

## Understanding By Design Unit Template

<b>Title of Unit</b>	Editorial Writing	<b>Grade Level</b>	9, 10 grade
<b>Subject</b>	English Language Arts	<b>Time Frame</b>	One-two weeks
<b>Developed By</b>	Laura Beth Drake		
<b>Unit Synopsis</b>	Address the importance of language, both written and spoken, by examining the effects of Native American boarding schools. Will use in combination with reading <i>My Name Is Not Easy</i> by Debby Dahl Edwardson.		

### Stage 1 - Identify Desired Results

#### Learning Outcomes

What relevant goals will this unit address?

*(must come from curriculum; include the designations e.g. IN2.1)*

Writing Standards: Text Type and Purposes 2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Speaking and Listening Standards: Comprehension and Collaboration 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9– 10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Cultural Standards: A1 Recognize the validity and integrity of the traditional knowledge system A2 Utilize Elders' expertise in multiple ways in their teaching A5 Adhere to the cultural and intellectual property rights that pertain to all aspects of the local knowledge they are addressing B1 Regularly engage students in appropriate projects and experiential learning activities in the surrounding environment B3 Provide integrated learning activities organized around themes of local significance and across subject areas B4 Are knowledgeable in those areas

of local history and cultural traditions that may have bearing on their work, including the appropriate times for certain knowledge to be taught C2 Exercise professional responsibilities in the context of local cultural traditions and expectations (see *Alaska Standards for Culturally-Responsive Schools*) C3 Maintain a close working relationship with and make appropriate use of the cultural and professional expertise of their co-workers from the local community D2 Involve Elders, parents, and local leaders in all aspects of instructional planning and implementation D3 Seek to continuously learn about and build upon the cultural knowledge that students bring with them from their homes and community D4 Seek to learn the local heritage language and promote its use in their teaching E1 Recognize cultural differences as positive attributes around which to build appropriate educational experiences E2 Provide learning opportunities that help students recognize the integrity of the knowledge they bring with them and use that knowledge as a springboard to new understandings E3 Reinforce the student's sense of cultural identity and place in the world E5 Recognize the need for all people to understand the importance of learning about other cultures and appreciate what each has to offer

**Enduring Understandings**

What understandings about the big ideas are desired? (what you want students to understand & be able to use several years from now)  
 What misunderstandings are predictable?

*Students will understand that...  
 finding one's voice, speaking up about stances on issues, proposing solution(s), and presenting all of the afore mentioned in written form can change public opinion and initiate cultural sensitivity and education on a range of relevant issues.*

*Related misconceptions...  
 Teacher must be acutely mindful of presentation of extremely sensitive topic so as to convey cultural sensitivity and empathy.*

**Essential Questions**

What provocative questions will foster inquiry into the content? (open-ended questions that stimulate thought and inquiry linked to the content of the enduring understanding)

*Content specific....*

*\*How does language empower us?*

*Classroom discussion:*

*How is your school alike or different from the American Indian boarding schools?*

*What do you think life was like for American Indian children at the early boarding schools?*

*How would it feel to be separated from your family for four or more years without seeing them?*

*Why do you think the government and boarding schools wanted to eliminate American Indian languages and cultures?*

*What were/are some of the ways in which the Native American people were able to overcome the effects of the boarding schools?*

*FNMI, multicultural, cross-curricular...*

*Culture bearer and elder come in to classroom to talk to students.*

<p><b>Knowledge:</b> What knowledge will student acquire as a result of this unit? This content knowledge may come from the indicators, or might also address pre-requisite knowledge that students will need for this unit.</p>	<p><b>Skills</b> What skills will students acquire as a result of this unit? List the skills and/or behaviors that students will be able to exhibit as a result of their work in this unit. These will come from the indicators.</p>
<p><i>Students will know... how powerful and essential language is to personal expression.</i></p>	<p><i>Students will be able to ... write an editorial article thereby gaining an understanding of how the power behind voicing one's opinion can foster change in society.</i></p>

## Stage 2 – Assessment Evidence

<p><b>Performance Task</b> Through what authentic performance task will students demonstrate the desired understandings, knowledge, and skills? (describes the learning activity in "story" form. Typically, the P.T. describes a scenario or situation that requires students to apply knowledge and skills to demonstrate their understanding in a real life situation. Describe your performance task scenario below) By what criteria will performances of understanding be judged?</p>	
<p><b>GRASPS Elements of the Performance Task</b></p>	
<p><b>G – Goal</b> <i>What should students accomplish by completing this task?</i></p>	<p>G-Students should gain understanding of how to write an effective editorial article through examination of culturally relevant content with attention to cultural sensitivity.</p>
<p><b>R – Role</b> <i>What role (perspective) will your students be taking?</i></p>	<p>R-Students will be active in both the classroom and in the community.</p>
<p><b>A – Audience</b> <i>Who is the relevant audience?</i></p>	<p>A-The audience will include peers, community, and possibly the Bureau of Indian Affairs.</p>
<p><b>S – Situation</b> <i>The context or challenge provided to the student.</i></p>	<p>S-Write an effective editorial article using classroom discussions, reflective journal entries, elder interviews, and research. Maybe students will decide to want to write to the BIA requesting a formal apology be extended to the people of Barrow and their offspring who were negatively impacted by the boarding school experiences.</p>
<p><b>P – Product, Performance</b> <i>What product/performance will the student create?</i></p>	<p>P-Students will write an editorial.</p>
<p><b>S – Standards &amp; Criteria for Success</b> <i>Create the rubric for the Performance Task</i></p>	<p>35 pts: Well organized and well developed 20 pts: Demonstrates clear understanding of audience and purpose 15 pts: Uses logical reasoning 15 pts: Uses only credible sources 15 pts: Writing style, sentence structure, voice/tone</p>

<p><b>Other Evidence</b> Through what other evidence (work samples, observations, quizzes, tests, journals or other means) will students demonstrate achievement of the desired results? Formative and summative assessments used throughout the unit to arrive at the outcomes.</p>	<p><b>Student Self-Assessment</b> How will students reflect upon or self-assess their learning?</p>
<p>By writing an editorial article.</p>	<p>Students will reflect on their feelings and opinions by writing journal entries throughout the lesson working up to writing an editorial article.</p>

### Stage 3 – Learning Plan

What teaching and learning experiences will you use to:

- achieve the desired results identified in Stage 1?
- equip students to complete the assessment tasks identified in Stage 2?

**Where are your students headed? Where have they been? How will you make sure the students know where they are going? What experiences do the learners bring to the unit? How have the interests of the learners been ascertained? Have the learners been part of the pre-planning in any way? What individual needs do you anticipate will need to be addressed? Learning environment: Where can this learning best occur? How can the physical environment be arranged to enhance learning?**

9<sup>th</sup> -10 graders in Barrow school district. Students may have family members who have boarding school experiences. Students may bring background knowledge to class. Hence, a developed classroom community and level of trust must be developed.

**How will you engage students at the beginning of the unit? (motivational set)**

Read an excerpt from *My Name is Seepetza* or have students listen to a recording of a woman as she recounts what it was like to have to go to boarding school or risk having her father go to jail or have Ms. Edwardson come read from her book, *My Name Is Not Easy*.

**What events will help students experience and explore the enduring understandings and essential questions in the unit? How will you equip them with needed skills and knowledge?**

#	Lesson Title	Lesson Activities	Materials	Resourc
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1	Intro	<p>In groups, students will be asked to put together a puzzle without talking to one another. Each group will have a different puzzle, but groups will have a few pieces from the other groups' puzzles. The puzzle will be used as a metaphor to allow students to actively engage in a vastly limited representation of how Native American boarding schools sought to assimilate Native American culture.</p> <p><b>When you take away language, you disenfranchise a people. Introductory activity, in addition to focusing students' attention, also provides a metaphor about the difficulty in maintaining wholeness in culture when people are disempowered.</b> The puzzle activity can provide a spark for students in order to begin classroom discussion prior to introducing and examining the effects Native American boarding schools had/have on language and culture. If students were able to talk to each other, would it have been easier to figure out which pieces they were missing, who had the missing pieces, and how to work together to put the puzzle (culture) back together? How can we build community if we are forbidden to speak to each other in a relatable fashion?</p>	Puzzles – cut from post cards or photos of Inupiat hunters, people harvesting a whale, school children prior to boarding school	
2	Boarding schools	<p>Introduce presentation about boarding schools. My intent with the presentation is to provide the students with an idea of how things were during that time period: Who had the power? Did some people want to go to the schools, why? Did others not want to go, why? I would like the students to see both the positive and negative effects. I also would like them to have a first-hand reference from elders and culture bearers. I would like to impress upon them the importance of language and culture, as well as finding their voices to empower and inspire them to make real changes in the world. Move into classroom discussion. Students will begin to write reflections in journal entries for homework building up to their editorial articles.</p>	Power point presentation	
3	Author visit	<p>Request Ms. Edwardson to come read an excerpt from her book, <i>My Name Is Not Easy</i> to the class and talk to students about interviewing elders. Students will be given time to ask questions. Students continue to write journal entries for homework.</p>		
4	Elders panel	<p>Invite elders to come speak with class. Allow plenty of time for discussion both initiated by students and essential questions (probably the day after the elder panel). Students continue to write journal entries for homework.</p>		
5	Editorial writing	<p>Introduce lesson on how to write an editorial. Provide students with the proper tools to understand how to write an editorial and understand why it is important. Assign students an editorial writing assignment. Articles will incorporate information from panel of elders, culture bearers and elder interviews. I will ask the students what we can do now? Maybe classroom discussion will lead into writing the BIA requesting a formal apology be extended to the people of Barrow and their offspring who were negatively impacted by the boarding school experiences.</p>	Presentation with handout on how to write editorial along with grading rubric	
6	Editorial writing	<p>Allow class time for students to work with classmates on their writing, ask questions, and receive guidance on work.</p>		
7	Review articles	<p>Review articles as a class. Compile articles into newspaper or magazine.</p>	Binding materials/folders	
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From: Wiggins, Grant and J. McTighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development, ISBN # 0-87120-313-8 (pbk)