



Unit of Instruction Organizer

AY 2017-2018

Teacher: Susie Teacher

Years of Experience: 15

School: NEE Junior High School

Subject Area: American History

Grade: 8

Unit of Study: Early Settlements and Colonies

UOI Element 1 – List the Board of Education-approved content standard(s) addressed in this Unit of Instruction. Align the unit objectives with the standard(s) and curriculum.

Prioritized or Power Standard – Write out the standard(s) your instruction will support.

Unit Objectives – Write out the specific unit objectives that address the Board of Education-approved standard(s) and curriculum.

Power Objectives:

Cause and Effect

1. TTS1E – Analyze the causes and consequences of a specific problem in American history prior to 1870 as well as the challenges and opportunities faced by those trying to address the problem.	1. The student will describe the causes for English settlement in North America.
2. T2S1C – Trace the causes and consequences of conflict and cooperation between Native Americans and north and South American colonists, using multiple viewpoints.	2. The student will identify geographical features and challenges of early settlements, such as Jamestown.
	3. The student will explain factors that led to the success of Jamestown.
	4. The student will analyze the causes and consequences of challenges and opportunities faced by settlers and Native Americans at this time in American history.

UOI Element 2 – Provide essential and guiding questions that fully capture the unit objectives (i.e., questions that focus student attention on meaningful activities leading to desired learning).

UOI Element 3 – Indicate whether essential and guiding questions require higher-level thinking according to Depth of Knowledge (DOK) level.

Essential Question(s): (See note at the end of the Unit of Instruction Organizer.)

DOK Level:

How does where we live affect how we live?

4

Guiding Questions: (See note at end of the Unit of Instruction Organizer.)

DOK Level:

Explain motivating factors (causes) that led to colonial settlements.

2

Elaborate on the reasons geography contributed to the challenges and opportunities at Jamestown.

3

Draw conclusions about conflict and cooperation between Native Americans and Jamestown settlers.

3

Describe how Jamestown settlers overcame challenges.

2

Analyze multiple factors that contributed to the success of Jamestown.

4

UOI Element 4 – Indicate how the instructional elements link directly to the unit objectives.

<i>What will students be asked to do (e.g., learner activities, assignments, and assessments)?</i>	<i>Which unit objective does this support?</i>
Active Atlas Assignment – Early Claims, Early Conflicts Students read and analyze charts and maps about early colonial settlements. The maps and charts share information about European settlements and Native American affects.	1, 2, 3, 4
Jamestown Interactive Game – Online Simulation Students will make decisions as if they were Jamestown settlers and get feedback about their level of "success." After the game, students will reflect on their success and on the essential question (How does where we live affect how we live).	1, 2, 3, 4
Anchor Text – "Evidence of Cannibalism at Jamestown" Students will use a Synthesis Tracker throughout the unit to track their thinking as new evidence is provided. They are the historians. Students will annotate the article and respond to the essential question.	1, 2
Primary Source Option x 2 using the Synthesis Tracker Students will read, annotate, and analyze one of two different primary sources from Jamestown. Students will work in groups and jigsaw to share their findings.	1, 2, 3
Watch "Nightmare in Jamestown" with a watching guide by National Geographic Students will generate questions to ask the lead archaeologist, Dr. William Kelso and complete the formative assessment (How does where we live affect how we live with a graphic organizer to guide).	1, 2, 3, 4
NOTE: Place documentation in Appendices A, B, and C.	

UOI Element 5 – Describe the process of formative assessment to inform instruction and summative assessment to evaluate student learning.

<i>What formative assessment(s) will you use?</i>
<p>Pre-Assessment – Content-based and skill-based elements.</p> <p>Synthesis Tracker – Students record their thinking on the essential question and their evidence to support it as we work through activities. Students will write on the essential question in a writer's workshop format.</p> <p>Jamestown MVP – After a goldfish bowl discussion, students write and finalize their decision on "who was the MVP of Jamestown."</p> <p>Exit Ticket – Graphic organizer about the essential question.</p>
<i>Describe how results of formative assessment(s) inform changes in instruction to meet student needs.</i>
<ul style="list-style-type: none"> The Pre-assessment allowed me to see that students, in general, had more skill-based abilities (they were able to give some reasons geography can affect a civilization and/or how civilizations overcome challenges) than content knowledge about early colonial settlements, especially Jamestown. This allowed me to change instructional strategies to focus on the evidence/content that I was providing and allow students to use the skill abilities they had to analyze and discern that information. I was able to emphasize that students were the historians and I was providing them with evidence. The Synthesis Tracker was a great way for me to see on a daily basis what needs students had. I could quickly gauge what they were "taking away" from a lesson by their evidence and "my thinking" sections of the Synthesis Tracker. I could also work individually with students who were struggling at the end of each hour instead of letting gaps progress over multiple days. On our writer's workshop day, it was evident how far they had come in the analysis abilities especially in relation to our essential question. Also, I was able to give them feedback over the weekend on their Synthesis Tracker before they started their summative assessment. The Jamestown MVP goldfish bowl discussion and paragraph allowed me to see what historical elements students had focused on based on the evidence I provided. I could clearly see that John Smith had resonated with students and that some were confused about John Rolfe. I clarified

misinformation after the discussion. I allowed them to share and discuss and even struggle a little during the discussion, and they were all able to provide a judgement based on reasons!

- After watching "Nightmare in Jamestown," students generated questions for the archaeologist, Dr. William Kelso, that allowed me to gauge their processing and also clarify areas of confusion. They also completed an Exit Ticket that was a graphic organizer about our essential question. This more formally allowed me to see where kids were with their content and skills. I was able to give individual feedback before they started their summative project.

What summative assessment(s) will you use?

Students will create an infographic analyzing the challenges and opportunities faced in Jamestown. The infographic should include the most important geographical, economic, political, and first-hand accounts considering multiple viewpoints. It should include how factors relate to each other and the ultimate success of Jamestown.

Describe the summative assessment(s) to evaluate student learning. (How will you know the students met the learning objectives? Why are you giving that particular assessment? What will it tell you?)

This summative assessment matches the unit priority standard and has the students be the historian and analyzer. They have to select what evidence and factors most impacted early colonial settlements. This assessment also allows the teacher to see specific areas of strength and weakness as it incorporates different elements of the standard. The rubric shows how students had to create a plan and get teacher feedback along the way as well as assess specific areas/standard elements in the rubric.

NOTE: Place documentation in Appendix D.

UOI Element 5b – Student Learning Outcomes (SLO)

NOTE: If your district is opting to use the NEE UOI as the measure of student learning, you must complete this section. While this section is not scored with the NEE rubric, it is provided for your use in documenting the measurement of student learning. The measurement of SLO is a locally-defined procedure or administrative procedure.

What instructionally sensitive assessment(s) will you use to show student growth? This may include assessment(s) listed above and/or other assessments. (Ideally assessment(s) should be valid, reliable, well-constructed, and be accurately scored. Assessment(s) should be selected that target important learning objectives, measure some higher DOK levels, and emphasize processes and complex knowledge. They should be an adequate tool for making inferences about your ability to promote student learning.) *NOTE: The ESEA Waiver indicates that state assessment be used as part of the SLOs where available and appropriate.

Objectives	Assessment	Assessment
The student will describe the causes for English settlement in North America.		
The student will identify geographical features and challenges of early settlements, such as Jamestown.		
The student will explain factors that led to the success of Jamestown.		
The student will analyze the causes and consequences of challenges and opportunities faced by settlers and Native Americans at this time in American history.		

Assessment(s)	Assessment Type*	Number of Students	Number Meeting Target	Percentage Meeting Target
Pre-assessment	T	22	0	0%
Exit Ticket Organizer	T	22	11	50%
Synthesis Tracker	T	23	18	78%
Summative Assessment - Infographic	T	22	19	87%

*Assessment Type: T=Teacher Developed Assessment, C=Common Assessment, S=Standardized Assessment

The Missouri Department of Elementary and Secondary Education (DESE) defines effectiveness based on percentage of targets met in the post-assessment. Identify which of the following categories best describes your accomplishment in this unit for Student Learning Outcome (check one):

- ☒ 91-100% of targets met
☒ 81-90% of targets met
☐ 71-80% of targets met
☐ 61-70% of targets met
☐ less than 60% of targets met

Comments (This might include additional data, if applicable):

These assessments show the growth and development of student abilities and thinking in regards to content knowledge and social studies inquiry and cause / effect skills.

Date Evaluator Reviewed UOI Element 5b

NOTE: Place documentation in Appendix F.

UOI Element 6 – Identify effective research-based instructional strategies used in the unit.

Explain why you are using specific instructional strategies. Provide a description of key instructional strategies you will use and which lessons you will use them in. (You do not need to discuss all the instructional strategies.) Provide evidence of their effectiveness. (Cited evidence should be from credible sources, such as publications or presentations that have been reviewed by peers. Other examples include credible textbooks, trade books, journals, the What Works Clearinghouse review, and publications and papers produced by nationally-recognized research or higher-education institutions. Include dates.)

See Think Wonder and Synthesis Tracker - Critical Thinking

- Engaging students in higher-order thinking, including analyzing, synthesizing, and evaluating
- Grounding thinking in logical and reasoned judgments based in evidence
- Posing open-ended questions to students that often begin with "How" and "Why"
- Creating an inquiry-friendly environment that creates frequent opportunities for students to ask and explore open-ended questions

Synthesis Tracker - Gradual Release

- Planning instruction to naturally shift from teacher modeling to student independence
- Using think-aloud and modeling structures to progress through I Do, We Do, Two Do, You Do
- Designing learning experiences using a scaffold approach

Jamestown MVP goldfish bowl discussion - Classroom Discussion

- Actively engaging in rich, structured dialogue to process learning and deepen understanding of topics
- Challenging students to be productive members of classroom dialogue by fueling thinking with questions, ideas, facts, and analysis

Gallery Walk/Self-Reflection

- Engaging students as active learners and sharing learning responsibility with students
- Guiding learners to be aware of where they are in the learning process and where to go next
- Creating opportunities for students to track their own learning progress against clear criteria and set goals for growth

UOI Element 7 – Describe the instructional strategies used to differentiate instruction for diverse learners present in the classroom. Mark diverse learner categories that do not apply as “N/A” (Not Applicable).

Enrichment for accelerated learners:

- Higher-order thinking is incorporated into See Think Wonder, Synthesis Tracker, Jamestown MVP, and Infograph.
- In addition to these activities, accelerated learners can design and implement more advanced levels of thinking/ productivity, especially with the analysis involved in the summative assessment. Level 4 of the rubric is designed with the accelerated learner in mind.
- During the primary source lesson where there are two options, accelerated learners are assigned the more complex resource.

Remediation for struggling learners (Tier 2/Tier 3):

- Students have access to resources like videos and web-based activities that provide visual and auditory reinforcement. The Text Set lesson is the best example of this as students are given a padlet link with a variety of resources to analyze. The resources include photographs, video clips, websites, and articles. Students can access and use the resources that best fit their learning needs, abilities, and learning styles.
- On an individual basis, students receive extra assistance and frequent checks for understanding during class.
- Cooperative grouping and seating assists struggling learners. During the primary source lesson where there are two options, students are assigned the more simple resource to read and comprehend while still meeting the unit objectives.

ELL:

Other:

There are a few students with specific needs related to health issues and other concerns and accommodations are made for them to be successful.

1. Suzie has a 504 and struggles getting ideas on paper and working with her peers. She has an assigned seat by a peer that makes her feel comfortable and allows her to be academically successful. She uses her computer when writing/ scribing does not work.
2. Sally has a 504 and reports to the nurse for health issues at the start of every hour. She also has preferential seating and knows that if she arrives late that I will meet with her individually during work time to get her on track with the class.
3. Billy has a 504 for TBI. I check often with him for understanding and make sure he has breaks and extended time when needed. This unit is scaffolded and he is able to take his own notes with frequent checks.

UOI Element 8 – Describe how you lead students to self-reflect about their personal goals regarding the unit objectives.

Provide description with evidence.

- Students use the pre-test score to set a goal for their final assessment. Students complete a Google form that asks them to set a unit goal, explain how they plan to achieve the goal, and asks what their teacher can do to help them achieve their goal.
- Students reflect upon the Jamestown MVP discussion. They talk about what went well and what they would like to do next time in a similar activity.
- Students receive the scoring rubric for the final assessment. Students then complete a self-edit and peer-edit before having a gallery walk where they will also reflect on other students' work and their own in relation to their unit goal. Finally, students "earn" locker memes that are placed on lockers for achieving their goal.

NOTE: Place documentation in Appendix C.

UOI Element 9 – Describe supporting resources used to facilitate the learning process.

Provide a description of supporting resources, including technology, used to facilitate the learning process. Include samples, such as comparative student work samples/anchor papers, schedules/pacing guides, task outlines, scoring guides/rubrics, assessments, or other appropriate resources for instruction and learning.

- Photo Pass Chalk Talk - See Think Wonder resource
- Active Classroom Atlas Assignment from Nystrom - Early Claims, Early Conflicts
- Anchor Text with scaffolded lessons and Synthesis Tracker
- Jamestown Interactive Game with Reflection
- Primary Source Options - Basic and Higher Level
- Text Set options via padlet used with Synthesis Tracker
- National Geographic's "Nightmare in Jamestown" DVD

NOTE: Place documentation in Appendix E.

UOI Element 10 – Describe how the UOI will improve family and community involvement in the learning process.

Describe how this UOI will help you improve family and community involvement in the learning process.

- Powerschool will provide electronic communication of assignments, checkpoints, and grades.
- Parents are emailed class updates, announcements, and descriptions of the unit lessons and final assessment.
- The class website and Google classroom are used daily and updated for students and parents to communicate due dates, resources, and see the Twitter feed.
- Students will generate questions for archaeologist, Dr. William Kelso. They will do this after exploring the Jamestown Rediscovery Project website and watching National Geographic's "Nightmare in Jamestown." (See the email and tweet about this activity.)
- Students can also have a parent be part of the peer-edit process of the final project.

NOTE: *Family involvement can occur at school or at home, such as supervising homework, volunteering at school, or attending learning activities. Families should be invited to be collaborators in their child's learning, but not be forced to do so. Involvement should be structured for success regardless of family resources. Research suggests this may be especially important for low-SES and ethnic minority students, and caution is warranted regarding homework because some parents lack skills, or might "help" in ways that cause confusion and/or tension. Community involvement can take many forms, such as guest speakers with content expertise, field trips to community sites relevant to the content, etc.*

UOI Element 11 – Self-reflection about the UOI

How would you teach this unit differently as a result of submitting this UOI?

Overall, this unit went very well. This was the first time I taught an entire unit with an inquiry model where students were the historians on a quest to answer a complex essential question. I had goosebumps numerous times throughout the unit as I saw students progress in their thinking and going even deeper in their analysis than I anticipated. I really liked the process of the "golden line." At the start of the unit, students shared a golden line from the photo analysis (See Think Wonder), our anchor text, and primary sources so they were used to and comfortable with the process of standing as a large circle and sharing. I emphasized that they were sharing for their benefit - to hear the thinking of others. At the end of the unit after our writer's workshop day, students shared their own golden line. This was huge! They were sharing their own writing with the class and they felt comfortable doing so! I will definitely repeat that process and most elements of this unit. I felt it was scaffolded well for all levels of learners so struggling students had the support they needed but advanced students could really take our essential question to very high levels. I also really liked that students had choice as the unit went on from two primary source options to numerous resources on the padlet collection.

The Jamestown MVP goldfish bowl lessons went well but were probably the biggest struggle of the unit as this was the first time we had done that particular type of activity. In a goldfish bowl discussion, students run the discussion without the teacher guiding it. We did great preparatory work for this and students had good research to share but there were awkward pauses, moments where they looked to me for guidance, and some that spoke too

much or too little. As I reflect and plan for future units and next year, I think I will add the element where everyone needs to talk three times but cannot talk more than five. The hope is that will allow some to talk more and others to share less. A student also suggested including in the preparations a "generate discussion questions" aspect where kids would have questions ready to ask "in the bow!" to keep the conversation moving without teacher assistance. I do not necessarily think it is all bad that students struggled some in this activity because they were able to reflect on the process and I am excited to try it again and see how it goes. I was also able to see what areas of content they really understood or had confusion.

The final infographic summative assessment also went well. It was broken down into steps - students created a plan/outline and had to check with me as they worked through the plan to make sure they were on track. Then, they created the infographic, self-edited, peer-edited, did a gallery walk with a final analysis, and reflection. This process took a long time, but it was worth it. The final results are pretty amazing and the scores reflect that.

NOTE: The purpose of this element is to help you improve the unit for your students. It is not scored. You may want to engage in dialogue with your principal, instructional coach, or team members as you reflect on the unit.

Attach the following appendices A through F.

Appendix A: Lesson Sequence – This section should contain an overview or outline of unit lessons (scope and sequence).

Appendix B: Sample Lesson Plans – This section should contain samples of at least three class periods of lesson plans, including lesson objectives, student activities, and differentiated instructional strategies.

Appendix C: Sample Formative and Summative Assessments

Appendix D: Sample Student Work – This section should contain a range of student work, including samples from an accelerated student and a struggling student.

Appendix E: Resources and Materials

Appendix F: SLO Documentation and Individualized Student Data – There are various examples available on the web. For example, see Missouri's "Progress Tracker" at <http://dese.mo.gov/sites/default/files/SLO-Handbook.pdf>.

REFERENCE NOTE FOR UOI Element 2 and UOI Element 3:

Essential question(s) target the unit objective(s) and frame the UOI learning goal. These questions promote higher-level thinking and deep, enduring understanding. These cannot be answered in one sentence, and set the stage for further questions. These are open-ended, arguable, complex, meaningful to students' real lives, and relate to problems in the classroom. These form the basis of inquiry-based learning. These serve as an umbrella for other guiding questions and are complex enough to be broken down into smaller, guiding questions. *The following are examples of essential questions:*

- What is identity?
- What is revolution?
- What is healthful eating?
- How should this be modeled?
- How are the four basic math operations related to each other?
- How do writers draw in readers?
- How do animals change? (Early Childhood Education)
- What are numbers? (Early Childhood Education)

Guiding question(s) are more detailed questions that support the essential question. These questions assist the learner in answering the essential question(s) and cannot be answered in one sentence. These questions promote quality discussions and may lead to new questions. *The following are examples of guiding questions:*

- Who caused this?
- Who is involved?
- Why did this happen?



Network for Educator Effectiveness
University of Missouri