

Grade 4: Module 1A: Unit 3 Overview: **Building a Classroom Community**

GRADE 4: MODULE 1A: UNIT 3: OVERVIEW

Calendared Curriculum Map: Unit-at-a-Glance

Unit 3 expands on the conversation around symbolism and culture begun in Unit 1 to incorporate global perspectives. Students listen to, view, and close read informational texts regarding the traditions other cultures use to tell stories and pass down information. Students will review oral tradition and revisit it from a different angle as they explore the Griot tradition in Africa. Students will look at how symbols can be captured in art through blanket making in Hawaii and quilt making through Patricia Polacco's story *The Keeping Quilt*. Students will revisit specific texts and notes from Units 1 and 2 to examine how the central idea of *community* connects the texts within the module. Students will use these texts, videos, and their understanding of symbols, community, and cultural traditions to create a "quilt" that defines the classroom community. Each student will create a symbol on a quilt square that represents something they value about themselves and that they bring to the classroom community, such as a positive personality trait or accomplishment. Emulating the practice of oral tradition, students will then explain the symbolism behind their quilt squares, which will be the source of the end-of-unit assessment in which students will write to explain how the student-created quilt will unite the classroom as a community.

Guiding Questions And Big Ideas

How can our classroom draw ideas and practices from different cultures to create a strong community?

- *Peace can be created and sustained through personal responsibility, agreements and actions.*
- *People all over the world have methods of preserving their cultures.*

Mid-Unit Assessment

None, due to abbreviated length of unit.

End of Unit Assessment

On-Demand Reading Assessment: The Evolution of Oral Tradition in Mountain Ballads
This assessment centers on NYSP12 CCLS Standards RI.4.1, W.4.2, W.4.9, W.4.10, SL.4.1. and L.4.4.

Central Texts

Video about Oral Tradition; "Daily Life at Onondaga" Video; to be linked

"Talking Drums- The Griots of Mali" (video and transcript)

Excerpt from Native Quilting Traditions Educator Guide <http://nmai.si.edu/sites/1/files/pdf/education/quilts.pdf>

The Keeping Quilt, Patricia Polacco (ISBN-13: 978-0153052125) (920L)

"The Evolution of Oral Tradition in Mountain Ballads" (video and transcript): <http://www.npr.org/templates/transcript/transcript.php?storyId=143010880>

GRADE 4: MODULE 1A: UNIT 3: OVERVIEW

Calendared Curriculum Map: Unit-at-a-Glance

This unit is 7 days.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 1	How Community is Shaped by Culture: A preteen's perspective on the Haudenosaunee today.	<ul style="list-style-type: none"> I can paraphrase information presented in diverse media and formats. (SL.4.2) I can engage effectively in a collaborative discussion. (SL.4.1) 	<ul style="list-style-type: none"> I can retell the main points of an informational video. I can identify how a community is shaped by its culture. I make inferences about a video. 	<ul style="list-style-type: none"> Anchor chart Teacher observations
Lesson 2	Comparing History Sharing: <i>The Talking Drums of Mali</i>	<ul style="list-style-type: none"> I can answer questions using evidence from text. (RI.4.1) I can explain the meaning of metaphors in context. (L.4.5a) I can paraphrase information presented in diverse media and formats. (SL.4.2) 	<ul style="list-style-type: none"> I can explain a metaphor in a text. I can engage in discussion comparing a text and a video. 	<ul style="list-style-type: none"> Anchor chart Teacher observations
Lesson 3	Getting the Gist: Hawaiian quilt Reflecting back on how symbolism and community fit into all of the pieces we have studied in the module using the Hawaiian text as a jumping off point.	<ul style="list-style-type: none"> I can engage in a collaborative discussion with diverse partners. (SL.4.1) I can determine the main idea using specific details from the text. (RI.4.2) I can integrate information from two texts on the same topic. (RI.4.9) 	<ul style="list-style-type: none"> I can determine the gist and main idea of a text using important words from the text. I can integrate the information in the two texts I have read so far. 	<ul style="list-style-type: none"> Teacher observations Close-read annotations and margin notes
Lesson 4	<i>The Keeping Quilt</i> : Identifying theme and symbolism in the passing down of cultural stories and experiences	<ul style="list-style-type: none"> I can determine a theme of a story from details in the text (RL.4.2). I can effectively participate in a conversation with my peers and adults. (SL.4.1) I can document what I learn about a topic by taking notes. (W.4.8) 	<ul style="list-style-type: none"> I can identify the theme of "The Keeping Quilt". I can take notes on a topic and share them with peers. 	<ul style="list-style-type: none"> Teacher observations Students' notes Anchor chart
Lesson 5	Making Connections: Building a community through a classroom quilt	<ul style="list-style-type: none"> I can integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (RI.4.9) I can create an artwork in response to a theme studied in class. (W.4.11) 	<ul style="list-style-type: none"> I can create a quilt square that will help to define my classroom community. I can explain how symbols help to define a community. 	<ul style="list-style-type: none"> Teacher observations Student-created quilt squares
Lesson 6	End of Unit Assessment: On-demand	<ul style="list-style-type: none"> I can refer to details and examples in a text when 	<ul style="list-style-type: none"> I can use details in a text to explain what a text 	<ul style="list-style-type: none"> •End of Unit Assessment: The

GRADE 4: MODULE 1A: UNIT 3: OVERVIEW
Calendared Curriculum Map:
Unit-at-a-Glance

	paragraph writing	<p>explaining what the text says explicitly and when drawing inferences. (RI.4.1)</p> <ul style="list-style-type: none"> • I can write informative/explanatory texts to example a topic and convey ideas and information clearly. (W.4.2) • I can draw evidence from literary or informational texts to support analysis. (W.4.9) • I can write routinely over shorter time frames for a range of disciplines. (W.4.10) • I can effectively participate in a conversation with my peers and adults. (SL.4.1) • I can determine the meaning of unknown words and phrases. (L.4.4) 	<p>says.</p> <ul style="list-style-type: none"> • I can follow our group norms when I participate in a conversation. 	<p>Evolution of Oral Tradition in Mountain Ballads</p>
Lesson 7	Defining Our Classroom Community	<ul style="list-style-type: none"> • I can write an informative/explanatory text. (W.4.2) • I can report on a topic using descriptive details to support a main idea or theme. (SL.4.4) 	<ul style="list-style-type: none"> • I can explain how our classroom quilt defines our classroom community. • I can independently write an explanatory paragraph. • I can follow our group norms when I participate in a conversation. 	<ul style="list-style-type: none"> • Explanatory paragraph • Teacher observation