

**Newark Teacher Project
Social Justice Curriculum Unit (SJU)
Dr. Picower
Fall 2023**

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PART 1: PLANNING THE UNIT OVERVIEW

Part I: Unit Overview

Potential grade level: Fourth grade

Unit Title: Patterns of Colonization

Topic: Colonization trends-indigenous land loss in connection with current gentrification

Topic Justification (How does this topic address 4I's, 6 elements, CCW, community responsiveness, student interest)

In choosing my topic I had to take into consideration the curriculum and what will be taught in my school in the coming months. We are in Unit 2: Life before 1492, The Indigenous People of the New World, and will eventually move into Unit 3: Life after 1492, Native American Assimilation. Making the connection between the indigenous land loss and the current gentrification of Newark will allow me to implement element 3 of the 6 elements of social justice. I can even scaffold this unit, if time permits, to go into element 4 by looking at how indigenous people come together even to this day to fight for their rights and possibly investigate community leaders who are fighting against gentrification in our city. The connection made to the current gentrification can be a way of raising awareness as well as being community-responsive since it is an issue that as residents of Newark, we are affected by. While investigating these issues, the framework of community cultural wealth can also be addressed when discussing the different types of cultural capital that make us the resilient community we are. In addition, discussing colonization trends leads to discussing the 4 I's of oppression, specifically ideological and institutional, and the outcomes of power in our city.

Themes (about 4-6 words or phrases)

Gentrification

Colonization

Power

Land theft/ Displacement

Patterns of colonization

Section II: Enduring Understandings

What do you want students to remember 10 years from now?

1. SWUT certain groups in power may be entitled to seize land as they see fit.
2. SWUT oppressed people are frequently affected by patterns of land theft.
3. SWUT cultural exchanges alter the lives of different groups of people.

Essential Questions:

What question provides a doorway into this topic?

1. How does power or lack of power affect the living conditions of certain groups of people?
2. What patterns do you notice from the consequences of colonization?
3. How do cultural exchanges affect the lives of those with more or less power?

Abstract

(Short paragraph summarizing the unit as a whole- how would you describe the unit to a stranger? Do this last*):

This unit allows students to connect the novel 'Buffalo Bird Girl' and the unit on Native American assimilation and genocide, to the effects of economic development in their community. As an ever-evolving city, certain sections in Newark are being transformed with luxurious apartment buildings, restaurants, and supermarkets. These are great assets to the economy and the quality of life of the people living in Newark. However, these constructions also come with harm just like colonization harmed the Native Americans, people who were already living in the lands before the colonists. The unit provides students with the opportunity to not only learn more about their city but also to voice their opinion on matters that affects them and their families. The unit starts by defining colonization and transitioning into economic development. Vocabulary words such as displacement, reservations, and gentrification tie into the themes of power and patterns of colonization, which is the title of the unit. At the end of this unit, students will write letters to the Mayor of Newark with their perspectives on economic development and provide reasons and details to support them based on what they learned during the first two days.

Implementation Date

Discuss with your mentor teacher when you can carve out time to teach this 3-day unit.

Implementation Dates: December 1-6 (Friday, Monday and Wednesday)

Part 2: Planning With Standards

NJS Standards Addressed: Use the **2020 standards** for your subject area and find between 3-8 standards that cover the unit you are planning. Regardless of your subject area, also choose 3-7 social studies standards that cover your unit that you could use to justify why your topic is appropriate. <http://www.state.nj.us/education/cccs/>. Feel free to use any other content standards that fit your unit.

Standards for your subject area

Cut and paste below the “Standard” and the related “Content Statement” that covers your unit.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

2020 Social Studies Standards

The experiences people have when they migrate to new places differ for many reasons, including whether it is by choice or condition.

6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.

Events may be viewed differently based on one's perspective.

6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered

Part 3: 3 Day Unit

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| Unit Title: Displacement and Land Theft | Teacher: Ms. Lopez | Grade: Fourth |
| Unit Description: In this 3-day unit, students will learn about the effects on colonization. They will learn about the cause and effect of events in history from a novel and compare it to events happening in their own community. They will also use a Venn diagram to find similarities and differences among colonization trends. This comparison will bring awareness of the patterns and effects of colonization and land theft on different groups of people. | Standards Addressed: NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. | |

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| | | NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. 6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed. (put in just the ones that cover what end up in this chart) |
| Enduring Understandings 1) SWUT certain groups in power may be entitled to seize land as they see fit. 2) SWUT oppressed people are frequently affected by patterns of land theft. 3) SWUT cultural exchanges alter the lives of different groups of people. | | Essential Questions 1) How does power or lack of power affect the living conditions of certain groups of people? 2) What patterns do you notice from the consequences of colonization? 3) How do cultural exchanges affect the lives of those with more or less power? |
| List Individual Student Needs: | | |
| Day | Daily Mini-Lesson Summary (Reading/Writing Workshop: Minilesson, Guided/Small Group/Independent Practice, Closure) | Assessment: Phrased as: "Students will demonstrate understanding of (CONTENT) as evidenced by (PRODUCT)" |
| Day 1 | <ul style="list-style-type: none"> ● Revisit the definition of 'colonization' by recapping the end of the book <i>Buffalo Bird Girl</i> and make connections to the word colonization. <ul style="list-style-type: none"> ○ Think about who is being affected and how they are being affected. (This can be positive or negative depending on the group of people) ● Use anchor chart paper, make a circle in the middle with the word colonization. | <ul style="list-style-type: none"> ● Students will demonstrate an understanding of the connections of the word colonization to the novel <i>Buffalo Bird Girl</i> as evidenced by writing their ideas on post-its and putting them on an anchor chart paper. ● Students will demonstrate an understanding of the cause and effect of colonization as evidenced by accurately filling out a cause and effect |



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| | <ul style="list-style-type: none"> ○ Have students discuss in groups and write in post-its how they think the word colonization is shown in the novel. ● Have groups of students work on cause-and-effect worksheets about the impacts of Europeans landing on the land that the Native American people lived in. <ul style="list-style-type: none"> ○ Use ideas from the colonization chart to put the effects of colonization ● Have students identify positive and negative effects and which groups of people are connected to the positive effects and negative effects. | <p>worksheet.</p> |
| <p>Day 2</p> | <ul style="list-style-type: none"> ● Show students a clip of the movie <i>Up</i>. ● Present a slideshow of pictures of Newark where buildings are being constructed?? <ul style="list-style-type: none"> ○ Students jot down what they see and how development affects Newark. ● Introduce the term gentrification by showing a 3-minute news clip about gentrification in Newark as well as other cities like Jersey City and Hoboken. <ul style="list-style-type: none"> ○ Discuss what gentrification is and how it is shown both in the video and the picture slideshow. ● Have groups of students fill out a cause-and-effect chart using their notes from the slideshow. <ul style="list-style-type: none"> ○ Think about who is being affected and how they are being affected. (This can be positive or negative depending on the group of people) | <ul style="list-style-type: none"> ● Students will demonstrate an understanding of the cause and effect of the economic development of Newark as evidenced by writing their ideas in a cause and effect worksheet from the picture slide show presented. ● Students will demonstrate an understanding of the word gentrification as evidenced by providing additional examples of the effects of economic development in Newark. |

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| | <ul style="list-style-type: none"> ● Have students identify positive and negative effects and which groups of people are connected to the positive effects and negative effects. | |
| Day 3 | <ul style="list-style-type: none"> ● Give students magnet strips with some positive and negative effects they wrote from the previous lesson ● Make four quadrants on a whiteboard and have students group the 'effects' under the title it would fit in (Benefits Newark residents, Benefits business owners, Harms business owners, Harms Newark residents) ● Discuss which groups of people have more power by looking at the chart and seeing which groups of people benefit more from economic development. ● Using the chart, students will fill out an opinion template that will help them organize their ideas to write a letter to Mayor Ras Baraka with their position on the economic development of Newark. <ul style="list-style-type: none"> ○ Introductory paragraph including a topic sentence, thesis statement, and bridge sentences. ○ Two to three reasons with details ○ Closing paragraph restating thesis and recapping main points. | <ul style="list-style-type: none"> ● Students will demonstrate an understanding of the connections between power and certain groups of people as evidenced by putting the effects that impact Newark residents versus the effects that impact business owners/ developers on a whiteboard. ● Students will demonstrate an understanding of the effects of cultural exchanges as evidenced by filling out an opinion template with details on their position on economic development in Newark. |

Part 4: Lesson Plan

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| Name: Tania Lopez | Topic/Title: Buffalo Bird Girl and Colonization | Grade Level/CT: 4th Grade/ Mrs. Hickey | |
| <p>1a. STANDARD: NJ Common Core Standards NJLSLA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJLSLA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.</p> | | <p>1b. ENDURING UNDERSTANDINGS: SWUT certain groups in power may be entitled to seize land as they see fit. SWUT cultural exchanges alter the lives of different groups of people.</p> | |
| <p>2a. OBJECTIVES /LEARNING INTENTIONS: The students will complete a cause-and-effect chart using ideas from the colonization anchor chart and the book <i>Buffalo Bird Girl</i> to show the motives and impacts of colonization.</p> | | <p>2b. TEACHER CONTENT KNOWLEDGE (<i>necessary prior knowledge</i>): The teacher must have read the book <i>Buffalo Bird Girl</i>. The teacher needs to know the impact of colonization on both the Native American groups and the Europeans. The teacher needs to know that cause means the reason something happens (the why, what made it happen?) and effect means the result (what happened as a result?).</p> | |
| <p>3. ASSESSMENT: Formal assessments-listen to student conversations during the lesson. Review post-it notes with student feedback about colonization shown in <i>Buffalo Bird Girl</i> and post-it notes with student feedback about the effects of colonization in the anchor chart. Cause and effect worksheet.</p> | | | |
| <p>4. INDIVIDUALIZED STUDENT NEEDS: translation of material available for bilingual students, bilingual push-in service offered, Chromebook allowed for student to use to translate ideas or they may write in Spanish, students who are unable to see SmartBoard from seat may move up, wobble chairs offered for a group of students in randomized order for 10 minutes then swap for another group of students.</p> | | | |
| PROCEDURE AND PRACTICE | | | |
| TEACHER'S ROLE Questions to Ask | | WHAT ARE STUDENTS DOING? | MATERIALS |

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| <p>1. LAUNCH/STARTER/ANTICIPATORY SET (5-10 min.)</p> <p>The teacher will introduce the unit “Patterns of Colonization” and draw from their previous lessons or background knowledge by asking students what indigenous group might have lived in the type of dwelling presented in the title slide. “We’ve heard of the word colonization throughout our second and third units: life before and after 1492” Reiterate that we’ve studied other native american groups and their lives before and after colonists began to settle in their lands.</p> <p>Then the teacher will pick a student to read the learning intentions for the lesson.</p> <p>The teacher will place some post-it notes in the center of each group (6 groups of 3-4) and instruct students to take out their <i>Buffalo Bird Girl</i> book and turn to page 36. The teacher will explain to the students they will be using their book <i>Buffalo Bird Girl</i> to think about “How is colonization shown in the book <i>Buffalo Bird Girl</i>?” Teacher may say “Think about: Who the colonists are? Where did they colonize and why? Who are the people that were in those lands being colonized? What’s happening to them, good or bad”</p> <p>Think, pair, share: Students will have 5 minutes to think to themselves and write an idea on a Post-it, discuss it with a partner, and put it on an anchor chart in front. Students are asked to put their name on the top corner of their Post-it. Start a timer.</p> <p>While students read and discuss, move the anchor chart to the front of the class (the anchor chart should have the word colonization in the middle). Walk around to monitor conversations.</p> <p>After the timer is up teacher will read aloud the ideas posted by students clarifying any misconceptions and adding information as necessary.</p> | <p>Students will raise their hands to respond to the introductory question (possible responses: Hidatsa people from the book <i>Buffalo Bird Girl</i>, Tainos from the book <i>Morning Girl</i>, Mayas, Aztecs, Incas, Leni Lenape). A student reads learning intentions from the slide.</p> <p>They take out their <i>Buffalo Bird Girl</i> book, and a pencil, and turn to page 36.</p> <p>Students will think and write their ideas in a post-it.</p> <p>Students will discuss with their partners how colonization is shown in the book.</p> <p>They will put their Post-it notes on the anchor chart.</p> <p>Students will listen to other group ideas as the teacher reads the Post-it notes placed on the anchor chart.</p> <p>Students use symbols to suggest agreement, add on, or challenge an idea.</p> | <p><i>Buffalo Bird Girl</i> book</p> <p>Anchor chart paper</p> <p>Post-its</p> <p>Pencils</p> <p>Timer</p> <p>5 Minute Winter ❄️</p> <p>Countdown Timer ⌚ -</p> <p>YouTube</p> <p>SmartBoard with presentation</p> <p>Google translate on hand (if necessary)</p> <p>Google Translate</p> |
| <p>2. LEARNING ACTIVITIES (25 min.)</p> <p>Keeping the anchor chart up. Introduce the idea of cause and effect by showing a slide with an example. Ask students to provide one or two more examples to assess their understanding.</p> | <p>Students will look at the slide on cause and effect and share examples of other cause-and-effect scenarios.</p> <p>Two students will hand out cause-and-effect worksheets.</p> <p>Students will write their names and date on their worksheets.</p> | <p><i>Buffalo Bird Girl</i> book</p> <p>Cause and Effect handout.</p> <p>Cause and effect template.pdf</p> |

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| <p>“Now that we learned about colonization, we will organize our ideas into a cause-and-effect chart. The cause of something is the reason why it is happening. The effect of something is the result of what happened.”</p> <p>The teacher asks two volunteer students to hand out the cause and effect worksheets per student.</p> <p>The teacher pulls up the template of the cause and effect handout on SmartBoard. “Please put your name and the date on your handout once you receive one.</p> <p>The teacher may ask students what is happening to the Hidatsa people to lead them to write colonization as the cause on the worksheet on the SmartBoard. Model one positive and one negative effect of colonization. Give students 10 minutes to work in groups to write 4 more effects of colonization using ideas from the anchor chart or previously learned information.</p> <p>Set a timer for 10 minutes.</p> <p>Walk around the room to monitor, answer questions, and clarify.</p> <p>The Teacher will ask students to share some of the effects they came up with and add them to the SmartBoard.</p> <p>The teacher will point out that some effects may be negative while others may be positive.</p> | <p>Students will respond to questions as the teacher guides them filling out the cause and effect worksheet.</p> <p>Students will write colonization in the ‘cause’ circle in their worksheets as shown from SmartBoard.</p> <p>Students may work individually or in groups to enter 4 more effects of colonization in complete sentences.</p> <p>Students will share the effects they wrote down.</p> <p>Students may add additional effects if they need to.</p> | <p>Pencils SmartBoard Timer 10 Minute Winter Countdown Timer With Calming Music   - YouTube Google translate on hand (if necessary) Google Translate</p> |
| <p>3. CLOSURE (5 min.)</p> <p>The teacher will ask students to identify which effects are positive and which effects are negative by highlighting or underlining positive effects with green and negative effects with red.</p> <p>Ask two student volunteers to collect the cause and effect worksheets when done.</p> | <p>Students will use a green highlighter or crayon to underline the positive effects and a red highlighter or crayon to underline the negative effects of colonization.</p> <p>Student volunteers will collect the worksheets once they finish.</p> | <p>SmartBoard Cause and Effect handout Red and green highlighters or crayon Pencil Google translate on hand (if necessary) Google Translate</p> |
| <p>HOMEWORK/FOLLOW UP ACTIVITY (if appropriate).</p> | | |

| Name: Tania Lopez | Topic/Title: Economic Development and Gentrification | Grade Level/CT: 4th Grade/ Mrs. Hickey |
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| <p>1a. STANDARD: NJ Common Core Standards NJLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to the task, purpose, and audience.</p> <p>6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed. Events may be viewed differently based on one's perspective.</p> <p>6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered</p> | <p>1b. ENDURING UNDERSTANDINGS SWUT certain groups in power may be entitled to seize land as they see fit. SWUT cultural exchanges alter the lives of different groups of people.</p> | |
| <p>2a. OBJECTIVES /LEARNING INTENTIONS The students will complete a cause and effect chart using a picture slideshow and news video to demonstrate the motives and impacts of economic development in Newark, NJ.</p> | <p>2b. TEACHER CONTENT KNOWLEDGE (<i>necessary prior knowledge</i>) The Teacher has to know some of the history of Newark and areas being affected by economic development. The teacher has to know the definition of gentrification and try to show the connection to the groups of people who are in power.</p> | |
| <p>3. ASSESSMENT: Formal assessments-listen to student feedback from entry task discussion. Student notes from picture slideshow. Student input during a class discussion on gentrification. Cause and effect worksheet with 4 or more effects of economic development.</p> | | |
| <p>4. INDIVIDUALIZED STUDENT NEEDS: translation of material available for bilingual students, Spanish close captioning for video, bilingual push-in service offered, Chromebook allowed for the student to use to translate ideas or they may write in Spanish, students who are unable to see SmartBoard from seat may move up, wobble chairs offered for a group of students in randomized order for 10 minutes then swap for another group of students.</p> | | |

| PROCEDURE AND PRACTICE | | |
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| TEACHER'S ROLE Questions to Ask | WHAT ARE STUDENTS DOING? | MATERIALS |
| <p>1. LAUNCH/STARTER/ANTICIPATORY SET (10 min.)</p> <p>The Teacher will show a clip from the movie <i>Up</i>, when Mr. Fredericksen is being evicted because developers want to tear down his house to build there. “What is going on in this part of the movie?” “How is Mr. Fredericksen being affected?” “How are the construction workers being affected?” “How does this compare to the book <i>Buffalo Bird Girl</i>?” “Have you seen this in your own community?”</p> <p>After the video, have a whole class discussion and jot down what students think are the positive effects of the construction going on and what are the negative effects of the construction going on.</p> <p>Review cause and effect as a recap from the previous day's lesson.</p> <p>Define economic development using the slide and make connections to effects listed about construction.</p> | <p>Students will watch a movie clip.</p> <p>Students will participate in the whole class discussion by raising their hands to give answers to the opening discussion question.</p> <p>A student will read the definition of economic development on the presentation slide.</p> | <p>Video clip on SmartBoard</p> <p>Construction Site Scene - Up Movie - YouTube</p> <p>Google translate on hand (if necessary)</p> <p>Google Translate</p> |
| <p>2. LEARNING ACTIVITIES (25 min.)</p> <p>“Now let’s take a look at our own community in Newark and see how economic development affects it”</p> <p>Give students a sheet of lined paper and have them write their name, the date, and the heading as Economic Development.</p> <p>Teacher: “I am going to play a slide show for you to see some images and I will explain why I chose these images. As I go through the slides, jot down what you notice in terms of development and then we will discuss what ideas you came up with”</p> <p>Teacher will show students a slideshow of pictures of Newark where buildings are being constructed.? “Think about who is being affected and how they are being affected. (This can be positive or negative depending on the group of people)”</p> | <p>Students will write down their heading on a lined sheet of paper. Then they will watch the slideshow and jot down notes about how development affects people living in that community (like Mr. Fredericksen) and the developers (business owners).</p> <p>Students will participate by raising their hands and/or showing symbols to suggest agreement, add on, or challenge an idea. They will share their ideas about the pictures they see.</p> <p>Students will watch a 3-minute news video and jot down notes about what they see and hear being said in the news clip related to the effects of economic development.</p> | <p>SmartBoard</p> <p>Picture slideshow</p> <p>https://docs.google.com/presentation/d/e/2PACX-1vT0i94ZqbFR2CTZVWKvf501_2h7wCrg9EGNV6FlbD2I-tRCDOS1XvHZdA4y_N80r8sVypD7mqwhI33h/pub?start=false&loop=false&delayms=3000</p> <p>News video clip</p> <p>https://youtu.be/sfba6ar5qsg</p> |

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| <p>After the slide show, the teacher will ask students to share some of the ideas they wrote down. The teacher will add information or clarify any misconceptions as necessary.</p> <p>The teacher will then show a 3-minute news clip about gentrification in Newark and what people have to say about it. Ask students to jot down notes about what they see and hear being said in the news clip.</p> <p>Pause the video at 1:15 to go over the idea of economic development and what the people of Newark have to say about it. “Is economic development improving the lives of <i>all</i> the residents in Newark?” Continue the video and discuss housing and affordability. Make connections to the <i>Up</i> video clip (Mr. Fredericksen being kicked out to a retirement home) and the Native Americans being placed in reservations.</p> <p>Introduce the term gentrification. Discuss and define gentrification together with students.</p> <p>The teacher pulls up the template of the cause and effect handout on SmartBoard and then hands out the cause and effect worksheet. The teacher models and helps students with the cause section. “What is happening in Newark according to what we have been discussing” Teacher shares her own experience about living in Newark’s Ironbound section. Even though many great apartment buildings are being built, finding parking when she visits her mother is a struggle. The teacher will reiterate that there are both positive and negative effects of economic development and write her examples on the smart board.</p> <p>In groups, students will have 5 minutes to fill in their cause-and-effect charts about the effects of economic development in Newark using their notes, the image slide show available to them and the news clip. The teacher sets a timer for 5 minutes.</p> <p>The Teacher will ask students to share some of the effects they came up with and write them to the SmartBoard.</p> | <p>Students will participate in whole-class discussions about gentrification and what it means for the people living in Newark.</p> <p>Students will reply as the teacher models filling out the cause and effect chart. Students may respond “construction, development, economic development”</p> <p>Students will fill out a cause-and-effect chart using ideas from the picture slide show and the news clip. Students may add gentrification as one of the effects of Newark’s economic development.</p> <p>Students will participate by sharing some effects they wrote down in their charts.</p> <p>Students may add additional effects if they need to.</p> | <p>Cause and Effect handout. Cause and effect template Newark.pdf Pencils Timer Google translate on hand (if necessary) Google Translate</p> |
| <p>3. CLOSURE (5 min.)</p> <p>The teacher will ask students to look back in their cause and effect charts and identify which effects are positive and which effects are negative by</p> | <p>Students will use a green highlighter or crayon to underline the positive effects and a red highlighter or crayon to underline the negative effects of colonization.</p> | <p>SmartBoard Notes</p> |

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| <p>highlighting or underlining positive effects with green and negative effects with red.</p> <p>Ask one student volunteer to collect the cause and effect worksheets when done.</p> | <p>Student volunteers will collect the worksheets once they finish.</p> | <p>Cause and Effect handout Red and green highlighters or crayon Pencil Google translate on hand (if necessary) Google Translate</p> |
| <p>HOMEWORK/FOLLOW UP ACTIVITY (if appropriate).</p> | | |

| Name: Tania Lopez | Topic/Title: What is your opinion? | Grade Level/CT: 4th Grade/ Mrs. Hickey |
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| <p>1a. STANDARD: NJ Common Core Standards</p> <p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.</p> <p>Events may be viewed differently based on one's perspective.</p> | <p>1b. ENDURING UNDERSTANDINGS</p> <p>SWUT oppressed people are frequently affected by patterns of land theft.</p> <p>SWUT certain groups in power may be entitled to seize land as they see fit.</p> | |
| <p>2a. OBJECTIVES /LEARNING INTENTIONS</p> <p>Students will complete a multi-paragraph opinion template about their position on economic development in Newark from a resident perspective using information from the cause-and-effect worksheet. Their opinion piece will be addressed to Mayor Ras Baraka.</p> | <p>2b. TEACHER CONTENT KNOWLEDGE (<i>necessary prior knowledge</i>)</p> <p>The teacher has to know the effects written in the previous lesson about economic development in Newark. The teacher needs to know if students can complete a multi-paragraph writing template.</p> | |

3. ASSESSMENT: Formal assessment- students group effects into four categories (harms Newark residents, benefits Newark residents, benefits business owners, harms business owners) during entry task/do now activity. Students fill out multiple paragraph outline with the topic, thesis statement, two or three details and closing paragraph. The teacher listens for student participation when working as a whole class to identify details for the reasons they might feel economic development may benefit or harm them.

4. INDIVIDUALIZED STUDENT NEEDS: translation of material available for bilingual students, bilingual push-in service offered, Chromebook allowed for student to use to translate ideas or they may write in Spanish, students who are unable to see SmartBoard from seat may move up, wobble chairs offered for a group of students in randomized order for 10 minutes then swap for another group of students.

PROCEDURE AND PRACTICE

| <p>TEACHER’S ROLE Questions to Ask</p> | <p>WHAT ARE STUDENTS DOING?</p> | <p>MATERIALS</p> |
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| <p>1. LAUNCH/STARTER/ANTICIPATORY SET (10 min.) The teacher will give students some magnetic strips with the positive and negative effects of economic development (discussed in the previous lesson). Explain to the students that they will make two lines on a magnetic whiteboard to divide the board into four. Each quadrant will be labeled with a magnet label (Benefits Newark residents, Benefits business owners, Harms business owners, Harms Newark residents). They will have 5 minutes to work in their groups and place the strips under the group of people who are either harmed or benefit from the effects of economic development (i.e., expensive apartments is an effect that would impact the Newark residents so this magnet strip would be placed under the side that has Harms Newark Residents) Set the timer for 5 minutes. Discuss as a whole class, clarify any misconceptions, and add information as necessary.</p> | <p>Students will work in groups and set up their whiteboards. They will first find the strips that have the titles (Benefits Newark residents, Benefits business owners, Harms business owners, Harms Newark residents) and place those on each quadrant of their board. Then they will distribute a fair amount of strips amongst each of them and decide as a group which ‘effects’ belong in each quadrant. Students will participate in a whole class discussion to compare group answers.</p> | <p>SmartBoard Magnetic strips with ‘effects’ printed on them. Personal magnet boards (1 per group) Timer 5 Minute Winter ❄️ Countdown Timer ⌚ - YouTube</p> |
| <p>2. LEARNING ACTIVITIES (25 minutes) The teacher will explain to the students that now that they have learned about who is being affected by economic development in Newark, they will use what they learned and form their own opinions.</p> | <p>One student will pass out the multi-paragraph outline sheets. Students will write their names and date on their forms.</p> | <p>SmartBoard Multiple paragraph outline (MPO) https://docs.google.co</p> |

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| <p>The teacher will pull up the multiple-paragraph outline onto the SmartBoard to model for students as they write their own.</p> <p>Ask a student to pass out the multiple-paragraph outline templates to each student. Remind students to write their full names and the date.</p> <p>The teacher will guide students to come up with a topic as a whole class. (i.e Economic development, effects of econ. development, etc.)</p> <p>Help students write a hook (i.e, “The Mayor doesn’t know us yet so how can we hook the reader, in this case, the Mayor, into reading our letters?”)</p> <p>Provide students with sentence starters such as “My name is _____ and I am a _____ grade student at _____ Elementary School in _____, NJ.”</p> <p>Guide students to write a thesis statement that incorporates their opinions, (i.e, Let me tell you how economic development affects me.) Ask students to write a bridge sentence that will tie in their hook and thesis statement.</p> <p>Set a timer for 5 minutes to allow students to write a hook, a bridge statement, and a thesis statement.</p> <p>For the body of the letter, the teacher will model how to choose reasons for how economic development affects her and what details to include. (i.e., Economic development harms me because there are fewer parking spots for me when I go visit my family. First, I waste gas going around looking for parking. Also, I have less time to spend with my family. In addition, I have to walk longer distances when I park very far.) Remind students to add transition words/ phrases.</p> <p>Set a timer for 15 minutes for students to write their reasons with supporting details.</p> | <p>Students will watch the teacher model and participate in a whole class discussion about what they think the topic of their letters should be.</p> <p>Students will participate in the discussion about introductory paragraphs.</p> <p>Students will write their own hook, thesis, and bridge sentence.</p> <p>Students will watch the teacher model how to write the body paragraphs with a reason and supporting details.</p> <p>Students will write their 2 reasons for their opinions with supporting details.</p> | <p>m/document/d/124JfZ15KSRK2crkGuAqy574M5iUKjnKdrWJT4SIgiMU/edit?usp=sharing</p> <p>Timer</p> <p>Google translate on hand (if necessary)</p> <p>Google Translate</p> |
| <p>3. CLOSURE (10 min)</p> <p>For the conclusion, the teacher will explain that we start with a transition, restate our thesis, and recap the main points. (i.e., As you can see this is how economic development harms me. There are fewer parking spots available and more traffic where I live. I suggest offering other parking options for the people that live in the areas of construction. What do you think Mayor Ras Baraka?)</p> | <p>Students will watch the teacher model the conclusion paragraph.</p> <p>Students will write notes for their conclusion paragraph.</p> <p>One student collects all the paperwork.</p> | <p>SmartBoard</p> <p>Multiple paragraph outline (MPO)</p> <p>https://docs.google.com/document/d/124JfZ15KSRK2crkGuAqy574M5iUKjnKdrW</p> |

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| <p>Set timer for 5 minutes for students to write their conclusion. Ask a student to collect the outlines.</p> | | <p>JT4SIgiMU/edit?usp=sharing Timer Google translate on hand (if necessary) Google Translate</p> |
| <p>HOMEWORK/FOLLOW-UP ACTIVITY (if appropriate). Students will write out their letters using the template, edit/ revise and finally type the letters to be sent out to the Mayor.</p> | <p>Students will write their letters using their outlines, edit/ revise, and type during literacy centers.</p> | |