Inquiry 4 Frances Rickard

LOG

November 20: Several Hours

Spent a lot of time debating on what to do for my actual project, but I’m narrowing it down to a social justice issue like “how can students get involved in helping children across the world.” Not sure what my essential questions and enduring understandings will be as of yet.

November 25: 30 minutes

So I’m thinking that my broad essential question will be “Why do nations fight Wars?” and “How have nations rebuilt after conflict/war?” and maybe adding on to this idea for my class to get involved possibly somehow “how can we help rebuild nations after conflicts/war?” I want the main focus to be on learning the different viewpoints and reasons behind why nations felt it was necessary to engage in War, I want to see both sides of an argument. I also want there to be some way for students to get involved, either through raising money for a foundation, or collecting items to send to War Torn nations.

November 26: 1 Hour

Thinking more today on my concept, big idea, essential question and enduring understanding. I’m looking online a lot to try and find information on topics that I could bring up in my lessons. I’ve decided that I could bring up reasons why both nations went to war in WWI, II, The Revolutionary War, and the specific topic I want to get a hold on is the Iraq war that we are in now.

November 30: 20 minutes

Narrowing my topic down, to fit into the allotted time, I decided that I just want to talk about the Iraq War, but I want to use other Wars and reasons why they were fought as context. I feel like the Revolutionary War is a good one because my students would know more about that because they’ll have more experiences with it from school

December 1: 10 minutes

Started to think about the classroom that I would be teaching this too, and decided that I would want to describe a class that was fairly diverse but mostly American’s, for example I would want many different types of races and religions, but have all of them born and raised in the U.S. I feel this way they will have more information built up about the topic and feel more connected to the big topic of “Why the U.S. became involved in the Iraq War” but they will also feel a connection to where they’re families are from so we will have more perspectives.

December 2: 45 minutes

Having trouble thinking about the enduring understanding that I want my students to take away from the Essential Question and the Topic idea but I’m leaning towards “sometimes War is necessary.” War is never a good thing, but the reasons why we fight them are sometimes noble and we have an obligation to our fellow man to engage.

December 3: Several hours

I went to my friend Gideon to talk about his feelings on his countries War to stay a nation and to become recognized by the Arab world. His words were powerful and they moved me, and I think it’s helped to shape some of the lessons that I want to include. Also today I started working on writing up my opening paragraph and getting more concrete ideas for my lessons down.

December 4: Several hours

Mostly did work on my lessons, hoping to be done by the 10th. After rereading my Inquiry #4 planning paper though, I think I’m going to add something more in my lessons that involve social justice. Maybe have the students set up a debate about whether or not we should be involved in the War, and have them use their knowledge of why we went to war in past to either support or reprimand the Iraq War.

December 5: Many Hours

Went to the Library today to hopefully get some books and get done with the bulk of the project. I have decided that one of the goals of my lessons and my inevitable assessment will be to help students learn how to debate and ultimately respect others ideas and opinions. I would like students to be able to see both sides of the coin and to accept many different viewpoints on the same subject than their own, so I’ve finalized my idea to make the final assessment be a debate.

Home after the Library, still working on getting this done.

December 6: Several Hours

At home today, hoping to finish up my final two lessons, thinking about how I can add more social Justice issues into my plans, so I decided that I’m going to add some children’s literature or young adult literature into my final lesson so students have to do more inferring about how the War affects the people in Iraq and how our Presence affects them as well.

2. The Classroom:

The classroom that I planning this lesson for is a classroom with a lot of diversity and backgrounds, but are in the majority Americans. I imagine that this is a 6th grade classroom and like any classroom the various levels of and experiences will be varied and wide spread. I think that main portion of students will be fair students who are at grade level, and only a few of my students will be working above and below grade level. One of my students will be severely below grade level in Reading and Writing, but will be a good student in Math and have the capacity to think very logically. Proportionally, my students will be 60% White, 20% Black, 10% Asian, and 5% Middle Eastern with the remaining 5% Hispanic. With a classroom of 26 kids, this roughly translates to 18 Whites, 4 Blacks, 2 Asian, 1 Middle Eastern and 1 Hispanic. My Hispanic student will be an ELL student who is a proficient speaker but whose reading is still under grade level so he will need extra support from his peers and me to complete reading assignments. The SES of my classroom will also be widely varied, with several of my white and black students coming from rich backgrounds, and the majority of the rest of my class coming from a middle class background with the exception of my Asian and a Black student who will be lower SES. The vast majority of the class will be Christian or nothing, with the exception of my Middle Eastern student who will be Muslim and a white student who is Jewish.

The reason that I want to teach this topic is because I feel that there a lot of reasons floating around as to why we became involved in the War in the first place, and I feel that some of the information is not factual and rather emotionally driven. The lacking of actual information and the need for students to comprehend the idea of war and the varying reasons and ideas behind are necessary for them to grasp the harsh realities and concepts behind the need for it. War is a terrible thing, which is why I chose to confine my lesson to a middle school classroom where the students are older and have had more experiences that I can build on for them to construct of web of understanding about the topic and the essential question. I do plan in the future to teach about something like this so I think that getting this down now and getting feedback on it will be helpful in defining how I want to precede with my future classroom.

3a. the Unit Overview:

After much deliberation, I have decided that the final summative assessment for the lessons will be a debate about whether or not we should have become involved in the War in Iraq in the first place. I will allow students to sign up for whichever side they want to argue for, and should we have too many students arguing for one side, I will move students accordingly. This assessment will require a lot of research and time to prepare thoughts and arguments, and in the process of having the debate, it will help students learn respect for others ideas and opinions, which is one of the goals of the lessons. This assessment will also require collaboration and the establishment of roles within groups of students who are either for or against the War.

Within this debate, students will be required to use knowledge that they have acquired throughout the lessons and also from their own backgrounds and experiences. They will have to use critical thinking and logical arguments in order to get their points across to their students and make themselves succinctly understood by their classmates. The Essential Question for the issue must be addressed and understood in order to make good arguments, and the enduring understanding that should hopefully be gleaned by the students will be that some Wars are indeed necessary and that there are always many different reasons for engaging in them. Congruent with the ideas from Doing Historythis assessment requires students to have in-depth understandings, use prior knowledge, and engage in inquiry. Nearly all of the areas of the Principles of Social Justice are involved, and the Conceptual Framework is upheld as well for including within the lessons things like differentiation, inquiry, meaningful content and issues of social justice.

Specifically what I want my students to *learn* is the many different reasons and rationale’s for why nations decide to go to war. I want the students to gain the understanding that thought war is bloody, cruel, and horrifying, it is sometimes necessary in order for reform to come about. I also want the students to have some idea that you cannot conduct a war on a concept like “Drugs” or “Terrorism” but instead you must combat the tangible things that make cause the issues to arise from these things. Also, I want my students to learn how to be effective debaters, and I want them to be able to use logic and reasoning skills to decide whether or not a reason given is a good reason for fighting a war. I want the students to learn the real reasons behind why we went over to Iraq in the first place, this being the main topic of the lessons, and decide for themselves if these reasons are acceptable. In the final assessment, all ideas and thoughts will be shared in an open debate.

The first lesson will be specifically about gaining background knowledge. We will talk in the beginning of the lesson and share ideas about War and students prior knowledge. I will bring up specific Wars to talk about to the students and have literature handy for them to read and find information in, but the bulk of this lesson will be inquiry. I will be letting the students use computers and books to find concrete reasons why Wars have started. The second lesson will be specifically about Iraq and the reasons we went over. This lesson will involve mostly talking again, and the assessment will be to find news articles or books that dictate reasons for the war. The Final lesson will be the creation of groups and the collaboration of the inquiry and ideas that the students have acquired, for the eventual debate the students will engage in

**Content Standards:**

**14.C.3** Compare historical issues involving rights, roles and status of individuals in relation to municipalities, states and the nation.

**14.E.3** Compare the basic principles of the United States and its international interests (e.g., territory, environment, trade, use of technology).

**16.A.3a** Describe how historians use models for organizing historical interpretation (e.g., biographies, political events, issues and conflicts).

**16.A.3b** Make inferences about historical events and eras using historical maps and other historical sources.

**16.A.3c** Identify the differences between historical fact and interpretation.

**16.B.3b (US)** Explain how and why the colonies fought for their independence and how the colonists’ ideas are reflected in the Declaration of Independence and the United States Constitution.

The topic of War covers almost all of the Thematic Strands of Social Studies and therefore applies in some respects to nearly all of the learning Standards present by the NCSS

**Essential Question:**

“Why do nations engage in conflict/war?” **SJ 2, 3, 7**

**Enduring Understanding:**

War is sometimes necessary for the progression of human life, and the progression towards equality and Human Rights. **SJ 1, 3**

**Summative Assessment:**

A debate about whether or not we should be in the Iraq War. **SJ 2, 4, 7 CF-I, C, SJ DH 1, 2, 4, 6**

**The History of War: Why did they/we do it?**

**Name: Frances Rickard**

**Date: 12/5/09**

**Grade Level/Subject: 6th Grade Social Studies**

**Approximate Time (for all of three parts): Several Days**

**Established Goals for the lesson (Content Standards, Learning Outcomes):**

**16.A.3b** Make inferences about historical events and eras using historical maps and other historical sources.

**16.A.3c** Identify the differences between historical fact and interpretation.

**Essential Questions/Enduring Understandings for the lesson: SJ 2, 7**

Students will understand that there were many different reasons behind why nations went to war, and that not all of them were good ones. Students will know several concrete and inferred reasons why nations went to war and students will be able to create a large T-Chart with the rest of their classmates on both positive and negative reasons why war’s were started or interfered in.

**Prerequisite Knowledge \*PK\*: DH 1, 2, 3**

**-**Knowledge about reasons why people leave their home countries

-Knowledge about the two world wars

-Knowledge about the Civil and Revolutionary Wars

**Formative Assessments for this Lesson \*FA\*: CF I, DH 4, 6**

After engaging in inquiry, students will be able to create a large class T-chart about both positive and negative reasons why nations went to war.

**Materials/Resources/Technology:**

-Library

-Books/Articles on wars

-Computers with access to the internet

**PART ONE of my Planning:**

**Time**

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|  | **Opening: DH 1, 3**  We will begin the lesson by talking about student’s experiences with war or their prior knowledge about wars and why they happen. Hopefully, the multiple perspectives in the classroom will allow for a thorough discussion in order to engage all of the students prior knowledge. If the students need prompting, I will prompt them with specific wars like the Revolutionary and Civil, the World Wars, and should the Iraq War come up, we will also discuss this.  I will not want to divulge too much here, because the main point of this lesson will be inquiry, so I will explain what the assessment at the end of the class time will be (if there is a need for more information to be gained, then time will be given in the next class period and the assessment will be moved as well). Once the students have a grasp of what they will be doing I will allow groups to look in the library, use the computers, and search for news articles or papers written on the subject of War and reasons for its occurrence throughout history.  I will point out to the students that they are to try and find reasons from many different viewpoints, not just their own. For example, they will need to find reasons why the Americans, Germans, Japanese, British and Italians went to war during WWII. I also will point out to the students that they can look as far back as they like in history for reasons why nations may have gone to war, everything is valid. |
|  | **Learning/Activities: DH 4, CF-I, SJ 2, 3, 7, 8**  The activity to be done here is research. Students will be using texts, the internet and articles to help them find reasons, both concrete and inferred, as to why nations either started or got involved in wars. They will be taking notes so that when the T-chart is ready to be made, they will have the information they need to complete it. |
|  | **Summary/Closing:**    To close this lesson, we will talk about difficulties or successes that students had when looking for information. We will talk about what kinds of things they found and if they had to infer more reasons than they could get actual hard facts for. We will talk about why that may be and why it might be harder to find one point of view than another’s.  We define the difference between history and interpretation and how most of the time we must interpret history because it’s generally written by the winners. |
|  | **Assessment: DH 6**  Students will come to the board one by one and write a word or phrase either under a Positive or Negative column, a reason why a nation would go to war. If a student’s answer is already on the board then they will put a check mark besides their first answer and try to come up with another one, if they cannot then they will place checkmarks by all of their ideas.  When the chart is created we will have an open discussion about where the students got most of their information from and why those chose to add an idea. We will talk about the ones that had the most check marks on them and we will discuss why one column might have more information on it than another. Students can share surprises or questions that the chart brings up. |
|  | **Plans for going further and/or re-teaching for the understandings, knowledge, and skills in this lesson: DH 5**  Some students may not have a big background in research, so they may need to be taught more effective ways of gathering information and learning how to properly find good resources. Having a lesson designed around modeling how to research and what kinds of resources are reliable may be necessary or prudent here.  For my student that is an ELL, I will have him work with another student who will help him read his information. Because he is a strong speaker and listener though, and can engage well in class I feel that he will still take a lot away from this lesson. |

More information finding could be given as homework, and giving students the assignment to keep all of these findings, feelings, thinking and research in a journal can also be given, since the next lesson will be having the students keep a journal on the Iraq War.

**The War in Iraq: Why are we there now?**

**Name: Frances Rickard**

**Date: 12/5/09**

**Grade Level/Subject: 6th grade Social Studies**

**Approximate Time (for all of three parts): 1-2 Days**

**Established Goals for the lesson (Content Standards, Learning Outcomes):**

**14.C.3** Compare historical issues involving rights, roles and status of individuals in relation to municipalities, states and the nation.

**14.E.3** Compare the basic principles of the United States and its international interests (e.g., territory, environment, trade, use of technology).

**Essential Questions/Enduring Understandings for the lesson: DH 2, 4, 5 CF-I, SJ**

Students will understand why the vast majority of the public was upset with the United States becoming involved, and why some were happy with our presence overseas. Students will also understand how our troop’s presence in Iraq affects Iraq’s people and our own, and how our involvement has affected our global image. Students will know 4 main reasons why we went overseas. Students will be able to compare and contrast reasons why we became involved in the Iraq war with the reasons listed on our T-Chart and be able to explain their reasoning behind their own opinions.

**Prerequisite Knowledge \*PK\*: DH 3,**

**-**Knowledge from previous lesson

-Knowledge and experiences and feelings about the war in Iraq

**Formative Assessments for this Lesson \*FA\*: SJ 1, 3, 4, 8 DH 2, 6**

What authentic and/or performance tasks will students demonstrate the desired understandings for this lesson? By what criteria will performances of understandings be judged?

Students will have a group of teammates which will create a “Quilt of Understanding.” They will be given 4 squares of paper; each square must illustrate a factual reason why the U.S. is involved in the Iraq War. They may represent their ideas with pictures, Poems, anecdotes, or word lists, but the core idea must a factual reason behind our involvement. They will connect these squares into a larger square and then present their small quilt to the class before connecting it to the larger class quilt. Understanding will be judged by the team’s presentation of ideas and themes and content on each one of the quilt tiles.

**Materials/Resources/Technology:**

* Media Videos - News Articles - The internet

**PART TWO of my Planning**

**Time**

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|  | **Opening: DH 2, 3, 4 SJ 1, 3, 4**  For the opening of the lesson I will have students recall the previous lesson that we just finished. We may or may not have brought up the war in Iraq, but if we did, we will likely have much more to talk about and hopefully they will have lots of questions. We will start to discuss the students ideas about how the War and why it began, and why we became involved. Hopefully some misconceptions will arise in the beginning but hopefully students will also bring up some truths.  We will begin to compare and contrast our T-Chart to reasons we brought up in our class discussion. We will begin to make parallels from the reasons we as a country went to war in the past and why we have decided to go to war again this time. We will talk about not just getting into reasons why we went to war, but we will also get into reasons on how the war is affecting the people in Iraq, and what their feelings are about us being involved. Again I will stress that they will need to look at both side of the argument. |
|  | **Learning Activities/procedure: DH 4 SJ 7, 8**  Students will be looking through news articles, books, watching videos, surfing the internet, and reading/skimming through children’s books and short novel’s to find reasons, from both sides of the story, as to why we went to war. From the Iraqi side, they will be looking at how the war is affecting the people and why the war began there.  Students will be required to keep a journal of their thinking and findings and record all of their sources and reasons down. Students will be allowed to work in group or in pairs so that they can talk through their thinking and share information as they find it. If necessary, this activity can go on for 1 or 2 lesson periods. |
|  | **Summary: DH 5, SJ 1, 3, 4**  At the end of the lesson we will all come together again and share our thoughts and feelings on what we learned today through our readings and inquiry. We will get into a circle on the floor and take turns sharing thoughts feelings and questions that we’ve written down in our Journals. We will also talk more about the war how everyone is starting to think about the war if there are ideas that are coming up that they never thought about.  We will discuss the different perspectives that the students are starting to see and we will discuss the importance and looking at problems from many different points of view. I will give students the homework to go home and continue to write ideas, questions, and any other research they do in their journals, telling them to keep in mind that this will be important to engaging in our debate.  Before we completely end the lesson I will explain the assessment that students will be doing and split them into groups, and give them their quilt squares. |
|  | **Assessment: DH 6, SJ 3, 8**  Students will be asked to fill in 4 quilt squares that visualize or explain the 4 reasons that we went to war. Each group will be given a different perspective though, a few groups will do reasons why we went to war from the U.S. perspective, a few groups will do perspectives in Iraq. Other groups will do public feelings from the U.S. and the last few groups will do public perspectives from the Iraqi people. After all of the of the squares are finished they will be attached together into a larger square and then the students will present their 4 squares and how they chose to represent their ideas, whether it be by poem, paragraph, picture or word lists. After all of the groups present, the larger quilt will be put together and we will have a “Quilt of Understanding.” |

**Preparing for the Debate**

**Name:** Frances Rickard

**Date:** 12/6/09

**Grade Level/Subject:** 6th grade Social Studies

**Approximate Time (for all of three parts):** 1 Class period

**Established Goals for the lesson (Content Standards, Learning Outcomes):**

**-**Students will be able to use all of the information they have gathered to form a logical argument and give at least 3 items of support for their argument and back up their argument with evidence

-Students will be able to collaborate with a group to accomplish this task

**Essential Questions/Enduring Understandings for the lesson: DH 1, 2, 3 SJ 3, 4**

Students will understand how working a group to collaborate on issues has both advantages and disadvantages, and that making a clear argument takes time and a lot of information to fully develop. Students will know how they want to defend their position and how they will support their argument and give evidence. Students will be able to give roles to everyone in their group and use their journals and research to explain their position effectively.

**Prerequisite Knowledge \*PK\*:**

**-**Knowledge from all previous lessons

-Knowledge on how to set up an argument

**Formative Assessments for this Lesson \*FA\*: DH 1, 6**

The formative assessment for this lesson will be a poster for each group that has their Position (for or against our involvement in the war is Iraq) their argument statement, support and evidence. Also on this poster each student must have a clearly defined role of what they did and what their part will be in the debate.

**Materials/Resources/Technology:**

**-**Poster Board

-Markers

- 3x5 note cards

**PART THREE of my Planning:**

**Time**

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|  | **Opening: DH 3 CF-P**  For the opening of this lesson I will have everyone pull out their journals and we will talk about the summative assessment that will be coming up. I will explain to them that we will be splitting into 2 groups, and one group will be arguing for our involvement in the war, and the other team will be arguing against our involvement in the war. I will also tell the students that they will be creating posters with everything that they need on it.  Students will also be informed that roles are necessary for completing this task. These roles will not however be defined by me, they must choose them for themselves. I will be acting as judge in the debate, so there is no need for anyone to take on as role like this. When the students have a clear idea of what they will be doing, I will split them into sides, give them their position, and then give them their poster boards. |
|  | **Learning Activity/Procedure: SJ 1, 2, 3, 4**  The bulk of the class period the students will be working in their groups, defining their positions, arguments, roles, support and evidence and also creating their posters. Should issues arise in the groups I will be there to help the students work through them, and play the part as peace keeper. Bickering shouldn’t be a problem though, because we will have been talking in class and working through issues for the past week or so. |
|  | **Summary/Closing: DH 1**  When students are completely finished with their posters we will set them aside, along with their note cards they may have made with notes on them for the debate or anything else they will use and we will come together in a circle and discuss what the process was like. Whether it was difficult to formulate an argument or whether they had to compromise because a team member had a different idea or wanted to go a different way.  We will talk about how it might be difficult to argue for something that you don’t believe in, or argue against something you do believe in, but how doing these things and seeing both sides makes us better debaters all around. I will answer questions that students may have and we will discuss briefly again our upcoming debate. |
|  | **Assessment: DH 6**  The assessment for this lesson will be the completion of the poster board for the debate and any other material that the students may want to get across their points. The poster boards should be neat and easy to read and any and all evidence and support should be clearly cited by either the students in the debate, or on the poster board itself. This shouldn’t be difficult because the students will have been taking notes for at least 3-4 days. |

4. Reflection:

Creating this entire project was very difficult at times and less difficult at other times. The difficult part of the project was trying to pull all of the information that I have learned this semester and put it into one cumulative assignment. It was hard to think back to all of the readings and social justice issues that we thought about over the semester and think up a triplicate of lessons that would help students discover these things for themselves. One of the less difficult parts of this assignment was creating the planning log, I found it helpful to write down my thinking and keep track of where I was going in my mind to come up with a lot of the ideas that I was putting down on paper.

While creating this project I had to stop and think back to my essential questions a lot and the enduring understanding I wanted students to take away from the lesson. I felt that though this took a lot of time and reflection, in the end I brought more away from it than I would have had I not had to make these things. I believe that given more practice writing and thinking about essential questions it will get easier, but this being the “first time” having done it was extremely time consuming to think about it and have to keep returning to it. However, I feel that my lessons were better thought through because I was constantly aware of exactly what I wanted my students to get out of this unit.

Having done this lesson I believe myself to be more thoroughly prepared to teach social studies. I had never had a lot of experiences with social studies in the past and I feel much more prepared for the many questions and challenges it brings thanks to this assignment in part and the class as a whole.