

Yale 2012 PIER Summer Institute Global Movement
Sponsored by the Yale Programs in International Educational Resources (PIER)

TITLE OF UNIT: HOW BIG IS YOUR WORLD?

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School: University of New Haven

Subject Area: Science and Social Studies Strategies Course

Grade Level(s): Graduate Level Education Program

Time Frame to Allow for Unit: 4 hours

Introduction: Brief Description of the Unit

This multi-part lesson will be used over two, three hour class periods to promote a deeper appreciation within graduate level elementary teaching candidates of the importance of:

- gathering important information about their students that has the potential to impact learning; and
- recognizing the diversity issues that they will encounter in their classroom, as well as in teaching materials, etc.;

in order to provide informed and personally challenging learning experiences for each student in their classrooms. In addition, during this lesson students will be presented with various tasks, resources, and project ideas that will help them develop inquiry based lesson plans that will deepen elementary students' awareness and understanding of global perspectives in historical and contemporary situations.

Geographic Connections: Global Movement

Stage 1 – Desired Results
<p>Content Standard(s): CCT (Common Core of Teaching)</p> <ul style="list-style-type: none">● 2.1 Creating a class climate that is responsive to and respectful of the learning needs of students● 3.6 Integrating learning activities that make real-world, career or global connections, and promote interdisciplinary connections whenever possible; <p>InTASC (Interstate New Teacher Assessment and Support Consortium Core Teaching Standards)</p> <ul style="list-style-type: none">● Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. <p>Connecticut Social Studies Framework</p> <ul style="list-style-type: none">● 1.6 Patterns of Human Movement across time and space● 3.2 Analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view

<p>Understanding (s)/Goals: Students will understand that:</p> <ul style="list-style-type: none"> • It is important for teachers to know and use information about our students to inform instruction. • Teachers must recognize and address race, social class, gender, sexual orientation and other diversity issues as they relate to teaching elementary school children • Students’ and teachers’ socio-cultural backgrounds may influence their abilities to learn and teach. • There are strategies and resources available to help their students develop an understanding of patterns of human movement over time. • It is important to help their students develop the ability to analyze and evaluate human action in historical and/or contemporary contexts from different points of view. 	<p>Essential Question(s) Related to Theme(s):</p> <ul style="list-style-type: none"> • As a teacher, why must you recognize and address race, social class, gender, sexual orientation and other diversity issues as they relate to teaching elementary school children and use information about our learners to inform instruction? • As a teacher, how can I develop inquiry based lessons using appropriately selected strategies and resources to help students develop an understanding of historical and contemporary issues from differing points of view and perspectives?
<p>Student Objectives (Outcomes): Students will be able to:</p> <ul style="list-style-type: none"> • Discuss the importance of using information about their students to inform instruction. • Recognize and discuss ways to address race, social class, gender, sexual orientation and other diversity issues as they relate to teaching elementary school children. • Develop inquiry based lesson plans, incorporating appropriate resources, for elementary age students that promote an understanding of human movement over time and space from alternate points of view. 	
<p>Stage 2 – Assessment Evidence</p>	
<p>Performance Task(s):</p> <ul style="list-style-type: none"> • Reading Response reflective of selected readings (10 pt.) • Current Event Article review (3 pt.) • Lesson plan in accordance with the UNH guidelines (20 pt) 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Class discussions of articles • Small Group work with teaching resources.

Stage 3 – Learning Plan

Learning Activities:

Engage:

Part 1:

- Instructor will: compile and distribute a short list of primary grade “sight words” and short completion sentences to each student with instructions to complete quietly and independently. For a few students this assignment will be written in Arabic script.
- Students will: discuss reaction to being asked to complete an assignment for which they had no background knowledge and or skills, while other students are completing, with ease, what appears to be the assignment with ease.

Part 2:

- Students will: prior to this class period have read and write a response to the articles listed in resources.
- Teacher will: form workgroups of 3-4 students to read and discuss each other’s response to readings.
- Students will: form circle to share thoughts and ideas of article and relevance to classroom instruction.
- Teacher will: record key ideas for distribution.

Explore

Part 3:

- Teacher will: ask each student to take a few moments and write down their own “migration” story. Individual migration stories will be shared.
- Teacher will: have maps of the United States and the world available for students to use to locate the class migration stories.
- Students will: discuss how this activity can be used or expanded in the classroom settings to help their future students make personal connections to learning as well as develop a better understanding of each other.

Part 4:

- Teacher will: form workgroups of 3-4 students and distribute to each student in the group a newspaper article written on the same current topic. The country of origin of the news article for each student within the same workgroup will be different.
- Students will: read his/her article and write down the main points of the article. The group will share main points and discuss similarities/differences. Ideas will be then shared across groups. Differences in point of view and reasons for such will be discussed.

Explain

Part 5

- Teacher will: introduce the changing focus of teaching social studies using ideas from Dr. Merryfield’s presentation: Developing Global Citizens: Ideas and Practice of IB Teachers across the World.
- Teacher will: reinforce importance of developing students understanding of different points of view using key points from Dr. Merryfield’s presentation: Paradox or Panacea? The Web & Global Perspectives in Education.

Elaboration

Part 6

- Teacher will: present an overview of the software programs, Neighborhood Map Machine

and Community Builders.

- Teacher will: display several websites, e.g. Newseum, iearn, National Geographic, where resources/materials from other places in the world can be read and shared.
- Teacher will: form workgroups of 3-4 students and provide access to Neighborhood Map Machine, Community Builders software and online resources.
- Students will: explore software and online resources and discuss within group possible connections to future lesson plans.

Evaluation

Part 7

- Students will: research and bring to next class a news articles from 3 different countries related to an important current event. Students will prepare 2 key points they believe the authors of these articles were trying to make and be prepared to discuss impact of author's and reader's point of view regarding current event and article.
- Students will: research one of the resources in more depth and be prepared for the next class to share with classmates an abstract of one lesson plan (title, objectives, bulleted actions) that can be used to promote awareness and understanding of global perspectives in elementary age students incorporating the use of at least one of these shared (or similar) resources. Students will complete lesson plan by the end of the trimester.

Resource List/Bibliography:

Please be sure to include full titles, authors, and URL addresses with dates accessed.

Maps of United States and World

Book (Teacher resource only):

- Cowhey, M. (2006). *Black Ants and Buddhists*. Stenhouse Publishers; 1 edition

Articles:

- Lyman, K. (2003). *Lessons from a Garden Spider*.
- Berriz, B. (2009). *Raising Children's Cultural Voices*.
- Suina, J. (2009). *And Then I went to School*.

Presentations:

- Merryfield, M. (2012). *Paradox or Panacea? The Web & Global Perspectives in Education*.
- Merryfield, M. (2012) *Developing Global Citizens: Ideas and Practice of IB Teachers across the World*.

Software:

- Snyder, T. (2002) *Neighborhood Map Machine*
<http://www.tomsnyder.com/products/product>

Websites

- <http://education.nationalgeographic.com/education>
- www.learner.org
- www.newseum.org

How Are You Going to Use This Unit?

This will be used as a part of a University of New Haven Science and Social Studies Strategies classes for graduate level education majors. These classes will take place during the winter and spring trimesters.