

Tangled Roots Oral History Unit Plan

Unit Content: 6 lessons with optional PBL

Timeframe: 60-90 minutes per lesson

Grades: 5th – 12th grade

Subjects: Social Studies, History, Art, Science Reading & ELA,

Unit Summary: The Tangled Roots Unit connects the six oral history videos to core civic values and educational standards through six lesson plans and a culminating project. Each lesson plan focuses on one **driving question** which connects to the unit’s **essential question**: *How could an understanding of Civic Virtue help individuals understand their responsibility to others?* Each lesson’s **driving question** is specifically derived from the adjoining video and is used to guide the lesson activities. Each lesson consists of three main activities: a pre-video group discussion, a class viewing of the video, and a reflective activity. The unit concludes with a final project which requires students to answer the unit’s essential question using their answers and evidence for the supporting questions. Students will synthesize their argument and evidence in a group presentation or individual essay. A call-to-action activity is also provided for classrooms that want to apply their learning to their lives or community.

Essential Question: *How could an understanding of Civic Virtue help individuals understand their responsibility to others?*

Standards: 5.4.CE; 7.5.S.ER; 7.5.3.HS; 8.5.CC; 8.5.E; HG.1.2.PR; HG.1.5.HS

	PRE-VIDEO (optional)	VIDEO	POST-VIDEO
LESSON 1 Dr. Blake	Students individually complete the Analog Worksheet. Instructor reviews answers and introduces new analogy comparing the evolution of cultural history to the growth process of a tree.	Students watch video and take notes on content that connect to the driving question.	Class discusses video. Students create Word Art of the key words discussed in class or from their notes.
LESSON 2 Alma Lopez	In groups of three, students discuss and research the concept of Civic Virtue. In a class discussion, groups share their findings and cite two online sources.	Students watch video and take notes. Their notes and data will be used for the final activity.	In the same groups, students use their notes from the video and discussion to create a presentation on Civic Virtue.
LESSON 3 Thomas Legare	In groups of three, students will research the supporting question. In a class discussion, groups share their findings and cite two online sources.	Students watch the video and take notes. These notes and data will be used for the final activity.	Groups use their notes from the video to create a presentation which answers the supporting question.

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LESSON 4 Bill Saunders	In groups of three, students will research the supporting question. In a class discussion, groups share their findings and two online sources to the class.	As a class, students will watch the video and take notes. These notes and data will be used for the final activity.	Groups use their notes from the video to create a presentation which answers the supporting question.
LESSON 5 Bill Jenkins	In groups of three, students will research the supporting question. In a class discussion, groups share their findings and two online sources to the class.	As a class, students will watch the video and take notes. These notes and data will be used for the final activity.	Groups use their notes from the video to create a presentation which answers the supporting question.
LESSON 6 Minerva King	In groups of three, students will research and create their definition for Civic Virtue. Groups will share definitions to class and the class will work together to decide the best definition.	As a class, students will watch the video and take notes. These notes and data will be used for the final activity.	Groups will pretend to work for a digital newspaper publication and write an article that answers the driving question.
SUMMATIVE PERFORMANCE TASK			
Project-based Learning – Create a Documentary (1-2 class periods)	Final project has students work in groups of 3-5 to research and answer the driving question using the five supporting questions. Students will present their answer as a documentary or video presentation. Each student in the group must select a supporting question to research and add to their presentation. Together, the group creates a final presentation that shows how Civic Virtue helped them to understand their responsibility to others. Rubric provided.		
Fast track— Written Response (1 class/homework assignment)	In a short essay, students will individually answer the driving question using specific examples from each video. Rubric provided.		
TAKING INFORMED ACTION			
Students as a whole class apply their understanding of Civic Virtue by actively helping their community, or students work in groups to write a proposal for specific ways they can help their neighbors.			