

Interdisciplinary unit planner

Teacher(s)	Tiffany Ward	Subject groups	Language and Literature, Individuals and Societies		
Unit title	<u>Steal Away Home</u> (The Underground Railroad)	MYP year	0	Unit duration	30 hours

Inquiry: establishing the purpose of an interdisciplinary unit

Purpose of integration	
Curriculum Fusion	
Key concept(s)/(related concepts)	Global context
<p>Language and Literature – Perspective/Character Students will write from the perspective of a character in the novel.</p> <p>Individuals and Societies – Change/Conflict Students will explore how changes in society/governance can cause conflict in families.</p>	<p>Identities and Relationships The students will explore:</p> <ul style="list-style-type: none"> -how beliefs and values can influence daily decisions -how morals and ethics can affect relationships -how the issue of slavery caused conflict
Statement of inquiry	
A character's perspective of personal conflict can shape a reader's understanding of significant historical events.	

Inquiry questions	
<p>Factual - What was the Underground Railroad?</p> <p>Conceptual - How did the Underground Railroad change the perspective of characters in the novel <u>Steal Away Home</u>?</p> <p>Debatable - What if families had not participated in the Underground Railroad? To what extent would this have changed the outcome of the Civil War?</p>	
Summative assessment—interdisciplinary performance(s) of understanding	
<p>Interdisciplinary criteria</p> <p>Language and Literature</p> <p>Criterion D1: Using Language – Students should be able to use appropriate and varied vocabulary, sentence structures, and forms of expression.</p> <p>Criterion D2: Using Language - Students should be able to write and speak in a register and style that serve the context and intention.</p> <p>Criterion D3: Using Language – Students should be able to use correct grammar, syntax, and punctuation.</p> <p>Criterion D4: Using Language - Students should be able to spell, write, and pronounce with accuracy</p> <p>Criterion D5: Using Language - Students should be able to use appropriate non-verbal communication techniques.</p>	<p>Task(s)</p> <p>Your goal is to create a journal from the perspective of one of the following characters in the novel: (James Weaver, Lizbet Charles, Ma Weaver, Pa Weaver, or Dana Shannon)</p> <p>Your job is to write from the point of view of a character in the novel.</p> <p>You need to convince your teacher and classmates of the perspective/point of view/opinions of your chosen character.</p> <p>The challenge involves making each journal entry believable about each character. You must be familiar with each character's actions, thoughts, and beliefs in order to write comfortably from their perspective.</p> <p>You will create a journal (typed as a Google Document) from the perspective of a main character in the novel. Each journal should be at least 2 paragraphs typed (double spaced). Choose different life events from different time periods within the novel.</p> <p>Relationship between summative assessment task (s) and the statement of inquiry:</p> <p>Students will create a journal from a character's perspective that explains their personal beliefs about events going on around them.</p>

Approaches to learning (ATL)
<p>In order for students to use language successfully, they must be able to use appropriate and varied vocabulary, sentence structures, forms of expression, correct grammar, syntax, and punctuation.</p> <p>In order for students to communicate successfully, they must be able to organize information and ideas effectively for the task.</p> <p>In order for students to think critically, they should be able to identify different views and their implications.</p>

Action: Teaching and learning through interdisciplinary inquiry

Disciplinary grounding	
Subject Language and Literature	Subject Individuals and Societies
<p>MYP objective</p> <ul style="list-style-type: none"> -Use appropriate and varied vocabulary, sentence structure, and forms of expression -Use correct grammar, syntax, and punctuation 	<p>MYP objective</p> <ul style="list-style-type: none"> -Organize information and ideas effectively for the task -identify different views and their implications
<p>Related concepts</p> <p>Character</p>	<p>Related concepts</p> <p>Conflict</p>
<p>Content</p> <p>RI 5.3 - Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>	<p>Content</p> <p>TN SOC 5.5.2 – Interpret the sectional differences between the North and the South in economics, transportation, and population.</p> <p>TN SOC 5.5.3 – Use primary sources to analyze multiple samples of abolition leaders' writings and their stance on slavery.</p>

W 5.4 – Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	TN SOC 5.5.4 – Draw on information from multiple resources explaining the events that made slavery a national issue during the mid 19 th century.
<p>Disciplinary learning engagements and teaching strategies</p> <ul style="list-style-type: none"> -Students will organize knowledge and information to write journal entries from the perspective of a novel character. -Students will use proper grammar and writing practices to compose these journal entries. -Students will edit, revise, and type final pieces as a Google document. 	<p>Disciplinary learning engagements and teaching strategies</p> <ul style="list-style-type: none"> -Students will connect their knowledge of slavery, the Underground Railroad, and the Civil War to write true-to-life experiences from the perspective of their chosen character.
Interdisciplinary learning process	
<p>Interdisciplinary learning experiences and teaching strategies</p> <ul style="list-style-type: none"> -The students will read the novel <u>Steal Away Home</u>. -The student will have chapter discussions with partners. These discussions will be structured by the teacher. -The students will create timelines of historical events to ensure their text is accurate. 	<p>Formative assessment -</p> <ul style="list-style-type: none"> -Teacher-led oral reading -Partner reading and discussion

	<p>Differentiation -</p> <ul style="list-style-type: none"> -Struggling learners will receive more individualized instruction and guiding questions. -Extended time will also be available. -Enriched students will be given more freedom to write from more than one character's perspective if they so choose.
Resources	
<ul style="list-style-type: none"> -The novel <u>Steal Away Home</u> -Teacher created powerpoint with vocabulary and guiding questions -Chromebooks for typing journal entries 	

Reflection: considering the planning, process and impact of interdisciplinary inquiry

Prior to teaching the unit	During teaching	After teaching the unit
<p>-Through teacher-led discussion, students will discuss their background knowledge of slavery, the Underground Railroad, and the Civil War. Students will also discuss the Statement of Inquiry and how it relates to our daily lives.</p>	<p>-The students already had some knowledge about the Underground Railroad. They are enjoying the novel study and look forward to our discussions each day.</p>	<p>-The material in this novel brought great discussion among my students about slavery and the Underground Railroad. We had good conversation about morality/religion/right and wrong/keeping secrets all for the sake of saving lives. The students enjoyed writing from the perspective of a character in the novel and explaining thoughts and feelings from that point of view.</p>