

Understanding By Design

Stage 1 – Desired Results

Established Goal(s):

Compare and contrast the development of diasporic communities throughout the world due to regional conflicts, changing international labor demands and environmental factors. (The New Global Era: 1989 to Present)

Understanding(s): Students will understand that...

Globalization, the spread of capitalism and the end of the Cold War have shaped a contemporary world still characterized by rapid technological change, dramatic increases in global population and economic growth coupled with persistent economic and social disparities and cultural conflict. (The New Global Era: 1989 to Present)

Specifically, we will look at...

The similarities that exist amongst diasporic communities such as those originating from the Horn of Africa, Latin America, West Africa, Southeast Asia, India.

I predict a certain amount of revisiting vocabulary to be necessary.

Essential Question(s):

How have factors like the spread of capitalism in the post-Cold War world led to a widening gap between economic and social status and an increase in global cultural conflict?

Students will know...

That there are many examples of displaced peoples worldwide that contribute to a global narrative of the struggle for developing nations to try to rise from the ashes while being exploited for resources from the more technologically advanced countries influencing their region.

Students will be able to...

Describe in detail a specific diasporic community within a region, share their story with the class, and draw parallels or distinctions between their chosen community and those picked by classmates.

Stage 2 – Assessment Evidence

Performance Task(s):

Students will present their understanding of their specific diasporic community via a “Story Map” on our ArcGIS software. They will publish their story maps for small group peer review.

Peers will discuss the ways their stories compared and will then report back to the class as a whole.

A rubric will be created for the story map itself but “understanding” will also be measured through peer review/critique sheets and a small group presentation grade.

Other Evidence:

Throughout the project benchmarks must be met and will be used as formative assessments or checks on learning. Those benchmarks include but are not limited to: formulating a research question, gathering evidence, an outline, rough draft or sketch of story map, small group presentations, and class discussions.

As always with a project like this, students will be encouraged to revamp their story maps based on class discussion and peer input for inclusion in their performance portfolio (showcasing their best work for student-led conferences at mid quarter).

Stage 3 – Learning Plan

Learning Activities:

W = This unit is one of the final units in the class. Students have already worked extensively with the ArcGIS story map format. We have studied most of the physical features of the world and have touched on some of the political, social, and economic topics discussed in this unit so none of it, aside from the researching the specific diasporic community, should be entirely new concepts.

H = Unit begins by me having my fellow social studies teacher bring his class over to our room and force my students out of their regular seats and routine. We say that due because his class is doing so well we’ve decided to have them join us.

E = We spend several days initially researching media to hear the voices of displaced people around the world and throughout history to give them some context.

R = There are constant “checkpoints” throughout the project where students can seek feedback and adjust their understanding and product accordingly.

E = Students will be able to evaluate their own achievement and present their project to their families.

T = The story maps can/will vary in complexity depending upon the student's understanding of the material and the tools used. As always modification can be made per 504 or IEP.

O = Daily, weekly, and end state expectations will be handed out, posted, and referred to often throughout the unit.