

Characteristics of Sustainable Communities

Meredith White

CURR 305

Eastern Michigan University

Characteristics of Sustainable Communities

Dear SEMIS Coalition,

This unit plan that is intended for a ninth grade English Language Arts classroom was created upon the completion of Dr. Ethan Lowenstein's Curriculum and Practicum Classes at Eastern Michigan University. During the course of the semester, we as pre-service teaching students learned how to incorporate place-based educational practices into our curriculum. We also had the invaluable opportunities to observe and teach each week inside the ninth grade classrooms at the Detroit Institute of Technology at Cody.

The intended audience for this unit are: Detroit Institute of Technology at Cody 9th grade students, Detroit Institute of Technology at Cody teachers, SEMIS Coalition teachers, Place-based educators, EMU College of Education professors, and CURR 305 classmates.

This unit was created for use in a 9th grade English Language Arts classroom. The unit focuses on the key characteristics of a community and how they can be applied to the student's own community. The unit is entitled "Characteristics of a Community" which was drawn from the unit's essential question of "What makes a community sustainable?". The unit uses a variety of texts to explore different communities as well as common issues affecting communities. The purpose of this unit is to help explore DIT's essential question of "What role could the Rouge Park play in making Cody-Rouge a more just community?" while also exposing students to identifying key concepts, source credibility, persuasive essays as well as identifying and exploring themes of a novel. The environmental issues currently facing communities that students will analyze links to biology and environmental science units and the study of a dystopian novel connects to social studies content.

Sincerely,

Meredith White

Characteristics of Sustainable Communities

Table of Contents

Rationale	4-19
Content Analysis	7-8
Unit Goals and Aligned Standards	8-9
Core Concepts	9
Major Assignments	9-12
Scope and Sequence Chart	13-15
Concept Map	16
Unit Template	17-19
Lesson Plans	20-96
What is a Community (Choice Lesson)	20-37
<i>The Giver</i> Group Discussion Chapters 4 & 5 (Choice Lesson)	38-50
The Community of <i>The Giver</i> (Cooperative Lesson)	51-60
Danger of a Single Story (Inquiry Lesson)	61-77
Summarizing Key Ideas (Direct Lesson)	78-96
Authentic Assessment	97-105
Dream Park Project (Rationale)	97-100
Letter to Students	101
Letter to Parents	102
Rubrics	103-105
References and Resources	105-108

Characteristics of Sustainable Communities

Rationale:

The Detroit Institute of Technology High School at Cody is located on the west side of Detroit in the Cody Rouge neighborhood. Detroit is famously known as the “motor city” due to its large automobile industry and its membership to the geographic region known as the “rust belt”. After America’s entrance into World War II in the 1940’s, Detroit encountered an economic upswing that gave Detroit a new nickname, “Detroit the Dynamic’.... Almost overnight, Detroit had gone from one of the most depressed urban areas in the country to a boomtown, a magnet that attracted workers from all over the United States.” (Sugrue, 2005, p. 19). In retrospect, it would seem that the economic history of Detroit is cyclical. Prior to America’s involvement in World War II, Detroit was an economically depressed city. With America’s involvement in World War II, the need for war time manufacturing increased Detroit’s economic status with more employment in its factories. Once World War II ended and white flight began, the city experienced another economic downturn as the automobile companies followed the white flight outside of the city and into the suburbs. Looking back at the economic history of the city, it’s problems of high unemployment has occurred in cycles for generations that have to do with many of its manufacturers moving outside of the city, leaving the city’s inhabitants behind while the companies flourished in the suburbs.

During the period of economic boom shortly after America’s entrance into World War II, many African American workers migrated from the South to Detroit in search of better employment and standard of living. While African Americans had many rights in Detroit that they did not have in Southern states, racial tensions were still heightened during this time period. Sugrue (2005) points out that, “working-class homeowners interpreted the influx of blacks as a threat” (p. 24) and did not want their jobs to be taken from them by African Americans that had

Characteristics of Sustainable Communities

just recently migrated from the South. In fact, many white homeowners changed their hiring habits in hopes of further alienating the growing black community. According to Sugrue (2005), “the 1940’s found a growing number of households requesting white help, perhaps in relation to the negative perceptions of African American migrants and the hostile climate of race relations in the city,” (p. 25). While the African American population continued to grow during this time period, many had issues finding work, a problem that only became worse when Detroit’s big business companies left the city for the suburbs. In many ways, African Americans who migrated from the South continued to be marginalized and treated as second class citizens in the North. Once they arrived in Detroit they found that just as in the South, “to be American was to be white” (Sugrue 2005 p. 9) which is a hierarchical way of thinking that is very much still in place in the city of Detroit today.

Today, the community continues to deal with struggles that are common for many urban areas. Many students are coming from low income families and some students may not have running water or electricity in their homes. Proper nutrition is becoming a more prevalent problem for many of the students. These issues alone can create a huge distraction from their education and cause many students to “check out” intellectually when they are capable of a more rigorous educational path as well as issues that are specific to Detroit. The common urban issues that affect the Cody Rouge community are poverty, illegal dumping that can contaminate the soil, and old pipes that can lead to polluted water. All of these issues can lead to health issues down the road if the illegally dumped waste leeches into the water table causing the drinking water to become polluted. Air pollution that affects urban communities can lead to asthma. Undernourishment can lead to a host of health problems while malnourishment can lead to diseases associated with obesity and diabetes. In Detroit specifically, issues of abandoned or

Characteristics of Sustainable Communities

burnt out houses and high unemployment rates are rampant, which can detrimentally affect the community as a whole.

Despite all of these challenges, the faculty at DIT as well as the student ambassadors are more committed to community involvement than I have witnessed in any other school system. The faculty at DIT Cody have recognized the positive effect that a strong community can have on their students. With this in mind, they have completed many beautification projects within the school as well as on its school grounds. After-school programs and teams give students a sense of belonging within the school community as well as providing the students with important social networking connections. As place-based education author Amy B. Demarest quoted in her book *Place Based Curriculum Design*, “They are not seeking an education to get out of Detroit; they see their education as a means to make Detroit a wonderful place to live (Demarest, 2015, p. 91). What is truly special about this particular school, is that the teachers recognize the importance of community. The teachers at DIT Cody know that in order to be successful, their students need to have the support of a strong and positive community.

Place-based education is an approach to education used by teachers to engage their students in their surrounding community. According to author Amy B. Demarest place-based education is where educators ask the essential question of “How can I better relate school to my students’ life experience?” (Demarest, 2015, p. 5). This educational approach uses the community as a text, or specific places within the community as text in conjunction with the traditional texts and media. Through place-based educational, students are able to authentically investigate content required by the Common Core or the State standards through a community lens. Through this community lens, abstract ideas become more concrete through hands-on learning and community engagement. The teachers at DIT are incorporating place-based

Characteristics of Sustainable Communities

education into their classrooms in many ways and spanning all of the major subject areas. In practicing place-based education, many educators find, “when students discover authentic questions in their communities, the pursuit of an answer does not stay within designated subjects” (Demarest, 2015, p. 71) The teachers at DIT Cody are honoring this need for cross curricular studies by designing a unit that ties in English, Social Studies, and Science. In English Language Arts, the freshman English teacher is incorporating place-based education by having students improve their literary contextual skills through reading articles concerning problems in urban areas. With this background knowledge, students are now choosing what the focus should be for the year-long Cody Rouge Park Project with the SEMIS coalition. This particular unit links to DIT’s adoption of the Rouge Park through the exploration of how community and environmental issues are intertwined as well as the positive effects a strong community landscape has on its members.

Content Analysis:

This English Language Arts unit is designed to work in conjunction with DIT’s question, “What role could the Rouge Park play in making Cody-Rouge a more just community?”. The unit will focus on the community aspect of the larger project and ask the students to explore the possible answers to the essential question of, “What makes a community sustainable?”. The unit’s main question is further broken down into three main sub-questions in order to allow students to explore the many individual aspects of a sustainable community. The sub-question of “How do you belong to a community?” invites students to explore the issues of social outcasts, bullying, and how to be an accepting member of a community. The sub-question, “How do we take care of a community?” exposes students to the real-life, necessary skills and programs needed to take care of the communities’ environment as well as the well being of its people. The

Characteristics of Sustainable Communities

final sub-question, “Why is the the environment and access to parks important?”, ties the two previous concepts together to examine the scientific and health benefits of belonging to and taking care of a community.

The key questions of the unit are meant to set-up an exploration of many concepts in a place-based educational approach. While students are being exposed to the characteristics of sustainable communities, they will also explore the literary concepts of dystopian novels, figurative language, and be able to identify key ideas within text. Students will also learn the validity and credibility of sources as well as learn to identify biases within text. Through the completion of this unit, students will develop authentic investigation skills, critical thinking skills, curiosity, and discovery. Along with these skills, students will also learn the life skills of generosity, justice, and the importance of community diversity both in its members and the environment.

Unit Goals and Aligned Standards:

** The following are what have been determined to be the most important standards for the entire unit. Each lesson has accompanied standards attached within their individual rationale.

CCSS.ELA-LITERACY.CCRA.R.2

Determine the main ideas and themes of the novel *The Giver*; while also providing summaries of the key ideas from the text.

CCSS.ELA-LITERACY.CCRA.R.3

Analyze plot and character development that take place over the course of the novel *The Giver*

CCSS.ELA-LITERACY.CCRA.R.4

Point out specific words and phrases from texts (*The Giver*, *The Danger of a Single Story* video, and news articles). Use the text to determine connotative and figurative meanings of the words and analyze how the authors word choices create meaning or tone of the text.

CCSS.ELA-LITERACY.CCRA.R.6

Characteristics of Sustainable Communities

Determine how a writer's point of view or reason for writing a text can shape the content and style of that text.

CCSS.ELA-LITERACY.CCRA.W.1

Write persuasive essays that use valid reasoning and evidence.

CCSS.ELA-LITERACY.CCRA.W.8

Be able to analyze credibility of sources, and know the differences between a credible and non-credible source.

CCSS.ELA-LITERACY.RL.9-10.2

Determine the main idea or theme of a text. Be able to analyze how the main idea develops throughout the text. Be able to give a precise summary of the text.

CCSS.ELA-LITERACY.RL.9-10.3

Explore the development of characters in a text, and how their development affects the plot or theme of the text.

CCSS.ELA-LITERACY.SL.9-10.1

Actively participate in whole class and small group discussions with peers who have diverse points of view. Can express their own point of view in a precise manner. Respects their peers' point of view.

Core Concepts:

Community, Generosity, Justice, Diversity, Acceptance, Equality, and Compassion

Major Assignments:

The major assignments in this unit are meant to reinforce ELA standards while also exploring the essential questions of the unit and DIT's essential question. The first major assignment is a descriptive and figurative writing assignment and will be completed shortly after DIT's "Walk in the Park" event at the Rouge Park. The "Walk in the Park" event will be used as a hook into using descriptive and figurative language. Students will take their observations from the park visit and use both descriptive and figurative language to write a poem, narrative, news piece, or blog post describing their experience.

Characteristics of Sustainable Communities

The second major assignment will be a book report with choices for multiple intelligences. Using the text, students will create a song, poem, blog post, character interview, crossword puzzle etc. to “show what they know” about the novel, it’s main characters and key concepts. Students will be able to pick from a chart of activities that has multiple options for each intelligence. The novel for this unit is *The Giver* by Lois Lowery. The community of *The Giver* will lend to class discussions surrounding diversity and the sustainability of communities. Connections to the danger of having a lack of diversity in a community as well as stereotypes will be made from the novel as well as from the source credibility assignment and the “Danger of a Single Story” lesson.

The third major assignment will be to create two sources: one credible source and one source that is not credible. This will serve as a capstone assignment to follow a credible source lesson plan. Students can either completely make up their sources or find two existing articles and identify whether or not they are credible articles. The source credibility assignments will work in conjunction with a “Danger of a Single Story” lesson plan that will help to show students what happens when the public only has access to one source of information as well as what happens to members of a community when stereotypes are believed in by the public. This relates back to the essential questions regarding taking care of a community and creating a sense of belonging in a community.

The fourth and fifth assignments build off of each other. The first is a project where students identify what their Dream Park would be and how it would benefit the community. The fifth assignment is a Dream Park Exhibition, where students either draw, create a model, or somehow explain their dream community. Students would have the option to work in pairs or groups. The class will have an exhibition where each student’s project will be on display for the

Characteristics of Sustainable Communities

class. Using the dream parks from the exhibition, the class will decide what elements from the Dream Parks should be used to make a public space in Rouge Park with community partners SEMIS and Eco Works Detroit.

The sixth and final assignment is a persuasive essay explaining why their group chose their specific park design for the exhibition. Each student will be responsible for their own persuasive essay. The essay will include why their park is sustainable, how it helps the community, and how it will get more people to use the park. The essay should include evidence students learned throughout the unit from articles we read, the video “Danger of a Single Story, the novel *The Giver*, and the “Walk in the Park” activity that launched the unit. The fourth, fifth, and sixth assignments relate back to all three sub-questions of the unit because the students are showing why the environment and parks are important in our daily lives, how to create a sense of belonging in a community, and why it is important to take care of a community.

This unit offers many many different types of differentiation for students. Lessons and assignments can be differentiated for readiness by giving students articles to read that vary in difficulty for the source credibility and summarizing of key ideas assignments. The book report for multiple intelligences is completely differentiated for students to choose how they want to complete the assignment. The entire unit is designed to give students as many choices as possible for the end product of each assignment that depends on students’ readiness, level of learning, and their individual speed of learning. The persuasive essay at the end of the unit can be differentiated in length, connection to source materials, number of sources needed in the paper, and level of source integration to meet each individual students needs.

I believe that educators should be facilitators of knowledge that also hold students to high standards both as scholars and members of a community. The reason why I wanted to become a

Characteristics of Sustainable Communities

secondary education teachers was to be able to give my students the necessary tools for critical thinking and authentic investigation. I'm not interested in telling my students how they should think or feel about issues, I want them to be able to come to their own conclusions based on the evidence they are provided. I want to strive to be an educator that not only teaches students the content needed to graduate but to teach them how to be a compassionate member of a community that recognizes the importance of their surrounding environment. So many classes in the education system are set-up for students to simply regurgitate the information given to them in a lecture. It is my mission to be a more rigorous teacher that asks students to complete analysis and synthesize the given information in order to exercise their critical thinking skills.

Characteristics of Sustainable Communities

Scope and Sequence Chart				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>Launch Event: A Walk in the Park</p> <p>Park Reflection (1pg)</p>	<p>Frontload: Characteristics of a Community:</p> <ul style="list-style-type: none"> -Parts of a Community -Environmental -How does it function - Look at our community (Inquiry) 	<p><i>The Giver</i> Intro: Connect to Community</p> <ul style="list-style-type: none"> -Read Chps 1-2 in class <p>Direct Lesson: Graphic Organizers/ Taking notes while reading a novel</p> <p>Hmwk: Chp 3</p>	<ul style="list-style-type: none"> -Class Discussion / Review first three chapters -What are we noticing? -Start Chapter 4 <p>Hmwk: Finish Chp4&read Chp 5</p>	<p>Cooperative Lesson: Jigsaw Activity with questions for Chp 4 & 5</p> <p>Hmwk: Chps 6-9</p>
<p>Review Chps 6-9 themes, symbols, plot, character development</p>	<p>Read Chp 10 in class</p>	<p>Direct Lesson:</p> <ul style="list-style-type: none"> -Symbolism -imagery -setting -figurative language <p>Activity: Show at least 1 example from <i>The Giver</i> for each term</p>	<p>Group Work: Start Reading Chp 11 in small groups filling out graphic organizers & find at least 3 examples from the terms list from Wednesday's lesson</p> <p>Hmwk: Finish Chp 11</p>	<p>Read Chapter 12 in class</p> <p>Hmwk: Chps 13-16</p>
<p>Cooperative Lesson: Jigsaw Activity for Chapters 13-16 Questions</p> <p>Group Discussion re: 13-16</p>	<p>Read Chapter 17 in class</p> <p>Hmwk: Chp 18</p>	<p>Group work: Start reading Chp 19 in small groups filling out graphic organizers and finding three more examples from list of literary terms</p> <p>Hmwk: Chps 20-21</p>	<p>Review Chp 20-21</p>	<ul style="list-style-type: none"> -Read Chp 23 -Summarize book -Link back to community -what worked for the community in the book/ what didn't work for the community in the book?(Inquiry lesson)

Characteristics of Sustainable Communities

Cooperative Lesson: The Community of <i>The Giver</i>	Inquiry Lesson: Danger of a Single Story Day 1	Inquiry Lesson: Danger of a Single Story Day 2	-Introduce Book Report for Multiple Intelligences -Students fill out graphic organizer/contract picking what they will do -Brainstorm time for students	Work on book report in class
Direct Lesson: Source Credibility (Link to Danger of a Single Story)	-Source Credibility Practice -Assign Source Credibility Assignment	Book Report Presentations	Book Report Presentations	- Source Credibility Practice -Work on Source Credibility Assignment
-Students hand-in Source Credibility Assignment -Take some examples of assignment *Teacher link to why credibility in news is important for communities & our community (Detroit)	Direct Lesson: Summarizing Key Ideas (Integrate Source Credibility)	Cooperative Lesson: Summarizing Key Ideas	A Perfect Single Sentence Assignment	Recap: What we have learned about communities so far....(using book, articles from lessons, class discussion, and single story video)
-Quick recap of Friday -Hand-out and discuss Real Life Challenge Letter -Dream Community Reflection and Share	-Dream Park Assignment -Persuasive Essay Assigned -Essay/Project Workshop	Essay/Project Workshop *Teacher conferences with each group to make sure they have a plan	Essay/Project Workshop	Essay/Project Workshop

Characteristics of Sustainable Communities

<ul style="list-style-type: none"> -Finish Project -Work on Persuasive Essay's -Teacher/Peer Conferences about essays 	<ul style="list-style-type: none"> -Exhibition Prep -Teacher/Peer Conferences about Essays 	<p style="text-align: center;">Exhibition!!</p>	<p>Unit Reflection Day:</p> <ul style="list-style-type: none"> -Group Discussion on exhibition and community unit -Do Strategy Selection Criteria Chart to Pick a Project to create with Community Partners -Exit Ticket: Students write reflection on Exhibition 	<p>Persuasive Essays Due</p>
--	--	---	--	------------------------------

Characteristics of Sustainable Communities

Place-based Education Project/Unit Plan				
Name of Project/Unit: Characteristics of Sustainable Communities			Duration: 8 weeks	
Primary Subject(s) Addressed: English Language Arts			Grade Level: 9th	
Place/Community Site for Renewal: Cody Rouge Community and Rouge Park				
Project Summary/Overview	Unit aims to explore the positive attributes of communities while also exposing students to identifying key concepts, figurative and descriptive language, persuasive essays, and source credibility.			
Common Core State Standards Addressed:	CCSS.ELA-LITERACY.CCRA.R.2 CCSS.ELA-LITERACY.CCRA.R.3 CCSS.ELA-LITERACY.CCRA.R.4 CCSS.ELA-LITERACY.CCRA.R.6 CCSS.ELA-LITERACY.CCRA.W.1 CCSS.ELA-LITERACY.CCRA.W.8 CCSS.ELA-LITERACY.RL.9-10.2 CCSS.ELA-LITERACY.RL.9-10.3 CCSS.ELA-LITERACY.SL.9-10.1			
21st Century Competencies (to be taught)	<i>Collaboration and Communication</i>	x	<i>Creativity and Innovation</i>	X
	<i>Collaborative Problem Solving</i>	x	<i>Information and Communication Technology</i>	X
	<i>Critical Thinking</i>	x	<i>Personal and Social Responsibility</i>	X
Top 5-10 Measureable Outcomes:	<u>By the end of the project/unit, students will be able to:</u> <ul style="list-style-type: none"> - Identify main ideas from articles in short written paragraphs and a written homework assignment - Identify credible sources and choose credible sources to use in papers - Write a persuasive essay explaining their reasoning for developing their dream park - Identify key themes of text and community in <i>The Giver</i> through class discussion, group activities, and a book report 			
Driving/Essential Question	What makes a community sustainable?			
Key Concepts/Big Ideas	Characteristics of sustainable communities, belonging to a community, authentic investigation skills, themes of novels			
Student Products/Presentations/Civic Actions	<ul style="list-style-type: none"> - Dream Community Project - Book Report for Multiple Intelligences - Dream Park Persuasive Essay 			

Characteristics of Sustainable Communities

Public Audiences	Cody Rouge Community , DIT, SEMIS coalition			
Entry/Launch Event	A Walk in the Park – Students will visit Rouge Park with community partner SEMIS to acclimate themselves with the park. Group activities will help to connect the park and the river to the Cody Rouge community.			
Reflection Methods/Formative Assessments: (These are just examples)	Multiple Intelligences Book Report		Dream Community Essay	
	Dream Community Persuasive Essay		Credible Sources Assignment	
<p>Activities/Lessons: <i>What lessons will allow students to build the knowledge, skills, and habits to reach your outcomes, inquire deeply into the driving question and concepts, and publically demonstrate their understanding for real audiences?</i></p> <ul style="list-style-type: none"> - A Walk in the Park- launch event - Identifying Key Concepts (Direct Lesson) - Identifying Credible Sources (Direct Lesson and Independent Work) - Book/ Short stories (cooperative and inquiry lessons) - What makes up a Community? (Inquiry lesson) - Danger of a Single Story (Inquiry lesson) - Book Report for Multiple Intelligences - Dream Park Assignment - Dream Park Persuasive Essay - Dream Park Exhibition 				

Characteristics of Sustainable Communities

Community Partners: *Who are your community partners? What are your next steps for helping students connect to existing and new partners?*

The community partners for this unit are SEMIS and Eco Works Detroit.

Materials Needed:

Class set of *The Giver* by Lois Lowry, chart paper, markers, graphic organizers, News Articles, “The Danger of a Single Story” video, Socratic Question Handout, “*The Giver* Novel Questions, Quizzes, and Activities” (Mayfield 2014), Persuasive Essay Rubric (Watts), Dream Park Project Rubric, and Earth Force Selection Criteria Grid (2004).

What is a Community? – Inquiry Lesson

Framing the Lesson:

The purpose of this lesson is to help students realize all of the components of a community to help introduce the unit. The lesson works to help students see that a community is made up of more than just people. A community also includes the surrounding neighborhood, parks, and nature. The lesson ties into the unit's essential question as well as DIT's essential question because it asks students to break down the individual components of a community and how they work together to form a community. This lesson will take place on the second day of the unit, right after the launch event (A Walk in the Park). The lesson connects to the launch event, showing how parks are indeed a part of a community as well as connecting to future lessons by examining the individual components of a community.

Standards:

CCSS.ELA-LITERACY.SL.9-10.1

Begin and participate in whole class discussion, using Socratic Question Sheet to build on their classmates' ideas. Express their own ideas in a clear and concise manner.

CCSS.ELA-LITERACY.SL.9-10.1. B

Work with peers to create and remind each other of rules and norms of discussion

CCSS.ELA-LITERACY.SL.9-10.1.C

Extend conversations through the use of the Socratic Question sheet to pose and respond to questions during class discussion.

CCSS.ELA-LITERACY.SL.9-10.1. D

Respond respectfully and thoughtfully to peers diverse points of view. Be able to summarize a peer's response. Make connections between their ideas and a peer's ideas.

Students will be able to:

- Write a hypothesis or opinion of the different components of a community
- Collaborate with their peers through writing in a chart-and-chat activity

Characteristics of Sustainable Communities

- Understand through discussion the human and non-human members of a community
- Answer questions regarding components of a community through a brainstorming session of writing, writing during a chart-and-chat activity, and class discussion

Materials:

Chart paper, lesson packets (attached at end of lesson), and Socratic Handout (attached at end of lesson) taken from: Lowenstein, Ethan (2015). Curr305- Question Stems that deepen Discussion [Class handout]. College of Education. Eastern Michigan University, Ypsilanti, Michigan.

Engage:

The students will engage in the lesson through the cooperative activity called Soldier Line (Kagan 2001). Before students start the activity, they will have five minutes to brainstorm the question, “Is a community made up of more than just people? Why or why not? If it is more than people, what else belongs to a community?” The brainstorming session is asking students to take a stance or form an opinion/ hypothesis that they will share with their classmates. Using their brainstorming notes, students will share their answer in the Soldier Line activity.

Explore/Enable/Explain:

Once the students have completed their brainstorming and formed an opinion or hypothesis, the teacher will ask them to number off by two’s and to form two lines at the front of the class. Students will then be instructed by the teacher to make two even lines facing each other. The teacher will inform students that they will each have two minutes to share their ideas from the brainstorming activity. One line will go first and then the second line will speak. During the time that one person is talking, the other person can’t make comments or speak while their partner is talking, their job at that time is to purely listen. Line one will move to the right while Line two moves to the left, and the speaking process is repeated until each student in the class has spoken

Characteristics of Sustainable Communities

to each other. This will engage the students to start thinking about all of the different components of a community. This activity also allows students to hear their classmates' ideas and to form a well rounded answer to the question.

Once each classmate has spoken to each other, the teacher will ask students to return to their seats where they will review the answers they gave during the activity.

“Okay good job with the Soldier Line activity everyone! Now I would like you to return to your seats and we will review what you talked about with your classmates. So now that you are all back in your seats, let’s quickly review what our norms are for classroom discussions. By raising your hand, who can tell me what does listening look like? What does listening sound like? Who can tell me what kinds of follow-up questions we ask a speaker?”

Once the class has reviewed the norms for classroom discussion, the teacher should start the conversation by asking the question, “What did you write down in your brainstorming session? What was your original opinion or hypothesis?” The teacher should use a mixture of student volunteers and cold-calling to keep students engaged and ask for students to ask questions of clarification or explanation after each student speaks. The teacher should pace the conversation to help move the conversation along and to ensure that all of the questions from the first set of questions are presented to the students.

Students will be asked the following questions to help facilitate a group discussion:

- What did you write down in your brainstorming session? What was your original opinion or hypothesis?
- Did any of your classmates say something that surprised you?
- Did any of your classmates change your mind about what makes up a community?

Characteristics of Sustainable Communities

Set of Clues/Data Examples:

- Soldier Line Brainstorming Prompt: “Is a community made up of more than just people? Why or why not? If it is more than people, what else belongs to a community?”
- What did you write down in your brainstorming session? What was your original opinion or hypothesis?
- Did any of your classmates say something that surprised you?
- Did any of your classmates change your mind about what makes up a community?

Once students have reflected on their original ideas and how they may have changed through talking with their classmates the teacher should transition the students to the traveling chart and chat activity.

“So now that we have talked about what our original ideas of community were, you are now going to complete a chart-and-chat activity to start thinking about some specific questions. I will be placing chart paper on each groups table. Each chart paper has a different question you will be answering. Every five minutes your group will be moving to a different table and having a completely silent conversation answering the question on the chart. Instead of talking, you will be writing down your thoughts and having conversations with your classmates on paper. Your group will rotate through all of the tables until you have answered all of the questions. We will then reconvene as an entire class where you will do a gallery walk, and look at all of the charts and the different answers to the questions. During the gallery walk, write down three ideas you find interesting or want to talk about as a class. Thumbs-up if you understand the directions, thumbs-down if you need me to repeat them.”

Characteristics of Sustainable Communities

The teacher will then place the chart paper with the following questions on each group table:

- What happens to a community when their water source becomes contaminated?
- What public services help a community to function? What happens if these services go away?
- What are some organizations and public services that help your community function?
- What things in nature (rivers, plants, animals) help your community function?
- How can your community better use it's surrounding environment to become healthier and more sustainable? (sustainable: to maintain a certain level of living for extended periods of time)

The teacher will then set a timer for five minutes. When the alarm goes off, students will silently move to the table to their right. Once students are resettled at their new table, the teacher will reset the timer for five minutes and the process will repeat until each group has answered each question. Once each group had returned to their original table, the teacher will signal the start of the gallery walk.

“For the next five minutes I want everyone to walk around the room and look at each of the charts and the comments your classmates made. Make sure to take your packet with you so that you can write down one thing from each chart that you found interesting and want to talk about during group discussion. When the timer goes off, please return to your seat. The gallery walk should be a silent activity, so please no talking. Raise your hand if you need more directions. Everyone understands? Okay, I am setting the timer for five minutes! Everyone go!!”

The teacher should also be participating in the gallery walk and writing down key ideas to help facilitate the class discussion that will take place after the gallery walk. While the teacher is

Characteristics of Sustainable Communities

taking notes, they should note any repeating ideas or themes that the students wrote down. Once the timer goes off, the students should return to their seats.

Second Set of Clues/ Examples/Data:

-Questions from the chart and chat:

- What happens to a community when their water source becomes contaminated?
 - What public services help a community to function? What happens if these services go away?
 - What are some organizations and public services that help your community function?
 - What things in nature (rivers, plants, animals) help your community function?
 - How can your community better use it's surrounding environment to become healthier and more sustainable? (sustainable: to maintain a certain level of living for extended periods of time)
- Student X, what was one idea you found interesting written about the question of how we can better use our environment?
 - Student Z, what did you find interesting written down about the organizations and public services that help your community function? Why did you find that idea interesting?
 - Who wants to volunteer an idea that they found interesting?
 - Who found an idea that confused them? What was it? What questions do you have about it?

Characteristics of Sustainable Communities

- Who can help this student better understand the idea that they have questions on?

Enact/Evaluate:

Whole Class Discussion:

There will be two whole class discussions, as is noted under the Explore/Enable/ Explain heading. The two discussions will occur after the Soldier Line activity and again after the chart-and-chat activity. The teacher will give instructions out-loud to the students and there is also a directions page in their lesson packet to follow along with to ensure that students understand what they are supposed to be doing at all times during the lesson.

The first whole class discussion is detailed below and will take place after the Soldier Line activity:

Once each classmate has spoken to each other, the teacher will ask students to return to their seats where they will review the answers they gave during the activity.

“Okay good job with the Soldier Line activity everyone! Now I would like you to return to your seats and we will review what you talked about with your classmates. So now that you are all back in your seats, let’s quickly review what our norms are for classroom discussions. By raising your hand, who can tell me what does listening look like? What does listening sound like? Who can tell me what kinds of follow-up questions we ask a speaker?”

Once the class has reviewed the norms for classroom discussion, the teacher should start the conversation by asking the question, “What did you write down in your brainstorming session? What was your original opinion or hypothesis?” The teacher should use a mixture of student

Characteristics of Sustainable Communities

volunteers and cold-calling to keep students engaged and ask for students to ask questions of clarification or explanation after each student speaks. The teacher should pace the conversation to help move the conversation along and to ensure that all of the questions from the first set of questions are presented to the students.

Students will be asked the following questions to help facilitate a group discussion:

- What did you write down in your brainstorming session? What was your original opinion or hypothesis?
- Did any of your classmates say something that surprised you?
- Did any of your classmates change your mind about what makes up a community?

Set of Clues/Data Examples:

- Soldier Line Brainstorming Prompt: “Is a community made up of more than just people? Why or why not? If it is more than people, what else belongs to a community?”
- What did you write down in your brainstorming session? What was your original opinion or hypothesis?
- Did any of your classmates say something that surprised you?
- Did any of your classmates change your mind about what makes up a community?

The second whole group discussion will take place after the chart-and-chat and gallery walk activities. Before the discussion starts, the teacher will ask students to take out their Socratic Questions sheet and circle three questions that they plan on asking their classmates to help facilitate the discussion. The teacher will tell students that they will go around the room and each student will share one idea that they wrote down on their sheet from the gallery walk. After the student shares, their classmates will be responsible for asking one question from their Socratic

Characteristics of Sustainable Communities

Sheet before moving on to the next student. The teacher should be writing key ideas and questions that are generated from the discussion on the board in order to make students thinking visible. The questions the teacher will ask if the students need help to facilitate the discussion are below.

Second Set of Clues/ Examples/Data:

-Questions from the chart and chat:

- What happens to a community when their water source becomes contaminated?
 - What public services help a community to function? What happens if these services go away?
 - What are some organizations and public services that help your community function?
 - What things in nature (rivers, plants, animals) help your community function?
 - How can your community better use it's surrounding environment to become healthier and more sustainable? (sustainable: to maintain a certain level of living for extended periods of time)
- Student X, what was one idea you found interesting written about the question of how we can better use our environment?
- Student Z, what did you find interesting written down about the organizations and public services that help your community function? Why did you find that idea interesting?
- Who wants to volunteer an idea that they found interesting?

Characteristics of Sustainable Communities

- Who found an idea that confused them? What was it? What questions do you have about it?
 - o Who can help this student better understand the idea that they have questions on?

To wrap-up the final discussion, the teacher should say something similar to the following:

“You guys had a great conversation today to help us learn more about our community as a class. Hopefully from today’s class, you now have a better understanding of all the different components of a community. That a community just isn’t about the people, it’s also about the organizations, it’s public services, and about the environment surrounding the community. Hopefully, throughout this unit, you all will learn how each of these parts of a community are connected to each other and that if one part starts to fail, every other part of the community suffers too. Please fill out the exit ticket on the last page of your packet. Once you have filled out the exit ticket please place your packet in the middle of your group’s table and I will collect them after class.”

Evaluation/ Assessment of student learning:

Completion of lesson packet, participation in activities, participation in class discussion

Differentiation:

This lesson can be differentiated to meet many students different learning needs. Work can be given days before the lesson for those who need longer processing times, or the due dates can be extended to meet an individual’s needs. Students who need longer processing times will be told what questions that they will be called on so that they can prepare an answer, making the practice of cold-call a low-anxiety activity for learners. The brainstorming session can be completed to meet an individual’s learning style. They can write a paragraph, make a list, or draw a picture

Characteristics of Sustainable Communities

that shows the different parts of a community. While they will still be graded on writing something down in the brainstorming activity, auditory/verbal students will also be engaged in the Soldier Line activity, where they can explain instead of write what they believe to be the different parts of a community.

Teacher should read the directions out-loud to students before each activity

Directions Sheet- for teacher

Intro:

“Good Morning/ Afternoon everyone!! So yesterday we went to Rouge Park to start our new English unit! Today we are going to start exploring whether or not the environment and public services like the library and post office are a part of our community. If you look at your packets today, the agenda says that we are going to do a quick, DO NOW brainstorming session and then a Soldier Line activity. The writing prompt for the DO NOW is ‘Is a community made up of more than just people? Why or why not? If a community is more than just people, what else helps to make a community?’ Does everyone understand the prompt? Thumbs up or thumbs down to show me if you understand. Okay I’m setting the timer for five minutes. Start writing Now!!”

Soldier Line Activity:

So now that you have numbered off by two’s, all of the ones form a line at the front and all of the twos form another line facing the ones at the front of the class. We are doing the Solider Line activity today to share with your classmates what you wrote during your DO NOW. The one’s will go first and you will have two minutes to talk to the person you are facing in the two’s line. During these two minutes, the student in the line of twos is responsible for listening to your partner, you should not be talking! After the two minutes are up, you switch roles with your partner and the person in the two’s line shares their DO NOW with their partner in the one’s line. The line of twos will then move one person to the left and the person without a partner will go to the end of the line and we will repeat the process until all of the ones have spoken to all of the twos. Hands up if you DON’T understand. Everyone ready!! Go!

Traveling Chart-and-Chat:

There are pieces of chart paper on each group’s table. Each piece of chart paper has a different question written on it that you will be answering in your group. You will have five minutes at each table to answer the question. Your group will be answering the question SILENTLY by writing your thoughts down on the chart paper. Please feel free to build off of other student’s

Characteristics of Sustainable Communities

ideas on the chart paper. When the teacher's timer goes off, SILENTLY move to the next table to your right to answer the next table's question. We will repeat this until you are back at your original table. Is everyone ready?? Okay, I'm starting the timer, start writing!!

Gallery Walk:

For the next five minutes, everyone is going to walk around the classroom to look at what was written down on each piece of chart paper. Make sure to take your packet with you so that you can write down one interesting idea you found from each piece of chart paper. When the timer goes off, please go back to your seats. Stand-up at your desk if you understand the directions. Everyone Good? Okay Go!!

Group Discussion:

So now we are going to go around the room and everyone is going to tell the class one idea they wrote down from the gallery walk and why they found it interesting. The rest of the class is responsible for asking one follow-up question from your Socratic Questions Sheet. I will be writing down your ideas and responses on the board for the rest of the class to see. Everyone take out your Socratic Question Handout and circle three questions you want to ask the class. (teacher waits for the students to get handouts out on desk and circle their questions) Everyone Ready? Who wants to start?

Wrap- Up:

“You guys had a great conversation today to help us learn more about our community as a class. Hopefully from today's class, you now have a better understanding of all the different components of a community. That a community just isn't about the people, it's also about the organizations, it's public services, and about the environment surrounding the community. Hopefully, throughout this unit, you all will learn how each of these parts of a community are connected to each other and that if one part starts to fail, every other part of the community suffers too. Please fill out the exit ticket on the last page of your packet. Once you have filled out the exit ticket please place your packet in the middle of your group's table and I will collect them after class.”

Characteristics of Sustainable Communities

Name: _____ Hour: _____ Date: _____

Agenda:

- DO NOW Brainstorming session (5 minutes)
- Soldier Line Activity (10 minutes)
- Traveling Chart-and-Chat (20 minutes total)
 - o Gallery walk (5 minutes)
- Group Discussion (10 minutes)
- Exit Card (5 minutes)

DO NOW!!!

Brainstorm and write down your answer to the question. Your answers don't have to be in complete sentences, just list your thoughts. You will be using what you write down in the brainstorming session for the Soldier Line Activity with your classmates.

Question: Is a community made up of more than just people? Why or why not? If it is more than people, what else belongs to a community?

Characteristics of Sustainable Communities

Soldier Line Directions:

We are doing the Soldier Line activity today to share with your classmates what you wrote during your DO NOW. The one's will go first and you will have two minutes to talk to the person you are facing in the two's line. During these two minutes, the student in the line of twos is responsible for listening to your partner, you should not be talking! After the two minutes are up, you switch roles with your partner and the person in the two's line shares their DO NOW with their partner in the one's line. The line of twos will then move one person to the left and the person without a partner will go to the end of the line and we will repeat the process until all of the ones have spoken to all of the twos.

Traveling Chart-and-Chat Directions:

There are pieces of chart paper on each group's table. Each piece of chart paper has a different question written on it that you will be answering in your group. You will have five minutes at each table to answer the question. Your group will be answering the question SILENTLY by writing your thoughts down on the chart paper. Please feel free to build off of other student's ideas on the chart paper. When the teacher's timer goes off, SILENTLY move to the next table to your right to answer the next table's question. We will repeat this until you are back at your original table.

Gallery Walk Directions:

For the next five minutes, everyone is going to walk around the classroom to look at what was written down on each piece of chart paper. Make sure to take your packet with you so that you can write down one interesting idea you found from each piece of chart paper. When the timer goes off, please go back to your seats.

Gallery Walk!!

Write down one idea from each chart that you found interesting or want to talk about as an entire class:

Table 1	
---------	--

Characteristics of Sustainable Communities

Table 2	
Table 3	
Table 4	
Table 5	

Group Discussion Questions:

So now we are going to go around the room and everyone is going to tell the class one idea they wrote down from the gallery walk and why they found it interesting. The rest of the class is responsible for asking one follow-up question from your Socratic Questions Sheet. I will be writing down your ideas and responses on the board for the rest of the class to see. Everyone take out your Socratic Question Handout and circle three questions you want to ask the class.

Question Stems that Deepen Discussion

Adapted from "Tutorial on Problem-Based Learning: Taxonomy of Socratic Questioning" retrieved from http://ed.fnal.gov/trc_new/tutorial/taxonomy.html, October 10, 2014. In turn, this table was adapted from Paul, Richard, *Critical Thinking: How to Prepare Students for a Rapidly Changing World*, 1993.

Questions that Probe Reasons and Evidence		
Questions of Clarification	Questions that Probe Assumptions	Questions that Probe Reasons and Evidence
What do you mean by ____?	What are you assuming?	What would be an example?
What is your main point?	What is Jenny assuming?	How do you know?
How does ____ relate to ____?	What could we assume instead?	Why do you think that is true? Why do you say that?
Could you put that another way?	You seem to be assuming ____. Do I understand you correctly?	Do you have any evidence for that?
Is your basic point ____ or ____?	All of your reasoning depends on the idea that _____. Why have you based your reasoning on ____ instead of ____?	What are your reasons for saying that?
What do you think is the main issue here?	You seem to be assuming ____. How do you justify taking that for granted?	What led you to that belief?
Let me see if I understand you; do you mean ____ or ____?	Is that always the case? Why do you think the assumption holds here?	How does that apply to this case?
How does this relate to our problem/discussion/issue?	Why would someone make that assumption?	What would change your mind?
Jane, can you summarize in your own words what Richard said? . . . Richard, is this what you meant?	<u>STEMS YOU LIKE (TWEAK OR ADD YOUR OWN TOO):</u>	I'm wondering if that is good evidence for that belief?
Could you give me an example?		Is there a reason to doubt that evidence?
Would this be an example, . . .?		Who is in a position to know that is true?
Could you explain this further?		Can someone else give evidence to support that view?
Would you say more about that?		By what reasoning did you come to that conclusion?
<u>STEMS YOU LIKE (TWEAK OR ADD YOUR OWN TOO):</u>		<u>STEMS YOU LIKE (TWEAK OR ADD YOUR OWN TOO):</u>

Characteristics of Sustainable Communities

Questions about Viewpoints or Perspectives	Questions that Probe Implications and Consequences	
<p><i>The term "imply" will require clarification when used with younger students.</i></p> <p>What are you implying by that?</p> <p>When you say _____, are you implying _____?</p> <p>But, if that happened, what else would happen as a result? Why?</p> <p>What effect would that have?</p> <p>Would that necessarily happen or only possibly/probably happen?</p> <p>What is an alternative?</p> <p>If _____ and _____ are the case, then what might also be true?</p> <p>If we say that _____ is ethical, how about _____?</p> <p><u>STEMS YOU LIKE (TWEAK OR ADD YOUR OWN TOO):</u></p>	<p>How can we find out?</p> <p>What does this question assume?</p> <p>Would _____ ask this question differently?</p> <p>How could someone settle this question?</p> <p>Can we break this question down at all?</p> <p>Is this question clear? Do we understand it?</p> <p>Do we all agree that this is the question?</p> <p>To answer this question, what other questions must we answer first?</p> <p>I'm not sure I understand how you are interpreting this question. Is this the same as _____?</p> <p>How would _____ state the issue?</p> <p>Why is this issue important?</p> <p>Is this the most important question, or is there an underlying question that is really the issue?</p> <p><u>STEMS YOU LIKE (TWEAK OR ADD YOUR OWN TOO):</u></p>	

Exit Card:

1. How do you think your participation was in today's class? How did you add to the conversations?
2. Write down one thing you learned from today's lesson.
3. Write down one question you have about today's class.
4. We are at the beginning of a new unit where you will learn about how to make a community sustainable (positively survive over a long period of time). What is one thing you hope to learn about communities from this unit?

The Giver Group Discussion Chapters 4 & 5- Cooperative Lesson

Framing the Lesson:

Rationale:

This cooperative lesson is designed to help students review plot, character development, and key themes of Lois Lowry’s novel *The Giver*. Being able to expand and identify these literary themes in a novel are important foundational skills for students to grasp in order to meet the ninth grade standards and expectations in order to have success in future English Language Arts Classes in higher grade levels. These are also important foundational skills for students to learn in order to expand upon the major ideas and themes of the novel to have academic conversations with their peers and teachers. The lesson connects to the essential question(s) of the unit due to the plot of the novel and it’s portrayal of community. This lesson will take place on the fifth day of the unit and will help students to review chapters four and five with their classmates.

Conceptual/Skill Focus/ Big Idea:

Analyze key literary themes surrounding the plot and character development from the novel of *The Giver*. Students working together in small groups to gain consensus information surrounding questions from chapters in the novel. Expand upon this information through class discussion.

Lesson Objectives:

Students will be able to:

- Answer questions in small groups and on paper about chapters in the novel
- Answer questions about character and plot development using graphic organizers

Characteristics of Sustainable Communities

- Answer questions about character and plot development through class discussion

Standards:

CCSS.ELA-LITERACY.RL.9-10.1

Use textual evidence to support claims and analysis of text during discussion class discussion.

CCSS.ELA-LITERACY.RL.9-10.3

Analyze character development, their interaction with other characters, and how they help to move the plot along and develop a theme in the novel.

CCSS.ELA-LITERACY.SL.9-10.4

Present information from *The Giver* supported by evidence that peers can follow your point of view during class discussion.

CCSS.ELA-LITERACY.SL.9-10.1

Start and participate in class discussions with peers who have other points of view. Student respects their peer's points of view. Able to express their own ideas in a clear and precise manner.

Lesson Materials:

Packet (attached at end of lesson), *The Giver* questions for chapters four and five (Mayfield 2014), and Socratic Questions Handout taken from: Lowenstein, Ethan (2015). Curr305- Question Stems that deepen Discussion [Class handout]. College of Education. Eastern Michigan University, Ypsilanti, Michigan.

Engage:

Students curiosity will be peaked for the lesson by greeting students at the door and asking them to go to a specific table (heart table, star table, diamond table, square table, circle table, triangle table, and pentagon table). The teacher will introduce the lesson with:

“Today you are going to be teachers for your classmates. Each table will get a question that they must answer about chapter 4 or chapter 5 of *The Giver*. You will have five

Characteristics of Sustainable Communities

minutes to work in your group to answer the question. Each group will then present their answer to the rest of the class. YOU are responsible for making sure that the students at other groups gets the correct answer for your question and you will be relying on the other groups to answer the remaining questions in your packet. Before you start to answer the question I want you to assign each member of your group the Group Roles that are on the first and second page of your packet. Write down each group members name next to their role in the group. Remember that these roles are important to help groups work well together. Thumbs up if you understand, thumbs down if you aren't sure what we are doing today.”

Explore/ Enable/ Explain:

After the teacher introduces the lesson and checks for comprehension, set a timer for five minutes. Students should start to answer their group's question while the teacher circulates the room, making sure that students are on-task and understand their group's question. When the timer goes off after the five minutes, the teacher should check to make sure that the groups don't need more time to finish their work.

“Alright! The five minutes are up, by a show of hands, who needs two more minutes to finish answering your question?”

Once students have completed their group's question, each group will nominate one person in their group to present their answer to the rest of the class so that their classmates can write down the answer in their packet. Their answers should be backed up by evidence from the book and should include page numbers where they found the answer to the question. Students from other groups should ask questions of clarification from their Socratic Question Handout or add any information they feel is missing from the question.

Characteristics of Sustainable Communities

After each group has presented, the teacher should try to connect *The Giver* to the student's lives and community. Students will complete a five-minute free write answering the question:

“Describe one practice from the society in *The Giver* that is similar to a practice in our own community”. To transition from the group work to the free write and make a connection to the student's community the teacher should say something similar to:

“So now that we explored the first five chapters of the novel, it may seem like the community portrayed in *The Giver* is nothing like the community you live in. However, I challenge you to find one practice or ritual from the book that is similar to a ritual or practice in our community. You have ten minutes to free write. Remember that you won't be graded on grammar, spelling, or length for free writes. I'm more interested in the ideas you present in free writes because this isn't a polished or revised essay. It's purely a brainstorming session.”

The teacher should set a timer for ten minutes and circulate the classroom to ensure that students are writing, helping students who are stuck on an idea, as well as finding two or three writing examples to call-on for group discussion. A one-minute and 30 second wrap-up warning should be given to students so that they can finish their thoughts.

Once the ten minutes have passed, ask for students to volunteer to share their free writes. After each student reads their writing, ask the class to respond to their classmate with: “share one thing you liked about this student's idea/ writing”, “do you agree with this student? Why or why not?”, or “does anyone have a question of clarification for your classmate that just shared their idea?”.

If students don't volunteer, or there is extra time, the teacher should call on some of the students they picked during the free write to call on for further discussion.

When there are five minutes left of the class, transition to the Exit Ticket.

Characteristics of Sustainable Communities

“Thank you everyone for sharing their examples today and for the excellent group work everyone did with your classmates. One thing that I want you to take away from today’s class is that even though it doesn’t seem like *The Giver* doesn’t relate to your community at all, when you look deeply at the text, we can find some similar practices that are occurring in our community today. Please turn to the last page of your packet and fill out the Exit Ticket for today. Once you have answered the three questions in the Exit Ticket, place your packet in the middle of your table and I will come around and collect them.”

This lesson meets many of the criteria for cooperative learning mentioned by Johnson and Johnson (2002) in the book *Multicultural Education and Human Relations: Valuing Diversity*.

The members of the groups have to work together to form one answer which encourages interaction and the practice of social skills. The structure of the activity promotes interdependence among students because students must count on their classmates to be able to answer all of the questions. Each student is responsible for filling out their own worksheet that will be individually graded. This promotes individual accountability within the group work activity. The exit ticket asks students to process and reflect on how their group worked together to achieve their answer.

Enact/ Evaluate:

Students will be graded on participation in group work, participation in class discussion, brainstorming free-write (credit/no-credit based on attempting to answer question), and completion of the graphic organizer.

Differentiation:

This lesson can be differentiated in a few ways. First, students can have early access to the packet in order to have more processing time to answer the questions. The teacher can preselect

Characteristics of Sustainable Communities

the group that students are in and tell the student ahead of time what question their group will be responsible for answering. If this is done the day before students that need more time or have a harder time with reading and writing can come to class with having already done the prep-work for answering the question. It allows them to actively participate in their group's discussion. Students can have extra class time to complete the free write or could take the free write home where they can either finish the free write or create an audio recording that answers the free write.

Characteristics of Sustainable Communities

Name: _____ Hour: _____ Date: _____

Agenda:

- Group Work Activity (10 minutes)
 - o Assign Group Roles
- Group Review of Questions (15-20 minutes)
- Free write (5 minutes)
- Sharing of Free-Writes and Group Discussion of Free Write (10 minutes)
- Exit Ticket (5 minutes)

Group Work Directions:

On your table is a piece of paper that has a question or questions that you must answer as a group. The answers to the question can be found in chapters 4 and 5 of *The Giver* by Lois Lowry that you should have completed as homework the night before. You can use your book to help you answer the questions at your table but be sure to write down the page numbers. You will have seven minutes to answer the question at your table and then each table will share their answer to the class.

Before you start your group work, assign each member of your group one of the following roles. Write down each of your classmate's names next to the role they will be in charge of in your group:

Group Work Roles:

Scribe: Writes down notes as each person speaks. Reviews notes with group. Writes down official answer for presenter to share with the class.

Facilitator: Makes sure each person shares their ideas of how to answer the question to the group members. Checks that each group member understands and agrees with the official answer.

Presenter: Presents the groups information to the class. Answers questions that the class may have about their information.

Time Keeper: Keeps track of time. Makes sure that group members stay on task.

Characteristics of Sustainable Communities

Presentation Directions:

Each table will present the question they were given and their answer. All of the questions are already written down for you, make sure to write down each groups answer underneath their question. If you have a question for a group or something to add to their answer, make sure to raise your hand☺

Heart Table Question: What did Jonas do at the House of Old? How did he feel about his job> How would YOU feel about this job?

Star Table Questions: What was the celebration for at the House of Old? What was it like? Did this celebration change how you feel about “release”?

Diamond Table Question: How is the treatment of elderly people similar or different from the way we treat them?

Characteristics of Sustainable Communities

Square Table Question: What is the morning ritual for Jonas's family?

Circle Table Questions: What was Jonas's dream, and what do you think it meant?

Triangle Table Question: What is the treatment for the stirrings? How did Jonas feel about the stirrings?

Characteristics of Sustainable Communities

Free Write:

Answer the following question in the space provided (use the back of this sheet or a separate piece of paper if needed): Describe one practice from the society in *The Giver* that is similar to a practice in our own community.

Exit Ticket

1. How would you grade your participation in the group work today? How would you grade your participation in the class discussion?
2. Write down one thing you learned from another classmate today.
3. Write down one question you still have about the book that wasn't answered in today's class.

Question Stems that Deepen Discussion

Adapted from "Tutorial on Problem-Based Learning: Taxonomy of Socratic Questioning" retrieved from http://ed.fnal.gov/trc_new/tutorial/taxonomy.html, October 10, 2014. In turn, this table was adapted from Paul, Richard, *Critical Thinking: How to Prepare Students for a Rapidly Changing World*, 1993.

Questions that Probe Reasons and Evidence		
Questions of Clarification	Questions that Probe Assumptions	Questions that Probe Reasons and Evidence
What do you mean by ____?	What are you assuming?	What would be an example?
What is your main point?	What is Jenny assuming?	How do you know?
How does ____ relate to ____?	What could we assume instead?	Why do you think that is true? Why do you say that?
Could you put that another way?	You seem to be assuming ____. Do I understand you correctly?	Do you have any evidence for that?
Is your basic point ____ or ____?	All of your reasoning depends on the idea that _____. Why have you based your reasoning on ____ instead of ____?	What are your reasons for saying that?
What do you think is the main issue here?	You seem to be assuming ____. How do you justify taking that for granted?	What led you to that belief?
Let me see if I understand you; do you mean ____ or ____?	Is that always the case? Why do you think the assumption holds here?	How does that apply to this case?
How does this relate to our problem/discussion/issue?	Why would someone make that assumption?	What would change your mind?
Jane, can you summarize in your own words what Richard said? . . . Richard, is this what you meant?	<u>STEMS YOU LIKE (TWEAK OR ADD YOUR OWN TOO):</u>	I'm wondering if that is good evidence for that belief?
Could you give me an example?		Is there a reason to doubt that evidence?
Would this be an example, . . .?		Who is in a position to know that is true?
Could you explain this further?		Can someone else give evidence to support that view?
Would you say more about that?		By what reasoning did you come to that conclusion?
<u>STEMS YOU LIKE (TWEAK OR ADD YOUR OWN TOO):</u>		<u>STEMS YOU LIKE (TWEAK OR ADD YOUR OWN TOO):</u>

Characteristics of Sustainable Communities

Questions about Viewpoints or Perspectives	Questions that Probe Implications and Consequences	
<p><i>The term "imply" will require clarification when used with younger students.</i></p> <p>What are you implying by that?</p> <p>When you say _____, are you implying _____?</p> <p>But, if that happened, what else would happen as a result? Why?</p> <p>What effect would that have?</p> <p>Would that necessarily happen or only possibly/probably happen?</p> <p>What is an alternative?</p> <p>If _____ and _____ are the case, then what might also be true?</p> <p>If we say that _____ is ethical, how about _____?</p> <p><u>STEMS YOU LIKE (TWEAK OR ADD YOUR OWN TOO):</u></p>	<p>How can we find out?</p> <p>What does this question assume?</p> <p>Would _____ ask this question differently?</p> <p>How could someone settle this question?</p> <p>Can we break this question down at all?</p> <p>Is this question clear? Do we understand it?</p> <p>Do we all agree that this is the question?</p> <p>To answer this question, what other questions must we answer first?</p> <p>I'm not sure I understand how you are interpreting this question. Is this the same as _____?</p> <p>How would _____ state the issue?</p> <p>Why is this issue important?</p> <p>Is this the most important question, or is there an underlying question that is really the issue?</p> <p><u>STEMS YOU LIKE (TWEAK OR ADD YOUR OWN TOO):</u></p>	

The Community of *The Giver* -Cooperative Lesson

Framing the Lesson:

Rationale:

This cooperative lesson is designed to help students analyze themes and expand upon ideas of the novel *The Giver* that relate to community. These skills are important for students to learn how to analyze literature for other assignments such as research papers and class discussions. This lesson will take place after the class has finished reading the novel. Students will have notes and knowledge from previous class discussions and graphic organizers that were used to take notes while they read the novel. This lesson connects to the essential question as the students explore how this specific dystopian community operates and analyzes the advantages and disadvantages of the dystopian community.

Conceptual/Skill Focus/Big Idea:

Analyzing the themes of community from the novel *The Giver*. Students working together in small groups and discussing the main ideas of the novel that surround community.

Lesson Objectives:

Students will be able to:

- Identify themes of a community from the novel through discussion with other students
- Write what they believe makes a strong and weak community in a free write and group placemat activity

Characteristics of Sustainable Communities

- Work with group members to write a consensus answer of what makes a community strong or weak in a group activity

Standards:

CCSS.ELA-LITERACY.RI.9-10.8

Explain and assess the arguments made in the novel *The Giver* on community in utopian and dystopian societies. Evaluate whether or not the arguments made in *The Giver* provide the reader with enough evidence to support the novel's claims.

CCSS.ELA-LITERACY.SL.9-10.1

Participate in collaborative class discussions with classmates in the Soldier Line and Placemat Activities. Students express their ideas clearly and persuasively to their classmates.

CCSS.ELA-LITERACY.SL.9-10.1.C

Use Socratic questions to move conversations forward with classmates and connect their conversations to their community and the novel.

CCSS.ELA-LITERACY.SL.9-10.1.D

Respond to classmates' points of view by summarizing their classmates' arguments and providing evidence. Be able to back-up their claims by using evidence from the novel.

Lesson Materials:

Class set of *The Giver*, "Placemat" graphic organizers for group work, packets for students to complete the lesson and for taking notes, and different colored markers for each person the groups.

Engage:

Characteristics of Sustainable Communities

The “hook” of the lesson is a cooperative activity called Soldier Lines (Kagan 2001). First, students will be given five minutes to brainstorm their thoughts about the difference between strong and weak communities and to write down examples of how their community is strong or weak. Students will then be instructed by the teacher to make two even lines facing each other. The teacher will inform students that they will each have two minutes to share their ideas from the brainstorming activity. One line will go first and then the second line will speak. During the time that one person is talking, the other person can’t make comments or speak while their partner is talking, their job at that time is to purely listen. Line one will move to the right while Line two moves to the left, and the speaking process is repeated until each student in the class has spoken to each other. This activity will engage students to start thinking about themes of community as well as tying-in the themes of their own community before the class analyzes the dystopian community that is portrayed in the novel. Students will also be able to collaborate with other students during this activity to create a well-rounded idea about the concepts of community.

Explore/Enable/Explain:

The lesson will begin with a ten-minute DO NOW/ brainstorming writing session where students are given a brainstorming paper to write down their thoughts on strong and weak communities and providing examples from their own community. Students will then be asked to number off themselves in numbers of two to start the Soldier Line Activity (Kagan 2001). All of the one students will then form a line and all of the number two students will form a line facing the other line close enough so that they can talk in pairs (each pair is a one student from each line). They each have one minute to explain what they think makes a community strong, using examples from their own community if they can. After the pairs have spoken, the teacher will

Characteristics of Sustainable Communities

instruct line one to move one spot to the right, and the end person without a partner will move to the other side of their line. The process continues until every student in line one and two have talked to each other.

Students will then return to their groups tables and begin the “Placemat” activity (Kagan 2001).

Ideally, groups would be broken down by personality, so that one student does not take over the assignment from the rest of their group members. Groups should also include students that are at different levels of comprehension in order to help facilitate peer teaching. First, the teacher will facilitate a discussion about the classroom norms for group work, asking students what behaviors that good members of groups exhibit to have productive and positive groups. The teacher will write down what the students say, while also ensuring that the following norms are written down: one person talking at a time, respecting other students’ ideas, and providing encouraging and constructive feedback. Before students begin the group work activity, they will assign roles for each group member from the role sheet in their packet:

Group Work Roles:

Scribe: Writes notes about their group members brainstorming ideas on a piece of scrap paper. Writes down the group consensus answers in the middle group box of the placemat.

Facilitator: Makes sure each person of the group takes turns to present their ideas that they wrote down in their individual boxes. Checks that each group member understands what is written in the group consensus box.

Presenter: Presents the groups information to the class. Answers questions that the class may have about their information.

Time Keeper: Keeps track of time. Makes sure that group members stay on task.

Once they identify their roles, they will write their names next to each role in the packet. This helps to ensure a positive and productive group activity. For this activity, students are given a

Characteristics of Sustainable Communities

large sheet of paper with four boxes already drawn in with a fifth box in the middle for the the items the group agrees are important. Each group is also given a question relating to the novel to answer first individually and then together as a group. Half of the groups will answer the question, “Is the community in *The Giver* a strong or weak community? Why or why not? Make sure to use examples from the book”. The other half of the groups will answer the question, “Do you think your community is strong or weak? Why or why not? Provide examples from your community. How could it be made stronger?”. They will have five minutes to work individually writing down what the ideas they feel are vital to answering the question. Group members will then each take turns explaining what they wrote down in their individual boxes. Group members will then discuss which items they all agree should go in the middle “group” box and write them down. Each group will then present their “placemats” to the class explaining their question and how they decided to answer the question using the information in their boxes. Students from other groups will ask questions of clarification and more information. After each group presents, the teacher will ask the other groups to offer warm and cool feedback of what they liked and what they would have done differently to answer the question.

Enact/Evaluate:

Students will hand-in their brainstorming activity as well as their placemat group activity for evaluation. Students will also be given participation points for the Soldier Line activity, participation in the group work, as well as the whole-class discussion.

This lesson meets many of the criterion for cooperative learning mentioned by Johnson and Johnson (2002) in the book *Multicultural education and human relations: Valuing Diversity*. The group consensus box in the placemat activity promotes positive interdependence while the

Characteristics of Sustainable Communities

individual outer boxes and the free write promote individual accountability for each student. The soldier line activity and placemat activity encourages interaction and the practice of social skills in the classroom. Finally, this lesson meets the group processing goal from the group consensus box, the group presentations to the class, and the exit card that reflects on how students worked together in their groups.

Differentiation:

This lesson can be differentiated in a few ways to accommodate students' various needs. Students can be given the brainstorming activity the day before to complete as homework if they need extensive periods of time in order to formulate their thoughts in writing. Students can read off of their brainstorming activity paper during the soldier line activity instead of talking without their paper. Instead of cold calling on students during whole class discussion, they will be notified during the brainstorming session of what question the teacher will be asking them so that they have time to formulate and write down an answer. Students with lower comprehension levels can be in groups with students who have higher comprehension levels so that peer-to-peer teaching can occur during the group work.

This lesson is also differentiated by using different levels of Bloom's Taxonomy. The lesson begins with a free write that asks students to recall knowledge of the community in *The Giver*, as well as interpret, analyze, and compare their community with the community in the novel. The free write and soldier line also asks the students to analyze and evaluate the characteristics of a sustainable community. The placemat activity asks students to combine their thoughts into one main answer which means that they will also need to analyze and evaluate their individual thoughts into one cohesive answer as a team.

Characteristics of Sustainable Communities

Name: _____ Hour: _____ Date: _____

Agenda:

- Free write (7 minutes)
- Soldier Line Activity (15 minutes)
- Placemat activity (10 minutes)
- Small Group Discussion and Fill-out consensus box (7 minutes)
- Group Presentations

DO NOW!!!!

Directions: Use the next seven minutes to brainstorm your ideas about what makes up a strong community and what makes up a weak community. Provide examples from your own community and the community that is represented in the novel we have been reading, *The Giver*. You will be using your thoughts for the next activity with your classmates for the soldier line activity!!! Use the back of this sheet of paper if you need more room to explore your thoughts 😊

3 Things I Learned from my Classmates

Directions: Write down at least three ideas you found interesting during the soldier line activity.

Classmate's Name	What they said

In your groups, decide and write down which group member will be responsible for each role that is shown below:

Group Work Roles:

Scribe: Writes notes about their group members brainstorming ideas on a piece of scrap paper. Writes down the group consensus answers in the middle group box of the placemat.

Facilitator: Makes sure each person of the group takes turns to present their ideas that they wrote down in their individual boxes. Checks that each group member understands what is written in the group consensus box.

Characteristics of Sustainable Communities

Presenter: Presents the groups information to the class. Answers questions that the class may have about their information.

Time Keeper: Keeps track of time. Makes sure that group members stay on task.

Group Presentations

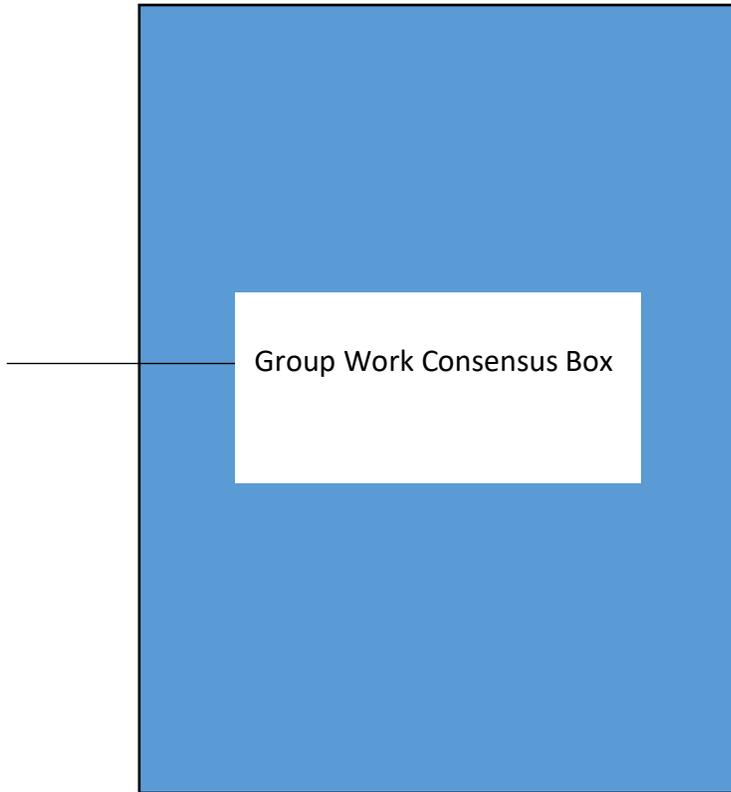
During the groups presentations, write down one thing from each group that you liked or learned from their presentation.

Group	What I Liked
1	
2	
3	
4	
5	
6	

Characteristics of Sustainable Communities

Individual Student Work #1

Individual Student Work #2



Individual Student Work #3

Individual Student Work #4

****Design for placemat activity. Placemat should cover the entire sheet of chart paper****

“Danger of a Single Story”- Inquiry/Cooperative Lesson

Framing the Lesson:

The purpose of this lesson is to introduce students the concept of biases and stereotypes that occur in literature, media, and in today’s society. The lesson will also work to help students understand that in a community, members must work to display empathy towards each other and put themselves in the other’s “shoes” to try and understand the other members of the community. Connections will be drawn to Social Studies by asking students to name and discuss how “single stories” affected major events in the world’s history. This lesson ties into the unit’s essential question as well as DIT’s essential question by exploring why a “single story” or viewpoint is dangerous to a community’s sustainability and diversity. This lesson will take place after the students read the novel *The Giver* by Lois Lowry in order for students to make connections from the novel to the video the “Danger of a Single Story” as well as connecting these examples what could happen (or is happening) to their community if the majority of its members buy into a single viewpoint. This lesson will take place over at least two lesson periods.

Standards:

CCSS.ELA-LITERACY.RI.9-10.6

Establish the authors’ point of view or purpose in “Danger of a Single Story” and “The Giver” and analyze how their word choice advances the purpose of their respective speech and novel.

CCSS.ELA-LITERACY.W.9-10.10

Ten-minute in-class free write to reflect and extend their thoughts of a video and a novel

CCSS.ELA-LITERACY.SL.9-10.1

Through a variety of activities (class discussion, chart and chat, free write) students engage in class conversation. Students initiate conversation and build off other student’s ideas through the use of Socratic questions.

Characteristics of Sustainable Communities

CCSS.ELA-LITERACY.SL.9-10.1. B

Students set classroom discussion rules and norms for peers to follow during class discussion.

CCSS.ELA-LITERACY.SL.9-10.1.C

Extend classroom conversation by making connections to historical events, the novel *The Giver*, and their own community.

Core Concepts:

Empathy, Acceptance, Diversity, and Authentic Investigation

Students will be able to:

- Write a five minute in-class free write where they explore why one viewpoint on an issue is dangerous to a community and reflect on a time they were the target or witnessed another person being the victim of a single story during free-write/brainstorming sessions in class
- Discuss the dangers of a single viewpoint on social issues and relate the “single story” concept to events in history (Social Studies link)
- Make connections from the video “Danger of a Single Story” to the stereotypes and biases that have been made about their community through class discussion

Materials:

Chimamanda Ngozi Adichie. “The Danger of a Single Story” Ted Talk. October 7 2009. Free Write Prompt Hand-out, Chart paper, Graphic Organizer, talking tool, and Socratic Questions Handout taken from: Lowenstein, Ethan (2015). Curr305- Question Stems that deepen Discussion [Class handout]. College of Education. Eastern Michigan University, Ypsilanti, Michigan.

Engage:

Characteristics of Sustainable Communities

Scripted Intro for Teacher:

“Over the next two days, we as a classroom community will be discussing some pretty important and serious concepts. We will be discussing why one viewpoint isn’t always a good idea for our community and how it can actually end up hurting the members of our community. Through the activities that are listed in your packet on the agenda, we will be making connections from the book we are reading, *The Giver*, the video we will be watching in a few minutes, historical events, and our own community and school. These can all be linked by looking at how each event either suffered or prospered from a single viewpoint of information. Now, we will be watching a video where an author believes that living life from a single viewpoint is dangerous. While you are watching the video, I want you to fill out the graphic organizer in your packet and think about if you agree with the speaker. Why or why not? What questions does she raise for you about living life from a single point of view?”

The “Hook” of the lesson will be the TedTalk, “The Danger of a Single Story” by author Chimamanda Ngozi Adichie. While students watch the video they will be asked to take notes, writing down reasons why the speaker believes that a single viewpoint is dangerous for society. Their notes will help to serve as framework for an in-class free write that follows the video. Graphic Organizers will be provided for students who need them to help organize and prompt them to take notes.

Explore/Enable/Explain:

After students watch the video they will be given a handout with the writing prompt: “Why does author Chimamanda Ngozi Adichie feel that a “single story” or looking at an idea from a single viewpoint is dangerous for society? What do we as a community miss out on if we look at

Characteristics of Sustainable Communities

problems or news stories from a single viewpoint? Use examples from the video, the book we are reading *The Giver*, and events that have happened in world history to support your claims that a single viewpoint is dangerous or not dangerous for a community.” Students will then be asked to share their ideas from their free-write. Before the discussion, students will be reminded to ask questions from their Socratic question sheet that they have previously been given (attached in the materials) in order to facilitate a discussion that builds off of their comments. At the end of class, the teacher will collect the free writes to gather data that will help facilitate the discussion for the next day.

Set of Clues/Data Examples:

“Danger of a Single Story”, Writing Prompt: “Why does author Chimamanda Ngozi Adichie feel that a “single story” or looking at an idea from a single viewpoint is dangerous for society? What do we as a community miss out on if we look at problems or news stories from a single viewpoint? Use examples from the video, the book we are reading *The Giver*, and events that have happened in world history to support your claims that a single viewpoint is dangerous or not dangerous for a community.”

The next day’s class period will focus on taking the concepts from the video and applying it to the novel as well as making real life connections to current news stories as well as historical events. The first class activity will be a traveling chart and chat where groups will rotate to five different tables that have a chart that they have to have a silent conversation to answer the question on the chart through writing on the chart (Please see the double-planned packet for activity directions). Through this method, students will be able to build off of each other’s writing to make deeper discussion as well as getting them to start thinking about ideas for the fishbowl conversation. Each chart will have a different question that students will need to

Characteristics of Sustainable Communities

answer, and they will have five minutes at each station to silently converse with their peers. The evidence from the chart and chats will be used to help facilitate class discussion.

Second Set of Clues/Examples/Data:

Questions used for Traveling Chart and Chat:

- Does the community portrayed in *The Giver* have a single story? What are some examples that you have seen in book?
- Why is a single story or viewpoint dangerous?
- What are some events that have occurred in history that transpired due to a community of people believing in a single story?
- Are there any “single stories” occurring today in the United States? Are there any taking place in your community?
- What is the single story of Detroit?
- How do we as a country and community help to stop the spread of single stories?

Enact/Evaluate:

Whole Class Discussion:

There will be multiple opportunities for whole class discussion in variety of formats. The first day will include whole class discussion that focuses on their free-writes that are based on the given prompt. The second day’s class discussion will take place in the form of traveling chart and chat as well as fishbowl discussion. The traveling chart and chat will each have one of the questions from the second data set written on the chart.

Students will break into four groups and spend five minutes at each table having a silent conversation by writing down their thoughts instead of speaking out loud. Once each group has written at each chart station, students will arrange chairs into a circle by the

Characteristics of Sustainable Communities

chalkboard. This is the start of the fishbowl conversation. The conversation should be preceded by a reminder of classroom norms that everyone needs to be respectful of others thoughts and ideas, listen to what other students have to say, and to ask questions of clarification when needed. The teacher will model an example of what a question of clarification entails. A small object will serve as a “talking tool” where the person who possesses the tool in their hands is the only person who should be speaking. The charts with the students’ writing will be used to help facilitate the student conversation. The teacher can start off by asking the main question that appeared on the chart, but should let students do most of the speaking. If needed the teacher can use student comments from the chart to help fill-in conversation gaps. The directions for these activities are attached in the student/teacher packet and can be found under the Day 2 heading. The conversation should end with the topic of “How do we as a community/school help to stop the spread of the single stories?” This should help to end the conversation on a more positive note to an otherwise fairly serious conversation as well as reminding students that they have the ability to be agents of change within their school and community.

Questions that the teacher will ask to help facilitate the discussion:

Questions used for Traveling Chart and Chat modified for the discussion:

- Does the community portrayed in *The Giver* have a single story? What are some examples that you have seen in book?
 - o Are these positive or negative examples?
 - o Is a positive way that a “single story” is portrayed in the book?
- Why is a single story or viewpoint dangerous?

Characteristics of Sustainable Communities

- What are some events that have occurred in history that transpired due to a community of people believing in a single story?
- Are there any “single stories” occurring today in the United States? Are there any taking place in your community?
 - o How does this hurt us as a community? Does it divide community members or bring community members closer?
 - o How has this hurt the diversity of our community or the diversity of America?
- What is the single story of Detroit?
 - o Is any of this true?
 - o Why do you think this has happened?
 - o Are any of them positive? (unbreakable spirit of Detroit)
- How do we as a country and community help to stop the spread of single stories?
 - o Gossip in high school
 - o Stereotypes

Evaluation/Assessment of student learning:

Completion of lesson packet, participation in group and whole class discussions, participation in traveling chart and chat, and exit card.

Extend:

Exit card reflection questions. Students will be given an exit card that will be completed as homework in their packet. The entire packet will be due the next class period.

Differentiation:

Characteristics of Sustainable Communities

This lesson can be differentiated in many ways. First, students can be given early access (days before the actual lesson takes place) to the video so that they can watch it as many times as needed in order to get the notes they need for the free write. This allows students to start and stop the video at their own processing pace. Students can be given extra time to finish the free-write either as homework or finish the free-write instead of having the class discussion (with no participation points being taken away). The questions on the charts for the traveling chart and chat activity can be given as homework for students to answer on their own time for those who need more time to process and formulate their thoughts. This would still allow them to participate in the activity and class discussion while also giving them the extra time needed to produce high quality work. Another way that the class discussion can be differentiated for students would be to give the students who need longer processing time certain discussion questions ahead of time so that they have the needed time to formulate their ideas.

Characteristics of Sustainable Communities

Name: _____

Hour: _____ Date: _____

Agenda:

Day 1:

- Watch the video of “Danger of a Single Story” by author Chimamanda Ngozi Adichie (20 minutes)
- Free Write – 10 minutes
- Review Group Discussion Norms and Socratic Questions (10 minutes)
- Sharing of Free Writes and class discussion (rest of class time remaining)

Day 2

- Recap of yesterday’s activity
 - o Student recap
- Traveling Chart and Chat (20 minutes)
 - o Five minutes at each table
- Fishbowl Discussion (15-20 minutes)
- “How do we as a community/ school help to stop the spread of single stories?” discussion (remaining class time)

Movie Notes!!

Video Title

New Ideas

I agree

I disagree

Re

Questions??

Characteristics of Sustainable Communities

Writing Prompt:

Why does the speaker in the video feel that a “single story” or looking at an idea from a single viewpoint is dangerous for society? What do we as a community miss out on if we look at problems or news stories from a single viewpoint? Use examples from the video, the book we are reading *The Giver*, and events that have happened in world history to support your claims that a single viewpoint is dangerous or not dangerous for a community. Use the provided space to answer the prompt. You can use the back of the sheet or notebook paper if you need more room to explore your thoughts!

Characteristics of Sustainable Communities

Teacher should read the directions to the students out loud before each activity

Day 1 Directions for Class Discussion

After your free write, we will go around the room and each student will share what they wrote about or read their free write to the class. Before we share our ideas, take a minute to review the Socratic Question Worksheet below. Make sure to ask your classmates questions from the worksheet to provide clarification or expand upon their original ideas.

Day 2 Directions

Today, we will be building off of the ideas we formulated as a class from the video “The Danger of a Single Story”. First we will spend five minutes reviewing what we did yesterday. The teacher will be asking you, the students, to provide the information we need.

Student Recap:

Please volunteer to review what we did yesterday. When you are reviewing, imagine you are telling a classmate that wasn't in class yesterday what happened. Be as specific as possible so that the student who missed class is able to participate in today's discussion.

Chart and Chat:

Your desks are currently arranged into five different groups. Our first activity today will be a silent chart and chat. You will each spend five minutes at each group of desks answering the following questions on chart paper. You can write down new ideas or build off of what other students have written down. I will be timing you using an audible alarm. When the alarm goes off, table 1 will move to table 2, table 2 will move to table 3, and so on until each group has visited each table and answered the question. Remember that this is a silent activity and you are letting your pencil do the talking.

Questions:

- **Table 1:** Does the community portrayed in *The Giver* have a single story? What are some examples that you have seen in the book?
- **Table 2:** Why is a single story or viewpoint dangerous?
- **Table 3:** What are some events that have occurred in history that happened due to a community of people believing in a single story?
- **Table 4:** Are there any “single stories” occurring today in the United States?
- **Table 5:** Is there a single story being told about Detroit?

Fishbowl Discussion Directions:

After the chart and chat, move your chairs into a horseshoe shape by the front white board so that you can see the white board and your classmates from your seat. The teacher will

Characteristics of Sustainable Communities

post the chart and chats on the white board so that you can see what everyone's answers to the chart and chat questions. Take five minutes to look at the charts and write down three ideas from the chart you would like to either: ask a question of clarification about, agree/disagree with or found interesting. After the five minutes, return to your seats. The teacher will give you the "talking ball" to start the conversation. If you want to talk, you must have the talking ball in your hand, if you don't have the ball, you should not be talking unless it is to ask for the ball by raising your hand. We will go around the circle as a class, discussing what the three ideas you wrote down from the chart and chat. The teacher will be writing key points of your discussion on the whiteboard but will remain as silent as possible. It is up to you to keep the conversation going!!!

Three Ideas I Want to Talk About

- 1.
- 2.
- 3.

Last 10 Minutes of Class:

When there are ten minutes left of class, the teacher will ask the question, "How do we as a community/school help to stop the spread of single stories? What are ten things that we can do as a class to stop the spread of single stories with our classmates? Write down the 10 ideas in the list below:

Top 10 Ways to Stop the Single Stories in our School

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____

Exit Card

Write 3-5 sentences reflecting on your participation in the fishbowl class discussion. Did you participate? Did you ask questions from the Socratic Question Worksheet? Did you follow our classroom discussion norms?

How do you think the class discussions went over the past two days? How could they have been better?

What did you learn from the past two days' activities? What questions do you have?

Question Stems that Deepen Discussion

Adapted from "Tutorial on Problem-Based Learning: Taxonomy of Socratic Questioning" retrieved from http://ed.fnal.gov/trc_new/tutorial/taxonomy.html, October 10, 2014. In turn, this table was adapted from Paul, Richard, *Critical Thinking: How to Prepare Students for a Rapidly Changing World*, 1993.

Questions that Probe Reasons and Evidence		
Questions of Clarification	Questions that Probe Assumptions	Questions that Probe Reasons and Evidence
What do you mean by ____?	What are you assuming?	What would be an example?
What is your main point?	What is Jenny assuming?	How do you know?
How does ____ relate to ____?	What could we assume instead?	Why do you think that is true? Why do you say that?
Could you put that another way?	You seem to be assuming ____. Do I understand you correctly?	Do you have any evidence for that?
Is your basic point ____ or ____?	All of your reasoning depends on the idea that _____. Why have you based your reasoning on ____ instead of ____?	What are your reasons for saying that?
What do you think is the main issue here?	You seem to be assuming ____. How do you justify taking that for granted?	What led you to that belief?
Let me see if I understand you; do you mean ____ or ____?	Is that always the case? Why do you think the assumption holds here?	How does that apply to this case?
How does this relate to our problem/discussion/issue?	Why would someone make that assumption?	What would change your mind?
Jane, can you summarize in your own words what Richard said? . . . Richard, is this what you meant?	<u>STEMS YOU LIKE (TWEAK OR ADD YOUR OWN TOO):</u>	I'm wondering if that is good evidence for that belief?
Could you give me an example?		Is there a reason to doubt that evidence?
Would this be an example, . . . ?		Who is in a position to know that is true?
Could you explain this further?		Can someone else give evidence to support that view?
Would you say more about that?		By what reasoning did you come to that conclusion?
<u>STEMS YOU LIKE (TWEAK OR ADD YOUR OWN TOO):</u>		<u>STEMS YOU LIKE (TWEAK OR ADD YOUR OWN TOO):</u>

Characteristics of Sustainable Communities

Questions about Viewpoints or Perspectives	Questions that Probe Implications and Consequences	
<p><i>The term "imply" will require clarification when used with younger students.</i></p> <p>What are you implying by that?</p> <p>When you say _____, are you implying _____?</p> <p>But, if that happened, what else would happen as a result? Why?</p> <p>What effect would that have?</p> <p>Would that necessarily happen or only possibly/probably happen?</p> <p>What is an alternative?</p> <p>If _____ and _____ are the case, then what might also be true?</p> <p>If we say that _____ is ethical, how about _____?</p> <p><u>STEMS YOU LIKE (TWEAK OR ADD YOUR OWN TOO):</u></p>	<p>How can we find out?</p> <p>What does this question assume?</p> <p>Would _____ ask this question differently?</p> <p>How could someone settle this question?</p> <p>Can we break this question down at all?</p> <p>Is this question clear? Do we understand it?</p> <p>Do we all agree that this is the question?</p> <p>To answer this question, what other questions must we answer first?</p> <p>I'm not sure I understand how you are interpreting this question. Is this the same as _____?</p> <p>How would _____ state the issue?</p> <p>Why is this issue important?</p> <p>Is this the most important question, or is there an underlying question that is really the issue?</p> <p><u>STEMS YOU LIKE (TWEAK OR ADD YOUR OWN TOO):</u></p>	

Summarizing Key Ideas- Direct Lesson Instruction

Framing the Lesson:

Rationale:

This lesson is designed to teach students how to find the key ideas from short pieces of text, mainly news articles. This lesson serves as an important building block for finding key evidence as well as summarizing texts. This lesson will take place early on in the unit as a primer for summarizing longer pieces of text and the book report for multiple intelligences. The concepts of the articles will focus on community action as well as the environment, which both tie to the unit's essential question.

Conceptual/Skill Focus/ Big Ideas:

Students should be able to identify key concepts and summarize articles of text.

Lesson Objectives:

Students will be able to:

- identify the main idea of short pieces of text
- describe the main idea through conversation
- write a short paragraph explaining the main idea
- describe why identifying the main idea of a text is important through conversation
- be able to identify “good” and “bad” examples of summaries and key ideas through conversation

Common Core:

CCSS.ELA-LITERACY.RI.9-10.2

Characteristics of Sustainable Communities

Determine the main idea of a text (in this lesson a news article) and provide how the main idea is shaped by details within the text. Make an objective summary of the text.

CCSS.ELA-LITERACY.RI.9-10.5

Determine how the author's ideas or claims are supported by evidence from the text.

Lesson Materials:

Main Idea Graphic Organizer, "Tweet Your Homework" sheet, screenshots of tweets,

The following articles:

"Belle Isle Improvements Taking Shape as Transition Continues Toward State Management of the Park" (2014 Jan 23). *Detroit2020.com*. Retrieved from

<http://detroit2020.com/2014/01/23/belle-isle-improvements-taking-shape-as-transition-continues-toward-state-management-of-the-park/>

"Can the Old Packard Plant be a Perfect Town" (2014, Aug, 20). *Wxyz.com*. Retrieved from <http://detroit2020.com/2014/08/20/can-the-old-packard-plant-be-a-perfect-town/>

Neavling, S. (2015, Oct 9). "More than 10,000 problems fixed through 'Improve Detroit' cell phone app". *Motorcitymuckraker.com*. Retrieved from <http://motorcitymuckraker.com/2015/10/09/more-than-10000-problems-fixed-through-improve-detroit-cell-phone-app/>

Ridley G. (2015, Dec, 11). "Shiawassee County Oil Spill was Accidental, Feds Say." *Mlive.com*. Retrieved from http://www.mlive.com/news/flint/index.ssf/2015/12/shiawassee_county_oil_spill_wa.html

Sands, D. (2015, Nov 19) "How Cody Rouge is Becoming Detroit's Leading Neighborhood for Green Infrastructure." *ModelDMedia.com*. Retrieved from <http://www.modeldmedia.com/features/cody-rouge-bioswale-111915.aspx>

Torregrossa, M. (2015, Dec 11). "What will Freak Weather do to Budding Plants?" *Mlive.com*. Retrieved from http://www.mlive.com/weather/index.ssf/2015/12/what_will_freak_weather_due_to.html

White, R. & Leffel, L. (2015, Oct. 19). "Michigan's own Connor Sports and The Green Sports Alliance leverage cultural and market influence of sports to promote healthy, sustainable communities" *Mlive.com*. Retrieved from

Characteristics of Sustainable Communities

http://www.mlive.com/environment/index.ssf/2015/10/michigans_own_connor_sports_a_n.html#incart_river

White, T. (2010, April, 22). "Top 10 environmental issues affecting urban America" *The Grio*. Retrieved from <http://thegrio.com/2010/04/22/the-top-ten-environmental-issues-affecting-america/#earth-day-at-40-top-ten-environmental-threats-to-black-americajpg>

Engage:

To hook the students into the lesson, the teacher will begin by showing how key ideas of articles show up in every day mainstream media (attached at end of lesson). Students will be shown examples of tweets that give the main idea of articles as well as subtitles of news articles. These examples will show students how the concept of key ideas are connected to their everyday lives. Student will be told that by the end of the lesson they should be able to identify the main idea of short texts in groups. Students will be asked why they believe that it is important to be able to recognize the main idea of a text and how it can help them in classes outside of ELA.

"Today we are going to work on improving our summarization skills and finding the main idea of a piece of writing. Twitter is the perfect place to find examples of how news journalists find the main idea. (Projects image of a tweet) If you see here on the screen, the newspaper creates a short, 140 letter maximum sentence that explains what the article that is linked in the tweet is about. They use this sentence to try and get readers to click on the link to read the entire article. This is an example of how summarization and identifying key ideas takes place every day in the mainstream media. We are going to take a look at some more tweets and articles that summarize the main idea in short and concise sentences. By raising your hand, who can tell me why we would use summaries and short sentences that identify the main idea in an English class?"

Characteristics of Sustainable Communities

Explore/Enable/Explain:

Explain to students that the main idea of the text is a shortened version of a piece of writing. The main idea is shorter than a summary of the writing. A summary is usually a paragraph of sentences that describing the main idea as well as a few important details. We will be focusing just on the main idea today which should be no longer than two sentences and accurately describe the topic of the writing. Students will then be shown examples of a short article via doc cam or smart board that the teacher will read through before showing them the main idea of the article. Students will be shown examples from scholarly journals as well as mainstream media articles.

The teacher will then model how they determine what the key idea of an article is to the class via doc cam or smart board. Examples will include both good and concise summarizations as well as examples of convoluted and disjointed paragraphs that don't effectively summarize an article. Showing students both positive and "negative" examples and having the teacher think out loud why each example is good or bad is critical for the students to see and hear in order for them to start forming their own criteria and thought processes around the concept. The teacher will read through the article out loud while underlining what they believe are important details. After reading the article they will go back and read out loud the underlined passages they felt were important. They will then brainstorm out loud for the class to see if there are any patterns or repeating themes in the underlined passages. From this brainstorming, the teacher will then determine the main idea of the article. Before filling out the graphic organizing sheet on the doc cam/ smart board the teacher will ask if the class agrees.

“By a show of hands, who agrees with me that this is the main idea?”

Characteristics of Sustainable Communities

“Thumbs up if you guessed the correct main idea, thumbs down if you struggled to find the main idea.”

Once the teacher gains the consensus of the class, the teacher will fill out the graphic organizer, writing down the main idea of the article with the supporting evidence to show why it is the main idea.

“By raising your hand, who can tell me the reason why this is the main idea?”

What evidence did we find in the article to support our main idea?”

After modeling how to find the main idea of an article, the teacher will then use the doc cam/smart board to post a paragraph of an article for the class to read. The teacher will ask a student to read the paragraph out loud for the rest of the class. Students who are not reading out loud will be asked to write down the information they feel is important. After the paragraph has been read, the teacher will then ask students to raise their hands if they know what the main idea is. The teacher will then call on students for the main idea. Once a student correctly identifies the main idea, the teacher will ask the rest of the class by a show of hands if they agree that the correct answer has been identified.

“Thumbs up if everyone agrees with the answer that student x gave.”

If the rest of the class agrees with the answer, then the teacher will ask for students to give pieces of evidence to back-up their claim of the main idea. The teacher will go through this process two more times before asking for a show of thumbs-up/ thumbs-down for a comprehension check. Depending on the comprehension check, the teacher will either review the process as a whole class or group the “thumbs-down students” together so that the teacher can give more individualized instruction during group work.

Characteristics of Sustainable Communities

After the comprehension check, students will be broken into groups of four and given a packet of two short articles to analyze and find the main idea as well as the graphic organizers to write down the main idea. Students will be responsible for their own worksheets but will be asked to work together and brainstorm to find the main ideas and evidence. During this time, the teacher will either give individualized instruction to the “thumbs-down students” or check-in with each group to ensure that groups are working together and students have comprehension of the concept (more than likely, the teacher will do both tasks). Students will be asked to turn-in their packets which they will be evaluated on for comprehension of the concept.

At the end of class, the teacher will review the key concepts of identifying the main idea and hand out the “Tweet Your Homework Assignment”. The teacher will explain that students are to read the attached article and then either fill out the twitter worksheet or to tweet the classroom twitter account the main idea of the article in 140 characters or less. Students will be asked to either tweet or hand-in a hard copy of the assignment by the next class meeting.

Enact/Evaluate:

After modeling and guided practice, students will be broken up into groups of four. Ideally, the groups would be arranged by levels of readiness and literacy skills in order to effectively work with the articles they are given. Each groups will be provided with two articles that are one paragraph or less as well as a graphic organizer to write down the main idea as well as space for any evidence that they have to prove that their idea is the main idea of the text. The articles will vary based on levels of readiness and the students’ literacy skills. Students will work together to identify the main idea but each individual student will be responsible for completing their own hand-out. These will be handed in at the end of class to check for comprehension.

Characteristics of Sustainable Communities

Extend:

Students will be given a “Tweet Your Homework” assignment where each student is given another article where they must identify the main idea of the article in 140 characters (letters) or less. Students can either use Twitter to tweet a class account or hand-in a paper “Tweet” page that is pre-attached to their article.

Differentiation:

This lesson can be differentiated in many ways. Hard copies of class notes as well as written examples can be provided for students as needed. This lesson can also be differentiated by readiness by giving students different articles to choose to complete the assignment. Students will have “mild (easy), hot (slightly harder article), and spicy (hardest article)” to choose to read. Students can also be provided with different versions of the same articles will be available to accommodate students who are at different reading comprehension levels. The different versions of the articles will either be rewritten in a more appropriate format and lexicon and/or have definitions of words provided.

****Images to be projected on screen during lesson****

Characteristics of Sustainable Communities

 **Detroit Free Press** @freep · 12h
Lines of empty shoes send powerful message in Paris on.freep.com/1RhS5t4
#ParisAttack



  6  3 

 **Detroit Free Press** @freep · 10m
Port Authority says #Michigan Attorney General Bill Schuette won't review Moroun pact
on.freep.com/1PWvcvK @SchuetteOnDuty



Detroit ports says Schuette won't review Moroun pact
Michigan attorney general will not issue a legal opinion as requested by the Detroit port on the legality of a prior deal with Moroun.
freep.com

RETWEET
1 

6:44 AM - 1 Dec 2015 · Details

Characteristics of Sustainable Communities

 Detroit Free Press Retweeted

 **USA TODAY** @USATODAY · 3h

60 years ago today, Rosa Parks refused to give up her bus seat to a white man: usat.ly/1Rj09K4



USA TODAY AP

  1.9K  1.1K 

Characteristics of Sustainable Communities

Articles to be used as examples during the lesson and projected on screen during lesson:

<http://motorcitymuckraker.com/2015/10/09/more-than-10000-problems-fixed-through-improve-detroit-cell-phone-app/>

<http://detroit2020.com/2014/01/23/belle-isle-improvements-taking-shape-as-transition-continues-toward-state-management-of-the-park/>

“Mild” level articles:

Adapted from: White, T. (2010, April, 22). “Top 10 environmental issues affecting urban America” *The Grio*. Retrieved from <http://thegrio.com/2010/04/22/the-top-ten-environmental-issues-affecting-america/#earth-day-at-40-top-ten-environmental-threats-to-black-america.jpg>

10. Heat in the City

Since most people of color live in inner cities, they are twice as likely to die in a heat wave, and suffer from more heat-related stress and illnesses.

Many recent studies show that climate change will increase heat-related deaths in urban areas in the next few years. Cities tend to be on average 10 degrees warmer than suburban areas. Since most people of color live in inner cities, they are twice as likely to die in a heat wave, and suffer from more heat-related stress and illnesses. Nationally, there have been discussions by policy makers and activists on ways to increase central air conditioning and swimming pools in these communities.

8. Lead poisoning

Lead poisoning is possible the most damaging environmental injustice.

Black and poor children are eight times more likely to be poisoned by lead than those from higher income and white families. According to the [Centers for Disease Control and Prevention](#), over 80 percent of all homes built before 1978 in the country have lead-based paint in them. The older the house, the more likely it is to contain lead-based paint as well as lead in surrounding dust and soil. Because they are more likely to be poor and to live in older housing, black children are the obvious victims. Lead poisoning contributes to a [host of problems](#) including learning disabilities, iron, calcium and Vitamin C deficiencies.

“Medium” level articles:

Shiawassee County Oil Spill was Accidental, Feds Say

Ridley G. (2015, Dec, 11). “Shiawassee County Oil Spill was Accidental, Feds Say.” *Mlive.com*. Retrieved from http://www.mlive.com/news/flint/index.ssf/2015/12/shiawassee_county_oil_spill_wa.html

OWOSSO TWP, MI – Federal officials say they believe electrical repairs accidentally caused a Shiawassee County oil spill that could cost as much as \$250,000 to clean up.

U.S. Environmental Protection Agency on-scene coordinator Tricia A. Edwards said Friday, Dec. 11, that they believe they located the cause and source of the spill that was discovered Thanksgiving Day in the county's Miner Drain, just west of the Shiawassee River.

"We believe the cause was accidental and related to an electrical repair that inadvertently activated a pump that released oil into drainage tile that empties into the county drain," Edwards said.

Edwards declined to comment on any potential enforcement action in connection to the spill or to identify its source. However, she said reimbursement for the cost of cleanup would be sought if a responsible party is eventually identified.

A Michigan Department of Environmental Quality analyst said previously the source of the spill was traced back to a local farm. The owner of a farm identified in EPA reports on the spill could not be reached for comment.

The DEQ previously identified the substance found in the drain as used motor oil. Samples of the thick, black substance were collected from the drain and sent for laboratory analysis. Oil samples were also collected from a sump area and an underground storage pit at the suspected source of the oil, according to EPA reports.

Edwards said the spill did not involve an oil pipeline.

Investigators are still working to determine the extent of the spill. Initial reports from the EPA claimed roughly **300 gallons of oil** spilled into the drain, but a DEQ official previously said the amount **could be closer to 1,000 gallons**.

Edwards said the actual amount spilled likely may be somewhere in the middle.

"It is very difficult to put an actual amount of oil spilled into a waterway," Edwards said. "At one point during a discussion with MDEQ, I stated that this spill could be upwards of 1,000 gallons. Unfortunately, it is very much an estimate and after further assessment I conservatively lowered my estimate to 500 gallons."

Edwards said crews removed approximately 150 gallons of oil with a vacuum truck from the surface of the county drain just south of Wilkinson Road. However, Edwards said only a small portion of the drain was accessible for recovery with the vacuum truck. The remaining oil was captured with absorbent booms, pads and snares.

Investigators discovered at least three dead geese, and cleanup crews removed seven, 13-ton loads of oil-affected debris from the spill area, EPA reports show.

Edwards said a majority of the oil has been removed and containment booms remain in place at four locations to contain any oil remaining in the system. The clean-up process will be reassessed after rainfall, expected over the weekend.

Owosso Township fire crews **were dispatched Nov. 26** after the spill was discovered by a hunter.

Firefighters deployed oil-soaking booms to help contain the spill. Officials said they were able to prevent the spill from reaching the nearby Shiawassee River.

What will Freak Weather do to Budding Plants?

Torregrossa, M. (2015, Dec 11). "What will Freak Weather do to Budding Plants?" *Mlive.com*.

Retrieved from

http://www.mlive.com/weather/index.ssf/2015/12/what_will_freak_weather_due_to.html

The recent warm weather is causing some of the early spring flowering plants, including magnolia and forsythia, to develop big flower buds and experts says this off-schedule growth could harm the plants in the spring.

Jerry Somalski, president of [Bay Landscaping](#) in Bay City, says there will probably be some adverse affects on some plants due to this abnormal warmth. Somalski admits it will be tough to predict which plants will be hurt by the record warmth.

But the warmth may be doing more good than bad in Michigan's landscape. Somalski says plants are able to still gather nutrients now, at a time when typically they are tapping into their winter reserves.

Evergreens could benefit from the warm, unfrozen ground. Normally, in winter with frozen ground, evergreens can't get any moisture. With the mild weather, any rainfall will be absorbed by the evergreens. This would make for good growth next spring.

The largest problem the weather could create is if fruit trees were enticed by the record warmth.

Any flowering now would reduce flowering next spring, meaning less fruit next year.

Somalski says a return to normal winter temperatures soon would likely prevent any major effects next year. If we don't get colder, there could be big surprises next spring.

[Record warmth is on the way this Sunday](#). Late next week looks a little cooler with afternoon high temperatures in the 30s, but warmer than normal temperatures look like they are going to continue for at least several weeks.

I just hope this warm weather doesn't mess with my honeycrisp apple trees.

“Spicy” level articles:

Michigan's own Connor Sports and The Green Sports Alliance leverage cultural and market influence of sports to promote healthy, sustainable communities

White, R. & Leffel, L. (2015, Oct. 19). “Michigan's own Connor Sports and The Green Sports Alliance leverage cultural and market influence of sports to promote healthy, sustainable communities” *Mlive.com*. Retrieved from http://www.mlive.com/environment/index.ssf/2015/10/michigans_own_connor_sports_a_n.html#incart_river

There is hardly another platform in existence that garners as much attention and loyalty than the world of sports.

Greening of the Great Lakes host Kirk Heinze welcomes both Jason Gasperich, the director of sustainability for Connor Sports and Justin Zeulner, the chief operating officer for the Green Sports Alliance, to talk about their mutually beneficial relationship and ongoing sustainability initiatives.

Connor Sports is a world-renowned company in Michigan's Upper Peninsula that manufactures basketball courts, including the NCAA Final Four court every year. Connor Sports recently received a grant from the US Forest Service that will be used to make modifications to their plant's boiler system. More specifically, it will make the system completely automated. Once the boiler has been lit, a computer will take over and constantly make any needed adjustments.

Here is how this new boiler system, sustainability, and the US Forest Service all tie together. As of right now, the plant burns biomass as its primary fuel source and purchases propane as needed. By improving the efficiency of the boiler system, the company will not only be saving money and energy, it will reduce the amount of propane/fossil fuel it needs. The excess residue left from burning biomass is given to other businesses to use and create sustainable products. Connor Sports is also going into its fifth year as a part of the Green Sports Alliance, which is an organization that leverages the cultural and market influence of sports to promote healthy, sustainable communities.

"Connor Sports and the Green Sports Alliance have a similar vision: to improve the quality of life for people around the planet," Gasperich says.

The Green Sports Alliance began as a small local initiative and is now a worldwide movement.

"We are harnessing the energy and enthusiasm of sports fans to advance environmental stewardship through a nonpolitical medium," explains

Characteristics of Sustainable Communities

Two initiatives The Green Sports Alliance is involved in are waterless urinals and the 1,727 solar panels installed on the roof of The Staples Center in Los Angeles. More than just the act of installing these improvements, how The Staples Center is truly using its athletic platform is through the informational plaques around the facility that explain to fans how and why they are making these improvements. These signs have prompted other business owners and individuals to follow in their footsteps and make green improvements themselves.

Football, basketball, baseball and several other sporting leagues have now begun to reach out and ask for fan support of sustainability initiatives while attending and watching games. For example, food composting and recycling initiatives at sporting events have been successful and have saved thousands of pounds of waste from going to the landfills at virtually no extra cost.

Connor Sports was one of the first businesses to join this initiative and blazed the trail to include the private sector into environmental responsibility in the sports world.

Can the Old Packard Plant be a Perfect Town?

“Can the Old Packard Plant be a Perfect Town” (2014, Aug, 20). *Wxyz.com*. Retrieved from <http://detroit2020.com/2014/08/20/can-the-old-packard-plant-be-a-perfect-town/>

(WXYZ) – Fernando Palazuelo, the man who bought the old Packard Plant in Detroit, says developing real estates is like war – you have to know going in if your plan to win or lose is going to work.

And for him, there’s no such thing as defeat. So, while many people questioned the wisdom of buying the long neglected property, he thinks he has the perfect vision to make it work.

Palazuelo says he would like to turn the 40 acre property that he bought for \$400,000 into the “perfect town” and he wants to do it by using what’s already there.

Palazuelo has studied the property and says that, while the complex is blighted, the buildings are still strong. He says the buildings deserve to be saved because of their history.

“Everything that has to do with the history, the columns and the old windows and that, they belong to the history,” he says.

As for why he would take the risk and come to Detroit, Palazuelo says he’s already been captured by our city.

“I am already a citizen of Detroit,” he says. “I can be useful, you know, by buying property here and converting them.”

Palazuelo’s plan is to convert the Packard plant into a rental property. He needs \$400 million in financing for what, he says, could be a 15 year long project. But, in the end, he hopes to attract clients like Amazon and Google.

Palazuelo, who has been in Detroit for a year, has already gotten to work.

He’s worked for six months to cut through the red tape and take ownership of the property. He also worked with city council to get permits for cleanup and started talks with scrappers to get them to stop hitting his buildings.

Characteristics of Sustainable Communities

He says he can give them a better deal than they get by selling scrap metal “for such a little money. I’m able to give them 10 times more under a contract. Be proud of their work and be on the team.”

He’s also paying taxes to the city on the property, the first time in 20 years the Detroit is making money off the Packard Plant.

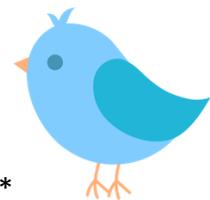
Name:

Hour:

Date:

Tweet Your Homework !

Directions: Read the article you received in class and determine the main idea of the article. In the space provided below or using Twitter, write down the main idea of the article using 140 letters or less!!



****REMEMBER TO USE ONLY 140 LETTERS!!!!****

****Different versions of this article handed out for homework so that the end product is the same but differentiated for readiness and reading level****

Sands, D. (2015, Nov 19) "How Cody Rouge is Becoming Detroit's Leading Neighborhood for Green Infrastructure." *ModelDMedia.com*. Retrieved from <http://www.modeldmedia.com/features/cody-rouge-bioswale-111915.aspx>

How Cody Rouge is becoming Detroit's leading neighborhood for green infrastructure

Cody Rouge, a neighborhood abutting the Rouge River on Detroit's west side, is well known for flooding. During the Great Flood of 2014, one area of the neighborhood was inundated with over five inches of rain, more than anywhere else in the city over the course of that record-breaking August deluge. In addition to flooding streets and basements, hard rains like those of 2014 can exceed the capacity of Detroit's aging sewer system, resulting in the release of untreated, polluted water into the Rouge and Detroit rivers.

But Cody Rouge is taking action to mitigate the negative effects of stormwater and, in the process, is becoming the city's model neighborhood for green infrastructure implementation. The neighborhood's latest project, a bioswale, is under construction this week in Stein Park.

What exactly is a bioswale, you ask? It's a special urban landform designed to collect rainwater and increase stormwater infiltration. Bioswales are often placed in areas where flooding is common because they help divert water that would contribute to overloading a sewer system during a significant storm event.

The first privately-funded project of its kind on public land in Detroit, the Stein Park bioswale was jointly developed by the Greening of Detroit and the Joy-Southfield Community Development Corporation. It's made possible by an \$83,000 Kresge Foundation grant, which will also be used to install solar-powered LED lights in the park and fix up sidewalks.

Dean Hay, Greening of Detroit's director of green infrastructure, describes the blue/green project as a combination of landscaping and vegetation.

"Curb cuts will allow water to gravity feed through a three-foot filter strip that is constructed out of ornamental grasses that will filter all the sediment and the trash out of the water so that only pure, clean water will flow down through the trough and store in the pond," he says.

The plant material in the trough will be a mix of prairie wildflowers. On its sides, the bioswale will be surrounded by trees and shrubs of both native and landscape varieties. According to Hay, the project has been designed to have very low implementation and maintenance costs.

Construction crews began digging trenches and making curb cuts on Tuesday. A "green team" of students from Cody DIT High School will help with planting, which starts Thursday and should wrap up by Saturday, Nov. 21.

Characteristics of Sustainable Communities

Once completed, the bioswale will be able to divert up to 6,000 gallons of stormwater from the sewer system during a storm event, greatly reducing the amount of sediment and pollutants entering the Rouge River.

David Law, executive director of the Joy-Southfield CDC, says he would like to see more bioswales at the site in the future. While the CDC's director is excited about the stormwater reduction aspect of the project, he also sees the bioswale as part of a broader endeavor to revitalize the neighborhood.

"This project is going to make Stein Field a much more inviting place for people to go and exercise and go for a walk. It's going to create sense of place, a sense of pride," he says.

His organization is also working to transform a section of Joy Road into a complete street. Law says the goal of this work isn't gentrification or displacement, but restoring the neighborhood to being a "healthy, self-reliant community where people have access to resources to be healthy and productive."

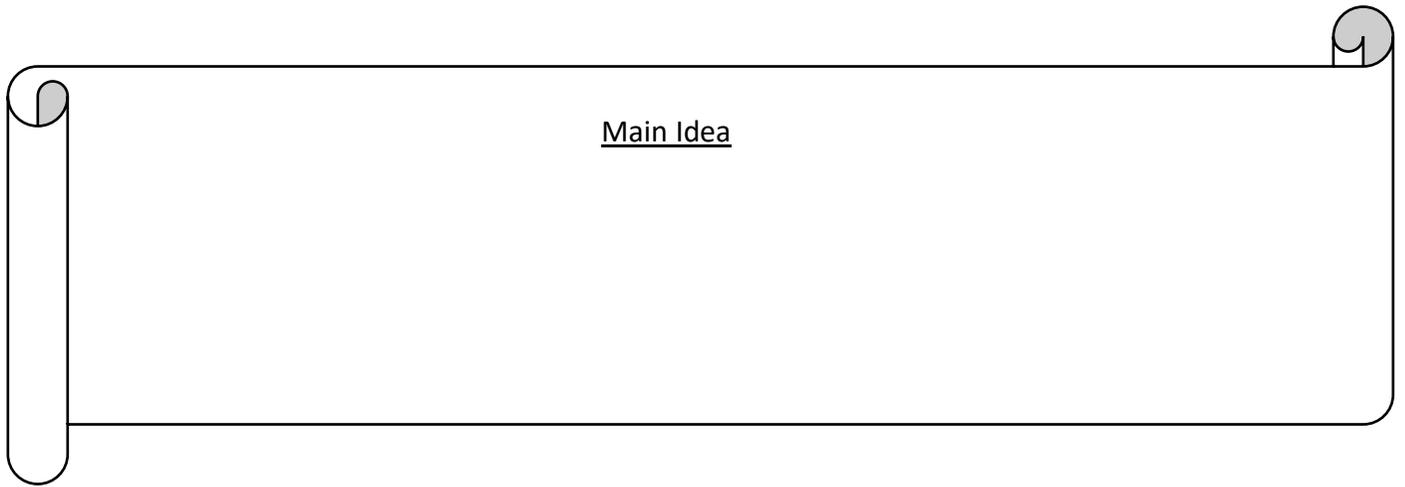
In addition to the bioswale, the Greening has planted more than 4,000 trees in the neighborhood with the assistance of the Detroit Water and Sewerage Department.

At Tuesday's groundbreaking, the organization's president, Rebecca Salminen Witt, emphasized that the bioswale wasn't a "standalone project," but part of a long-term effort to "secure the ecosystem" of the neighborhood.

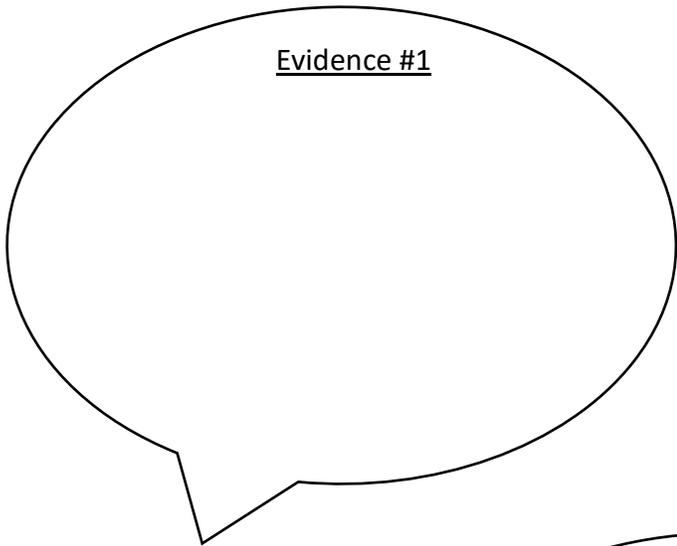
"We've done parks here. We've helped people disconnect their downspouts, so they don't go straight into the sewer or basement," she says. "All of those things add up to a more ecosystem-friendly neighborhood and makes this neighborhood a model for other neighborhoods that want to be green all across the city."

Characteristics of Sustainable Communities

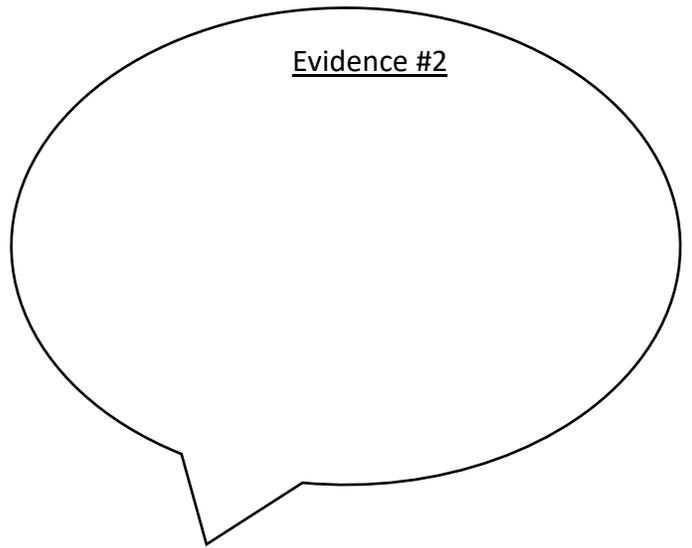
Name: _____ Hour: _____ Date: _____



Main Idea



Evidence #1



Evidence #2



Evidence #3

Real Life Challenge Letter

Rationale:

The purpose of this lesson is to show students that they have the agency to invoke positive change within their community. This project is meant to serve as an authentic investigation and capstone project for the unit so that they can show “what they know” about sustainable communities. As author Amy B. Demarest (2015) points out in her book, *Place-based Curriculum Design*, “A culminating activity that embraces all of these elements becomes a ‘container’ that merges specific knowledge and skills with a student’s ‘final’ response to the essential question” (142). Providing the students with a capstone activity allows students to synthesize all of the information they learned throughout the unit into one project, effectively showing how interdependent a community is and how all of the knowledge they gained is connected to the sustainability of a community. The project has students hypothesize and think about “what could be” engages students in the higher levels of Bloom’s taxonomy while also allowing for enough differentiation for students of different levels of learning to successfully complete the assignment. The encouragement of working in pairs or groups helps to model real life situations where people must come together and play off of each others strengths and weaknesses to succeed in their common goal. They will be responsible for writing a one paragraph reflection explaining what went well, what could be improved upon, how the group worked together, and what advice they would give to future students about the project. They will receive both a group participation grade as well as an individual grade on the model of their dream park.

While students are encouraged to work in groups to create a model of their dream park, they will each complete an individual three-page persuasive essay that will be individually

Characteristics of Sustainable Communities

graded. The paper is to work on persuasive writing as well as increasing their essay writing and literacy skills. The assignment can be differentiated by shortening the length as well as giving students extra time to complete the essay. The essay is an important part to the project because it reinforces literacy and writing skills. It also shows students how to create a plan that professionally describes why they want to make their changes to the park and as well as how their proposal would benefit the entire community.

First, students will break into groups of four to complete a cooperative placemat activity to brainstorm their ideas. In each group, there will be a piece of large chart paper with one box placed in the middle of four individual outside boxes. In the four outside boxes, students will work individually to answer the question, “What changes could be made in Rouge Park to make people fall in love with nature?”. Once they have answered this question individually, they will then work together as a group sharing their thoughts and writing down common ideas in the center box. This activity serves as a brainstorming session for the project and can be changed for people who want to work in pairs or groups of three. On the back of the paper, groups should write down the norms or rules that they will all follow in order to be a positive and productive group. Once they have agreed on the norms, students will sign their name under the norms, creating a contract with their group members. Students will have access to their chart throughout the duration of the project to reflect and review their original ideas.

Next, students will have four class periods to work on a model of their dream park, where they construct a model of Rouge Park with the changes that they wrote about during the brainstorming activity to make people fall in love with nature. All of the materials will be provided for students by the teacher. They can draw a picture, make a 3-D diorama, etc. as long as their park is visually represented.

Characteristics of Sustainable Communities

Students will then individually write a 3-page persuasive essay explaining their proposal for their dream park. Students will need to make connections to the characteristics of a sustainable community that they learned about previously in the unit to prove why they made the changes their group made in the park. The essay should serve as a connection to the information they learned earlier in the unit about what makes a community sustainable and then putting these characteristics into action within their own community. Really, the paper and model of their dream park synthesizes the knowledge they gained over the unit into a final project that accesses the higher levels of Bloom's Taxonomy by asking the students to hypothesize what could or should be happening in their community.

Students will then have an exhibition where they show-off their model dream parks to the community partners, SEMIS Coalition, Eco Works Detroit, other teachers and classmates. At the exhibition, each group will present their project, verbally explaining their reasoning for the structure and choices they made for their park. While groups are presenting, students from other groups will take notes on the presented concepts they like and could be applied to Rouge Park. These notes will be used the next day in class as part of a class reflection on the unit and to help create a criterion based decision grid. This grid will help students decide what project they should choose to build with SEMIS and Eco Works Detroit. Working to create a usable, public space in their community's park with community organizations serves as a critical part of the project because it shows students that they have a voice and are capable of making positive changes within their community. This day in class will also serve as a day of reflection for the students. Reflection after a big project and at the end of a unit is important because as Demarest (2015) states, "The 'final' work can generate new understandings. Structuring reflection time, planning, goal setting, and action planning can all be part of the "end" of a unit" (142). The day

Characteristics of Sustainable Communities

after the exhibition, the final day of the lesson, will serve as a reflection of the exhibition so that student's can share what they learned from their peers' projects as well as to start planning the public park space they will create with the community partners. The reflection helps the students to see their classroom as a community that helps each other learn, and reinforces learning as a collaborative practice instead of an individual effort.

This real life challenge can be differentiated to meet any student's individual learning needs. Much like a book report for multiple intelligences, the end product is completely up to the student as long as they meet the criteria on the rubric for the project. Giving students the ability to choose the end product of the project also allows for differentiation based on readiness. The student is able to choose how detailed they are in their park design based on their level of readiness for the project. The persuasive essay can be modified and adapted based on each student's individual needs. The length can be shortened, more time can be given to complete the project, and student's could also present their persuasive essay orally instead of written to accommodate the student's needs.

Characteristics of Sustainable Communities

Dear DIT Cody 9th graders,

As you know from the Walk in the Park activity you went to with SEMIS as well as the work we have been doing in your English Language Arts classes during the Characteristics of a Sustainable Community Unit. In this unit, we have been learning the characteristics that make communities a positive place for living and learning for many generations. We have also been learning how to apply the concepts of highly productive and positive communities to our own neighborhood and Rouge Park. Now that you have learned more about what makes a community sustainable, we (your teachers and SEMIS) are asking you as students to create your dream vision of a park that would help the community to use Rouge park more efficiently than it is now.

For this project, we want you to create a model of what your dream park would look like along with a persuasive essay that explains why your dream park is the most sustainable and best for the Cody Rouge Community. You can decide to work by yourself, in pairs, or small groups of no more than four people. Class time will be provided for you and your team to work on the model design and all of the necessary materials will be provided. You will have two weeks to plan, create, and build your dream Cody Rouge Park!

After you have built your dream park model all of the ninth grade English classes will meet afterschool for the Dream Park Exhibition! It's okay if you can't stay for the exhibition, I will just ask you to make a poster board that with key points from your persuasive essay that will argue for you as to why your park is the best park for the deciding members. At the exhibition, your models will be judged by members of the SEMIS coalition, EcoWorks Detroit, and our other community partners. You will be judged on your creativity as well as the ability to actually implement the change you want to make to the park. The winning student or team of students will be enlisted to help design build a small community gathering place within the park!

Good luck to you all!! Now is the time to show off your endless amounts of creativity as well as make your voice heard to make real change in the community!!

Sincerely,

Meredith White

Your Ninth Grade English Language Arts Teacher

Characteristics of Sustainable Communities

Dear DIT Cody 9th grade family members,

Today in class your student received the following letter:

Dear DIT Cody 9th graders,

As you know from the Walk in the Park activity you went to with SEMIS as well as the work we have been doing in your English Language Arts classes during the Characteristics of a Sustainable Community Unit. In this unit, we have been learning the characteristics that make communities a positive place for living and learning for many generations. We have also been learning how to apply the concepts of highly productive and positive communities to our own neighborhood and Rouge Park. Now that you have learned more about what makes a community sustainable, we (your teachers and SEMIS) are asking you as students to create your dream vision of a park that would help the community to use Rouge park more efficiently than it is now.

For this project, we want you to create a model of what your dream park would look like along with a persuasive essay that explains why your dream park is the most sustainable and best for the Cody Rouge Community. You can decide to work by yourself, in pairs, or small groups of no more than four people. Class time will be provided for you and your team to work on the model design and all of the necessary materials will be provided. You will have two weeks to plan, create, and build your dream Cody Rouge Park!

After you have built your dream park model all of the ninth grade English classes will meet afterschool for the Dream Park Exhibition! It's okay if you can't stay for the exhibition, I will just ask you to make a poster board that with key points from your persuasive essay that will argue for you as to why your park is the best park for the deciding members. At the exhibition, your models will be judged by members of the SEMIS coalition, EcoWorks Detroit, and our other community partners. You will be judged on your creativity as well as the ability to actually implement the change you want to make to the park. The winning student or team of students will be enlisted to help design build a small community gathering place within the park!

Good luck to you all!! Now is the time to show off your endless amounts of creativity as well as make your voice heard to make real change in the community!!

As a class, we will be having two exhibitions: One during our regular class time on Wednesday and then one on Friday afternoon at 5:00 pm with two of our community partners: SEMIS and Eco Works Detroit. We would love to have you attend one or both of the exhibitions!! However, if you are unable to make the events, I will be videotaping both exhibitions and posting them on our class' website for your viewing pleasure☺ We are also looking for some class snacks and drinks to help celebrate the end of the exhibition and we would be very grateful if you could contribute to the event!! Please feel free to contact me with any questions or concerns.

Sincerely,

Meredith White
9th grade English Language Arts Teacher at DIT
Ph: (XXX)-XXX-XXXX
Email: yourteacher@dit.com

Characteristics of Sustainable Communities

Dream Park Community Project Rubric

Criteria	Grade	Comments:
<p>Accessibility to public: The community can easily access and use your design. People of all ability levels and ages can use this feature.</p>	<p>/20</p>	
<p>Connection to Unit: Your design connects to what you have learned so far in this unit (look at your past work, the articles we read, <i>The Giver</i>, and the notes you took from class discussions)</p>	<p>/10</p>	
<p>Adds to the Community: Your design adds an activity, community space, or sustainability to the park and community</p>	<p>/20</p>	
<p>Project is Complete</p>	<p>/10</p>	
<p>Reflection is Complete</p>	<p>/10</p>	

Characteristics of Sustainable Communities

Persuasive Essay Rubric Taken from: Watts. "Persuasive Essay Rubric (Common Core Aligned)". *Teacherspayteachers.com*. Retrieved from <https://www.teacherspayteachers.com/Product/Persuasive-Essay-Rubric-Common-Core-Aligned-445436>

Persuasive Rubric Name: _____		4	3	2	1
		Exceeding Standard	Meeting Standard	Approaching Standard	Not Meeting Standard
Intro Students will be able to produce clear and coherent writing, in which the development organization and style are appropriate to the audience. (CCS 6.4)	The claim is clearly written. Essay uses questions and/or a personal story to hook the reader.	The claim is clearly written.	The claim is not clearly written.	The claim is missing.	
Reasons Students will be able to write arguments to support claims with clear reasons and relevant evidence. (CCS 6.1.a-e)	Essay includes 3 or more clear reasons and a counter-claim .	Essay includes 3 or more clear reasons .	Essay includes less than three reasons and/or reasons are unclear .	Essay includes no reasons or reasons are unconnected to the claim .	
Conclusion Students will be able to produce clear and coherent writing, in which the development organization and style are appropriate to the audience. (CCS 6.4)	Conclusion summarizes all reasons given, restates the claim, and has a call to action .	Conclusion summarizes all reasons given, restates the claim.	Conclusion restates the claim.	Conclusion fails to restate the claim.	
Structure Students will be able to produce clear and coherent writing, in which the development organization and style are appropriate to the audience. (CCS 6.4)	N/A	All paragraphs are at least 4 or more sentences long .	One or more paragraphs are less than 4 sentences long .	Essay is not written in paragraph form .	
Transitions Students will be able to produce clear and coherent writing, in which the development organization and style are appropriate to the audience. (CCS 6.4)	Essay includes transitions for every reason, the conclusion, and shift in examples/thinking.	Essay includes transitions for every reason and the conclusion.	Essay is missing a transition.	Essay is missing more than one transition .	
Spelling/Grammar Students will be able to plan, edit, re-write, revise, and re-approach their writing. (CCS 6.5)	The story has correct spelling, grammar, and punctuation. Less than 3 mistakes .	There are few spelling, grammatical or punctuation errors which slow the reader down and make it difficult to understand. 4-6 errors .	There are several spelling, grammatical or punctuation errors in the story, which makes reading challenging. 7-9 errors .	Story has many spelling, grammar and punctuation errors make reading impossible/very frustrating. 9 or more errors .	

Characteristics of Sustainable Communities

References and Resources

- Adichie, C. N. [Ted]. (2009, Oct. 7). *The Danger of a Single Story* [video file]. Retrieved from, <https://www.youtube.com/watch?v=D9Ihs241zeg>
- “Belle Isle Improvements Taking Shape as Transition Continues Toward State Management of the Park” (2014 Jan 23). *Detroit2020.com*. Retrieved from, <http://detroit2020.com/2014/01/23/belle-isle-improvements-taking-shape-as-transition-continues-toward-state-management-of-the-park/>
- “Can the Old Packard Plant be a Perfect Town” (2014, Aug, 20). *Wxyz.com*. Retrieved from, <http://detroit2020.com/2014/08/20/can-the-old-packard-plant-be-a-perfect-town/>
- Demarest, A. B. (2015). *Place-based Curriculum Design: Exceeding Standards through Local Investigations*. New York, New York: Routledge.
- Earth Force, "Community Action Problem Solving Teacher Guide" (2004). *Curriculum*.
- Johnson, D.W. & Johnson, R.T. (2002). *Multicultural education and human relations: Valuing diversity*. Boston, MA: Allyn and Bacon.
- Kagan, S., & Kagan, M. (2001), *30 Strategies to Promote Cooperative Learning*. San Clemente, CA: Kagan Publishing.
- Lowenstein, E. (2015). Curr305- Question Stems that deepen Discussion [Class handout]. College of Education. Eastern Michigan University, Ypsilanti, Michigan.
- Lowery, L. (1993). *The Giver*. Boston, MA: Houghton Mifflin.
- Mayfield. (2014, Feb, 6). “The Giver Novel Questions, Quizzes, and Activities”. Retrieved from, <http://www.slideshare.net/MissMayfield/the-giver-novel-questions-quizzes-and->

Characteristics of Sustainable Communities

activities?utm_source=slideshow02&utm_medium=ssemail&utm_campaign=share_slideshow_loggedout

Neavling, S. (2015, Oct 9). "More than 10,000 problems fixed through 'Improve Detroit' cell phone app". *Motorcitymuckraker.com*. Retrieved from, <http://motorcitymuckraker.com/2015/10/09/more-than-10000-problems-fixed-through-improve-detroit-cell-phone-app/>

Ridley G. (2015, Dec, 11). "Shiawassee County Oil Spill was Accidental, Feds Say." *Mlive.com*. Retrieved from, http://www.mlive.com/news/flint/index.ssf/2015/12/shiawassee_county_oil_spill_wa.html

Sands, D. (2015, Nov 19) "How Cody Rouge is Becoming Detroit's Leading Neighborhood for Green Infrastructure." *ModelDMedia.com*. Retrieved from, <http://www.modeldmedia.com/features/cody-rouge-bioswale-111915.aspx>

Sugrue, T. J. (1996). *The Origins of the Urban Crisis: Race and Inequality in Postwar Detroit*. Princeton, NJ: Princeton University Press.

Torregrossa, M. (2015, Dec 11). "What will Freak Weather do to Budding Plants?" *Mlive.com*. Retrieved from, http://www.mlive.com/weather/index.ssf/2015/12/what_will_freak_weather_due_to.html

Watts. "Persuasive Essay Rubric (Common Core Aligned)". *Teacherspayteachers.com*. Retrieved from, <https://www.teacherspayteachers.com/Product/Persuasive-Essay-Rubric-Common-Core-Aligned-445436>

White, R. & Leffel, L. (2015, Oct. 19). "Michigan's own Connor Sports and The Green Sports Alliance leverage cultural and market influence of sports to promote healthy, sustainable

Characteristics of Sustainable Communities

communities” *Mlive.com*. Retrieved from,
http://www.mlive.com/environment/index.ssf/2015/10/michigans_own_connor_sports_an.html

White, T. (2010, April, 22). “Top 10 environmental issues affecting urban America” *The Grio*. Retrieved from,
<http://thegrio.com/2010/04/22/the-top-ten-environmental-issues-affecting-america/#earth-day-at-40-top-ten-environmental-threats-to-black-america.jpg>