| Title: | I Am Because We Are, We Are Because I Am - Becoming Crew 187 |
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| School: | Frank Elementary School |
| Grade Level: | Kindergarten |
| Discipline(s): | Social Studies, Literacy, SEL |
| Specific Topic: | Building a Classroom Community and Understanding My Place In It |
| Start & End Dates: | August 19- September 20 |
| Author(s): | Beth Smith |

| Standards: |
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| SS.Hist.2: Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.  SS.Hist.3: Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.  W.K.2- Use both drawing and writing to describe |

| Summary: |
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| • Students will learn the importance of their role in our classroom community and how we are also a part of the bigger world |

| Essential Question: |
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| • How Am I a Part of Crew 187? How is Crew 187 a Part of Me? |

| Guiding Questions: |
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| * What is a Crew? * What is Ubuntu? * What is Mbongi? * What is Sawubona? * How Can I Contribute to Crew 187? |

| Learning Targets:   * I can become a part of our classroom crew * I can demonstrate my role in our classroom crew * I can understand how the greater world impacts my classroom crew |
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| Anchor Text(s): |
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| Our Class is a Family | African Proverbs for Kids | This is How We Do It | What Does it Mean to Be Global? |
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| 1. Case Study Title: | **What is a Crew?** |
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| Case Study Content: | This will be the introduction to being a student in our classroom crew. This is fitting for the first weeks of school as many of my kindergarten students will be experiencing school for the first time. |
| Big Ideas/Broad Concepts: | * Students will understand they are a part of Crew 187 * Students will understand that we are stronger together and that we are crew, not passengers |
| Key Standards That Drive the Case Study: | * SS.Hist.3: Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications. |
| Assessment: | • Informal assessment - thumbs up/thumbs down on who is in our crew. Teacher will show pictures of students in our class, different animals, etc. and students will respond with thumbs up/down if that person is a part of our Crew. We will place these pictures on a T-Chart listing YES or NO |

| 2. Case Study Title: | **What is Ubuntu?** |
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| Case Study Content: | Students will be able to verbalize what Ubuntu is (belonging to a community - I Am Because We are and We Are Because I Am) |
| Big Ideas/Broad Concepts: | Students will describe how the “I” and “WE” of Ubuntu are connected |
| Key Standards That Drive the Case Study: | •SS.Hist.3: Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.  •W.K.2- Use both drawing and writing to describe |
| Assessment: | • Students will color in an outline of their hand and they will all be connected for a hallway display. They will write or trace their name on the hand. |

| 3. Case Study Title: | **What is Mbongi?** |
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| Case Study Content: | Students will be able to verbalize what Mbongi is - a community learning place |
| Big Ideas/Broad Concepts | Students will describe what a community is and what a learning place is |
| Key Standards That Drive the Case Study: | •SS.Hist.3: Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.  •W.K.2- Use both drawing and writing to describe |
| Assessment: | Students will color in different shapes that will be assembled to mimic our classroom and be added to the halfway display. They will orally share a describing word of how they feel to be in our crew and teacher will write that feeling word on one of the shapes they colored in |

| 3. Case Study Title: | **What is Sawubona?** |
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| Case Study Content: | Students will be able to verbalize what Sawubona means - I see you. Sawubona also can be a greeting - hello. |
| Big Ideas/Broad Concepts | Students will describe how they feel when they know someone is listening to them and “seeing them” |
| Key Standards That Drive the Case Study: | •SS.Hist.3: Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.  •W.K.2- Use both drawing and writing to describe |
| Assessment: | Students will color in eyes and a heart and use a describing word that tells how they feel when someone says “hello” to them |

| 3. Case Study Title: | **How Can I Contribute to Crew 187?** |
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| Case Study Content: | Students will be able to verbalize our whole brain teaching expectations - these are our classroom norms. |
| Big Ideas/Broad Concepts | Students will orally tell the classroom norms along with our hand actions |
| Key Standards That Drive the Case Study: | •SS.Hist.3: Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.  •W.K.2- Use both drawing and writing to describe |
| Assessment: | Students will color in a self portrait and write or trace their name - which will be added to our hallway display |

| Final Product:   * Crew 187 will present three new vocabulary words at our all school Community Circle. We will share our Crew Greeting: Sawubona, our new word for our learning space: Mbongi, and our Class Motto: Ubuntu |
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| Connections to the Community and the Larger World:  This unit will be a second week of school activity. We will be building our classroom community and seeing how our classroom fits into our school community and our neighborhood community. |
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| Fieldwork: | • none - too early in the year |
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| Experts: | • school counselor, school social worker, SEL coordinator |
| Service Learning: | • We share our new vocabulary words with the other kindergarten classrooms |
| Expedition Kick-Off: | • Mentor Text - Our Class is a Family |
| Expedition Culmination: | • Hallway Display of our new knowledge |

Week 1: August 19-23

| 19  **What is a Crew?**  Read Our Class is a Family and think aloud as you read. Kids can ask questions and/or share as we read | 20 | 21  Introduce the word Crew. Describe what a crew does and how we can be a crew in Room 187. | 22  Reread Our Class is a Family. Teacher shows first day of school pictures and other pictures mixed in (random people, animals, etc). and kids decide if they are part of our Crew. Pictures are placed on a YES/NO T-chart | 23 |
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Week 2: August 26-30

| 26  **What is Ubuntu?**  Teacher displays the word. Kids clap it, count the letters in the word, and repeat the word in a variety of voices.  Teacher gives definition: I Am Because We are and We Are Because I Am  Make up hand signal to go along with definition | 27 | 28  Play video - a song about Ubuntu | 29  Students color in a hand and write their name on the hand (or teacher will write their name) | 30  NO SCHOOL |
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Week 3: September 2-6

| 2  NO SCHOOL | 3  **What is Mbongi?**  Teacher displays the word. Kids clap it, count the letters in the word, and repeat the word in a variety of voices.  Teacher gives definition: a community learning place  Make up hand signal to go along with definition | 4  Teacher shows different dwellings and kids determine if it could be a Mbongi for THEM (school, house, park, zoo, firestation, ocean, etc.) | 5 | 6  Students color in a variety of shapes that that will become part of our hallway display. Teacher will write their describing word of how they feel to be in our learning place |
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Week 4: September 9-13

| 9  **What is Sawubona?**  Teacher displays the word. Kids clap it, count the letters in the word, and repeat the word in a variety of voices.  Teacher gives definition: I See You  Make up hand signal to go along with definition | 10 | 11 | 12 | 13  Kids color in a pair of eyes and a heart to signify “I see you”. Kids will dictate how they feel when someone says hello to them |
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Week 5: September 16-20

| 16  **How Can I Contribute to Crew 187?**  Teacher reads This is How We Do It. Think aloud as we read. Kids can ask questions and/or share as we read | 17 | 18 | 19  Teacher reads What Does It Mean To Be Global? Think aloud as we read. Kids can ask questions and/or share as we read | 20  Kids make a self-portrait and write their name on the bottom. This is added to the hallway display |
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