Table 2

*Unit Plan*

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| Six-Step Instructional Planning Framework Using the Example of the Concept of Citizen’s Rights |
| Step | UNIT PLAN  |
| **Topics/concepts**What information is already in the curriculum? What recurring concepts are evident?Categorize these topics, events, facts, etc. according to key recurring conceptsDetermine additional factual information (e.g., current events; varied examples) | **CONCEPT: Citizens’ Rights****People or events who fought for citizens’ rights**\*Civil rights: Rosa Parks \*Slavery: Underground Railroad\*Women’s suffrage\*Migrant workers’ right\*Education rights **Current event/s**\*Black Lives Matter movement\*Parents fighting for families being deported and freedom of assembly\*Malala Yousafzai: Education\*Greta Thunberg: Climate/Environment**How actions influence change** \*Bill of rights and various amendments including: 1st, 13th, 14th, 15th, 19th amendment |
| **Materials**Varied resources with varied examples of the concept across time periodsIn addition to textbooks, incorporate:\*print resources – trade books, children’s literature, and magazines\*digital technologies such as websites, social media, digital documentaries\*video or audio resources \*actual or replicated artifacts and primary sources \*debates, classroom simulations, field trips, classroom visitors/interviews, pen pals  | **Children’s Literature***\*Unspoken: A Story from* *the Underground Railroad* by Henry Cole*\*Harvesting Freedom: The Story of Caser Chavez* by Kathleen Krull*\*Heart on Fire: Susan B. Anthony Votes for President* by Anne Malaspina*\*The Story of Ruby Bridges* by Robert Coles*\*Malala’s Magic Pencil* by Malala Yousafzai**Children’s Poetry***\*My Rights Go Hand in Hand with My Responsibilities* by Young Church*\*I Look at the World* by Langston Hughes**Textbooks/informational trade books**\**Together We Stand Against Racism: Black Lives Matter* by Sonya Smith\*Rosa Parks: National Geographic Readers \*Abraham Lincoln: National Geographic Readers\*[*I Know My Rights: A Children's Guide to the Bill of Rights and Individual Liberty*](https://www.amazon.com/Know-My-Rights-Childrens-Individual/dp/1729436161/ref%3Dsr_1_1?crid=20KGM87A9EGPH&keywords=i+know+my+rights+book&qid=1572781166&sprefix=I+know+my+rig%2Caps%2C163&sr=8-1) by Rory Margraf. **https://www.goodreads.com/list/show/101851.Black\_Lives\_Matter\_Kids\_****Videos**Greta Thunberg: <https://www.ted.com/speakers/greta_thunberg> **Magazines***Youth in Action* by Time for Kids**Photographs, artwork, first person accounts and other primary documents**<https://www.loc.gov/search/?in=PartOf%3ATeachers&q=citizen%27s+rights>**Visitors** Activists in the community**Field Trip** Museum that honors an activist**Websites/apps**<https://www.icivics.org/>**Classroom debates/simulations**Debate whether 4th grade students should have the right to vote  |
| **Vocabulary**Build language skills of key words associated with recurring conceptsTeach a novel concept or idea before labeling it. (Supports students’ conceptual knowledge beyond memorization)Teach the new word in conjunction with the known word, emphasize the use of the new word.Integrate words throughout a unit; the words should be selected according to topics and concepts and used repeatedly. | **Select key words**Rights, activism, rebellion, citizen, privileges, assembly, freedom, liberties, amendments, bills, laws, and many other words related to citizenship and rights **Include related words**\*Semantic gradients including synonyms and antonyms related to known and to-be-learned words (e.g., amend, adjust, alter, maintain, preserve, change, improve, uphold, sustain) \*Morphology including roots/bases and affixes: (e.g., amendment, amend/s; rebellion, rebel/s, rebellious). \*Academic words: (e.g., defend, persuade, demonstrate, support) See <https://www.academic-englishuk.com/vocabulary> or other websites\*Multiple meaning words (e.g., right, bill) **Instructional approaches**\*Personal word study notebooks or personal dictionaries\*Semantic gradients: See <https://www.readingrockets.org/strategies/semantic_gradients> \*Morphology instruction: See <http://www.fcrr.org/curriculum/PDF/G4-5/45VPartTwo.pdf> \*Academic vocabulary instruction: See <https://www.readingrockets.org/article/media-expanding-students-experience-academic-vocabulary>  |
| **Questions** Relevant and connect to-be-learned information to students know (e.g. what students do outside of school).Questions that access students’ common knowledge, focus students’ attention, and engage studentsQuestions must also focus on conceptual understanding Concept-focused questions alert (or redirect) students’ attention to what is relevant.  | *At one time in history, only white men were allowed to vote. Why should all people have rights to vote?* *What other rights do we have and why do have them?*(See the C3 Framework for additional information on constructing compelling questions: <https://www.socialstudies.org/c3> .)  |
| **Knowledge building**Build common background knowledge (ensures a common starting point and provides an instructional anchor for subsequent learning) by:First, determining students’ prior knowledge related to the concept. Second, establishing a common starting point also serves as an anchor experience  | **Anchor experiences as a common starting point**\*Children’s storybook – select from materials above\*Compelling movies such as those about Cesar Chavez, Malala Yousafzai, or Elizabeth Cady Stanton \*Classroom visitor to share a captivating experience around citizen’s rights**Maintain a map to connect varied information**Provide a visual representation to organize new information and vocabulary – connect relationships between and among the topics within one concept  |
| **Literacy skills**Skills serve the content – what are you teaching and how do literacy skills support learning? | Support answers with text evidence Determine the main idea and summarization Utilize text features (print and digital resources) Incorporate graphical features (print and digital resources) Apply context cluesPrepare persuasive essays or debates Present information incorporating digital media and other visual displays (See Common Core English Language Arts Learning Standards for other literacy skills: <http://www.corestandards.org/ELA-Literacy/>) or other learning standards  |