/9/38597539/6742406_orig.jpg)

## Section V-VII: Mini-Unit Plan, Lesson Plans, and Assessments

Unit Title: Economic Migration	Teacher: Kimberly Baumann	Grade: 2
<p><b>Unit Description:</b> Students will explore the reasons people experience forced migration due to economic, political and environmental factors. Special focus will be given to the economic reasons why people move. Students will learn about the relationship between the economy and migration and how these two forces affect communities through historical examples. Students will further explore how certain communities, because of their class or other differences, are sometimes the target of redevelopment projects which can ultimately lead to the forced migration of individuals living within these communities. Using this knowledge, students will look at redevelopment plans in Montclair and how these plans affect their neighborhood. Students will immerse themselves within what is happening in their community by taking a walking tour of Lackawanna Plaza and talking to people in the community who have spoken out against the plans. At the end of the unit, students will present ideas on how to help these people and raise awareness.</p>	<p><b>Standards Addressed:</b></p> <p>6.1.4.A.9 - The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.</p> <p>6.1.4.A.11 - The United States democratic system requires active participation of its citizens.</p> <p>6.1.4.A.15 - In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.</p> <p>6.1.4.B.1 - Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.</p> <p>6.1.4.D.2 - Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.</p> <p>6.1.4.D.19 - People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.</p> <p>CCSS.MATH.CONTENT.2.MD.D.10 - Represent and interpret data.</p> <p>CCSS.MATH.CONTENT.2.NBT.A.1 - Understand place value.</p> <p>CCSS.ELA-LITERACY.W.2.1 -Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>CCSS.ELA-LITERACY.W.2.5 - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>CCSS.ELA-LITERACY.W.2.8 - Recall information from experiences or gather information from provided sources to answer a question.</p> <p>CCSS.ELA-LITERACY.SL.2.1 - Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>CCSS.ELA-LITERACY.SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or</p>	

		through other media. CCSS.ELA-LITERACY.SL.2.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. CCSS.ELA-LITERACY.SL.2.5 - Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. 6.1.4.B.6 - Regions form and change as a result of unique	
<b>Enduring Understandings</b>		<b>Essential Questions</b>	<b>Subjects Integrated:</b>
SWUT there are various reasons why people migrate from one place to another. SWUT people are sometimes powerless to the economic, political and environmental factors that cause them to move. SWUT some migrants face challenges in their new environment.		What is power? Why do people migrate? What determines who has refuge?	<b>Social Studies, Math, Language Arts, Social Justice, Art, Physical Education</b>
<b>Day</b>	<b>Daily Lesson Summary</b>	<b>Assessment: Phrased as: Students will demonstrate understanding of (CONTENT) as evidenced by (PRODUCT)</b>	
D a y 1	-Students bring in “Why did you move?” interview assignment that they completed over the weekend. Students were instructed to interview someone close to them who had moved with a series of questions and take notes on the worksheet. If the student had moved themselves, they had the option of answering the questions themselves. -As a class, students take turns sharing the answers they collected from the interview they conducted. -After sharing, define the term “migration”. -Ask students to draw upon their own knowledge and the stories they heard today to fill out a “Why do people migrate?” list as a whole class. - Go over that the reasons people are forced to move can be categorized: political, environmental, and economic. Define terms and display them. -Have students search within the “Why do people migrate?” list for possible examples of each category. -Direct students back to tables for a “Migration Mystery Sort”.	Students will demonstrate understanding of reasons for migration as evidenced by “Why Do People Migrate?” list.  Students will demonstrate understanding of the difference between economic, political and environmental reasons for migration as evidenced by “Migration Mystery Sort.”	

	<p>Using definitions, children sort in groups descriptions of certain circumstances people may move. Students put descriptions in one of the 3 appropriate categories.</p> <p>-Discuss answers as a class.</p>	
Day 2	<p>- Ask students to recall what economic migration is. Call on each group to provide an example of economic migration.</p> <p>- PowerPoint on historical examples of Economic Migration: Italy, China, and Latin America immigration/emigration in America. Provide a brief explanation of each and include pictures and maps to aid comprehension.</p> <p>-Explain that while migration can happen on a grand scale, i.e. from country to country, it can also happen on a smaller scale, i.e. from city to city.</p> <p>-Go to Power Point on Detroit's History, detailing the interplay between the economy and migration patterns.</p> <p>-Watch video "Detroit: History of Car Industry and City Population". Stop to summarize and assist in comprehension.</p> <p>-After video and PowerPoint, students work in groups to recall key events in Detroit's history and write them on large pieces of paper. As a class, students sort key events to create a timeline along a wall of the classroom.</p>	<p>Students will demonstrate understanding of how the economy and migration shaped Detroit's history as evidenced by the Detroit Timeline.</p>
Day 3	<p>-Ask students "Is migration a choice?". Have students line up along a wall of the classroom from "strongly agree" to "strongly disagree" using a 5 point liker scale. Call on some students to defend their positions.</p> <p>- Ask a student to summarize, using the timeline created last class, key events in Detroit's economic and migration history.</p> <p>- Inform students about Detroit's Urban Renewal project; detail how the government, in an attempt to boost economy and prevent people from moving, knocked down "blighted" neighborhoods to rebuild ones that were more "attractive". Define blighted.</p> <p>-Have students turn and talk about whether they think this fixed the emigration and poor economy in Detroit.</p> <p>-Call on students to share their ideas and why or why not they think urban renewal would help Detroit. Use Socratic method; i.e. Where would all the people who were living there go?" "Do you think they could afford to live in these new places?"</p> <p>-Clarify that in Detroit, urban renewal projects that knocked down</p>	<p>-Students will demonstrate understanding of how people are often powerless to factors causing them to move as evidenced by the "Is migration a choice?" barometer and their defense of their position.</p> <p>-Students will demonstrate understanding of urban renewal as evidenced by their take-always.</p>

	<p>these neighborhoods only lead to more emigration because people no longer can afford to live there.</p> <p>-Introduce Lackawanna Redevelopment Plan in Montclair. Inform students that they will be learning more about this plan throughout the next few days, as well as visiting the area undergoing plans for redevelopment.</p> <p>-Take-away: What did you learn about urban renewal? Students put their names on the back and post take-always on board where others can see.</p>	
D a y 4	<p>-Display bar graph of student opinion on “Is migration a choice?” and have students discuss in groups.</p> <p>- Introduce bar graphs; explain their significance and components. - Have students explore bar graph differences and similarities in terms of appearance and data through turning the classroom into a “bar graph museum”. Let students walk through museum within their groups to discuss interpretations of bar graphs.</p> <p>- Explain that students will be using bar graphs to uncover information about their own communities, in particular the neighborhood where the Lackawanna Redevelopment Plan is focused on.</p> <p>- Using male and female demographics, model how students will color in a map with demographics, and then count the number of areas with each category, and graph accordingly.</p> <p>- Working individually or in groups, students will graph the demographic of their choice: income or recently moved.</p> <p>- Students will present their work and then reflect on what these demographics can tell them about the community and connect it to what they learned about the neighborhoods in the Detroit Urban Renewal Project.</p>	<p>-Students will demonstrate understanding of how to interpret and create a bar graph as evidenced by their demographic bar graphs and presentations.</p> <p>-Students will demonstrate understanding of Montclair demographics and their significance as evidenced by class discussion.</p>
D a y 5	<p>-Students are given map of Lackawanna Plaza Redevelopment plan as well as paper to record notes or drawings. Students are also encouraged to bring cameras.</p> <p>-Meet with students and go over field trip rules and expectations. Explain materials and how to use them.</p> <p>-Assuming school is close to the area, students will walk to the redevelopment area as a class. If this is not possible, plans for carpooling will be made.</p> <p>-Once there, walk around area and explain why developers want to</p>	<p>-Students will demonstrate understanding of the Lackawanna Plaza Redevelopment Plan as evidenced by their field trip notes and the KWL chart.</p>

	<p>change this area, i.e. potential for small businesses, large resident buildings, and moving the police station to an area closer to the middle of town.</p> <ul style="list-style-type: none"> <li>-Aid students in reading map of Lackawanna Plaza Redevelopment plan. Point out specific areas and encourage students to write notes on their maps or draw/describe what they see on note paper.</li> <li>-Back in the classroom, start Lackawanna Plaza Redevelopment KWL chart. Have students fill in what they know about the area as well as what they would like to know.</li> <li>- For homework, come with 2 questions to ask the guest speaker.</li> </ul>	
D a y 6	<ul style="list-style-type: none"> <li>-Bring out KWL chart.</li> <li>-Explain to students that plans for redevelopment in Montclair have undergone many changes, and part of the reason is because people in the community have spoken out against these plans.</li> <li>-Introduce guest speaker to talk about their perspective on what's happening in their neighborhood.</li> <li>-Encourage students to ask the questions that they came up with for homework.</li> <li>-After guest speaker leaves, have a class discussion about what they learned and finish filling out KWL chart.</li> <li>-In groups, have students compare and contrast Detroit Urban Renewal with Lackawanna Plaza Redevelopment Plan using the KWL chart and the Detroit timeline. Each student will record these on "Redevelopment Compare and Contrast" worksheet.</li> <li>- Inform students that they will be responding to a question about redevelopment and will be using their "Redevelopment Compare and Contrast" worksheets to help them. They will start the prewriting process today and write and revise tomorrow.</li> <li>- Hand out Redevelopment Writing Prompt - which includes prewriting graphic organizer - and read: "We learned that many people in Detroit eventually had to move because of unfair urban renewal projects. Do you think people living near Lackawanna Plaza will have to move if redevelopment plans happen? Use your compare and contrast sheet to support your answer."</li> <li>- Have students discuss in their groups their opinions. Instruct them to defend their answers to their peers as they would in writing.</li> <li>- Let students start graphic organizer in class and finish for homework</li> </ul>	<p>-Students will demonstrate understanding of the Lackawanna Plaza Redevelopment Plan and it's similarities and differences to Detroit's urban renewal as evidenced by questions to the speaker, finished KWL chart and the compare and contrast worksheets.</p>

D a y 7	<ul style="list-style-type: none"> <li>- For this lesson, half of the students will be working on a writing prompt, while the others will be listening to a read aloud and doing an activity. Explain this to students.</li> <li>- Gather first group of students for read aloud. Display the expression, “There are two sides to every story.” Ask students to turn and talk about what this means.</li> <li>- Read Aloud: “Last Stop on Market Street”</li> <li>- Have class discussion on significance of how people can view something completely differently. Focus on the difference between the two main characters, Nana and CJ, and how they view the neighborhood in the book.</li> <li>- Display student photography from the field trip to the Lackawanna Plaza area.</li> <li>-Hand out “One Neighborhood, Two Points of View.” Explain that students will choose a photograph of the Lackawanna Plaza area and draw it from the two perspectives of the main characters.</li> <li>-Once done, have students share with a partner their drawings, pointing out the changes they made and why.</li> <li>-Recollect as a class and ask students to recall the two points of view they encountered while learning about the Lackawanna Plaza Redevelopment plans.</li> <li>-Have groups rotate and repeat lesson for second group</li> </ul>	<ul style="list-style-type: none"> <li>-Students will demonstrate understanding of “Last Stop on Market Street” as evidenced by their “One Neighborhood, Two Points of View” drawings.</li> <li>-Students will demonstrate understanding of multiple perspectives and how this relates to the Lackawanna Redevelopment Plan as evidenced by their group discussions.</li> <li>-Students will demonstrate understanding of how people are often powerless to factors causing them to move as evidenced by their writing prompt options.</li> </ul>
D a y 8	<ul style="list-style-type: none"> <li>-For a second time, ask students “Is migration a choice?”. Have students line up along a wall of the classroom from “strongly agree” to “strongly disagree”. Record number of students at each position on board.</li> <li>-Using data, call on students to make a bar graph of student opinions.</li> <li>-Bring out first bar graph. As a class, have students compare and contrast the two bar graphs and explain any changes.</li> <li>-In their journals, have students reflect on why their opinion changed or stayed the same. Allow time for students to share entries with class.</li> <li>-Introduce social justice project: Redeveloping Redevelopment (RR for short). Explain that students will be coming up with a way to spread awareness and create change for those affected by the Lackawanna Redevelopment Project. Working individually or in groups, they will present their ideas - in any way that they would like - to the class and the class will vote on the project they would</li> </ul>	<ul style="list-style-type: none"> <li>-Students will demonstrate understanding of how people are often powerless to factors causing them to move as evidenced by the “Is migration a choice?” and their journal reflections</li> <li>-Students will demonstrate understanding of how to interpret and create a bar graph as evidenced by “After” graph of students opinions on “Why do people migrate?” as well as the class discussion.</li> <li>-Students will demonstrate understanding the potential effects of the Lackawanna Development Project and the subsequent needs of the community as evidenced by teacher conferences.</li> </ul>

	<p>like to do.</p> <ul style="list-style-type: none"> <li>-Provide examples of ways students created change in other social justice projects, i.e. through school assemblies, letters to those in authority.</li> <li>-Allow time for students to get together in groups and start brainstorming ideas using brainstorming worksheet.</li> <li>-Have students turn in ideas at the end of class.</li> </ul>	
D a y 9	<ul style="list-style-type: none"> <li>-Allow entire class time to work on RR project ideas and presentations.</li> <li>-Provide ample resources for students to get ideas for social justice projects as well as a multitude of materials for students to complete presentations</li> <li>-Conference with students and groups as they work. How will their idea help the community or raise awareness? Is it feasible? If not, how can we change it to make it something we as students can do.</li> </ul>	-Students will demonstrate understanding the potential effects of the Lackawanna Development Project and the subsequent needs of the community as evidenced by teacher conferences.
D a y 1 0	<ul style="list-style-type: none"> <li>-Set up rows of chairs for students to view presentations.</li> <li>-Give students “RR Ideas” handout where a number corresponds to the name of the presenter(s). Instruct students to record the name of the project as well as any notes or things they liked about the project</li> <li>-After each student presents, encourage students to give positive feedback</li> <li>-At the end, have students review their notes and put a star next to the project they are voting for, then fold their papers and place them in a bucket.</li> <li>-Count number of votes and announce a winner.</li> </ul>	-Students will demonstrate understanding the potential effects of the Lackawanna Development Project and the subsequent needs of the community as evidenced by RR project presentations.

## LESSON PLAN TEMPLATE

<b>Name: Kimberly Baumann</b>		<b>Topic/Title: The Lackawanna Graphing Project (DAY 4)</b>		<b>Grade Level/CT: 2</b>	
<b>VISI ON- SET TIN G: KN OW, SO, SHO W</b>	<b>1a. STANDARD:</b> NJ Common Core Standards CCSS.MATH.CONTENT.2.MD.D.10 - Represent and interpret data. CCSS.MATH.CONTENT.2.NBT.A.1 - Understand place value. S6.1.4.B.1 - Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.		<b>1b. ENDURING UNDERSTANDINGS</b> SWUT there are various reasons why people migrate from one place to another. SWUT people are sometimes powerless to the economic, political and environmental factors that cause them to move. SWUT some migrants face challenges in their new environment.		
	<b>2a. STUDENT LEARNING OBJECTIVES</b> SWBAT interpret and compare/contrast appearance and information in bar graphs as evidenced by the bar graph “museum” discussion. SWBAT create bar graphs using various data as evidenced by their demographic bar graphs. SWBAT make connections between neighborhoods that underwent change in the Detroit Urban Renewal Project and the neighborhood where the Lackawanna Plaza Redevelopment plan will happen as evidenced by final discussion.		<b>2b. TEACHER CONTENT KNOWLEDGE (<i>necessary prior knowledge</i>)</b> Teachers will need to know the components of a bar graph as well as how to interpret and create them from various data. Teachers will also need to know the history of Detroit’s Urban Renewal project and be able to make connections and facilitate student connections to other urban renewal projects, preferably ones that affect students. Lastly, teachers will need to know how to access census data and transcribe it onto a visual map using sites like City-Data.com.		
	<b>3. ASSESSMENT</b> Students will demonstrate understanding of how to represent information visually within a bar graph as documented by their Demographic Bar Graphs projects and presentations. (Lesson Closing)				
	<b>4. ADAPTATIONS AND ACCOMMODATIONS</b> (During CL I and II, indicate which individual children need adaptation or accommodation.) Refer to UDL checklist				
<b>PROCEDURE AND PRACTICE</b>					
<b>ME TH ODS : GO</b>	<b>TEACHER’S ROLE</b> <b>Questions to Ask</b>		<b>WHAT ARE STUDENTS DOING?</b>		<b>MATERIALS</b>
	<b>1 STARTER/ANTICIPATORY SET (2min.)</b> -Display “Is migration a Choice?” bar graph of student opinions on board. -Have students reflect or discuss within groups on what this information is telling us at their table groups.		-Talking to others at their group or thinking to themselves about the bar graph presented.		“Is Migration a Choice” Bar Graph
	<b>2. INTRODUCTION OF NEW MATERIAL (Guided Instruction/Procedure/Exploration) (20 min.)</b> -Introduce the concept of bar graphs and how bar graphs are a visual way of representing information. Tell that it is a way for us to see important patterns and relationships, i.e. what most students think about choice in migration. -Hand out Bar Graphs Sheet which depicts common features of a bar graph, including vocabulary key. Go through packet with students and explain. -Explain that there is also differences in what bar graphs look like and the information they represent, i.e. some compare categories and some compare number ranges. - Inform students that the classroom has been turned into a Bar Graph museum. Traveling in their groups, tell students that they will be looking at 5 different bar graphs. Challenge students to try and see if they can figure out what information the bar graph is		-Students listen and follow along in the Bar Graph Sheet, using vocabulary key on the back to aid understanding when necessary. -Walking around the room in their table groups and looking at each bar graphs. Discuss among peers what they think the bar graph is showing by looking at the title, labels, etc. Also, noting any differences in appearance that they might see. For students who struggle to make sense of the bar graphs, they will be using the card underneath that explains what they see. They also have the option of talking to their peers.		-Bar Graph Sheet with visual and text explanation of bar graphs and their parts; -5 different bar graphs on large paper with text explanations.

<p>telling them and to notice any interesting differences between what the bar graphs look like. Under the graphs is a card that students can flip over for a text explanation.</p> <ul style="list-style-type: none"> <li>- Give students 1-2 minutes at each bar graph and then instruct them back to their tables. Discuss each bar graph by calling on students to explain what they saw. If important information or differences are missed, lead students to realizations via socratic method.</li> </ul>	<p>-After the museum is over, students as a table group will discuss what they saw for one bar graph. They will listen as other groups do the same.</p>	
<p><b>3. GUIDED PRACTICE/EXPLORATION/ACTIVITY (15 min.)</b></p> <ul style="list-style-type: none"> <li>-Ask students to recall what they remember about the Detroit Urban Renewal project in the 1960's and the information they learned about what is happening in Montclair.</li> <li>-Inform students that while they will be going on a field trip to explore the area and learn more about the redevelopment project, it is also important that they understand the demographics. Define and write definition on board. Briefly explain census process to help students understand how this information was retrieved.</li> <li>-Explain that students will be looking at different information about the area and comparing it to other areas in Montclair. Explain that students will have the choice of graphing information on race and numbers of people who moved in the last year. Explain that the first one may be more challenging because it involves comparing numbers in the 100s place.</li> <li>-Using example of male and female demographics, demonstrate on the smartboard how students - working in groups or individually - will color in census areas of the demographic maps corresponding to different categories or number ranges. Those working with number ranges will have the option of using preassigned number ranges or creating their own for extra challenge.</li> <li>-Then call students up to graph the bars using information from the colored map on the Bar Graph Template, where axes, intervals and labels have already been put one.</li> <li>- Explain that if students would like extra challenge, they can create the axes, labels and intervals themselves, during a separate demonstration after others have started working.</li> </ul>	<ul style="list-style-type: none"> <li>-Recalling information about what happened in the Detroit Urban Renewal project that they learned yesterday and recalling that there is a similar project called the Lackawanna Plaza Redevelopment plan that could happen in Montclair.</li> <li>-Listening to explanation of Demographic Bar Graphs project and following along and assisting in the completion of the demonstration of how to create the bar graph.</li> </ul>	<ul style="list-style-type: none"> <li>-Uploaded copy of Montclair Block Map retrieved from citydata.com - filled with data on male and female demographics.</li> <li>-Corresponding Bar Graph Template.</li> <li>-SmartBoard Pens</li> </ul>
<p><b>4. INDEPENDENT PRACTICE (20 min.)</b></p> <ul style="list-style-type: none"> <li>- Assign corners of the room demographic categories. Have students move to corners to pick what they would like to graph: income or people who moved within the last year. Students who would like to work in a group will raise hands and be divided as such. In the event that a demographic category is not chosen by students, explain the importance that all categories are done by at least one student to encourage students to switch.</li> <li>-After students are in their groups, instruct them to come up to get materials at the front of the room. Each group will get instructions and explanation of their demographics, a map of Montclair with labeled demographic areas and graph paper. A multitude of art materials will be provided such as craft paper, scissors, markers, etc.</li> <li>-Instruct student that they can choose where they would like to work. Students who would like a quiet have earphones available to block out noise.</li> <li>-For children who would like extra challenge, a demonstration on how to graph axes, intervals and labels will occur at this time if needed. Students can also try graphing these without a demonstration.</li> <li>-Walk around the room and conference with students to ensure progress and understanding.</li> <li>-When they are done, instruct students to star the category corresponding to the Lackawanna Development neighborhood on their graph and reflect: What information</li> </ul>	<ul style="list-style-type: none"> <li>-Choosing the demographic they would like to graph as well as whether they would like to work in partners.</li> <li>-Retrieving all materials related to their demographic, as well as extra materials that they may need to complete the bar graph successfully (construction paper, earphones).</li> <li>-Once settled in a work area. Students will compare the data on their maps and color in the appropriate category. For instance, those working on the income demographics, would color in all areas between 0-50 one color, 50-100 another color, etc. They will then graph the number of areas for each category with the same color on their bar graphs. These instructions will be apart of their materials for them to refer to.</li> <li>-They will then find the starred census area on their map and draw a star on the bar that corresponds to that census area.</li> <li>-Students will reflect about the following: What</li> </ul>	<ul style="list-style-type: none"> <li>-For each of the demographics: Demographic Map of Montclair, Bar Graph Template, and Instructions.</li> <li>-Plain graphing paper for those who would like the challenge of not working with the template.</li> <li>-Art materials: crayons, paper, scissors, colored pencils, etc.</li> <li>-Earphones.</li> </ul>

	<p>can you gather about the people who live in the Lackawanna Development Area? How are they alike or different from people who live in other areas of Montclair?</p>	<p>information can you gather about the people who live in the Lackawanna Development Area? How are they alike or different from people who live in other areas of Montclair? As students finish, they will talk to other students about their maps and reflections.</p>	
	<p><b>5. CLOSING (10 min.)</b></p> <ul style="list-style-type: none"> <li>-Have students hang bar graphs by demographic on the wall. Allow time for students to walk around and view bar graphs.</li> <li>-By demographic category, call on students to explain what they learned from graphic and looking at their peers bar graphs. Encourage feedback from peers.</li> <li>-After all groups have gone, discuss the importance of what we learned from this activity and encourage students to draw connections to what they learned about the neighborhoods that were torn down and rebuilt in the Detroit Urban Renewal project.</li> </ul>	<ul style="list-style-type: none"> <li>-Students will sit with their graphs and maps and partners (if applicable).</li> <li>-Students will come up to the front once their demographic has been called and present their bar graph. Both peers and those presenting will discuss the bar graphs.</li> <li>-Lastly students will reflect and tie together what they learned yesterday about the Detroit Urban Renewal Project and what they learned today about their own neighborhoods.</li> </ul>	
<b>REINFORCEMENT</b>	<p><b>HOMEWORK/FOLLOW UP ACTIVITY (if appropriate).</b></p> <ul style="list-style-type: none"> <li>-Remind students of tomorrow's field trip to the Lackawanna Plaza neighborhood.</li> </ul>		

**UDL Guidelines- Educator Checklist**  
(explanations of checkpoints can be found here:

[http://www.udlcenter.org/sites/udlcenter.org/files/Guidelines 2.0 Educator Checklist%20\(1\) 0.p  
df\)](http://www.udlcenter.org/sites/udlcenter.org/files/Guidelines%20(1)%200.pdf)

<b>Provide Multiple Means of Representation:</b>	<b>Notes</b>
1. Provide options for perception	
1.1 Offer ways of customizing the display of information	-Lesson on making bar graphs will be done step-by-step; verbally describing the process while making the graph to aid in visualization.
1.2 Offer alternatives for auditory information	-Explanations and directions for making bar graphs and interpreting them will be presented verbally and in text
1.3 Offer alternatives for visual information	-There will also be text explanations for bar graphs in bar graph museum for students who need them
2. Provide options for language, mathematical expressions, and symbols	
2.1 Clarify vocabulary and symbols	-The Bar Graphs sheet will include labels and a vocabulary key to assist student comprehension of components. -The word “demographic” and “census” will be defined for students.
2.2 Clarify syntax and structure	
2.3 Support decoding of text, and mathematical notation, and symbols	-The Bar Graphs sheet will break down components and symbols.
2.4 Promote understanding across language	
2.5 Illustrate for multiple media	-Information about bar graphs will be presented visually and in text form.
3. Provide options for comprehension	
3.1 Activate or supply background knowledge	-Use class opinions from “Is migration a choice?” to introduce bar graphs.
3.2 Highlight patterns, critical features, big ideas, and relationships	-Students will explore and discuss similarities in what bar graphs look like and the information they present
3.3 Guide information processing, visualization, and manipulation	-Students will create bar graphs in their own ways that will aid in understanding of significance of neighborhood demographics
3.4 Maximize transfer and generalization	-Encourage students to connect what they

	learn about the Lackawanna Plaza Redevelopment project with what they learned about the Urban Renewal in Detroit
<b>II. Provide Multiple Means for Action and Expression:</b>	<b>Notes</b>
4. Provide options for physical action	
4.1 Vary the methods for response and navigation	-Students will walk around the room to compare and contrast different bar graphs
4.2 Optimize access to tools and assistive technologies	-Students who are working individually and need a quiet environment to work have access to headphones.
5. Provide options for expression and communication	
5.1 Use multiple media for communication	-Students present bar graphs both visually and verbally to their peers.
5.2 Use multiple tools for construction and composition	-Students have use of tools and options for making their bar graphs to represent the demographic information that they have analyzed in their maps.
5.3 Build fluencies with graduated levels of support for practice and performance	-Students will practice presenting their bar graphs with another group or student before presenting to the whole class.
6. Provide options for executive functions	
6.1 Guide appropriate goal setting	-Students have the option of challenging themselves in which demographic they choose (size of numbers) and whether they create the axes, intervals and labels themselves or use a premade template.
6.2 Support planning and strategy development	-Conference with students as the work on their bar graph to check for understanding and progress.
6.3 Facilitate managing information and resources	
<b>III. Provide Multiple Means for Engagement:</b>	<b>Notes</b>
7. Provide options for recruiting interest	
7.1 Optimize individual choice and autonomy	-Students will have the choice of what data they would like to graph -They will also have the choice of whether they work individually or in groups

7.2 Optimize relevance, value, and authenticity	-Students will be uncovering and learning about their town and neighborhoods within their town.
7.3 Minimize threats and distractions	-Students who are working individually and need a quiet environment to work have access to headphones.
8. Provide options for sustaining effort and persistence	
8.1 Heighten salience of goals and objectives	-Reinforce the importance of uncovering this information to what we learn about this neighborhood.
8.2 Vary demands and resources to optimize challenge	-Different data offer different challenges that students can choose themselves.
8.3 Foster collaboration and community	-Students work together, but in different tasks groups toward the common goal of uncovering demographic information about the town they live in.
8.4 Increase mastery-oriented feedback	-Peers provide feedback during bar graph presentations,
9. Provide options for self-regulation	
9.1 Promote expectations and beliefs that optimize motivations	-Encourage students to choose a group that will be challenging.
9.2 Facilitate personal coping skills and strategies	
9.3 Develop self-assessment and reflection	-Students are encouraged to choose a demographic and challenge level that will be appropriate for them.

## LESSON PLAN TEMPLATE

Name: Kimberly Baumann		Topic/Title: Reading/Writing Flip (DAY 7)		Grade Level/CT: 2	
VISI ON- SET TIN G: KN OW, SO, SHO W	<b>1a. STANDARD:</b> NJ Common Core Standards CCSS.ELA-LITERACY.W.2.1 -Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i> , <i>and</i> , <i>also</i> ) to connect opinion and reasons, and provide a concluding statement or section. CCSS.ELA-LITERACY.W.2.5 - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. CCSS.ELA-LITERACY.W.2.8 - Recall information from experiences or gather information from provided sources to answer a question. CCSS.ELA-LITERACY.SL.2.1 - Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. CCSS.ELA-LITERACY.SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. CCSS.ELA-LITERACY.SL.2.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. CCSS.ELA-LITERACY.SL.2.5 - Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. 6.1.4.B.6 - Regions form and change as a result of unique physical/ecological conditions, economies, and cultures. 6.1.4.C.2 - People make decisions based on their needs, wants, and the availability of resources. 6.1.4.C.9 - Availability of resources affects economic outcomes. 6.1.4.D.19 - People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.		<b>1b. ENDURING UNDERSTANDINGS</b> SWUT there are various reasons why people migrate from one place to another. SWUT people are sometimes powerless to the economic, political and environmental factors that cause them to move. SWUT some migrants face challenges in their new environment.		
	<b>2a. STUDENT LEARNING OBJECTIVES</b> - SWBAT understand the themes and characters in “Last Stop on Market Street” as demonstrated by their responses to questions and their completed “One Neighborhood, Two Points of View” worksheet. - SWBAT compare and contrast perspectives as evidenced by the “One Neighborhood, Two Points of View” worksheet and group discussion. -SWBAT express an opinion on a topic using what they have learned about redevelopment and economic migration as demonstrated by Redevelopment Writing Prompt Responses.		<b>2b. TEACHER CONTENT KNOWLEDGE (<i>necessary prior knowledge</i>)</b> For read-aloud and activity, teachers will need to have read “Last Stop on Market Street” and have a grasp of it’s characters, themes, vocabulary, etc. They will also need to have knowledge of how artists make choices in order to convey a feeling/mood/idea. Understanding differences in points of view in terms of the story and redevelopment is also vital to eliciting connections students make in regards to both of these. For the writing prompt, teachers should understand the interplay between redevelopment and economic migration and be able to apply that understanding to the Detroit and future Montclair redevelopment plans.		
	<b>3. ASSESSMENT</b> Students will demonstrate understanding of opinion writing, redevelopment projects and how they affect migration as documented by their Redevelopment Writing				

	Prompt responses. Students will demonstrate understanding of how people can view the same thing differently as documented by their “One Neighborhood, Two Points of View”		
	4. ADAPTATIONS AND ACCOMMODATIONS (During CL I and II, indicate which individual children need adaptation or accommodation.)		
PROCEDURE AND PRACTICE			
METHODS : GO	TEACHER’S ROLE Questions to Ask	WHAT ARE STUDENTS DOING?	MATERIALS
	1. STARTER/ANTICIPATORY SET (5 min.) - Inform students that they will be split up into two groups. While one group will be doing the writing and revising process of the Redevelopment Writing Prompt, another group will be listening to a story and doing an activity. They will then switch. - At their desks, instruct all students to take out their Redevelopment Writing Prompt sheets, complete with the prewriting they did. Hand out lined paper. Inform them that after they are done writing they will find a partner to provide feedback for the revising and editing process. If they finish early, they are allowed to do a productive and quiet activity such as independent reading or homework. - Divide students based on table groups. Call the first group to the carpet and instruct the second group to start working on their writing prompts. -Written on the board before students come is the expression “There are two sides to every story.” Ask students if they have ever heard this phrase or know what it means. Clarify if necessary. -Have students reflect on whether they ever saw things differently than another person. Encourage students to share. -Explain that the characters in the story we are about to read see things differently.	-Students listen at their desks to directions and get out Redevelopment Compare and Contrast sheets that they completed yesterday. Ask questions for clarification -Group 1: Gather on carpet for read aloud and read board. Talk to student next to them to share their ideas and experiences. Listen to peers do the same. -Group 2: Reread writing prompt prewriting notes. Begin writing process.	-Redevelopment Writing Prompt Worksheet -Lined Paper -Redevelopment Compare and Contrast Sheet -Pencils -Headphones to mute noise (optional)
	2. INTRODUCTION OF NEW MATERIAL (Guided Instruction/Procedure/Exploration) (15 min.) - Read Title: “Last Stop on Market Street” -Encourage students to look at the cover and the title and ask what they see and to make a prediction as to what might happen in the story. Ensure students explain their thinking. -Turn book over and read back: “CJ and his grandmother take a bus ride together, discovering the beauty and wonder of their vibrant neighborhood.” Question students about the meaning of this phrase. -Begin to read story, providing vocabulary support as needed. Check for understanding of words such as patter, creaked, tuning, lurched, plucking, glanced, crumbling, graffiti-tagged. - On page 2, ask students what does the author mean when he said “the outside air smelled like freedom?” Do the same on page 3, “Does grandma really see the trees drinking with straws?” Aid in understanding of figurative speech. - Demonstrate magic trick on page 9 - On page 10, have students describe characters. What can we tell about Nana already? What about CJ? How are they different? - On page 13, ask what Nana means when she says: “Boy, What do you know about seeing? Some people watch the world with their ears.” Is she really asking for CJ to tell her about what he knows about vision? Illustrate through examples if needed. - Clarify object Nana is talking about (ipod), encourage looking at pictures. - On page 16, ensure students comprehend that CJ is imagining things when listening to	-Group 1: Listening and following along in story, looking at pictures and making predictions, asking questions for clarification, responding to teacher questions when prompted. -Group 2: Use knowledge of good writing habits to craft a response to the writing prompt, using prewriting ideas as a guide.	-”Last Stop on Market Street” (preferably copies for each student if available) -Coin

	<p>music, not actually seeing them. Ask students if they have ever been caught up in “the magic” of music? What did they see/hear/smell, etc?</p> <p>- On page 19, Nana says “Sometimes when you’re surrounded by dirt, CJ, you’re a better witness to what’s beautiful.” What does this mean? Do you agree? What can we tell about how Nana see’s the world?</p> <p>-Before last page, ask students to predict where they think Nana and CJ are going?</p> <p>After reading last page, ask students what the characters are doing?</p> <p>-Remind Group 2 that they should be close to done with their first drafts</p>		
	<p><b>3. GUIDED PRACTICE/EXPLORATION/ACTIVITY (5 min.)</b></p> <p>-Ask students to focus on the difference between the two main characters, Nana and CJ, and how they view the neighborhood in the book. Ask students: How did CJ’s views of his neighborhood and things around him change after talking to Nana?</p> <p>- Display student photography from the field trip to the Lackawanna Plaza area. How might these characters view the neighborhood we visited?</p> <p>-Hand out “One Neighborhood, Two Points of View.” Explain that students will choose a photograph of the Lackawanna Plaza area and draw it from the two perspectives of the main characters. Clarify that the CJ’s perspective will be <i>before</i> his point of view was changed by Nana.</p> <p>-Pick a photo for demonstration. Ask students what they might change about the photo (or keep the same) when drawing it from CJ’s photo, (i.e. use dark colors, make dirty). Then ask students how they might draw the same neighborhood from Nana’s perspective, (i.e. draw a sun, happy people, bright colors). Using student suggestions, draw example.</p>	<p>-Group 1: Reflect on story, look at photographs and respond to various questions. Listen to directions.</p> <p>-Group 2: Continue writing process. When done, find a partner. If no one is not readily available, write name under “Waiting for a Buddy”. Cross off name once the next person is done.</p>	<p>-Student photography from Lackawanna Plaza field Trip</p> <p>-”One Neighborhood, Two Points of View” worksheet for each student</p>
	<p><b>4. INDEPENDENT PRACTICE (10 min.)</b></p> <p>-Instruct students to get a clipboard and that they may draw on the carpet and go back to their desks. Supply colored pencils.</p> <p>-Once done, have students share with a partner their drawings, pointing out the changes they made and why.</p>	<p>-Group 1: Drawing and completing worksheet using knowledge of characters and photographs of Lackawanna Plaza. Sharing their drawings with a peer and explaining why they made certain artistic choices in relation to what they know about the characters in “Last Stop on Market Street”</p> <p>-Group 2: Exchange writing responses. Read carefully and make useful suggestions while being respectful to the person’s ideas. Listen patiently to suggestions made by partner. Reflect on suggestions and make revisions and edits.</p>	<p>-Student photography from Lackawanna Plaza field Trip</p> <p>-”One Neighborhood, Two Points of View”</p> <p>-Colored pencils</p> <p>-Clipboards</p>
	<p><b>5. CLOSING (5 min.)</b></p> <p>-Regroup and ask students: So here we learned and drew about two people who, in the beginning had two different views. Where else have we learned about two different views? Lead students to thinking about redevelopment in montclair.</p> <p>- Encourage students to connect how views of those who want redevelopment vs. those that don’t are similar/different to characters in the story. Ask students: Do you think if those for and against redevelopment in Montclair spent time together like CJ with Nana that they would start to see things from each others point of view? Why or why not?</p> <p>-Send students back to their seats to work on writing prompts and call next group.</p>	<p>Group 1: Reflecting and drawing connections to differing perspectives on the Lackawanna Plaza Redevelopment Plan.</p> <p>Group 2: Finish revising and editing and hand in response. Read independently if done early.</p>	<p>-”One Neighborhood, Two Points of View” (completed)</p>

	Repeat.		
REINFORCEMENT	<b>HOMEWORK/FOLLOW UP ACTIVITY (if appropriate).</b> -Students who did not complete the writing prompt will be given extra time in class.		

## Supporting Emergent Bilinguals SIOP Model Checklist

1. Preparation
2. Building Background
3. Comprehensible Input
4. Strategies
5. Interaction
6. Practice and Application
7. Lesson Delivery
8. Review and Assessment

Checklist for ELL adaptations:

**Since this lesson is split in half, where two groups will rotate between two activities, I have color coded the two different activities:**

**Redevelopment Writing Prompt** - a summative assignment where students are asked to write an opinion applying what they learned throughout the unit  
**“Last Stop on Market Street” Read-Aloud and Assignment** - students listen to “Last Stop on Market Street” and compare and contrast the perspectives of the two main characters to understand how perspectives on redevelopment can vary.

<b>Preparation</b> <ul style="list-style-type: none"> <li>- Student will be given a copy of the book a few days before read-aloud and lesson.</li> <li>- Give a brief description of characters/plot/setting, pointing to pictures in the book to provide context.</li> <li>- Allow students to take home copy and audio recording of book.</li> <li>- Have student put post-it notes next to words they do not know.</li> <li>- All students will be allowed to use a prewriting graphic organizer that they filled out.</li> <li>- Give student writing prompt with prewriting graphic organizer the day before and explain what will be expected of them.</li> </ul>	<b>Building Background</b> <ul style="list-style-type: none"> <li>- Define words student has put a post it next to. Encourage student to keep these in a vocabulary journal that they can easily access.</li> <li>- Allow student time to re-read/listen to story with newly defined vocabulary</li> <li>- Introduce read-aloud by having students discuss whether they ever saw something differently than another person.</li> <li>- Student background knowledge on economic migration and redevelopment will be built over the unit.</li> <li>- Student will have access to graphic organizers they completed over the unit, such as the Redevelopment Compare and Contrast, to refresh concepts of background knowledge.</li> </ul>
<b>Comprehensible Input</b> <ul style="list-style-type: none"> <li>- During read-aloud, read slowly and</li> </ul>	<b>Strategies</b> <ul style="list-style-type: none"> <li>- Stop and discuss figurative language i.e.,</li> </ul>

<p>clearly; use expression and gestures to aid comprehension.</p> <ul style="list-style-type: none"> <li>- For “One Neighborhood, Two Points of View” activity, let student see example of drawings done from both perspectives, but of something other than Lackawanna Plaza.</li> <li>-Student will be allowed to use vocabulary supports if needed, such as a vocabulary journal that they kept throughout the unit.</li> <li>- While groups are transitioning between activities, clarify what student will be doing</li> </ul>	<p>(page 16) Do you think CJ is really seeing all these things when he listens to music? What do you hear/smell/see when you listen to music.</p> <ul style="list-style-type: none"> <li>- “One Neighborhood, Two Points of View” to help clarify differences in point of views</li> <li>- Opportunities to discuss with peers during prewriting process (from day before) and during editing and revision process.</li> <li>- Prewriting graphic organizer used to help writing process</li> </ul>
<p><b>Interaction</b></p> <ul style="list-style-type: none"> <li>-Encourage student to respond and share during discussions and questions about text.</li> <li>-Student will have opportunities to talk with students around them during introductory pair-share and sharing of their drawings.</li> <li>- Students will be assigned a partner who is strong in writing and speaks their language and/or shows interest in helping the student. This student will be available during writing process and during revision/editing feedback.</li> </ul>	<p><b>Practice and Application</b></p> <ul style="list-style-type: none"> <li>- Students will have opportunities to practice drawing from two different perspectives by providing suggestions during teacher demonstration</li> <li>- Content and application will be divided over many days.</li> <li>- Feedback will be provided for not just prewriting (by teacher) and revision/editing (by student), but throughout the unit as student builds skills and knowledge necessary for this task.</li> </ul>
<p><b>Lesson Delivery</b></p> <ul style="list-style-type: none"> <li>-Student will be an active part of the whole lesson through group discussion, partner sharing and individual work (drawing).</li> <li>- Content objectives for drawing Lackawanna Plaza from Nana’s and CJ’s perspectives will be stated orally, demonstrated and will be written on worksheet.</li> </ul>	<p><b>Review and Assessment</b></p> <ul style="list-style-type: none"> <li>-Opportunities for quick feedback during read-aloud discussion.</li> <li>-While the other group is drawing, provide feedback and support for what student has so far.</li> <li>-For the purpose of this unit, more weight will be put upon student ideas. ELL student writing will be assessed in terms of</li> </ul>

<ul style="list-style-type: none"><li>- Student will be actively working individually and in pairs during writing and revision process.</li><li>- Prompt will be read and stated in writing on Redevelopment Writing Prompt sheet. Writing process and expectations will also be verbally stated and for review on sheet.</li></ul>	<p>progress, rather than typical 2nd grade standards.</p> <ul style="list-style-type: none"><li>-Student will have multiple ways of demonstrating what they know; assessment on: read-aloud discussions, peer-to-peer interactions, Lackawanna Plaza drawings, prewriting graphic organizer, writing prompt response. Student will also have opportunity to assess self.</li></ul>
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# REDEVELOPMENT WRITING PROMPT RUBRIC

Your Name: Kimberly Baumann

<i>Category</i>	<i>3 point</i>	<i>2 points</i>	<i>1 points</i>	<i>Score</i>
Opinion	Student introduces topic by stating an opinion that clearly relates to the writing prompt	Student states an opinion that relates to the writing prompt	Student does not state an opinion or opinion does not relate to writing prompt.	
Reasons	Student uses three or more logical reasons to support opinion.	Student uses more than one reason to support opinion	Student uses only one reason or does not provide any support for opinion	
	Student demonstrates clear and accurate understanding of redevelopment projects and economic migration and uses knowledge to support opinion; all reasons include	Student demonstrates some understanding of redevelopment projects and economic migration and uses knowledge to support opinion; most or all	Student demonstrates little to no understanding of redevelopment and economic migration; reasons do not reflect content.	

Knowledge of Economic Migration	details that reflect content.	reasons reflect content.		
Organization and Language Conventions	Student demonstrates an appropriate command of language conventions and uses transition words to link opinion, reasons, and conclusion.	Student demonstrates at least some command of language conventions, but uses no transition words and/or is missing one of the following: opinion, reasons, or conclusion.	Student demonstrates little to no command of appropriate language conventions, uses no transition words and is missing one or more of the following: opinion, reasons, or conclusion.	
			<i><b>Total Score</b></i>	

# Demographic Bar Graph Project!

## People Who Migrated Within the Past Year

### What is a demographic?

A characteristic of a group of people. Demographics are collected from the **census**. A census is where information is collected by people working for the government. The information they collect helps them learn more about groups of people, like we will do today!

### What is Migration?

The movement of people from place to place. For this demographic we are looking at the **percentage**\* of people who have moved in the past year. Areas with higher numbers had more migration recently than areas with lower numbers.



Some new things you might see...

% - This is a symbol for percent. Although you won't have to know this for the purpose of comparing migration numbers, **percent**\* means part of 100. You may have seen this on a test. If you got 80 out of 100 questions right, you got 80% right. When we talk about migration percentage, we are talking about the number of people out of 100, who migrated.

# Directions:

You will be looking at a map of Montclair. This map is divided into **census block**, which are like little neighborhoods within towns and cities. The numbers you see are the percentage of people who moved in the past year.

Again, the bigger the number, the more migration!

## Step 1: Color!

Using the color key, color each census block that color that belongs to its number range.

Example: a census block with an average income of 14 percent would be colored **blue** because it is between 10-15%

## Step 2: Count!

Count how many census blocks of each color. You can record your answers here:

**Red-**

**Yellow-**

**Blue-**

**Orange-**

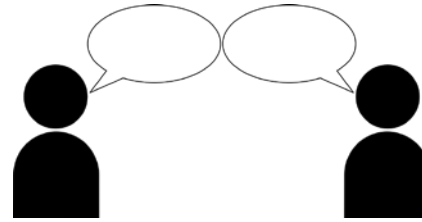
**Green-**

## Step 3: Graph!

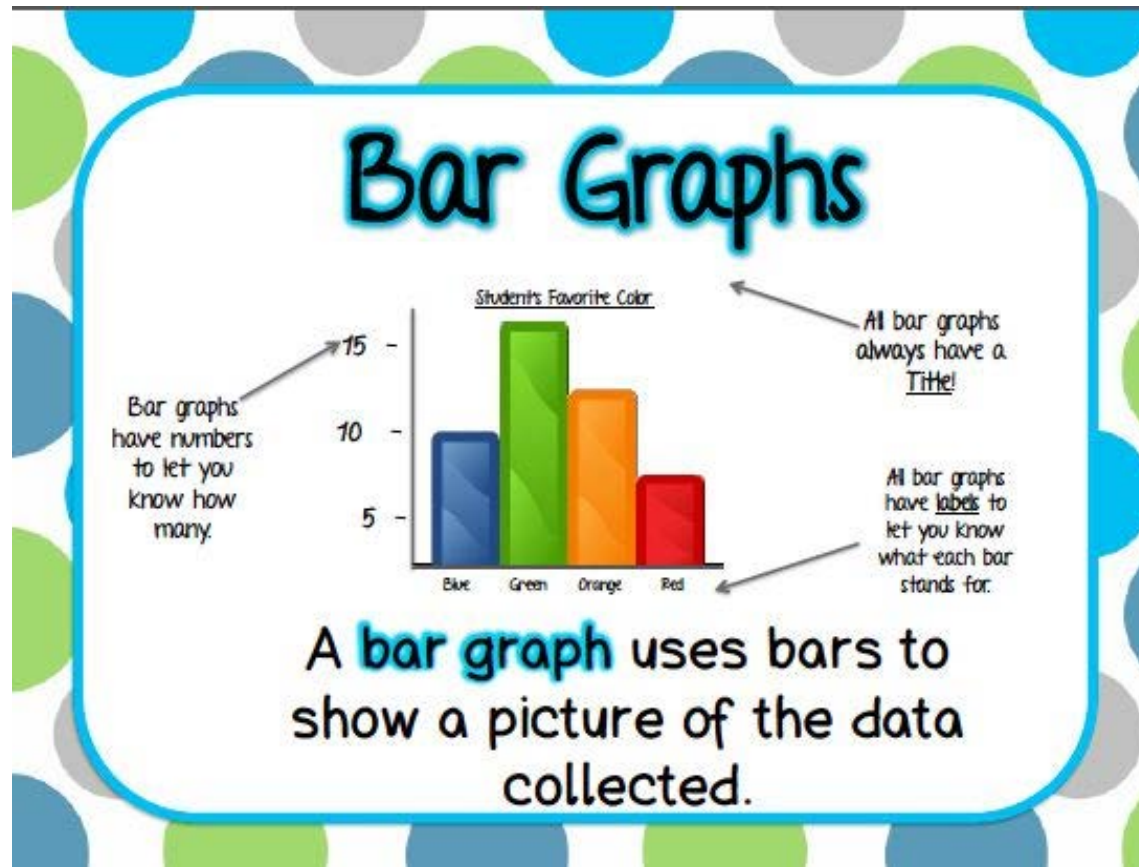
Using your bar graph template, graph the number of census blocks for each number range. Use your Bar Graph Sheet to help you. Make sure to put a star next to the bar that matches the star on your map! That's the Lackawanna Plaza Redevelopment Area.

## Step 4: Reflect!

Look at your graph. What can we say about migration in the Lackawanna Plaza Redevelopment area. Is there a lot? A little? How does this compare to migration in all of Montclair?



Talk with a friend!

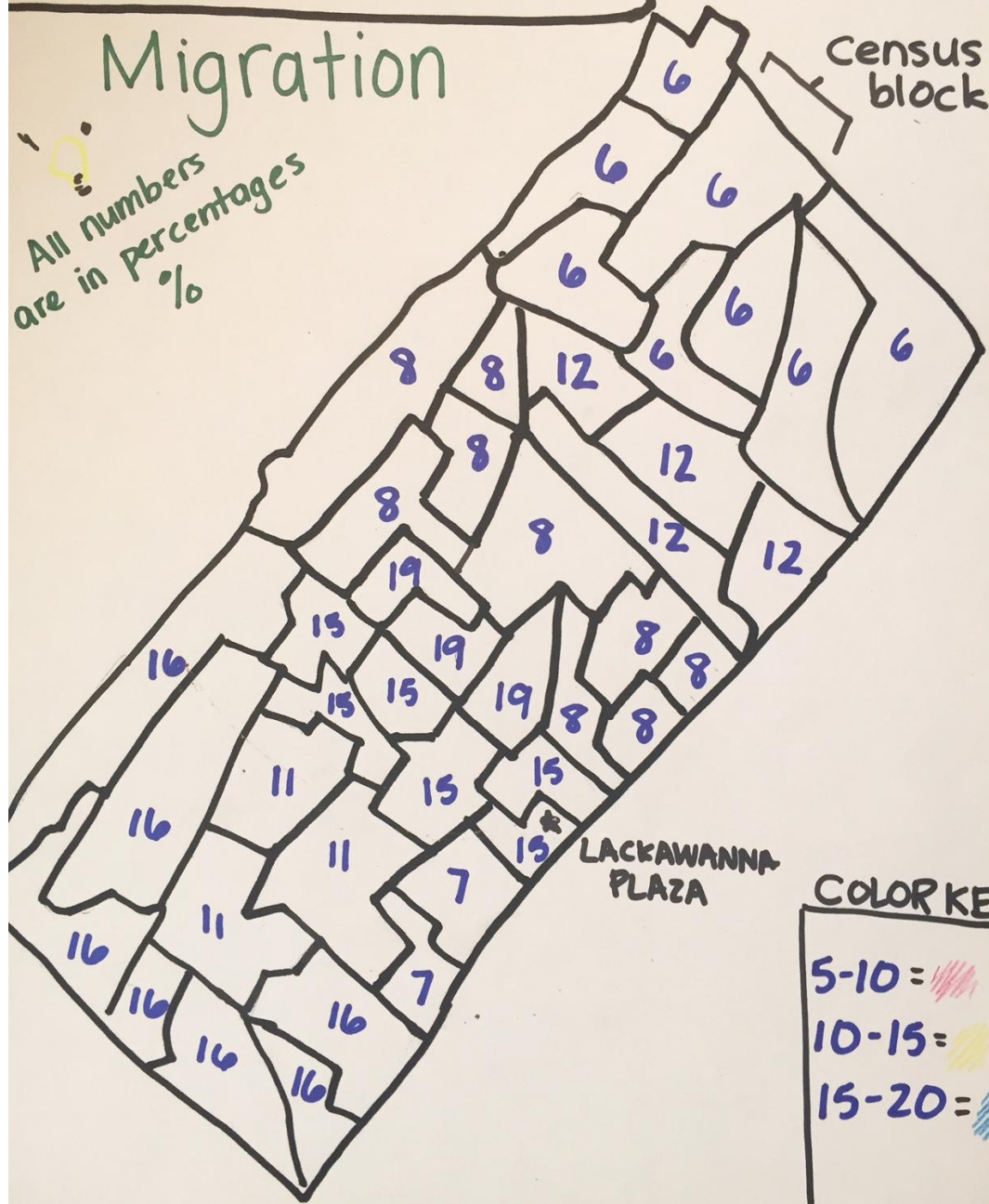


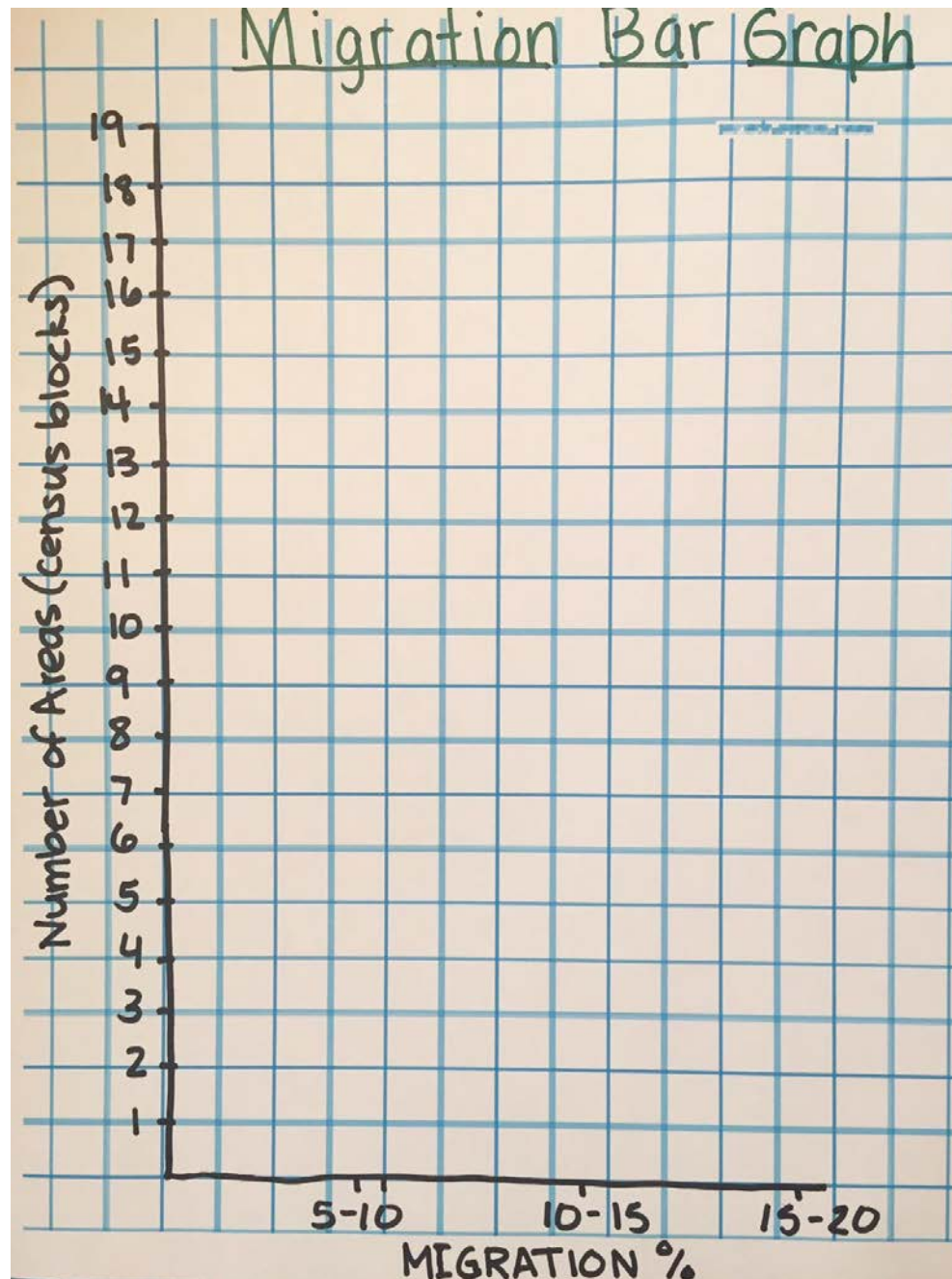
Taken From: <http://2ndgradehappenings.blogspot.com/2014/01/graphs-graphs-graphs.html>

# MAP of MONTCLAIR

## Migration

⚡  
All numbers  
are in percentages  
%





**Demographic Bar Graph Project!**

## Household Income

### What is a demographic?

A characteristic of a group of people. Demographics are collected from the **census**. A census is where information is collected by people working for the government. The information they collect helps them learn more about groups of people, like we will do today!

### What is household income?

Household income is the amount of money that everyone living in a house makes.



Some new things you might see...

**K** - Yes, this is the letter k, but it also stands for 1,000. That means when you see 15k, it's the same as 15,000. When we usually talk about household income, we're talking about thousands of dollars. Writing a k after the number instead of writing the whole thing out makes it easier to compare the numbers. Lucky for you!

**\$** - This means money! For example, \$15 means 15 dollars.

# Directions:

You will be looking at a map of Montclair. This map is divided into **census block**, which are like little neighborhoods within towns and cities. The numbers you see are the average household incomes for each census block. Since these numbers are **averages**, it means they aren't true for everyone, but are about what most people make in that area. Follow the steps to complete the process.

## Step 1: Color!

Using the color key, color each census block that color that belongs to its number range.

Example: a census block with an average income of \$135k would be colored **blue** because it is between 100-150

## Step 2: Count!

Count how many census blocks of each color. You can record your answers here:

**Red-**

**Orange-**

**Yellow-**

**Green-**

**Blue-**

## Step 3: Graph!

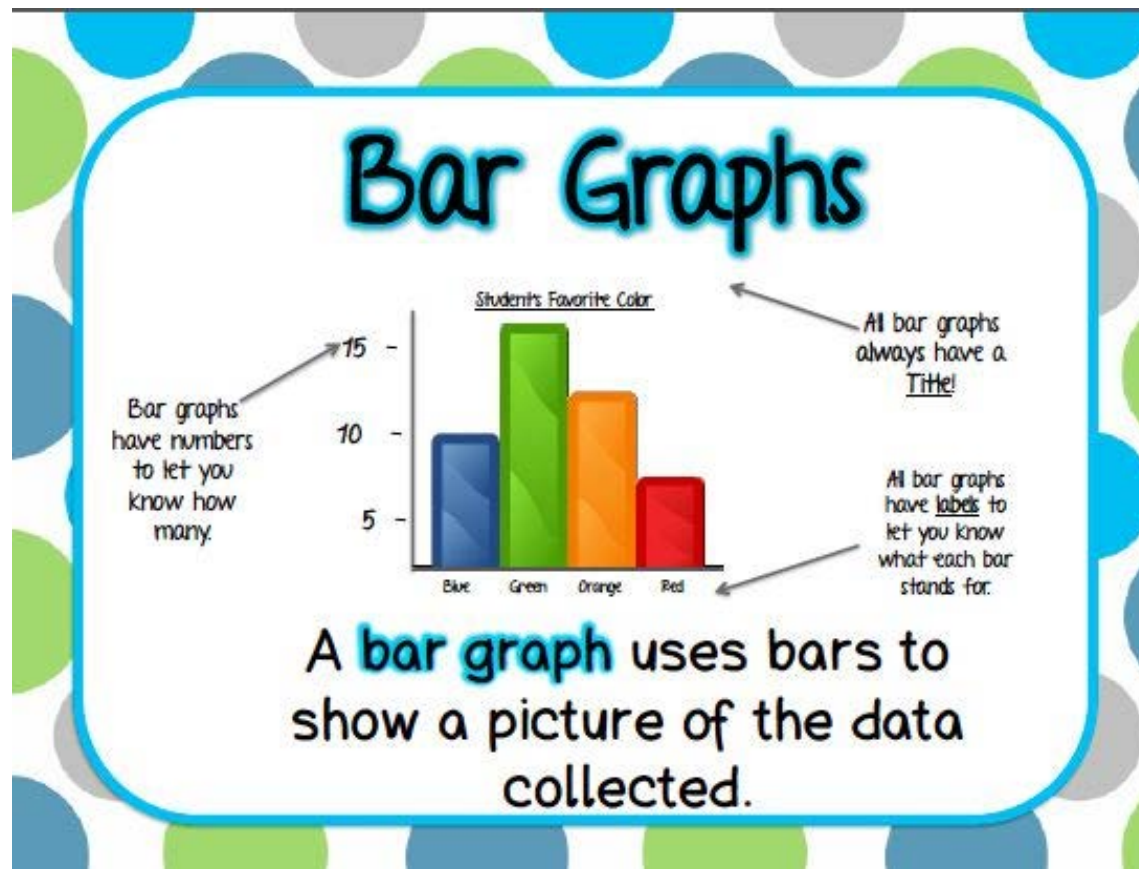
Using your bar graph template, graph the number of census blocks for each number range. Use your Bar Graph Sheet to help you (next page). Make sure to put a star next to the bar that matches the star on your map! That's the Lackawanna Plaza Redevelopment Area.

## Step 4: Reflect!

What is the household income for most areas in Montclair? How does it compare to the average income for the Lackawanna Plaza Redevelopment area



Talk with a friend!



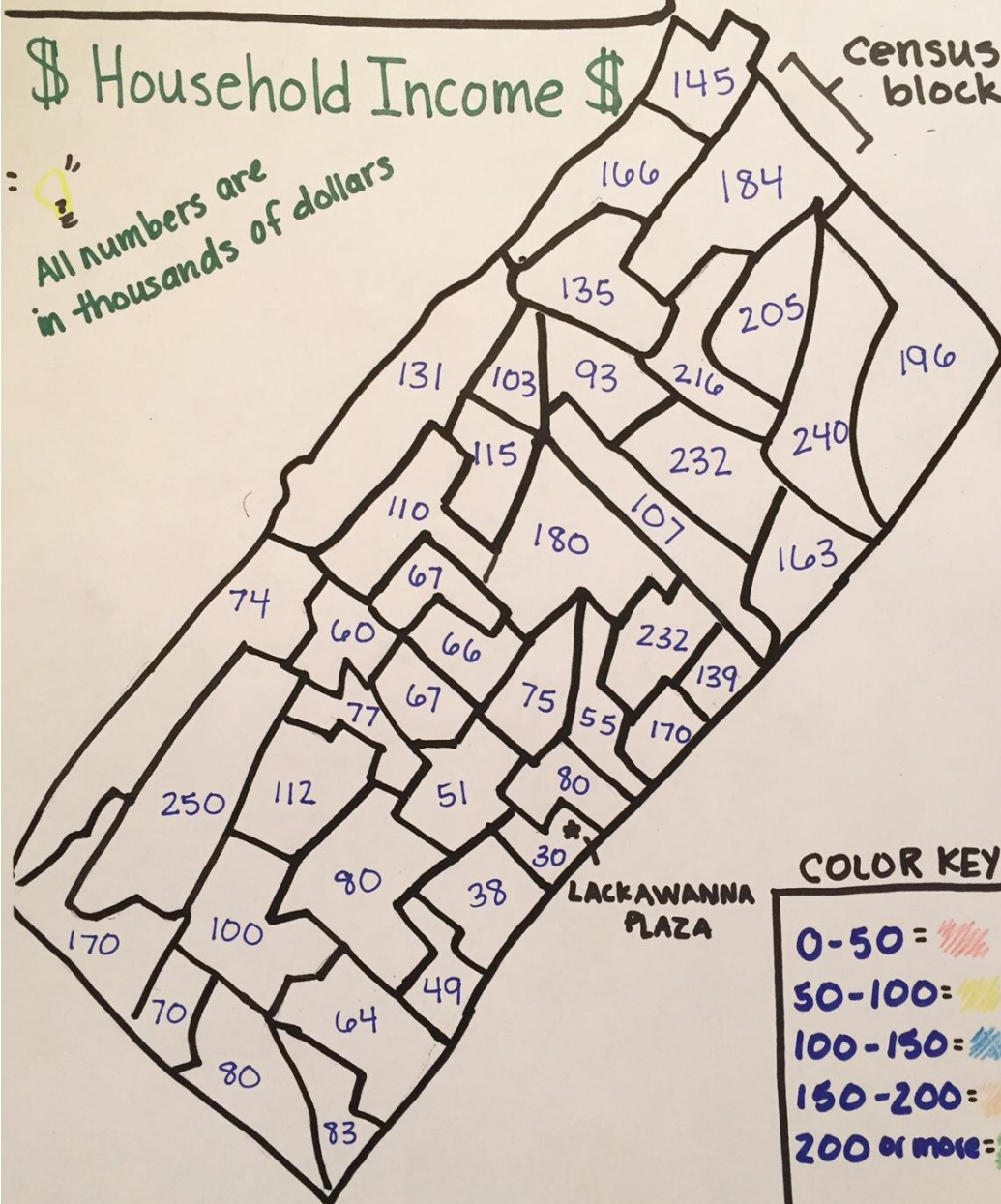
Taken From: <http://2ndgradehappenings.blogspot.com/2014/01/graphs-graphs-graphs.html>

# MAP of MONTCLAIR

\$ Household Income \$

💡  
All numbers are  
in thousands of dollars

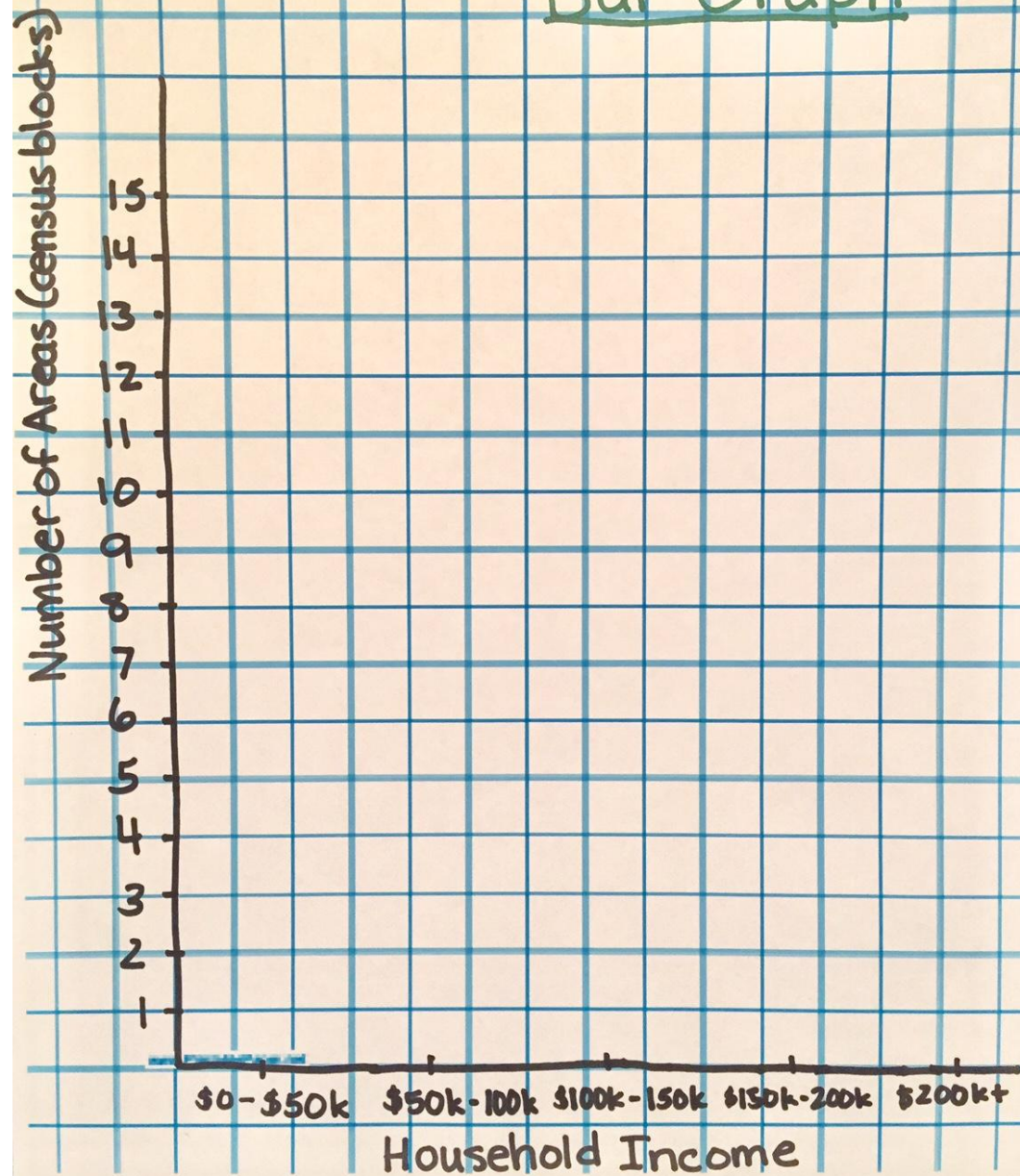
census  
block



## COLOR KEY

- 0-50 = [red hatching]
- 50-100 = [yellow hatching]
- 100-150 = [blue hatching]
- 150-200 = [orange hatching]
- 200 or more = [green hatching]

# Household Income Bar Graph



Name:\_\_\_\_\_

# One Neighborhood, Two Points of View

Directions: We learned that **blighted** can mean destroyed, unsafe, and “falling apart”. During our field trip to Lackawanna Plaza we saw a neighborhood that city planners called “blighted”. In “**Last Stop on Market Street**”, CJ and Nana saw the *same neighborhood in two different ways*. Looking at the photographs taken by your classmates, draw Lackawanna Plaza how CJ would see it. Then draw how Nana might see it.

CJ’s Point of View	Nana’s Point of View

Unit Title: Political Migration		Teacher: Ms. Mamoor	Grade: 2 <sup>nd</sup>
<b>Unit Description</b> The second type of migration students will learn about is political migration. It is vital that students learn about political migration, specifically the Syrian refugee crisis since it is a prevalent issue in our world right now. As a result of the civil war in their country, hundreds of thousands of Syrians have been killed, while millions have been displaced and have migrated from Syria to new countries in hopes of finding a new home. These refugees have been met with diverse responses: some are accepted into their new environment, while others are met with resistance. In the first week, students will be introduced to the concept of war through Dr. Sues’ “The Butter Battle Book” and will learn about one of the main causes of conflict, the lack of acceptance of another individual or group’s culture. In the second week, students will be introduced to the Syrian refugee crisis through texts, videos, and visual representations, which reveal the hardships Syrian refugees face when migrating. At the end of the unit, students express core values learned during the unit by writing a letter to their community in support of Syrian refugees. Furthermore, students will take away fundamental concepts such as tolerance, conflict resolution, cultural understanding, and the importance of helping others in the time of need.		<b>Standards Addressed:</b> <b>ELA</b> CCSS.ELA-LITERACY.RL.2.1: Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text. CCSS.ELA-LITERACY.W.2.1: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i> , <i>and</i> , <i>also</i> ) to connect opinion and reasons, and provide a concluding statement or section. CCSS.ELA-LITERACY.SL.2.1: Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. CCSS.ELA-LITERACY.SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. CCSS.ELA-LITERACY.L.2.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>Social Studies</b> 6.1.4.A.9: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). 6.1.4.A.15: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges 6.1.P.D.4: Learn about and respect other cultures within the classroom and community. 6.1.4.D.19: Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives. 6.3.4.D.1: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.	
Enduring Understandings	Essential Questions	Subjects Integrated:	
1) SWUT there are various reasons why people migrate from one place to another. 2) SWUT people are sometimes powerless to the economic, political and environmental factors that cause them to move. 3) SWUT some migrants face challenges in their new environment.	1) What is power? 2) Why do people migrate? 3) What determines who has refuge?	<ul style="list-style-type: none"> <li>• ELA</li> <li>• Social studies</li> </ul>	
Day	Daily Lesson Summary	Assessment: Phrased as: Students will demonstrate understanding of (CONTENT) as evidenced by (PRODUCT)	

Day 1	<ul style="list-style-type: none"> <li>Students are at their desks. They will participate in a Peer Talk with their neighbor: ⇒ “What is migration?”</li> <li>Define migration: movement from one place to another.</li> <li>Introduce one of the three types of migration, “Political Migration.” ⇒ When people leave their homes and move to a different state or country due to a war or civil war.</li> <li>Prezi Presentation: ⇒ Introduction of political migration ⇒ Go over key terms: war, civil war, and conflict ⇒ Provide examples for students to practice distinguishing political migration from the other types of migration ⇒ Students follow a graphic organizer and fill in information</li> <li>Brain Break <i>[students sat through a presentation and should stretch their muscles and relax their mind]</i>.</li> <li>Exit slip: How do you think people feel when they are forced to leave their homes as a result of a war or civil war in their country?</li> </ul>	<p>Students will demonstrate understanding of migration as evidenced by the Peer Talk.</p> <p>Students will demonstrate understanding of political migration as evidenced by the class discussions during the Prezi presentation and graphic organizer.</p> <p>Students will demonstrate understanding of how a migrant feels when they are forced to leave their homes as evidenced by their exit slip.</p>
Day 2	<ul style="list-style-type: none"> <li>Students are at their desks. Create a KWL chart of what students know about Dr. Seuss’ “The Butter Battle Book.”</li> <li>Pull up Prezi introducing the story and key vocabulary in it. Emphasize that there is a conflict/war in this story.</li> <li>Students gather on the rug. Read first part of the story. While reading the story, class will complete a 5 W’s and H chart together.</li> <li>After reading, pull up part one of the film, “The Butter Battle Book.”</li> <li>After the video, discuss what it would be called if the Yooks and Zooks left their homes due to the conflict <i>[political migration]</i>.</li> <li>Journal: Why do you think the conflict between the Yooks and the Zooks is getting worse? How do you think innocent Yooks and Zooks can be affected by the conflict?</li> <li>Exit slip: Complete “L” portion of KWL chart.</li> </ul>	<p>Students will demonstrate understanding of “The Butter Battle Book” as evidenced by the KWL chart.</p> <p>Students will demonstrate understanding of key details from “The Butter Battle Book” as evidenced by the 5 W’s and H chart.</p> <p>Students will demonstrate understanding that if Yooks and Zooks left their home due to the conflict, it would be called political migration as evidenced by the class discussion.</p> <p>Students will demonstrate understanding that the conflict between the Yooks and the Zooks is getting worse as demonstrated by the journal.</p>

Day 3	<ul style="list-style-type: none"> <li>• Do Now: Make a prediction of what you think will happen in “The Butter Battle Book.”</li> <li>• Review 5 W’s and H chart from yesterday.</li> <li>• Ask students: “Why do you think we are reading this book?”</li> <li>• Connect book to civil war. Address the issue that the Yooks and Zooks do not get along because they do not accept each other’s differences and go to war because of it.</li> <li>• Emphasize that some Yooks and Zooks may migrate from their homes as a result of the conflict→ ask students what this is called [<i>political migration</i>].</li> <li>• Call students to rug. Finish reading part two of “The Butter Battle Book.” Complete remaining questions from the 5 W’s and H chart.</li> <li>• After reading, watch part two of the film.</li> <li>• Peer Talk: Why do you think some Yooks and Zooks would migrate from their homes?</li> <li>• Journal: How do you think the story ends?</li> </ul>	<p>Students will demonstrate understanding of “The Butter Battle Book” as evidenced by their Do Now and Peer Talk.</p> <p>Students will demonstrate understanding that the conflict in the “The Butter Battle Book” is a civil war as evidenced by the class discussion.</p> <p>Students will demonstrate understanding that the Yooks and Zooks went to war because of their different beliefs as evidenced by the class discussion.</p> <p>Students will demonstrate understanding that some Yooks and Zooks may migrate from their homes as a result of the war as evidenced by the Peer Talk.</p> <p>Students will demonstrate understanding of how the story may end as evidenced by the journal.</p>
Day 4	<ul style="list-style-type: none"> <li>• Students are at their desks. Participate in a Peer Talk: ⇒ “What did ‘The Butter Battle Book’ teach you about accepting other people and their culture?”</li> <li>• Introduce the importance of being tolerant.</li> <li>• Explain to students that we live in a society that is comprised of diverse individuals, especially those who may be migrants from other countries.</li> <li>• State to students that many migrants are faced with resistance because of their religion, culture, and beliefs.</li> <li>• Introduce students to a group of people who are facing resistance due to their differences present day: The Syrian Refugees [<i>provide a <u>brief</u> explanation of the crisis and explain that we will learn more about Syria next week</i>].</li> <li>• Read article as a class: “Discrimination and bullying makes it hard for Syrian refugees in Lebanon” [<i>revise/sensor some aspects of the article</i>].</li> <li>• Class discussion about article.</li> <li>• Exit slip: What is one lesson that you learned from “The Butter Battle Book” and can connect it to the article we just read?</li> </ul>	<p>Students will demonstrate understanding of why it is important to be accepting of other people’s beliefs as evidenced by the Peer Talk.</p> <p>Students will demonstrate understanding of how some groups of people meet resistance due to their differences as evidenced by the class reading of the article “Discrimination and bullying makes it hard for Syrian refugees in Lebanon.”</p> <p>Students will demonstrate understanding of a connection between “The Butter Battle Book” and the article as evidenced by the exit slip.</p>

Day 5	<ul style="list-style-type: none"> <li>As a class, discuss what we have learned in the past few days.</li> <li>Have a brief class discussion about political migration and the causes of war.</li> <li>Address the importance of tolerance.</li> <li>Students will write a paragraph and draw a picture of how “The Butter Battle” ends. They need to address a peaceful strategy that the Yooks and Zooks used in order to resolve their conflict and the importance of being accepting.</li> <li>Students have the option to be provided with a template, graphic organizer, laptop, or a plan sheet of paper.</li> </ul>	<p>Students will demonstrate understanding of political migration, the causes of war, and tolerance as evidenced by the class discussion.</p> <p>Students will demonstrate understanding of how to resolve conflict through tolerance as evidenced by their writing piece to finish the ending of “The Butter Battle Book.”</p>
Day 6	<ul style="list-style-type: none"> <li>Do Now: Why is it important that we learn about other countries and their culture?</li> <li>Open the world map for students. Show where Montclair, NJ is on the map. Ask students if they know where Syria is on the map. Draw a line from NJ to Syria.</li> <li>Introduce Syria. State that it is a country in the Middle East.</li> <li>Students will complete a Venn diagram <i>[model to students how to complete a Venn diagram]</i>.</li> <li>Students will fill out the “U.S.A.” section together as a class.</li> <li>Call students to the rug. Read the book, “Syria: A Question and Answer Book.”</li> <li>Students will go back to their desks and choose 3-4 facts they learned about Syria.</li> <li>Students will independently complete what Syria and U.S.A. have in common.</li> <li>Exit slip: What did you learn about Syria that you did not know of before?</li> </ul>	<p>Students will demonstrate understanding of why it is important to learn about other countries and their culture as evidenced by the Do Now.</p> <p>Students will demonstrate understanding of facts about Syria as evidenced by the class reading and Venn diagram.</p> <p>Students will demonstrate a connection between themselves and the Syrian culture as evidenced by the Venn diagram.</p> <p>Students will demonstrate understanding of what they learned from the reading as evidenced by the exit slip.</p>

Day 7	<ul style="list-style-type: none"> <li>• Create a KWL chart of what students know about the Syrian conflict and what they want to learn.</li> <li>• Introduce Syrian conflict. Call on a student to locate Syria on the map [<i>students should remember from yesterday</i>].</li> <li>• Inform students that today they are going to be investigators who are going to create a case study about the Syrian Conflict. Define case study.</li> <li>• Students will work in learning centers ⇒ Students will rotate through centers that address a section from the case study (5 centers for 5 sections.)</li> <li>• Come back together as class→ class discussion over the information students found.</li> <li>• Journal: Why are Syrians migrating from their country? How do you feel about the information you learned today?</li> <li>• Exit slip: Complete “L” portion of the chart?</li> </ul>	<p>Students will demonstrate understanding of what they know about the Syrian conflict and what they want to learn as evidenced by the KWL chart.</p> <p>Students will demonstrate understanding of the Syrian conflict as evidenced by the case study, class discussion, and journal.</p> <p>Students will demonstrate understanding of what they have learned about the Syrian conflict as evidenced by the “L” portion of the KWL chart.</p>
Day 8	<ul style="list-style-type: none"> <li>• Do Now: How do you think Syrians feel when they are forced to leave their homes as a result of the war?</li> <li>• Introduce Refugee. Provide definition for the term.</li> <li>• State to students that Syrians who have left their homes are called refugees.</li> <li>• Describe how Syrians have left their homes— on foot or by boat.</li> <li>• Watch video “The dangerous boat ride to Greece through the eyes of a Syrian refugee girl” [<i>mute the video and read aloud the subtitles since the girl speaks in Arabic</i>].</li> <li>• Peer Talk: What did you think about the video?</li> <li>• Call students to the carpet. Read, “My Name is Not Refugee” by Kate Milner. Stop and ask questions during the reading.</li> <li>• Students go back to their desks. Class discussion→ review hardships that refugees face from the book.</li> <li>• Exit slip: 3-2-1 strategy.</li> </ul>	<p>Students will demonstrate empathy for Syrians and their crisis as evidenced by the Do Now.</p> <p>Students will demonstrate understanding of a refugee as evidenced by the class discussion.</p> <p>Students will demonstrate understanding of the hardships Syrian refugees face as evidenced by the Peer Talk about the video.</p> <p>Students will demonstrate understanding of the difficulties refugees faced as evidenced by the classroom reading of “My Name is Not Refugee” and exit slip.</p>

Day 9	<ul style="list-style-type: none"> <li>• Do Now: How are the lives of Syrians affected as a result of the war?</li> <li>• “Today we are going to take a look into the lives of Syrian refugees. Many of these refugees live in camps in different countries.”</li> <li>• Gallery Walk <ul style="list-style-type: none"> <li>⇒ Images of the refugee camps and lives of Syrians there</li> <li>⇒ Students will have discussions with their group members of each picture</li> <li>⇒ Questions are provided under each image to help facilitate discussion</li> </ul> </li> <li>• Come back together as class. Students share what they saw in the pictures.</li> <li>• Call students to rug. Ask students: “Why is it important we help Syrian refugees?”</li> <li>• Work to together in answering the following question: “How can we help Syrian refugees?” As students answer, write it down on a large poster board.</li> <li>• Journal: Why do you think it is important that people see these pictures? What is one way you can help Syrian refugees?</li> </ul>	<p>Students will demonstrate understanding of how Syrian lives are affected by the war as evidenced by the Do Now.</p> <p>Students will demonstrate understanding of the hardships Syrian refugees face as evidenced by group discussion during the gallery walk.</p> <p>Students will understand that Syrian refugees are powerless in their environment as evidenced by the gallery walk.</p> <p>Students will demonstrate understanding of why and how we can help Syrian refugees as evidenced by the class discussion, class poster, and journal.</p> <p>Students will demonstrate understanding of why it is important people see these images of Syrian refugees as evidenced by the journal.</p>
Day 10	<ul style="list-style-type: none"> <li>• As a class, discuss what we have learned in the past few days.</li> <li>• Address the importance of writing a letter to our community.</li> <li>• Students will write a letter to their communities about what they have learned about the Syrian conflict and why it is important that we accept Syrian refugees into our communities.</li> <li>• Model to students the expectations of the letter.</li> </ul>	<p>Students will demonstrate understanding of the Syrian conflict as evidenced by our class discussion and letter to the community.</p> <p>Students will demonstrate understanding of being tolerant of others, regardless of our differences, as evidenced by the letter to the community.</p>

## LESSON PLAN

Name: Diana Mamoor		Topic/Title: Political Migration- The Butter Battle Book		Day: 2	
VISION-SETTING: KNOW, SO, SHOW	<b>1a. STANDARD:</b> NJ Common Core Standards <u>Language Arts</u> CCSS.ELA-LITERACY.RL.2.1: Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.		<b>1b. ENDURING UNDERSTANDINGS</b> 1. SWUT there are various reasons why people migrate from one place to another. 2. SWUT people are sometimes powerless to the economic, political and environmental factors that cause them to move. 3. SWUT some migrants face challenges in their new environment.		
	<b>2a. STUDENT LEARNING OBJECTIVES</b> 1. SWBAT show understanding that one of the reasons two groups of people go into conflict is because of differences in beliefs or culture as evidenced by the class discussion and reading of “The Butter Battle Book.” 2. SWBAT demonstrate understanding that some people in society are powerless in the time of war as evidenced by the journal and class discussion. 3. SWBAT show understanding that some individuals have to migrate as a result of a conflict as evidenced the class discussion.		<b>2b. TEACHER CONTENT KNOWLEDGE (<i>necessary prior knowledge</i>)</b> It is essential that I know the connection between political migration and “The Butter Battle Book” prior to going into the lesson. I should also be able to explain the importance of using who, what, when, where, why, and how in order to understand key details of a text. Additionally, I should be able to explain why two people or groups of people go into conflict. Lastly, I need to read the book and watch the film of “The Butter Battle Book” prior to the lesson so that I can compare and contrast the two.		
	<b>3. ASSESSMENT</b> 1. Pre- Assessment: <i>KWL Chart</i> <ul style="list-style-type: none"><li>Students will demonstrate understanding of “The Butter Battle Book” as documented by the KWL chart.</li></ul> 2. Formative/Guided-Practice Assessment: <i>Class Discussion and 5 W’s and H Poster</i> <ul style="list-style-type: none"><li>Students will demonstrate understanding of key details from the text as demonstrated by the class discussion and 5 W’s and H Chart.</li></ul> 3. Formative/ Independent Practice: <i>Journal</i> <ul style="list-style-type: none"><li>Students will demonstrate understanding of how the conflict between the Yooks and the Zooks is getting worse and how the lives of innocent individuals can be affected as documented by their journal.</li></ul> 4. Final Assessment: “ <i>L</i> ” <i>Portion of KWL Chart</i> <ul style="list-style-type: none"><li>Students will demonstrate understanding of what they have learned from the first part of the story as documented by the “L” portion of the KWL chart.</li></ul>				
	<b>4. ADAPTATIONS AND ACCOMMODATIONS</b> (During CL I and II, indicate which individual children need adaptation or accommodation.) Universal Design for Learning is a framework of ideas that breaks learning barriers in a classroom so all students have the equal opportunity to meet success from the start of the lesson. UDL calls for creating flexible forms of materials, methods, and assessments that are accessible to a variety of students. In order to successfully implement UDL, its three principles are integrated into the lesson: multiple means of representation, action and expression, and engagement.				
PROCEDURE AND PRACTICE					
METHODS: GO	TEACHER’S ROLE Questions to Ask		WHAT ARE STUDENTS DOING?		MATERIALS
	1. STARTER/ANTICIPATORY SET (3 min.) <ul style="list-style-type: none"><li>Students will complete KWL chart about “The Butter Battle Book.” ⇒ What do students know about the book? ⇒ What do they want to learn?</li></ul>		• Students are at their desks.		• Worksheet • Writing utensil

<p><b>2. INTRODUCTION OF NEW MATERIAL</b>  <b>(Guided Instruction/Procedure/Exploration) (15 min.)</b></p> <ul style="list-style-type: none"> <li>• Prior to the lesson, students have the schedule of today's lesson in the form of a checklist on their desk, as well as the goals for the lesson.</li> <li>• Schedule of the lesson is on the board with symbols next to each part of the lesson.</li> <li>• "We are going to continue talking about conflict and war today. Remember what I told you yesterday. If you feel frustrated, count to 10. If you feel uncomfortable for whatever reason, tap your hand on your heart. I will get to you as soon as I can so we can talk about what is bothering you."</li> <li>• "Today we are going to read a book called 'The Butter Battle Book.' We are going to read the first part today and then watch the first part of the film."</li> <li>• Pull up Prezi that has introductory information regarding the book.</li> <li>• "This story is about two groups of individuals, the Yooks and the Zooks, who do not get along and go into conflict because they have different beliefs. The Yooks eat their bread with the butter side up and the Zooks eat their bread with the butter side down. That is why they are in a conflict."</li> <li>• Have students turn and talk to their neighbors: "Do you think it is okay that the Yooks and Zooks do not get along because they eat their butter on bread differently?" Students share responses.</li> <li>• "Why is it important that we are accepting of our differences?"</li> <li>• "When reading the book together, we are going to fill out a 5 W's and H Chart together. Can someone tell me what the 5 W's stand for? How about the H?"  ⇒ <b>Most</b> students should be able to state: who, what, when, where, why, and how.  ⇒ Show students question mark poster that has the 5 W's and H, as well as its definitions. <i>[6 parts of the question mark are in different colors]</i></li> <li>• "Why is it important that we understand the 5 W's and H of a story?" Students share responses.</li> <li>• I will explain what the book is about by providing introductory information.</li> <li>• I will explain the importance of understanding key details of a text by using the 5 W's and H.</li> <li>• Potential misunderstandings: definition of conflict, 5 W's and H.</li> <li>• I will address misunderstandings through the use of class discussions, the question mark poster, and Prezi presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are at their desks.</li> </ul>	<ul style="list-style-type: none"> <li>• Smart board</li> <li>• Easel</li> <li>• 5 W's and H Chart</li> <li>• Poster</li> <li>• Writing utensil</li> </ul>
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	<p><b>3. GUIDED PRACTICE/EXPLORATION/ACTIVITY (30 min.)</b></p> <ul style="list-style-type: none"> <li>Students are called to gather on the rug. “Second graders, what are the class rules when we are on the carpet listening to a story?” Students share responses.</li> <li>“Before I begin the story, have we learned any information about the book in which we can fill in any of the 5 W’s or H?” Call on students to share. ⇒ Students should be able to fill in “who” portion from the introduction of the lesson.</li> <li>“While I am reading this book, we are going to play a little scavenger hunt. Every time I read the word, ‘butter,’ I want you all to clap your hands once.” Model to students when they should clap their hands.</li> <li>Begin reading part one of the “The Butter Battle Book.” Stop during important parts of the reading to ask students questions and make predictions. Also ask if they have found any information to add to the 5 W’s and H Chart. ⇒ Students are offered a written transcript of the book. The transcript is organized and color-coded so it is easy to follow along. <i>[They can follow along as I read]</i>. ⇒ Students have option to have a copy of the 5 W’s and H chart and can fill it out during the reading. ⇒ Read fluently and pace how quick you read. Emphasis key details by changing tone of voice. ⇒ Highlight important ideas in the story.</li> <li>As the activity progresses, monitor which students are participating and call on those who seem to be getting distracted easily.</li> <li>After reading is finished, ask students how many times they heard the word “butter.” Answer: 7.</li> <li>Complete any remaining 5 W’s and H that are left. We may have to complete some portions tomorrow after finishing the book.</li> <li>Students will participate in a Peer Talk with their neighbors about what they have read so far: “What do you think about the conflict between the Yooks and Zooks? How can innocent lives be affected as a result of the war”?</li> <li>Pull up part one of “The Butter Battle” film (12:07).</li> <li>Ask students: “If some Yooks and Zooks were forced to leave their homes since the conflict between the two groups is getting worse, what is that called” ⇒ Students should say, “political migration.” ⇒ Ask: “why?”</li> <li>“Boys and girls, lets take a vote. How many of you think that the Yooks and Zooks will resolve their conflict? How many of you think that the Yooks and Zooks will go to war and will not agree to be peaceful? We are going to find out what happens tomorrow!”</li> <li>During the reading and watching the film, offer students fidgets to minimize distractions.</li> <li>I will monitor student performance by observing which students are paying attention and participating in the discussions.</li> <li>I will address student misunderstandings through class discussions. I will evaluate students to see what they understand through the discussion and if they need more support, I will go through the central ideas from the story.</li> </ul>	<ul style="list-style-type: none"> <li>Students are at the carpet for the reading.</li> <li>Students have the option to sit on the carpet or at their desks to watch the film.</li> </ul>	<ul style="list-style-type: none"> <li>“The Butter Battle Book”</li> <li>Easel</li> <li>5 W’s and H Chart</li> <li>Smart board</li> </ul>
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	<p><b>4. INDEPENDENT PRACTICE (10 min.)</b></p> <ul style="list-style-type: none"> <li>• “Please take out your journals. As I read aloud the question, which is provided on the board and in your journal for you, listen, and then you may begin writing.”</li> <li>• <b>Journal:</b> Why do you think the conflict between the Yooks and the Zooks is getting worse? How do you think innocent Yooks and Zooks can be affected by the conflict?</li> <li>• Model to students how to restate the question. “ The conflict between the Yooks and the Zooks is getting worse because... “ and “Innocent Yooks and Zooks can be affected by the conflict because...”</li> <li>• Rubric for journal writing is projected on the Elmo for everyone to see.</li> <li>• Students are given three ways to complete the journal: <ul style="list-style-type: none"> <li>⇒ Write in their journal</li> <li>⇒ Type on a laptop</li> <li>⇒ Answer the question verbally with a peer</li> </ul> </li> <li>• If students choose to answer the question verbally, explain to them that they must stay on task and that you will be walking around listening. Also state that you will come to their group and both students will have to explain their answers to you.</li> <li>• Students are provided with sentence strips that restate the questions; they do not have to use it if they do not wish to.</li> </ul>	<ul style="list-style-type: none"> <li>• Students have the opportunity to work at their desks or anywhere in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Journal</li> <li>• Laptop</li> <li>• Writing utensil</li> <li>• Elmo</li> </ul>
	<p><b>5. CLOSING (2 min.)</b></p> <ul style="list-style-type: none"> <li>• Exit slip: Complete “L” portion of the KWL chart.</li> <li>⇒ What did you learn?</li> </ul>	<ul style="list-style-type: none"> <li>• Students are at their desks.</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheet</li> <li>• Writing utensil</li> </ul>
	<p><b>HOMEWORK/FOLLOW UP ACTIVITY (if appropriate).</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul>		

## Checklist: Universal Design for Learning

1. Provide Multiple Means of Representation:	Notes
1. Provide options for perception	
1.1 Offer ways of customizing the display of information	<ul style="list-style-type: none"> <li>• A Prezi presentation will be used inform students of introductory information regarding the book.</li> <li>• KWL Chart- each section is color-coded.</li> <li>• 5 W's and H chart and worksheet are color-coded and the words are equally spaced out.</li> <li>• Students are provided with a written transcript of the book while reading with me on the rug.</li> <li>• The journal question is provided on board and in the journal- I will read aloud the question.</li> </ul>
1.2 Offer alternatives for auditory information	<ul style="list-style-type: none"> <li>• Read book fluently and pace yourself.</li> <li>• Emphasis key details by changing tone of voice.</li> </ul>
1.3 Offer alternatives for visual information	<ul style="list-style-type: none"> <li>• Students will watch the first part of the film version of the book.</li> </ul>
2. Provide options for language, mathematical expressions, and symbols	
2.1 Clarify vocabulary and symbols	<ul style="list-style-type: none"> <li>• Prezi will address important vocabulary and symbols seen in the book.</li> </ul>
2.2 Clarify syntax and structure	
2.3 Support decoding of text, and mathematical notation, and symbols	<ul style="list-style-type: none"> <li>• Written transcript of the text is organized and color-coded so that it is easier to follow along as I read from the book.</li> </ul>
2.4 Promote understanding across language	
2.5 Illustrate for multiple media	<ul style="list-style-type: none"> <li>• Prezi, Elmo, film, Smartboard, and book will be used during the lesson.</li> </ul>
3. Provide options for comprehension	
3.1 Activate or supply background knowledge	<ul style="list-style-type: none"> <li>• A KWL Chart is used for students to activate background knowledge and demonstrate what they have learned.</li> </ul>
3.2 Highlight patterns, critical features, big ideas, and relationships	<ul style="list-style-type: none"> <li>• Class discussion during the reading will highlight big ideas from the story.</li> </ul>
3.3 Guide information processing, visualization, and manipulation	<ul style="list-style-type: none"> <li>• Students and I participate in discussion together to process information and fill in the 5 W's and H chart together.</li> </ul>
3.4 Maximize transfer and generalization	<ul style="list-style-type: none"> <li>• Students and I will complete the 5 W's and H chart together. The chart will serve as class notes. It will be placed somewhere on the wall that is accessible to everyone to use in the following days as a reference.</li> </ul>

II. Provide Multiple Means for Action and Expression:	Notes
4. Provide options for physical action	
4.1 Vary the methods for response and navigation	<ul style="list-style-type: none"> <li>Students share thoughts and ideas in Peer Talks and class discussions.</li> <li>Students have the option to complete a journal with a peer.</li> </ul>
4.2 Optimize access to tools and assistive technologies	<ul style="list-style-type: none"> <li>Students have the option to type their journal on a laptop.</li> </ul>
5. Provide options for expression and communication	
5.1 Use multiple media for communication	<ul style="list-style-type: none"> <li>Scavenger hunt: students clap hands when they hear the word “butter.”- Assess who is listening or not.</li> </ul>
5.2 Use multiple tools for construction and composition	<ul style="list-style-type: none"> <li>Students have the option to use sentence starters for their journal questions.</li> </ul>
5.3 Build fluencies with graduated levels of support for practice and performance	<ul style="list-style-type: none"> <li>Model to students when asking myself questions and making predictions during the reading.</li> <li>Model when students should clap their hands.</li> <li>Model how to restate questions for journal.</li> </ul>
6. Provide options for executive functions	
6.1 Guide appropriate goal setting	<ul style="list-style-type: none"> <li>Work with students to think of what they would like to learn from the book in the KWL Chart.</li> </ul>
6.2 Support planning and strategy development	<ul style="list-style-type: none"> <li>Students have the schedule of today’s lesson in the form of a checklist on their desks.</li> <li>The schedule of the lesson is on the board with symbols next to each part of the lesson.</li> </ul>
6.3 Facilitate managing information and resources	
III. Provide Multiple Means for Engagement:	Notes
7. Provide options for recruiting interest	
7.1 Optimize individual choice and autonomy	<ul style="list-style-type: none"> <li>Students have the option to fill out their own 5 W’s and H chart during the reading.</li> <li>Students have three different choices to complete the journal.</li> <li>Students vote on what they think will happen in the story.</li> </ul>
7.2 Optimize relevance, value, and authenticity	<ul style="list-style-type: none"> <li>Students are reading a children’s book as an introductory to war and political migration.</li> <li>Ask questions to students that are based on their own opinion and relevant to their beliefs.</li> </ul>

7.3 Minimize threats and distractions	<ul style="list-style-type: none"> <li>Students are asked what the class rules are when on the carpet to minimize distractions and behavioral problems during the reading.</li> <li>Students are offered to use fidgets during the reading and when watching the film.</li> </ul>
8. Provide options for sustaining effort and persistence	
8.1 Heighten salience of goals and objectives	<ul style="list-style-type: none"> <li>Checklist of schedule has the goals for the lesson.</li> <li>Rubric for journal writing is on the Elmo for everyone to see.</li> </ul>
8.2 Vary demands and resources to optimize challenge	
8.3 Foster collaboration and community	<ul style="list-style-type: none"> <li>Students interact in Peer Talks with their neighbors and in class discussion.</li> <li>All students are on the rug during the reading.</li> </ul>
8.4 Increase mastery-oriented feedback	
9. Provide options for self-regulation	
9.1 Promote expectations and beliefs that optimize motivations	<ul style="list-style-type: none"> <li>Address expectations and what we will be learning in the lesson in the introduction of the lesson.</li> </ul>
9.2 Facilitate personal coping skills and strategies	<ul style="list-style-type: none"> <li>Before I begin the lesson, I will inform students that we are going to continue learning about conflict and war. If they feel frustrated, they should count to 10. If students feel uncomfortable for whatever reason, they are to tap their hand on their heart and I will talk with them as soon as I have the chance.</li> </ul>
9.3 Develop self-assessment and reflection	<ul style="list-style-type: none"> <li>A KWL char is used for students to assess what they know and reflect what they have learned.</li> </ul>

## LESSON PLAN

Name: Diana Mamoor		Topic/Title: Political Migration- Syrian Conflict		Day: 7
VISION-SETTING: KNOW, SO, SHOW	<b>1a. STANDARD:</b> NJ Common Core Standards <u>Social Studies</u> 6.1.4.A.9: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). 6.3.4.D.1: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.		<b>1b. ENDURING UNDERSTANDINGS</b> 4. SWUT there are various reasons why people migrate from one place to another. 5. SWUT people are sometimes powerless to the economic, political and environmental factors that cause them to move. 6. SWUT some migrants face challenges in their new environment.	
	<b>2a. STUDENT LEARNING OBJECTIVES</b> 1. SWBAT demonstrate understanding that Syrians are migrating from Syria as a result of the civil war as evidenced by the case study. 2. SWBAT show understanding that migrants face many challenges in their new environment as evidenced by the case study and journal. 3. SWBAT that some people are powerless in the situation they are in as evidenced by the case study.		<b>2b. TEACHER CONTENT KNOWLEDGE (<i>necessary prior knowledge</i>)</b> It is essential that I know background information regarding the Syrian conflict; for instance, who, what, when, where, and how. I should also be able to make the distinction between a war and civil war. Also, I need have researched facts about the war that I can share with my students, such as the total amount of refugees and those who have died during war. Lastly, it is crucial that I am able to link the crisis to the students so that they feel a sense of connection to Syrians; one way this can be done is by connecting the crisis to “The Butter Battle Book.”	
	<b>3. ASSESSMENT</b> 5. Pre- Assessment: <i>KWL Chart</i> <ul style="list-style-type: none"><li>Students will demonstrate understanding of what they know about the Syrian conflict and what they want to know as documented by the KWL chart.</li></ul> 6. Formative/Guided-Practice Assessment: <i>Case Study/Learning Centers</i> <ul style="list-style-type: none"><li>Students will demonstrate understanding of the Syrian conflict as documented by their case study during the learning centers and the post class discussion.</li></ul> 7. Formative/ Independent Practice: <i>Journal</i> <ul style="list-style-type: none"><li>Students will demonstrate understanding of why Syrians migrating from their country and state a challenge they are facing as documented by the journal.</li></ul> 8. Final Assessment: “ <i>L</i> ” <i>Portion of KWL Chart</i> <ul style="list-style-type: none"><li>Students will demonstrate understanding of what they have learned about the Syrian conflict as documented by the “L” portion of the KWL chart.</li></ul>			
	<b>4. ADAPTATIONS AND ACCOMMODATIONS</b> In order to meet the needs of Emergent English Language Learners in my classroom and during instruction, differentiation, multiple means of representation, and recommendations from the SLOP model packet are implemented into my lesson. In doing so, students with diverse needs have access to the materials through various manners. The lesson is flexible and the needs of students should be met as soon as possible in order for the them to participate with the rest of their peers.			
	PROCEDURE AND PRACTICE			
ME THO	TEACHER’S ROLE Questions to Ask		WHAT ARE STUDENTS DOING?	MATERIALS

	<p><b>1. STARTER/ANTICIPATORY SET (3 min.)</b></p> <ul style="list-style-type: none"> <li>• <b>Students will complete a KWL chart about the Syrian Conflict as a class.</b> <ul style="list-style-type: none"> <li>⇒ What do they know</li> <li>⇒ What do they want to learn</li> </ul> </li> <li>• As students share answers, write down what they are sharing on a copy of the chart on the ELMO so they can visually see what the class wrote.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are at their desk.</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheet</li> <li>• Marker</li> <li>• Elmo</li> </ul>
	<p><b>2. INTRODUCTION OF NEW MATERIAL (10 min.)</b></p> <ul style="list-style-type: none"> <li>• <b>Ask students if they are exposed to the media, such as the Internet, Instagram, Twitter, or something similar.</b></li> <li>• <b>“How many of you have heard of the Syrian conflict?”</b> <ul style="list-style-type: none"> <li>⇒ Students will give a thumbs up or a thumbs down if they have heard of the Syrian conflict.</li> </ul> </li> <li>• <b>“Syria has been in a civil war for the past five years. What is war? Remember we learned about it when we read ‘The Butter Battle Book.’ ”</b> <ul style="list-style-type: none"> <li>⇒ Students share answers.</li> <li>⇒ Make a distinction between war and civil war.</li> </ul> </li> <li>• “There are two groups of people who are fighting in Syria. One group supports their president, Bashar Al-Assad. The second group wants him to step down as president because they want a democratic government. <b>Second graders, who has a democratic government?”</b></li> <li>• Students share answer [<i>United States of America</i>].</li> <li>• “The two groups have been fighting each other for 5 years and it has affected millions of Syrians. For instance, many Syrians have been forced to leave their homes because of the civil war. That’s another vocabulary term. <b>Who remembers what it is called when people migrate because they are forced to leave their homes as a result of a war or civil war?”</b> <ul style="list-style-type: none"> <li>⇒ <b>Think-Pair-Share</b>→ Students should answer political migration.</li> </ul> </li> <li>• “4.8 million people have migrated from Syria because of the war. Almost 470,000 people have died during this war.”</li> <li>• “The Syrian conflict is not a ‘Syrian’ issue. It’s a global problem and it’s important that we learn more about the conflict so we can help Syrians. It’s not only our duty as world citizens to help others but because I know we are good people who can help share some good with others.</li> <li>• I will explain the Syrian conflict through a brief introduction about the crisis.</li> <li>• I will explain the importance of learning about the Syrian conflict.</li> <li>• <b>I will explain vocabulary terms by stating them aloud and writing it on the whiteboard.</b></li> <li>• Potential misunderstandings: definition of war and political migration, the introductory details about the war.</li> <li>• <b>I will address the misunderstandings through the use of class discussions.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Students are at their desks.</li> </ul>	<ul style="list-style-type: none"> <li>• Whiteboard</li> <li>• Dry-Erase markers</li> </ul>

	<p><b>3. GUIDED PRACTICE/EXPLORATION/ACTIVITY (45 min.)</b></p> <ul style="list-style-type: none"> <li>• “Second graders, today you are investigators who will create a case study about the Syrian conflict. <b>Does anyone know what a case study is?</b>”</li> <li>• Provide an explanation of a case study→ it is research about a specific topic.</li> <li>• <b>“Why do you think it is important that we create a case study about the Syrian conflict?”</b> ⇒ Students share answers.</li> <li>• “You will be placed into groups of 4’s and will rotate through learning centers to learn about the Syrian conflict.”</li> <li>• Place a copy of the Case Study graphic organizer on the Elmo.</li> <li>• <b>Case Study Sheet (graphic organizer)</b> ⇒ 5 main sections that coincide with the learning centers ⇒ Go through each question ⇒ Show students where each section of the case study is located in the classroom. ⇒ <b>Provide written directions on the whiteboard.</b></li> <li>• <b>“What are our class rules during learning centers?”</b> ⇒ Students share responses.</li> <li>• Students are grouped and directed to centers to begin.</li> <li>• <b>Learning Centers:</b> ⇒ 1. Who, What, When, Where, Why ⇒ 2. Facts about the Syrian Conflict ⇒ 3. Effects of the Syrian Conflict ⇒ 4. Challenges Syrians Face After Leaving Their Home ⇒ 5. Questions you have</li> <li>• Learning centers will be provided with various images and forms of text. <b>Students will spend 7 minutes at each center.</b></li> <li>• <b>“Investigators, what did you find out about the Syrian conflict?”</b> ⇒ <b>Think-Pair-Share</b>→ students share what they have learned with a neighbor and then we discuss as whole group</li> </ul>	<ul style="list-style-type: none"> <li>• Students are at their desks as I go over directions.</li> <li>• Students are rotating through the learning centers, completing their case study.</li> </ul>	<ul style="list-style-type: none"> <li>• Whiteboard</li> <li>• Dry-Erase markers</li> <li>• Elmo</li> <li>• Worksheet</li> <li>• Writing utensil</li> <li>• Clipboard</li> </ul>
	<p><b>4. INDEPENDENT PRACTICE (10 min.)</b></p> <ul style="list-style-type: none"> <li>• <b>“Second graders, please take out your journals. You will complete the following questions:</b> ⇒ Why are Syrians migrating from their country? How do you feel about the information you learned today?</li> </ul>	<ul style="list-style-type: none"> <li>• Students are at their desks.</li> </ul>	<ul style="list-style-type: none"> <li>• Journal</li> <li>• Writing utensil</li> </ul>
	<p><b>5. CLOSING (2 min.)</b></p> <ul style="list-style-type: none"> <li>• Students will complete “L” portion of the KWL chart as a class.</li> <li>• “Second graders, what did you learn about the Syrian conflict?”</li> <li>• As students share answers, write along with them on the ELMO so they can see what they have learned as a class.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are at their desks.</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheet</li> <li>• Elmo</li> <li>• Marker</li> </ul>
	<p><b>HOMEWORK/FOLLOW UP ACTIVITY (if appropriate).</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul>		

## Supporting Emergent Bilinguals SIOP Model Checklist

<p style="text-align: center;"><b>Preparation</b></p> <ul style="list-style-type: none"> <li>• Students are provided with graphic organizers of the KWL chart and Case Study.</li> <li>• A graphic organizer of the KWL chart is the best strategy because students are able to gather their thoughts and the chart visually arranges that for them. <ul style="list-style-type: none"> <li>⇒ As students are share their answers, I write down them down on a chart presented on the Elmo</li> </ul> </li> <li>• A graphic organizer of the Case Study is also an effective strategy because they can see various aspects of the Syrian conflict and the graphic organizer shows the entire scope of the crisis. <ul style="list-style-type: none"> <li>⇒ Prior to beginning the learning centers, I will place the case study on the Elmo so we can go over the sheet together</li> </ul> </li> </ul>	<p style="text-align: center;"><b>Building Background</b></p> <ul style="list-style-type: none"> <li>• Student background knowledge will be activated as students are questioned if they are exposed to the media, “The Butter Battle Book,” who has a democratic government, and political migration. Students are provided with various questions to activate prior knowledge and it can help the content become more relevant to their lives.</li> <li>• Vocabulary is introduced/stated clearly, used in a context, and are written on the whiteboard. These are effective manners to discuss vocabulary terms because students are provided with multiple representations of the words.</li> </ul>
<p style="text-align: center;"><b>Comprehensible Input</b></p> <ul style="list-style-type: none"> <li>• Students are asked to use thumbs up or thumbs down to reveal if they have heard of the Syrian conflict. This is an effective strategy because children do not need to talk aloud and can share their thoughts through hand gestures.</li> <li>• Students are provided with written directions of what they are supposed to do in the learning centers, which can help them stay on track and be presented as a reminder of what they are supposed to do.</li> <li>• Students are learned about an interesting and relevant topic and this is helpful because it can captivate their interests and hopefully have them want to learn more about the Syrian conflict.</li> </ul>	<p style="text-align: center;"><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Students participate in “Think-Pair-Shares,” which helps them think about the concepts they have learned and then share their ideas with a neighbor. This method is effective for students who are shy and are Emergent English Language Learners because it allows them to work in small groups and share their thoughts.</li> </ul>
<p style="text-align: center;"><b>Interaction</b></p> <ul style="list-style-type: none"> <li>• Students have the opportunities to interact in discussions throughout the lesson; for instance, when they are asked various questions during the introduction and guided practice. Asking students questions are a great way to develop discussions because it shows that you care what they think and it helps create discussion between the teacher and students, as well as amongst the students themselves. Students feel that their thoughts are valued and that is extremely important. Additionally, Emergent English Language Learners are provided with multiple opportunities to speak and share their answer.</li> </ul>	<p style="text-align: center;"><b>Practice and Application</b></p> <ul style="list-style-type: none"> <li>• Students will participate in learning centers, which is a hands-on activity where they get to work in groups to learn more about the Syrian conflict. This is an effective strategy because students get to apply content and language knowledge as they are asked to write down their answers on a graphic organizer.</li> <li>• Students also practice their language skills in their journals because they are asked to answer three questions about the lesson.</li> <li>• The learning centers and journal allow students to use language skills such as reading, writing, speaking, and listening.</li> </ul>

### **Lesson Delivery**

- Students are engaged throughout the lesson as they participate in discussions, work in learning centers, and complete a journal. Most importantly, all of these are connected to one topic, which emphasizes what the students are learning.
- Students have 7 minutes at each center to complete a question/topic. This time is also flexible and can shift in order to meet the needs of all students.

### **Review and Assessment**

- Students have a KWL chart as a graphic organizer to review content. This chart demonstrates to students what they have learned over a lesson and important concepts they should take away.
- Students are given feedbacks through class discussions to address misunderstandings or clarify certain information. Providing feedback through discussions is both efficient and effective.
- Students also use thumbs up-down to demonstrate what they know or do not know. Similarly, this is also efficient and a quick way to see if a student understands a concept or not.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### The Final Ending of “The Butter Battle Book”

CATEGORY	3	2	1
<b>Organization</b>	Paragraph is well structured and has a topic sentence, supporting details, and closing sentence.	Paragraph is partially structured and has a topic sentence, supporting details, and closing sentence.	Paragraph is not structured. The organization of the topic sentence, supporting details, and closing sentence are unclear.
<b>Supporting Details</b>	Supporting details clear and organized. There are three or more supporting details.	Supporting details are partially clear and organized. There are at least 2 supporting details.	Supporting details are not clear and organized. There are 1 or less supporting details
<b>Grammar &amp; Spelling</b>	There are 1-2 errors in grammar and/or spelling.	There are 3-4 errors in grammar and/or spelling.	There are 5 or more errors in grammar and/or spelling
<b>Handwriting</b>	Handwriting is easy to read. Student completed the assignment with care.	Handwriting is somewhat easy to read. Student completed the assignment with some care.	Handwriting is not easy to read. Student completed the assignment with no care.
<b>Illustration</b>	Drawing relates to the supporting details in the paragraph. Student went above and beyond in their illustration and coloring.	Drawing partially relates to the supporting details in the paragraph. Student took some time in their illustration and coloring.	Drawing does not relate to the supporting details in the paragraph. Student was in a hurry to complete their illustration and coloring.

Total Points: \_\_\_\_\_

## Lesson Plan One: Materials

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Topic: “The Butter Battle Book”

**K:** What I know

**W:** What I Want to Know

**L:** What I Learned

## Schedule of Today's Lesson: "The Butter Battle Book"

### Start \_\_\_\_\_

- KWL chart:
  - ⇒ What do you know about "The Butter Battle Book"
  - ⇒ What do you want to know?

### Introduction \_\_\_\_\_

- Go over Prezi PowerPoint about "The Butter Battle Book"
- Review 5 W's and H chart

### Class Practice \_\_\_\_\_

- Gather on rug
- Ms. Mamoor will read part one of "The Butter Battle Book" and we will fill out the 5 W's and H chart together
- Watch part one of "The Butter Battle Book"

### Independent Practice \_\_\_\_\_

- Work on journal question

### End \_\_\_\_\_

- Complete "L" portion of the KWL chart

# "The Butter Battle Book": An Introduction

## Vocabulary

Wit  
Tactics  
Antagonists



## Background Information

This is a children's book by Dr. Seuss. It is a political satire about the Cold War. The book is written in a simple, easy-to-read style. It is a good example of how a children's book can be used to teach about current events.

## Questions to Keep in Mind

1. Why does the conflict between the Wits and the Nits end in a tie?  
2. What is the conflict between the Wits and the Nits?  
3. How does the conflict between the Wits and the Nits end?  
4. Why does the conflict between the Wits and the Nits end in a tie?

5 W's and H: "The Butter Battle Book"

<u>Who</u>	<u>What</u>
<u>When</u>	<u>Where</u>
<u>Why</u>	<u>How</u>

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Journal**

1. Why do you think the conflict between the Yooks and the Zooks is getting worse?
2. How do you think innocent Yooks and Zooks can be affected by the conflict?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

**Sentence Starter Slips:**

1. The conflict between the Yooks and Zooks is getting worse because...
2. Innocent Yooks and Zooks can be affected by the conflict because....

## Lesson Plan Two: Materials

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Topic: The Syrian Conflict

**K:** What I know

**W:** What I Want to Know

**L:** What I Learned

Name: \_\_\_\_\_

Date: \_\_\_\_\_



### Case Study: The Syrian Conflict

#### Center 1: Who, What, When, Where, Why

**Who:** \_\_\_\_\_

**What:** \_\_\_\_\_

**When:** \_\_\_\_\_

**Where:** \_\_\_\_\_

**Why:** \_\_\_\_\_

#### Center 2: Facts about Syrian Conflict

1. \_\_\_\_\_

2. \_\_\_\_\_

**Center 3:** Effects of the Syrian Conflict

1. \_\_\_\_\_

2. \_\_\_\_\_

**Center 4:** Challenges Syrians Face After Leaving Their Home

1. \_\_\_\_\_

2. \_\_\_\_\_

**Center 5:** Questions You Have

1. \_\_\_\_\_

2. \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Journal**

1. Why are Syrians migrating from their country?
2. How do you feel about the information you learned today?

[illegible]

<b>Unit Title:</b> <b>Environmental Migration</b>	Teacher: Mary Sanborn	Grade: 2nd
<b>Unit Description:</b> Throughout this unit, students will study national and international natural disasters and the implications they cause, specifically in terms of migration. Students will be introduced to the science of how and why natural disasters unfold as well as review the various occurrences of natural disasters, learn details of each event and analyze migration rates through the use of data, texts and film. As a culminating activity, students will create a plan for social justice to assist and support those who have experienced the need to find new shelter as a result of natural disasters.	<b>Standards Addressed:</b> <u><b>Social Studies:</b></u> <b>6.1.4.B.6:</b> Regions form and change as a result of unique physical/ecological conditions, economies, and cultures. <b>6.1.4.C.1:</b> People make decisions based on their needs, wants, and the availability of resources. <b>6.1.4.D.20:</b> Describe why it is important to understand the perspectives of other cultures in an interconnected world. <b>6.3.4.A.2:</b> Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences. <b>6.3.4.B.1:</b> Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions <b>6.3.4.C.1:</b> Develop and implement a group initiative that addresses an economic issue impacting children. <u><b>ELA:</b></u> <b>CCSS.ELA-LITERACY.RL.2.3</b> Describe how characters in a story respond to major events and challenges. <b>CCSS.ELA-LITERACY.W.2.2</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. <b>CCSS.ELA-LITERACY.W.2.3</b> Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. <u><b>Mathematics:</b></u> <b>CCSS.MATH.CONTENT.2.MD.D.10</b> Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems1 using information presented in a bar graph. <u><b>Science:</b></u>	

		5.2.2.E Physical science principles, including fundamental ideas about matter, energy, and motion, are powerful conceptual tools for making sense of phenomena in physical, living, and Earth systems science	
<b>Enduring Understandings</b>		<b>Essential Questions</b>	<b>Subjects Integrated:</b>
1. SWUT there are various reasons why people migrate from one place to another. 2. SWUT people are sometimes powerless to the economic, political and environmental factors that cause them to move. 3. SWUT some migrants face challenges in their new environment.		1. Why do people migrate? 2. What determines who has refuge?	Social Studies Language Arts Science Mathematics Geography
Day	Daily Lesson Summary		Assessment: Phrased as: Students will demonstrate understanding of (CONTENT) as evidenced by (PRODUCT)

Day 1	<ul style="list-style-type: none"> <li>• To begin, the teacher and students will create a KWL chart surrounding the topic of natural disasters. The teacher will prompt students by asking questions such as, “What is severe weather?” “What are natural disasters?” and “What are consequences of natural disasters?”</li> <li>• Next, students will come to the carpet to watch the short educational film, <a href="#">Crash Course in Severe Weather for Students</a>, on the Smart Board. After viewing the film, the students will Turn &amp; Talk with the classmate sitting beside them to discuss two new facts they learned from the film.</li> <li>• After 2-3 minutes, the teacher will select students to share what they and their partner discussed.</li> <li>• After the Whole Group Discussion, the teacher will distribute “3-2-1” Exit Slips with which students will individually write three things they learned, two things they found interesting and one new question they have. (see resources for copy of Exit Slip)</li> <li>• The teacher will discuss homework assignment with students.</li> <li>• Homework: Teacher will distribute copies of the article, <a href="#">Hurricanes: Nature's Wildest Storms</a>. Students will read the article then highlight the main ideas and important details which they will refer to during the following class.</li> </ul>	<p>Students will demonstrate understanding of natural disasters and its’ implications as evidenced by their Turn &amp; Talk responses, the Whole Group Discussion and their Exit Slips.</p>
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Day 2	<ul style="list-style-type: none"> <li>• Teacher will ask students to take out their homework which was assigned the previous night.</li> <li>• Teacher will ask students to Turn &amp; Talk to the classmate next to them for about 2-3 minutes.</li> <li>• After students finish speaking to their Turn &amp; Talk partners, the teacher will ask students to share what they discussed and use their responses to continue adding to the KWL chart.</li> <li>• Students will come to the carpet to watch a short film, <a href="#">Hurricane Categories</a>, which discusses the different categories of hurricanes in terms of their wind speeds.</li> <li>• After viewing the film, the teacher will review which hurricane speeds are under each category. For example, the teacher may ask, “Which category is a hurricane which wind speeds are 120mph?” Students will write responses on their small, individual white boards.</li> <li>• Using the Smart Board, the teacher will model how to create a bar graph using 5 major historical hurricanes and their corresponding speeds.</li> <li>• Students will return to their seats and, individually, create bar graphs using data of major historical hurricanes and their respective category types.</li> </ul>	<p>Students will demonstrate understanding of natural disasters and its’ implications as evidenced by their Turn &amp; Talk and white board responses, the Whole Group Discussion, their bar graphs, their responses to the questions following the completion of their bar graphs and their Exit Slips.</p>
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- After individually creating their bar graphs, students will analyze the graphs to answer the following questions in groups of 3:  
1.) Which hurricane was the highest category? 2.) Which hurricane was the lowest category? 3.) Which category number is the most common among the hurricanes? 4.) What effects, do you believe, would these powerful storms have on communities?
- Following independent work, the students will participate in a whole group discussion surrounding their responses to the questions they answered after completing their bar graphs. When the whole group discussion ends, the teacher will distribute “3-2-1” Exit Slips. Students will individually write three things they learned, two things they found interesting and one new question they have.
- The teacher will discuss homework assignment with students.
- Homework: Students will interview their parents, guardian or another adult of their choice and ask them what their recollection of Hurricane Katrina is then write a summary of the response they receive.

Day 3	<ul style="list-style-type: none"> <li>• To begin class, the teacher will instruct students to take out their homework from the night before which was to interview an adult about their recollection of Hurricane Katrina then summarize their response.</li> <li>• The teacher will ask students to come to the carpet with their summaries to participate in a whole class discussion about the responses they received.</li> <li>• After the whole group discussion, the teacher will distribute the article, <a href="#">Katrina's Toll</a>, and will instruct them to read it aloud “popcorn” style.</li> <li>• Following the reading, students will return to their seats and the teacher will explain their following assignment.</li> <li>• Individually, students will create a trifold brochure to provide victims of natural disasters with tips and information to find shelter and resources as well as illustrations. Brochures may be typed or hand-written. The teacher will provide students with hard-copies of articles as well as websites they can visit to gather information for their brochures.</li> <li>• The teacher will inform students that they will complete their brochures for homework if they did not complete it during class and they will present their finished pieces during the following class.</li> </ul>	Students will demonstrate understanding of natural disasters and its’ implications as evidenced by their interview summaries and brochures.
Day 4	<ul style="list-style-type: none"> <li>• To begin class, the teacher will ask students to come to the carpet with their brochures that they completed for homework. Each student will present their brochures and elaborate on the information they included in it.</li> <li>• Once all students have presented their brochures, the students will return to their seats and journal their reflections of creating their brochures as well as include important information they learned from other student’s brochures.</li> </ul>	Students will demonstrate understanding of natural disasters and its’ implications as evidenced by their brochures and journal entries.

Day 5	<ul style="list-style-type: none"> <li>• To begin class, the teacher will ask students what their understanding of earthquakes are and how they believe earthquakes occur. The teacher will ask students to Think-Pair-Share.</li> <li>• Once Think-Pair-Share is complete, the teacher will ask students to come to the carpet.</li> <li>• At the carpet, students will view the short film, <a href="#">What is an Earthquake?</a> on the Smart Board.</li> <li>• After the film is finished, students will be asked to Turn &amp; Talk with their partners to discuss what they learned from the video compared to their previous understanding of earthquakes.</li> <li>• Each Turn &amp; Talk group will share what they discussed then students will return to their desks.</li> <li>• The teacher will assign small groups of 3 to complete a science experiment about earthquakes.</li> <li>• To view how an earthquake's shockwaves travel, each small group will create a "wave box" to simulate how waves vibrate throughout matter by using the <a href="#">Earthquake Wave Box Science Experiment</a> guidelines. Students will journal their observations of the experiment.</li> <li>• Each small group will share their observations and findings during a whole group discussion.</li> <li>• Following the whole group discussion, the teacher will discuss the homework assignment with students.</li> <li>• Homework: Students will reflect upon on how damaging the phenomenon they observed through their wave box experiments could be to communities on a large scale in the form of an earthquake.</li> </ul>	<p>Students will demonstrate understanding of natural disasters and its' implications as evidenced by their "wave boxes," and their science experiment observations and reflections.</p>
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Day 6	<ul style="list-style-type: none"> <li>To begin class, the class will engage in a whole group discussion by sharing and elaborating on the reflections they completed for homework.</li> <li>When the whole group discussion comes to a close, the students will be instructed to come to the carpet.</li> <li>The teacher will read aloud the book, <a href="#">The Earthquake on my Island</a>, a children's book about the experiences of the Haiti Earthquake survivors and how the effects of it impacted their lives.</li> <li>Once the read aloud is complete, the teacher will instruct students to return to their seats. Individually, students will create an empathy journal, placing themselves as a victim of forced migration due to a natural disaster such as the Haiti Earthquake. Students will create a 1<sup>st</sup> person narrative while considering the various ways experiencing forced migration would impact them physically, emotionally and socially.</li> <li>In a whole group discussion, students will share and elaborate their empathy journal entries as well as respond to their classmates' entries.</li> </ul>	Students will demonstrate understanding of natural disasters and its' implications as evidenced by their empathy journals.
Day 7	<ul style="list-style-type: none"> <li>During today's class, the students will be visited by a guest speaker, a meteorologist, who will discuss their experiences with predicting natural disasters and the devastating effects they are able to cause from years to come.</li> <li>Students will actively listen to the guest speaker and ask questions, when appropriate.</li> <li>At the end of class, students will fill out their 3-2-1 Exit Slips by including three things they learned, two things they found interesting and one new question they have.</li> </ul>	Students will demonstrate understanding of natural disasters and its' implications as evidenced by their Exit Slips.

Day 8	<ul style="list-style-type: none"> <li>To begin class, the teacher will inform students they will be completing a presentation to conclude the unit and will assign small, heterogonous groups of 3.</li> <li>The teacher will explain the details of the presentation assignment. In their small groups, students will create their choice of a poster board or PowerPoint presentation to express how they would respond to a natural disaster if they were president. Using the research they conducted throughout the unit as well as their completed assignments, students will explain the various ways they would help victims of natural disasters and provide reasoning/evidence as to why it is essential to do so.</li> <li>Students will begin working on their, “If I were president...” presentations.</li> </ul>	Students will demonstrate understanding of natural disasters and its’ implications as evidenced by their progress in their presentations.
Day 9	<ul style="list-style-type: none"> <li>Students will continue working on and complete their, “If I were president...” presentations.</li> </ul>	Students will demonstrate understanding of natural disasters and its’ implications as evidenced by their progress in their presentations.
Day 10	<ul style="list-style-type: none"> <li>Each group will present their, “If I were president...” presentations.</li> </ul>	Students will demonstrate understanding of natural disasters and its’ implications as evidenced by their completed presentations.

## LESSON PLAN TEMPLATE

Name: Mary Sanborn		Topic/Title: Hurricanes		Grade Level/CT: 2 <sup>nd</sup>	
VISION-SETTING: KNOW, SO, SHOW	<b>1a. STANDARD:</b> NJ Common Core Standards <b>6.1.4.B.6:</b> Regions form and change as a result of unique physical/ecological conditions, economies, and cultures. <b>CCSS.MATH.CONTENT.2.MD.D.10</b> Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.		<b>1b. ENDURING UNDERSTANDINGS</b> SWUT people are sometimes powerless to the economic, political and environmental factors that cause them to move.		
	<b>2a. STUDENT LEARNING OBJECTIVES</b> Students will understand the various categories of hurricanes through learning about major hurricanes that have occurred throughout history. Students will also learn how to create bar graphs to represent data.		<b>2b. TEACHER CONTENT KNOWLEDGE</b> ( <i>necessary prior knowledge</i> ) The teacher must have an understanding of what hurricanes are, their various categories and which each category entails. The teacher must also have knowledge of major hurricanes that have occurred throughout history and which category each falls within. The teacher must also know how to create and analyze a bar graph.		
	<b>3. ASSESSMENT</b> Students' understanding of the content will be assessed through their bar graphs, responses to the questions following the completion of their bar graphs and their "3-2-1" Exit Slips.				
<b>PROCEDURE AND PRACTICE</b>					
METHODS: GO	<b>TEACHER'S ROLE</b> Questions to Ask		<b>WHAT ARE STUDENTS DOING?</b>		<b>MATERIALS</b>
	<b>STARTER/ANTICIPATORY SET (10 min.)</b>  - Teacher will ask students to take out their homework which was assigned from the previous night. Students were asked to read the article, <i>Hurricanes: Nature's Wildest Storm</i> then highlight the main ideas and important details.  - Teacher will ask students to <b>Turn &amp; Talk to the classmate next to them</b> for about 2-3 minutes.  - After students finish speaking to their Turn & Talk partners, the teacher will ask students to share what they discussed and use their responses to continue adding to the KWL chart which was created on the first day of the unit.		- With their Turn & Talk partners, students will discuss what they found within the article and why they decided to highlight the specific sections they chose. After speaking with their Turn & Talk partners, they will share what they discussed with the whole group. Their responses will be added to the KWL chart.		- KWL Chart

<p><b>2. INTRODUCTION OF NEW MATERIAL (Guided Instruction/Procedure/Exploration) (10 min.)</b></p> <ul style="list-style-type: none"> <li>- Students will come to the carpet to watch a short film, <a href="#">Hurricane Categories</a>, which discusses the different categories of hurricanes in terms of their wind speeds. The film will have <b>close captioning</b> and <b>each student will be provided with a transcript</b>. The teacher will instruct students <b>to clap once every time they hear the word, "hurricane."</b></li> <li>- After viewing the film, the teacher will review which hurricane speeds are under each category. For example, the teacher may ask, "Which category is a hurricane which wind speeds are 120mph?" <b>The students may choose to write the category number on their small, individual white boards (by writing the number 3) or use their fingers to indicate their answer (by holding up 3 fingers.)</b></li> </ul>	<ul style="list-style-type: none"> <li>- The students are watching the film and attentively listening or reading the transcript/close captioning. Each time the students hear or see the word, "hurricane," they will clap once. Once the film is finished, the teacher will assess how much information the students retained from the film by asking them which hurricane speeds belong to which of the 5 categories. The students will respond by using their fingers to indicate their answer or by writing their response on their individual whiteboards.</li> </ul>	<ul style="list-style-type: none"> <li>- Smart Board</li> <li>- Small, individual white boards</li> </ul>
<p><b>3. GUIDED PRACTICE/EXPLORATION/ACTIVITY (10 min.)</b></p> <ul style="list-style-type: none"> <li>- Using the Smart Board, the teacher will <b>model</b> how to create a bar graph using 5 major historical hurricanes and their corresponding speeds. When modeling, the teacher will ask students to give a <b>thumbs up if they feel comfortable creating a bar graph on their own or a thumbs down if they do not.</b></li> </ul>	<ul style="list-style-type: none"> <li>- Students will watch the teacher model how to create a bar graph and respond with a thumbs up or thumbs down when asked whether they are ready to create bar graphs independently.</li> </ul>	<ul style="list-style-type: none"> <li>- Smart Board</li> </ul>
<p><b>4. INDEPENDENT PRACTICE (20 min.)</b></p> <ul style="list-style-type: none"> <li>- Once all students have given a thumbs up, the teacher will provide students with a sheet that states 5 major historical hurricanes and their corresponding categories. Individually, students will create bar graphs using the data. <b>Students can choose to create the bar graphs using graph paper or the iPad through the Roambi App.</b></li> <li>- After individually creating their bar graphs, students will analyze the graphs to answer the following questions in groups of 3: 1.) Which hurricane was the highest category? 2.) Which hurricane was the lowest category? 3.) Which category number is the most common among the hurricanes? 4.) What effects, do you believe, would these powerful storms have on communities? Students may <b>choose to write their responses or use the Dragon App on the iPad to verbally record their responses.</b></li> </ul>	<ul style="list-style-type: none"> <li>- Students will independently create bar graphs using either graph paper or an iPad through the Roambi App.</li> <li>- In small groups, students will respond to the questions pertaining to their bar graphs. Students are able to write or verbally record their responses.</li> </ul>	<ul style="list-style-type: none"> <li>- Graph Paper</li> <li>- Pencils</li> <li>- Rulers</li> <li>- iPads</li> <li>- Roambi App</li> <li>- Dragon App</li> </ul>
<p><b>5. CLOSING (10 min.)</b></p> <ul style="list-style-type: none"> <li>- Following independent work, the students will participate in a whole group discussion surrounding their responses to the questions they answered following the completion of their bar graphs.</li> <li>- Once the whole group discussion ends, the teacher will distribute "3-2-1" Exit Slips with which students will individually <b>write or type</b> three things they learned, two things they found interesting and one new question they have.</li> </ul>	<ul style="list-style-type: none"> <li>- Students will participate in a whole group discussion then individually complete "3-2-1" Exit Slips.</li> </ul>	<ul style="list-style-type: none"> <li>- Exit Slips</li> </ul>

<b>REINFORCE-MENT</b>	<p><b>HOMEWORK/FOLLOW UP ACTIVITY (if appropriate).</b></p> <p>- The teacher will explain to students that for homework they will interview their parents, guardian or another adult of their choice and ask them what their recollection of Hurricane Katrina is.</p>	<p>- Students will interview parents, guardians or another adult of their choice. The students will ask the person they are interviewing what their recollection of Hurricane Katrina is then draw/sketch, write or verbally record a short summary of the response they receive, in their own words or illustration. If they choose to illustrate their interview summary, they must label it and be able to explain their depiction.</p>	
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**UDL Guidelines- Educator Checklist**  
**(explanations of checkpoints can be found here:**

[http://www.udlcenter.org/sites/udlcenter.org/files/Guidelines 2.0 Educator Checklist%20\(1\) 0.pdf](http://www.udlcenter.org/sites/udlcenter.org/files/Guidelines%202.0%20Educator%20Checklist%20(1).pdf)  
**f)**

I. Provide Multiple Means of Representation:	Notes
2. Provide options for perception	
1.1 Offer ways of customizing the display of information	
1.2 Offer alternatives for auditory information	<ul style="list-style-type: none"> <li>Enabling close captioning and distributing transcripts for films viewed in class provides extra layers of understanding for students who learn best visually.</li> </ul>
1.3 Offer alternatives for visual information	
2. Provide options for language, mathematical expressions, and symbols	
2.1 Clarify vocabulary and symbols	
2.2 Clarify syntax and structure	
2.3 Support decoding of text, and mathematical notation, and symbols	
2.4 Promote understanding across language	
2.5 Illustrate for multiple media	
3. Provide options for comprehension	
3.1 Activate or supply background knowledge	
3.2 Highlight patterns, critical features, big ideas, and relationships	
3.3 Guide information processing, visualization, and manipulation	
3.4 Maximize transfer and generalization	
II. Provide Multiple Means for Action and Expression:	Notes
4. Provide options for physical action	
4.1 Vary the methods for response and navigation	
4.2 Optimize access to tools and assistive technologies	
5. Provide options for expression and communication	<ul style="list-style-type: none"> <li>Allowing students to have options to express their knowledge makes it more</li> </ul>

	<p>likely for teachers to receive an accurate depiction of what and how much their students know collectively. Also, by including other means of expressing knowledge outside of writing, students with fine motor difficulties are able to display their understanding more effectively, such as being able to use their fingers to express numbers as opposed to writing the number down. When students are given options to write, type, draw/sketch or orally showcase their knowledge, they are more likely to explore new ways of expressing themselves and even tap into latent inclinations and skills. For example, if students are allowed to draw/sketch their responses, a student may discover through this experience that they enjoy art or have an inclination towards this skill which they may continue to craft and sculpt;</p> <ul style="list-style-type: none"> <li>Assessing students' knowledge by utilizing Thumbs Up, Thumbs Down allows for teachers to quickly gain an understanding of where their students are in their learning. This strategy is highly accessible to all students and can be adapted to be more of a private assessment by asking students to keep their thumbs close to their chests when indicating their response.</li> </ul>
5.1 Use multiple media for communication	
5.2 Use multiple tools for construction and composition	
5.3 Build fluencies with graduated levels of support for practice and performance	<ul style="list-style-type: none"> <li>Modeling how to approach what the students are learning supports each student's understanding of how to perceive and navigate the material so that they are more likely able to do so without assistance. Modeling is a feature of scaffolding which acts as a stepping stone to independent thinking.</li> </ul>
6. Provide options for executive functions	
6.1 Guide appropriate goal setting	
6.2 Support planning and strategy development	
6.3 Facilitate managing information and resources	
<b>III. Provide Multiple Means for Engagement:</b>	<b>Notes</b>

7. Provide options for recruiting interest	
7.1 Optimize individual choice and autonomy	<ul style="list-style-type: none"> <li>Providing students options of how to express their knowledge enables them to utilize what they need to display their understanding of the content, regardless of ability. For instance, allowing students to either submit hand written work or to use an iPad app to show their work diminishes limitations some students may experience such as those who have fine motor issues which may prevent them from being able to fully portray what they know through hand written work. Similarly, giving students the option to orally record their responses as opposed to limit submissions to hand-written work, opens up opportunities for students with stronger verbal communication skills to express what they know whereas they might have been stifled or limited if they were forced to write their work.</li> </ul>
7.2 Optimize relevance, value, and authenticity	
7.3 Minimize threats and distractions	
8. Provide options for sustaining effort and persistence	
8.1 Heighten salience of goals and objectives	
8.2 Vary demands and resources to optimize challenge	
8.3 Foster collaboration and community	<ul style="list-style-type: none"> <li>By utilizing the Turn &amp; Talk strategy, we are encouraging students to gain multiple perspectives which supports creating a community of inquiry that collectively builds knowledge and understanding.</li> </ul>
8.4 Increase mastery-oriented feedback	
9. Provide options for self-regulation	
9.1 Promote expectations and beliefs that optimize motivations	
9.2 Facilitate personal coping skills and strategies	<ul style="list-style-type: none"> <li>For students who need more movement, it is important to incorporate this within</li> </ul>

	<p>the curriculum in order for students to be able to appropriately receive the physical input they require to optimally learn. Instructing students to “clap” upon hearing specific words or phrases makes it more likely that they are absorbing information as they are required to listen attentively for the key words or phrases.</p>
9.3 Develop self-assessment and reflection	

## LESSON PLAN TEMPLATE

<b>Name</b> Mary Sanborn		<b>Topic/Title:</b> Earthquakes: How They Form and their Occurrence in History		<b>Day #:</b> 5
<b>VISION-SETTING: KNOW, SO, SHOW</b>	<b>1a. STANDARDS:</b> <b>Science:</b> <b>5.2.2.E Physical science principles, including fundamental ideas about matter, energy, and motion, are powerful conceptual tools for making sense of phenomena in physical, living, and Earth systems science.</b>		<b>1b. ENDURING UNDERSTANDINGS</b> <b>1. SWUT</b> there are various reasons why people migrate from one place to another.	
	<b>2a. STUDENT LEARNING OBJECTIVES</b> <b>Students will learn how an earthquake forms and will understand the large scale damage it can cause.</b>		<b>2b. TEACHER CONTENT KNOWLEDGE (<i>necessary prior knowledge</i>)</b> Teachers must have an understanding of how earthquakes form and the extent of devastation that can occur as a result of their occurrence.	
<b>PROCEDURE AND PRACTICE</b>				
<b>METHODS: GO</b>	<b>TEACHER'S ROLE</b> <b>Questions to Ask</b>		<b>WHAT ARE STUDENTS DOING?</b>	<b>MATERIALS</b>
	<b>1 STARTER/ANTICIPATORY SET (10 min.)</b> <ul style="list-style-type: none"> <li>To begin class, the teacher will ask students what their understanding of earthquakes are and how they believe earthquakes occur. <b>The teacher will hold up a picture of the earth-quake as she introduces the topic.</b> The teacher will ask students to Think-Pair-Share. <b>Emergent Bilingual students will be paired with students who speak their native language.</b></li> <li>Once Think-Pair-Share is complete; the teacher will ask students to come to the carpet.</li> <li>At the carpet, students will view the short film, <i>What is an Earthquake?</i> on the Smart Board. <b>Students will have a transcript of the film in both English and Spanish.</b></li> </ul>		- Students are considering how earthquakes form and engaging in a Think-Pair-Share to build upon one another's knowledge. Students will then view a film in which will prompt them to actively reflect upon the factors that cause earthquakes.	- Picture of Earthquake  - Smart Board

	<p><b>2. INTRODUCTION OF NEW MATERIAL</b> <b>(Guided Instruction/Procedure/Exploration) (10 min.)</b></p> <ul style="list-style-type: none"> <li>After the film is finished, students will be asked to Turn &amp; Talk with their partners to discuss what they learned from the video compared to their previous understanding of earthquakes. Emergent Bilingual students will be paired with students who speak their native language.</li> <li>Each Turn &amp; Talk group will share what they discussed then students will return to their desks.</li> <li>The teacher will assign small groups of 3 to complete a science experiment about earthquakes. Emergent Bilingual students will be grouped with at least one student who speak their native language.</li> </ul>	<ul style="list-style-type: none"> <li>Students will Turn &amp; Talk with their partners to discuss their new understandings of earthquakes.</li> <li>Students will meet with their groups to prepare for their science experiment.</li> </ul>	
	<p><b>3. GUIDED PRACTICE/EXPLORATION/ACTIVITY (30 min.)</b></p> <ul style="list-style-type: none"> <li>To view how an earthquake's shockwaves travel, each small group will create a "wave box" to simulate how waves vibrate throughout matter by using the Earthquake Wave Box Science Experiment guidelines. Students will be provided with both an English and Spanish version of the text. Key vocab will be reviewed with Emergent Bilingual student and will be included with definitions on the guideline.</li> </ul>	<ul style="list-style-type: none"> <li>Students will create simulations of an earthquake with their small groups.</li> </ul>	<ul style="list-style-type: none"> <li>Shoebox</li> <li>String</li> <li>Paperclips</li> </ul>
	<p><b>4. INDEPENDENT PRACTICE (10 min.)</b></p> <ul style="list-style-type: none"> <li>Students will journal their observations and reflections of the experiment. Students will be able to write, type or orally record their observations and reflections.</li> </ul>	<ul style="list-style-type: none"> <li>Students will note their observations of the simulations and reflect upon how damaging the phenomenon they witnessed could potentially be on a large scale (i.e. an earthquake). Students will consider what this means for families and communities in which earthquakes have taken place.</li> </ul>	<ul style="list-style-type: none"> <li>Journal</li> <li>iPad</li> </ul>
	<p><b>5. CLOSING (10 min.)</b></p> <ul style="list-style-type: none"> <li>Each small group will share their observations and findings during a whole group discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Students are sharing their observations and reflections while considering their peers' perspectives and understanding.</li> </ul>	

REINFORCE-MENT	<p><b>HOMEWORK/FOLLOW UP ACTIVITY (if appropriate).</b></p> <ul style="list-style-type: none"><li>• Following the whole group discussion, the teacher will discuss the homework assignment with students.</li><li>• Homework: Students will continue to reflect upon on how damaging the phenomenon they observed through their wave box experiments could be to communities on a large scale in the form of an earthquake. They will <b>write, type, or orally record</b> their additional understandings and finding alongside their original entries.</li></ul>	<p>- Students using their newly collected knowledge and expanding upon their original entries.</p>	
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## Supporting Emergent Bilinguals SIOP Model Checklist

1. Preparation
2. Building Background
3. Comprehensible Input
4. Strategies
5. Interaction
6. Practice and Application
7. Lesson Delivery
8. Review and Assessment

Checklist for ELL adaptations:

<b>Preparation</b> <ul style="list-style-type: none"><li>• When introducing a new concept, the teacher will hold up a visual and point to it while describing it's features.</li></ul>	<b>Building Background</b> <ul style="list-style-type: none"><li>• Teacher will consult students prior to the lesson to understand their prior knowledge and introduce them to the material so that they have time to process it at their own pace.</li></ul>
<b>Comprehensible Input</b> <ul style="list-style-type: none"><li>• Key vocab will be reviewed with Emergent Bilingual student and will be included with definitions on the guideline.</li></ul>	<b>Strategies</b> <ul style="list-style-type: none"><li>• Students will have transcripts of the films viewed in class in both their native and emerging languages.</li></ul>
<b>Interaction</b> <ul style="list-style-type: none"><li>• Emergent Bilingual students will be paired with students who speak their native language in order for them to have more comprehensible access to the content.</li></ul>	<b>Practice and Application</b> <ul style="list-style-type: none"><li>• If learners understand the content in their native language, that understanding is able to “transfer” to the language that they are emerging in. This is why Emergent Bilingual students need materials and supports in their native language.</li></ul>

<b>Lesson Delivery</b> <ul style="list-style-type: none"> <li>Students will be provided with both an English and Spanish version of the text. Key vocab will be reviewed with Emergent Bilingual student and will be included with definitions on the guideline. In this way, teachers are priming Emergent Bilingual students so that they will be able to recognize and remember what they reviewed before the lesson so that they are better able to comprehend the material.</li> </ul>	<b>Review and Assessment</b> <ul style="list-style-type: none"> <li>Students will have the option to able to write, type or orally record their observations and reflections. This supports emerging bilinguals in that they may be better able to express their knowledge and understanding with means other than written form.</li> </ul>

**Brochure Rubric**

Your Name: Mary Sanborn

<b>Category</b>	<b>3 point</b>	<b>2 points</b>	<b>1 points</b>	<b>Score</b>
Layout/ Presentation	Brochure is formatted properly and in-line with the requirements of the assignment. Illustrations/graphics are support this content and catch the eye without distracting, and content is presented in a creative and thoughtful, but organized manner.	Brochure is properly formatted and all requirements of the assignment are met (illustrations are used). Content is organized appropriately.	The project maintains the appropriate format, but the content is not presented in a clear manner. Formatting does not display information in a way that is organized.	
Research/ Content	Information from all teacher-provided sources is included. It is clear the student has read all materials, synthesized the content, and appropriately used it in their project. Further, the student explored for additional sources and content to include.	It is clear that most teacher-provided sources were included. Some thought has been given to how these sources and information relate to one another.	Few teacher-provided sources were used, and a clear understanding of the information is not apparent. It is not clear whether or not the student read and assimilated the information they were provided.	
Purpose	The brochure is well-tailored to victims of natural disasters. Thought has been given to providing information that is relevant to the intended audience.	Content is accurate and factual. The illustrations and content work well together, but are not always specifically tailored to the intended audience.	The brochure has no clear purpose. Content may be accurate, but is not useful for victims of natural disasters.	
Grammar	Grammar and spelling is at or above expected level. Care has been taken to ensure hand-writing/format of typing is clear and legible, and structure is organized in a clear and concise manner.	There are few grammatical or spelling errors. Generally formatting of text is clear and readable, and paragraphs and sentences are generally thoughtfully constructed.	There are frequent grammatical and spelling errors. The handwriting/format is difficult to read. The structure of sentences and paragraphs is disjointed and content does not flow due to these errors.	
<b>Total Score</b>				

Category Type

5  
4  
3  
2  
1  
0

Hurricane  
Katrina

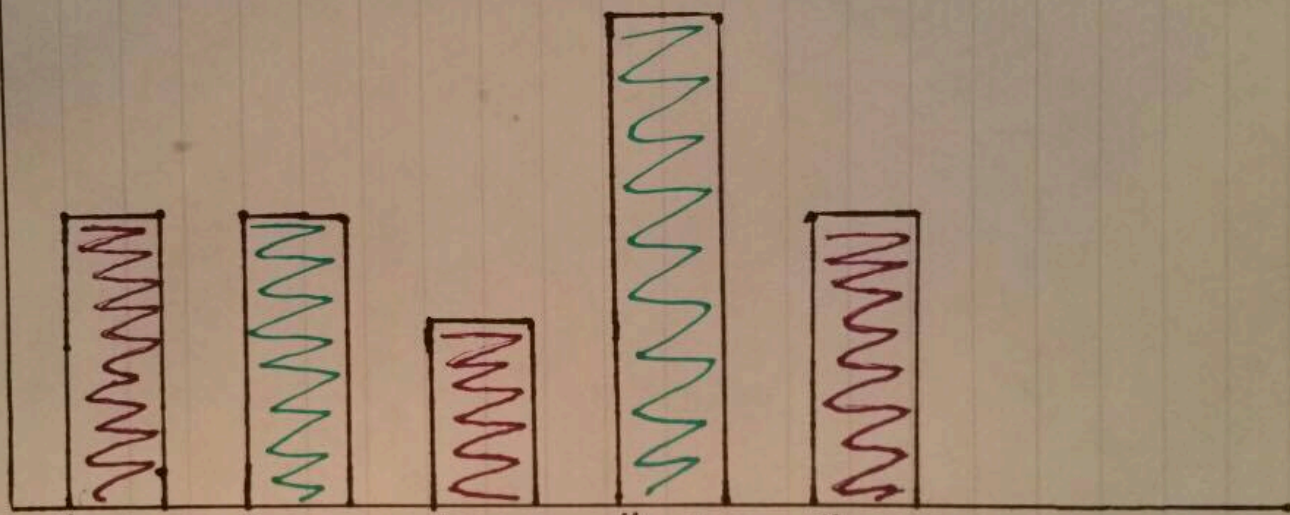
Hurricane  
Sandy

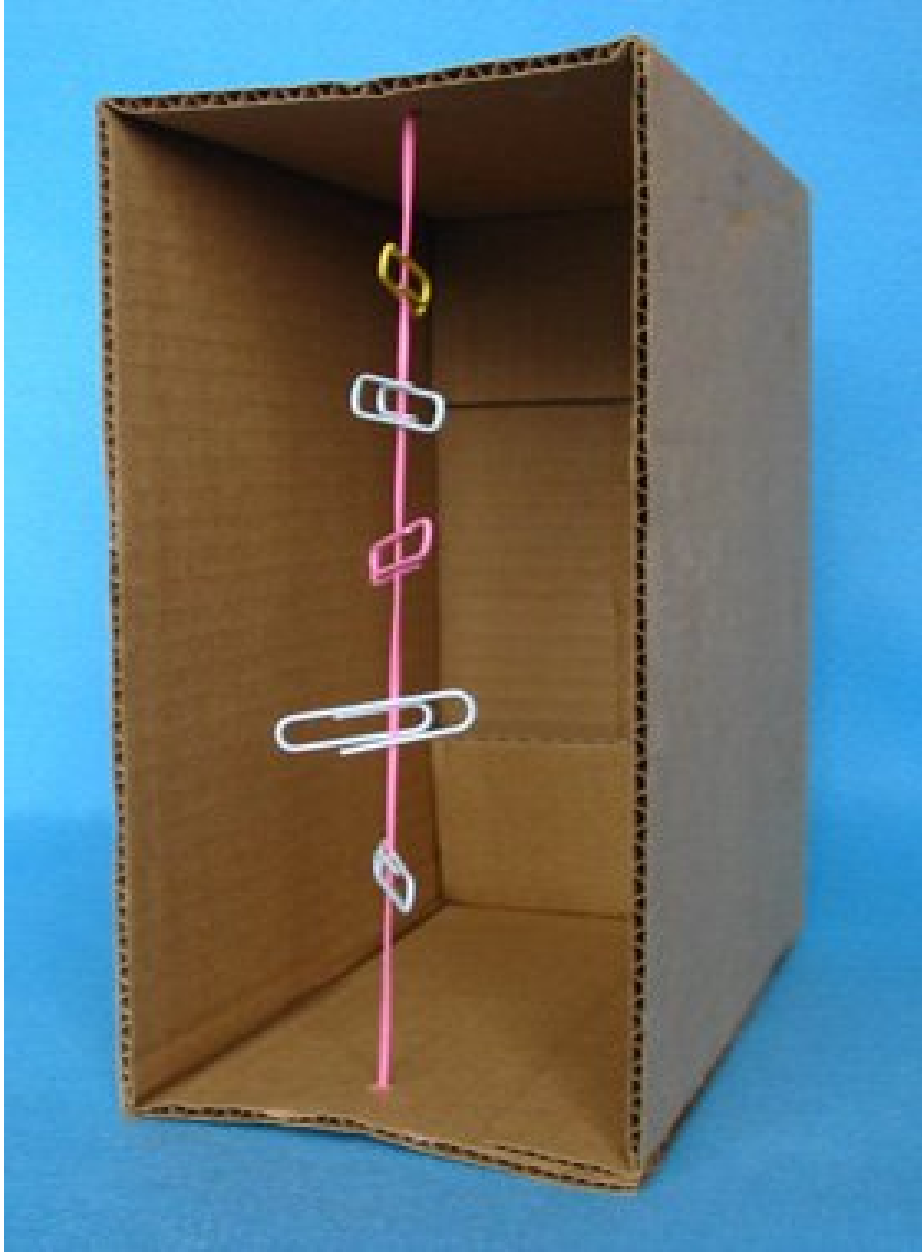
Hurricane  
Ike

Hurricane  
Andrew

Hurricane  
Wilma

Hurricane Name





# THE EARTHQUAKE

ON MY  
ISLAND



PASCALE COQ