1. What is our purpose?

1a) To inquire into the following:

- Transdisciplinary theme - How We Express Ourselves

Descriptor:

An inquiry into the ways which we discover and express ideas, feelings, nature, culture, beliefs and values, the ways in which we reflect on, extend and enjoy our creativity, our appreciation of the aesthetic.

Related concepts: traditions, beliefs, values, belonging, culture, origins, trends

- Central idea

Celebrations and traditions show what a culture values.

1b) Summative assessment task(s):

What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?

1. Scholars will choose one holiday that they celebrate with their families and write a book about it. They must include all characteristics of the celebration.

Criteria will include food, clothing, music, and dress.

Scholars will present their book to the class and include an artifact that relates to the holiday or culture that they selected.

Writing & Humanities; ATL: Research & Communication;

Learner Profile: Communicator & Open Minded

2. What do we want to learn?

What are the key concepts (form, function, causation, change, connection, perspective, and responsibility, reflection) to be emphasized within this inquiry?

Key concepts: function, connection, perspective

Related concepts: Traditions, beliefs, values, belonging, culture, origins, trends

What lines of inquiry will define the scope of the inquiry into the central idea?

- Comparing Celebrations to draw conclusions about common values
- Characteristics of traditions and celebrations
- Contributions of events or people in creating traditions or celebrations

What teacher questions/provocations will drive these inquiries?

Teacher questions:

- What and why do people celebrate?
- How do people celebrate? What contributions do different members of the community make to the tradition or celebration?
- How are the characteristics of traditions and celebrations across cultures connected? How do they show our common values?

Provocation: Nov 2, 2015 during Humanities Block

Teachers will display pictures of people celebrating different holidays and/or engaging in different cultural traditions. Scholars then complete an "I Notice/I wonder" chart about the images that they see. Scholars and teachers use the I notice/I wonder chart to discuss the displayed celebrations. The questions in the "I wonder" column set the groundwork for the Wonder Wall (or similar) in the classroom.
3. How might we know what we have learned?

This column should be used in conjunction with “How best might we learn?”

What are the possible ways of assessing students’ prior knowledge and skills? What evidence will we look for?

Reading:
Teacher will read two fables or legends from different cultures celebrating the same theme (harvest or change in the season for example) in order to compare and contrast critical elements. Scholars complete a Venn diagram or a double bubble (thinking maps) to compare and contrast celebrations and traditions from different cultures. Using a sentence frame, as needed, scholars then make a text to self-connection with one of the stories read aloud by the teacher. Teachers then use this to base how explicitly they need to adjust the CTL lesson plans so that scholars make explicit connections with the central idea throughout the unit.

Writing:

Writing Prompts: These assessments will be used to differentiate and scaffold for writing conferences. Scholars will be given sentence frames to help with writing as necessary.

- Teacher shows scholars a list of silly holidays (World Donut Day or other) Scholars will choose an event to celebrate and create a celebration for it. Scholars should include characteristics such as food, music, and clothing.

Math:
- Scholars will compare and contrast images of US and coins from around the world. Scholars will discuss the critical attributes of each.

What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?

- Guided reading (anecdotal notes)
- Teacher led/mediated discussion – post-it notes on the wonder wall to capture scholar thoughts in reference to the central idea
- Conferencing with scholars about their writing (anecdotal notes)
- Exit tickets
- Student/teacher created anchor charts
- Summative Assessment Final Presentation

4. How best might we learn?

What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?

Conduct informal interviews throughout the unit to determine how scholars express their own ideas and understanding of different cultures.

(肾脏: several cultures limit celebrations to accomplishments (as do the Jehovah’s Witnesses) rather than possibilities (birthdays or cultural representations of birthdays such as Christmas). Also, many cultures prevent children from “celebrating” but not *learning about* celebrations. Please be careful of this line and always err on the side of the ethnologist).

- Engage: Week 1
  - Proclamations Humanities & Read Aloud
  - Explore & Explain & Elaborate: Week 2-5 Humanities & ELA
  - Each week, teacher may choose to lead discussion on the following inquiries, have scholars complete a KWL Chart, complete research as a class, use Read Alouds to focus discussion, and/or listen to knowledgeable speakers to address the driving questions, or watch a video on BrainPop about these holidays
    - Diwali, Ramadan;
    - Hanukah, Kwanzaa;
    - Christmas;
    - New Year’s: Amer-European, Asian;
- Evaluate Week 6 Humanities
  - Summative Assessments

What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?

Approaches to Learning:
1. Cooperating: Working with others during centers time and sharing their ideas for how their holidays are similar
2. Respecting Others: Learning about other cultures with dignity and respect
3. Collecting Data: gathering information from various sources (books, brainpop, etc.) about the critical attributes of various cultural celebrations
4. Presenting: Sharing the information for the summative assessment in front of peer group

Learner Profile attributes:
1. Open Minded: Learning about the ways that various cultures celebrate and choose events to celebrate
2. Reflective: How are our celebrations similar and different from other cultures?
3. Knowledgeable: I am knowledgeable about the holidays, cultures, and traditions of myself and others.

Attitudes:
1. Curiosity: I wonder about how different people celebrate
2. Tolerance: I embrace differences between myself and others.

5. What resources need to be gathered?

What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?

- Brainpop Jr. videos about holidays; BrainPop (regular) has all the holidays
- Images or models of celebrations from around the world
- Parents visiting to share about their experiences celebrating a variety of holidays with their families and how it relates to the values of their culture – set up these appointments and reserve space for the grade level to meet together in the school

How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?

Groups will be created to scaffold oral language development as well as reading and writing skills. Individual scholars as well as groups have book bags by topic, various supplies for writing will be at the tables; Scholars will have access to the different science supplies throughout the unit. Classroom carpet space will be used for discussion and reflection. Meeting areas and materials will be organized for scholar independence. Community members will serve as speakers about the holidays they celebrate and value.
6. To what extent did we achieve our purpose?

**Assess the outcome of the inquiry by providing evidence of students’ understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.**

- Scholars were very interested in asking questions to classmates who celebrated traditions that were dissimilar to their own. They asked questions about the term “values” and the meaning behind the purpose of the holiday (not just receiving presents and going to see our families.)
- For improvements – the fables/legends piece of the scope and sequence did not have a clear enough link to the central idea as we were currently teaching it. We can select fables, fairytales and legends that are specific to the countries and cultures/holidays that we are exploring earlier in the unit. This will help scholars see that the earlier parts of the unit are still present throughout.

- Contributions of events or people in creating traditions or celebrations

This line of inquiry was one was hard to focus on because there wasn’t a ton of team knowledge on the individuals or events that led to certain holidays that teachers didn’t celebrate. We will re-write this LOI for next year.

**How you could improve on the assessment task(s) so that you would have a more accurate picture of each student’s understanding of the central idea.**

- A questionnaire was created to be sent home with the scholars to help them gather information about the celebrations they would be writing their book about. Gathering more books that can be shared between classes for research for their writing will help, as it was difficult to share the limited resources. Reaching out to Mr. Kimani for classroom units in advance next year will help us get the library involved.
- Uniting this with the art teacher, Ms. Good, next year will allow us to have scholars create the artwork for their book or the artifact by hand in art class that they want to share for their summative (as some were unable to find an artifact that related)

**What was the evidence that connections were made between the central idea and the transdisciplinary theme?**

- How We Express Ourselves was discussed in depth as scholars talked about how their families celebrated certain holidays with dress, food, family, etc. Scholars were recognizing that there were traditional ways to express themselves versus a more informal way to express a celebration as they read books and videos and compared it to their family stories.
- Scholars are beginning to realize that their writing and drawings are a way they express themselves. By linking this to the central idea in their writing prompts, scholars are seeing connections develop.

7. To what extent did we include the elements of the PYP?

**What were the learning experiences that enabled students to:**

- develop an understanding of the concepts identified in “What do we want to learn?”
- demonstrate the learning and application of particular transdisciplinary skills?
- develop particular attributes of the learner profile and/or attitudes?

In each case, explain your selection.

- Scholars have shared their own perspective about they celebrate certain things with their families for Ramadan after the YouTube video learning activity.
- Scholars did an “I notice and I wonder” chart after the video and books about the celebrations to draw similarities and differences. Kids did a lot of inquiring and asking questions about the Koran during this activity.

**Approaches to Learning:**

- Cooperating: Working with others to complete summative assessment (or other cooperative group work in classroom)
- Respecting Others:
  - Learning about other cultures with dignity and respect – expressing questions and beliefs with the idea that others may differ and that is okay.
- Collecting Data: gathering information from various sources about the critical attributes of various cultural celebrations
  - Scholars are reading books and watching videos to gather data and information about various traditions to make cultural comparisons
- Presenting: Sharing the information for the summative assessment in front of peer groups

**Learner Profile attributes:**

- Open Minded: Learning about the ways that various cultures celebrate and choose events to celebrate
  - Classroom conversations about different holidays where scholars can share about their family celebrations and values and ask each other clarifying questions
- Reflective: How are our celebrations similar and different from other cultures?
  - When scholars watched videos and read books, they reflected on things that seemed unreal to them at first which is like fasting.
  - Scholars made connections between lent and fasting (doing something to sacrifice for your religion)
- Knowledgeable: I am knowledgeable about the holidays, cultures, and traditions of myself and others.
  - Scholars are sharing their knowledge of their own traditions and culture and are beginning to expand their current understandings of tradition. Even with knowledge, scholars are recognizing that they celebrate the same holiday differently in different families. This lent to strong conversation about values.
8. What student-initiated inquiries arose from the learning?

Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.

- Kids were fascinated by the fact that they couldn't eat during the day for the celebration of Ramadan. They asked "what is fasting?" "How can you go that long without eating?" "What can you eat and what can't you eat?" - Scholars that celebrated that holiday shared with their classmates what the restrictions were for fasting and how they passed the time between fasting periods.
- Why can some people not celebrate Halloween?
- Is Halloween about religion or celebrating evil? Why does it have scary parts to the holiday? Why do we get candy? Why do we say Trick or Treat? How did that start?
- What is a tradition?

At this point teachers should go back to box 2 "What do we want to learn?" and highlight the teacher questions/provocations that were most effective in driving the inquiries.

What student-initiated actions arose from the learning?

Record student-initiated actions taken by individuals or groups showing their ability to reflect, to choose and to act.

- Scholars requested to have their parents come to class to speak about Diwali and Ramadan which were important celebrations for their families.
- Scholars brought in artifacts that represented traditions, such as a menorah to share with the class since they were about to study Hannukah.

9. Teacher notes

- Provocation - it went very well. Scholars enjoyed comparing the pictures of different holidays and celebrations. Next year, we want to make the pictures in color so they can more easily see the celebrations, colorful clothing, etc.
- Scholars were very invested in learning about the cultures of others and the celebrations that they involve. When parents came in to speak with the grade level, scholars were very excited. We want to continue to reach out to parents next year to have them visit.
- A strong addition to this unit would be to gather books of a variety of holidays and celebrations to keep during this unit, especially for scholars to use as they prepare for their summative.
- Brainpop and read alouds were successful in increasing scholar inquiries.
- Teachers were concerned with the amount of religion that it takes in order to discuss "what a culture values" through holidays. Next year, teachers want to set out a clear plan for the specific celebrations that will be taught, select the values that these celebrations communicate for that culture, and select texts that tie into those values more openly.
- Editing the summative questionnaire to be more first grade friendly will help scholars to better understand the information they are collecting. With the collection of books we want to gather for next year from Mr. Kimani (our librarian), scholars will hopefully be able to practice their own research skills.