

**CTSC/Yonkers SMART Start 2021-22**

**School Name: Paideia 15**

**Teacher Designer Names: Danielle Yanik and Anntonette Cantone**

**Name of Project: Missing Monuments**

**Grade: 7/8<sup>th</sup> Grade**

**Est. Launch Date: May 2022**

**Duration: 5 weeks**

**Big Idea: Equity**

<b>STAGE 1: DESIRED RESULTS</b>	
<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Transformation occurs within societies and the natural world.</li> <li>• Symbols shape our understanding of the past and influence our daily lives by framing how we remember and interpret people, events, or places.</li> </ul>	<p><b>Essential Question(s):</b>            (MEANT TO BE SHARED WITH STUDENTS)</p> <ul style="list-style-type: none"> <li>• How does society determine who gets remembered in history?</li> <li>• What is a hero?</li> <li>• Who makes history?</li> </ul>
<b>Established Goals (Standards, Performance Indicators, Learning Goals)</b>	
<b>STANDARDS</b>	
<p><b>Art Standards:</b></p> <p><a href="#">National Core Art Standards</a>            Anchor Standard #1. Generate and conceptualize artistic ideas and work.</p>	
<p><b>Social Studies Standards:</b></p> <p><a href="#">8.8 DEMOGRAPHIC CHANGE:</a> After World War II, the population of the United States rose sharply as a result of both natural increases and immigration. Population movements have resulted in changes to the American landscape and shifting political power.</p> <p>8.8a After World War II, the United States experienced various shifts in population and demographics that resulted in social, political, and economic consequences.</p> <p>8.8b The postwar United States experienced increasing immigration, debates over immigration policy, and an increase in cultural diversity.</p> <p>8.8c Pollution, population growth, the consumption of natural resources, clearing of land for human sustenance, and large-scale industrialization have put added stress on the global environment.</p> <p><a href="#">8.9 DOMESTIC POLICIES AND REFORM:</a> The civil rights movement and the Great Society were attempts by people and the government to address major social, legal, economic, and environmental problems. Subsequent economic recession called for a new economic program.</p> <p>8.9a The civil rights movement began in the postwar era in response to long-standing inequalities in American society, and eventually brought about equality under the law, but slower progress on economic improvements.</p> <p>8.9b The civil rights movement prompted renewed efforts for equality by women and other groups.</p> <p>8.9c The Great Society programs of President Lyndon Johnson strengthened efforts aimed at reducing poverty and providing health care for the elderly, but the Vietnam War drained resources and divided society.</p> <p>8.9d Economic recession during the 1970s and concerns about the growth and size of the federal government encouraged fiscal conservatives to push for changes in regulation and policy.</p> <p>8.9e Constitutional issues involving the violation of civil liberties and the role of the federal government are a source of debate in American society.</p>	
<p><b>Mathematics Standards:</b></p> <p><a href="#">NY-8.G.1:</a> Understand congruence and similarity using physical models, transparencies, or geometry software.</p>	

### ELA Standards:

[CCSS.ELA-LITERACY.RST.6-8.3](#): Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

[CCSS.ELA-LITERACY.RST.6-8.4](#): Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.

[CCSS.ELA-LITERACY.RST.6-8.7](#): Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

### Technology Standards:

[NY State K-12 Computer Science and Digital Fluency Standards](#)

**7-8.CT.2** Collect and use digital data in a computational artifact.

**7-8.CT.3** Refine and visualize a data set in order to persuade an audience.

**7-8.DL.2** Communicate and collaborate with others using a variety of digital tools to create and revise a collaborative product.

**7-8.DL.3** Compare types of search tools, choose a search tool for effectiveness and efficiency, and evaluate the quality of search tools based on returned results.

**7-8.DL.4** Select and use digital tools to create, revise, and publish digital artifacts.

**7-8.DL.5** Transfer knowledge of technology in order to explore new technologies.

[International Society of Technology Educators \(ISTE\) Standards](#)

**1.3 Knowledge Constructor:** Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

**1.4 Innovative Designer:** Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

### Social Justice Standards:

[Domain: Justice](#)

**Anchor Standard 12.** Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).

**Anchor Standard 13.** Students will analyze the harmful impact of bias and injustice on the world, historically and today.

**Anchor Standard 15.** Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.

[Domain: Action](#)

**Anchor Standard 20.** Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.

### Links to Standards/Reference Frameworks:

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

[Unpacking Standards Verbs](#)

## STAGE 2: EVIDENCE & ASSESSMENTS:

### Performance Task Narrative:

#### Goal:

Students will research historic monuments and sculptures and analyze how the subject's character influenced their design while critically evaluating their legacy in Yonkers. They will choose a historical event or figure and design and create a monument and description using TinkerCad software to prototype and 3D printing with MakerBot printers for the final products. Students will use a variety of digital tools such as Padlet, Flipgrid, Figma, Popplet to explore collaborative practices including concept mapping, brainstorming, prototyping, and using the engineering design process (EDP).

**Role:** Historic Interpreter, Museum Curator, Designer, Sculptor, Engineer, Local Politician, Art Historian, City Planner, Social Studies Teacher

**Audience:** Students will present their monuments to their school, local community, and Yonkers City Council.

**Situation:** Your task is to create a structure of our nation: specifically, regarding our constitution and its components. You will explore resources to identify common character traits found in heroes of our nation. Then we will examine how those individuals have been honored through monuments in Yonkers. As we explore those monuments, we will identify architectural design features that symbolize something greater. As we choose a hero to honor, we will consider what architectural features best exemplify the character traits of that hero in the design of your monument prototypes first drawn on paper and then created in TinkerCaad, and finally on a 3D printer. You will present your monument and create a multimodal presentation to Yonkers City Council explaining how your monument contributes to Yonkers history, art and culture.

**Product(s):**

- Monument design, draft, prototype
- Research
- Flowchart, diagram, model, graph, or table
- Digital artifacts (Ex: maps of monuments, multimodal presentations, FlipGrid reflection video)

**Standards (criteria for success):**

- Character traits are and how they define people are identified
- Use of primary sources to inform design and description
- Purpose of the monument is clear to the observer
- Lists or maps of monuments in Yonkers
- Define a symbol and how they represent abstract ideas
- Engineering design process is followed
- Collaborates to share information discovered through multiple internet resources

**Other Evidence/Assessments:**

**STAGE 3: THE LEARNING PLAN:**

<b>Learning Activities</b> <b>Broken out in the stages of the Engineering Design Process –</b> <b>ASK – IMAGINE – PLAN – CREATE - IMPROVE</b>
<b>Week 1: Ask - “How does society determine who gets remembered in history?”</b>
<b>Learning Goals:</b> Students will identify figures, groups, and events that are commemorated in Yonkers monuments. They will analyze their historical significance and discuss who they represent and why.
<b>Learning Events:</b> <ul style="list-style-type: none"> <li>• Web Chart- holidays, monuments, textbooks, movies</li> <li>• Who made the decisions?</li> <li>• Dominating voices in society- How has history evolved?</li> <li>• How has history been distorted?</li> <li>• What is and isn’t commemorated?</li> <li>• What is wrong with the monuments we have had in the past?</li> <li>• How have these monuments made groups feel towards themselves? How have these groups felt about their own history?</li> <li>• Monument Carousel Gallery Walk</li> <li>• Are there any important people forgotten in Yonkers’ History?</li> <li>• Discussion on what monuments we would like to create in Yonkers.</li> </ul>
<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>• KWL Chart</li> <li>• Exit tickets</li> <li>• Conferencing</li> <li>• Small group discussions</li> </ul>
<b>Linguistic Supports for Multilingual Learners:</b> <ul style="list-style-type: none"> <li>• Background Knowledge</li> <li>• Visuals and pictures</li> <li>• Realia (objects and material from everyday life, especially when used as teaching aids ) to build schema</li> <li>• Graphic Organizers</li> </ul>
<b>Notes/Resources:</b> <a href="#">Lesson plan on monument</a> <a href="#">Lies Across America: What Our Historic Sites Get Wrong</a> <a href="#">Yonkers Monument Handout</a> <ul style="list-style-type: none"> <li>• Kids Discover Online:               <ul style="list-style-type: none"> <li>○ “The Monuments of Our Capital”</li> <li>○ “Lincoln”</li> <li>○ “Heroes and Helpers”</li> <li>○ “Civil War Notables”</li> </ul> </li> <li>• Google Chromebooks</li> <li>• BrainPop Jr.: U.S. Symbols Presentation</li> </ul>
<b>Week 2: Imagine</b>
<b>Learning Goals:</b> Students will use evidence to support their debates and discussions on monuments in Yonkers and expand on their historical inquiry by building on their initial questions and observations.
<b>Learning Events:</b> <ul style="list-style-type: none"> <li>• <a href="#">Debate on taking down controversial Monuments on the View-</a> Teddy Roosevelt Statue NYC/ Courageous Conversation Guidelines</li> <li>• Class debate on taking down monuments/ Should monuments be permanent?</li> <li>• Is it offensive to a group of people?</li> <li>• What are the parameters to evaluate a monument worthy of removal?</li> <li>• Should monuments be permanent?</li> <li>• Bartz - Decades in Yonkers through pictures... How can we remember what happened through our statues?</li> <li>• Create inquiry questions about Yonkers history.</li> </ul>

<ul style="list-style-type: none"> <li>• Yonkers Historical Society- Expand on these questions.</li> <li>• Review your research with the group.</li> <li>• Decide which idea your group will focus on.</li> <li>• If a memorial cannot tell the whole story, then what part of the story, or whose story, do you want to tell?</li> <li>• Whose memories, whose point of view, and whose values and perspectives will be represented?</li> <li>• Memorials must also respond to the question, “Why should we remember?”</li> </ul>
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Quiz</li> <li>• Exit tickets</li> <li>• Conferencing</li> <li>• Small group discussions</li> <li>• Prototypes – labeled and scaled</li> </ul>
<p><b>Linguistic Supports for Multilingual Learners:</b></p> <ul style="list-style-type: none"> <li>• Background Knowledge</li> <li>• Visuals and pictures</li> <li>• Think Aloud</li> </ul>
<p><b>Notes/Resources:</b></p> <ul style="list-style-type: none"> <li>• Teacher-created Graphic Organizers</li> <li>• Teacher-created Rubric for Monument and Paragraph</li> </ul>
<p><b>Week 3: Plan</b></p>
<p><b>Learning Goals:</b> Students will apply their research and interests to design a monument and draft a description of their monument.</p>
<p><b>Learning Events:</b></p> <ul style="list-style-type: none"> <li>• Choose their person or event to create a monument, memorial or historical marker</li> <li>• <i>(Reserve laptop cart)</i></li> <li>• If you were to design a memorial to commemorate any hero, what events, people, or ideas would you want it to represent?</li> <li>• What symbols could you use? How do they represent abstract ideas?</li> <li>• Your plan should answer the following questions:             <ul style="list-style-type: none"> <li>• What message do you want the memorial to convey?</li> <li>• Who is the audience for the memorial?</li> <li>• How will the memorial communicate your ideas?</li> <li>• What specific materials, forms, imagery, or words will it include?</li> </ul> </li> <li>• Creating Groups and Assigning roles (Hand out to fill in questions about Statue/ Memorial/ Historical Marker)</li> <li>• Write monument description, draft, and final draft.</li> </ul>
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Monument Description Rubric</li> <li>• Quiz</li> <li>• Exit tickets</li> <li>• Conferencing</li> <li>• Small group discussions</li> </ul>
<p><b>Linguistic Supports for Multilingual Learners:</b></p> <ul style="list-style-type: none"> <li>• Think Aloud</li> <li>• Graphic Organizers</li> <li>• Visual Supports</li> </ul>
<p><b>Notes/Resources:</b></p>
<p><b>Week 4: Create</b></p>

<b>Learning Goals:</b> Students will use design software and 3D printers to create their monuments and plaques. Students will create multimodal presentations using digital tools.
<b>Learning Events:</b> <ul style="list-style-type: none"><li>• 3D Printing</li><li>• TinkerCad tutorial</li><li>• (<i>reserve laptop cart</i>)</li><li>• Create plaques emboss or punch through (<a href="#">keep on truckin</a>)</li><li>• Create 3D plaques</li><li>• Create multimodal presentations for Yonkers City Council using digital artifacts.</li></ul>
<b>Formative Assessments:</b> <ul style="list-style-type: none"><li>• Monument rubric</li><li>• Peer feedback</li><li>• Reflection protocol</li><li>• Small group discussion</li></ul>
<b>Linguistic Supports for Multilingual Learners:</b> <ul style="list-style-type: none"><li>• Realia to build schema</li><li>• Graphic Organizers</li><li>• Visual Checklists</li></ul>
<b>Notes/Resources:</b> <ul style="list-style-type: none"><li>• Monument Supplies: 3D Printer</li></ul>
<b>Week 5: Improve</b>
<b>Learning Goals:</b> Students will incorporate feedback on their monuments and presentations to improve their designs, presentations, and descriptions.
<b>Learning Events:</b> <p>Deliver presentations. Students will categorize the feedback they received from their peers and City Council presentations. They will identify and implement next steps based on their feedback to improve their designs. Record project reflection video in FlipGrid, reflecting on their learning process and how parts of the process throughout the unit were challenging but also opportunities for growth.</p>
<b>Formative Assessments:</b> <ul style="list-style-type: none"><li>• Exit tickets</li><li>• FlipGrid reflection video</li></ul>
<b>Linguistic Supports for Multilingual Learners:</b> <ul style="list-style-type: none"><li>• Visual Checklists</li><li>• Note cards</li></ul>
<b>Notes/Resources:</b> <p>Extension: <a href="#">People Not Property- Phillipsburg Manor</a></p>