Stage 1 Desired Results

ESTABLISHED GOALS

Common Core State Standards:

RI 6.1, Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI 6.3, Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

RI 6.9, Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

W6.1, Write arguments to support claims with clear reasons and relevant evidence.

W6.4, Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W 6.8, Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W 6.9, Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL 6.2, Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL 6.4, Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

SL 6.5, Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

ISTE NETS for Students:

1. Creativity and innovation - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
   a. Apply existing knowledge to generate new ideas, products, or processes
   b. Create original works as a means of personal and group expression
2. Communication and collaboration - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
   a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
   d. Contribute to project teams to produce original works or solve problems.
3. Research and information fluency – Students apply digital tools to gather, evaluate, and use information.
   a. Plan strategies to guide inquiry
   b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
   c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
4. Critical thinking, problem solving, and decision making – Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decision using appropriate digital tools and resources.
   b. Plan and manage activities to develop a solution or complete a project.
   c. Collect and analyze data to identify solutions and/or make informed decisions.
5. Digital citizenship – Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
   b. Exhibit positive attitude toward using technology that supports collaboration, learning, and productivity.

Transfer
● *Students will be able to independently use their learning to explore the key concepts of the impossible and courage.* ● *Students will be able to identify and analyze the characteristics and sources of a biography.* ● *Students will be able to use their knowledge and understanding of a biography to visually create a timeline of events in MinecraftEdu from the perspective of a character in the biography.* ● *Students will be able to give an engaging and interactive presentation to demonstrate their understanding and interpretation of key events and concepts in a biography.*

Meaning	
UNDERSTANDINGS 1. That the past influences and shapes the future. 2. The concepts of impossible and courage through the lives of Matthew Henson and Robert Peary. 3. A biography draws information from a variety of reliable sources including diaries, letters, photographs, and reference materials. 4. That a timeline can help us visualize events, provide context and perspective, and show cause and effect.	**ESSENTIAL QUESTIONS** 1. How do personal struggles make us stronger? 2. How do possibilities become realities? 3. What gives people courage and how do they demonstrate it to others? 4. How do defining or significant moments impact and shape us? 5. What can we learn from a biography?

Acquisition	
Students will know… 1. The past events in the lives of Henson and Peary that influenced their future journeys, goals, and decisions. 2. How the concepts of impossible and courage help us understand explorers. 3. How biographies give us insight into a person's background, character, personality, interests, and influence on others or society. 4. Key vocabulary from the biography - impossible, courage, deprivation, tyranny, fatality, auspices, fortitude, cause, effect, biography, analyze	*Students will be skilled at…* 1. Reading a biography and identifying the main sources of information. 2. Analyzing key events and how they are introduced, elaborated and illustrated in a text. 3. Creating a visual timeline in MinecraftEdu to demonstrate their understanding of the text, events, and concepts. 4. Writing a journal from the perspective of a character and use key vocabulary in their writing. 5. Working cooperatively in teams to prepare for and present their work and understanding utilizing a virtual environment.

Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
1. Discussion of key vocabulary in the context of a biography. 2. Evaluation of biography sources and their uses in showing perspectives and providing context. 3. Reflection on a past experience that has shaped their present life. 4. Interpreting the causes and effects of major life events in a biography. 5. Comparison of characters and how they demonstrated courage. 6. Assuming the role and perspective of a character in a biography. 7. Designing and building of a virtual timeline of the major life events in a biography. 8. Illustration of the major events and influential people in the lives of Matthew Henson and Robert Peary. 9. Representation of the concept of the impossible. 10. Presenting a timeline of events through a virtual tour and other engaging activities.	PERFORMANCE TASK(S): 1. Read a biography of Matthew Hensen and discuss key vocabulary in the context of the story. 2. Analyze the key characteristics of a biography and the main sources used. 3. Draw a personal biography timeline and describe a past experience that has impacted your character, personality, or choices. Include a list of reliable sources that could be used to write your biography. 4. Create a visual representation of cause and effect in Minecraftedu. Write a description of this representation from the perspective of a character in the biography. 5. Work in your team to select and analyze a period of the life and journey of either of the main characters (Henson or Peary). Identify key events and discuss how to visually represent each event in the MinecraftEdu game world. 6. Work cooperatively in teams to build a visual timeline of the key events in the MinecraftEdu game world. Incorporate the concept of the impossible into your building. 7. Write a journal reflection of your work and discuss how your building represented the concept of the impossible. 8. Discuss your presentation and write presentation notes for each team member. Present your team's visual timeline in the MinecraftEdu game world to your peers; take them on a virtual tour and explain the events on your team timeline. 9. Participate in the virtual tours from other teams, ask questions, and give constructive feedback using the feedback form. 10. Share a meaningful takeaway from this lesson based on the concept of the impossible.

RUBRIC FOR STUDENT UNDERSTANDING, PERFORMANCE, AND PRODUCT

Traits	Understanding	Performance & Product Quality
Scale	**60 percent**	**40 percent**
4	Demonstrates an insightful understanding of the relevant concepts, perspectives, and causal relationships between key events. Discussion comments, reflections, and presentation narrative show an advanced level of comprehension of the content and are supported by perceptive examples and reliable sources. There are multiple interpretations of key concepts and the approach to analysis is critical and complex.	The performance and product are highly effective and engaging. The concepts and perspectives are presented in a creative, organized, and masterful presentation, with interactive activities designed for the intended audience, context, and purpose. The final product and performance are exceptional and sophisticated.
3	Demonstrates an accurate understanding of the relevant concepts, perspectives, and causal relationships between key events. Discussion comments, reflections, and presentation narrative convey an appropriate level of comprehension of the content and are supported by meaningful examples and reliable sources. There are no misunderstandings of key concepts and the approach to analysis is grounded and reasonable.	The performance and product are coordinated and effective. The concepts and perspectives are presented in a smooth, precise and organized presentation, with activities that are appropriate for the intended audience, context, and purpose. The final product and performance are engaging and well presented.
2	Demonstrates a limited or superficial understanding of the relevant concepts, perspectives, and causal relationships between key events. Discussion comments, reflections, and presentation narrative are too broad and do not show sufficient comprehension of the content; there is minimal or ineffective use of examples, and sources are not reliable or referenced. There are some misunderstandings of key concepts and the approach to analysis is oversimplified.	The performance and product are somewhat effective. The concepts and perspectives are presented, however, there are some issues with delivery, coherence, and organization; there are activities used but they are not necessarily relevant for the audience, context, or purpose. The final product and performance is not meaningfully engaging.
1	Demonstrates little to no understanding of the relevant concepts, perspectives, and causal relationships between key events. Discussion comments, reflections, and presentation narrative are nonexistent or do not show a level of comprehension of the content; examples and sources are not used, identified, or referenced. There are significant misunderstandings of key concepts and the approach to analysis is missing or incomplete.	The performance and product are ineffective. The concepts and perspectives are not presented clearly and do not demonstrate adequate organization and preparation; there are no activities that demonstrate consideration for the audience, context, or purpose. The final product and performance is not engaging or purposeful.

Stage 3 – Learning Plan	
Summary of Key Learning Events and Instruction	*Assessment*

Day 1: Unit Overview and Personal Biography Timeline (W,H,E1,T,O)
• Students will be introduced to the unit scope, tasks, expectations, and timeline
• Students will draw personal biography timelines that illustrate major life events and identify primary reliable sources; there are no wrong answers in this activity and students should be encouraged to creatively show events that are significant as well as include individuals or objects that are personally meaningful to be used as sources.
• Students will share personal biography timelines and discuss:
    o What is a major life event? What people or events have influenced us and how are we changed (cause & effect)?
    o How do we decide what is a significant life moment?
    o What makes a reliable or relevant source of information? Give an example.
• Discussion notes will be captured on a poster for reference throughout the unit. A feedback board and brainstorm posters will be posted and used throughout the unit to generate and share feedback and ideas, and to pose problems that others can help solve.
Differentiation:
• Share a list of events in your personal biography timeline as an example.
• Students may work with others and share a comparison of their timelines.
• Students may code events on their timeline to hide specific details but show themes or categories – celebration, award, inspiration, tragedy, etc.
	• Students can understand the unit scope, tasks, expectations, and timeline.
	• Students can create a personal timeline and identify their major life events as well as significant people, places, or memories that have impacted them.
	• Students can identify people or objects that can be sources of information about their lives.
	• Students can discuss and reflect on the concept of a significant life moment.
	• Students can articulate a quality that makes a source of information reliable or relevant.

Day 2: Biography Reading 1 and Key Vocabulary (W, E1, R, E2, T, O)
• Students will read the biography text of Matthew Hensen and discuss key events and new/key vocabulary:
    o What are the major events in Matthew Hensen's life?
    o What does the vocabulary word describe?
    o What are other words that mean the same as the vocabulary word?
    o Find examples of cause/effect
    o What are my questions about Matthew Hensen or my areas of confusion?
Differentiation:
• Students may listen to recording of the biography as they read along.
• Students may sketch a simple timeline of events as they read or listen to the biography.
• Students will work with a partner to discuss new and key vocabulary, then partner up with another pair to compare discussion responses, then combine with another group, until the class is one big group.
	• Students can identify key events in the life of Matthew Hensen and show cause and effect between events.
	• Students can share what they know and understand about new or key vocabulary.
	• Students can articulate gaps in knowledge about Matthew Hensen and any remaining areas of confusion with the reading.

Day 3: Biography Reading 2 and Biography Dissection & Sources (E1, R, T, O) • Students will read another biography of Matthew Hensen and compare this account with the first biography reading • Students will dissect a biography's parts and characteristics and examine primary and reliable sources. *Differentiation:* • Students may work in pairs or small groups of three to compare and contrast biographies. • Students may listen to a recording of the biography while they follow along in the text. • Students may draw a diagram, concept map, illustration, or create an outline of a biography's parts and characteristics. • Students may select from a variety of sources to examine and critique and can find or recommend their own sources.	• Students can compare and contrast two biographies of the same person. • Students can explain the parts and characteristics of a biography. • Students can name examples of primary and/or reliable sources.
Day 4: Teams, Cause & Effect in MinecraftEdu, Perspectives (W, H, E1, T, O) • Students will organize into small teams of 2-4, review their team task, and assign roles and responsibilities; roles and responsibilities are clearly defined and provided for students to reference. • Students will use MinecraftEdu to illustrate the concept of cause & effect. • Students will take screenshots of their work and write a journal reflection from the perspective of a character or object that is impacted by the cause & effect. *Differentiation:* • Students may revise roles and responsibilities as needed to fit their team's needs and interests. • Students may complete a tutorial challenge in MinecraftEdu to learn basic controls and skills that will help them in their performance task – moving, taking and editing screenshots, writing books and signs, using teleport blocks, etc. • Students may create a slideshow or comic strip of their cause and effect illustration using their screenshots. • Students may work with a partner to create an illustration of cause and effect and write their reflections from opposite or contrasting perspectives.	• Students can understand the roles, expectations, and responsibilities of each member of their team. • Students can create a structure or setting in MinecraftEdu to illustrate the concept of cause and effect. • Students can capture screenshots of their building in MinecraftEdu and write a reflection on the concept of cause and effect in character.
Day 5: Team Tasks - Choose Key Event, Plan, Design, Stake a claim (W, H, E1, R, E2, T, O) • Students will review their team tasks and brainstorm ways to illustrate key events from the biography in MinecraftEdu. • Students will map out their design, including building tasks that need to be completed. • Students will work cooperatively in teams to find and stake a claim in the MinecraftEdu world and begin building the key events according to their design. *Differentiation:* • Students may come up with a different way of organizing their team, they must be able to show how they have identified team tasks and have a running list of building tasks to be completed in MinecraftEdu.	• Students can work cooperatively in teams to discuss their performance tasks and create a plan including a simple map design of their building within MinecraftEdu • Students can work collaboratively in teams to select an area in the MinecraftEdu world and begin building according to their design plan.

• Students may choose any number of events to include in their timeline and may also choose to coordinate with other groups in building events in MinecraftEdu according to a map or sequence of events. • The emphasis should be on deeper context or interpretation of the event and students may want to research additional details about the time period or locations to include in their building.	
Day 6 & 7: Build in Minecraftedu, Journal reflections (W, H, E1, R, E2, T, O) • Students will continue building their design in MinecraftEdu. • Students will take screenshots of their work and submit a team report of their progress. • Students will discuss how the concept of the impossible was illustrated in their virtual timeline. *Differentiation:* • Students may write progress notes as team members that can be compiled into a team report. • Students may create an album of screenshots to share or designate a team photographer to capture specific screenshots and compile them for the team. • Students may use the feedback and idea boards to share with other teams how they plan to incorporate the concept of the impossible and receive feedback from peers and the teacher.	• Students can work collaboratively in teams to build in MinecraftEdu according to their design plan. • Students can take screenshots of their work and capture various details that demonstrate the key events described in the biography. • Students can work collaboratively to write a team report of their progress and outline remaining tasks. • Students can articulate how they interpreted the concept of the impossible in their building within MinecraftEdu.
Day 8: Finish builds in MinecraftEdu, Discuss and prepare presentation (W, H, E1, R, T, O) • Students will finalize their building in MinecraftEdu and take screenshots of their work. • Students will prepare a 3 minute presentation of their key events and rehearse giving a virtual tour in MinecraftEdu; they will make presentation notes and plan one interactive activity for peers to complete while on the virtual tour • Students will rehearse their presentation and receive feedback from the teacher before completing their presentation. *Differentiation:* • Students may choose from a variety of presentation methods – video, movie/documentary, slideshow, comicbook/flipbook. • Students may design engaging elements such as create badges (virtual or physical) to give out for completing their activity, or a "photobooth" in MinecraftEdu and have peers sign a "guestbook" with comments and feedback. Activities within the game may include – reading a book, finding an object, examining a building, write a sign or book to give feedback, take a selfie in front of a sign or structure, etc. • Students may create their own feedback form or add questions or elements to be rated on the feedback form.	• Students can complete their building in MinecraftEdu and take screenshots to document their work. • Students can work collaboratively to create a presentation of their work and design an interactive activity for peers during a virtual tour in MinecraftEdu. • Students can show their presentation to the teacher, and incorporate feedback if needed, before finalizing their final product.
Day 9 & 10: Presentations, Feedback Forms and Takeaways (W, H, E1, R, E2, T, O)	• Students can give an organized and thoughtful presentation of their work and describe their interpretation of key events in the biography.

• Students will take their peers on a virtual tour of their timeline in MinecraftEdu; students will explain and interpret the events they illustrated and conduct an interactive activity for their peers within the game. • Students will complete a feedback form for presentations, which will be given to the respective teams. • Students will discuss their understandings from the unit and identify remaining questions. • Students will share a takeaway from the unit based on the concept of the impossible. ***Differentiation:*** • Students may complete feedback as partners, participate in presentation and then discuss feedback to share. • Students may discuss understandings from the unit with a member of another team, in groups of two teams and then share questions back with the larger group. • Students may share takeaways on a poster as a team, incorporating feedback reflections received from their peers.	• Students can lead peers through an interactive activity that engages their audience and provokes meaningful interaction with the content. • Students can give constructive feedback and affirmations about each presentation. • Students can discuss what they learned from the unit and share questions or ideas that would extend their learning. • Students can communicate a meaningful understanding of their learning based on the concept of the impossible.