

Inquiry Project Design Plan

Teacher/Designer Names: K Ferman, S Lashley	
Name of Project: Exploring The Underground Railroad.	Grade Level: 9,10,11,12
Est Launch Date: January 30, 2023	Est Duration (in weeks): 6 Weeks
Disciplines Involved: Art, Art History, Literacy, Math, Research, Social Studies	
Problem Statement: People emigrate from countries to seek freedom, are they truly free?	

STAGE 1: DESIRED RESULTS

Big Idea: Liberty/Independence

<p>Enduring Understandings: (what the students will be learning and understanding from the entire unit - Notes Lash)</p> <ul style="list-style-type: none"> ● As people were running away on the Underground Railroad, the question is what were they running towards? ● Were there slaves in Westchester on the Underground Railroad? ● Point of View/from slave on URR through journal writing and digital story telling (Scratch for Digital Storyboards)(Create handmade bound journal to do POV daily journal entries) ● POV – Using Drones to video POV of slave walking on trail of URR in Westchester ● Definition of ‘liberty’ through Wordal to show their first definition and then their definition after learning about the URR ● Storytelling - Inquiry Expeditions – Create skits of slave interactions from their journey on the URR ● Story Telling – Using/creating shadow puppets to tell stories of slaves on the URR ● Puppet creation through use of laser printer based on their story ● Art – Kara Walker African American Artist who uses shadow to tell the stories of slavery 	<p>Essential Question(s): (MEANT TO BE SHARED WITH STUDENTS)</p> <ul style="list-style-type: none"> ● Define Liberty? ● Who defines liberty? ● What does Liberty look like? ● In modern day people migrate from their home countries to other countries seeking Liberty. Do they really achieve Liberty?
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Backward Stages: 1. Identify desired results. 2. Determine acceptable evidence. 3. Plan learning experiences and instruction.
 Adapted from Wiggins & McTighe (2005) *Understanding by Design (UbD)*

Revised April 2021

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<ul style="list-style-type: none"> • Art – Using Cricket to create silhouettes 	
<p>Established Goals (Standards, Performance Indicators, Learning Goals): *choose relevant standards to unit/project plan timing and learning goals; do not need to use all disciplines below. ** unpack into SWK and SWBAT under identified standards as this will lead to aligned assessment design</p> <p>Links to Standards/Reference Frameworks: NGSS, NGSS by DCI, Nat'l C3 SS Framework, NYS K-8 SS Standards, ISTE, Learning for Justice, CASEL SEL Framework, NYS CS and Digital Fluency</p>	
<p>Science Standards:</p>	
<p>Social Studies Standards: Social Justice Standards Diversity 7 DI.9-12.7 I have the language and knowledge to accurately and respectfully describe how people (including myself) are both similar to and different from each other and others in their identity groups Diversity 8 DI.9-12.8 I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way.</p>	
<p>Mathematics Standards:</p>	
<p>ELA Standards: http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-ela-standards-9th-10th-grade-crosswalk.pdf</p> <p>9-10R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. 9-10R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. 9-10R6: Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages 9-10W3 a-e: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and wellstructured event sequences. 9-10W6: Conduct research to answer questions, including self-generated questions, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding of the subject under investigation. 9-10W4: Create a poem, story, play, art work, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres. 9-10SL5: Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience. 9-10L6: Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	

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Technology Standards:

NYS Computer Science:

9-12.DL.2 Communicate and work collaboratively with others using digital tools to support individual learning and contribute to the learning of others.

ISTE: 1.6 Creative Communicator

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Social Justice Standards: Diversity 7 DI.9-12.7 I have the language and knowledge to accurately and respectfully describe how people (including myself) are both similar to and different from each other and others in their identity groups.
Action 20 AC.9-12.20 I will join with diverse people to plan and carry out collective action against exclusion, prejudice and discrimination, and we will be thoughtful and creative in our actions in order to achieve our goals.

Art Standards: <http://www.nysed.gov/curriculum-instruction/arts-standards-implementation-resources>

Anchor Standard 11 Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.

Anchor Standard 10 Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.

Anchor Standard 6 Convey meaning through the presentation of artistic work.

Anchor Standard 5 Develop and refine artistic techniques and work for presentation.

Links to Standards/Reference Frameworks:

[NGSS](#), [NGSS by DCI](#), [Nat'l C3 SS Framework](#), [NYS K-8 SS Standards](#), [ISTE](#), [Learning for Justice Social Justice Standards](#), [CASEL SEL Framework](#), [NYS CS and Digital Fluency](#)

STAGE 2: EVIDENCE & ASSESSMENTS:

Performance Task Narrative: PBL Learning Expeditions

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- Learning Expedition (1)-Point of View/from slave on URR through journal writing and digital story telling (Create handmade bound journal to do POV daily journal entries)
- Learning Expedition (2)- Storytelling - Inquiry Expeditions- Either through reading short excerpts from real slave journals, or watching videos – Create skits of slave interactions from their journey on the URR(Scratch for Digital Storyboards)
- Learning Expedition (3)-POV – Using Drones to video POV of slave walking on trails of URR in Westchester
- Learning Expedition (4)-Story Telling – Using/creating shadow puppets to tell stories of slaves on the URR
- Learning Expedition (5)-Puppet creation through use of laser cutter based on their story
- Learning Expedition (6)-Art – Kara Walker African American Artist who uses shadow to tell the stories of slavery
- Learning Expedition (7)-Art – Using Cricket to create shadow silhouettes as part of puppet stories
- Learning Expedition (8)-ELA- research on the Underground railroad trails in Westchester.

Goal: *Provide a statement of the task. Establish the goal, problem, challenge, or obstacle in the task.*

Role: *Define the role of the students in the task. State the job of the students for the task.*

Students will read different text and respond to the texts in the diary they created. Students will engage in creating a fictional character that is based on fact for their story board and shadow puppet. Students will be open minded in reflecting on the definitions of words and reflect on their learning throughout the unit.

Audience: *Identify the target audience within the context of the scenario.*

Students will be writing the diary as a reflection to teach other students in high school about the different events and feelings that took place during the URR.

Situation: *Set the context of the scenario. Define the narrative.*

The first 3 weeks of this unit will be students learning all about the URR through visuals, writings, media and field trips and responding to all in the diary they have created. Students will use this knowledge to continue to write in their diary and to create a story board and shadow puppet(s) to tell the history of the URR.

Product(s): *Clarify what the students will create and why they will create it.*

- Students will create a diary of reflections from different readings they complete from different individuals in the URR.
- Students will create a story board to narrate a part of the URR that they choose to elaborate on from their diary reflections.
- Students will create a shadow puppet(s) to use in a video they create of the story board to tell the part of the URR

Standards (criteria for success): *Provide students with a clear picture of success. Identify specific standards for success.*

- 9-10W3 a-e: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and wellstructured event sequences.

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- Anchor Standard 6 Convey meaning through the presentation of artistic work.
- 9-10W4: Create a poem, story, play, art work, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres.
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Other Evidence/Assessments: