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NEA Teacher Institute Unit Design Template

CURRICULUM DESIGN		
Unit Title	Dreams Deferred (An introduction to and through line for American history)	
Discipline(s) Language arts, Social Studies, visual art, music, drama, movement, science	Grade Level(s) 5	Time Begin dream unit as an introduction to American history in September. Then use anchor piece through line for entire year
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<p>Narrative</p> <ul style="list-style-type: none"> • How and why did you come to choose this anchor work? • How did your design of this unit develop? • What did you learn about your teaching? • What did you learn about your students? <p>My school uses a constructivist based social studies program called, “A Different Way of Knowing”. This program provides an inquiry based thematic curriculum that infuses instruction with the visual and performing arts. For fifth grade the study is entitled, “Choice, Chance, Change. The first unit which introduces the year’s study is called, “Dreams”. The main idea is for students to understand that the fabric of history is woven by the dreams of people and that changes come from by their choices or chance happenings. I felt that the poetry from Langston Hughes’, “Montage of a Dream Deferred” very well expresses the hopes and frustrations of Americans as they built a nation.</p> <p>I first developed this unit by connecting what I wanted to accomplish in social studies to the rest of my curriculum. Initially, I devised a year-long plan in which I plugged in fifth grade standards and curriculum and saw how this would fit the concept of “American Dreams”. Then I gathered literature to launch my first unit. For Spanish language arts, I chose an abridged version of <u>Don Quijote de la Mancha</u> by Miguel de Cervantes. In English I used a story, “<u>The North Star</u>” by Peter Reynolds, some of my own writing and the poetry of Langston Hughes.</p>		

I learned that I am very excited about teaching using this format. My only problem is in trying to restrain myself from expanding the curriculum so far that we don't finish the required areas.

My students are very engaged in learning. They are also seeing connections between the different genres of literature and from discipline to discipline. One of their favorite expressions is, "I've got a connection...". I am also coming to know my students in ways I never imagined as they express their dreams freely and honestly through poetry, prose, movement, art and music.

<p>Describe the Anchor Work</p>	<p>For my anchor work I chose the poem, "Deferred", by Langston Hughes. This poem describes the inner dialogue of Harlem residents of the 1920's as they walk the city streets. It reflects dreams they have had for a time that haven't been realized. I also used two other poems by Langston Hughes, "Dreams", and "Harlem" because they helped give meaning to the anchor piece.</p>
<p>What Essential Questions drove the study?</p>	<ol style="list-style-type: none"> 1. What are dreams? 2. What dreams do you have? 3. What dreams have come true for you? 4. What dreams have you experienced that haven't come true? 5. What is the difference between a lost dream and a dream deferred? 6. What are your dreams deferred? 7. What is the difference between poetry and prose? 8. What is the connection between music (especially songs) and poetry?
<p>What were your Desired Outcomes?</p>	<ol style="list-style-type: none"> 1. Students will be able to distinguish between dreams realized, dreams lost, and dreams deferred. 2. Students will be able to perform the poem, "Deferred," by Langston Hughes dramatically using expression of voice, body and rhythm. 3. Students will read a variety of literature in English and Spanish related to people's dreams. 4. Students will be able to identify the dreams expressed in a variety of literature and historical documents. 5. Students will be able to express ideas about dreams and dreams deferred through music, visual arts, drama, movement, narrative and fiction writing.. 6. Students will be able to write their own poetry that expresses their personal dreams deferred in the style of Langston Hughes. 7. Students will recognize the relationship of dreams deferred and "blues" music. 8. Students will learn to write blues music.

	<p>9. Students will use the format of blues songs and poetry of deferred dreams to write about the personalities and events of American history which will be recorded in an “America’s Story” book.</p>
<p>Which local, state, or national Standards were taught and assessed?</p>	<p>Language Arts: 1.5 Understand and explain the figurative and metaphorical use of words in context. Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas. 2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works. 2 Identify the main problem or conflict of the plot and explain how it is resolved. 3.3 Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme. 3.4 Understand that <i>theme</i> refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works. 3.5 Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism). Students write clear, coherent, and focused essays. The writing exhibits the students’ awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed Students write and speak with a command of standard English conventions appropriate to this grade level. Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication Deliver oral responses to literature: Social Studies Students in grade five study the development of the nation up to 1850, Visual and Performing Arts: Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance. Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art</p>
<p>What Prior Learning is necessary before implementing the unit?</p>	<ol style="list-style-type: none"> 1. I assessed the students’ knowledge of dreams with a KWL chart. 2. We discussed the difference between poetry and prose and determined that poetry is a powerful tool to express feelings. 3. We looked at different styles of poetry.
<p>What Resources were required for unit implementation?</p>	<ol style="list-style-type: none"> 1. Poetry of Langston Hughes. 2. Song, “The Impossible Dream” 3. A variety of books and stories about people’s dreams. 4. A variety of blues music.
<p>INSTRUCTION and ASSESSMENT DESIGN This is a summary of the on-going activities for this unit.</p>	

Instruction and Assessment Plan

- How did you “hook” students? What were your **entry points** of learning?
- **Describe your step by step sequence of instructional activities/learning events**

Prior to unit: Before beginning the actual unit, we practiced reading a variety of poetry to get used to reading it and looking at how poetry uses words to express feelings. We also began exploring movement as a way of expressing feelings.

First Lesson: After launching the unit with a KWL chart about dreams, we listened to the story, “The North Star” by Peter Reynolds and discussed the difference between following one’s own dreams and the dreams of others. Students did journal responses to the literature and were asked to connect the story to their own lives,

Second Lesson: Then, we read and examined Langston Hughes poems, “Dreams” and “Deferred”. We compared dreams lost with dreams deferred. We also examined the metaphors in Langston Hughes poetry and experimented with new metaphors that expressed similar feelings (example: instead of ...”Life is a broken winged bird that cannot fly”, “Life is homework with no playtime” or “Life is chocolate without the sugar”, .

Third Lesson: In Spanish language arts we began reading Don Quijote, and discussed his dreams. We did journal writing about the difference between Don Quijote’s dreams and the dreams expressed in the English poetry.

Fourth Lesson and beyond: The students also wrote narrative paragraphs about their dreams and created dioramas of their dreams deferred. We also continued using movement to express feelings and dreams exploring levels, size, weight and pathways through space. We sang the song, “Impossible dream from “Man of La Mancha”, listened to the blues music by various artists, wrote poetry, and began working with a music consultant who will help us write blues songs.

We have now entered into the studies of Native Americans and will continue to explore the concept of dreams through poetry and blues music. The children have just finished participating in a play, “The Ballad of Sitting Bull” which explores the dreams of sitting Bull to preserve his nation and the betrayal of the American government. Part of the preparation for the play involved the students researching their characters and writing a line to be entered into the play, “I _____, did what I did because_____.” After the performance of the play, the students wrote a verse for another dreams deferred poem called, The Ballad of Sitting Bull-Dreams Deferred in which they used the voice of their character to express a dream deferred.

At the end of the year, we will do a major presentation of what we have learned about American history using our poetry, music and playwriting.

Our class has, in addition to our lessons, our own personal dream deferred. We are trying to raise funds to visit Washington DC. The students have connected the ideas in Langston Hughes poetry to our goal. When I get discouraged they tell me not to be “a broken winged bird that cannot fly”, their current favorite metaphor for having let go of dreams. This is a very exciting school year!

- **Link here for teacher assignments, assessments**
- **Link here for student performances of understanding:**
- **assignments, student activities, performance tasks/projects/exhibits, tests**
- Write narrative paragraph about dreams.-Assessment –Writing rubric
- Write responses to poetry in literature journal-Assessment-discussion

- Reading a variety of literature related to dreams. -Assessment-discussion
- Write responses to Don Quijote and other stories in journals. -Assessment-discussion
- Literature circle projects regarding Don Quijote Assessment-Rubric
- Graphing voice (for expression) Assessment-Observation
- Singing made up blues style songs. Assessment-Observation
- Listening to blues. Assessment-Observation
- Blues song writing Assessment-Criteria list
- Diorama of dreams deferred. Assessment-Rubric
- Various movement activities.
- Poetry writing- Assessment-Rubric

- [Link here for **assessment tools**](#) used to assess student work

Criteria for your verse in the Poem, “MLC Dreams Deferred”

- Expresses a dream of yours that hasn’t happened.
- Be sincere and thoughtful.
- Use correct poetry form.
- Uses the style of Langston Hughes poem, “Deferred”

Rubric for a Performance

4

- There is clear evidence that you presented the required material.
- You spoke loudly and clearly with animated expression.
- You always looked at the audience.
- You used excellent body expression and movement to enhance your presentation.

3

- There is some evidence that you presented the required material.
- You could be heard and had some expression.
- You looked at the audience most of the time.
- You used some body expression and movement.

2

- There is some evidence that you presented the Required material.
- You needed to speak either more loudly or with more expression.
- You needed to use more body expression and Movement.

1

- One or more of the elements are missing.
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 - Link here for other resources used
 - Link here for photo documentation

Relevance How was this study meaningful for students?	This on-going study is meaningful to all my students because they have connected personal expression through the anchor piece that also connects to our curriculum.
Meeting Needs of All Students In what ways was instruction tailored to meet the needs of all students?	Students have worked in partners, shared ideas and did peer critiques of each others' work Students also were able to use a variety of learning intelligences to go through this learning piece.